



保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

School Report

2020/2021

Member of School-University Partnership (HKU)
香港大學「學校夥伴計劃」中學成員

Member of Quality Education Alliance
華都青年獅子會「優質教育聯盟」成員

First batch of SSE cum ERS schools
首一百間自評及外評學校

Caring School (EDB)
關愛校園榮譽 (2007 年至今)

Po Leung Kuk Outstanding School (2010, 2018)
保良局傑出學校 (2010, 2018)

The Kuk's Spirit

Mutual Respect
United Effort
Benevolence
Charitable
Gratefulness and Recognition

Dedication 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 organisation.
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

Po Leung Kuk Lo Kit Sing (1983) College (formerly known as Po Leung Kuk 1983 Board of Directors' College) was founded in 1984. On 1st December, 2011, the school name was dedicated to Mr. Lo Kit-sing who donated \$7.8 million for the sustainable development of the school. The school is an aided secondary school. It adopts English as the teaching medium in all classes and for all subjects. The school, which is situated at Cheung Hong Estate in Tsing Yi, enjoys great popularity in the district.

Our school's motto is 'Love, Respect, Diligence, Integrity'. The school aims at providing an all-round quality education. It strives to help students meet the challenges of an ever-changing society. Our mission is to enhance students' moral, intellectual, physical, social and aesthetic development, and to aid students to become civic-minded and responsible citizens who are ready to contribute what they have learnt for the well-being of Hong Kong and the Mainland society in the future.

Extended learning programs and various co-curricular activities are launched to improve students' generic skills including interpersonal and reflection skills and to build their positive character. Furthermore, students are expected to live up to the goals set by the annual school theme put forward by students and/or teaching staff.

The Incorporated Management Committee (IMC) of our school was established on 1st September, 2012, taking over the governance and management of our school from the School Management Initiative which was established in 1992. IMC has allowed our school flexibility in operation and development and we have continuously strived for providing a better learning environment for our students. In the year of 2020-2021 our school IMC was composed of 14 members with 1 independent manager, 8 managers nominated by the Sponsoring Body and 5 school-based managers including the Principal, two teacher representatives and two parent representatives.

Our Students

Class Structure

Since academic year 2003-04, our school has fully transited to parallel class structure, with 4 classes in each of Form 1 to Form 6.

Number of students in each form

		S1	S2	S3	S4	S5	S6	Total
2020-21	Male	71	71	71	56	63	65	397
	Female	58	51	54	60	63	49	335
	Total	129	122	125	116	126	114	732

Attendance percentage of students in each form

	S1	S2	S3	S4	S5	S6
2018-19	97.5%	94.4%	96.1%	92.1%	93.0%	97.0%
2019-20	98.7%	98.9%	98.3%	98.3%	96.7%	95.9%
2020-21	99.3%	99.1%	99.6%	99.0%	98.8%	98.8%

Prospects of our school graduates

Number of S3 students promoted to S4

	Number of S3 students	Number of S3 students promoted to S4 in our school	
2018-19	125	120	96.0%
2019-20	116	115	99.1%
2020-21	125	125	100%

*S4 students are not recruited from the outside as all S4 school places are filled up by S3 students and S4 repeaters.

Prospects of Graduates and Early School Leavers

Prospects of S6 Graduates

	2018-2019	2019-2020	2020-2021
The University of Hong Kong	6	6	8
The Chinese University of Hong Kong	13	10	11
The Hong Kong University of Science and Technology	7	7	1
The Hong Kong Polytechnic University	6	6	12
City University of Hong Kong	12	7	6
Hong Kong Baptist University	7	4	10
Lingnan University	2	2	2
The Education University of Hong Kong	5	3	3
The Open University of Hong Kong	23	4	5
JUPAS (SSSDP Degree Course)	15	6	2
JUPAS (Associate Degree Course)	0	0	0
JUPAS (Higher Diploma Course)	7	2	4
Non-JUPAS (Degree Course)	0	12	8
Non-JUPAS (Associate Degree Course)	3	30	20
Non-JUPAS (Higher Diploma Course)	6	5	10
Diploma / Foundation Diploma / Certificate	0	1	2
Overseas Study	1	10	1
Mainland Study	0	0	2
Taiwan Study	0	0	3
Repeat	1	1	0
Working	1	0	2
Unknown	0	2	2
Total number of students	115	118	114

Early School Leavers

	Number of class	Student number (September 1 st)	Number of school leavers (September 1 st to August 31 st)	Percentage
2018-19	24	738	14	1.9%
2019-20	24	735	9	1.2%
2020-21	24	738	6	1.0%

Our Teachers

Teachers' Qualification

Number of Teaching Staff in last 3 years

	Principal	Teaching Staff Establishment			
		In school			Not in school
		Teaching staff in establishment	N.E.T.	Substitute Teachers	Teaching staff in establishment (including teacher relief for Professional development, secondment to EDB)
2018-19	1	50	1	0	0
2019-20	1	51	1	0	0
2020-21	1	51	1	0	0

Highest Academic Qualifications attained by teachers

	Master's Degree or above		Bachelor's Degree	
	2018-19	23/49	47%	26/49
2019-20	23/50	46%	27/50	54%
2020-21	24/50	48%	26/50	52%

Percentage of Professionally-trained Teachers

	Number of teaching staff in establishment	Holding a Bachelor's or a higher degree with formal teaching training	Percentage
2018-19	49	49	100%
2019-20	50	50	100%
2020-21	50	50	100%

Percentage of Subject-trained Teachers in the core-three subjects

Subject	2018-2019		2019-2020		2020-2021	
	Number	Percentage	Number	Percentage	Number	Percentage
Chinese	10/10	100%	10/10	100%	10/10	100%
English	11/11	100%	11/11	100%	12/12	100%
Mathematics	10/11	91%	10/11	91%	11/11	100%

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

Language	2018-2019		2019-2020		2020-2021	
	Number	Percentage	Number	Percentage	Number	Percentage
English	11/11	100%	12/12	100%	12/12	100%
Putonghua	10/10	100%	10/10	100%	10/10	100%



Teaching Experience

Teachers' Experience

	0-4 years	5-9 years	10 years or above
2018-19	2	7	40
2019-20	2	8	41
2020-21	3	6	42

Professional Development of the Principal and Teachers

CPD hours by Principal

	Principal	Total CPD hours
2018-19	Principal, Law Wing Chung	405
2019-20	Principal, Law Wing Chung	171
2020-21	Principal, Law Wing Chung	43

CPD hours by Teachers

	Number of Teaching staff in staff establishment	Average CPD hours per teacher
2018-19	49	90
2019-20	51	49
2020-21	51	73

Teaching and Learning

Number of Active School Days

	Number of School Days in School Calendar	Number of School Days for Instruction (S1-S3)	Number of School Days with learning activities organized for the whole school or whole class level of students
2018-19	191	165	17
2019-20	203	176	7
2020-21	191	166	10

Teaching Hour Percentage of Eight Key Learning Areas

	Chinese Language	English Language	Mathematics	Science	Technology	Personal, Social & Humanities	Arts	Physical Education	Total
2018-19	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2019-20	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2020-21	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%

Student Reading Habit

Students use library resources from school library (in percentage)

		2018-2019	2019-2020	2020-21
Once or above / week	S1 – S3	12	10	18
	S4 – S6	4	3	6
Once or above / 2-week	S1 – S3	14	16	26
	S4 – S6	6	5	8
Once / month	S1 – S3	52	54	46
	S4 – S6	28	32	36
Less than once / month	S1 – S3	22	20	10
	S4 – S6	62	60	44
Never	S1 – S3	0	0	0
	S4 – S6	0	0	6

The average number of loans from school library

	Average number of loans per head	
	S1 – S3	S4 – S6
2018-19	32	11
2019-20	18	6
2020-21	18	10

Our Learning and Teaching

1. Curriculum

Having already trimmed to the symmetrical structure of 24 classes in 2003/2004, our walk is ahead of the pain of the town. The school is now in stable staff establishment and hence able to focus on the curriculum and student development.

We strive to provide a broad and balanced curriculum for our students to equip them with a solid foundation to excel in their future endeavor. Our curriculum includes a range of subjects responding to the Six Key Learning Areas. Each subject department would design and implement appropriate pedagogical strategies to encourage students to take responsibility of their learning and to actively participate in and contribute to lessons.

Curriculum development meetings and surveys of S3 students' preference for subject selection were conducted in order to provide better subject combination which can meet students' abilities, interests and career development. Besides the 4 core subjects, 11 HKDSE elective subjects are offered including Physics, Chemistry, Biology, Economics, Geography, Chinese History, Chinese Literature, Business, Accounting and Financial Studies, Information and Communications Technology, Physical Education and Visual Arts. Students can choose from a total of 121 elective subject combinations which cater the majority of our students' subject selection preferences. To facilitate the data entry of the survey results of subject selection, we have developed an online input system.

We have rich experience in nurturing our students' generic academic competency, continuing academic programs include, Extensive Reading Scheme, subject-based reading promotion, project/problem-based learning curriculum and learning skills.

Cultural and Practical Subjects

To have a balanced education, we have different cultural and practical subjects like Music, Visual Arts, Technology and Living, Information & Communication Technology (ICT) and Business, Accounting & Financial Studies. The curriculum is designed both to engage students in reflective learning and to help them develop practical skills. The learning activities help to develop students' creativity, ability to appreciate and to make effective communication. The skills, knowledge, and attitudes taught in these subjects will enable students to understand goals and decision making, social, physical and psychological needs of individuals, families and societies.

Science & Mathematics Education

To construct knowledge in science, emphasis is placed on the understanding of scientific principles and their interconnections. It is also essential for students to develop further understanding through various activities and competitions. STEM is the trend for new era of education, students could apply science knowledge and their creativity to solve problems. They also need mathematics knowledge as a tool to assist their works

To achieve the aims, we adopt variety of science-based activities such as workshops at the Hong Kong Science Museum, Hong Kong Science and Technology Park and local Universities as well as offering some on-site courses such as scientific investigation, Microbit and Arduino workshops. Some of the activities were suspended due to COVID-19 pandemic.

To enhance the understanding of curriculum, we provide various e-learning platforms for students. Large amount of media could assist their learning and they could have both pre-lesson and post-lesson learning effectively.

Civic Education

Civic Education in S3 provides opportunities for students to explore issues relevant to the human condition in a wide range of contexts. It enables students to make connections with senior form Liberal Studies in senior form so they can have a better foundation and preparation for further studies. They will examine issues from Liberal Studies curriculum, and construct personal knowledge of immediate relevance to themselves in today's world. It also helps students develop independent learning capabilities and cross-curricular thinking.

Arts Education

Apart from Visual Arts and Music lessons as a part of the curriculum, activities and events like English Drama Competition, Dance Festival and Singing Contest are another part of the learning experiences our School offer to students. Besides, Chinese Cultural Day and Stage Cultural Day provide chances to students to explore more about acting and drama. These are means for exposure and awareness, to provide training opportunities for basic skills, for acquiring competence at the professional level and for specialized performance for the talented.

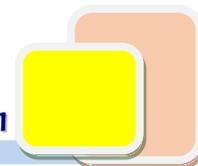
2. Extended Learning Experiences

We are devoted to providing rich and diverse learning experiences for our students. In particular, we offer various programs to nurture our elite students. More than 110 students have been admitted to EDB Gifted Education Program since 2006. The success of ‘Smart Kids’ is celebrated by elite nurturing treats including meeting celebrities, career experiences, commercial luncheons, concerts and dramas. Smart Kids are encouraged to grow from strength to strength.

We endeavor to build an English rich environment for students’ learning. The means have been both institutional (e.g. announcements and documents) and activity-wise (e.g. English Fun Days, English Morning Speeches, English Café, English Camp for Primary Students, Summer English Enhancement Course, International Cultural Fair, Overseas English-speaking Trip, English Drama Competition and English Ambassadors). We have also employed a second native English-speaking teacher in our school since September, 2011.

Students are highly self-disciplined. Both teachers and school social workers provide guidance on pastoral growth and career counselling. Students are exposed to a lot of leadership training opportunities and plenty of chances of boosting self-confidence. Judiciary Mock Trial Programme and JA Company Programme, etc. are outstanding examples.

This year, we continuously experienced tremendous challenges. Owing to the Covid-19 pandemic, the school experienced a long period of face-to-face lesson and school activity suspension. During this period, teachers of our school conducted interactive online lessons for our students to achieve ‘suspending classes without suspending learning’. Luckily, some learning activities and co-curricular activities were resumed after the pandemic had been under control.



3. Timetable

To enhance classroom learning efficiency, we have adopted new timetable under which each lesson is shortened from 55 minutes to 40 minutes long since 2016/2017. The new timetable allows a larger variety of lessons a day to maintain students' learning interest and attention. During the school suspension period, an online lesson timetable was launched for all S1-S6 students to achieve "Suspending classes without Suspending learning". When face-to-face lesson resumed, the timetable has been modified under which each lesson was shortened to 30 minutes long in accordance with half-day-face-to-face class arrangement required by EDB.

4. Student Learning Support

Ability based grouping is adopted in various core subjects in junior forms to cater for students' diverse learning needs.

The Student Support Team, consisting of Vice Principal, SENCO and representatives from ACD, GCD, DID, English and Chinese Departments, Po Leung Kuk Educational Psychologist and social worker, has provided tailored support to students with learning diversity.

To strengthen students' sense of responsibility and ownership on their learning, subject departments have adopted various strategies in encouraging students to be active learners. Subject based incentives are adopted in promoting students' self-directed initiatives in using the resources available in the Active Learning Center.

To encourage students to develop self-learning capability, school will award students Active Learner Scholarship each year as a support and recognition. This year 69 students were awarded the scholarship.

5. Extensive Reading Scheme

“Learning from Reading” is one of the four key elements in the promotion of life-long learning. Based on our belief “Let us build a Learning Family”, we have spared no effort in implementing our different reading schemes and reading activities.

Whole school participation is a key factor making our reading promotion a success. With a shared belief and mission, all teachers from different departments are committed to boosting the reading atmosphere. The synergy effect created by this close collaboration is evident and helps us accomplish the goals of our reading scheme. We implement the “Reading Scheme” (開卷有益) to encourage students to develop a good reading habit in all subjects as well as in Moral Education. To raise students’ sense of achievement, the English Department has been helping them to advance their reading capacity in stages in the Extensive English Reading Scheme (EER). In addition to the EER, the English Department launches the Intensive English Reading Scheme (IER), Form 1 and 2 students are introduced to different genres, including classic story, adventure story and science fiction. Students will read and explore more genres, like detective story and fantasy.

As Form 3 is a critical transition stage between the junior and the senior levels, we adopt a mentorship policy for the “Extensive Reading Scheme 廣泛閱讀計劃”, essentially for facilitating academic discussions to help the third-formers lay a solid foundation for their senior secondary studies. We open the ZOOM platform for reading sharing and assessment under the COVID-19 threat.

Regarding the senior forms, our “Block Loan Scheme 集體借閱計劃” provides support for students to gain access to common extra-curricular reading materials that suit their core or electives studies, e.g. Chinese, Liberal Studies, Chinese History and Visual Art. This creates an effective platform for classroom discussions to take place.

Since 2000, a particular day in the calendar has been set aside as our school’s traditional ‘Reading Celebration Day’, in which all teachers and students are exposed to a rich reading atmosphere instead of the usual regular lessons. Due to the intervention of COVID19 and the school suspension, the “Reading Celebration Day” was unfortunately postponed. The “Summer Reading Programme - Gift Book Pilot Scheme” (書出知識) provided students with a gift to enhance their interest in reading.

As the e-resources are of particularly importance which allows remote access of reading materials for students, our school library and the Reading Promotion Committee put much effort into the promotion of e-learning in the recent years. We continuously enrich the “HyRead e-resources”. Moreover and we join the “e-悅讀計劃” which enables students to get more e-books from the Reading City, it is pleased to find that our students get used to different e-platforms.

All in all, we have long recognized the importance of reading. To nurture ‘habitual readers’, we will continue to strive to achieve our goals through a whole school approach and thorough implementation of our reading policies.

6. IT Learning & Teaching

All classrooms including special rooms are equipped with Desktop Computers, Multimedia Projectors, Visualizers and WiFi network. Google Suites for Education and Microsoft Office 365 have been launched in recent years. Both teachers and students can enjoy their services both inside and outside the school. Teachers can further enhance students’ active learning capacity through various e-learning activities with the learning platform provided ubiquitously. Students can complete their assigned learning tasks with any computing devices at home or mobile devices via the WiFi network inside the school campus. Active learning atmosphere and collaboration among students can be further explored and developed through e-learning.

During face-to-face class suspension, our teachers adopted e-learning strategies to encourage students’ self-directed learning. Teachers provided students with learning materials (such as exercises and texts) for self-directed reading, collected assignments and offered feedback by using the learning management systems such as Google Classroom and eClass. Some teachers also produced tailor-made videos on YouTube for self-learning. Meanwhile, real-time online teaching was conducted on Zoom platform to enable more interactions between students and teachers.

With last year’s experience, teachers were eager to and more confident in using e-teaching tools to enhance learning and teaching effectiveness. This provided us an opportunity to promote and further develop e-learning strategies.

7. Staff Professional Development

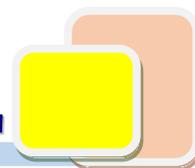
To ensure the professionalism of teachers and promote learning culture as well as team building, various programs and talks concerning e-learning, sex education, mindfulness and sharing from different executive departments in Quality Circles were organized throughout the academic year to respond to the school major concerns.

Owing to the COVID-19 pandemic, the school experienced a long period of face-to-face lesson and school activity suspension. During this period, teachers were highly encouraged to participate in online workshops and seminars. Workshops concerning the use of different e-platforms were introduced to enhance teachers' professional skills in online teaching and to further foster the development of our learning family. It is hoped that all staff professional development activities, including the Teacher Symposium will be resumed after the pandemic is over or under control.

8. Project Learning

All junior students are required to carry out project learning during summer vacation. The aim of Project Learning is to provide students with an opportunity to demonstrate their creativity and to 'do their own thing' free of the constraints of the conventional setting. To encourage students to break the new grounds, teachers would regard themselves as facilitators and students would learn actively and co-operate with others.

Owing to the COVID-19, the project learning was conducted on individual basis instead of group basis for S1 and S2. Each teacher advisor coached 5 to 6 students. They could design their own project titles under the same theme proposed by the teacher advisor. It is expected that when they complete their own parts, they could contribute and share their findings and ideas with the peers. In September, each student presents his / her work in front of adjudicators. Project presentation also allows students to learn from others.



Support for Student development

1. Pastoral Student Support

Guidance and Student Support

Our school has always strived to nurture students' whole person development through a wide variety of student-centered preventive and remedial guidance programs. S1 Orientation Program helped S1 students to adapt to secondary school life. We provided students opportunities to visit and help the elderly, not only facilitated communication between teenagers and the elderly, but also spread the school caring culture to the community. Stress Management workshops introduced different measures to S6 students to help them release stress while preparing for the HKDSE. Guidance Prefects Training Program developed students' leadership skills by empowering them to plan and lead activities, manage teams and assess their peers' performance. The P.L.K. Sun Teen Programme, "S.T.A.R.T" PROGRAM and Mental Health Project, enhanced students' mental well-being and promoted sharing culture, positive thinking and life enjoyment in school. On top of the school social worker from BGCA, a second social worker has been deployed to organise programs to cater for students' needs.

Form Coordination

The school has a strong class and form coordination system. We have two class teachers for junior forms and one for senior forms. Moreover, each form has a Form Coordinator to collate affairs among classes of the same form. Through formal and informal meetings with form teachers, the school can have a better understanding about the learning and personal development of students. The coordinators may help to organize form-based activities to enhance class spirit and strengthen students' sense of belonging to school.

Discipline Education

The Discipline Department endeavors to develop students' self-discipline and mutual respect through upholding the school ethos and setting up strict school rules. To achieve this, Form Discipline Teachers mechanism is adopted. It enables Form Discipline Teachers to maintain close supervision and provide timely treatment for students' misbehavior. Apart from imposing punishment, we also value the importance of complimenting students on their good conduct. Merit system and Conduct marks vetting system show recognition of students' positive behavior and motivate them to strive for the better. In order to instil proper moral values into students, constant reminders in morning assemblies and talks are given to students, disciplinary campaign is held so that students are encouraged to internalize the values.

Besides, our prefects contribute greatly to the school. Team spirits amongst the members were fostered and their organizational skills as well as leadership abilities were further developed.

2. Moral and Civic Education

Moral and Civic Education (MCE) Department adopts a whole-school approach. Learning activities on various MCE topics are incorporated in both the formal and informal curriculum. The civic-moral education department was divided into three functioning groups: Civic, Moral & Nationalistic Education Department, Sex and Health Education Department, Environmental Education Department. The department aims at reinforcing the personality development of students, nurturing their civic obligations and facilitating the instillation of moral values and civic awareness in students through family (care and concern and responsibility), society (civic awareness and obligations), country (sense of belonging and recognition) and universal value (sustainable development).

MCE-related learning activities were conducted during form teacher periods, morning assemblies and other occasions in our School. There was a sharing session on moral values (Voicing Our Values) which deepen student understanding of Chinese traditional virtues, enhance student morality and develop the students' character strengths in our school. In form teacher periods and assemblies, moral education department planned and organized form teacher periods, talks, workshops and drama shows, etc. School-based materials were prepared and adopted.

In the domains of Personal Development and Family, value-oriented programs like "The More Thanksgiving, the More Forgiveness, the Happier" project – Education Bureau, Mother's Choice 4-years Sex Program, Po Leung Kuk Sun Teen Health Program, Health program of Joyful Fruit Days and EMSD Energy Efficiency Program and Student Environmental Protection Ambassador Scheme by the Environmental Campaign Committee were arranged. In the domains of Community and the World, departmental assemblies / activities on anti-corruption and justice education were arranged. Whole school activities such as Waste Paper Recycling Campaign, Promotion of Power Generation Bike Activity and Climate Change Exhibition, "Red Cross Humanity Campus", "Students' Top Ten News Election 2020" (news selection and the commentary sessions), Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture – EDB and National Quiz Competition - The Church of United Brethren in Christ Social Service Division" were organized. In the domain of the nation, students have also participated in other enrichment programs such as talks on the current situation in China and external competitions like "The 7th "Basic Law" Hong Kong Inter-school Quiz – Education Bureau" and "2020 National Constitution Day Online Competition" – EDB to enrich their understanding of China.

3. Co-curricular Activities

The Co-curricular Activities Department aims at planning and providing interesting and educational learning activities for all students to learn beyond classrooms. More than 60 CCA bodies which includes 4 houses, 5 academic societies, 2 uniform teams, 30 school teams and 20 interest groups are set up according to the 8 KLAs. Under the Activity Curriculum, students have to complete 5 domains namely Interest, Arts, Sports, Service and Leadership throughout their secondary school life.

Besides, for cultivating students' aesthetic and cultural interest and broadening their horizons, school implemented Arts Promotion, theme day activity such as Stage Cultural Day and Chinese Cultural Day.

Most of our students also showed positive attitude towards different kinds of competition and attained outstanding performances in inter-school competitions. For Academic domain, our students took part in Chemists Online Self-study Award Scheme and were awarded both the Diamond Award and Silver Award. Two students won the Mingpao LS Online Quiz Competition and EMSD Online Quiz Competition. A team of our senior students won the Champion of the 3D Printing Chef Campaign. Our school got the Gold Award of the Sustainable Development Community Project Award School. Some of our students were even more outstanding, a boy acquired the Best Performance Award in the LS Online Challenge (Senior Session) which is organized by HKEdCity, while a girl won the Best Performance Award in the Chinese Writing Competition which is organized by Mingpao.

For Aesthetics domain, Po Leung Kuk organized the File Design Competition, 'SUN TEEN' Program, and our students participated in the program and got many prizes including Distinction, Merit and Bronze Award. Our school developed the talents of students in music and encouraged them to take part in the Hong Kong Schools Music Festival Competitions. Many students achieved pleasing results in which two students were awarded the 1st Runner up in the Piano Grade 8 competition.

For Moral Education, four Form 4 students joined 'the Jockey Club Multicultural Leaders of the World' Program and were awarded Distinction in the Leadership Project Competition. On the other hand, a team of Form 1 students were awarded 2nd Runner up in the Nationalistic Project Competition.

For Service domain, our students are very committed to voluntary service. Our school was awarded Winning Team in Kwai Tsing District Youth Community Services Project Competition and also acquired the Gold Award in the Youth ImpACT Award.

This year, many sports competitions were suspended due to the COVID-19 pandemic, but our students still seized the remaining opportunities to learn by joining other competitions, such as JA Youth Entrepreneur Virtual Trade Fair (awarded Most Improved Team Player, Most Valuable Team Player and CP Achiever), Mock Trial - Justice Education Project (awarded The Best Lawyer) and Build your Career Programme Creative Bazaar (awarded Best Company Award and Outstanding Leadership Award). 6 students were awarded as Outstanding Students in the Outstanding Students Election in the New Territories and Tsuen Wan & Kwai Tsing District. At last, 48 students won the scholarship provided by different organizations this year.

The Student Union acts as a bridge between students and the school and it provides excellent leadership training. The Student Union cabinet “Echo” this year was elected by students in late November due to the COVID-19 pandemic. Apart from providing general welfare, several activities and competitions were also organized for students to enrich their school life, such as the Joint School Pen Pal Activity and the Teacher-student Cooking Competition. These activities were organized to cater the different interests and needs of students, as well as to cultivate their sense of belongings to the school.

4. Careers Planning

To provide students with quality life planning education and career guidance service, a series of programs and visits were organized for parents and students this year. Parents were encouraged to participate in some of the careers talks, such as Subject Selection and Multiple Pathways Talk, Preparation on the HKDSE Results Release Day. These could inspire and assist students in making career choices. In order to develop students’ entrepreneurial skills, twenty of our S4 and S5 students joined the JA Company Programme. Under the guidance of volunteer business advisor, students were able to connect to the real business world and learn an entrepreneurial experience from the business advisor. At the end of the programme, our students were granted the Most Improved Team Player (MIP) Award, Most Valuable Team Player (MVP) Award, Active Participation Award and Social Buzz Award in Virtual Trade Fair. Moreover, twenty-four of our S4 students participated in YDC Programme to develop their qualities and skill sets through different activities led by the company ambassadors. Students were able to connect to the commercial world and learn Entrepreneurial Spirit from business executives. At the end of the programme, our students were granted the Best Performance of School-Company Partnership Award.

Our school not only nominated students to participate in different career programmes organized by NGOs outside school, but also partnered with one renowned careers planning organization this year (i.e. Hok Yau Club) to provide a series of form-based workshops and talks to help our junior and senior students know more about themselves, explore more about the university and workplace, and equip with interview skills. Ranging from individual counselling sessions to form-based activities, students showed enthusiasm in the activities and were also benefited from the activities as they could start planning their studies and career paths and equip their own profiles to meet the related requirements.

5. Leadership Development

To ensure the leadership development of students aligns with the school mission, vision and the needs of students, we adopted a whole school approach to formulating leadership programs to cater for students' needs, encourage students to reflect on and take charge of their own leadership development. The Guidance Department nurtured students to be 'Big-brothers and Big-sisters'. The Student Union executives organized activities for their fellow schoolmates and acted as an important channel between the school and students. Besides, the setting up of the Prefect Team, Guidance Prefect Team, the Librarian Team, the CCA Prefect Team, the Student Ambassador Team, the English Ambassadors and the Student IT Force provided opportunities for students to develop their leadership qualities.

To enrich the experience of students in leadership development, students were nominated to participate in different internal and external leadership programs and competitions, for example, Outstanding Student Leaders Award, Student of the Year Awards, Hong Kong 200 Leadership Scheme, etc.

6. Overseas Cultural Exchange

Offshore cultural exchange aims at providing students opportunities to engage in more other learning experience. Under the impact of COVID-19, non-essential travel outside Hong Kong is avoided. An online tour to Denmark was organized for F.1 to F.5 students in July. 20 students and 2 teachers joined the tour through the zoom platform. A tour guide from Denmark introduced the local history, culture, and natural landscape to our students. At the same time, a Hong Kong half-day local tour was also organized in July. 22 students and 2 teachers visited the art of Mural village in Kam Tin and the field of Sunflower in Yuen Long. Students explored the local development of art and ecosystem of Hong Kong.

7. Other Learning Experience

Our school has provided a great variety of other learning experiences, to allow our students to utilize their full potential, especially in developing positive values and attitudes which is the major concern of our school this year. Students are provided with structured learning opportunities that support their moral, aesthetic and physical development. They are also encouraged to serve the school and the community through participation in a variety of social service programmes. Also, our school has joined the OLE learning circle formed by EDB which enable teachers to learn and share experience with other schools.

Highlights of whole school and cross-departmental programmes include Stage cultural day, Music for all scheme and 83 ball games competition. Form-based and class-based activities were also arranged to cater for students' interests and abilities for stretching students' potential. These programmes which emphasized the 5 elements of OLE, ran smoothly and were full of enjoyment. The activities also help to promote positive values and attitudes of the students and build up a better relationship and atmosphere among teachers, students and the school. However, due to the COVID-19 and class suspension, many activities were postponed and cancelled.

8. Home School Cooperation

The Parent Teacher Association (PTA) serves as a bridge of communication between the school and parents. There are thirteen members, including seven parents and six teachers. In 2020-2021, we focused on taking care of students' learning and parent-children relationship as COVID-19 kept children at home for a long time. We arranged a talk in November 2020 to help parents to enhance the learning efficiency of their children; and one online talk in June 2021 to help parents to teach their children in a mild and firm way. As there was class suspension from September 2020 to May 2021, many annual events held by our association such as the individual counselling by certified social workers for parents, Family Outing Day to strengthen family relationship, cooking classes for parent-children enjoyment were suspended. All these aim to provide support to our parents for their parental roles in students' personal growth.



Major Concern 1: To Develop Effective Teaching & Learning Strategies for Academic Pursuit

Strategy 1: To enhance effective pedagogies

Tasks: The school focuses on improving students' learning attitudes through motivation. Teachers prepare various study strategies and invest resources to further enhance students' learning motivation.

Achievements

1. All subject departments designed subject-based learning activities to develop students' questioning skills and issue-based learning skills at different levels.
2. All subject departments also promoted student learning through the effective use of pre-lesson preparation and post-lesson assessments.
3. Course evaluations were carried out by all subject departments. Most teachers gave positive feedback on students' completion of the pre-lesson and post-lesson tasks.
4. Departmental-based elite students' data banks were developed to facilitate the formulation of strategies to let students' potential grow and glow.
5. Pull-out programs for high-achievers and less-able students were held to enhance students' learning capacities. Most students found the pull-out programs useful.
6. Peer lesson observations and Quality Circles (school-based action research conducted by teachers) were arranged to enhance professional exchange.

Strategy 2: To equip students to acquire good learning skills / strategies and establish good habits for lifelong learning

Task: Implement strategic plans for students to acquire good learning skills and establish good habits for lifelong learning.

Achievements

1. A workshop introducing effective learning skills was organized on a Staff Professional Development Day to further enhance teachers' knowledge of learning skills.
2. A talk teaching students different learning strategies was held by an educational psychologist at the beginning of the school year.

3. Talks on career and life planning, learning habits and attitudes were held to equip students to become lifelong learners.
4. Examination revision notes were given to students throughout the academic year for helping them to prepare for assessments.
5. Teachers shared their learning skills and experiences with S6 students through a mentorship program to get them better prepared for the public examination.

Strategy 3: To facilitate active learning by strengthening e-learning

Task: Subject departments strengthen e-learning to facilitate students' active learning and enhance teaching and learning effectiveness.

Achievements

1. e-learning was successfully implemented in all subjects. Subject teachers are more confident in using electronic devices to teach in lessons.
2. The school made use of the Zoom platform for conducting online lessons smoothly. Google Classroom was also used as a platform for giving learning materials to and collecting homework from students.
3. To ensure the quality of online teaching, online lesson observation was conducted. It was observed that some students found it interesting to learn online and they participated actively in online lessons.
4. To equip teachers with effective e-teaching skills, useful workshops and apps for e-learning and teaching, such as Khoot, Quizizz, Mentimeter, Padlet and Google Form were introduced to them.
5. Pilot subject departments of the e-learning scheme were invited to share their experiences in e-teaching with other subject departments on Staff Professional Development Days.
6. The BYOD program was launched. Some students were subsidized by the Community Care Fund to buy their own electronic devices for learning in lessons.

Strategy 4: To build a learning family with reading culture

Tasks: Implement various programs to promote a language-rich environment and cultivate reading culture at school.

Achievements

1. The school continued to promote reading and create reading culture by carrying out various reading activities, e.g. Extensive Reading Scheme, Reading Celebration Day, etc.
2. A well-developed reading scheme was incorporated into junior form Chinese, English and Mathematics curriculums.
3. “The METEOR”, a modern, cozy and interactive reading arena was launched on campus to promote reading. Boards for displaying magazines were also updated periodically.
4. Students were introduced different reading platforms to access e-books, e.g. OPAC, HyRead, HKedCity, METEOR, etc.
5. Subject departments invited students to recommend books for their peers.

Reflections

1. Fine tuning of teaching materials and teaching strategies could be done to enhance overall learning and teaching effectiveness.
2. Evaluation on the measures for enhancing teaching and learning could be conducted on a more regular basis so that timely fine tuning of the measures could be done.
3. More pre-lesson tasks could be designed to get students prepared to participate in lessons.
4. More interactive and student-centered teaching strategies could be developed to encourage less motivated students to participate in lessons.
5. To further enhance teachers’ skills in e-teaching, more concerned training courses or workshops could be explored for them.
6. More electronic hardware support could be provided at school so that teaching and learning effectiveness could be further improved.
7. Reading culture could be further promoted on school campus by inviting not only students, but also teachers to recommend books to students to arouse and cultivate their reading interest.

Major Concern 2: Nurturing students to develop a positive and purposeful life**Strategy 1: Help students develop core positive values**

Tasks: Subject departments adopt learning and teaching activities to infiltrate the values to uphold positive values. Executive departments organize activities to help develop students' positive values.

Achievements

1. 100% of targeted subject panels (EN, CN, LS, CH and Moral Education) have included positive values in the curriculum.
2. The matrix to summarize the positive values embedded in the curriculum and whole school programs is constructed.
3. 100% targeted Executive Departments organized programs to promote positive values.
4. School programs to develop students' positive values were evaluated and positive feedback was received.
5. Positive Ambassadors are recruited in each class. They are equipped with trainings provided by Jockey Club Wellbeing Project.

Strategy 2: Promote a well-balanced development of students

Tasks: Students have a well-balanced and active participation in academic, co-curricular activities, social service, leadership, aesthetic aspect. Ensure provision of ample opportunities for students to find their interests and passion in lives.

Achievements

1. Over 90% of students review their Student Profile and OLE Portfolio regularly.
2. All students participated in online CCA days and enjoyed English Drama in Stage Cultural Day. PLK 83 Elderly is set up to connect experienced elderly to our students. Due to COVID-19, some social service programs were suspended. Though the total service hours dropped, it may not reflect fully students' participation in social services.
3. Among the 5 domains of the Activity Curriculum, about 70% of S6 students completed more than 4 domains of the Activity Curriculum while over 40% of them completed all of the domains.
4. Over 60% of S3 to S5 students held committee posts in CCA clubs, societies and school teams.
5. CCA clubs and societies were reviewed annually. New clubs and societies are introduced to meet the needs of the students.

6. Social Voluntary Department is set up to foster students to case serve to the school and to the community. Students provide social service even in the COVID-19 pandemic.
7. Over 90% of S3 & S6 students have clearer goals on career life planning.
8. Over 85% of students participated in career-related programs to explore their interests in life.
9. Talent pools of academic, sports, music, social service and leadership were set up.

Strategy 3: Build up rapport and connectedness of students

Task: Develop a positive and supportive school climate and sustain a caring school campus.

1. eParent App is fully utilized to facilitate parents to get access to school news. Each class has set up formal and informal channels to communicate between teachers and students during class suspension period. Sunshine calls were made between form teachers and parents for pastoral growth of students.
2. Students' opinion on the use and design of the centre is an important element in the placemaking process of the building up of "Love & Hope Centre" which helps promote student-school relationship.
3. PTA has organized activities to enhance positive student-parent relationship.
4. Structured trainings on Positive Education to teachers are arranged. Teachers are better equipped with skills in activating caring care.
5. 7 teachers received pastoral care training including courses on catering for diverse learning needs and improving skills and techniques in communication with parents.

Reflections

1. Value construction requires concerted effort from different stakeholders: students, parents, teachers, alumni and the environment students expose to. It is a long term investment in education. Subject Departments and Executive Departments will further help students develop positive values. In the coming year, our students will continue to participate in the Coding for Community Project organised by Jockey Club Hong Kong which can improve our Community with the application of Coding.
2. Whole school approach has been adopted to cater for student growth and development. Collaboration among departments could be enhanced.
3. Better cohesion between students and teachers, students and parents will be further consolidated to provide a safety net for students when facing challenges.
4. Next year, the set up of "Love & Hope Centre" and the introduction of Wellbeing programs provide a new drive in Positive Education.

Financial Report (2020/2021)

School Annual Financial Report (excluding Teaching Staff Salary)

	Income \$	Expenditure \$
I. Government Fund		
(1) Operating Expenses Block Grant		
(A) General Domain		
★ Administration Grant (including Additional Clerical Assistant) Non-teaching Staff Salary (Executive Officer/Clerk & Janitors)	4,026,288.00	3,375,333.00
★ School & Class Grant Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity)	2,160,868.51	769,072.50
★ Consolidated Subject Grants (Different Subjects) Subject & Function Expenditure	-	89,102.00
★ Composite Furniture & Equipment Grant	-	1,515,527.00
★ Lift Maintenance Grant		269,040.00
★ Other Grants (including Air-conditioning Grant, School Base Management Top-up Grant, Composite IT Grant)	1,233,081.00	1,417,248.60
Sub-total:	7,420,237.51	7,435,323.10
(B) Special Domain		
★ School-based Support Scheme for Schools with intake of Newly Arrived Children	-	-
★ Programme Funds for Implementation of Whole-school Approach to Guidance & Discipline	-	-
★ Capacity Enhancement Grant	638,461.00	591,570.00
★ Whole School Approach to Integrated Education	-	-
Sub-total:	638,461.00	591,570.00
Grants Outside EOEBG		
(1) Committee on Home School Co-operation Project	25,740.00	25,740.00
(2) Other Recurrent Grants (Rent & Rates)	460,012.00	460,012.00
(3) Substitute Teacher Grant	-	-
(4) School-based After School Learning and Support Programme	135,600.00	205,468.50
(5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	-	-
(6) Teacher Training Grant (SEN) for IMC Schools	20,136.00	20,136.00
(7) New Senior Secondary Curriculum Migration Grant	-	-
(8) Information Technology Staffing Support ITSS Grant	319,559.00	286,335.00
(9) Learning Support Grant for Secondary Schools (LSGSS)	359,145.00	375,317.67

	Income \$	Expenditure \$
(10) Teacher Relief Grant	5,064,145.00	4,129,503.78
(11) Understanding our motherland programme	-	-
(12) Diversity Learning Grant (Applied Learning & Other Programme)	234,430.00	216,562.36
(13) Fractional Post Cash Grant	-	-
(14) Promotion of Reading Grant	62,414.00	62,553.40
(15) Non-Chinese Student Grant	150,000.00	150,000.00
(16) Senior Secondary Student Mainland Exchange Programme	-	-
(17) Moral and National Education Subject Support Grant	-	6,992.10
(18) Senior Secondary Curriculum Support Grant	-	-
(19) One-off Grant - Promotion of Chi History & Culture	-	1,359.00
(20) Sister Schools Scheme	156,035.00	112,080.00
(21) Life-wide Learning Fund	1,166,106.00	986,637.50
(22) Special Grant on Anti-Epidemic	-	-
(23) Grant for Executive Officer	534,660.00	534,082.64
(24) Supporting NCS Students Learning Chinese Hist.	-	59,370.00
(25) Student Activities Supporting Fund	125,450.00	125,450.00
(26) One-off Special Support Grant	-	100,000.00-
(27) Summer Reading Programme-“Gift Book Pilot Scheme (2020)”	-	9,645.16
(28) Supporting Online Learning of Financially Needy Students	7,920.00	4,680.00
(29) CCFAP-Needy Students to buy mobile CPT device for e-Learning	978,664.00	978,664.00
Sub-total:	9,800,016.00	8,750,589.11
(II) School Fund		
★ Tong Fai	121,380.00	-
★ Donation & Fund-Raising	387,221.60	359,947.00
★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment)	846,578.00	747,752.25
★ Approved Collection for Specific Purposes Account	-	-
Sub-total:	1,355,179.60	1,107,699.25
2020/2021 Financial Year Grand Total	19,213,894.11	17,885,181.46

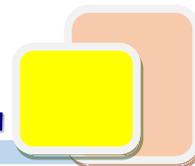
Record of Donations Received by School

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
一次性防疫口罩 88 盒， 估算價@\$108 盒，估值: \$9,504	No	01/09/2020	供本校教職員使用
LABO 搓手液(50ml)225 枝， 估算價@\$18，估值: \$4,050	No	04/09/2020	供本校學生及 教職員使用
「愛的家」S99 成人口罩 22 盒(30 個裝)及 V99Pi 中童口罩 16 盒(30 個裝)， 估算價@\$2.6 個，估值: \$2,964	No	16/09/2020	供本校學生及 教職員使用
「珮氏驅蚊爽噴霧」100ml x10 枝， 估算價@\$71.9，估值: \$719	No	25/09/2020	供本校學生及 教職員使用
「威露士酒精搓手液」1L x6 枝， 估算價@\$160，估值: \$960	No	28/09/2020	供本校學生及 教職員使用
「愛的家」S99 成人口罩 59 盒 及 V99Pi 中童口罩 9 盒， 估算價@\$45 盒(S99)及\$78(V99Pi)， 估值: \$3,357	No	08/10/2020	供本校學生使用
Computer monitors, 20pcs, Estimated Value @\$380, Total \$7,600	No	03/11/2020	供本校學生校內使用
1. Walch 自動洗手液機 1L(主機) 3 部 2. 威露士搓手液機支架配件-底座 3 座 3. 威露士搓手液機支架配件-背板 3 板 4. 威露士搓手液機支架配件-支柱 3 支 價值: \$830x3=\$2,490 5. 威露士免洗搓手液補充裝 1L 6 支 價值: \$80x6=\$480 6. 威露士冷氣機清潔消毒劑 500ML 12 支 價值: \$50x12=\$600 7. 威露士殺菌消毒噴霧 450ML 12 支 價值: \$80x12=\$960 8. 威露士萬用消毒殺菌噴霧 500ML 12 支 價值: \$90x12=\$1,080 9. 威露士免洗搓手液 Q 版 20ML 864 支 價值: \$5x864=\$4,320 總價值: \$9,930.00	No	05/11/2020	供本校學生及 教職員使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
「愛的家」S99 成人口罩 18 盒及 V95 中童口罩 9 盒， 估算價@\$45 盒(S99)及\$68(V95)， 估值: \$1,422	No	13/11/2020	供本校學生使用
圖書<歸真—詠春江志強>一本， 估值:\$118	No	19/11/2020	圖書以增館藏
成人口罩 15 盒(50 個裝)， 估算價@\$78/盒， 估值: \$1,170	No	01/12/2020	供本校學生、校工及 兼職工友使用
1. 盆菜券兩張，約@\$1,600 價值: \$1,600x2=\$3,200 2. 福袋禮品包一份，約\$300	No	09/12/2020	供本校教職員享用
「Dr.Clean 酒精搓手液」 450ML x 225 支，估算價@\$28 支，估值: \$6,300	No	23/12/2020	供本校中六學生及 全體職員使用
「Samsonite Asia Limited 全新背囊」 x 25 個， 估算價@\$650 個，估值: \$16,250	No	23/12/2020	供本校學生使用
5 部入門級手提電腦 總值\$9,995 (\$1999 x 5 部)	No	12/01/2021	送贈入門級手提電腦予 本校基層學生
「Centralin 快人一泡 自動泡沫洗手機」x 90 部，估算價@\$108 支，估值: \$9,720	No	14/01/2021	供本校全體職員使用
166 份現金卷及餐卷 (@\$312/張) 總價值: \$51,792.00	No	14/01/2021	供本校有特別需要或 經濟困難學生使用
S99 成人口罩 18 盒 (估算價@\$45/盒)及 V95 中童口罩 18 盒(估算價@\$68/盒)， 估值: \$2,034	No	15/01/2021	供本校教員使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
酒精搓手液 1. 150ml x 150 支 (估算價@\$25/支) 2. 300ml x 90 支 (估算價@\$40/支) 總估價值: \$7,350.00	No	21/01/2021	供本校學生使用
2500 張紙品, 總值: \$15,000 (\$6x2500 張)	No	03/03/2021	供本校學生使用
S99 成人口罩 18 盒(估算價@\$45/盒)及 V99 中童口罩 6 盒(估算價@\$108/盒), 估值: \$1,458	No	03/03/2021	供本校非教員使用
「愛的家」口罩 260 個 (估算價@\$45/盒(50 個)), 估值: \$234	No	16/03/2021	供本校學生使用
一次性口罩 250 個 (估算價@\$45/盒(50 個)), 估值: \$225	No	18/03/2021	供本校學生使用
1.圖書<潑染空明>兩本, \$98/本	No	23/03/2021	圖書以增館藏
《真三國無雙》電影換票證 共 26 張, @\$60/張	No	30/04/2021	贈予師生作多元學習課動
1. 中童口罩: 500 個 (10 盒, @\$118/盒, 共\$1,180) 2. 成人口罩: 400 個 (8 盒, @\$108/盒, 共\$864)" 3. 成人口罩: 600 個 (12 盒, @\$108/盒, 共\$1,296) 總價值: \$3,340.00	No	21/06/2021	供本校學生及教職員使用
百樂金筆(香港)有限公司原子筆, 600 支, @\$5/支	No	21/07/2021	供本校學生校內使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
健身室器材 2 部, @\$1,850	No	22/07/2021	供校園日常使用
8 包紙品 (A3 尺寸), 總值約: \$11,765	No	08/09/2021	供本校學生使用
羅傑承命名捐款基金 \$4,675.00	No	21/05/2021	二樓洗手間改善工程保固金
羅傑承命名捐款基金 \$4,485.00	No	21/05/2021	三樓洗手間改善工程保固金
羅傑承命名捐款基金 \$22,375.00	No	21/05/2021	校務處翻新工程(保固金)
羅傑承命名捐款基金 \$89,205.00	No	21/05/2021	體育儲物室工程
羅傑承命名捐款基金 \$4,341.50	No	23/06/2021	Reading Corner 2nd Hall Renovation Work (Retention)
2020 保良局足球發展基金 \$41,223.00	No	09/2021	男女子精英足球培訓
保良局陳仲銘通識教育基金 \$964.00	No	09/2021	通識教育



External Awards 2020/2021

Academic

**2020 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region
(Promotion Round)**

Hong Kong Mathematical Olympiad Association, HKMO

Silver Award (1 in total)

**2021 “Interfaces with the Belt and Road Initiative” Integrated Abilities Competition
(Inter-school Senior Secondary Students Division)**

Federation of New Territories Youth

1st Runner-Up (3 in total)

3D Printing Chef Campaign

IVE (VTC)

Champion (3 in total)

Chemistry Online Self-study Award Scheme

HK Virtual University

Diamond Award (1 in total)

Silver Award (2 in total)

Chinese Writing Competition

Mingpao

Best Performance Award (1 in total)

EMSD Online Quiz Competition

EMSD

Champion (1 in total)

Historical Electronic Reading Scheme

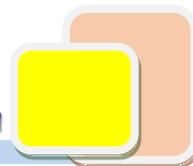
The University of Hong Kong

Merit (5 in total)

Hong Kong Youth Speech Competition

H.K. Youth Cultural & Arts Competitions Committee

Merit (1 in total)



Hua Xia Cup - China Mathematical Olympiad Contest 2020 (Promotion Round)

Hong Kong Mathematical Olympiad Association, HKMO

Special Prize (2 in total)

Second Prize (1 in total)

Third Prize (4 in total)

Hua Xia Cup - China Mathematical Olympiad Contest 2020 (Preliminary Round)

Hong Kong Mathematical Olympiad Association, HKMO

Second Prize (11 in total)

Third Prize (12 in total)

Impromptu Speech Competition

H.K. Youth Cultural & Arts Competitions Committee

Merit (1 in total)

LS Challenge Online Quiz Competition Best Participation Secondary School in the Year

HKedCity

Merit (1 in total)

LS Online Challenge (Senior Session)

HKedCity

The Best Performance Award (1 in total)

LS Online Quiz Competition

Mingpao

Champion (1 in total)

ROBOFEST Hong Kong BottleSumo Senior Classic

Lawrence Technological University

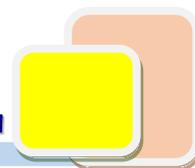
Bronze Award (1 in total)

Sustainable Development Community Project Award

Council for Sustainable Development

Gold Award (whole school)





Teen Plus Belt and Road Slogan Competition

Teen Plus Belt and Road

2nd Runner-Up (1 in total)

Teen Plus Belt and Road Slogan Competition

Teen Plus Belt and Road

Merit (1 in total)

Aesthetics

「健康 SUN TEEN」計劃 (2017-2020) 《愛同行》文件夾設計比賽

Po Leung Kuk

Distinction (1 in total)

Bronze Award (1 in total)

Merit (13 in total)

Eco-pavers Design Competition

Po Leung Kuk

Merit (2 in total)

Hong Kong Schools Music Festival

Hong Kong Schools Music and Speech Association

Bronze Award in Grade 3 piano solo (1 in total)

Silver Award in Grade 3 piano solo (1 in total)

1st Runner-Up Gold Award in Grade 7 Piano Solo (1 in total)

1st Runner-Up Gold Award in Grade 8 Piano Solo (1 in total)

Bronze Award in Grade 8 piano solo (1 in total)

Silver Award in Grade 6 Violin solo (1 in total)

Moral Education

Jockey Club Multicultural Leaders of the World Program

We Do Global Foundation

Distinction (4 in total)

Nationalistic Project Competition

Centre of National History Education (Hong Kong)

2nd Runner-Up (4 in total)

主場國情智問智答比賽

Whampoa Integrated Children & Youth Service Centre of United Brethren in Christ

Merit (20 in total)

Other

Mock Trial - Justice Education Project

The Society of Rehabilitation and Crime Prevention, Hong Kong

The Best Lawyer (1 in total)

Citi Foundation - Build Your Career Programme

Po Leung Kuk Life Planning and Financial Education Centre

Best Promotion Award (12 in total)

Best Company Award (12 in total)

Outstanding Leadership Award (1 in total)

JA Youth Entrepreneur Virtual Trade Fair

Junior Achievement Hong Kong

Social Buzz Award (19 in total)

Most Improved Team Player (1 in total)

Most Valuable Team Player (1 in total)

JA Youth Entrepreneurs Meetup cum JA Company Programme Final Competition

Junior Achievement Hong Kong

Best Presentation Award (4 in total)

PLK Virtual Sports 2020

Po Leung Kuk

Souvenir (22 in total)

The Most Outstanding Green School Award 2020

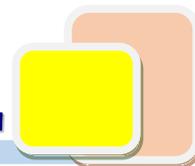
Hong Kong Electric

Excellence Award (whole school)

TKT Outstanding Student Award Election 2020/21

TKT Principal Organization

Top 10 Outstanding Student (1 in total)



TKT Outstanding Students Award Election

Tsuen Wan Youth Organization

Outstanding Student (2 in total)

Outstanding Performance (1 in total)

NT Outstanding Student Award Election

NT Youth Organization

Merit (2 in total)

Outstanding Student Leaders Award

Hok Yau Club

One of the Top Ten Outstanding Student Leaders (1 in total)

Scholarship

Applied Learning Scholarship

Law's Charitable Foundation

Scholarship (1 in total)

Po Leung Kuk Fook Chun Scholarships

Po Leung Kuk

Scholarship (20 in total)

Po Leung Kuk Ho Yuk Ching Children & Education Fund

Po Leung Kuk

Scholarship (2 in total)

Po Leung Kuk Lai Li Hing Best Improved Scholarship (Po Leung Kuk Lai Li Hing Charitable Fund)

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship

Po Leung Kuk

Scholarship (1 in total)



Po Leung Kuk Scholarships

Po Leung Kuk

Scholarship (5 in total)

Po Leung Kuk Wong Yat Sin Scholarship

Po Leung Kuk

Scholarship (5 in total)

Po Leung Kuk Wu Ho Wing Ching Memorial Education Fund

Po Leung Kuk

Scholarship (8 in total)

曾紀華紀念獎學金

Po Leung Kuk

Scholarship (2 in total)

HKICPA/HKABE Joint Scholarships for BAFS

Hong Kong Institute of Certified Public Accountants & Hong Kong Association for Business Education Limited

Scholarship (1 in total)

Services

2020-2021 Kwai Tsing District Youth Community Services Project and Competition

Kwai Tsing District Youth Programme Committee

Winning Team (1 in total)

Volunteer Service (Individual)

Volunteer Movement & Social Welfare Department

Bronze Award (1 in total)

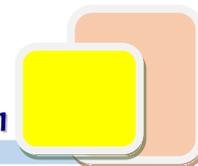
Youth ImpACT Award 2.0

The Boys' and Girls' Clubs Association of Hong Kong

Gold Award (5 in total)

Silver Award (7 in total)

Merit (6 in total)



Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2020 / 2021)

Gender	Age	Sit Up	Sit & Reach	Push Up	Push Up with Knee support	9 min. Run
Boys	14	35.06	25.43	16.53	/	22.68
	15	35.44	25.97	22.46	/	22.09
Girls	14	32.28	34.32	/	37.42	26.19
	15	33.40	38.46	/	34.93	25.69

Body Composition of Students

BMI of Boys

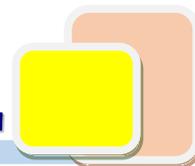
Year \ Age	12	13	14	15	16	17	18 or above
2018-19	18.70	18.71	19.47	20.36	21.03	22.04	20.83
2019-20	18.99	19.29	19.68	19.98	20.70	21.19	22.48
2020-21	19.58	20.55	20.11	20.17	20.45	21.36	21.02

BMI of Girls

Year \ Age	12	13	14	15	16	17	18 or above
2018-19	19.21	18.99	19.54	19.96	21.18	21.17	20.72
2019-20	17.78	19.50	19.13	19.74	20.14	21.09	23.24
2020-21	18.25	18.40	20.04	19.59	19.95	20.33	21.78

Distribution of Students in Body Composition

	Under Weight (BMI < 15)	Below Average (15 ≤ BMI < 18)	Average (18 ≤ BMI < 20)	Above Average (20 ≤ BMI < 23)	Over Weight (23 ≤ BMI)
2018-19	4%	26%	25%	27%	18%
2019-20	6.4%	26.3%	23.1%	28%	16.1%
2020-21	4.9%	26.4%	23.5%	26.2%	19.0%



Evaluation Report on the Use of Capacity Enhancement Grant (2020-2021)

Programme

Background

CEG for secondary schools (2020-2021) aims to relieve teachers' workload, so that they can focus on the opportunities and challenges brought by education reform, including in particular those relating to:

1. Curriculum development (including the implementation of e-learning);
2. Students' language proficiency

Responsibility

1. School principal as the controller.
2. Programs are monitored by Teacher i/c.:

CEG	Curriculum Development	ICT Support	Mr. Kwan LS
		Teacher Helper	Ms. Lam MY
		Project Organiser & Activity Organiser	Ms. Lam MY



Implementation of CEG 2020-2021

Success Indicators (e.g. Benefits achieved, Assessment mechanism)

Task Area	Details
CEG	
Curriculum Development: ICT support	IT helper was able to support the daily IT teaching & learning including the implementation of e-Learning. The IT equipment was regularly maintained. IT helper is monitored by the following methods: <ul style="list-style-type: none"> • ICT meetings • Feedback from teacher-in-charge
Curriculum Development: Teacher Helper	Teacher Helper has shown devotion to the team. His attitude and quality of work were good. At least 30 curriculum development materials typed by each Teacher Helper per month were found. TA service is monitored by the following methods: <ul style="list-style-type: none"> • TA Log book • Feedback from teacher-in-charge
Project Organiser & Activity Organiser	Project Organiser & Activity Organiser were to support the school-based projects and extra-curricular activities. They helped at least 12 activities. A.O. is monitored by the following methods: <ul style="list-style-type: none"> • Feedback from teacher-in-charge

Summary on the usage of Capacity Enhancement Grant

	2018-2019	2019-2020	2020-2021
Grants Received	\$613,766.00	\$634,017.00	\$638,461.00
Grants Expenditure	\$349,970.32	\$266,658.00	\$591,570.00
Employment of Teachers Assistant	✓	✓	✓
Employment of I.T. helpers	✓	✓	✓
Employment of Teachers	--	--	--
Employment of English Speaking Tutor	--	--	--
Learning Enhancement Program	✓	--	--
Employment of Activity Organiser	--	✓	✓



Evaluation on the use of Teacher Relief Grant (TRG) 2020/21

Background

With the use of TRG, school will have enhanced financial support and autonomy in planning the manpower deployment, organising staff professional development and student learning activities.

Responsibility

1. School principal as the controller
2. Programs are monitored by Teacher i/c :

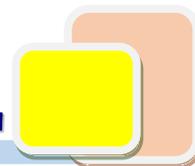
TRG	Contract Teachers	Ms Chan NF, Ms Lam MY, Ms Cheung SY, Ms Lam SM
	Supporting Staff	Ms Lam MY
	Subject Tutors	Ms Cheung SY

Evaluation & Forward-Looking Concerns

Task Area	Details
TRG	
Contract Teachers	Contract teachers are employed in CN, IH/ GE, EN & MB departments to facilitate curriculum development and enhance learning & teaching. <ul style="list-style-type: none"> • Feedback from subject departments
Supporting Staff	Activity organizer, Project organizer and assistant Teachers help to relieve teachers' duties so that they can concentrate on developing better teaching and learning materials for senior secondary curriculum. They are monitored by: <ul style="list-style-type: none"> • Feedback from teachers-in-charge
Subject Tutors	Subject tutors can provide SBA support and conduct after school tutorial classes. They are monitored by: <ul style="list-style-type: none"> • Tutorial class evaluation • Feedback from subject departments

**Summary on the usage of Teacher Relief Grant**

	2019-20	2020-2021
Grants Received	\$ 3,938,320.00	\$5,064,145.00
Grants Expenditure	\$ 2,519,184.74	\$4,129,503.78
Employment of Contract Teachers	✓	✓
Employment of Supporting Staff	✓	✓
Employment of Subject Tutors	✓	✓



Evaluation Report on the Use of Moral and National Education Support Grant (2020-2021)

Background

Aim of Moral and National Education Support Grant

Empower and enhance the capacity of the teaching team involved in providing support in civic, moral and national education for students.

Responsibility

1. School principal as the controller.
2. Program proposals by open nominations. Monitoring by Teacher i/c.:-

MNESG	CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	LLH
	CMN related Activities – “Voicing Our Values”	LLH & LHY
	CMN related Activities – FIReading Scheme	LLH
	CMN related programme – Board Display	LLH

Success Indicators (e.g. Benefits achieved, Assessment mechanism)

Task Area	Details
Moral and National Education Support Grant	
CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	The aim of a gratitude journal is to help cultivate gratitude. Some people are naturally more grateful than others but as with all character strengths, gratitude can grow if we 'exercise' it more. With practice, gratitude can increase and can reap the many benefits along the way. The gratitude journal is arranged in junior form. The cover of the journal was printed. The printing fees of the cover was paid.



CMN related Activities – “Voicing Our Values”	<p>The posters are designed for the programme – Voicing Our Values. Gifts are given to student representatives for the students’ sharing. The sharing is conducted through online form teacher period. The aims of the program are :</p> <ul style="list-style-type: none"> •To promote moral education for our younger generations •To deepen student understanding of Chinese traditional virtues •To enhance student morality •To enhance the spirit of Confucianism in our school •To develop the students’ character strengths •The payment was for the program’s gifts.
CMN related Activities – F1 Reading Scheme	<p>Two sets of story books (初心集 & 初心集 II) which were sponsored by PLK “Soaring Dreams” Youth Development Fund were arranged in the reading scheme. The stories aim to promote the healthy lifestyle and positive attitude. All F.1 classes were arranged to read the story books during the form teacher period.</p> <p>There were 80 books circulated among the students. Two sets of worksheets were designed for the story books. Students were required to complete the worksheets. They were marked and about 30 prizes were awarded for the students’ good work.</p>
CMN related programme – Board Display	<p>In order to enhance the students’ knowledge about the Basic Law, Constitution Day and National Security Education Day, board display on the relative issues were arranged.</p> <p>The payment was for the board papers.</p>

Summary on the usage of Moral and National Education Support Grant

	2018-2019	2019-2020	2020-2021
Grants Balance from previous year	\$247,004.90	\$210,854.20	\$192,817.80
Grants Expenditure	\$163,950.70	\$18,036.40	\$6,992.10
Purchasing CMN related program	✓	✓	✓
Purchasing Materials for Organising CMN Activities	✓	✓	✓
Organising Assembly Talk	✓	✓	✓

Po Leung Kuk Lo Kit Sing (1983) College 2020/21 Learning Support Grant Report

To strengthen the support for secondary schools in catering for students with special educational needs (SEN), the LSG is provided from the 2008/09 school year. Our school received \$359,145 for the whole school year.

The fund was deployed holistically and flexibly to cater for students' diverse learning needs through the 3-Tier Intervention Model:

- (a) Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties through quality teaching in regular classroom;
- (b) Tier-2 support refers to additional support “add-on” intervention, such as small group tutoring, after-school remedial programmes and pull-out programmes for students with persistent learning or adjustment difficulties; and
- (c) Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties including drawing up 2 of Individual Education Plans 1

Balance B/F from 2019/20			\$71,628.95
2020/21 Allotment			\$359,145.00
2020/21 Expenditure			
SST	Speech Therapy Services	\$30,420.00	
SST	Academic Support Programs	\$123,040.00	
SST	After-school Tutor Employment	\$176,079.47	
SST	Jockey Club Autism Support Network	\$8,800.00	
SST	Experiential Workshops / Resources	\$1,649.70	
SST	Careers Development Workshops	\$13,450.00	
SST	Learning Resources Procurement	\$5,234.30	
SST	Inclusive Learning Activities	\$1,497.20	
SST	Training Workshops Expenses	\$15,147.00	
Total Expenditure			\$375,317.67
2020/21 C/F to 2021/22			\$55,456.28

保良局羅傑承(一九八三)中學
「校本課後學習及支援計劃」2020/21 報告

內容

本校於 2020/21 年度獲教育局撥款 \$135,600.0 資助清貧學生參與能培養能力、自尊或其他有助培養生活技能的課後活動。

中一至中六合符資助資格(綜緩或學費全免)的學生於年度內自行參與由學校舉辦或協辦，並獲負責舉辦活動之老師簽署核實後，以「實報實銷」形式申領活動所須之費用。校方於審核及發放津貼前，已確保申請此津貼之學生了解下列規則：

1. 本計劃津貼的活動不能重複申領其他類同的津貼；
2. 活動以學校為本(由學校舉辦或協辦)，有關活動應在正常上課時間以外進行；有關津貼不得用於為學生提供物質上的援助 - (例如校服、樂器等)。

2020/21 「校本課後學習及支援計劃」使用概況：

Details		Income (\$)	Expenses (\$)
B/F from After-school L&S Program (School-based Grant) 2019/20		69,868.50	
After-school L&S Program (School-based Grant) 2020/21		135,600.00	
School Based Life-wide Learning & Support Program (Student Reimbursement -- 1st,2nd,3rd Phase)			
學習技巧	創意思維訓練班		480.00
	[AIMO]晉級賽- 香港數學奧林匹克協會		250.00
	[華夏盃]晉級賽- 香港數學奧林匹克協會		800.00
	I - Check		60.00
	I - Lab		1,548.00
語文訓練	香港手語專業培訓中心 -手語課程第一級		400.00
	香港手語專業培訓中心 -手語課程第二級		500.00
	香港手語專業培訓中心 -手語課程第三級		520.00
	劍橋課程		2,500.00
	英文會話		1,000.00
	會話班		3,000.00
	日文班 (N5)		3,000.00
	日文班 (N2)		400.00
文化藝術	素描班初班		680.00
	繪畫班 (進階)		1,120.00
	繪畫班		3,200.00
	漫畫班		1,120.00
	漫畫 10 級- 夏季全國美術		1,440.00
	綜合藝術畫班		1,520.00
	刺繡班		320.00
	日本時尚布藝口金包		160.00
	視藝探索班		2,400.00
	樂理班 5 級		400.00

	Details	Income (\$)	Expenses (\$)
文化藝術	色土風班 G5		5,920.00
	長笛班		2,640.00
	中國舞蹈班 7 級 (北京舞蹈學院)		800.00
	中國舞蹈班 8 級 (北京舞蹈學院)		520.00
	Jazz Funk		1,200.00
	Business Young Stars		400.00
	體育舞蹈課程		2,000.00
	合唱團(高 B)		2,000.00
	英詩獨誦		128.00
	古箏班		8,000.00
	鋼琴班		9,600.00
	鋼琴班 G4		3,360.00
	鋼琴班 3 級		5,058.00
	鋼琴班 4-5 級		7,876.00
	鋼琴班 6 級		3,600.00
	鋼琴班 7 級		10,400.00
	鋼琴班 8 級		10,000.00
	結他班初班		2,560.00
	電結他班		2,640.00
	結他班		796.00
	小提琴班		570.00
	簡易指尖 BUSKING		4,955.50
	STEAM 拼砌樂(STEAM Cube)		8,300.00
	KOL 學習(KOL workshop)		8,300.00
環保手織手搖飲品套(Knitting)		8,300.00	
苔場盆景創作(My First Bonsai)		8,320.00	
衣領上的藝術-花藝設計		8,322.00	
體育活動	中國舞(香港舞蹈團)		8,000.00
	足球班		600.00
	足毬聯賽		200.00
	泰拳班		680.00
	Training Camp		455.00
	排球球會		255.00
	<邨 Jump!>屋邨籃球聯賽訓練		1,575.00
領袖訓練	Summer School of Global Leadership Training		40,320.00
Total Expenditure			205,468.50
Balance			0.00
2020/21 balance C/F to 2021/22			0.00



Programme Evaluation Report Diversity Learning Grant for Applied Learning Courses (2020-21)

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Target students	Duration of the programme / course
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	S6: 8 students (2019-21 cohort) S5: 10 students (2020-22 cohort)	180 hours in 2 years for each course

Evaluation of student learning / success indicators	Expenditures
<ul style="list-style-type: none"> - In general the attendance rate of the students was over 90%. - Students submitted course assignments on time. - EDB learning Progress Reports showed that 7 students completed the courses successfully and 1 student did not complete the course. - Over 50% of the students obtained Grade A in the courses. - For students of 2019-2021 cohort, 2 of them achieved the level of "Attained with Distinction II" and 4 of them achieved the level of "Attained with Distinction I" and 1 of them achieved the level of "Attained" in DSE. 	S6: 8 students (2019-21 cohort) \$62,755 (DLG) S5: 10 students (2020-22 cohort) \$78,075 (DLG) <u>Total: \$140,830</u>



Po Leung Kuk Lo Kit Sing (1983) College
Evaluation Report on the Use of the Diversity Learning Grant (2020-2021)

Programme

Aim of Diversity Learning Grant

To facilitate the implementation of NSS PE and procure PE valuable learning experiences for students.

Responsibility

1. School principal as the controller.
2. Program proposals by open nominations. Monitoring by Teacher i/c: Mr. Yu Chun Woon

Implementation of the Use of the Diversity Learning Grant (2020-2021)

Task Area	Details
To facilitate the implementation of NSS PE	<p>Major Area(s) of Concern</p> <p>NSS PE</p> <ul style="list-style-type: none"> – To relieve PE teachers' workload so that teachers can concentrate on developing better teaching – To provide SBA support for PE teachers <p>Other Subjects</p> <ul style="list-style-type: none"> – To allow teachers have more learning opportunities to attend seminars <p>Benefits Achieved</p> <ul style="list-style-type: none"> – 8 sets of teaching-related materials would be produced such as notes, quiz, reference materials and training tools – The staff organized 28 practical training sessions to PE elective students – The staff held 25 training sessions for Girls Basketball Team. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching materials produced – Count the number of pair teaching lessons – Count the number of practical training sessions.

Task Area	Details
To procure PE valuable learning experiences for students	<p>Major Area(s) of Concern To enhance the quality of Learning and Teaching in Joint school Program</p> <p>Benefits Achieved – Mock examination and two basketball assessments were arranged for F6 PE elective students.</p> <p>Method(s) of Evaluation – Count the number of lessons provided – Count the number of students involved</p>

Summary on the usage of the Diversity Learning Grant

	2019 / 2020	2020/21
Grants Received	\$93,600	\$84,000
Grants Expenditure	\$79,464	\$75,732.36
Employing Subject Assistant Teacher	✓	✓

保良局羅傑承(一九八三)中學
姊妹學校交流報告書
2020/21 學年

- 內地姊妹學校名稱 (1) : 上海市第四中學
- (2) : 上海市徐匯中學
- (3) : 杭州第十四中學
- (4) : 寧波市鎮海區中興中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>優化資源促進與姊妹學校緊密交流</p> <p>本校策劃及舉辦姊妹學校網上教師專業交流活動或學生網上多元交流活動。</p>	<p>舉辦多媒體交流活動能突破因疫情構成的地域界限，讓校內更多師生能參與與內地姊妹學校舉辦的活動，互相啟發，彼此學習，惠及兩地學校的教育需要。</p> <p>兩地教師可就各校特色及個別專題舉辦不同類型的網上視像交流活動，例如：課程設計分享，教學交流研詩會、教學示範及觀課等。</p> <p>兩地學生可參與不同類型的網上視像交流活動，例如：網上普通話、英語口語交流、辯論賽等。</p> <p>兩地學生亦可透過雲端交流。</p>	<p>拍攝校內各種設備，製作學校簡介短片，讓姊妹學校從多角度認識本校，待日後疫情緩和後，能邀請姊妹學校學生到訪本校。</p>	<p>準備好硬件配套設備後，將策劃與姊妹學校網上教師專業交流活動、學生網上多元交流活動或拍攝學校大型活動以作交流。</p>

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
2.	<p>與寧波市鎮海區中興中學進行網上交流活動。</p> <p>交流活動的簡述： 本校 3 位老師及 5 位學生於 2021 年 6 月 22 日透過騰訊會議，與寧波市鎮海區中興中學進行網上交流活動。</p> <p>兩地師生以「輕鬆唱談於疫情下」為主題，各自分享兩地在疫情下的日常生活及學習情況。</p>	讓本校師生能於疫情下，仍可透過網上交流活動，對內地姊妹學校加深了解，增進學生對內地文化、教育和經濟發展等各方面的認識，擴闊學生視野。	與寧波市鎮海區中興中學一起舉辦的網上交流活動順利完成，參與的師生均對是次活動感到十分滿意，並同意此活動能達至預期目標，深化雙方認識、促進兩校交流。	寧波市姊妹學校師生表示希望於疫情緩和後，本校師生能到訪該校，以促進更進一步的交流。

第二部分：財政報告

2019/20 年度結餘	\$101,929.80
2020/21 年度撥款	\$156,035.00
2020/21 年度開支	
優化資源促進與姊妹學校網上交流	
• 購買攝錄器材及相關配件	\$112,080.00
2020/21 年度結餘	\$145,884.80



Evaluation Report on the Use of the Promotion of Reading Grant (2020-2021)

Programme

Aim of the One-off Grant for the Promotion of Reading

To actively response to the “Reading to Learn”, “Reading across the Curriculum” with a view to broadening students’ knowledge base and connecting their learning experiences in different subjects. To create a reading atmosphere and foster a reading culture.

To organize innovative, interesting and diverse reading activities, with a hope that we can nurture students’ interest and help them develop a reading habit from a young age so that they will enjoy reading and develop their thinking skills and creativity through reading.

Responsibility

1. School principal as the controller.
2. Program proposals by open nominations. Monitoring by Teacher i/c :

Acquisition of Library e-Books	<u>Library, ACD and Executive Departments Concerned</u> LTF, subject/department heads concerned
Electronic News Archive	<u>Library, ACD</u> LTF, subject heads concerned
Magapedia	<u>The Reading Promotion Committee</u> LTF, CKP, CKO, CPY, LKC, AMS

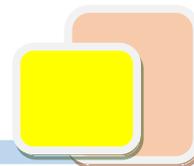
Implementation of One-off Grant for the Promotion of Reading 2020/21

Task Areas	Details
<p>To provide support to subject and department for the promotion of reading to learn</p>	<p><u>Major Areas of Concern</u> Conduction of theme based reading: Chinese History & Culture, Healthy Living, Science, Technology, Engineering & Mathematics (STEM) Education, Moral Education</p> <p><u>Benefits Achieved</u></p> <p>(1) Acquisition of “HyRead”– an e-book package of 202 titles under 3 themes of e-book with permanent user right. The 3 themes includes: 1. 香港出版 2. 輕小說 3. 科學科普</p> <p>(2) Acquisition of “HyRead” – an e-book package of 200 English Fictions selected by the EN department.</p> <p>(3) Acquisition of “HyRead” – an e-magazine package includes 10 titles which includes 542 issues with 1-year user right. The package includes: 1. PC Home 2. Digi Trend 3. PCM E Kids Stem 4. ABC 互動英語 5. CNN 互動英語 6. 數位時代 7. 行遍天下 8. 全球中央 9. How it works 10. BBC Knowledge</p> <p>(4) Acquisition of 7 titles of printed manazines includes: 1. Science Adventures 2. Micro:Bit 3. English Channel 4. National Geographic 5. 明報月刊 6. 香港中學生文藝月刊 7. 運動版圖</p> <p><u>Evaluation of Effectiveness</u></p> <p>All students and teachers enrolled into HyRead account.</p> <p>All students participated in the Reading Scheme 開卷有益計劃 and 90% of reading assignments completed as scheduled.</p> <p>All Form 3 students participated in the Extensive Reading Scheme 廣泛閱讀計劃, over 75% of the student completed the scheme and in which 20% of the them completed with merit.</p> <p>Positive Feedback from teachers and students.</p>

Task Areas	Details
To provide innovative, interesting activities so that students will enjoy reading	<p><u>Major Areas of Concern</u> To construct an e-reading environment</p> <p><u>Benefits Achieved</u> Acquisition of e-News Iknow 信報 and MingPao service for teachers and students to conduct the news search.</p> <p><u>Evaluation of Effectiveness</u> All students and teachers got free access to the website to conduct news search. The service is particularly welcomed in Liberal and Social Subjects.</p> <p>School made use of the service to keep a well-recorded school news archive.</p> <p>Positive Feedback from teacher and students.</p>
To create a supportive reading environment for readers	<p><u>Major Areas of Concern</u> To encourage student “read to learn”</p> <p><u>Benefits Achieved</u> Setting up an information kiosk at the Meteor – a leisure reading area in the 2nd Hall.</p> <p><u>Evaluation of Effectiveness</u> Positive Feedback from teachers in the Integrated Humanities and Liberal Studies subjects.</p> <p>Positive Feedback from the evaluation of the Reading Promotion Committee.</p>

Summary on the usage of the One-off Grant for the Promotion of Reading

Details	Income	Expense
B/F from 2019/2020	6,065.40	
Grants Received 2020/21	62,414.00	
Acquisition of printed books		5,520.80
Acquisition of e-books – HyRead		34,600.00
Subscription of printed magazines (7 titles)		3,013.00
Subscription of e-magazines (10 titles)		7,785.00
Subscription of e-News – Iknow & Mingpao		17,700.00
	Balance	-139.40
Balance brought forward to 21/22		0.00



Evaluation Report on the Use of Life wide learning Grant (2020-2021)

Background

Aim of Life wide learning Grant

To organize out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest and foster their whole person development.

Responsibility

School principal as the controller.

Program proposals by open nominations. Monitoring by Teacher i/c:-

Grant	Programme	Teacher i/c
1.1. Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)		
LWLG	Stage Cultural Day	CSW
	Experiential Learning Activities	Teachers concerned
1.2. Local Activities: 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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)		
LWLG	Visit, field trips, workshops and competition of different departments	Teachers concerned
	Music for all scheme	HMC
2. To procure equipment, consumables or learning resources for promoting LWL		
LWLG	Teaching and learning materials for STEM and ART education	CCA, HMC

Success Indicators (e.g. Benefits achieved, Assessment mechanism)

Task Area	Details
Stage Cultural Day	<p>The activity was an Art appreciation for all students which aimed at broadening students' learning experiences outside classroom. It was a whole school activity co-organized with external organizations. Students were expected to show their understanding through sharing their opinions and reflections with the actors and actresses right after the performance.</p> <p>The activity was successfully held in March. Students and teachers enjoyed the activity and gave positive feedback for the event. The expenses were mainly for admission and transportation fee.</p>
Experiential Learning Activities	<p>Experiential learning activities including Day for you, and Life wide learning day were cancelled due to the Covid-19 outbreak. In order to maintain a more balanced life for student's personal development, these activities were replaced by form-based activities including 3D Model making Stem Workshop for F.1 students, cooking class, musical theater and crime Scene investigation "Detective-X" Programme for F.2 students, community tour with ethnic minority for F.4 students. The activities aimed at broadening students' learning experiences outside classroom. It was expected students to share the learning outcome through reflection after the activities.</p> <p>The activities did not only arouse students' learning interests, but also enriched students' in all OLE aspects. These activities also nurture students' positive values and attitudes. Evaluation for the activities were held by the concerned departments. Involved staff and students showed positive feedbacks towards the activities. The expenses were mainly for workshop, activity materials and transportation fee.</p>
Visit, field trips, workshops and competition of different departments	<p>Owing to the Covid-19 outbreak, school was suspended again from December to April, and most of the activities and competitions are cancelled. In order to maintain a balanced personal development of students and to facilities the effective use of the Grant, subject departments were invited to arrange online or face to face activities for students. The feedbacks were good. There were more than 30 activities being held from April to summer. These activities included workshops, field trips, social services activities, sports, cultural experience and team building activities.</p> <p>These activities were opened for students with interests and aimed at catering for students' interests and abilities for stretching their potential and nurturing in students positive values and attitudes. They also enriched students in all OLE aspects. Evaluations for the activities were held by the concerned departments. Involved staff and students showed positive feedbacks towards the activities. The expenses were mainly for workshop, activity materials and transportation fee.</p>

Task Area	Details
Music for all scheme	<p>It was a regular music course throughout the year for all F.1 students under the music curriculum. It aimed at catering students' interests & abilities and developing students' aesthetic sensibility. It was expected that students develop their potential in music area and be confident to show their learning outcome through the stage performances at the end of the year.</p> <p>However, the scheme was not carried out owing to the half day school arrangement at the beginning of school term and the once again school suspension from December to April. The scheme was officially called off for F.1 students in April.</p> <p>Taking into account the improvement in the epidemic situation, half day school arrangement resumed, a questionnaire about the instrument learning was given to F.1 to F.5 students. The feedbacks were good. There were more than 200 students showing interest to learn instruments. As a result, around 30 Zoom or face to face classes were arranged in post exam and summer time. The expenses were the coaching fee.</p>
Teaching and learning materials for STEM education	<p>The purchase of the STEM products and materials aimed at promoting STEM education in the school curriculum which is essential for students' lifelong learning and whole-person development. The expenses included the purchase of the followings:</p> <ul style="list-style-type: none"> • 4D frame learning materials • Materials for Mathematics subject • Materials for Science subject • Materials for ICT subject • Instrument for Music subject

Summary on the usage of Life wide learning Grant

	2019-2020	2020-2021
Grants Balance from previous year	\$1,158,000.00	\$1,975,867.57
Grants Expenditure	\$348,238.43	\$986,637.50
Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	✓	✓
Transportation fees for activities	✓	✓
Fees for non-local exchange activities / competitions	✓	✓
Fees for hiring expert / professionals / coaches	✓	✓
Purchase of learning materials, equipment, instruments, tools, devices, and consumables	✓	✓



Evaluation Report on the Use of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2020-2021)

Background

Aim of Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture

- To enable NCS students to learn Chinese history and culture, which is conducive to their integration into mainstream society.
- To provide funding to secondary schools admitting junior secondary NCS students to support their learning of Chinese History using the Chinese language.

Responsibilities

School principal as the controller.

Program proposals by open nominations. Monitoring by teacher in charge:

Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture	Chinese Society activity	CNF, HHY
	Reading activity	CNF, HHY
	Post exam activity	CNF, HHY

Success Indicators (e.g. Benefits achieved, Assessment mechanism)

Task Area	Details
Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture	
To purchase learning and teaching materials to enrich Chinese History and Culture Resources bank	<p>To equip NCS students and teachers with updated and related materials so that they can have adequate knowledge and skills to learn and teach Chinese History and Culture to NCS students.</p> <p>More relevant books and learning and teaching kits, such as e-books, NCS teaching set, story books are prepared to assist teachers to design teaching materials and students to learn Chinese History and Culture. Online reading platform of learning Chinese culture and a set of VR about Chinese History games have been provided. These are monitored by:</p> <ul style="list-style-type: none"> No. of teaching resources purchased and used.
To provide a rich Chinese History and Culture environment to support NCS students	<p>To organize co-curricula activities to enrich NCS students to learn Chinese History and Culture.</p> <p>Local students are encouraged to get along with NCS students.</p> <p>NCS students understand more about Chinese History and Culture through different activities from which a good and harmonious environment to both NCS and local students is created. NCS students learn Chinese culture in the post exam activity day by playing Chinese style LEGO. These are monitored by:</p> <ul style="list-style-type: none"> Evaluation from the teachers.

Summary on the usage of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2020-2021)

	2019-2020	2020-2021
Grants Balance from previous year	\$100,000.00	\$58,614.80
Grants Expenditure	\$41,835.20	\$59,370.00
Purchasing Chinese History and Culture reading materials	✓	✓
Purchasing Chinese History and Culture related learning materials	✓	✓



Evaluation Report on the Use of the Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students (2020-2021)

Background

Aim of the Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students

- To enhance the support for non-Chinese speaking (NCS) students' learning of Chinese
- To create an inclusive learning environment in schools, including strengthening the communication with parents of NCS students and home-school cooperation

Responsibilities

School principal as the controller.

Program proposals by open nominations. Monitoring by teacher in charge:

Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	Chinese learning support	CNF, HHY, COL
	Chinese Society activity	CNF, HHY, COL
	Post exam activity	CNF, HHY, COL

Success Indicators (e.g. Benefits achieved, Assessment mechanism)

Task Area	Details
Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	
To appoint an additional teaching assistant to enhance the support for NCS students' learning of Chinese.	<p>Appointing additional Chinese Language teaching assistant to implement support learning during Chinese Language lessons and offer after-school Chinese learning program to NCS students to assist their learning of Chinese Language. The teaching assistant supports the NCS students during Chinese Language lessons by shadowing the students and providing instant supports. At the same time, after-school Chinese learning program is also provided for the NCS students. The teaching assistant supports the NCS students after school by teaching Chinese Language and providing additional teaching material about Chinese Language and culture for the students.</p> <p>These are monitored by:</p> <ul style="list-style-type: none"> Evaluation from the teachers.
To create an inclusive learning environment in schools	<p>To organize diversified cultural activities to enrich NCS students to learn Chinese Language and Culture. Local students are encouraged to get along with NCS students. NCS students understand more about Chinese Culture through different activities from which a good and harmonious environment to both NCS and local students is created. NCS students learn Chinese Language and culture in the post exam activity day by playing Chinese style LEGO and reading Chinese books by the online learning Chinese platform. At the same time, the communication with parents of NCS students and home-school cooperation is strengthened to create an inclusive learning environment in schools. Meetings with parents are organized by Chinese teachers and the teaching assistant. NCS students are encouraged to master the Chinese language through home-school cooperation.</p> <p>These are monitored by:</p> <ul style="list-style-type: none"> Evaluation from the teachers.

Summary on the usage of the Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students (2020-2021)

	2020-2021
Grants Balance from previous year	\$150,000
Grants Expenditure	\$150,000
Appointing an additional teaching assistant to enhance the support for NCS students' learning of Chinese.	✓



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