



## 保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

# School Report

2023/2024

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 2023-2024, our school IMC was composed of 14 members with 1 independent manager, 7 managers nominated by the Sponsoring Body and 6 school-based managers including the Principal, two teacher representatives, two parent representatives and one alumni representative.



## 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 |
|-----------|--------|-----|-----|-----|-----|-----|-----|-------|
| 2023-2024 | Male   | 70  | 77  | 65  | 69  | 66  | 58  | 405   |
|           | Female | 62  | 51  | 57  | 59  | 50  | 49  | 328   |
|           | Total  | 132 | 128 | 122 | 128 | 116 | 107 | 731   |

### Attendance percentage of students in each form

|           | S1    | S2    | S3    | S4    | S5    | S6    |
|-----------|-------|-------|-------|-------|-------|-------|
| 2021-2022 | 98.5% | 98.9% | 99.3% | 98.6% | 97.5% | 98.7% |
| 2022-2023 | 97.3% | 97.2% | 97.2% | 95.7% | 96.0% | 96.9% |
| 2023-2024 | 98.0% | 97.5% | 97.0% | 96.8% | 95.4% | 98.1% |

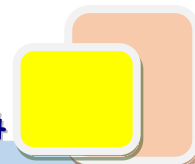
### Prospects of our school graduates

Number of S3 students promoted to S4

|           | Number of S3 students | Number of S3 students promoted to S4 in our school |       |
|-----------|-----------------------|--|-------|
| 2021-2022 | 113                   | 112  | 99.1% |
| 2022-2023 | 125                   | 123  | 98.4% |
| 2023-2024 | 122                   | 112  | 91.8% |

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





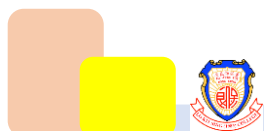
## Prospects of Graduates and Early School Leavers

### Prospects of S6 Graduates

|  | 2021-2022  | 2022-2023  | 2023-2024  |
|--|------------|------------|------------|
| The University of Hong Kong                                | 7          | 8          | 6          |
| The Chinese University of Hong Kong                        | 9          | 10         | 9          |
| The Hong Kong University of Science and Technology         | 12         | 2          | 4          |
| The Hong Kong Polytechnic University                       | 18         | 5          | 10         |
| City University of Hong Kong                               | 11         | 7          | 5          |
| Hong Kong Baptist University                               | 13         | 6          | 3          |
| Lingnan University   | 1          | 5          | 3          |
| The Education University of Hong Kong                      | 2          | 4          | 4          |
| Other Local Degree Programme                               | 25         | 21         | 17         |
| Other Local Associate Degree / Higher Diploma Programme    | 12         | 36         | 34         |
| Other Diploma / Foundation Diploma / Certificate Programme | 2          | 3          | 2          |
| Overseas Study (including Mainland and Taiwan Study)       | 1          | 5          | 4          |
| Repeat   | 1          | 1          | 1          |
| Working  | 0          | 1          | 2          |
| Unknown  | 0          | 3          | 1          |
| <b>Total number of students</b>                            | <b>114</b> | <b>117</b> | <b>105</b> |

### Early School Leavers

|           | Number of class | Student number<br>(September 1 <sup>st</sup> ) | Number of school<br>leavers<br>(September 1 <sup>st</sup><br>to August 31 <sup>st</sup> ) | Percentage |
|-----------|-----------------|--|---|------------|
| 2021-2022 | 24              | 732  | 12  | 1.6%       |
| 2022-2023 | 24              | 728  | 4   | 0.6%       |
| 2023-2024 | 24              | 731  | 7   | 0.95%      |



## 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) |
| 2021-22 | 1         | 55                              | 1      | 0                   | 0  |
| 2022-23 | 1         | 54                              | 1      | 0                   | 0  |
| 2023-24 | 1         | 55                              | 1      | 0                   | 0  |

Highest Academic Qualifications attained by teachers

|         | Master's Degree or above |     | Bachelor's Degree |     |
|---------|--------------------------|-----|-------------------|-----|
| 2021-22 | 27/57                    | 47% | 30/57             | 53% |
| 2022-23 | 26/57                    | 46% | 31/57             | 54% |
| 2023-24 | 28/58                    | 48% | 30/58             | 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 |
|---------|---|---|------------|
| 2021-22 | 55  | 55  | 100%       |
| 2022-23 | 54  | 54  | 100%       |
| 2023-24 | 55  | 53  | 96.4%      |

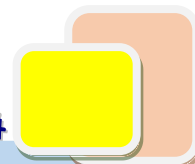
Percentage of Subject-trained Teachers in the core-three subjects

| Subject     | 2021-2022 |            | 2022-2023 |            | 2023-2024 |            |
|-------------|-----------|------------|-----------|------------|-----------|------------|
|             | Number    | Percentage | Number    | Percentage | Number    | Percentage |
| Chinese     | 11/11     | 100%       | 11/11     | 100%       | 10/11     | 91%        |
| English     | 11/11     | 100%       | 11/11     | 100%       | 12/12     | 100%       |
| Mathematics | 10/12     | 83%        | 11/12     | 92%        | 11/12     | 92%        |

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

| Language  | 2021-2022 |            | 2022-2023 |            | 2023-2024 |            |
|-----------|-----------|------------|-----------|------------|-----------|------------|
|           | Number    | Percentage | Number    | Percentage | Number    | Percentage |
| English   | 11/11     | 100%       | 11/11     | 100%       | 12/12     | 100%       |
| Putonghua | 4/5       | 100%       | 4/4       | 100%       | 3/3       | 100%       |





## Teaching Experience

### Teachers' Experience

|           | 0-4 years | 5-9 years | 10 years or above |
|-----------|-----------|-----------|-------------------|
| 2021-2022 | 17        | 4         | 31                |
| 2022-2023 | 22        | 3         | 32                |
| 2023-2024 | 22        | 5         | 30                |

## Professional Development of the Principal and Teachers

### CPD hours by Principal

|           | Principal                 | Total CPD hours |
|-----------|---------------------------|-----------------|
| 2021-2022 | Principal, Law Wing Chung | 158             |
| 2022-2023 | Principal, Law Wing Chung | 273             |
| 2023-2024 | Principal, Law Wing Chung | 282             |

### CPD hours by Teachers

|           | Number of Teaching Staff in staff establishment | Average CPD hours per teacher |
|-----------|---|-------------------------------|
| 2021-2022 | 55  | 52                            |
| 2022-2023 | 54  | 72                            |
| 2023-2024 | 55  | 77                            |



## 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 |
|-----------|--|---|--|
| 2021-2022 | 190                                      | 163   | 11   |
| 2022-2023 | 192                                      | 168   | 11   |
| 2023-2024 | 190                                      | 163   | 11   |

### Teaching Hour Percentage of Eight Key Learning Areas

|           | Chinese Language | English Language | Mathematics | Science | Technology | Personal, Social & Humanities | Arts | Physical Education | Total |
|-----------|------------------|------------------|-------------|---------|------------|-------------------------------|------|--------------------|-------|
| 2021-2022 | 17.1             | 17.9             | 15.8        | 12.5    | 7.1        | 19.6                          | 5.0  | 5.0                | 100%  |
| 2022-2023 | 17.1             | 17.9             | 15.8        | 12.5    | 7.1        | 19.6                          | 5.0  | 5.0                | 100%  |
| 2023-2024 | 17.5             | 16.7             | 15.0        | 12.5    | 4.2        | 15.8                          | 7.5  | 5.0                | 95.8% |

### Student Reading Habit

Students use library resources from school library (in percentage)

|                        |         | 2021-22 | 2022-23 | 2023-24 |
|------------------------|---------|---------|---------|---------|
| Once or above / week   | S1 – S3 | 16      | 19      | 20      |
|                        | S4 – S6 | 7       | 8       | 10      |
| Once or above / 2-week | S1 – S3 | 26      | 29      | 31      |
|                        | S4 – S6 | 10      | 14      | 15      |
| Once / month           | S1 – S3 | 48      | 46      | 44      |
|                        | S4 – S6 | 39      | 44      | 44      |
| Less than once / month | S1 – S3 | 8       | 4       | 3       |
|                        | S4 – S6 | 40      | 31      | 30      |
| Never                  | S1 – S3 | 2       | 2       | 2       |
|                        | S4 – S6 | 4       | 3       | 1       |

The average number of loans from school library

|         | Average number of loans per head |       |
|---------|----------------------------------|-------|
|         | S1-S3                            | S4-S6 |
| 2021-22 | 16                               | 8     |
| 2022-23 | 20                               | 10    |
| 2023-24 | 22                               | 10    |





## Our Learning and Teaching

### 1. Curriculum

Having the symmetrical structure of 24 classes, the school is 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 Eight Key Learning Areas and Seven Learning Goals. 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 combinations which can meet students' abilities, interests and career development. Besides the 4 core subjects and Mathematics Extended Part Module 2, 11 HKDSE elective subjects are offered including Physics, Chemistry, Biology, Economics, Geography, Chinese History, Business, Accounting and Financial Studies, Health Management & Social Care, Information and Communications Technology, Physical Education and Visual Arts. Students can choose from a total of 103 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 provide a well-rounded education, the curriculum includes a variety of cultural and practical subjects such as Music, Visual Arts, Technology and Living, and Information & Communication Technology (ICT). These subjects are designed to cultivate students' entrepreneurial mindset. The curriculum is structured to engage students in reflective learning while also helping them develop practical skills. The learning activities are aimed at fostering students' creativity, appreciation, and effective communication abilities. The skills, knowledge, and attitudes imparted through these subjects enable students to understand the goals, decision-making processes, as well as the 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 a 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 these aims, we adopt a variety of STEM-based activities for science and mathematics subjects such as rocket cars, experiment simulation, DNA extraction, running hydroponic farming and aquaponics system and 4D Frame workshops. The usage of VR is adopted in the learning activities in the junior science classes, students could assess various contents in ClassVR platform under guidance of teachers. We will also introduce micro:bit in junior science that students can apply the coding skills learned in ICT to assist the scientific investigations.

To enhance the effectiveness of learning, we provide various e-learning platforms and for students which could be assessed by various mobile devices. Large amount of media could assist their learning and they could have both pre-lesson and post-lesson learning effectively.

### Civic Education

Civic Education is an important part of the curriculum for both junior and senior secondary students.

In junior forms, Citizenship, Economics and Society and Geography courses aim to enrich students' knowledge about the personal growth, the social and economic development of their community Tsing Yi, Hong Kong, China and the world. Major topics covered include Life Skills and Financial Education, Rights and Duties, Diversity and Social Inclusiveness, Hong Kong Government and I, China's socio-economic development and achievements, and World Trade etc. By learning about these topics, students could understand the importance of individual responsibility, and develop a sense of concern and citizenship towards their society, the world, and their national identity. Moreover, extended learning activities, such as the Constitution and Basic Law Online Quiz Competition, Tsing Yi Round Trip, the East Dam Field Trip and Court of Final Appeal Visit are organized to arouse students' interest in learning and cultivate their care for the community.

Citizenship and Social Development in senior secondary provides opportunities for students to develop a broad knowledge base and foster their sense of national identity with global perspective through studying topics related to Hong Kong, the Country and the contemporary world. It enables students to develop multiple perspectives as well as understand the roles and interplay among individuals, society, the Country and the world through studying different topics in the areas of economy, science, technology, environmental protection, sustainable development, public health, etc. Students are also encouraged to participate in different types of activities to enhance their positive values and civic awareness. Examples include “My Interfaces with the Belt and Road Initiative” Integrated Ability Competition, the Constitution and Basic Law Online Quiz Competition, National Security Writing Competition and CSD Online Reading Award Scheme.



## Arts Education

In addition to Visual Arts and Music lessons as part of the curriculum, our school also offers a range of extracurricular activities and events including English Drama Competition, Dance Festival and Singing contest, which provide students with further learning experiences. Besides, Chinese Cultural Day and Stage Cultural Day provide chances to students to explore acting and drama in more depth. These activities expose students to different art forms, provide training opportunities to develop basic skills, help acquire competence at a professional level, and offer specialized performance platforms for talented students.

## 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 120 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 Enhancement Courses, 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, JA Company Programme and Odyssey of the Mind, etc. are outstanding examples. Besides, different learning activities and co-curricular activities were also held inside and outside school to support students’ whole-person development such as art therapy, escape room activity, VR e-sport activity, hiking activity and kinball training.

## 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.



#### **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 70 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 "eRead Scheme" (開卷有益) to encourage students to develop a good reading habit in all subjects as well as in CMNSHE. 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. The above schemes help to empower students to achieve physical, emotional and intellectual wellness. Block Loan on Harry Potter series encouraged reading atmosphere among different forms. 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. This scheme echoes with the school major concern, as the scheme aims to further enhance students' academic performance. Students are required to actively engage in learning and it helps to promote good reading attitudes and habits. Face-to-face interview with reading tutor encourages in-depth discussion on reading reflection. Regarding the elective subject in 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 the curriculum development, for example, the new titles <公民係咁考> and <尋找中國未來地圖上的你> added to the subject Citizenship and Social Development create an effective platform for classroom discussions to take place.



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 continuously promote the use of e books and Online Question Bank (OQB@EdCity) which enable students self motivated learning through the online learning platform. It is pleased to find that our students get used to different e-platforms and devices.

To further promote the reading atmosphere, the school calendar remarked April as “Reading Month”, teacher and student sharing in morning assembly were arranged every day. <Harry Potter> cosplay and games booths set up and “Meetings@Meteor” arranged in the lunch time or after school time. Display of reading assignment on the theme 文字與味道 helped students to build a sense of belong to the society through reading. Besides, “Book of the Class” cross-over “Library Everywhere” increased participation of reading in each class. Furthermore, a particular day in the calendar has been set aside as our school’s traditional “Reading Celebration Day” in the post examination timetable, in which all teachers and students were exposed to a rich reading atmosphere and everyone shared the good harvest by the end of the year. To strengthen the promotion of information literacy, a workshop on “MIL 媒體和資訊素養互動工作坊” was conducted in this year.

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, interactive touch panels and visualizers. These tools empower teachers and students for effective teaching and learning. The school-wide WiFi network ensures seamless connectivity, allowing access to digital resources from any corner of the campus.

We've embraced both Google Workspace and Microsoft Office 365. These platforms offer flexibility for teachers and students alike. Teachers and students can enjoy their services both within and outside the school premises. The launch of BYOD can further increase students' engagement in their personalized learning experiences. The school's WiFi network allows them to access learning materials and complete tasks seamlessly. Our forward-thinking school library now includes electronic books and Kindle e-readers. Kindle's touch-screen further enhances students' overall reading experience.

The school equipped each teacher with an iPad for teaching and learning. Most teachers were familiarized themselves with using iPad to implement e-learning strategies and explored different teaching apps. To encourage students' self-directed learning, teachers provided students with learning materials for self-directed reading through Google Classroom and eClass. Some teachers also produced tailor-made videos on YouTube for self-learning.

Meanwhile, real-time online teaching could be conducted on Zoom platform if necessary. 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 such as making use of AI in education.



## **7. STEM Education**

In terms of STEM activities, the school continues to lead students to participate in robotics activities, 4D frame mathematical model activities and other scientific inquiry activities. Our students actively participate in various types of STEM competitions and perform well. The teachers and students of our school participated in The Odyssey of the Mind Hong Kong Regional Tournament 2024 and won the championship in Division 3 (Problem 5). They were qualified to represent Hong Kong in the World Competition held in the United States. In terms of robot competition, our students participated in the 17th CTEA Cup Creative Technology Robotic Competition – Robotics Sumo, and won the 1st Prize Award and 3rd Prize Award. Our students performed well and won the Outstanding Award in the 2024 Hong Kong Inter-school Secondary School Drone Competition and ICE Challenge 2023-24. Our junior form students did very well in the HKUST Underwater Robot Competition 2024 and won the Silver Award. Our senior form students won gold and bronze awards in the City University of Hong Kong Database Miniconstest. Our students also participated in various types of external mathematics and science competitions and won outstanding awards, such as the ‘2024 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Regional’, ‘International Junior Science Olympiad 2024 - Hong Kong Screening’ and ‘XR Travel across Major Fields of National Security Design Competition’.

## **8. Staff Professional Development**

To enhance the professionalism of teachers and promote peer learning culture as well as team building, various programs and talks which echoed the school major concerns were organized throughout the four staff professional development days this academic year. The programs included workshops on early identification of child abuse, ways to communicate with students’ parents, strategies to handle pressure and emotions, information literacy, a talk on national security and Quality Circle, etc.

To promote a sharing culture among teachers, the Quality Circle program has been launched for more than 10 years. This year, representatives of different subject departments shared the good practices in echoing school major concerns. Mutual understanding and whole-school mobilization were enhanced.

Staff members were invited to complete an evaluation form after each development day. The survey showed that the teachers were satisfied with the programs. The feedback provided in the survey was also useful for identifying their professional needs and planning future staff professional development programs.





## **9. 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, to 'do their own thing' free of the constraints of the conventional setting and also to acquire the generic skills in self-directed learning. To encourage students to explore new grounds, teachers were tasked with the role of facilitators, guiding the students throughout the project development process, while students were empowered to take an active and collaborative approach to their learning.

The project learning was arranged for all S1-S3 students, with each group comprising 4-5 members. They could design their own project titles under the coach of their teacher advisors. Each form would have different topic domain, including Chinese/ English Language (S1), Humanities/ Practical Subjects (S2) and Mathematics/ IT/ Science (S3). It is expected that this arrangement could help students be enriched with different learning experiences and meet the 7 learning goals of secondary education as stated by the EBD. It is also an opportunity for students to explore their own potentials and interests and be more equipped for their life planning.

On the Project Presentation Day (22/9/24), all student groups had to present their project work in front of adjudicators and their peers within their respective classrooms. Among them, the top 7 groups were then selected to deliver presentations in the School Hall, with an audience including all S1-S4 students and a large pool of parents. Their exceptional performance was highly acclaimed, and they were awarded on stage, instilling a sense of achievement.

This event provides an opportunity for students to showcase their accomplishments and encourages a self-directed learning atmosphere. Through Project Learning, students will be better equipped for their future endeavors and benefit them throughout their academic and personal lives.





## 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 programmes. The S1 Orientation Programme helped S1 students build up their supportive network and adapt to secondary school life. Stress Management workshops introduced different measures to S6 students to help them release stress while preparing for the HKDSE. Guidance Prefect Training Programme developed students' leadership skills by empowering them to plan and lead activities, manage teams and assess their peers' performance. Positive Ambassador Training Programme promoted positive well-being and improved the mental health among students. The PLK SunTeen Programme, Jockey Club Project Well-being, iACT Programme, LevelMind@JC and Student Mental Health Support Scheme enhanced students' mental well-being and promoted sharing culture, positive thinking and life enjoyment in school. Moreover, our school also promoted positive education and built the Love and Hope Centre, a core place for strengthening students' connections with others and cultivating positive emotions among them. A 3-minute mindfulness breathing exercise was conducted every morning to improve students' everyday wellness and reduce negative emotional states when facing adversity. On top of the three school social workers from BGCA, PLK educational psychologist and Shue Yan counselling psychologist have been deployed to provide support 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 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. Proper moral values are instilled into students through morning assemblies and talks, as well as educational campaigns to help them internalize the values. Besides that, our prefect team makes great contribution to the school. Their collaboration skills and leadership abilities are further enhanced through various training and team-building activities.



## **2. Moral and Civic Education**

The Moral and Civic Education (MCE) Department uses a whole-school approach, incorporating MCE topics into both formal and informal curriculum. The department is divided into three groups: Civic, Moral & Nationalistic Education; Sex and Health Education; and Environmental Education. The goal of the department is to develop students' personalities, foster their civic obligations, and instill moral values and civic awareness through family, society, country, and universal values.

MCE-related learning activities were conducted during various school events, including form teacher periods, morning assemblies, and other occasions. A sharing session called "Voicing Our Values" was held to deepen students' understanding of Chinese traditional virtues, enhance their morality, and develop their character strengths. Apart from the students' sharing during the morning assemblies, their sharing articles will be compiled and printed for all teachers and students. The Moral Education Department organized talks, workshops, and drama shows during form teacher periods and assemblies, using school-based materials that were prepared and adopted.

In the domains of Personal Development and Family, various value-oriented programs were arranged, such as the "Gratitude, Forgiveness & Happiness Project" by the Education Bureau, the Life Education Activity Programme 'Thinking it Through', the Adolescent Health Programme - Student Health Service by Department of Health, the Sun Teen Health Program by Po Leung Kuk, the Health Program of Jockey Club Children's Spine Care Community Project, the Student Environmental Protection Ambassador Scheme by the Environmental Campaign Committee and the "One Person, One Flower" scheme by the Leisure and Cultural Services Department.

In the domains of Community and the World, departmental assemblies and activities on anti-corruption and anti-bullying were arranged, along with whole school activities such as the Inter-class Energy Conservation Competition, AFCD Marine Park Exhibition and the "Students' Top Ten News Election 2023". Students also participated in enrichment programs to deepen their understanding of China, including the "2024 Constitution and Basic Law Territory-wide Inter-school Competition -EDB", "Basic Law Quiz Competition 2023-24- Government Secretariat Home & Youth Affairs", "Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture – EDB", "Hong Kong Inter-school Civil Education Officer Competition-ABC Pathways Group", "Love our Country, Love Hong Kong, Love our Community" Mascot and Logo Design Competitions - The Working Group on Patriotic Education under the Constitution and Basic Law Promotion Steering Committee" and "National Education Mascots Naming Competition – Education Bureau".



### **3. Co-curricular Activities**

Co-curricular activities are an important part of the school curriculum, allowing students to participate in a variety of activities and promoting whole-person development. Through the implementation of the "Activity Curriculum", the school enables students to develop their talents in five major areas: interests, art, sports, service and leadership. This year, there are 32 school teams, 2 uniform teams, 5 academic societies and 13 interest groups. The school actively organizes a variety of group activities, including the extensive Reading Scheme, Day for You, School picnic, Music Festival, Experience Learning Day, Chinese Culture Day, Swimming Gala, Sports Days, Stage Cultural Day, Life-wide Learning Day, Reading Promotion Month, English Drama Competition, Sports Week and Creative Science Showbiz. Before the end of the semester, the school will hold the exciting Quincy Lui Anti-Drug Cup (Sports Games Finals) and the Dance Festival. These allow students to learn various common skills through experience and enhance their all-round development.

Participating in competitions allows students to set clear goals and plans, motivating students to work hard for the competition. It is a good way to help students develop their whole person and build personal confidence. Therefore, encouraging students to participate in different competitions is the development direction of the school. Students actively participated in competitions in different fields and won numerous awards.

In academic competitions, the school actively participates in different types of competitions to allow students to showcase their talents. The school competed in the 75th Hong Kong Schools Speech Festival (2023) and won a total of 21 awards. The school won a total of 2 first prizes, 5 second prizes and 4 third prizes in the 2024 preliminary round, promotion round and finals of the Hua Xia Cup - China Mathematical Olympiad Contest 2024, as well as the 26th Hong Kong Mathematical High Achievers Selection Contest. In the 2024 Asian International Mathematical Olympiad Open Contest Trial preliminary round and promotion round, the school achieved 1 gold, 4 silver and 1 bronze. A total of 23 students from our school won awards in other academic competitions such as the Global Youth Mathematical Ability Test, Essay Contest, Science Olympiad, and Chinese History and Culture Quiz, the award ceremony of Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture (2023/24).

The school has established 10 sports-related teams, including the Football Team, Boys' Basketball Team, Girls' Basketball Team, Boys' Volleyball Team, Girls' Volleyball team, Badminton Team, Dodgeball Team, Fencing Team, Kinball Team and Dance team. Among them, the Football Team participated in futsal, four-a-side, seven-a-side, and eleven-a-side football competitions and won a total of 9 awards. The Dodgeball Team did not hesitate to give in, participating in 9 Dodgeball competitions and achieving 2 championships, 2 second places and 1 third place. In the competition organized by the School Sports Federation, our school acquired 13 Teams' awards including the Division One Volleyball Competition (Boys' Senior, Girls' Senior and Girls' Junior), Boys' Division One Football Competition (Senior and Junior), Badminton Competition (Boys' Grade A, Boys' Grade C and Girls' Grade C), Swimming Championship (Girls' Grade A, Girls' Grade C and Boys' Grade C), Boys Grade A Table Tennis Competition and Bowling Competition. There are a total of 21 individual awards in Athletic and Swimming Championship. In addition, our school also participated in the Po Leung Kuk Secondary School Joint School Athletic Meet and the Swimming Championships, winning a total of 3 team awards and 13 individual awards. The Kinball Team participated in the 2023-2024 Youth League Inter-school Kinball



Championship (U15 Secondary School Boys) and won third place. The Girls Volleyball Team was invited to participate in the Friendship League Girls Volleyball Invitational Tournament and won champion. 21 members of the Dance Team won the Merit Award in the 60th School Dance Festival Competition. 5B Cheng Siu Ting has achieved outstanding results in 7 championships, 2 second places and 1 third place in different competitions of the Hong Kong Sports Dance Singles Open. She was invited to represent Hong Kong in the 2024 Hong Kong, China Women's Sports Dance Singles Competition. Class 6A Cheung Lok Ching, the captain of the Girls' Volleyball Team, is hard-working, self-taught and willing to serve. She is a model student-athlete and was selected as the winner of the "Watson Group Hong Kong Student Athlete Award".

In terms of aesthetics, the school has a total of 8 Aesthetic Teams, including Visual Arts Team, Drama Team, Choir, Symphonic Band, Chinese Orchestra, Recorder Ensemble, String Ensemble and Handbell Ensemble. Our school participated in the Society for AIDS Care Mask Design Competition, the 2023 School Bulletin Board Design Competition on National Security, "Decoding Chinese History" Creative Wallpaper Competition and other drawing competitions, a total of 8 Merits, 1 second prize and 1 2nd place were achieved. The Drama team won 3 Merit Awards at the Hong Kong Creative Theater Festival 2024. The six Music Teams participated in different types of music competitions, and their overall performance was encouraging, with a total of 323 winners. These included 31 winners in the Hong Kong International Olympics 2024 - Handchimes Ensemble Competition, 121 winners in the Hong Kong Joint School Music Competition, 55 winners in the 2023 Hong Kong Youth Music Interflows competitions and 55 winners in the Hong Kong Schools Music Festival.

Our school actively arranges for students to participate in social services. In the "Heart To Heart Program", a total of 242 people from our school received awards. The school has won 11 service awards in the Hong Kong Volunteer Award 2023, the 2023/24 Hong Kong Outstanding Student Service Ambassadors Award Programme, the 2nd "Love Action Award 2022-2023", the CYC Member Merit Award Scheme and the Youth Impact Award 2.0 Competition 2022-2023.

Our OM Team won the regional championship in the world in the Odyssey of the Mind Hong Kong Regional Tournament and 11th place in the Odyssey of the Mind World Final 2024. The JA Company Programme Team won the Best Product Award and the Digital Entrepreneurship Award in the HSBC x JA Company Programme 2023/24 – Student Company of The Year Competition. The Robot Team won second place in ICE Challenge 2023-24 CodeCombat – Hong Kong, Macao and Taiwan Challenge (Secondary Division) Final, the Silver Medal Award in the Underwater Robot Competition 2024, the Outstanding Performance Award in both the 2024 Hong Kong Inter-school Secondary School Drone Competition and Programming Competition.

A total of 22 students from our school won awards in other categories of competitions such as the Greater Bay Area Outstanding Student Selection 2024, Tsuen Kwai Tsing District Outstanding Student Selection 2023/24, New Territories District Outstanding Student Selection, National Security Field Virtual Tour Design Competition, Hong Kong Catan U18 Cup and Inter-school Scrabble Championship 2024.



#### **4. Careers Planning**

To provide students with quality life planning education and career guidance service, a series of programs and visits were organised 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-one of our S3 to S5 students joined the JA Company Programme Team. Under the guidance of link teachers and business advisors, our students were granted two awards. They were the Best Offering Award and Digital Entrepreneurship Award. Apart from the entrepreneurship competitions, our school also joined the CLAP@JC Project in academic years 2022-2024. The project is created by The Hong Kong Jockey Club Charities Trust and co-created by The Education University of Hong Kong and The Chinese University of Hong Kong. Students will be nurtured to develop their core competencies so that they are capable of making preliminary career and life decisions, constructing positive career and life identities, and growing their aspirations. This year, three teachers successfully completed the training and would be awarded the Certificate in Benchmarks for Career and Life Development Education.

Our school not only nominated students to participate in different career programmes organized by NGOs outside school, but also partnered with Hok Yau Club this year to provide a series of form-based workshops, experiential learning activities and individual counselling sessions to help our 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 them as they could start planning their study and career path and equip their own profile to meet the requirement related.

#### **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'. 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 organized by Hok Yau Club, HKSAR Outstanding Student Selection organized JCI Yuen Long, 'Pursuing Excellence and Beyond' Youth Leadership Award Scheme co-organized by Fung Hon Chu Education Trust Fund and Man Kwan Education Fund, Tsuen Kwai Tsing Outstanding Student Election co-organized by Tsuen Wan Youth Association and Kwai Ching Youth Association, etc. Our students got outstanding performance in the competitions.





## **6. Overseas Cultural Exchange**

Offshore cultural exchange aims at providing students opportunities to engage in more other learning experiences. Various cultural exchange programs provide students with life-wide learning experiences to deepen their understanding of various aspects including history and culture, innovative technology, arts and natural landscape. Package tours to ShanXi, Ningbo, Singapore, JiangXi and FuJian were organized this year. In February, 24 students successfully set off to Singapore English tour to immerse in the English learning environment in Singapore. In March, we organized the “Cultural Exchange Study Tour to Ningbo Sister School”. 26 students were selected to go to a 4-day exchange tour to the Sister School in Ningbo. In March, a Historical and Cultural Exchange to ShanXi was organized for senior students. 32 F.4 to F.5 students joined the tour to ShanXi for 7 days. In April, the Principal with 1 teacher and 10 outstanding students from Form 4 participated in the Po Leung Kuk Secondary Schools’ Student Beijing Study Tour for 5 days. Students explored the historical and learning environment of Beijing from the tour. Besides, after examination in 2024, exchange activities continue to provide different learning experiences for students to deepen their understanding around the world. 21 students in junior forms and 3 teacher participated in the Historical and Cultural Exchange to JiangXi for 2 days with the aim of understanding the historical and cultural characteristics of JiangXi. At the same time, 4 teachers and 40 students in senior forms joined the exchange program of EDB - ‘Mainland Exchange Programme for Secondary School Students (2023/24) to Fujian’ for 4 days to provide different learning experiences for students to deepen their understanding of the history, culture, technological and economic development, etc. of the Mainland. 10 students from F.3 with 1 teacher will join the cultural exchange program to Shanghai for 6 days to understand the curriculum, geography and culture of Shanghai. 1 student will join the exchange programme with the theme of Aerospace Science and Technology held by the Hong Kong Shine Tak Foundation to Xian and Beijing for 8 days in summer holiday. It is believed that students gain more awareness of different cultures and language experiences. Their educational horizons will be broadened.

## **7. Other Learning Experiences**

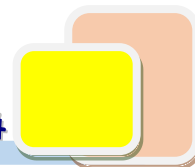
Our school offers a diverse array of learning experiences to help students fully utilize their potential, with a particular focus on cultivating positive values and attitudes which is one the major concerns of our school. Students are provided with structured learning opportunities that support their moral, aesthetic, and physical development. They are also encouraged to engage in social service programs to serve the school and the community. Highlights of our whole-school and cross-departmental programmes include Day for you, Stage cultural day, Experiential Learning Day, Music for all scheme, Mosaic Artwork Project, Quincy Lui competition, and Overseas Cultural Exchange. We also organize form-based and class-based activities tailored to students' interests and abilities, with the aim of nurturing their diverse potentials. These programmes, which focus on the 5 elements of OLE, are implemented smoothly and are thoroughly enjoyed by the students. These activities help foster positive values and attitudes among the students, as well as strengthen the relationships and overall atmosphere between teachers, students, and the school community.



## **8. Home School Cooperation**

The Parent-Teacher Association (PTA) serve as a vital communication platform between the school and parents, with twelve members including seven parents and five teachers. The partnership between teachers and parents is crucial in providing students with an optimal learning environment during their secondary school years. PTA programs, such as Rice Dumpling Making Workshop, Eco-friendly Lantern Making Class and Family Outing Day, help strengthen parent-child relationships while also keeping parents informed about school initiatives. Other activities, including Christmas Candy packaging, Ice-cream tasting on Mental Health Day, and Fruit Day, aim to promote happiness, well-being, and health among students and families. Talks about National Security Education, Information Literacy and Mental Health were held to increase parents' understanding of these issues. These efforts provide support to parents in their roles as drivers of their children's personal growth. A talk titled 'Introduction to Music therapy' was organized for parents, providing insights into how music therapy can support mental health, emotional regulation, and interpersonal connections.





### **Major Concern 1: To Further Enhance Students' Academic Performance**

**Target 1: To increase students' engagement in learning**

**Target 2: To strengthen students' learning strategies in different subjects**

**Target 3: To promote good learning attitudes and habits among students by enriching the school learning environment**

#### **Strategies adopted for Target 1:**

- develop more interactive and learner-centered teaching strategies
- design more pre-lesson tasks to get students prepared for participating in learning activities.
- develop a subject-based incentive scheme to motivate students to participate in learning activities.

#### **Strategies adopted for Target 2:**

- devise subject-specific learning strategies for students to enhance their learning efficiency
- provide ample opportunities for students to practise the subject-specific learning strategies
- encourage students to join different kinds of academically related internal and external activities and competitions

#### **Strategies adopted for Target 3:**

- organize more subject-based activities and competitions to create a motivating learning environment
- display the academic excellence of students and recognize the success of improving students
- organize pull-out programs to provide extra support for academically high and low achievers

### **Achievements**

1. **Increased Engagement:** From SHS, more than 60% of students agreed that teachers arranged interactive and student-centered learning activities, designed pre-lesson tasks, made use of online resources to increase their engagement in learning. About 50% of students could take initiative in learning. Some subjects reported that students actively engaged in class activities, discussions, and tasks. They showed interest and enthusiasm, contributing to a lively learning environment.
2. **Self-Regulation:** Nearly 50% of students could manage their behavior, emotions, and attention effectively, leading to fewer disruptions and better focus during lessons.
3. **Respectful Interactions:** It was reported that respectful interactions among students were observed. They listened to each other, collaborated, and treated peers with kindness and empathy.
4. **Reduced Disruptions:** With effective strategies, disruptive behaviors decreased. Most students followed classroom rules, minimizing interruptions and distractions.
5. **Positive Teacher-Student Relationships:** Successful strategies build positive teacher-student relationships. More than 60% students felt valued, respected, and supported, leading to cooperative behavior.
6. **Improved Mastery:** High achievers demonstrated a deeper understanding of subject matter. They grasped concepts, theories, and practical applications more effectively.
7. **Enhanced Retention:** 30% students could remember and apply what they've learned over the long term.
8. **Effective Study Habits:** 40% of students adopted efficient study habits, such as active reading, summarization, and time management. These habits contributed to better learning outcomes.





9. **Confidence and Motivation:** 40% of students had confidence in learning. As they experienced success, their confidence and motivation grew. They would approach learning with a positive mindset.
10. **Participation in Competition:** Around 95% of subject departments agreed that more students were willing to join different kinds of academically related internal and external activities and competitions.

### Reflections

**The above achievements could be attributed to the following Facilitating Factors:**

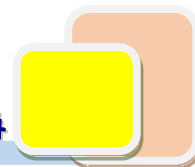
1. More teachers and students adopted e-teaching and e-learning. This allowed more flexibility in design teaching and learning activities.
2. To further motivate students to think deeply, students were asked to write a learning summary and reflection.
3. To further enhance teachers' skills in developing interactive and learner-centered teaching strategies, peer lesson observations and internal workshops were organized. Chances were also provided for different subject departments to share their subject-based incentive schemes and subject-specific learning strategies, so that they could learn from each other and further improve their own schemes and strategies.
4. Teachers invited students to share their good practice about subject-specific learning strategies to their classmates during lesson.
5. To motivate more students to join subject-based internal and external activities and competitions, the good results of students joining the events were announced and displayed publicly. Teachers could make use of talent pool to nominate suitable students to join the activities and competitions.
6. School provided extra resources to organize pull out programs to let both academically high and low achievers get more support.

The SHS also highlighted the following points drawing our attention.

1. 50% students showed enjoyment in learning. To enable more students to enjoy learning, their enthusiasm and curiosity for learning should be enhanced to arouse their learning interest.
2. 50% students had a learning goal. To help more students to set a clear learning goal, their awareness of need for learning should be enhanced.
3. 60% students did try hard to overcome their learning difficulties, they still need confidence to make progress.
4. Teachers have taught students learning skills such as concept map, graphic organizer, using online resources for self-learning. 40% of students could apply the skills in learning. It is expected that more students could equip themselves with these skills for life-long learning.
5. Some students could not apply their knowledge beyond the classroom. More opportunities could be provided for them to connect theory to real-world scenarios.

Most of our students are Band 1 students. We believe our students can exhibit strong learning abilities. To unlock their potential, we aim at developing students to become an effective learner. We should raise their learning motivation and strengthen their learning skills. Life Planning Education (LPE) can enhance students' enthusiasm and curiosity for learning by providing them with specific goals to achieve. We should also help students develop their learning responsibility and commitment. In the coming school development plan, we plan to develop students into an effective learner. The strategies could further help students achieve the following learning goals.





## **Major Concern 2: To empower students to achieve physical, emotional and intellectual wellness**

### **Strategy 1: Creating supportive social and physical environments**

Tasks: Creating physical settings that promote health, happiness and wellbeing; organizing school programs to enhance students' positive behavior, relationships and interaction

#### **Achievements**

1. Quite many school facilities on the school campus have been built, added and renovated, such as Love & Hope Centre, Chinese Culture Room, Career Counselling Room, sofas outside the tuck shop, the meeting place at the Meteor, the moral value feature wall, thematic paintings and decorations on the school campus, English Corner, Language Laboratory, Science Station, etc.
2. The newly renovated facilities have created supportive social and physical environments that promote health, happiness and well-being. It was observed that students enjoyed using the new facilities and staying in the renovated places.
3. Various activities and programs were organized to enhance positive behavior, relationships and interaction among students, such as Mental Health Day, Day for You, 3-minute Breathing Exercise, Catching Your Smile Campaign, School Picnic, Sports Days, Swimming Gala, Voicing Our Values, English Drama Competition, Dance Festival, Quincy Lui Cup, etc.
4. The programs provided chance for students to relax themselves and interact with one another. Many students were found to smile happily while participating in the activities. Some students also shared their happiness and positive feedback of joining the programs in their gratitude journals.

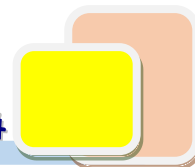
### **Strategy 2: Teaching students about health and wellness**

Tasks: Subject departments organizing teaching and learning activities to foster the values of wellness, with the focus on perseverance, resilience, politeness and respect; executive departments organizing activities to promote health and wellness

#### **Achievements**

1. The values of wellness (perseverance, resilience, politeness and respect) were embedded in the curriculums of all subjects.
2. Various programs were organized by subject departments to foster the values. For example, a Tea Ceremony was held in the Chinese Culture Room to teach students how to appreciate the tea drinking culture by Chinese Language Department; Physical Education Department held morning physical training sessions for students taking the PE elective to train their perseverance; Science Department carried out the One Person One Flower Scheme in S1-S3, etc.
3. Executive departments also put lots of efforts into organizing activities to promote health and wellness. For example, class-building activities were organized during Form-teacher periods; Guidance Department arranged S1 students to give farewell gifts to S6 students to wish them success in the public exam; Student Affairs Department held the Catching Your Smile Campaign to promote a friendly environment on the school campus; Social and Voluntary Service Department organized voluntary work for students to help the people in need, etc.
4. Teachers and social workers reflected that the programs conducted did help students acquire the knowledge, skills and attitudes needed for their healthy growth and development, e.g. the class-building activities during Form-teacher periods enhanced students' social skills and class unity.





### Strategy 3: Developing intellectual student leaders

Tasks: Fostering students to set appropriate goals and develop self-reflection skills for career life planning; cultivating students' multi-faceted talents and developing them as leaders

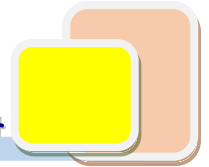
#### Achievements

1. A variety of programs were held to fulfill the above tasks. For example, some S1-S6 Form-teacher periods were allocated for holding activities to arouse students' awareness of career planning.
2. S1-S6 Student Profile Interview provided chance for students to review their progress in different aspects, including their academic performance, development in sports, interests, leadership, career planning as well as set goals for themselves.
3. S4 Subject Selection Seminar had been organized to provide more information for S3 students and their parents before they had S4 subject selection.
4. Teachers were assigned in the S6 Mentorship Program to provide guidance to students when having JUPAS subject selection.
5. Various in-depth life planning education programs were held at different levels to empower students to set their life/career goals, etc.
6. Students were provided with various opportunities to nurture their leadership skills, e.g. taking up the posts of Prefects, Guidance Prefects, Librarians, House Committee Members, etc. Different leadership training programs were also organized for them, e.g. Guidance Prefect Training Camp, Prefect Training Camp, English Ambassador Training Program, Positive Ambassador Training Program, etc.
7. A talent pool which includes students' performance in different aspects, e.g. studies, sports, dance, music, social service and leadership was set up. Teachers could get the information and nominate suitable students to join different programs and competitions to broaden their horizons, e.g. outstanding student elections, gifted education programs, etc.
8. It was observed that students have clearer goals on career planning after having the career life planning programs. They were trained to take up some leadership roles in clubs and teams.
9. More students showed their willingness to join various internal and external competitions. The number of students getting scholarships and outstanding student awards was satisfactory. Elite students were enrolled in gifted education programs.

#### Reflections

1. It is suggested that the activities and programs held this year can be kept and held as regular events.
2. The rationale behind the programs and events can be delivered to students more explicitly so that they know more about the reasons of joining the activities.
3. More activities involving the use of the newly built, added and renovated facilities can be organized for students so that they can have more chance to enjoy the supportive social and physical environments.
4. Teachers reflected that students' performance in the aspect related to politeness and respect can still be improved.
5. Soft skills on resilience, social etiquette, communicate skills with family members, sense of responsibility, empathy and sense of belonging should also be enhanced.
6. The role of Positive Ambassadors can be strengthened to promote the values of wellness.





7. More opportunities can be given to students to take charge of some internal activities and competitions.
8. The student talent pool can be used more extensively to nominate more students to participate in external activities and competitions.
9. Students who are not good at studies but have potential in other areas can be given chance to join more activities to develop their potential.



### **Major Concern 3: To enhance learning, teaching and school administration by upgrading school campus and IT facilities**

#### **Strategy 1: Help students and teachers to improve their productivity in learning and teaching.**

Tasks: Build up a technology-enhanced school campus through the acquisition of digital learning tools. Provide more learning opportunities to students by improving the school environment and teaching materials.

#### **Achievements**

1. Interactive touch panels were installed in almost all classrooms and special rooms. Teachers can make use of the video mirroring features of the interactive touch panel with iPad to improve teaching productivity.
2. e-Reading devices like Kindle have been purchased and reading proficiency has been greatly improved.
3. The desktop computers of STEM and PSHE teachers have been replaced and desktop computers in all classrooms have been upgraded.
4. All teachers agreed that replacement or upgrade of outdated desktop computers can improve their working efficiency as well as the productivity in learning and teaching.
5. Teachers are able to use different types of mobile devices to suit their e-learning style to improve their productivity in learning and teaching.
6. 40 sets of MacBook and 30 sets of Windows Notebook Computers have been procured for Innovative Lab Programmes. Students can enhance their IT knowledge and learning productivity by exploring different types of computers procured for the Innovative Lab Programmes.

#### **Strategy 2: Enhance the efficiency in school administrative work.**

Tasks: Enable online reporting, booking, recording and support service through an online platform. Facilitate the use of digital imaging technology to archive administrative documents and teaching resources.

#### **Achievements**

1. Google forms for administration (DD, GCD, CCA, IT support, morning announcement, etc.), eClass taking attendance, eNotices, resources booking through eClass, live broadcasting for assembly / talks are widely used.
2. Hard copies of various departments stored in General Office are digitalized and converted into soft copies. Digital imaging technology was used to archive administrative documents and teaching resources, such as past exam papers. School documents, administrative documents and teaching materials can be obtained in our file server or Google Drive.
3. The online booking system for display boards, rooms and classrooms have been updated. Teachers agree that online forms uploaded by various departments and digitized documents in the school network drive or cloud storage can enhance the efficiency in school administrative work.
4. Teachers agree that enhanced efficiency, more environmentally friendly and the cultivated sharing culture can be achieved.



**Strategy 3: Maintain the competitiveness of our school.**

Tasks: Upgrade the school infrastructure and replace the outdated furniture and equipment to maintain our school competitiveness. Explore the possibility of applying AI in monitoring the campus and classroom conditions to make a smarter and energy-efficient campus.

**Achievements**

1. A live broadcast system has been installed in the school hall connected to the LCD wall in the second hall. A digital signage has been replaced in the school main lobby to display video footages and event details to school visitors.
2. Mosaic walls represent our school motto (Love, Respect, Diligence and Integrity) have been built up in the elevator lobbies in the new wing. Art works by students have been displayed in the corridors.
3. Modernized teachers' desks and computer lecterns have been replaced in S.5 classrooms on 4/F.
4. Teachers agree that the school's competitiveness can be maintained through upgrading school infrastructure.
5. The school infrastructure and the outdated furniture have been replaced by the annual major repairs exercise, such as bookshelves next to the staff room, air-conditioners and floor tiles in the school hall.
6. Our modernized infrastructure, facilities and incorporated artistic elements can elevate the impression of school guests on our school.
7. Generative AI tools, such as Poe, ChatGPT and Copilot are introduced to teachers. Most teachers agree that they can work smarter with AI technology in preparation of teaching and learning materials as well as their administrative work to enhance the competitiveness of the school.

**Reflections**

1. Some students abuse the use of mobile devices for their entertainment during the lesson time, instead of for the learning purpose. Rules and regulations, such as Acceptable User Policy (AUP), should be strictly enforced to facilitate the proper use of BYOD mobile device during lesson time. Students' awareness of media and information literacy should be further enhanced.
2. The notebook computers purchased for the Innovative Lab Programmes can be further utilized for other STEM programmes to maximize the resources acquired.
3. All administrative work could be centralized in an online platform to further increase working efficiency. More existing documents and forms of General Office, subject departments and executive departments can be converted into soft copies.
4. The major repairs exercise cannot include all depreciated school infrastructures and facilities, such as sport facilities, floor tiles in the corridors, and handrails along the stairs.
5. Routine operation manuals could be produced to streamline the operation and the maintenance of school equipment. Teachers could report the repair and maintenance cases more promptly. The feasibility of applying AI in various administrative work can be further explored. These measures can maintain a safe and functional learning environment.



## Financial Report (2023/2024)

### 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)<br>Non-teaching Staff Salary (Executive Officer/Clerk & Janitors)  | 4,205,880.00        | 3,613,898.95        |
| ★ School & Class Grant<br>Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity) | 2,257,250.58        | 1,166,150.91        |
| ★ Consolidated Subject Grants (Different Subjects)<br>Subject & Function Expenditure  | -                   | 161,689.60          |
| ★ Composite Furniture & Equipment Grant   | -                   | 615,853.00          |
| ★ Lift Maintenance Grant  |                     | 355,420.00          |
| ★ Other Grants<br>(including Air-conditioning Grant, School Base Management Top-up Grant, Composite IT Grant)   | 1,296,481.00        | 1,373,744.00        |
| <b>Sub-total:</b>   | <b>7,759,611.58</b> | <b>7,286,756.46</b> |
| (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  | 666,935.00          | 581,440.00          |
| ★ Whole School Approach to Integrated Education   | -                   | -                   |
| <b>Sub-total:</b>   | <b>666,935.00</b>   | <b>581,440.00</b>   |
| Grants Outside EOEBG  |                     |                     |
| (1) Committee on Home School Co-operation Project   | 25,978.00           | 25,978.00           |
| (2) Other Recurrent Grants (Rent & Rates)   | 449,012.00          | 449,012.00          |
| (3) Substitute Teacher Grant  | -                   | -                   |
| (4) School-based After School Learning and Support Programme  | 145,200.00          | 144,902.20          |
| (5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme   | -                   | -                   |
| (6) Teacher Training Grant (SEN) for IMC Schools  | 72,000.00           | 72,000.00           |
| (7) Information Technology Staffing Support ITSS Grant  | 333,812.00          | 450,540.00          |





|  | Income \$            | Expenditure \$       |
|--|----------------------|----------------------|
| (8) Learning Support Grant for Secondary Schools (LSGSS)                         | 932,495.00           | 844,698.70           |
| (9) Teacher Relief Grant   | 5,599,764.00         | 4,997,455.00         |
| (10) Diversity Learning Grant (Applied Learning & Other Programme)               | 272,675.00           | 272,675.00           |
| (11) Promotion of Reading Grant  | 65,198.00            | 65,065.98            |
| (12) Non-Chinese Student Grant   | 321,799.00           | 321,799.00           |
| (13) Senior Secondary Student Mainland Exchange Programme                        | 60,000.00            | 60,000.00            |
| (14) Moral and National Education Subject Support Grant                          | -                    | 141,958.00           |
| (15) Sister Schools Scheme   | 162,994.00           | 156,849.00           |
| (16) Life-wide Learning Fund   | 1,225,351.00         | 1,037,437.80         |
| (17) Grant for Executive Officer   | 580,738.52           | 703,080.00           |
| (18) Student Activities Supporting Fund  | 108,550.00           | 108,364.80           |
| (19) QEF e-Learning Fund Programme   | 67,548.00            | 67,548.00            |
| (20) Mental Health at School (One-off Grant)                                     | 60,000.00            | 5,532.70             |
| (21) Mental Health of Parents & Students(One-off Grant)                          | 20,000.00            | 4,850.00             |
| (22) One-off Grant on Parent Education (Secondary)                               | 200,000.00           | -                    |
| (23) One-off grant for promotion of Chinese Culture Immersion                    | 300,000.00           | 40,652.00            |
| (24) One-off grant for Promotion of sports ambience and MVPA60                   | 150,000.00           | -                    |
| <b>Sub-total:</b>  | <b>11,153,114.52</b> | <b>9,970,398.18</b>  |
| (II) School Fund   |                      |                      |
| ★ Tong Fai   | 118,320.00           | -                    |
| ★ Donation & Fund-Raising  | 574,789.49           | 418,401.99           |
| ★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment) | 620,953.02           | 731,482.87           |
| ★ Approved Collection for Specific Purposes Account                              | -                    | -                    |
| <b>Sub-total:</b>  | <b>1,314,062.51</b>  | <b>1,149,884.86</b>  |
| <b>2023/2024 Financial Year Grand Total</b>                                      | <b>20,893,723.61</b> | <b>18,988,479.50</b> |





## Record of Donations Received by School

| Description and value of Donation   | Whether the Donation is solicited | Date of receiving Donation   | Purpose of Donation |
|---|-----------------------------------|------------------------------|---------------------|
| <An Evening with Whitney - The Hologram Concert>演唱會門票 5 張，<br>(@\$780/張，共\$3,900) | No                                | 13/09/2023                   | 供本校學生及教職員使用         |
| <保良局慈善盆菜宴><br>(12 張，共\$2,980)   | No                                | 02/11/2023                   | 供本校教職員使用            |
| 20 箱四洲紫菜梳打餅<br>20 箱四洲芝麻梳打餅<br>(共 \$6,192)   | No                                | 4/10/2023<br>&<br>16/11/2023 | 供本校學生及教職員使用         |
| <點點星光>電影欣賞會<br>(2 張，共\$220)   | No                                | 16/11/2023                   | 供校長及一名教職員使用         |
| 威露士 - 免洗搓手液原味 20ml<br>(140 枝，共\$799)  | No                                | 29/11/2023                   | 供本校學生及教職員使用         |
| 聖誕禮物(包含一件大禮品(例如：公仔)<br>及一件小禮品(例如：頭飾))<br>(135 份，每份約\$45，共\$6,075)                 | No                                | 08/12/2023                   | 供本校經濟需要的初中學生使用      |
| 敦煌大型情景音畫劇<千手千眼><br>(4 張，共\$0)   | No                                | 23/04/2024                   | 供本校教職員使用            |
| 文具套裝<br>(61 份，每份約\$50，共\$3,050)   | No                                | 05/06/2024                   | 供本校經濟需要的初中學生使用      |
| 書券<br>(總值：\$2,660)  | No                                | 05/07/2024                   | 作購置參考書之用            |
| 香港迪士尼樂園門票<br>(20 張，每張約\$639)<br>(總估值約\$12,780)                                    |                                   | 18/07/2024                   | 供本校學生使用             |
| 「中銀人壽盃-傑志對馬德里體育會」<br>季前熱身賽門票<br>(30 張，每張\$420，共\$12,600)                          | No                                | 30/07/2024                   | 供本校學生使用             |



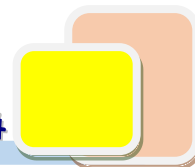
## Student Performance

Overall, students at our school demonstrate a positive attitude and exhibit commendable behavior. During the 2023-2024 academic year, over half of the students maintained a record free of conduct mark deductions in the first term. In the second term, approximately 40% of students also achieved a record without any conduct mark deductions.

### Distribution of Conduct Marks (2023-2024)

| Conduct Marks<br>(Grade) | Number of Students (Percentage) |             |
|--------------------------|---------------------------------|-------------|
|                          | Term 1                          | Term 2      |
| 85 to 100 (A+)           | 25 (3.4%)                       | 62 (8.5%)   |
| 80 to 84 (A)             | 321 (43.8%)                     | 258 (35.2%) |
| 71 to 79 (B to B+)       | 306 (41.7%)                     | 286 (39%)   |
| 61 to 70 (C)             | 71 (9.6%)                       | 95 (13%)    |
| 51 to 60 (D)             | 9 (1.2%)                        | 18 (2.5%)   |
| 41 to 50 (E)             | 1 (0.1%)                        | 11 (1.5%)   |
| 0 to 40 (F)              | 0 (0%)                          | 3 (0.4%)    |





## External Awards 2023/2024

### Academic

**2023/24 CSD Online Reading Award Scheme**

**EDB**

Merit ( 1 in total )

**2024 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region  
( Preliminary Round )**

**Hong Kong Mathematical Olympiad Association**

Gold Award ( 1 in total )

Silver Award ( 1 in total )

Bronze Award ( 1 in total )

**2024 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region  
( Promotion Round )**

**Hong Kong Mathematical Olympiad Association**

Silver Award ( 3 in total )

**2024 Harvard Prize Book**

**Harvard Club of Hong Kong Education Fund**

Winner ( 3 in total )

**26th Hong Kong Mathematical High Achievers Selection Contest**

**Hong Kong Association for Science and Mathematics Education**

Second Prize ( 2 in total )

**41st Hong Kong Mathematics Olympiad**

**The Education Bureau**

Honourable Mentioned Certificate ( 1 in total )

**4th Love · Innovate for Happy Ageing Micro:bit Group Competition**

**The Hong Kong Polytechnic University**

2nd Runner Up ( 4 in total )

**AIOM (MMC) World Open Competition**

**World STEM Association**

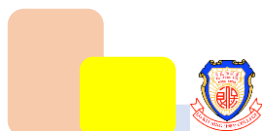
Bronze Award ( 1 in total )

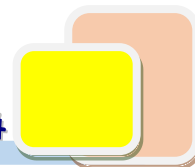
**Canadian English Writing Competition 2023-24 (Arch Cup) Live Final Competition**

**The English Association of Asia**

Junior High School Group Silver Award ( 1 in total )

Senior High School Group Silver Award ( 1 in total )





**Chemists Online Self-study Award Scheme (COSAS) 2023**

**Hong Kong Virtual University , EDB**

Silver Award ( 1 in total )

Diamond Award ( 1 in total )

Platinum Award ( 1 in total )

**CTEA Cup Creative Technology Robotic Competition**

**Creative Technology Education Association**

Third Prize Award ( 4 in total )

First Prize Award ( 2 in total )

**Database Mini Competition**

**City University of Hong Kong**

Gold Award ( 1 in total )

Bronze Award ( 1 in total )

Honorable Mention ( 2 in total )

**Everything You Need to Know About Tropical Cyclones Weather and Climate Quiz Game Competition 2024**

**Sik Sik Yuen**

Award of Distinction ( 4 in total )

**Global Junior Math Aptitude Test**

**Hong Kong Mathematical Olympiad Association**

Bronze Award ( 1 in total )

**Hong Kong Inter-school Secondary School Drone Competition 2024**

**International Unmanned Aircraft Systems Association**

Formation Flying Aerobatic Competition - Outstanding Performance Award ( 5 in total )

Programming Task Competition - Outstanding Performance Award ( 5 in total )

**Hong Kong Mathematics Creative Problem Solving Competition**

**Education Bureau**

Bronze Award ( 4 in total )

**HSBC x JA Company Programme 2023/24 – Student Company of The Year Competition**

**Junior Achievement Hong Kong**

Most Valuable Player ( 1 in total )

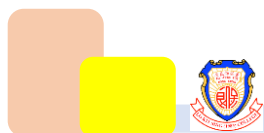
Most Improved Player ( 1 in total )

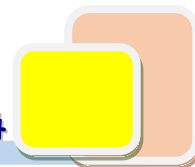
**HSBC x JA Company Programme 2023/24 Innovation Pop-up**

**Junior Achievement Hong Kong**

Best Offering Award Champion ( 21 in total )

Digital Entrepreneurship Award ( 21 in total )





**Hua Xia Cup - China Mathematical Olympiad Contest 2024**

**Hong Kong Mathematical Olympiad Association**

**Final Round**

First Prize ( 1 in total )

Third Prize ( 1 in total )

**Preliminary Round**

First Prize ( 1 in total )

Second Prize ( 2 in total )

Third Prize ( 1 in total )

**Promotion Round**

Second Prize ( 1 in total )

Third Prize ( 2 in total )

**ICE Challenge 2023-24 CodeCombat – HK-MO-TW (Secondary Division) Final**

**ICE Foundation**

1st Runner Up ( 1 in total )

**Immerse Education Essay Competition**

**Immerse Education**

Merit ( 1 in total )

**International Junior Science Olympiad (IJSO) 2024**

**The Hong Kong Academy for Gifted Education**

2nd Class Honours ( 1 in total )

**Junior Secondary Science Online Self-learning Scheme 2024**

**Education Bureau**

Gold Award ( 31 in total )

Silver Award ( 22 in total )

Bronze Award ( 6 in total )

Participation Award ( 8 in total )

**MathConceptition 2024**

**MathConcept Education**

Gold Award ( 2 in total )

Silver Award ( 3 in total )

Bronze Award ( 2 in total )

**Poetry Remake Competition**

**EDB**

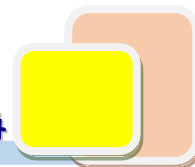
Merit ( 1 in total )

**The 18th Daily Readers Read Out Loud Competition 2024**

**Smart Education Co. Ltd.**

Certificate of Participation ( 9 in total )





**The 2nd Inter-school Competition of Project Learning on History and Antiquities - Junior Division**

**Xi Zhen Hui She, Association of Hong Kong Chinese Middle Schools**

Merit ( 1 in total )

**The 35th Annual Book Report Competition for Secondary School Students**

**Hong Kong Educational Publishing Company Ltd.**

Certificate of Participation (Extensive reading junior) ( 6 in total )

Merit (Extensive reading junior) ( 1 in total )

**The 4th Secondary School Online Quiz Competition on Knowledge of Environmental Pollution**

**Green Power**

Certificate of Appreciation ( 3 in total )

**Time To Talk**

**EDB**

Certificate of Participation ( 4 in total )

**Underwater Robot Competition 2024**

**Hong Kong University of Science and Technology**

Achievement Level: Silver ( 5 in total )

**Youth Organic Training Program**

**Hong Kong Organic Resource Centre**

Merit ( 8 in total )

Participation Award ( 7 in total )

**75th Hong Kong Schools Speech Festival (2023)**

**Hong Kong Schools Music and Speech Association**

Solo Verse 1st Runner Up ( 1 in total )

Public Speaking Team Non-Open Secondary 1 to 3 First Place ( 3 in total )

Choral Speaking Secondary 1 & 2 Mixed Voice Merit ( 4 in total )

**Golden Bauhinia Award Chinese Calligraphy Competition**

**The Education University of Hong Kong**

Second Prize ( 1 in total )

Merit ( 2 in total )

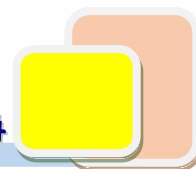
**Inter-school Scrabble Championship 2024**

**Hong Kong Scrabble Association**

Certificate of Participation ( 3 in total )

Most Valuable Player ( 1 in total )





**進步之旅·嘉許計劃 硬筆書法比賽**

**香港單親協會**

初中中文組 亞軍 (1 in total)

初中英文組 季軍 (1 in total)

初中英文組 優異進步獎 (1 in total)

**「『情定歷史』全港中學生網上閱讀獎勵計劃」(挑戰版)**

**教育局**

優異獎 (31 in total)

最積極參與學校獎 (1 in total)

**「走到社區學理財」2024 網上問答比賽**

**家福會理財教育中心**

全港第三名 (1 in total)

一等獎 (9 in total)

二等獎 (20 in total)

三等獎 (21 in total)

**2023-2024 全國青少年語文知識大賽「菁英盃」**

**中國青少年語言文化學會**

**「菁英盃」**

初賽三等獎 (2 in total)

初賽二等獎 (1 in total)

初賽一等獎 (2 in total)

決賽二等獎 (1 in total)

決賽一等獎 (1 in total)

總決賽二等獎 (1 in total)

「金筆盃」華文文學即場創作比賽 二等獎 (1 in total)

**認識精神健康網上問答比賽**

**善愿會**

優異 (14 in total)

**「文學之星」中國中學生作文大賽**

**香港中華文化促進中心**

優異 (9 in total)

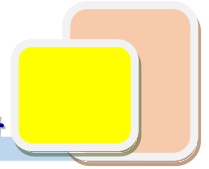
**「顧己及人」職業安全健康徵文比賽 2022-2023**

**工業傷亡權益會**

季軍 (1 in total)

優異 (1 in total)





## 香港學校朗誦節

### 香港學校音樂及朗誦協會

普通話 散文獨誦 良好 (6 in total)

普通話 散文獨誦 優良 (3 in total)

普通話 詩詞獨誦 良好 (1 in total)

粵語 散文集誦 亞軍 (1 in total)

粵語 散文獨誦 良好 (1 in total)

粵語 散文獨誦 季軍 (1 in total)

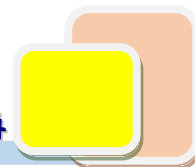
粵語 散文獨誦 優良 (11 in total)

粵語 詩詞獨誦 季軍 (1 in total)

粵語 詩詞獨誦 優良 (4 in total)







## **Sports**

### **2023 – 2024 Age Group Short Course Swimming Competition – Division 3 (Part 1)**

**Hong Kong China Swimming Association**

2nd Runner Up ( 1 in total )

### **2023 HK Dodgeball Rookie Competition (Single-ball style)**

**Dodgeball Association Hong Kong, China**

1st Runner Up ( 11 in total )

2nd Runner Up ( 8 in total )

### **2023-2024 Po Leung Kuk Affiliated Secondary Schools Joint Athletic Meet**

**Po Leung Kuk**

100m 3rd Runner Up ( 1 in total )

200m 3rd Runner Up ( 2 in total )

High Jump 2nd Runner Up ( 1 in total )

Long Jump 2nd Runner Up ( 1 in total )

Discus 3rd Runner Up ( 2 in total )

4X100m Relay 3rd Runner Up ( 4 in total )

Boys' Junior Overall 3rd Runner Up ( 8 in total )

### **2024 Asia Pacific Children and Youth Dance Competition**

**Asia-Pacific Children and Youth Talent Association**

Gold Award and the Overall Champion ( 1 in total )

### **2024 HK Inter-School Dodgeball Championship (Single-ball style)**

**Dodgeball Association Hong Kong, China**

N.T. West Champion ( 11 in total )

### **2024 Hong Kong Catan U18 Competition**

**Hong Kong Catan Association**

The 6th Place ( 1 in total )

The 31st Place ( 1 in total )

Participation Award ( 6 in total )

### **2024 Hong Kong InterSchool Dodgeball Championship (single-ball style)**

**Dodgeball Association Hong Kong, China**

N.T. West Champion ( 12 in total )

Territory-wide 1st Runner Up ( 12 in total )

### **2024 Hong Kong Poomsae Competition (Colour Belt)**

**Hong Kong Taekwondo Association**

2nd Runner Up ( 1 in total )

### **60<sup>th</sup> School Dance Festival**

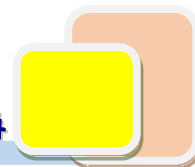
**The Hong Kong Schools Dance Association Limited**

Honours

Award ( 21 in total )



**Po Leung Kuk Lo Kit Sing (1983) College**



**6th Hong Kong Youth & Children Dance Competition**

**Asian Sport and Art Cultural Association**

Bronze Award ( 1 in total )

**A.S. Watson Group - Hong Kong Student Sports Awards 2023-24**

**A.S. Watson Group**

Outstanding Athlete Award ( 1 in total )

**Best Athlete Award for Huayong Rope Skipping and Moral Education Promotion Program**

**New Territories Sports Association and Chinese Permanent Club**

Best Athlete Award ( 1 in total )

**Central & Western District Age Group Badminton Competition 2023**

**Leisure and cultural services Department**

3rd Runner Up ( 2 in total )

**CSBS Mrs. Aw Boon Haw Secondary School Football Invitational Tournament 2023 (Shield)**

**CSBS Mrs. Aw Boon Haw Secondary School**

Champion ( 12 in total )

Most Valuable Player ( 1 in total )

**Dreams in Motion Dance Competition**

**Asia Arts & Culture Enlightenment Association**

Gold Award ( 1 in total )

**HKSSF Inter-School Athletic Championship (Kwai Tsing District)**

**Hong Kong Schools Sports Federation**

400m 2nd Runner Up ( 1 in total )

Javelin 1st Runner Up ( 1 in total )

Short Put 1st Runner Up ( 1 in total )

High Jump Champion ( 1 in total )

**HKSSF Inter-School Badminton Competition (Kwai Tsing District)**

**Hong Kong Schools Sports Federation**

Girls C Grade 4th Runner Up ( 6 in total )

Boys A Grade 3rd Runner Up ( 6 in total )

Boys Overall Champion ( 22 in total )

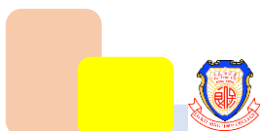
Boys C Grade Champion ( 8 in total )

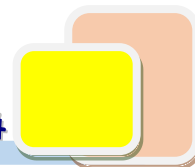
**HKSSF Inter-School Table Tennis Competition (Kwai Tsing District) 2023-2024**

**The Hong Kong School Sports Federation**

2nd Runner Up ( 3 in total )

3rd Runner Up ( 3 in total )





**HKSSF Inter-School Tenpin Bowling Competition (New Territories District)**

**Hong Kong Schools Sports Federation**

Team Overall: 2nd Runner Up ( 5 in total )

Individual placed 5th ( 1 in total )

**HKSSF Inter-School Volleyball Competition (Kwai Tsing District)**

**Hong Kong Schools Sports Federation**

3rd Runner Up ( 11 in total )

**HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Football Competition 2023-2024**

**The Hong Kong School Sports Federation**

2nd Runner Up ( 16 in total )

Merit ( 22 in total )

**HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Swimming Championships 2023-2024**

**The Hong Kong School Sports Federation**

100m Breaststroke 1st Runner Up ( 1 in total )

100m Breaststroke Champion ( 1 in total )

100m Freestyle 2nd Runner Up ( 1 in total )

100m Freestyle 3rd Runner Up ( 1 in total )

200m Freestyle 1st Runner Up ( 1 in total )

200m Freestyle Champion ( 1 in total )

200m Individual Medley 1st Runner Up ( 1 in total )

4X50m Freestyle Relay 1st Runner Up ( 4 in total )

4X50m Freestyle Relay 2nd Runner Up ( 4 in total )

50m Back Stroke 1st Runner Up ( 1 in total )

50m Back Stroke Champion ( 2 in total )

50m Breaststroke 2nd Runner Up ( 1 in total )

50m Butterfly Stroke 1st Runner Up ( 1 in total )

50m Freestyle 1st Runner Up ( 2 in total )

50m Freestyle 2nd Runner Up ( 1 in total )

Team Overall 2nd Runner Up ( 4 in total )

Team Overall Merit ( 6 in total )

**HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Volleyball Competition 2023-2024**

**The Hong Kong School Sports Federation**

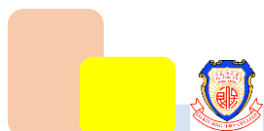
Girls Senior Division 1 Merit ( 14 in total )

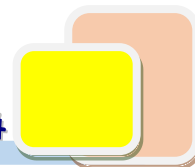
Girls Junior Division 1 Merit ( 17 in total )

**Hong Kong China Dancesport Squad (Female Solo 2024)**

**DanceSport Association of Hong Kong, China**

Certificate of Appointment ( 1 in total )





**Hong Kong Professional Dance Competition 2024**

**Hong Kong Dance Education Association**

Silver Award ( 1 in total )

**Hong Kong Rope Skipping Championship 2024**

**Hong Kong Rope Skipping Federation, China**

2nd Runner Up ( 1 in total )

**Hong Kong Solo Open**

**DanceSport Association of Hong Kong, China**

**Station 1**

Tango - Age 16 or above 1st Runner Up ( 1 in total )

Waltz - Age 16 or above 2nd Runner Up ( 1 in total )

Quickstep - Age 16 or above 1st Runner Up ( 1 in total )

**Station 3**

Quickstep 1st Runner Up ( 1 in total )

Tango Champion ( 1 in total )

Waltz Champion ( 1 in total )

Standard 5 Dance (Youth) - 2nd Runner Up ( 1 in total )

**Station 4**

Quickstep Champion ( 1 in total )

Tango Champion ( 1 in total )

Waltz Champion ( 1 in total )

Standard 5 Dance (Youth) placed 4th ( 1 in total )

**Hong Kong Solo Open 2023**

**DanceSport Association of Hong Kong, China**

Quickstep Champion ( 1 in total )

Tango Champion ( 1 in total )

Waltz 1st Runner Up ( 1 in total )

Standard 5 Dance (Youth) placed 4th ( 1 in total )

**Inter-School Badminton Competition - Girls A grade**

**HKSSF**

The 5th Place ( 6 in total )

**Kwai Tsing District Age Group Table Tennis Competition 2023**

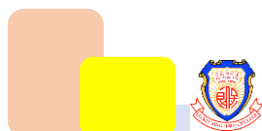
**Leisure and cultural services Department**

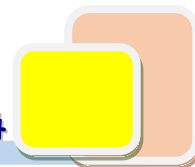
3rd Runner Up ( 1 in total )

**Royal Academy of Dance Graded Examination in Dance**

**Royal Academy of Dance**

High Merit ( 1 in total )





**Sha Tin District Age Group Badminton Competition 2023**

**Sha Tin Sports Association**

1<sup>st</sup> Runner Up ( 1 in total )

**The 5th Art Bro Noble Cup Badminton Tournament**

**Noble Spirit Badminton Club**

2nd Runner Up ( 1 in total )

**The 6th Yuanliu Cup Doge Disc Competition**

**Source Avoidance Disk**

Bronze Award ( 1 in total )

**The Macau Arts of Dance Festival 2024**

**Arts of Dance Studio**

30 years old+ Modern Ballet (Ensemble) Encouragement Award ( 1 in total )

30 years old+ Character (Troupe) Bronze Award ( 1 in total )

13-15 years old Classical Ballet Bronze Award ( 1 in total )

**Tuen Mun District Age Group Swimming Competition 2023**

**Leisure and Cultural Services Department -Tuen Mun**

2nd Runner Up ( 1 in total )

**United Christian College Football Invitational Tournament 2023**

**United Christian College**

2nd Runner Up ( 13 in total )

Best Performance Player ( 1 in total )

**YMCA King's Park Inter-School Competition 2023-2024 (U15 Boys)**

**Hong Kong Kinball Association**

2nd Runner Up ( 6 in total )

**Po Leung Kuk Physical Education Quality Circle**

**Po Leung Kuk**

Silver School Badge and Distinction Certificate ( 1 in total )

Bronze School Badge and Distinction Certificate ( 9 in total )

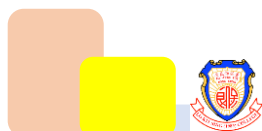
**屯門青少年跆拳道賽 2023**

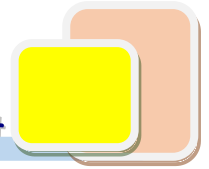
**屯門體育會**

金獎 ( 1 in total )

**國際兒童及青少年舞蹈大賽**

金獎 ( 1 in total )





### 第二十屆香港校際體育舞蹈公開賽

中國香港體育舞蹈總會

探戈 第四名 ( 1 in total )

華爾茲 季軍 ( 1 in total )

快步舞 亞軍 ( 1 in total )

### 第三十四屆荃灣體育節荃灣鄉事委員會盃精英足球比賽

荃灣鄉事委員會

杯賽 - 季軍 ( 13 in total )

碟賽 - 亞軍 ( 11 in total )

### 單區合球邀請賽 2023

中國香港合球總會有限公司

優異 ( 10 in total )

### 港城西北扶輪社合球邀請賽 2023

鐘聲慈善社胡陳金枝中學

亞軍 ( 9 in total )

### 葵青社區體育會友聯盃排球邀請賽

葵青社區體育會

冠軍 ( 14 in total )

### 慶祝國慶 74 周年北區少年五人足球比賽 (碗賽)

北區體育會

亞軍 ( 5 in total )

### 龍城康體盃游泳邀請賽

九龍城區康樂體育促進會

季軍 ( 1 in total )

### 2024 屬會新秀游泳比賽

香港中華業餘游泳聯會

背泳 50 米 季軍 ( 1 in total )

4X50 米四式接力 冠軍 ( 1 in total )

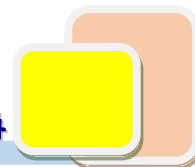
### 第 52 屆全港公開舞蹈比賽

觀塘區文娛康樂促進會

Bronze Award ( 1 in total )

Silver Award ( 1 in total )



**華永盃跳繩錦標賽暨公開賽 2024****新界區體育總會及華永會**

- 30 秒前繩速度賽(海外邀請賽) 男子組 13-15 歲 亞軍 ( 1 in total )
- 4X30 單車接力速度賽 16 歲以上男子組 冠軍 ( 1 in total )
- 30 秒前繩速度賽(公開組) 男子組 13-15 歲 季軍 ( 1 in total )
- 4X30 單車接力速度賽(海外邀請賽) 16 歲以上男子組 亞軍 ( 1 in total )
- 4X30 單車接力速度賽(公開賽) 16 歲以上混合組 亞軍 ( 1 in total )
- 4X30 單車接力速度賽(海外邀請賽) 16 歲以上混合組 季軍 ( 1 in total )
- 4X30 單車接力速度賽 12 歲以上混合組 季軍 ( 1 in total )
- 4X30 單車接力速度賽 12 歲以上男子組 季軍 ( 1 in total )
- 1X30 單側迴旋速度賽(海外邀請賽) 男子組 13-15 歲男子組亞軍 ( 1 in total )

**東區跳繩錦標賽 2024****東區體育會及中國香港跳繩體育聯會**

- 30 秒前繩速度挑戰賽 13 歲男子組(公開組) 冠軍 ( 1 in total )
- 4X30 單車接力速度賽 12-14 歲混合組 冠軍 ( 1 in total )
- 30 秒單側迴旋速度賽 12-14 歲男子組 冠軍 ( 1 in total )

**香港「少林盃」國武林大賽****一禪武道國際文化交流中心**

雙槍季軍 ( 1 in total )

小洪拳冠軍 ( 1 in total )

**葵青區分齡游泳比賽 2023****葵青區康文署**

- 200 米背泳 冠軍 ( 1 in total )
- 100 米背泳 冠軍 ( 1 in total )
- 50 米背泳 冠軍 ( 1 in total )
- 4X50 米四式接力 冠軍 ( 1 in total )

**LBRO X HKSSPFC 五人足球挑戰賽 杯賽****LBRO + 深水埗體育會**

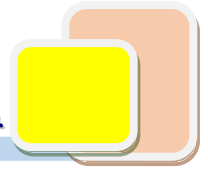
1st Runner Up ( 9 in total )

2nd Runner Up ( 10 in total )

**獅子會盃全港跳繩挑戰賽 2024****獅子會**

- 30 秒前繩速度賽 冠軍 ( 1 in total )
- 30 秒二重跳速度賽 冠軍 ( 1 in total )





### **國慶盃荃灣區短池游泳錦標賽 2023**

香港體育會

背泳 50 米 冠軍 (1 in total)

50 米自由泳 季軍 (1 in total)

### **皇后盃泰國跳繩公開賽 2023**

泰國跳繩體育協會

四人團體花式跳繩 季軍 (1 in total)

30X4 秒 四人速度接力賽 亞軍 (1 in total)

### **第一屆新界區際跳繩錦標賽暨團體錦標賽**

新界區體育總會

2X30 秒單車步速度接力跳 12 歲以上組別 (1 in total)

30 秒單側迴旋 12 歲或以上組別 (1 in total)

1X30 交互繩速度賽 12 歲或以上組別 (1 in total)

30 秒朋友跳 13-15 歲組別 (1 in total)

30 秒交叉開跳 13-15 歲組別 冠軍 (1 in total)

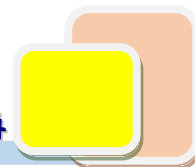
30 秒二重跳 13-15 歲組別 冠軍 (1 in total)

個人公開賽總成績 冠軍 (1 in total)

30 秒單車步 13-15 歲組別 季軍 (1 in total)







## Aesthetics

### **Hong Kong International Olympics 2024 - Handchimes Ensemble Competition (Intermediate Group)**

**Asia International Handbell Association**

Gold Award ( 17 in total )

### **2023 Hong Kong Youth Music Interflows**

**Music Office**

Chinese Orchestra Competition Bronze Award ( 21 in total )

Wind Band Competition Bronze Award ( 34 in total )

### **2024 Hong Kong Promotion of Performing Arts Festival Piano competition**

**Hong Kong Promotion of Performing Arts Association**

2nd Runner Up ( 1 in total )

### **Beaux Arts Music Festival 2024 Piano Competition**

**Hong Kong International Piano Pedagogy Association**

Champion ( 1 in total )

### **Hong Kong Intercultural Young Musicians Competition 2023 Piano competition**

**International Youth Music Competition**

Gold Award ( 1 in total )

### **Hong Kong International Olympics 2024 - Handchimes Ensemble Competition (Junior)**

**Asia International Handbell Association**

Gold Award ( 14 in total )

### **Hong Kong Schools Music Festival**

**Hong Kong Schools Music and Speech Association**

Recorder Band 2nd Runner Up ( 27 in total )

Recorder Ensemble 1st Runner Up ( 8 in total )

Treble Recorder Solo Silver Award ( 1 in total )

Recorder Duet Champion ( 2 in total )

Recorder Duet 1st Runner Up ( 2 in total )

Recorder Duet 1st Runner Up ( 2 in total )

Treble Recorder Solo 1st Runner Up ( 1 in total )

Graded 8 Piano Solo 1st Runner Up ( 1 in total )

Graded 8 Piano Solo 2nd Runner Up ( 1 in total )

Graded 3 Piano Solo Silver Award ( 2 in total )

Graded 4 Piano Solo Silver Award ( 1 in total )

Graded 5 Piano Solo Silver Award ( 3 in total )

Graded 8 Piano Solo Silver Award ( 2 in total )

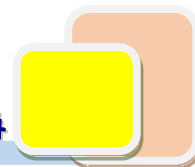
Flute Solo Silver Award ( 1 in total )

Pipa Solo Silver Award ( 1 in total )

Di Solo Silver Award ( 1 in total )

Graded 1 Piano Solo Bronze Award ( 1 in total )





Graded 4 Piano Solo Bronze Award ( 1 in total )  
Graded 6 Piano Solo Bronze Award ( 1 in total )  
Piano Duet Bronze Award ( 2 in total )  
Guitar Solo Bronze Award ( 2 in total )  
Descant Recorder Solo Bronze Award ( 1 in total )  
Di Solo Bronze Award ( 1 in total )  
Yangqin Solo Bronze Award ( 1 in total )

### **Joint School Music Competition 2024**

#### **Hong Kong Joint School Music Association**

Chinese Orchestra - Silver Award ( 30 in total )  
Handchimes Ensemble - Silver Award ( 13 in total )  
Gold Award ( 17 in total )  
Orchestra - Silver Award ( 28 in total )  
Wind Band - Silver Award ( 28 in total )

### **Mask Design Contest**

#### **The Society for AIDS Care**

Merit ( 1 in total )

### **Piano Competition for Elite Performers 2023**

#### **Hong Kong International Piano Pedagogy Association**

Bronze Award ( 1 in total )  
Gold Award ( 1 in total )

### **The 11th Hong Kong International Youth Performance Arts Festival and Music Competition**

#### **Piano HKYPA Young Artist Award**

#### **The Hong Kong Youth Performance Arts and Development Association**

2nd Runner Up ( 1 in total )

### **The 8th Macao Asia Pacific Youth Piano competition**

#### **Macau Piano Association**

Champion ( 1 in total )

### **The 9th HKAOAC 18 District Music Competition - Piano Duet**

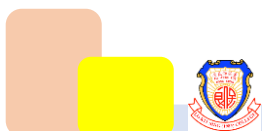
#### **Associations of Arts and Culture (HK)**

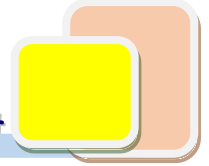
Champion ( 2 in total )

### **Speak Up Act Out Drama Competition 2023/24**

#### **EDB**

Judges Prize 1<sup>st</sup> place ( 5 in total )  
Audience Prize ( 5 in total )  
Best Actor ( 1 in total )





**Hong Kong Joint School Music Competition**

**Hong Kong Joint School Music Association**

Recorder Band - Silver Award ( 26 in total )

Strings Ensemble - Silver Award ( 6 in total )

Strings Orchestra - Silver Award ( 17 in total )

Wind Ensemble - Silver Award ( 6 in total )

**Po Leung Kuk Music Quality Circle**

**Po Leung Kuk**

Gold School Badge and Distinction Certificate ( 8 in total )

Silver School Badge and Distinction Certificate ( 8 in total )

Bronze School Badge and Distinction Certificate ( 6 in total )

**香港創意戲劇節 2024**

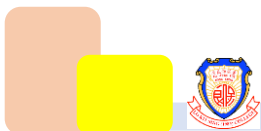
**香港創意戲劇議會**

優異獎 ( 3 in total )

**保赤安良 145 年專題展覽-四格漫畫創作比賽**

**保良局**

優異( 1 in total )



## **Civic and Moral Education**

**2023 Let's Join Hands in Safeguarding National Security Programme 2023 School Bulletin Board Design Competition on National Security**  
**The Education Bureau and the Security Bureau**  
1st Runner Up ( 5 in total )

**Decoding Chinese History Creative Wallpaper Competition**  
**ifuture Education Association & EDB**  
Merit ( 3 in total )

**2024 My Interfaces with the Belt and Road Initiative Integrated Ability Competition**  
**Federation of New Territories Youth**  
Second Prize Award ( 3 in total )

**Annual Chinese Character Composition Competition**  
**Asia-pacific Children and Youth Talent Association**  
Silver Award ( 1 in total )

**Final contest for the Mock Trial Justice Education Project**  
**SideBySide**  
Best Mooter ( 3 in total )

**XR Travel across Major Fields of National Security Design Competition**  
**Hong Kong Subsidized Secondary Schools Council**  
Merit ( 4 in total )

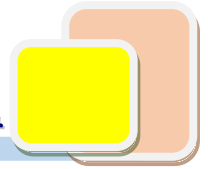
**Youth Impact Award 2.0 Competition 2022-2023**  
**The BGCA**  
Merit ( 4 in total )

**十大新聞選舉**  
**學友社**  
新聞評述比賽 - 殿軍 ( 1 in total )  
解碼比賽 - 季軍 ( 4 in total )

**「全港初中中國歷史文化問答比賽」**  
**教育局**  
積極參與學校獎 ( 1 in total )

**「傳承·想創——積極推廣中國歷史與中華文化學校年度大獎」(2022/23)**  
**教育局**  
傳承·想創——積極推廣中國歷史與中華文化學校年度大獎 ( 1 in total )  
積極推廣中國歷史與中華文化教師獎 ( 2 in total )  
積極學習中國歷史與中華文化獎 ( 10 in total )





「想·創·——中國歷史」學生自學平台奪寶奇兵獎勵計劃

教育局

積極參與獎 (6 in total)

香港青年創客百人計劃

保良局扶輪基金

銀獎 (3 in total)

善德國際茶日嘉年華

善德基金會

茶文化大使 (3 in total)

「第三屆「昔珍薈舍虛擬中華文物館」文物研習比賽

教育局

初中組季軍 (1 in total)

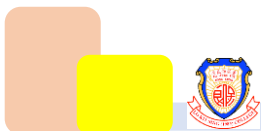
初中組嘉許獎 (1 in total)

高中組優異獎 (1 in total)

心繫家國中華飲食文化週暨學生廚藝大賽

香港直接資助學校議會

創意食譜獎 (3 in total)



## **Services**

### **The 2023/24 Hong Kong Outstanding Student Service Ambassadors Award Programme**

#### **Rotary International District 3450**

Merit ( 4 in total )

### **CYC Member Merit Award Scheme**

#### **The Community Youth Club**

1st Class Honours ( 1 in total )

Outstanding Member ( 1 in total )

### **Hong Kong Volunteer Award 2023**

#### **Home and Youth Affairs Bureau The Government of Hong Kong Special Administrative Region of the People's Republic of China / Agency for Volunteer Service / The Hong Kong Jockey Club Charities Trust / JC Volunteer Together**

Bronze award ( 1 in total )

### **第二屆「愛心行動獎 2022-2023」**

香港青年交流促進聯會 / 香港學生活動基金會 / 龍之家社會服務基金

學生大使 ( 1 in total )

### **《有心計劃》**

香港青年協會

有心學生嘉許狀 ( 155 in total )

20 小時嘉許 ( 68 in total )

VNET 50-100 小時參與獎章 ( 17 in total )

VNET 100-150 小時成長獎章 ( 1 in total )

VNET150-200 小時投身獎章 ( 1 in total )



## **Scholarship**

### **Methodist Study Trust**

Scholarship ( 2 in total )

### **Po Leung Kuk Fook Chun Scholarships**

#### **Po Leung Kuk**

Scholarship ( 5 in total )

### **Po Leung Kuk Ho Yuk Ching Children & Education Fund**

#### **Po Leung Kuk**

Scholarship ( 2 in total )

### **Po Leung Kuk Mr. and Mrs. Wu Gee Yee Memorial Education Fund**

#### **Po Leung Kuk**

Scholarship ( 8 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 ( 4 in total )

### **Po Leung Kuk Tsang Kai Wah Scholarship**

#### **Po Leung Kuk**

Scholarship ( 3 in total )

### **Po Leung Kuk Wong Yat Sin Scholarship**

#### **Po Leung Kuk**

Scholarship ( 5 in total )

### **Pursuing Excellence and Beyond**

#### **Man Kwan Education Fund**

Merit ( 2 in total )



## Others

**2024 Inter-School Carcassonne Competition**  
**Hong Kong Dream Rider Education Association**  
Champion ( 1 in total )  
Participation Award ( 4 in total )

**2024 Inter-School Splendor Competition**  
**Hong Kong Dream Rider Education Association**  
Participation Award ( 6 in total )  
Team 2nd Runner Up ( 4 in total )  
Individual 2nd Runner Up ( 1 in total )  
Individual 1st Runner Up ( 1 in total )

**HMSC Outstanding Student Award**  
**EDB**  
Finalist ( 2 in total )

**Outstanding Student Election (New Territories)**  
**Federation of New Territories Youth**  
New Territories Outstanding Student ( 1 in total )

**TKT Outstanding Student Award Election 23/24**  
**Principal Association of TKT Secondary Schools**  
Outstanding Student Award ( 1 in total )

**Odyssey of the Mind Hong Kong Regional Tournament**  
**Odyssey of the Mind Hong Kong Association**  
Champion ( 7 in total )

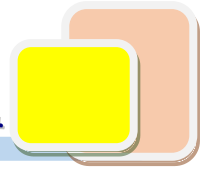
**Odyssey of the Mind World Final 2024**  
**Creative Competition Inc.**  
World 11th Place ( 7 in total )

**2023-2024 香港課外活動優秀學生表揚計劃**  
**香港課外活動主任協會**  
表揚狀 ( 1 in total )

**大灣區優秀學生推選 2024**  
**香港校董會**  
優良獎 ( 1 in total )







**荃葵青優秀學生選舉 2024**

**葵青青年團及新界青年聯會**

優勝獎 (初中組) (1 in total)

優異獎 (初中組) (1 in total)

優異獎 (高中組) (1 in total)

**香港童軍總會新界地域優異旅團獎勵計劃**

**香港童軍總會**

**童軍團**

優異旅團 (17 in total)

地域總監特別嘉許 (17 in total)

地域總監嘉許銀獎 (17 in total)

區總監嘉許金獎 (17 in total)

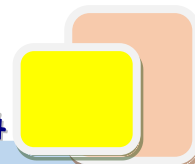
**深資童軍團**

優異旅團 (3 in total)

地域總監特別嘉許 (3 in total)

區總監嘉許金獎 (3 in total)





## Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2023 / 2024)

| Gender | Age | Sit Up | Sit & Reach | Push Up | Push Up with Knee support | 9 Min. Run (m) |
|--------|-----|--------|-------------|---------|---------------------------|----------------|
| Boys   | 14  | 34.37  | 24.92       | 18.73   | /                         | 1548.10        |
|        | 15  | 35.96  | 25.37       | 18.86   | /                         | 1519.79        |
| Girls  | 14  | 33.52  | 35.75       | /       | 29.17                     | 1332.60        |
|        | 15  | 32.63  | 36.48       | /       | 29.95                     | 1292.78        |

Body Composition of Students

BMI of Boys (Average)

| Year \ Age | 12    | 13    | 14    | 15    | 16    | 17    | 18 or above |
|------------|-------|-------|-------|-------|-------|-------|-------------|
| 2021-22    | 20.21 | 19.84 | 20.05 | 20.47 | 20.43 | 20.85 | 21.38       |
| 2022-23    | 18.64 | 20.28 | 19.40 | 19.88 | 20.66 | 20.83 | 21.74       |
| 2023-24    | 18.71 | 18.41 | 19.82 | 19.33 | 19.65 | 21.01 | 21.58       |

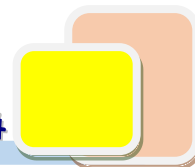
BMI of Girls (Average)

| Year \ Age | 12    | 13    | 14    | 15    | 16    | 17    | 18 or above |
|------------|-------|-------|-------|-------|-------|-------|-------------|
| 2021-22    | 18.62 | 18.75 | 18.69 | 20.01 | 19.23 | 20.02 | 20.98       |
| 2022-23    | 19.08 | 18.97 | 18.88 | 18.73 | 20.08 | 19.99 | 19.88       |
| 2023-24    | 16.61 | 18.78 | 19.19 | 18.83 | 19.28 | 19.95 | 20.75       |

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) |
|---------|-------------------------|---------------------------------|---------------------------|---------------------------------|--------------------------|
| 2021-22 | 3.3%                    | 28.9%                           | 24.4%                     | 26.3%                           | 17.1%                    |
| 2022-23 | 4.1%                    | 30.4%                           | 26.3%                     | 22.4%                           | 16.9%                    |
| 2023-24 | 6.9%                    | 33.8%                           | 23.1%                     | 22.7%                           | 13.6%                    |





## Evaluation Report on the Use of Capacity Enhancement Grant (2023-2024)

### Programme

#### Background

CEG for secondary schools (2023-2024) 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 and development of STEM education);
2. students' language proficiency

#### Responsibility

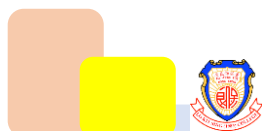
1. School Principal acts as the controller.
2. Programs are monitored by teacher(s)-in-charge:

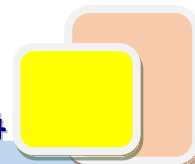
|     |                        |  |                            |
|-----|------------------------|--|----------------------------|
| CEG | Curriculum Development | STEM education   | Mr. Kwan LS                |
|     |                        | ICT support for enhancing students' language proficiency | Mr. Kwan LS<br>Mr. Chan WK |

### Implementation of CEG 2023-2024

#### Success Indicators (e.g. benefits achieved, assessment mechanism)

| Task Area                                 | Details   |
|---|---|
| <b>CEG</b>                                |   |
| Curriculum Development:<br>STEM Education | <p>IT Helper was able to provide immediate IT support and respond to emergent IT issues. STEM education and e-learning could be developed and adopted smoothly in school.</p> <p>IT Helper was monitored by the following methods:</p> <ul style="list-style-type: none"> <li>• ICT meetings</li> <li>• Feedback from the teacher-in-charge and all other teaching staff</li> </ul> |



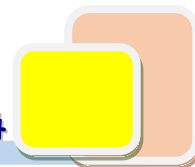


|  |   |
|--|---|
| Curriculum Development:<br>ICT Support | <p>IT Assistant was able to provide IT support to relieve teachers' administrative workload while conducting SBA and TSA. The time that the teachers saved was then used to enhance students' language proficiency.</p> <p>IT Assistant was monitored by the following methods:</p> <ul style="list-style-type: none"> <li>• ICT and ACD meetings</li> <li>• Feedback from the teachers-in-charge and all other teaching staff</li> </ul> |
|--|---|

### Summary on the Usage of Capacity Enhancement Grant

|                                       | 2021-2022    | 2022-2023    | 2023-2024    |
|---------------------------------------|--------------|--------------|--------------|
| Grants Received                       | \$642,934.00 | \$654,502.00 | \$666,935.00 |
| Grants Expenditure                    | \$575,274.00 | \$760,079.36 | \$581,440.00 |
| Employment of Teacher Assistant       | ✓            | ---          | ---          |
| Employment of I.T. Helper / Assistant | ✓            | ✓            | ✓            |
| Employment of Activity Organizer      | ✓            | ---          | ---          |





## Evaluation on the Use of Teacher Relief Grant (TRG) 2023/2024

### Background

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

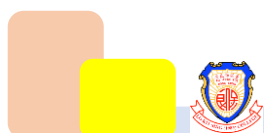
### Responsibility

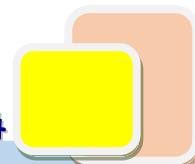
1. School Principal acts as the controller.
2. Programs are monitored by teacher(s)-in-charge:

|            |                          |  |
|------------|--------------------------|--|
| <b>TRG</b> | Contract Teachers & CNET | Ms Chan NF, Ms Lau SS, Mr WHC, Ms Lam SM, Ms Leung HL & Mr Chan KY |
|            | Supporting Staff         | Ms Cheung SY   |
|            | Subject Tutors           | Mr Chan WK   |
|            | Social Worker            | Ms Cheung SY   |

### Evaluation & Forward-Looking Concerns

| Task Area                       | Details   |
|---------------------------------|---|
| Contract Teachers               | Contract teachers are employed in CN, EN, ICT, MB, PSHE & SC departments to facilitate curriculum development and enhance learning & teaching. They are monitored by: <ul style="list-style-type: none"> <li>• Feedback from subject departments</li> </ul>   |
| Native English-speaking Teacher | Another NET, CNET is employed to create an English-speaking environment and organise English-speaking activities for students. She is monitored by: <ul style="list-style-type: none"> <li>• Feedback from teacher-in-charge</li> </ul>   |
| Supporting Staff                | Supporting staff, e.g. Project Organizer, Activity Organizer, Assistant Teacher, etc. help to relieve teachers' duties so that they can concentrate on developing better teaching and learning materials. They are monitored by: <ul style="list-style-type: none"> <li>• Feedback from teachers-in-charge</li> </ul> |
| Subject Tutors                  | Subject tutors can provide SBA support and conduct after-school tutorial classes. They are monitored by: <ul style="list-style-type: none"> <li>• Tutorial class evaluation</li> <li>• Feedback from subject departments</li> </ul>   |
| Social Worker                   | One additional social worker is employed to organize programs and provide students counselling service and mental support. He is monitored by: <ul style="list-style-type: none"> <li>• Feedback from teacher-in-charge</li> <li>• Feedback from all teachers</li> </ul>  |

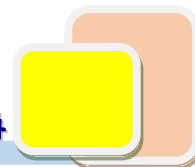




### Summary on the usage of Teacher Relief Grant

|  | 2021-2022      | 2022-2023      | 2023-2024      |
|--|----------------|----------------|----------------|
| Grants Received                        | \$5,122,854.11 | \$5,385,474.00 | \$5,599,764.00 |
| Grants Expenditure                     | \$5,025,026.37 | \$5,566,055.57 | \$4,997,455.00 |
| Employment of Contract Teachers & CNET | ✓              | ✓              | ✓              |
| Employment of Supporting Staff         | ✓              | ✓              | ✓              |
| Employment of Subject Tutors           | ✓              | ✓              | ✓              |
| Employment of Social Worker            | ---            | ✓              | ✓              |





## Evaluation Report on the Use of Moral and National Education Support Grant (2023-2024)

### 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 programme - F1 Guidance Day – Class Building   | LLH, AMS           |
|       | CMN related Activities – Gratitude Journal - A Shower of Praise and Applause   | AMS, CNF           |
|       | CMN related Activities – “Voicing Our Values”  | LKA, YSY, CHK, AMS |
|       | CMN related Activities – Flag Raising Team   | CHK, LCG, AMS      |
|       | CMN related Activities – Transport Costs for Po Leung Kuk 145th Anniversary: Building Charity with Benevolence” Exhibition | LLH                |
|       | CMN related Activities – F1 Reading Scheme   | LLH,               |
|       | CMN related Activities – F2, F3 & F4 Reading Scheme  | LLH, AMS           |
|       | CMN related programme -Life Education Activity Programme "Thinking it Through"   | LLH                |
|       | CMN related programme – Board Display  | CHK, LKA           |
|       | CMN related programme – Feature Wall   | LLH                |
|       | CMN related Activities –S2 Day Trip - HK Cultural Exposure   | LLH                |
|       | CMN related Activities – Transport Costs for S2 Day Trip - HK Cultural Exposure  | LLH                |
|       | CMN related Activities -Costs for the trip “Exploring Sha Tau Kok”   | LLH                |



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

| Task Area  | Details  |
|--|--|
| Moral and National Education Support Grant   |  |
| CMN related programme - F1 Guidance Day – Class Building   | The one-day training camp aims to help students build peer relationships, discipline, team spirit, self-confidence, responsibility, and positive values for a more comfortable secondary school life. The payment is for the program fee.  |
| CMN related Activities – Gratitude Journal - A Shower of Praise and Applause   | The purpose of the gratitude journal is to cultivate gratitude for the entire school community. It is believed that with practice, gratitude can be developed and bring many benefits. The journal's cover was printed, and the printing fees were paid.   |
| CMN related Activities – “Voicing Our Values”  | The posters were designed for the Voicing Our Values program, and gifts were given to student representatives for their sharing during morning assembly. Six booklets were printed and distributed to the entire school. The program aims to promote moral education, deepen student understanding of Chinese virtues, enhance student morality, develop Confucianism spirit in school, and strengthen student character. Payment was made for program gifts, poster printing, and booklet printing. |
| CMN related Activities – Flag Raising Team   | A 16-member flag-raising team, primarily composed of students from F1 and F2, has been established. The team participated in six training sessions, with the training fee covered. Recently, they joined the Association of Hong Kong Flag-guards. Their team uniforms were subsidized by the Moral and National Education Support Grant. The team will be responsible for conducting the weekly flag-raising ceremony in the coming academic year.  |
| CMN related Activities – Transport Costs for Po Leung Kuk 145th Anniversary: Building Charity with Benevolence” Exhibition | The joint exhibition titled “Po Leung Kuk 145th Anniversary: Building Charity with Benevolence,” organized by the Hong Kong Heritage Museum and Po Leung Kuk Museum, focuses on the Kuk’s residential services. It documents the journey of children from entering and residing in the Kuk to eventually leaving it. The exhibition highlights mutual support and resilience. F.1 students attended the exhibition and participated in a guided tour, with the traffic fee covered.                  |





|   |  |
|---|--|
| CMN related Activities – F1 Reading Scheme                                      | The reading scheme included two sets of storybooks, 初心集 and 初心集 II, sponsored by PLK "Soaring Dreams" Youth Development Fund. The stories aim to promote a healthy lifestyle and positive attitude among students in all F.1 classes. 80 books were circulated, and two sets of worksheets were provided for the students to complete. About 25 prizes were awarded for good work. Payment was made for program gifts.   |
| CMN related Activities – F2, F3 & F4 Reading Scheme                             | The “超凡學生閱讀計劃” (Superior Student Reading Program) aims to educate students about the positive aspects of the human body and life. Students read books related to these themes and then complete worksheets. Notably, approximately 25 prizes are awarded for outstanding work in each form. Additionally, participants receive program gifts as part of the initiative. The reading schemes for different forms have distinct focuses: F.2 emphasizes time management, F.3 centers around a growth blueprint, and F.4 highlights goal setting and achievement. |
| CMN related programme -Life Education Activity Programme "Thinking it Through"  | The junior forms program aims to educate students about the effects of tobacco, alcohol, and psychotropic drugs on the body. Additionally, it equips students with social skills to handle peer pressure and make responsible decisions. The program also encourages students to reflect on their role in society and their overall attitude toward life.  |
| CMN related programme – Board Display   | Board displays were arranged to enhance students' knowledge about the Basic Law, Constitution Day, National Security Education Day, and our motherland. Payment was made for board papers and posters.   |
| CMN related programme – Feature Wall  | The feature wall was designed to foster students' development of proper values, instill positive attitudes towards life, and encourage appropriate behavior. It prominently displays a series of 'Priority Values and Attitudes' recommended by the Education Bureau (EDB), including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety, and unity.   |
| CMN related Activities –S2 Day Trip - HK Cultural Exposure                      | A day trip was organized to F2 by the Church of United Brethren in Christ Social Service Division. There are four routes in the trip. The purpose of the trip is to understand the early development and the people life of Hong Kong, and the relationship between Hong Kong and the 1911 Revolution. The program fee was paid.   |
| CMN related Activities – Transport Costs for S2 Day Trip - HK Cultural Exposure | A day trip was organized to F2 by the Church of United Brethren in Christ Social Service Division. There are four routes in the trip. The purpose of the trip is to understand the early development and the people life of Hong Kong, and the relationship between Hong Kong and the 1911 Revolution. The transport cost was paid.  |

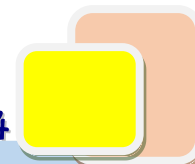


|   |   |
|---|---|
| CMN related Activities<br>-Costs for the trip “Exploring Sha Tau Kok” | Since the establishment of the restricted area at the Sha Tau Kok border in 1951, the Sha Tau Kok restricted area is now fully open for tourism. The purpose of this activity is to allow students to visit the border area, including several ancient Hakka villages with over 400 years of history. This excursion provides students with a firsthand experience of the historical and cultural aspects within the Sha Tau Kok restricted area, as well as an understanding of rural conservation in Hong Kong. |
|---|---|

#### Summary on the usage of Moral and National Education Support Grant

|  | 2021-2022    | 2022-2023    | 2023-2024    |
|--|--------------|--------------|--------------|
| Grants Balance from previous year                  | \$185,825.70 | \$164,701.70 | \$142,199.10 |
| Grants Expenditure                                 | \$21,124.00  | \$22,502.60  | \$141,958.00 |
| Purchasing CMN related program                     | ✓            | ✓            | ✓            |
| Purchasing Materials for Organising CMN Activities | ✓            | ✓            | ✓            |
| Organising Assembly Talk                           | ✓            | ✓            | ✓            |





## Po Leung Kuk Lo Kit Sing (1983) College 2023/2024 Learning Support Grant Report

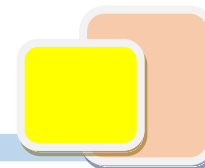
To strengthen the support for secondary schools in catering for students with special educational needs (SEN), the LSG is provided from the 2008/09 school year. Our school received \$932,495 for the whole school year.

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 4 of Individual Education Plans.

|                                   |  |              |
|-----------------------------------|--|--------------|
| <b>Balance B/F from 2022/2023</b> |  | \$39,413.64  |
| <b>2023/2024 Allotment</b>        |  | \$932,495.00 |
| 2023/2024 Expenditure             |  |              |
| SST                               | Deployment of Full-time SEN Teaching Assistant | \$239,400.00 |
|                                   | Academic Support Programmes                    | \$108,800.00 |
|                                   | After-school Tutor Employment                  | \$119,070.00 |
|                                   | Learning Resources Procurement                 | \$12,665.90  |
|                                   | Experiential Workshops / Resources             | \$90,525.00  |
|                                   | Inclusive Learning Activities                  | \$104,766.90 |
|                                   | Therapeutic / Stress Release Programmes        | \$122,270.90 |
|                                   | Counselling Psychologist Services              | \$47,200.00  |
| <b>Total Expenditure</b>          |  | \$844,698.70 |
| <b>2023/2024 C/F to 2024/2025</b> |  | \$127,209.94 |





## School-based After-school Learning and Support Programmes 2023/04 s.y.

### School-based Grant – Programme Report

Name of School : Po Leung Kuk Lo Kit Sing (1983) College

Staff-in-charge: Ms Lam Tin Fung

Contact Telephone No.: 2497 7110

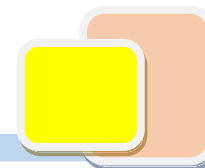
A. The number of students (count by heads) benefitted under the Grant is 272 .

B. Allocation in the current school year : \$145,200.00. Expenditure in the current school year : \$144,902.20. Balance brought forward : \$297.80

C. Information on Activities to be subsidised/complemented by the Grant.

| *Name / Type of activity  | Actual no. of participating eligible students # |            |            | Average attendance rate | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner/ service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|---------------------------|---|------------|------------|-------------------------|---------------------------|----------------------|---|---|--|
|                           | A   | B          | C          |                         |                           |                      |   |   |  |
| Language training         | 1   | 7          | 5          | 90%                     | 1/10-31/5/2024            | 11,631.00            | Questionnaire   | N.A.  | N.A.   |
| Art & cultural activities | 16  | 83         | 98         | 95%                     | 1/10-31/5/2024            | 95,762.00            | Questionnaire   | N.A.  | N.A.   |
| Sports                    | 5   | 43         | 31         | 90%                     | 1/10-31/5/2024            | 26,503.20            | Questionnaire   | N.A.  | N.A.   |
| Visits                    | 1   | 7          | 27         | 100%                    | 1/10-31/5/2024            | 5,255.00             | Questionnaire   | N.A.  | N.A.   |
| Self-confidence           | 3   | 2          | 3          | 100%                    | 1/10-31/5/2024            | 5,231.00             | Questionnaire   | N.A.  | N.A.   |
| Volunteer services        | 1   | 0          | 0          | 90%                     | 1/10-31/5/2024            | 520.00               | Questionnaire   | N.A.  | N.A.   |
| <b>@No. of man-times</b>  | <b>27</b>                                       | <b>142</b> | <b>164</b> |                         | <b>Total</b>              | <b>144,902.20</b>    |   |   |  |
| <b>**Total no. of</b>     | <b>333</b>                                      |            |            |                         | <b>Expenses</b>           |                      |   |   |  |





Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

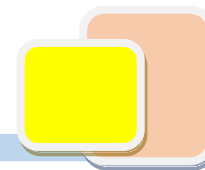
# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

### C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

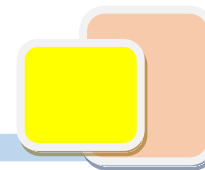
| Please put a “ ” against the most appropriate box.       | Improved    |          |        | No Change | Declining | Not Applicable |
|--|-------------|----------|--------|-----------|-----------|----------------|
|  | Significant | Moderate | Slight |           |           |                |
| <b>Learning Effectiveness</b>                            |             |          |        |           |           |                |
| a) Students' motivation for learning                     | 31          | 86       | 39     | 15        | 7         | 0              |
|  | 17.42%      | 48.31%   | 21.91% | 8.43%     | 3.93%     | 0.00%          |
| b) Students' study skills                                | 31          | 83       | 37     | 25        | 1         | 1              |
|  | 17.42%      | 46.63%   | 20.79% | 14.04%    | 0.56%     | 0.56%          |
| c) Students' academic achievement                        | 22          | 76       | 38     | 25        | 17        | 0              |
|  | 12.36%      | 42.70%   | 21.35% | 14.04%    | 9.55%     | 0.00%          |
| d) Students' learning experience outside classroom       | 58          | 73       | 27     | 18        | 2         | 0              |
|  | 32.58%      | 41.01%   | 15.17% | 10.11%    | 1.12%     | 0.00%          |
| e) Your overall view on students' learning effectiveness | 37          | 78       | 41     | 16        | 5         | 1              |
|  | 20.79%      | 43.82%   | 23.03% | 8.99%     | 2.81%     | 0.56%          |





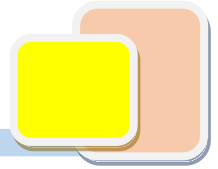
| <b>Personal and Social Development</b>                            |        |        |        |        |       |       |
|---|--------|--------|--------|--------|-------|-------|
| f) Students' self-esteem  | 31     | 73     | 30     | 39     | 3     | 1     |
|   | 17.51% | 41.24% | 16.95% | 22.03% | 1.69% | 0.56% |
| g) Students' self-management skills                               | 38     | 77     | 33     | 30     | 0     | 0     |
|   | 21.35% | 43.26% | 18.54% | 16.85% | 0.00% | 0.00% |
| h) Students' social skills  | 46     | 74     | 32     | 22     | 4     | 0     |
|   | 25.84% | 41.57% | 17.98% | 12.36% | 2.25% | 0.00% |
| i) Students' interpersonal skills                                 | 45     | 73     | 36     | 20     | 4     | 0     |
|   | 25.28% | 41.01% | 20.22% | 11.24% | 2.25% | 0.00% |
| j) Students' cooperativeness with others                          | 43     | 73     | 37     | 25     | 0     | 0     |
|   | 24.16% | 41.01% | 20.79% | 14.04% | 0.00% | 0.00% |
| k) Students' attitudes toward schooling                           | 31     | 72     | 43     | 27     | 4     | 1     |
|   | 17.42% | 40.45% | 24.16% | 15.17% | 2.25% | 0.56% |
| l) Students' outlook on life                                      | 42     | 66     | 31     | 38     | 1     | 0     |
|   | 23.60% | 37.08% | 17.42% | 21.35% | 0.56% | 0.00% |
| m) Your overall view on students' personal and social development | 38     | 71     | 41     | 26     | 1     | 0     |
|   | 21.47% | 40.11% | 23.16% | 14.69% | 0.56% | 0.00% |





| <b>Community Involvement</b>   |        |        |        |        |       |       |
|--|--------|--------|--------|--------|-------|-------|
| n) Students' participation in extracurricular and voluntary activities | 44     | 60     | 40     | 31     | 3     | 0     |
|  | 24.72% | 33.71% | 22.47% | 17.42% | 1.69% | 0.00% |
| o) Students' sense of belonging  | 30     | 54     | 52     | 39     | 1     | 2     |
|  | 16.85% | 30.34% | 29.21% | 21.91% | 0.56% | 1.12% |
| p) Students' understanding on the community                            | 30     | 61     | 47     | 38     | 1     | 1     |
|  | 16.85% | 34.27% | 26.40% | 21.35% | 0.56% | 0.56% |
| q) Your overall view on students' community involvement                | 29     | 62     | 45     | 41     | 0     | 1     |
|  | 16.29% | 34.83% | 25.28% | 23.03% | 0.00% | 0.56% |





#### D. Comments on the project conducted

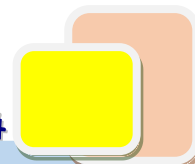
##### *Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);       |
| <input type="checkbox"/>            | difficult to select suitable non-eligible students to fill the discretionary quota;              |
| <input checked="" type="checkbox"/> | eligible students unwilling to join the programmes (Please specify: some students are passive) , |
| <input type="checkbox"/>            | the quality of service provided by partner/service provider not satisfactory;                    |
| <input type="checkbox"/>            | tutors inexperienced and student management skills unsatisfactory;                               |
| <input type="checkbox"/>            | the amount of administrative work leads to <u>apparent</u> increase on teachers' workload;       |
| <input type="checkbox"/>            | complicated to fulfill the requirements for handling funds disbursed by EDB;                     |
| <input type="checkbox"/>            | the reporting requirements too complicated and time-consuming;                                   |
| <input type="checkbox"/>            | Others (Please specify)  |







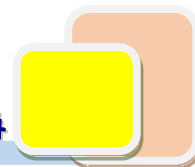
## Programme Evaluation Report

### Diversity Learning Grant for Applied Learning Courses (2023-2024)

| 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   |
|-------------------------------|---|--|--------------------------------------|
| <b>Applied Learning (ApL)</b> | <ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- To broaden students' diversified learning experiences and develop their career aspirations</li> <li>- To provide support to non-Chinese speaking students in S5</li> </ul> | <p>S4: 1 student<br/>(2024-2026 cohort)</p> <p>S5: 3 students<br/>(2023-2025 cohort)</p> <p>S6: 12 students<br/>(2022-2024 cohort)</p> | 180 hours in 2 years for each course |

| Evaluation of student learning / success indicators  | Expenditures  |
|--|---|
| <ul style="list-style-type: none"> <li>- In general the attendance rate of the students was over 90%.</li> <li>- Students submitted course assignments on time.</li> </ul> | <p>S4: 1 student<br/>(2024-2026 cohort)<br/>\$14,000</p> <p>S5: 6 students<br/>(2023-2025 cohort)<br/>\$53,575</p> <p>S6: 12 students<br/>(2022-2024 cohort)<br/>\$111,500</p> <p><b><u>Total: \$179,075.00</u></b></p> |





## Po Leung Kuk Lo Kit Sing (1983) College

### Evaluation Report on the Use of the Diversity Learning Grant (2023-2024)

#### Programme

##### Aim of Diversity Learning Grant

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

#### 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 (2023-2024)

| Task Area                                  | Details   |
|--|---|
| To facilitate the implementation of NSS PE | <p><b>Major Area(s) of Concern</b></p> <p>NSS PE</p> <ul style="list-style-type: none"> <li>– To relieve PE teachers' workload so that teachers can concentrate on developing better teaching</li> <li>– To provide SBA support for PE teachers</li> </ul> <p>Other Subjects</p> <ul style="list-style-type: none"> <li>– To allow teachers to have more learning opportunities to attend seminars.</li> </ul> <p><b>Method(s) of Evaluation</b></p> <ul style="list-style-type: none"> <li>– Count the number of teaching materials produced</li> <li>– Count the number of pair teaching lessons</li> <li>– Count the number of practical training sessions.</li> </ul> <p><b>Benefits Achieved</b></p> <ul style="list-style-type: none"> <li>– 6 sets of teaching-related materials were produced such as notes, quizzes and physical fitness training tools, it enhanced the effectiveness of the senior PE elective lessons.</li> <li>– The staff organized 19 fitness training sessions for PE elective students, the fitness level of the PE students improved obviously.</li> <li>– The staff support 32 Girls Volleyball Team training sessions, the motivation on the engagement of the trainings were acquired, the performance of the students got better.</li> <li>– More than 50 pair teaching of the PE elective lessons were run, sufficient personalized coaching helped students a lot and the sports skills of students were great improved.</li> </ul> |



| Task Area  | Details   |
|--|---|
| To procure PE valuable learning experiences for students | <p><b>Major Area(s) of Concern</b><br/>To enhance the quality of Learning and Teaching in both our school and Joint School Program</p> <p><b>Method(s) of Evaluation</b></p> <ul style="list-style-type: none"> <li>– Count the number of lessons provided</li> <li>– Count the number of students involved</li> </ul> <p><b>Benefits Achieved</b></p> <ul style="list-style-type: none"> <li>– The staff led the Form 4 and Form 5 PE elective students to take parts in the Kwai Tsing Joint Schools PE theory and practical lessons. 25 Students learned from the tutors and widened their horizon.</li> </ul> |

#### Summary on the usage of the Diversity Learning Grant

|   | 2021 - 2022  | 2022-2023    | 2023-2024    |
|---|--------------|--------------|--------------|
| Grants Received   | \$84,000.00  | \$84,000.00  | \$93,600.00  |
| Grants Expenditure  | \$118,180.50 | \$118,462.31 | \$277,200.00 |
| Employing Subject Assistant Teacher   | -            | ✓            | ✓            |
| Buying service providing 32 fitness training sessions                               | ✓            |              |              |
| Purchasing 2 sets of PE equipment   | ✓            |              |              |
| Buying service providing one Joint School theory session and two athletic trainings |              | ✓            | ✓            |



## 保良局羅傑承(一九八三)中學 姊妹學校交流報告書 2023/2024 學年

- 內地姊妹學校名稱 (1)： 上海市徐匯中學
- 
- (2)： 上海市第四中學
- 
- (3)： 杭州第十四中學
- 
- (4)： 寧波市鎮海區中興中學
- 
- (5)： 惠州市博羅縣東江博雅學校
- 

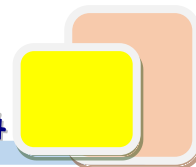
### 第一部分：交流活動詳情

| 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.   | 本校策劃及舉辦寧波姊妹學校交流團。 | 讓本校師生對內地姊妹學校加深了解，增進學生對內地文化、教育和經濟發展等方面的認識和了解，擴闊學生的視野。教師透過經驗分享及專業交流，促進專業發展。 | <p>本校師生於本年四月到寧波市鎮海區中興中學進行四天姊妹學校交流。</p> <p>透過這次交流活動，同學及老師均體驗到內地學生的學習氣氛與環境，以及內地老師用心的教導。他們到訪不同名勝古跡及到大學參觀，體驗不同地方的風土人情和文化特色，令他們增廣見聞。</p> <p>本校老師與內地老師透過經驗分享及交流，專業發展亦得以提升。</p> | 參予師生表示他們從是次交流團獲益良多。日後本校可邀請姊妹學校師生到訪我校，好讓兩校師生再作進一步互相認識與交流，從而加深兩校情誼。 |



| 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.   | 本校策劃及舉辦惠州姊妹學校交流團。 | 讓本校師生對內地姊妹學校加深了解，增進學生對內地文化、教育和經濟發展等方面的認識和了解，擴闊學生的視野。教師透過經驗分享及專業交流，促進專業發展。 | <p>本校原先計劃由老師帶領同學到姊妹學校惠州市博羅縣東江博雅學校進行交流，但計劃有變，最後由姊妹學校於本年一月組團到我校參觀及進行三天活動。</p> <p>活動內容由我校老師策劃，並由本校老師及十多位同學負責招待到訪師生。活動內容十分豐富，包括姊妹學校學生參與本校課堂及課外活動；與長者學苑長者一起參與手工藝班；進行認識香港經濟發展及民生的活動。</p> <p>本校老師更向姊妹學校老師介紹香港中學文憑試課程及學生在港升學出路。參與內地師生均表示十分滿意活動安排，他們認為活動讓他們更認識香港學生學習情況，他們對香港亦有進一步的認識。</p> | 姊妹學校交流活動非常有意義，值得繼續舉辦。為讓更多學生可從中獲益，本校可安排更多本校學生參與活動安排及招待到訪師生，讓他們獲得更多與內地學生交流及認識的機會。 |

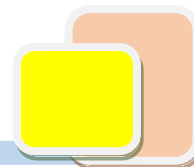




## 第二部分：財政報告

|                       |                     |
|-----------------------|---------------------|
| 2022/2023 年度結餘        | \$138,998.40        |
| 2023/2024 年度撥款        | \$162,994.00        |
| <b>2023/2024 年度開支</b> |                     |
| 本校師生到寧波姊妹學校交流         | <b>\$116,700.00</b> |
| 惠州姊妹學校到本校交流           | <b>\$40,149.00</b>  |
| 總計                    | <b>\$156,849.00</b> |
| 2023/2024 年度結餘        | <b>\$145,143.40</b> |





## Evaluation Report on the Use of the Promotion of Reading Grant (2023-2024)

### Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The Grant was effectiveness use 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. Moreover, the Grant was effectiveness use to create a reading atmosphere and foster a reading culture. Student developed a reading habit, enjoy reading and develop their thinking skills and creativity through reading.

2. Evaluation of achievement of the objectives:

| Objectives                                       | Evaluation of achievement  | Participants                |
|--|--|-----------------------------|
| Reading to Learn & Reading across the Curriculum | 2.1 Different subjects and department involved in library book acquisition for the enrichment of the library stock. Class visit to New Book Display was arranged.<br>2.2 Different subjects and department participated in the eRead Reading Scheme.<br>2.3 Different subjects and department organized reading program echoed with promotion of reading throughout the year.<br>2.4 Online Question Bank was extensively used in the senior forms electives subjects. | All subjects & Whole school |
| Foster reading atmosphere and reading culture    | 2.4 Reading Sharing on Stage arranged every day in the morning assembly in the Reading Month in April<br>2.5 Different kinds of reading activity were organized, for example, games booth, cosplay and treasure hunting.<br>2.6 Reading Celebration Day in July  | Whole school                |
| Enjoy reading                                    | 2.7 Reading Sharing on Stage in the Form 1 and F2 Class Period<br>2.8 Meteor@Meteor were arranged in the lunch time in Reading Month   | F1 to F3                    |
| Develop thinking skills and creativity           | 2.9 Extensive Reading Scheme was implemented in which mentorship adopted in the scheme.  | F3 to F4                    |



3. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Active participation from different subjects and department generated synergy and strengthened the reading atmosphere in the school.

|  |  |
|--|--|
| Acquisition of Library Books<br>(printed & e-book,<br>Printed & e-magazines)   | <u>Library, ACD and Executive Departments Concerned</u><br>LTF, subject/department heads |
| Reading activities echoed with<br>Reading Month<br>(by subjects)   |  |
| Extensive Reading Schemes &<br>Reading Activity (Meeting@meteor,<br>Reading Month, Reading Celebration<br>Day, Reading Sharing on Stage) | <u>The Reading Promotion Committee</u><br>LTF, WTC, LCO, LKC, PWH, NYK                   |

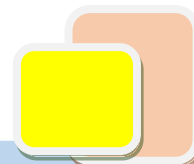
## Part 2: Financial Report

One off Grant : HK\$65,198.00

|    | Item *  | Actual expenses (\$) |
|----|---|----------------------|
| 1. | Purchase of Books                               |                      |
|    | Printed books                                   | \$11,864.38          |
|    | Printed magazines                               | \$2,325.00           |
|    | e-Books   | \$9,800.00           |
|    | e-magazines                                     | \$6,100.00           |
| 2. | Web-based Reading Schemes                       |                      |
|    | Liscence for HyRead Information Kiosk           | \$16,200.00          |
| 3. | Reading Activities                              |                      |
|    | Prizes for Meeting@Meteor and Reading Months    | \$850.60             |
|    | Printing of booklet for Reading Celebration Day | \$4,006.00           |
| 4. | Others: Online Question Bank (Ed City)          | \$13,920.00          |
|    | <b>Total</b>                                    | <b>\$65,065.98</b>   |
|    | <b>Unspent Balance</b>                          | <b>\$132.02</b>      |







## Evaluation Report on the Use of Life wide learning Grant (2023 - 2024)

### Background

#### Aim of Life wide learning Grant

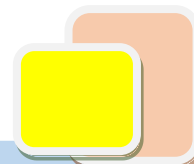
To organize out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest and foster their whole person development.

### Responsibility

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

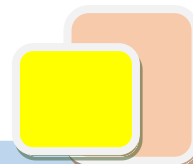
| Grant   | Programme  | Teacher i/c        |
|---|--|--------------------|
| 1.1. Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes |  |                    |
| LWLG  | Day for you  | CSY                |
|   | Picnic   | YCW                |
|   | Life wide learning day   | YCW                |
|   | Stage Cultural Day   | HMC                |
|   | Experiential Learning Activities                                       | Teachers concerned |
|   | Visit, field trips, workshops and competition of different departments | Teachers concerned |
|   | Music for all scheme   | HMC                |
|   | Mosaic Artwork Project   | LTI                |
| 1.2. Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons  |  |                    |
| LWLG  | Non local study tour   | CNF                |
| 2. To procure equipment, consumables or learning resources for promoting LWL  |  |                    |
| LWLG  | Teaching and learning materials for STEM and ART education             | Teachers concerned |



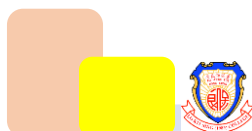

**Success Indicators (e.g. Benefits achieved, Assessment mechanism)**

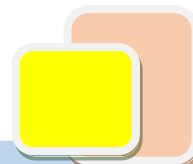
| Task Area                              | Details  |
|--|--|
| <b><u>Life wide learning Grant</u></b> |  |
| Day for you                            | <p>This is a whole-school activity organized at the start of the academic year. The aim of this activity is to foster a greater sense of belonging and strengthen the bonding among students of each class at the beginning of the school year. Various types of class-based or form-based activities have been designed to achieve these goals, including community service projects, career workshops and mental health awareness activities.</p> <p>All the planned activities were successfully held in September, and students gave very positive feedback on the events they participated in. The expenses for this activity covered transportation fees, venue rentals, purchase of materials, and hiring of external instructors.</p>                    |
| Picnic                                 | <p>The activity provide students with an opportunity to relax, relieve stress, and engage in learning experiences beyond the classroom setting. All students spent the day at the Hong Kong Baptist Assembly, where they were divided into their respective classes to participate in group activities such as ball games, a barbecue, and art workshops etc. This joyful occasion not only bolstered class unity, but also strengthened the bonds between students and teachers.</p> <p>The school picnics were successfully held in November, allowing students to enjoy a delightful and relaxing day. The expenses covered transportation fees, venue rentals, the purchase of meals and BBQ food, as well as purchases materials for the art workshops.</p> |
| Life wide learning day                 | <p>The activity was a thematic learning experience designed for F1 and F2 students, aimed at broadening their learning beyond the classroom. The activities were form-based and co-organized with various external organizations. F1 students visited the M+ Museum and Hong Kong Museum of Art, while F2 students participated in an interactive technology experience activity called "VR Electrician" at the Hong Kong Science Museum.</p> <p>All of the planned activities were successfully held in March, and students had a wonderful and meaningful day. The expenses incurred covered admission fees and transportation costs.</p>  |





|   |  |
|---|--|
| <p>Stage Cultural Day</p>   | <p>The activity was an art appreciation program designed for students in F3 to F5, providing them with ample opportunities to experiment with cultural activities and enhance their aesthetic development. The programs included an English drama production titled "Strategy". It is expected that students demonstrate their understanding by sharing their opinions and reflections with the actors and actresses immediately after the performance.</p> <p>The activity was successfully held in March, and both teachers and students provided positive feedback about the event. The main expenses were for admission fees and transportation.</p>   |
| <p>Experiential Learning Activities</p>                                       | <p>The school organized a series of experiential learning activities across different departments to support a more balanced personal development for students. These activities included career talks, sex and health education workshops, guidance programs, and Cantonese opera performance appreciation sessions. These activities were held throughout the academic year and served to not only pique students' learning interests, but also enrich their development in all areas of OLE. Furthermore, these activities helped nurture positive values and attitudes in the participating students.</p> <p>Evaluations were conducted by the respective departments overseeing the activities, and both the involved staff and students provided positive feedback. The main expenses covered workshop facilitation and the purchase of activity materials.</p>  |
| <p>Visit, field trips, workshops and competition of different departments</p> | <p>These activities encompassed extended courses and competitions organized by various subject departments and CCA activity teams. They included PE and dance training programs, choral speaking competitions, the Hong Kong International Mathematical Olympiad, 4D frame mathematics competition, as well as field trips and visits for different subjects. These activities were opened to students with relevant interests, and they aimed to cater to students' interests and abilities in order to stretch their potential and nurture positive values and attitudes. They also enriched students' development across all OLE aspects.</p> <p>Evaluations were conducted by the respective departments overseeing the activities, and both the involved staff and students provided positive feedback. The main expenses covered workshop facilitation, activity materials, and transportation fees.</p> |





|                             |   |
|-----------------------------|---|
| <p>Music for all scheme</p> | <p>It was a regular year-long music course integrated into the curriculum for all F.1 students. The aim was to cater to students' interests and abilities, and to develop their aesthetic sensibilities. It was expected students to develop their potential in the music domain and gain the confidence to showcase their learning outcomes through stage performances at the end of the year.</p> <p>Approximately 230 students participated in the program. Students behaved well during the instrument classes, and their overall performance was quite good this year. 90% of the F1 students were able to perform individually or in groups by the end of the term. All lessons were completed by August, and the main expense was the coaching fees.</p>   |
| <p>Mosaic Art Project</p>   | <p>The "Mosaic Art Project" provided students with greater exposure to the art of mosaics and the related industry. Students participated in several workshops where they learned about the various materials used in mosaic artwork and how to incorporate them.</p> <p>Four designs were selected from the project, and these were installed around the school campus during the previous summer holiday. The final instalment of payment for the project is to be settled in September. The expenses covered the workshop facilitation, coaching fees, design fees, and the purchase of necessary materials.</p>   |
| <p>Non local study tour</p> | <p>Offshore cultural exchange aims at promoting students' motivation in learning, allowing them to experience different cultures, and carrying out investigations during the tours. It was expected that students would build up self-discipline, confidence, and better cooperation and communication with teachers and classmates. Students were also expected to undertake project-based learning and make presentations after the tours.</p> <p>Some non-local study tours were held for all interested students, including an English Study Tour to Singapore, a historical and cultural investigation trip to Shanxi, and a one-day Guangzhou Panyu historical, cultural and technology exploration tour. These trips were often co-organized with external organizations like the Education Bureau. Participants were selected on a class, form, or interest basis. The expenses covered transportation, accommodation, meals, activity fees, and other related costs.</p> |

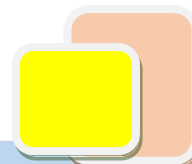


|  |  |
|--|--|
| Teaching and learning materials for STEM education | <p>The purchase of the STEM products and materials aimed at promoting STEM education in the school curriculum which is essential for students' lifelong learning and whole-person development. The expenses included the purchase of the followings:</p> <ul style="list-style-type: none"> <li>• 4D frame learning materials</li> <li>• Materials for Mathematics subject</li> <li>• Materials for Science subject</li> <li>• Materials for ICT subject</li> <li>• Instruments for Music subject</li> </ul> |
|--|--|

#### Summary on the usage of Life wide learning Grant

|  | 2021 - 2022    | 2022 - 2023    | 2023 - 2024    |
|--|----------------|----------------|----------------|
| Grants Balance from previous year  | \$1,057,330.07 | \$1,025,757.57 | \$ 917,547.67  |
| Grants Income  | \$1,174,267.00 | \$1,195,413.00 | \$1,225,351.00 |
| Grants Expenditure   | \$1,205,839.50 | \$1,436,733.90 | \$1,037,437.80 |
| 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 Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students (2023-2024)

### 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

1. School principal as the controller.
2. 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, LKA |
|   | Chinese Department activity | CNF, HHY, LKA |
|   | Post exam activity          | CNF, HHY, LKA |

### 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 teacher to enhance the support for NCS students' learning of Chinese.    | <p>Appointing additional Chinese Language teacher 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 teacher 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 teacher 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"> <li>• Evaluation from the teachers.</li> </ul> |



|  |   |
|--|---|
| 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 Chinese Culture day and Chinese Society by joining Chinese related activity like Chinese writing, reading program and Chinese Culture workshops. 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. 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"> <li>● Evaluation from the teachers.</li> </ul> |
|--|---|

Summary on the usage of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2023-2024)

|  | 2021-2022    | 2022-2023    | 2023-2024    |
|--|--------------|--------------|--------------|
| Grants Balance from previous year  | \$151,050.00 | \$151,050.00 | \$321,799.00 |
| Grants Expenditure   | \$151,050.00 | \$151,050.00 | \$321,799.00 |
| Purchasing Chinese History and Culture reading materials                                       | -            | -            | -            |
| Purchasing Chinese History and Culture learning materials                                      | -            | -            | -            |
| Appointing an additional teacher to enhance the support for NCS students' learning of Chinese. | ✓            | ✓            | ✓            |



## 保良局羅傑承(一九八三)中學 「支援推行高中公民與社會發展科的一筆過津貼」報告

內容：

本校於 2021/2022 年度獲教育局撥款 \$300,000.00 以支援學校在 2021/2022 學年起推行公民科課程。

學校可因應其校情和發展需要，靈活運用一筆過津貼以支援教師教授公民科和開展相關的學與教活動。津貼可運用於：

- 發展或採購相關的學與教資源發展或採購相關的學與教資源(包括多媒體及電子教學資源)、應用程式及軟件，以及公民科的參考資料；
- 資助學生及教師前往內地，參加和公民科課程相關的教學交流或考察活動；
- 舉辦能提升公民科學與教效能的校本學習活動；以及
- 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行聯校／跨課程活動，促進交流及觀摩。

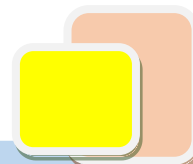
本校運用此津貼以發展或採購相關的學與教資源，為科組老師提供合適的學與教資源，以令公民科的學與教活動得以順暢展開。另外，本校在本學年分別舉辦了中四級及中五級的級際內地考察活動，以增進師生對國情的了解。

以下為 2023/2024 「支援推行高中公民與社會發展科的一筆過津貼」的使用概況：

|                                  |                     |
|----------------------------------|---------------------|
| <b>2022/2023 年度結餘</b>            | \$225,971.00        |
| <b>2023/2024 年度開支</b>            |                     |
| 公民科參考書                           | \$17,860.00         |
| 中五級公民科內地考察 - 廣州、東莞歷史文化內地考察 (2 天) | \$2,200.00          |
| 中五級公民科深圳國情考察團 (2 天)              | \$26,933.00         |
| 中四級公民科深圳國情考察團 (2 天)              | \$174,925.00        |
| <b>總計</b>                        | <b>\$221,918.00</b> |
| <b>2023/2024 年結餘</b>             | <b>\$4,053.00</b>   |







## Report on the Use of the Student Activities Support Grant (2023/2024)

### I. Financial Overview

|   |   |              |
|---|---|--------------|
| A | Allocation in the Current School Year:            | \$108,550.00 |
| B | Expenditure in the Current School Year:           | \$108,364.80 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$185.20     |

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

| Category   | Number of Student Beneficiaries | Subsidised Amount  |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance               | 22                              | \$15,168.00  |
| Full-grant under the School Textbook Assistance Scheme | 134                             | \$66,096.80  |
| Meeting the school-based financially needy criteria    | 116                             | \$27,100.00<br>(capped at 25% of the total allocation for the school year) |
| <b>Total</b>   | <b>272</b>                      | <b>\$108,364.80</b>  |





### III. Details of Expenses

| No.  | Brief Description and Objective of the Activity | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Person-times <sup>1</sup> of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences<br>(Please put a P the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|--|---|--|--|----------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|  |   |  |  |                      | Intellectual Development<br>(closely linked with curriculum)   | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| <b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them |   |  |  |                      |  |                  |                                    |                   |                            |
| 1  | Musical instrument courses                      | Arts (Music)   | 152  | \$45,397.80          | ✓  |                  | ✓                                  |                   |                            |
| 2  | Dance Training (Modern dance)                   | Physical Education   | 4  | \$2,775.00           | ✓  |                  | ✓                                  |                   |                            |
| 3  | Craftmanship & drawings                         | Arts (Visual Arts)   | 8  | \$3,050.00           | ✓  |                  | ✓                                  |                   |                            |
| 4  | Sports (Football, volleyball, tracks & fields)  | Physical Education   | 70   | \$10,037.50          | ✓  |                  | ✓                                  |                   |                            |
| 5  | Language course (Japanese, Korean)              | Foreign languages  | 8  | \$2,091.00           | ✓  |                  |                                    |                   | ✓                          |
| 6  | Visits (local tour)                             | PSHE   | 7  | \$330.00             |  | ✓                |                                    | ✓                 |                            |
| 7  | Adventures                                      | Leadership Training  | 11   | \$7,252.00           |  | ✓                | ✓                                  |                   |                            |
| (Please insert rows above if the space provided is insufficient.)  |   |  |  |                      |  |                  |                                    |                   |                            |
| <b>Expenses for Category 1</b>   |   |  | <b>260</b>   | <b>\$70,933.30</b>   |  |                  |                                    |                   |                            |

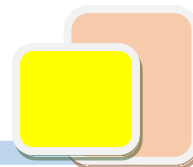




|  |                           |                             |            |                     |   |   |   |   |  |
|--|---------------------------|-----------------------------|------------|---------------------|---|---|---|---|--|
| <b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions                     |                           |                             |            |                     |   |   |   |   |  |
| 1  | Visits (China)            | Moral, Civic & National Ed. | 2          | \$2,300.00          | ✓ | ✓ |   |   |  |
| (Please insert rows above if the space provided is insufficient.)  |                           |                             |            |                     |   |   |   |   |  |
| <b>Expenses for Category 2</b>   |                           |                             | <b>2</b>   | <b>\$2,300.00</b>   |   |   |   |   |  |
| <b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities |                           |                             |            |                     |   |   |   |   |  |
| 1  | Musical Instruments       | Arts (Music)                | 28         | \$17,410.50         | ✓ |   | ✓ |   |  |
| 2  | Costumes for dance        | Physical Education          | 1          | \$239.00            | ✓ |   | ✓ |   |  |
| 3  | Sports equipment          | Physical Education          | 64         | \$16,483.50         | ✓ |   | ✓ |   |  |
| 4  | Uniform for uniform teams | Moral, Civic & National Ed. | 7          | \$998.50            |   | ✓ |   | ✓ |  |
| (Please insert rows above if the space provided is insufficient.)  |                           |                             |            |                     |   |   |   |   |  |
| <b>Expenses for Category 3</b>   |                           |                             | <b>100</b> | <b>\$35,131.50</b>  |   |   |   |   |  |
| <b>Total</b>   |                           |                             | <b>362</b> | <b>\$108,364.80</b> |   |   |   |   |  |

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.





## Evaluation Report on the Use of “One-off Grant of Mental Health at School” (2023/2024)

### Background

EDB has provided the “One-off Grant of Mental Health at School” of \$60,000 for each public-sector school and DSS school in the 2023/24 school year to implement school-based measures that can enhance the mental health of students and teachers. Schools can deploy the Grant in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers.

### Responsibility

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

|  |   |
|--|---|
| Organising “Mental Health Day”   | <u>Guidance Department</u><br>MYN           |
| Mental health promotion learning and teaching resources – “Commendable Characteristics” Campaign | <u>Guidance Department</u><br>MYN, LCO, PWS |

### Programme

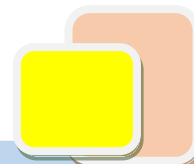
The school used the grant to organize “Mental Health Day” in November 2023. The activity aims at fostering a greater sense of belonging and strengthening the bonding among students. Class-based or form-based activities ranging from mindfulness arts workshops, ball games and tea appreciation programme etc. were organized to achieve the aims of that day. All activities were successfully held and students all gave positive feedback for the activities as they could have more in depth communications and interactions with their peers and teachers. The expenses were used for purchasing of materials.

Guidance Department has also launched “Commendable Characteristics” campaign. It aims at helping students understand and appreciate their own character strengths and foster positive student-teacher relationship. Students reflected that the campaign helped them gain crucial self-knowledge and strengthened connections with their teachers. The expenses were used for printing materials.

### Summary on the usage of “One-off Grant of Mental Health at School” (2023/2024)

| Details  | Income                                      | Expenditure |
|--|---|-------------|
| <b>Grant Received 2023/2024</b>  | \$60,000.00                                 |             |
| Organising “Mental Health Day”   |   | \$2,152.70  |
| Mental health promotion learning and teaching resources – “Commendable Characteristics” Campaign |   | \$3,380.00  |
|  | <b>Total</b>                                | \$5,532.70  |
|  | <b>Balance brought forward to 2024/2025</b> | \$54,467.30 |





## Evaluation Report on the Use of One-off Grant of Mental Health of Parents and Students (2023-2025)

### Background

To support parents in taking care of students' mental health, EDB disburses a "One-off Grant for Mental Health of Parents and Students" as a step-up measure to provide additional resources for students and parents, to help students adjust to the changes and impacts brought by the pandemic as well as enhancing the mental health of students and parents.

### Details

To support parents in taking care of students' mental health, EDB provide the Grant of \$20,000 for the Parent-Teacher Association (PTA) in the 2023/24 school year for organising activities and training programmes relating to mental health of students and parents.

### Aim of the One-off Grant of Mental Health of Parents and Students

- Equip parents with the relevant knowledge and skills on mental health.
- Help parents identify early signs of children's mental health problems.
- Help parents understand the ways of stress management and promotion of physical and mental health
- Strengthen children's positive mindset.

### Evaluation of Use of One-off Grant of Mental Health of Parents and Students in 2023/2024

Parent-Teacher Association (PTA) is organizing a talk titled 'Introduction to Music therapy' for parents. It aims to provide parents with insights into how music therapy can support mental health, emotional regulation, and interpersonal connections. From the results of questionnaire, participants (parents) satisfied the content and agreed that the talk achieved the following tasks :

- Equip parents with the relevant knowledge and skills on mental health.
- Help parents understand the ways of stress management and promotion of physical and mental health.
- Support parents in taking care of students' mental health.
- Promote parents' mental health.

Overall, the talk appears to be effective in addressing mental health-related topics and providing valuable support to parents.

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

| Details                                     | Income                                      | Expense            |
|---|---|--------------------|
| <b>Grants Received 2023/2024</b>            | \$20,000.00                                 |                    |
| talk titled 'Introduction to Music therapy' |   | \$4,850.00         |
|   | <b>Balance</b>                              | <b>\$15,150.00</b> |
|   | <b>Balance brought forward to 2024/2025</b> | <b>\$15,150.00</b> |





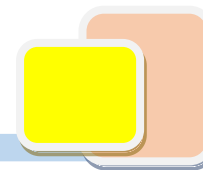
保良局羅傑承(一九八三)中學  
維護國家安全及國家安全教育相關措施的年度報告  
2023/2024 學年

| 範疇   | 措施  | 施行概況   | 成效及反思   |
|------|---|--|---|
| 學校行政 | 透過「維護國家安全及國家安全教育」工作小組： <ul style="list-style-type: none"> <li>- 持續協調及監察各科組執行有關措施的落實情況和成效；</li> <li>• 促進不同持份者的溝通和協作，加強學生品德培養和相關的訓育輔導工作；</li> </ul> | <ul style="list-style-type: none"> <li>• 於學年初舉行會議，商議在學校推行關於維護國家安全及國家安全教育的工作計劃。</li> <li>• 於學年終結前收集各科組/部門就國民教育及國家安全教育的實施情況作出的檢討報告。</li> <li>• 在學年終結前舉行會議，檢視工作計劃的推行成效。</li> </ul>  | <ul style="list-style-type: none"> <li>• 工作小組由來自不同行政組別及學科的成員組成，能就範疇制定工作計劃，亦能促進不同持份者的溝通和協作。</li> <li>• 小組於每學期能檢視各科組的學與教資源教材及設備的報告，可更有效監察各科組落實有關措施的情況。</li> </ul>   |
|      | <ul style="list-style-type: none"> <li>• 加強防範和制止在學校裏進行任何違反《基本法》、《香港國安法》和所有適用於香港的法律的教學和活動，預防並處理政治或其他違法活動入侵校園，以免干擾學校的正常運作，影響學生學習。</li> </ul>        | <ul style="list-style-type: none"> <li>• 於開學時，向全體教職員發出內部通告提醒各人必須確保在學校裏不得進行任何違反《基本法》、《香港國安法》和所有適用於香港的法律的教學和活動；</li> <li>• 根據由保良局制備及經法團校董會通過的「教職員行為守則」，並參考教育局不時發出／更新的指引，因應校本情況，向全體教職員制定具體策略和應變措施</li> <li>• 若有任何持份者在學校進行任何違法行為，學校會啟動危機處理小組介入處理。</li> </ul> | <ul style="list-style-type: none"> <li>• 全體教職員已於相關的內部通告上簽署，以示明白及知悉通告內容。</li> <li>• 校園環境和氣氛平和有序，學生能建立正面的價值觀，有效防止政治活動入侵校園。</li> <li>• 學校宜制定、持續檢視及優化校本應變措施(例如優化危機處理機制)及指引，以應付涉及危害國家安全的行為和活動，包括適時處理突發情況，並盡快向教育局報告。</li> </ul> |



|                     |  |   |   |
|---------------------|--|---|---|
| <p>學校行政<br/>(續)</p> | <p>強化校舍管理機制及程序</p> <ul style="list-style-type: none"> <li>包括租借校園設施、巡查校園範圍及定期檢視圖書館藏書，確保校園活動及展示的字句或物件不會涉及危害國家安全。</li> <li>確保校園內以學校名義舉辦的活動（包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等），不會涉及危害國家安全的行為和活動。</li> </ul> | <ul style="list-style-type: none"> <li>當值老師及學校管理層會定時巡查校園範圍，確保校園內展示的字句或物件不會涉及危害國家安全。</li> <li>圖書館參照公共圖書館的對館藏的審視機制及專業判斷，經由科任老師及科組負責人檢視後，已將不恰當的書籍下架。</li> <li>借用機構須於借用校園設施申請表上，簽署聲明在校內的活動及展示的字句或物件不會涉及危害國家安全；</li> <li>校方會小心挑選協辦團體及先了解講者背景，以確保邀請任何校外合作機構、校友或家長教師會等為學生舉辦的活動時，不會涉及危害國家安全的行為和活動。</li> <li>校外人士到校進行/舉辦活動均須簽署「校外人士到校進行/舉辦活動維護國家安全承諾書」。</li> </ul> | <ul style="list-style-type: none"> <li>借用機構於申請借用學校場地前，能從校方得悉租借人不得展示、發放或舉行任何涉及危害國家安全的資料、訊息或活動。</li> <li>於教師手冊中宜加入當值老師須就維護國家安全巡查校園的工作須知。</li> <li>科組負責人雖已透過圖書館藏審視機制，將不恰當的書籍下架，圖書館亦應一併處理其他電子館藏。</li> <li>而副校長 3 及圖書館主任可進一步檢視其他館藏。</li> </ul> |
|---------------------|--|---|---|

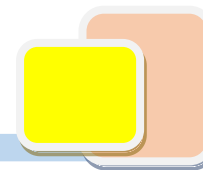




|                     |  |  |   |
|---------------------|--|--|---|
| <p>學校行政<br/>(續)</p> | <p>定期升掛國旗及奏唱國歌</p> <ul style="list-style-type: none"> <li>於學生上學日子,每周舉行升旗儀式及奏唱國歌</li> <li>於主要典禮及特別場合升掛國旗及奏唱國歌</li> <li>於重要日子透過「國旗下講話」分享國家新近發展、中華文化、中國歷史、國歌／國旗／國徽的意義等不同題目</li> <li>以加強學生對國情和國家安全的認識、提升國民身份認同,以及培育他們成為守法的良好公民。</li> </ul> | <ul style="list-style-type: none"> <li>現時安排每星期及重要日子前後於學校禮堂舉行升旗儀式及奏唱國歌,全校師生,一同參與。</li> <li>升旗儀式由童軍及女童軍派出成員輪流擔任升旗手</li> <li>每個上課日於室外升掛國旗</li> <li>每次升旗儀式,透過「國旗下講話」加深學生對國家的認識,提升他們的國民身分認同。</li> <li>「國旗下講話」主題包括國家在科技、經濟及外交方面的新近發展、中華文化、中國歷史、一國兩制的實踐、國家憲法、基本法及國安法等不同題目。</li> </ul> | <ul style="list-style-type: none"> <li>學生已熟悉及習慣有關升旗儀式的安排,能在儀式中表現出恰當的禮儀,包括面向旗桿肅立、向國旗行注目禮。</li> <li>學校已添置效果更佳的流動桿桿及影音器材,又徵用更多人手協助進行升旗儀式,此舉能令儀式進行得更為流暢,令在場參與的師生更加投入。</li> <li>校方已另行組織一支升旗隊伍,聘用外間機構加強訓練,期望於新學年由升旗隊負責每周以中式步操進行升旗儀式。</li> </ul> |
|---------------------|--|--|---|







| 範疇   | 措施  | 施行概況  | 成效及反思  |
|------|---|---|--|
| 人事管理 | <p>持續監察執行員工聘任機制和程序的落實情況和成效</p> <ul style="list-style-type: none"> <li>學校跟據《僱傭條例》、《教育條例》、《教育規例》、其他相關法例及僱傭合約，以及《資助則例》和教育局發出的相關指引，包括教育局通告第 14/2023 號《加強保障學童的措施：學校教學及非教學人員的聘任》，辦理員工聘任程序。</li> <li>向新入職員工講解及派發「教職員行為守則」，並連同聘書一同簽署及同意予以遵守。現職員工均在每學年初的校務會議要求簽署及予以遵守。提醒教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。</li> </ul> | <ul style="list-style-type: none"> <li>已向本年度所有新入職員工講解及派發「教職員行為守則」，並連同聘書一同簽署及同意予以遵守，在開學前的校務會議上亦已要求現職員工簽署及予以遵守「教職員行為守則」。</li> <li>聘任教職員前，校方向前任僱主查詢其工作表現及態度，亦向其索取相關的服務證明文件。</li> <li>學校已核實本學年聘任的常額教師已符合《基本法》測試的要求，亦已核實擬於 2024/25 學年聘任的教師符合《基本法及香港國安法》測試要求。</li> <li>持續提示在職教師須接受由教育局提供有關《憲法》、《基本法》及《香港國安法》的培訓。</li> <li>若得悉員工涉嫌干犯嚴重罪行或失德行為，校方會啟動危機處理機制介入調查，並根據教育局通告第 14/2023 號所規定，向教育局呈報，以供局方考慮採取跟進行動。</li> </ul> | <ul style="list-style-type: none"> <li>校方能指引按局方要求聘任已符合《基本法及香港國安法》測試要求的教師，以培育學生成為德才兼備有承擔有視野、愛國愛家的終身學習者，以迎接未來的挑戰和機遇。</li> <li>所有員工已簽署同意予以遵守「教職員行為守則」。</li> <li>所有教職員能奉公守法，合力締造平和有序的校園環境和氣氛。</li> </ul> |



|                     |  |   |  |
|---------------------|--|---|--|
| <p>人事管理<br/>(續)</p> | <ul style="list-style-type: none"> <li>向學校所有教學和非教學人員清楚說明教職員均須秉持專業操守遵守法律及社會接受的行為準則，以符合社會對他們的道德及專業方面的期望，保障學生的福祉。</li> </ul>  | <ul style="list-style-type: none"> <li>於教職員會議時作出提示並透過教職員通告及保良局制備的「教職員行為守則」說明教職員均須秉持專業操守，遵守法律及社會接受的行為準則。</li> <li>通過校本的人事管理和考績機制，每年進行考績時適當地檢視教職員的工作態度及專業操守。</li> </ul> | <ul style="list-style-type: none"> <li>所有員工已簽署同意予以遵守「教職員行為守則」。</li> <li>全體教職員傳閱通告後，求各人員閱後簽署以示明白通告內容。</li> <li>全體教職員於完成考績檢視後，能予以肯定其操守及工作態度能遵守法律及符合社會接受的行為準則。</li> </ul> |
|                     | <p>持續檢視外聘非教學人員的機制和程序</p> <ul style="list-style-type: none"> <li>於外聘的非教學人員(包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等)的招標文件／服務合約中，列明其工作表現和操守須符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。</li> </ul> | <ul style="list-style-type: none"> <li>學校於外聘的非教學人員的招標文件／服務合約的條款中已列明外聘的非教學人員的工作表現和操守須符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。</li> </ul>                                   | <ul style="list-style-type: none"> <li>於合約中列明外聘人員工作表現和操守須符合要求能更完善外聘非教學人員的機制和程序。</li> </ul>   |





| 範疇    | 措施  | 施行概況  | 成效及反思  |
|-------|---|---|--|
| 教職員培訓 | <p>持續鼓勵及安排教職員參加專業培訓</p> <ul style="list-style-type: none"> <li>鼓勵教職員參加教育局舉辦的培訓課程／講座或研討會，接受適當的國家安全教育培訓，進一步提升他們對國家安全的認識。</li> <li>持續透過內部通告、教師會議、教師發展日等，提升教職員對《香港國安法》的認識。</li> </ul> | <ul style="list-style-type: none"> <li>各科組透過內部通訊群組、傳閱紙本通告及內聯網鼓勵成員參加與國家安全教育、《香港國安法》、國情教育及價值觀教育相關的專業培訓。</li> <li>本學年有 87 人次完成由教育局舉辦的相關培訓課程。</li> <li>全體教師於 2024 年 2 月 22 日及 6 月 6 日分別參加了教育局主辦的到校國家安全深化講座及由工作小組安排名為「國家安全重點領域」的培訓講座。</li> </ul> | <ul style="list-style-type: none"> <li>本學年有 87 人次完成教育局的相關培訓，比去年的 73 人次增加了 19.2%，反映教師更在意於參加與國家安全教育及價值觀教育相關的專業培訓。</li> <li>出席培訓講座的教師表明透過不同的專業培訓，深化了他們對國家安全認識，仍能從示例中啟發他們透過多元策略、把課程及國家安全自然連繫、有機結合，並於課堂內外於不同的科組間互相配合以全校參與的方式，共同令學生在認知層面、情感層面及行為／實踐層面上，提升學生的國民身分認同及自覺維護國家安全。</li> <li>可鼓勵更多教師參加內地考察，親身了解內地新近發展，以第一身了解國情。</li> <li>可鼓勵教師更多參與專業交流，吸取前人的成功經驗，有助更有效推動本校的國家安全教育工作。</li> </ul> |



| 範疇  | 措施  | 施行概況   | 成效及反思  |
|-----|---|--|--|
| 學與教 | <p>加強全校層面的課程統籌與策劃，增潤各科組按學生的認知能力：</p> <ul style="list-style-type: none"> <li>讓學生更清楚認識國家安全的重要性、《香港國安法》的立法背景、內容和意義等，以加強學生國家安全的觀念</li> <li>鞏固學生對國情、中華文化，以及《憲法》和《基本法》的認識，從而進一步提升他們的國民身份認同、守法精神，以及共同維護國家安全的意識和責任感。</li> <li>透過全校層面的課程及全方位學習活動，按學生的認知發展及能力，進一步加強他們對國家歷史和發展的認識，提升國民身份認同。</li> </ul> | <ul style="list-style-type: none"> <li>於學期初要求各科組/部門提交國家安全教育教學活動規劃表以作統籌及策劃。</li> <li>透過相關學科，如中史、公民與社會發展及公民、經濟與社會的課程鞏固學生對國情、中華文化，以及《憲法》和《基本法》的認識。</li> <li>中文科籌辦中國文化日，以弘揚不同的中華文化。</li> <li>公德國教組推出了多項多元化的學習活動，透過展板、問答比賽及全校參與的模式，以加強學生對國家的認識。例如：於一些重要日子期間，如南京大屠殺國家公祭日於第二禮堂在午飯及放學後播放相關短片、參加全民國家安全教育日相關的全港性活動等。</li> <li>於全民國家安全教育日的前後日子，安排特別早會，以營造維護國家安全的氛圍，加強師生對國家安全的認識和對國家的歸屬感。</li> <li>於《香港國安法》頒布四周年前後日子的早會，由副校長向在場學生講解《香港國安法》的立法背景、內容和意義等。</li> </ul> | <ul style="list-style-type: none"> <li>在緊迫的課程下，科任老師未必有足夠的課時把有關課程加以增潤，透過多元化的全方位學習活動更有效提升學生對國情、中華文化的興趣。從而提升他們的國民身份認同、守法精神，以及共同維護國家安全的意識和責任感。</li> <li>相關科組可就展覽內容擬訂不同的任務給學生，讓學生參觀展覽時，可以更投入，亦能對展覽內容有更深入的認識。</li> <li>宜在可行的情況下，在相關的活動中引入反思工作紙，讓學生反思及內化如何把活動中所學的作進一步的應用行動，以逐步構建他們的國民身分認同。</li> </ul> |

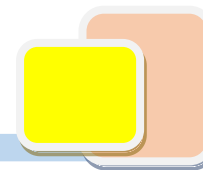




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| <p>學與教<br/>(續)</p> | <ul style="list-style-type: none"> <li>• 持續檢視課程的設計以及選取或編訂的學與教資源內容和質素符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容，並切合學生的程度和學習需要。</li> <li>• 提醒教師須選用合宜資料，不得宣揚個人政治立場或傳達扭曲的價值觀、不得發表煽動性的言論、不得滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，不得鼓動或默許學生參與校外政治活動等。</li> </ul>        | <ul style="list-style-type: none"> <li>• 於學年初的教職員會議及科組會議中，提醒教師須選用合宜資料，不得宣揚個人政治立場或傳達扭曲的價值觀、不得發表煽動性的言論、不得滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，不得鼓動或默許學生參與校外政治活動等。</li> </ul>   | <ul style="list-style-type: none"> <li>• 科主任定期檢視教師使用的學與教材料，能有效地確保學與教資源內容和質切合學生的程度和學習需要。</li> </ul>   |
|                    | <p>建立素材庫</p> <ul style="list-style-type: none"> <li>• 指示教師上載教材及教師所設計的課業、參考資料、擬備的測考題目等於學校檔案伺服器內，以便校長、副校長、科主任有效瞭解及檢視課程內容及設計，以符合教育局要求及規定。</li> <li>• 要求各科組將有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源上載於學校檔案伺服器內存檔，並加入年期規定，存檔3年，供小組成員及相關科主任持續監察。</li> </ul> | <ul style="list-style-type: none"> <li>• 已於學校的網絡磁碟中預留空間供各科組存放有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源，各項素材須存檔3年，供校長、副校長、科主任瞭解及檢視課程內容及設計。</li> <li>• 於每次的教職員會議指示各科組須把教師所設計的課業、參考資料、擬備的測考題目等上載學校檔案伺服器內。</li> <li>• 安排「維護國家安全及國家安全教育」工作小組檢視內容。</li> </ul> | <ul style="list-style-type: none"> <li>• 部份科組能按指示把相關的校本學與教資源存放於網絡磁碟中。</li> <li>• 校方可於學期初，透過內部通告提醒各科組需把相關教材須存檔3年，供校方查閱。</li> <li>• 「維護國家安全及國家安全教育」工作小組定期檢視各科組存放學與教資源的情況，可有效監察各科組的推行情況。</li> </ul> |

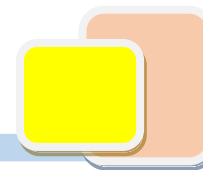






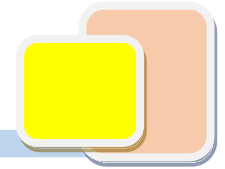
| 範疇      | 措施  | 施行概況   | 成效及反思  |
|---------|---|--|--|
| 學生訓輔及支援 | <p>持續檢視及制定校本訓、輔機制，以配合社會的發展及《香港國安法》的實施</p> <ul style="list-style-type: none"> <li>加強正向教育及加強學生品德培養和相關的訓育輔導工作；提升學生的資訊素養，發展學生在搜尋、評估及使用資訊（包括社交媒體）等能力，引導他們建立正確的價值觀和同理心，成為守法守規的良好公民</li> </ul> | <ul style="list-style-type: none"> <li>學校向優質教育基金成功申請撥款推行「我的行動承諾」加強版活動，並為不同持分者提安排培訓活動，以提升他們的媒體資訊素養。</li> <li>學務處已開展統籌各科組推行資訊素養的工作。</li> <li>校方推行了多項全方位正向教育活動，培養學生以積極正面的態度而非用較激進的方法去應對生活的衝擊和挑戰。</li> <li>校方於 2023 年 11 月舉行了精神健康日，為學生安排能促進精神健康的活動，協助他們以積極的態度應對壓力及面對困難，並適時關懷自己及照顧自己的身心健康。</li> </ul> | <ul style="list-style-type: none"> <li>各持分者對資訊素養的認識逐步提升，校方可持續向不同持分者提供符合需要的培訓，例如生成式人工智能的應用。</li> <li>部份學生的抗逆力仍有待提升，需進一步給予適當的介入，有助他們建立更正面的人生。</li> <li>校方可鼓勵學生多參與制服團隊，透過制服團隊的活動，培養學生的領導能力和服務社會的精神，以提升他們的責任感及守法精神。</li> </ul> |
|         | <p>持續檢視懲處準則</p> <ul style="list-style-type: none"> <li>若個別學生出現違規行為，採取合適的訓育與輔導方法，幫助他們改善。</li> <li>情況嚴重或屢勸不改者，則給予適當的懲處</li> <li>因應不同需要，轉介予專業人員跟進。</li> </ul>                              | <ul style="list-style-type: none"> <li>學年初，訓育組向全體學生闡述學生的既定行為標準，亦把相關的獎懲準則詳列於學生訓育手冊中。</li> </ul>   | <ul style="list-style-type: none"> <li>詳細的獎懲準則能讓學生有守規的標準，加入門檻更低的獎分機制能鼓勵學生多做好事，學習將功補過。</li> </ul>   |





| 範疇   | 措施   | 施行概況   | 成效及反思   |
|------|--|--|---|
| 家校合作 | <p>持續與家長保持緊密溝通</p> <ul style="list-style-type: none"> <li>透過學校通告／家長日／家教會活動，與家長保持緊密溝通，幫助家長協助子女以理性和正面的態度了解《香港國安法》的立法精神。尋求家長的支持、理解和配合。</li> <li>舉辦親子講座/工作坊，以幫助家長建立良好的親子溝通、處理與子女的衝突、幫助子女明辨是非、協助疏導子女因面對社會紛爭而產生的負面情緒的心得和經驗。</li> </ul> | <ul style="list-style-type: none"> <li>本學年舉辦了 4 次家長講座(親職教育、資訊素養講座、國家安全講座及精神健康工作坊)、1 次親子旅行(參觀沙頭角抗戰紀念館)及 2 次親子活動(元宵花燈製作、糉子製作工作坊)，以幫助家長建立良好的親子關係，溝通、處理與子女的衝突、幫助子女明辨是非、協助疏導子女因面對紛爭而產生的負面情緒的心得和經驗。亦能從活動中了解國情、國家安全的概念，加強親子間的國民身分認同。</li> </ul> | <ul style="list-style-type: none"> <li>家長講座以實體型式舉行，於星期五晚、星期六早上及星期六下午，於家長的工餘時間於學校進行。惟部分家長對相關題目未感興趣，報名人數不多。校方宜可家教會代表多了解家長的意向，安排一些更切合家長須要的主題講座。</li> <li>親子旅行則相對受歡迎，校方可考慮於親子旅行中，放入更多國家安全原素，讓更多家長認識國家安全。</li> </ul> |





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