



保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

School Report

2024/2025

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 (Sept 2024)

		S1	S2	S3	S4	S5	S6	Total
2024-2025	Male	87	71	76	63	68	63	428
	Female	45	60	54	54	54	45	312
	Total	132	131	130	117	122	108	740

Attendance percentage of students in each form (Till 14/7/2025)

	S1	S2	S3	S4	S5	S6
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%
2024-2025	98.0%	97.9%	98.1%	97.8%	97.1%	98.3%

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	
2022-2023	125	123	98.4%
2023-2024	122	112	91.8%
2024-2025	130	121	93.1%

*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

	2022-2023	2023-2024	2024-2025
The University of Hong Kong	8	6	3
The Chinese University of Hong Kong	10	9	8
The Hong Kong University of Science and Technology	2	4	2
The Hong Kong Polytechnic University	5	10	11
City University of Hong Kong	7	5	3
Hong Kong Baptist University	6	3	6
Lingnan University	5	3	2
The Education University of Hong Kong	4	4	2
Other Local Degree Programme	21	17	27
Other Local Associate Degree / Higher Diploma Programme	36	34	36
Other Diploma / Foundation Diploma / Certificate Programme	3	2	1
Overseas Study (including Mainland and Taiwan Study)	5	4	2
Repeat	1	1	3
Working	1	2	0
Unknown	3	1	2
Total number of students	117	105	108

Early School Leavers

	Number of class	Student number (September 1 st)	Number of school leavers (September 1 st to August 31 st)	Percentage
2022-2023	24	728	4	0.6%
2023-2024	24	731	7	0.95%
2024-2025	24	740	7 (As of 16/7/2025)	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)
2022-23	1	54	1	0	0
2023-24	1	55	1	0	0
2024-25	1	55	1	0	0

Highest Academic Qualifications attained by teachers

	Master's Degree or above		Bachelor's Degree	
2022-23	26/57	46%	31/57	54%
2023-24	28/58	48%	30/58	52%
2024-25	26/58	45%	32/58	55%

Percentage of Professionally-trained Teachers

	Number of teaching staff in establishment	Holding a Bachelor's or a higher degree with formal teaching training	Percentage
2022-23	54	54	100%
2023-24	55	53	96.4%
2024-25	55	53	96.4%

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

Subject	2022-2023		2023-2024		2024-2025	
	Number	Percentage	Number	Percentage	Number	Percentage
Chinese	11/11	100%	10/11	91%	11/11	100%
English	11/11	100%	12/12	100%	11/11	100%
Mathematics	11/12	92%	11/12	92%	11/12	92%

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

Language	2022-2023		2023-2024		2024-2025	
	Number	Percentage	Number	Percentage	Number	Percentage
English	11/11	100%	12/12	100%	11/11	100%
Putonghua	4/4	100%	3/3	100%	3/3	100%



Teaching Experience

Teachers' Experience

	0-4 years	5-9 years	10 years or above
2022-2023	22	3	32
2023-2024	22	5	30
2024-2025	22	5	31

Professional Development of the Principal and Teachers

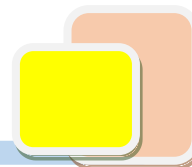
CPD hours by Principal

	Principal	Total CPD hours
2022-2023	Principal, Law Wing Chung	273
2023-2024	Principal, Law Wing Chung	282
2024-2025	Principal, Law Wing Chung	288

CPD hours by Teachers

	Number of Teaching Staff in staff establishment	Average CPD hours per teacher
2022-2023	54	72
2023-2024	55	77
2024-2025	55	68





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
2022-2023	192	168	11
2023-2024	190	163	11
2024-2025	190	164	11

Teaching Hour Percentage of Eight Key Learning Areas

	Chinese Language	English Language	Mathematics	Science	Technology	Personal, Social & Humanities	Arts	Physical Education	Total
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%
2024-2025	17.1	16.3	14.6	12.2	6.5	16.3	7.3	5.7	95.9%

Student Reading Habit

Students use library resources from school library (in percentage)

		2022-23	2023-24	2024-25
Once or above / week	S1 – S3	19	20	21
	S4 – S6	8	10	12
Once or above / 2-week	S1 – S3	29	31	33
	S4 – S6	14	15	16
Once / month	S1 – S3	46	44	41
	S4 – S6	44	44	43
Less than once / month	S1 – S3	4	3	3
	S4 – S6	31	30	28
Never	S1 – S3	2	2	2
	S4 – S6	3	1	1

The average number of loans from school library

	Average number of loans per head	
	S1-S3	S4-S6
2022-23	20	10
2023-24	22	10
2024-25	22	10



Our Learning and Teaching

1. Curriculum

With a symmetrical structure of 24 classes, the school maintains a stable staff establishment, enabling it to focus intently on curriculum innovation and student development.

We are committed to delivering a broad and balanced curriculum that equips students with a robust academic foundation to thrive in future pursuits. Aligned with the **Eight Key Learning Areas** and **Seven Learning Goals**, our curriculum encompasses a diverse range of subjects. Each subject department designs and implements tailored pedagogical strategies to foster students' ownership of their learning journey, encouraging active participation and constructive engagement in classroom activities.

To optimize subject offerings that align with students' abilities, interests, and career aspirations, we conduct regular curriculum development meetings and surveys on **S3 students' subject selection preferences**. In addition to the four core subjects and the **Mathematics Extended Part Module 2**, we offer **11 HKDSE elective subjects**, including:

- Sciences KLA: Physics, Chemistry, Biology
- P.S.H.E. KLA: Economics, Geography, Chinese History
- Technology Education KLA: Business, Accounting and Financial Studies, Health Management & Social Care, Information and Communications Technology
- Arts & Physical Education KLA: Physical Education, Visual Arts

Students can choose from **103 elective subject combinations**, a comprehensive range that caters to the majority of subject selection preferences.

Our school boasts extensive expertise in cultivating students' generic academic competencies. Our ongoing academic programs include:

- Extensive Reading Scheme
- Subject-specific reading promotion initiatives
- Project/problem-based learning

Cultural and Practical Subjects

To provide a well-rounded education, our curriculum includes a diverse range of cultural and practical subjects, such as Music, Visual Arts, Technology and Living, and Information & Communication Technology (ICT). These subjects aim to cultivate an entrepreneurial mindset among students. The curriculum is designed to engage students in reflective learning while helping them develop practical skills. Learning activities focus on fostering creativity, appreciation, and effective communication abilities. The skills, knowledge, and attitudes gained from these subjects empower students to understand goals, decision-making processes, and the social, physical, and psychological needs of individuals, families, and communities.



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. STEAM is the trend for new era of education, students could apply science knowledge and their creativity to solve problems. They also need mathematics knowledge as a tool to assist their works.

To achieve the aims, we adopt variety of STEAM-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. We also introduce coding in junior form ICT curriculum, students have to learn micro:bit and Arduino for coursework and even robotic competitions. 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.

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.

AI is the trend for future development, the school has joined “AI for Science Education” funding programme for training teachers applying AI in teaching junior science. With the guidance of teachers, students can apply AI tools such as machine learning or ChatBot in scientific investigation.

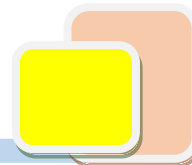
Civic Education

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

In junior forms, Citizenship, Economics and Society, Life 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, the Governance of the HKSAR, 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, Po Toi Islands Field Trip and the Legislative Council 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 2025 “My





Interfaces with the Belt and Road Initiative” Integrated Ability Competition, the Constitution, Basic Law and National Security Online Quiz Competitions and Hong Kong Inter-School Constitution Speech Competition (2024/25).

Arts Education

In addition to Visual Arts and Music lessons in the curriculum, our school offers a variety of extracurricular activities and events, such as the English Drama Competition, Dance Festival, and Singing Contest, which enhance students' learning experiences. Furthermore, events like Chinese Cultural Day and Stage Cultural Day allow students to delve deeper into acting and drama. These activities expose students to various art forms, provide training opportunities to develop essential skills, and help them achieve professional-level competence. Additionally, they offer specialized performance platforms for talented students.

2. Extended Learning Experiences

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.

We are also devoted to providing rich and diverse learning experiences for our students. In particular, we offer various programs to nurture our elite students. 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.

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. 4D Frame Competition, JA Company Programme and Odyssey of the Mind are outstanding examples. Besides, different learning activities and co-curricular activities were also held inside and outside school to support students' whole-person development.

3. Timetable

To enhance classroom learning efficiency, we have implemented a **40-minute per lesson** timetable since the 2016/2017. This academic year, the weekly lesson count has been increased from **40 to 41**, allowing for a more diverse daily lesson schedule. This adjustment is designed to sustain students' learning interest and focus by introducing greater curricular variety throughout the school day.



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 capabilities, the school awards the Active Learner Scholarship each year as a form of support and recognition. This year, 73 students were awarded the scholarship.

5. Extensive Reading Scheme

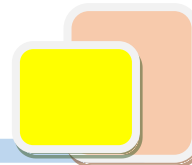
In order to strengthen students' interest in reading, nurture their reading habits, and foster a city-wide reading culture, we have spared no effort in implementing various reading schemes and activities.

Whole-school participation is a key factor in the success of our reading promotion. With a shared belief and mission, teachers from all departments are committed to enhancing the reading atmosphere. The synergy created through this close collaboration is evident and helps us accomplish the goals of our reading initiatives. We implement the "eRead Scheme" (開卷有益) to encourage students to develop strong reading habits across all subjects, including CMNSHE.

To raise students' sense of achievement, the English Department supports them in advancing their reading capacity in stages through the Extensive English Reading Scheme (EER). In addition to the EER, the English Department also runs the Intensive English Reading Scheme (IER), where Form 1 and Form 2 students are introduced to various genres, including classic stories, adventure tales, and science fiction. As they progress, students explore additional genres such as detective fiction and fantasy. The Block Loan of the Harry Potter series has been a powerful tool for encouraging goal setting among students.

Recognizing Form 3 as a critical transition stage between junior and senior levels, we have adopted a mentorship policy for the "Extensive Reading Scheme 廣泛閱讀計劃." This initiative facilitates academic discussions and helps third-formers lay a solid foundation for their senior secondary studies. The scheme aligns with the school's major concern, aiming to promote positive reading attitudes and habits that ultimately develop students into effective learners. Face-to-face interviews with reading tutors encourage in-depth discussions and personal reflections on reading.





For elective subjects in senior forms, our “Block Loan Scheme 集體借閱計劃” provides access to shared extra-curricular reading materials aligned with curriculum development. This scheme creates an effective platform for more active classroom discussions.

As e-resources are particularly important for enabling remote access to reading materials, our school library and the Reading Promotion Committee continuously promote the use of e-books and the Online Question Bank (OQB@EdCity), which foster students’ learning responsibility and commitment.

To further promote the reading atmosphere, 11 sessions of “Reading Sharing on Stage 齊齊享BOOK” are regularly conducted during morning assemblies, where teachers and students share their reflections on stage in the school hall. Additionally, a lunchtime program, “Meeting@meteor 相約天璣角,” is launched for Form 2 students, with Form Teachers arranging e-reading sessions in small groups.

A special day in the school calendar has been designated as our traditional “Reading Celebration Day,” held after examinations. On this day, all teachers and students immerse themselves in a rich reading atmosphere and share the fruits of their subject reading activities throughout the year. The publication A Good Day Starts with a Good Book was released in print and uploaded to the school library’s homepage. In preparation for the new e-book platform in the upcoming academic year, a workshop on “e 悅讀學校計劃” was conducted by Reading City.

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

6. IT Learning & Teaching

Enhancing Learning Through Technology

This year, we’ve taken exciting steps to modernize our school’s technology infrastructure, ensuring our students are well-prepared for the digital age. Our upgraded campus-wide Wi-Fi network now provides faster, more reliable internet access that can support all students using devices simultaneously - a crucial foundation for our digital learning initiatives.

Smart Classrooms for Engaged Learning

Every classroom in our school, including the Computer Room and the Civic Education Exploration Space, now features large interactive touchscreens. These smart boards have completely replaced traditional blackboards, allowing teachers to present dynamic multimedia lessons with just a touch. We’ve also refreshed all teacher desk to create more functional, tech-friendly teaching spaces.



Flexible Learning Spaces

Our Computer-Assisted Learning Room has undergone a complete transformation. Gone are the old fixed computer stations - in their place, we've created adaptable learning spaces with movable furniture, tablets and notebook computers. This flexible setup works perfectly for hands-on STEAM activities and group projects, making lessons more interactive and collaborative.

Learning Without Limits

Our Bring Your Own Device (BYOD) program, combined with full campus Wi-Fi coverage, means learning isn't confined to the classroom. Teachers can assign digital work through our e-learning platform, allowing students to continue their learning at home - truly blending classroom and independent study in ways that suit each learner's needs.

Digital Teaching Infrastructure

The school has equipped every teacher with an iPad to support teaching and learning. Most teachers have become proficient in using iPads to implement e-learning strategies and explore various educational apps.

Promoting Self-Directed Learning

To foster students' self-directed learning, teachers leverage digital platforms to deliver curated resources:

- **Digital Learning Materials:** Curated content for independent reading is shared via Google Classroom and eClass.
- **Customized Instructional Tools:** Some teachers create tailor-made instructional videos hosted on YouTube to facilitate self-paced learning.

Flexible Online Teaching Capabilities

Real-time online teaching can be conducted via the Zoom platform when necessary, ensuring continuity in instruction across in-person and virtual settings.

Teacher Competency and E-Learning Development

Teachers have demonstrated enthusiasm and growing confidence in using e-teaching tools to enhance the effectiveness of instruction. This has provided a valuable opportunity to:

- Promote advanced e-learning strategies, including the integration of **artificial intelligence (AI)** in education.
- Continuously refine digital pedagogies to meet evolving student needs.



7. STEM Education

This year, our school proudly participated in the Inaugural Hong Kong Academic Bio-Innovation STEAM Education Awards Ceremony, organized by the Hong Kong International Biotechnology Forum and Exhibition, and received multiple prestigious honours. These included the Hong Kong Outstanding STEAM Education School Award, the Outstanding STEAM Principal Leadership Award, and the Outstanding STEAM Teacher Teaching Award.

Our students excelled in the Odyssey of the Mind (OM) Hong Kong Regional Competition, once again winning the championship in Problem 5, Division 3 (High School). Representing Hong Kong at the World Finals in the United States, our team achieved an impressive 12th place globally in the 2025 competition.

Teachers and students continued to actively engage in programming and robotics competitions. Our students earned the Gold Award and the Best Performance Award in the WRO Hong Kong Robot Challenge Winter Season 2025. Notably, Tsang Tsz Hin from Class 4A was named Overall

Champion and NT-West Champion in the ICE Challenge CodeCombat 2024–25 HK-MO Grand Final (Secondary Division).

With funding support from the "IT Innovation Lab in Secondary Schools" (IT Lab), we organized a wide range of courses in artificial intelligence, cybersecurity, and programming, enabling students to explore emerging technologies and pursue innovative research in the field of information technology.

To help students gain early insights into future academic and career paths in STEM, we arranged a two-day, one-night Mainland Technology Exploration Trip for all Form 3 and Form 4 students. This experience deepened their understanding of technological advancements in mainland China and strengthened their sense of national identity.

The Visual Arts Department participated in the Jockey Club “Knocking on Memory” Arts, Technology, and Cultural Education Program, which integrated digital virtual reality (VR) and augmented reality (AR) technologies with multimedia to showcase unique local areas and historical cultures. This initiative nurtured students’ artistic creativity, aesthetic appreciation, and moral development.

To reinforce students’ scientific investigation skills and enhance their STEAM capabilities, we organized a series of workshops for junior science students, including Introduction to Micro:bit, Scientific Investigation, Testing Water Quality Using Micro:bit and Data Processing Skills and Result Presentation.



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 ways to handle student cases, positive education, information literacy, students' career planning 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 executive 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

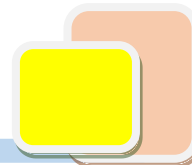
All junior students are required to carry out project learning during summer vacation. The aim of Project Learning is to provide students with an opportunity to demonstrate their creativity, to 'do their own thing' free of the constraints of the conventional setting and also to acquire the generic skills 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 (20/9/2024), 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 mental health among students. The PLK SunTeen Programme, iACT Mind HK Programme, "Cyber-joy-Enjoy" Project by CITYU CARE LAB 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.

Policies, Resources and Support Measures of Implementing of Whole School Approach to Integrated Education

Policy

The Whole School Approach (WSA) to integrated education is implemented based on five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration, premised on the synergy of culture, policies and practices. Resources are deployed to provide appropriate and diversified support to students with special educational needs (SEN) in order to enhance their learning and adjustment to the school life. The 3-Tier Intervention Model is adopted to cater for students with SEN. Regular communication channels are established to facilitate parents' participation in the formulation of support strategies for students with SEN.

Resources

To facilitate our school's support to students with SEN, additional resources are provided by the Education Bureau. They are the Learning Support Grant, School-based Speech Therapy Administration Recurrent Grant, 1 SENCO, 1 SENST and 1 PLK Educational Psychologist.

Support Measures and Allocation of Resources

A Student Support Team, headed by the SENCO, is established to provide tailored support to students with SEN. The team members include the Principal, Vice Principal, representatives from ACD, GCD, DID, English and Chinese departments, PLK educational psychologist and social worker. SENST is assigned to handle relevant teaching tasks, such as supporting students with SEN in areas like learning, emotional and behavioural issues, as well as individualized education programmes through various methods (e.g. co-teaching, group teaching, collaborative teaching



in-class support). Additionally, the SENST assists the SENCO in managing tasks related to integrated education, including promoting home-school collaboration, enhancing early identification and intervention and managing data for students with SEN. One teaching assistant and one assistant teacher are employed in the implementation of the WSA to catering for student diversity. The assistant teacher is assigned to support students with SEN in a S2 Chinese Language class through collaborative teaching and provide language support to senior form students.

In addition, writing pull-out classes/ after-school enhancement classes are arranged to support students with SEN who have weaker Chinese language abilities. After-school revision classes and language remedial classes are offered to students in need. Reading and writing classes are offered to students with specific learning difficulties (SpLD). Social skills classes and executive functioning classes are offered to students with Autism Spectrum Disorder (ASD) and Attention Deficit/ Hyperactivity Disorder (ADHD) with the collaboration of school social worker and/ or teaching assistant. Therapeutic programmes are offered to students with mental illness (MI) with the collaboration of school social worker. A counselling psychologist service from HK Shue Yan University and mental health programmes such as iACT and Student Mental Health Support Scheme are offered to support the well-being of students in need. Speech therapy sessions are offered to students with speech and language impairment (SLI). Social activities and career immersion activities are offered to students in need with the collaboration of school social worker and/ or teaching assistant. An '83 Buddy Group' is set up to train and cultivate students' empathy and promote an inclusive culture through participation in various voluntary service. Students of the junior classes are connected to those in the senior classes. The participation in EDB's AIM Project assists students with ASD in mastering skills for learning adaptation, social communication and emotional regulation while the participation in the Jockey Club's Keen and Active Kids Project assists students with ADHD in mastering skills for impulse control and social behaviour, emotional regulation, planning and organisation, and task completion.

Moreover, attendance, homework and assessment accommodation are provided to students in need. Their learning achievements are recorded via class observation and reported to the parents concerned when appropriate. Parents are contacted through sunshine calls and a summary of student support is provided to inform them about the tier of support, measures and services being received by the student. Parent education, including seminars, training groups and workshops, is organized to equip parents with better understanding of students with SEN and render their support in alignment with the school measures. PLK educational psychologist, school social workers and social workers of non-governmental organisations are invited to provide training for teachers. This includes 'supporting students with SEN through the WSA', 'strategies for handling students with SEN' and 'child protection'.

Form Coordination

Our school boasts a robust class and form coordination system. Junior forms are supported by two class teachers, while senior forms have one class teacher. Additionally, each form is overseen by a Form Coordinator who manages affairs across classes within the same form. Through both formal and informal meetings with form teachers, the school gains valuable insights into students' learning and personal development. Coordinators also organize form-based activities to foster class spirit and strengthen students' sense of belonging to the 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 adopts a whole-school approach, integrating MCE topics into both formal and informal curricula. Divided into three groups—Civic, Moral & Nationalistic Education; Sex and Health Education; and Environmental Education—the department aims to develop students' personalities, foster civic responsibilities, and instill moral values and civic awareness through family, society, country, and universal values.

MCE-related learning activities are conducted during various school events, including form teacher periods, morning assemblies, and other occasions. A sharing session called "Voicing Our Values" promotes moral education for younger generations, deepens students' understanding of Chinese traditional virtues, enhances their morality, and develops their character strengths. The department also organizes talks, workshops, and drama shows during form teacher periods and assemblies.

In the domains of Personal Development and Family, various value-oriented programs support students' growth. These include the "Gratitude, Forgiveness & Happiness Project" by the Education Bureau, encouraging positive emotional development; the "Harmonious School Respect Friendship and No Bullying Campaign 2024/25" by the Education Bureau, aimed at fostering a respectful and bully-free school environment; the "Adolescent Health Programme" by the Student Health Service, Department of Health, enhancing students' social and psychological well-being; the Life Education Activity Programme 'Thinking it Through' and the Sun Teen Health Program by Po Leung Kuk, focusing on adolescent health and decision-making skills; the 'Health Program of Jockey Club Children's Spine Care Community Project' and 'School-based Vaccination Programme' by the Department of Health, safeguarding students' physical health; the 'Sex Education Workshop' by End Child Sexual Abuse Foundation, instilling positive values in reproductive health and healthy relationships; 'Joyful Fruit Month' by the Education Bureau,



encouraging healthy eating habits among students; the Student Environmental Protection Ambassador Scheme by the Environmental Campaign Committee, fostering environmental stewardship; and the “One Person, One Flower” scheme by the Leisure and Cultural Services Department, promoting environmental awareness and appreciation for nature.

In the domains of Community and the World, the department organizes various whole-school events such as the Inter-class Energy Conservation Competition, aimed at fostering environmental responsibility; the 2024/2025 Planning Department Outreach Programme, which provided display boards, talks, and a mobile exhibition center, enhancing students' understanding of the planning and development of new town extensions; and the “Students’ Top Ten News

Election 2024”, encouraging students to engage with current events. Additionally, students participate in enrichment programs to deepen their understanding of China and its cultural heritage. These include the “2025 Constitution and Basic Law Territory-wide Inter-school Competition - EDB”, promoting knowledge of constitutional law; the “Basic Law Quiz Competition 2024-25 - Government Secretariat Home & Youth Affairs”, enhancing understanding of the Basic Law; the “Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture – EDB”, recognizing schools that excel in promoting Chinese history and culture; the 2nd “Civic and National Education” Quiz Competition - ECzone, fostering civic awareness; the “Chinese Traditional Festival Culture Quiz Competition” - ECzone, celebrating traditional festivals; the “Hong Kong History and Culture Knowledge Quiz Competition” - ECzone, promoting local history and culture; and the “Second Chinese Culture Quiz Competition” - ECzone, deepening knowledge of Chinese culture.

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 31 school teams, 4 uniform teams, 5 academic societies and 14 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, English Drama Competition and Creative Science Showbiz. Before the end of the semester, the school holds the exciting Quincy Lui Anti-Drug Cup (Sports Games Finals). 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 76th Hong Kong Schools Speech Festival (2024) and won a total of 32 awards. Three students were awarded champions in British Council SPARK 2024. The school also got the championship in the Speak Up, Act Out devised drama competition. Students got 2 first prizes, 3 second prizes and 1 third prize in the Practifly AI GBA Joint School Mathematical Elite Competition (Promotion Round), and 1 champion, 1 first runner-up, 2 second runner-up, 2 merits and the Active Participation Award in the Territory-wide National Security Online Quiz Competition. The school received 1 champion, 2 first runner-up, 6 second runner-up and 4 merits in the Asia STEM Science Knowledge Competition. We also got the champion, first runner-up and second runner-up, the Most Active Participation Award and the Gold Award in the Students' Top Ten News Election of Hok Yau Club. The school is the champion of Sustainable Ecology in my Campus Contest 2024. The school won the overall champion, champion in Hong Kong, champion in the New Territories West region and second runner-up in the New Territories West region.

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 Modern Dance team. The Dodgeball Team got U15 Boys second runner up in the Hong Kong Dodgeball (Single-ball Style) Rookie Competition 2024, and girls junior champion, boys junior second runner-up and boys senior second runner-up in the New Territories West Dodgeball Inter Secondary-School (Single-ball Style) Championship 2025. We also received championship in the Tsuen Wan District Age Group Badminton Competition 2024 and Anti-Drug Cup 3-on-3 Basketball Tournament. The school got boys group second runner-up in the HKSSF Inter school Tenpin Bowling Competition (New Territories Region). There are a total of 319 students getting Gold Award, Silver Award and Bronze Award in the "Active Students, Active People" Campaign - Road to Paris Olympic 2024 Challenge cum MVPA60 Award Scheme. Regarding the HKSSF Inter-school competitions, the school received 18 and 12 individual and team awards respectively. In addition, our school also participated in the Po Leung Kuk Secondary School Joint School Swimming Championships, winning a total of 9 individual awards and 3 team awards.

In terms of aesthetics, the school has a total of 7 Aesthetic Teams, including Visual Arts Team, Choir, Symphonic Band, Chinese Orchestra, Recorder Ensemble, String Ensemble and Handbell Ensemble. 2 students received the Outstanding Work Awards in the 9th Hong Kong Academic Community "Decoding Chinese History" e-Card Design Competition. In the 77th Hong Kong Schools Music Festival, the school was awarded Recorder Band second place and Recorder Ensemble champion. The choir team got the Silver Award in the Hong Kong Inter-school Choir Festival 2025 Competition cum Masterclass. The school got Recorder Band Gold Award, Recorder Ensemble Silver Award, Recorder Duet Gold Award, Handbell Quintet Gold Award, Handbell Ensemble Silver Award and Chinese Orchestra Silver Award in the Hong Kong Joint School Music Competition 2025. The Handbell Team got Handchimes Ensemble Silver Award and Handchimes Ensemble Prestige Silver Award in the Hong Kong International Handbell Olympic.



Our school actively arranges for students to participate in social services. In the "Heart To Heart Program", a total of 164 students from our school received awards. We received 2 awards in the 3rd "Caring Action Award 2023-2024".

Our OM Team won the regional championship in the world in the Odyssey of the Mind Hong Kong Regional Tournament and 12th place in the Odyssey of the Mind World Final 2025. The school also got awards numerous competitions, such as the Hong Kong Schools Anti-Deception Drama Competition, HSBC x JA Company Programme 2024/25 Innovation Pop-up, Tsuen Wan Kwai Tsing Outstanding Student Election 2025, 4D Frame Competition 2024, the 8th My Interfaces with the Belt and Road Comprehensive Ability Competition, Historical Reality Puzzle Competition cum Chinese Intangible Cultural Heritage Expo, Saint Edward Carcassonne Competition, Creative Trip Design Competition (Secondary School) and Hong Kong Catan U18 Tournament.

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 various careers talks and campus tours, including Subject Selection and Multiple Pathways Talk, Preparation for the HKDSE Results Release Day and the Aviation Academy Day Camp. These activities aimed to inspire and support 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 cultivated essential problem-solving and critical thinking skills necessary for entrepreneurship. Apart from the entrepreneurship competitions, our school also participated in the CLAP@JC Project for the academic years 2022-2025 which was created by The Hong Kong Jockey Club Charities Trust in collaboration with The Education University of Hong Kong and The Chinese University of Hong Kong. This project aims to nurture students' core competencies, enabling them to construct positive career and life identities and grow their aspirations.

Our school has also nominated students for various career programmes organized by NGOs and community centres. This year, we partnered with Hok Yau Club to offer a series of form-based workshops, experiential learning activities and individual counselling sessions. Throughout these activities, students know more about themselves, explore more about the university and workplace, and develop their interview skills. From individual counselling sessions to form-based activities, students showed enthusiasm and derived significant benefits, thereby facilitating them to make informed decisions in relation to academic pursuits and career aspirations.



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 students' leadership development experiences, students were nominated to participate in various external programs and competitions. These include the Outstanding Student Leaders Award organized by Hok Yau Club, the Tsuen Kwai Tsing Outstanding Student Election co-organized by Tsuen Wan Youth Association and Kwai Ching Youth Association, the Hong Kong 200 held by HKFYG, and the Greater Bay Area Outstanding Student Election organized by Hong Kong School Manager Association, etc. Our students got outstanding performances in these programs.

6. Overseas Cultural Exchange

The Overseas Cultural Exchange Group aims to provide students with opportunities to step outside the classroom, broaden their horizons, and integrate learning with travel. To celebrate our school's 40th anniversary, this group organized an "The Life-wide Learning Day" in March for students from Form 1 to Form 4. The activities included: Form 1: "Shenzhen Art and Culture Exploration Trip" (one day), Form 2: "Shenzhen Natural Environment and Historical Culture Exploration Trip" (one day), Form 3: "One Million Youth See the Motherland: Huizhou—Huizhong District" (two days) and Form 4: "One Million Youth See the Motherland: Huizhou—Zhongkai High-tech Zone" (two days). These activities allowed students to visit Shenzhen and Huizhou, experiencing alternative learning modes and expanding their learning environments, ultimately achieving holistic development.

During the Easter period, our exchange activities became even more vibrant, comprising six different programs. The "Singapore English Study Tour" saw 28 teachers and students travel to Singapore for school exchanges, where they actively practiced their English skills. Additionally, 30 senior students, along with the principal and three teachers, spent seven days in Shanxi, immersing themselves in the region's rich historical culture and appreciating the beauty of ancient cities. The "Jiangxi Red Culture Tour" also took place during the Easter holidays, with 34 participants exploring the deep historical and cultural roots of Jiangxi over three days. Furthermore, the "Jiangxi Ceramics, Ancient Architecture, and Village Culture Exploration Tour," led by three teachers, allowed 30 students to experience the artistic atmosphere and engage in creative activities in Jingdezhen, Jiangxi. Ten students and one teacher participated in the "Hong Kong Youth Ningbo Study Tour," a six-day program that included visits to Hangzhou and Ningbo, focusing on local history and culture. Six students studying Chinese history joined the "Henan-Hong Kong Oracle Bone Script Research Exchange Activity" (five days), where they learned about the history and development of Chinese characters in Henan.



In early May, the "Po Leung Kuk Secondary School Guangxi Exchange Tour" took place, led by the principal along with three teachers and 16 students from Forms 3 to 5, visiting Nanning, Guangxi for four days to establish sister school relationships while learning about local economic and educational developments.

The "Life-wide Learning Day" for Form 6 students was held in mid-June with over 70 participants. Nine teachers guided students on a three-day trip to Guangzhou to understand local economic, educational, and cultural developments, further broadening their perspectives.

In post-exam period, students engaged in enriching extracurricular activities. Ten Form 4 students will participate in the "World Junior Leadership Exchange Camp" in July, an eight-day program visiting five cities in the Greater Bay Area to develop their leadership skills through school visits and urban explorations.

During the summer holiday, four students were successfully recommended to participate in the Education Bureau's "Beijing-Hong Kong-Macau Student Exchange Summer Camp" and the Shine Tak Foundation "Beijing-Xi'an Aerospace Technology Tour," both of which allowed students to learn about our nation's customs, lifestyle, and culture. The Po Leung Kuk inter-school "Australia Conservation and Cultural Exploration Tour" will also take place during the summer, a ten-day activity guiding students through world-class ecological parks to understand local nature and cultural conservation.

Our school offers a diverse range of exchange activities for students to engage in hands-on exploration, reinforcing their everyday learning through exchange activity.

7. Other Learning Experiences

Our school provides a wide range of learning experiences designed to help students reach their full potential, with a strong emphasis on cultivating positive values and attitudes. We offer structured learning opportunities that support students' moral, aesthetic, and physical development. Additionally, students are encouraged to participate in social service programs that benefit both the school and the community. Key highlights of our whole-school and

cross-departmental programs include Day for You, Stage Cultural Day, Experiential Learning Day, Music for All scheme, Quincy Lui competition, and overseas cultural exchanges. We also organize form-based and class-based activities tailored to students' interests and abilities, aiming to nurture their diverse potentials. These programs, which focus on the 5 elements of OLE, are implemented smoothly and are thoroughly enjoyed by the students. They help foster positive values and attitudes, while also strengthening relationships and enhancing the overall atmosphere among 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.

The Parent-Teacher Association (PTA) organized a series of diverse and meaningful activities aimed at supporting parents and promoting family well-being. The “Hearts Tied to Home and Country” Chinese Chess Competition provided an engaging opportunity for participants to deepen their understanding of Chinese chess. Two informative talks were held: ‘*When Children Encounter Electronic Devices*’, which focused on information literacy and the challenges of digital device use among children, and ‘*Journeying with Teenagers Through Their Emotions*’, which supported parents in understanding and addressing their children's emotional needs. To promote cultural appreciation, the Narcissus Bulb Carving Workshop offered hands-on experience with traditional Chinese customs. In addition, the Acupressure Workshop introduced effective stress management techniques to help parents enhance their physical and mental health. The Decoupage Craft Workshop served as a relaxing creative outlet for parents. Lastly, the *Happy Family Photo Booth* activity encouraged families to capture joyful moments together, fostering a positive and connected family atmosphere.



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
2024/2025 學年

範疇	措施	施行概況	成效及反思
學校行政	<p>透過「維護國家安全及國家安全教育」工作小組：</p> <ul style="list-style-type: none"> 持續協調及監察各科組執行有關措施的落實情況和成效； 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； 	<ul style="list-style-type: none"> 維護國家安全及國家安全教育」工作小組由專責副校長統籌及領導各行政組和科組，規劃涵蓋學校不同範疇，成員包括：危機管理組成員、教師發展專責副校長、學務副校長、訓導主任、輔導主任、聯課活動主任、生涯規劃主任、家校合作專責副校長及不同學科老師代表。藉此規劃維護國家安全及國民教育工作，並制定明確具體的工作目標及計劃，當中涵蓋學校不同範疇的部門，包括學校行政、人事管理、教職員培訓、學與教、學生訓輔及支援、家校合作等。 小組於學年初舉行會議，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。 透過科主任會議、行政組別主任會議、教職員會議，促進學校不同持份者的溝通及協作，讓推動國民教育及國家安全教。此外，透過 PIEP 	<ul style="list-style-type: none"> 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。 可透過電子文件方式收取各科組各科組/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。 科組能按時於每學期終結時遞交學與教資源教材及計劃報告供小組檢視，可更有效監察各科組落實有關措施的情況。 校方可考慮強化價值觀教育的推行，把國民及公民教育從現時的 CMNSHE (公德國性健環)組分析出來，設立獨立的國民及公民教育組，可把資源更集中於推行及統籌國民教育(包括國家安



學校行政 (續)		<p>模式，各科組透過多元策略，互相配合的模式推行國民教育學習活動，將國民教育自然連繫於日常學與教中。</p> <ul style="list-style-type: none"> 於每學期收集各科組/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。 在學年終結前舉行會議，檢視工作計劃的推行成效。 	<p>全教育)的工作計劃及施行策略。</p> <ul style="list-style-type: none"> 專責統籌副校長可在會議中與不同持份者進行更深入的溝通，持續推動以全校參與的模式推行國民教育。部分科組宜進一步加強 PIEP 模式的應用，並從「知、情、行」三個向度著手，切實推動國民教育相關活動。
	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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； 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 若有任何持分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。 	<ul style="list-style-type: none"> 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。 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。 學校能持續優化校本應變措施，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。
	<p>強化校舍管理機制及程序</p> <ul style="list-style-type: none"> 包括租借校園設施、巡查校園範圍及定期檢視圖書館藏 	<ul style="list-style-type: none"> 於教職員會議時提醒當值老師及學校管理層須就維護國家安全於巡查校園時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。 	<ul style="list-style-type: none"> 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、

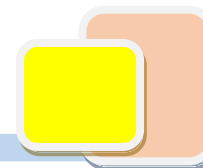


<p>學校行政 (續)</p>	<p>書，確保校園活動及展示的字句或物件不會涉及危害國家安全。</p> <ul style="list-style-type: none"> • 確保校園內以學校名義舉辦的活動（包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等），不會涉及危害國家安全的行為和活動。 	<ul style="list-style-type: none"> • 圖書館參照公共圖書館的對館藏的審視機制及專業判斷，經由科任老師及科組負責人檢視後，專責副校長及圖書館主任再進一步檢視其他館藏，將不恰當的書籍下架。另外，圖書館亦聘用外間機構把圖書館餘下的館藏再作檢視，確保所有館藏符合國家安全及適合學生閱讀。 • 學校定期安排教職員試閱及檢查新購入的實體和電子版書籍及網上閱讀／學習平台的學與教材料。 • 學校定期安排教職員檢視學校網頁／學校社交媒體，確保沒有涉及危害國家安全的內容 • 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； • 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。 • 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」。 	<p>訊息或活動。</p> <ul style="list-style-type: none"> • 各項指引已順利完成修訂，相關新措施亦已落實推行。委員會須持續關注各項措施的執行情況，並適時進行反思與檢討，以評估其成效，從而共同維護國家安全。
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<p>學校行政 (續)</p>	<p>定期升掛國旗及奏唱國歌</p> <ul style="list-style-type: none"> 於學生上學日子，每周舉行升旗儀式及奏唱國歌 於主要典禮及特別場合升掛國旗及奏唱國歌 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 <p>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。</p>	<ul style="list-style-type: none"> 學校有既定機制於指定日子或典禮升掛國旗及奏唱國歌。透過全年超過 33 次的升旗儀式，全校師生一同參與。 升旗儀式由升旗隊童軍及女童軍派出成員輪流擔任升旗手 每個上課日於室外升掛國旗 每次升旗儀式，由學生、教師及副校長透過「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。 「國旗下講話」主題包括一些首要的價值觀和態度、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、基本法及國安安全等不同題目。 	<ul style="list-style-type: none"> 升旗儀式會持續進行，以加強學生對國情和國家安全的認識、提升國民身份認同，以及培養他們成為守法的良好公民。 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。 新成立的升旗隊已恆常以中式步操的方式在指定重要日子進行升旗儀式。其他的隊伍包括童軍及女童軍仍於 5 月份起開始轉用中式步操方式進行升旗儀式。在充滿莊重感與儀式感的中式步操下觀看升旗儀式，參與者更能感受到國家的象徵和尊嚴。
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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"> 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。 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。 	<ul style="list-style-type: none"> 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」。 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。 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。 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。 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。 	<ul style="list-style-type: none"> 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。 所有員工已簽署同意予以遵守「教職員行為守則」。 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。
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 學校要求擬聘用的教師細閱教育局公布的《教師專業操守指引》，讓他們知道教育局、學校以及社會對教師專業操守的期望。 	<ul style="list-style-type: none"> 所有員工已簽署同意予以遵守「教職員行為守則」。 全體教職員傳閱通告後，

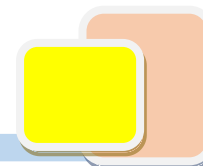


人事管理 (續)	對他們的道德及專業方面的期望，保障學生的福祉。	<ul style="list-style-type: none"> 於教職員會議時作出提示並透過教職員通告及保良局制備的「教職員行為守則」說明教職員均須秉持專業操守，遵守法律及社會接受的行為準則。 校方把《教師專業操守指引》及保良局制備的「教職員行為守則」上載於學校內聯網供教師查閱 通過校本的人事管理和考績機制，每年進行考績時適當地檢視教職員的工作態度及專業操守。 	<p>要求各人員閱後簽署以示明白通告內容，加深了教職員對有關政策的認識，並能更注重個人操守。</p> <ul style="list-style-type: none"> 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。
	<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"> 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。 	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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。



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"> 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。 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。 	<ul style="list-style-type: none"> 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。 本學年全體 100%教師分別透過科組內部培訓、校方安排的專業發展活動、校外機構提供的培訓活動及參與內地交流活動以提升他們對國家安全的認識。 	<ul style="list-style-type: none"> 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。 校方持續安排教師參加內地考察，親身了解內地新近發展，以第一身了解國情。 可持續優化校本的專業培訓及交流，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。





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"> 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 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。 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。 	<ul style="list-style-type: none"> 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。 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。 中文科籌辦中國文化日，以弘揚不同的中華文化。 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。 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。 於《香港國安法》頒布五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。 	<ul style="list-style-type: none"> 在緊迫的課程下，科任老師需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。 相關科組已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。 宜在可行的情況下，相關活動引入反思工作紙，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份認同。



學與教 (續)	<ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 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。 課組教師印制學與教資源前，須呈交科主任檢視，確保不會偏離課程宗旨或涉及危害國家安全內容。 	<ul style="list-style-type: none"> 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。
	<p>建立素材庫</p> <ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 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。 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。 本學年進行了的課業和測考試



學與教 (續)	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 安排「維護國家安全及國家安全教育」工作小組檢視內容。 	<p>卷檢查，未有出現偏離課程宗旨或涉及危害國家安全內容。</p> <ul style="list-style-type: none"> 「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。
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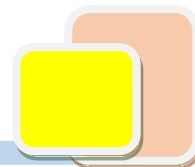


範疇	措施	施行概況	成效及反思
學生訓輔及支援	<p>持續檢視及制定校本訓、輔機制，以配合社會的發展及《香港國安法》的實施</p> <ul style="list-style-type: none"> 加強正向教育及加強學生品德培養和相關的訓育輔導工作；提升學生的資訊素養，發展學生在搜尋、評估及使用資訊（包括社交媒體）等能力，引導他們建立正確的價值觀和同理心，成為守法守規的良好公民 	<ul style="list-style-type: none"> 學校向優質教育基金成功申請撥款推行「我的行動承諾」加強版活動，並為不同持分者提安排培訓活動，以提升他們的媒體資訊素養。 學務處持續統籌各科組推行資訊素養的工作。 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。 校方於 2024 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。 	<ul style="list-style-type: none"> 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附合需要的培訓，例如生成式人工智能的應用。 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。 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。
	<p>持續檢視懲處準則</p> <ul style="list-style-type: none"> 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。 情況嚴重或屢勸不改者，則給予適當的懲處 	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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。



學生訓輔及支援(續)	<ul style="list-style-type: none"> 因應不同需要，轉介予專業人員跟進。 		
家校合作	<p>持續與家長保持緊密溝通</p> <ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 本學年舉辦了 3 次家長講座(青少年發展、青少年身心健康、資訊素養講座)、1 次親子旅行(參觀鹽田梓)及 2 次親子活動(切割水仙頭工作坊、穴位按摩班)，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。 	<ul style="list-style-type: none"> 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。校方向家教會代表了解家長的意向，能安排一些更切合家長須要的主題講座。 親子旅行及穴位按摩班頗受歡迎，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。





Major Concern 1: To Further Enhance Students' Academic Performance

Target 1: Enhance students' learning interest and raise awareness of their learning needs

Target 2: Strengthen students' learning techniques for life-long learning

Target 3: Foster students' learning responsibility and commitment

Strategies adopted for Target 1:

- Design tasks that align with students' interests and provide engaging learning experiences
- Adopt life planning education to broaden students' horizon in career aspiration
- Engage students in activities that create a shared sense of purpose

Strategies adopted for Target 2:

- Emphasize Metacognition: Teach students to reflect on their learning process.
- Chunking: Help students to break complex information into smaller chunks.
- Promote Collaboration: Encourage teamwork and peer teaching
- Critical Thinking: Develop the ability to analyze and evaluate information objectively

Strategies adopted for Target 3:

- Set Clear Learning Goals: Involve students in setting academic goals
- Group Leadership & Collaboration: Assign group tasks and rotate leadership roles. This helps students learn to work collaboratively and take responsibility for their contributions
- Provide Developmentally Appropriate Choices: Allow students to make decisions related to their learning. Offer choices in assignments, projects, or topics to encourage ownership and engagement

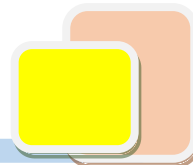
Initiatives to Achieve the Above Targets

Exploratory Activities and Competitions

The school organized a diverse range of activities and competitions designed to encourage students to step beyond traditional classroom boundaries and explore new areas of knowledge. These included project-based or theme-based competitions (e.g. Odessey of Mind Competition), career exploration workshops, and outdoor learning expeditions. By linking learning content to real-life scenarios—for example, marketing campaigns for small businesses in business studies (JA Program)—the school aimed to make learning more relatable and engaging.

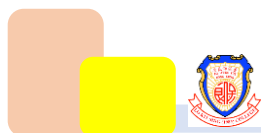
Utilization of External Resources

Subject departments actively collaborated with tertiary education institutions, industry professionals, and community organizations to expand students' exposure and provide them with authentic learning experiences. These collaborations included guest lectures by universities, visits of local colleges, career talks by professionals, exhibitions where university students shared their learning journeys. These interactions were designed to help students connect classroom knowledge to real-world applications and gain insights into their own academic and career interests.



Achievements

- **Students Enjoy Learning:** Some subjects reported that a noticeable shift in students' attitudes toward learning has been observed. With activities and projects that emphasize real-life relevance and hands-on participation, students now view learning as an enjoyable and rewarding experience rather than a passive task.
- **Students Explore and Join Activities Relevant to Their Life Planning:** The career exploration workshops and collaborations with external institutions have empowered students to proactively engage in activities aligned with their life planning. Students who participated in the programs with university reported clearer ideas about their potential career paths.
- **Students Actively Participate in Class Discussions, Ask Questions, and Show Enthusiasm for Learning:** The enhanced connection between classroom content and real-life experiences has boosted students' confidence and willingness to engage in class. Teachers report an increase in voluntary participation during discussions, with students asking more in-depth questions and sharing insights from their exploratory activities.
- **Students Reflect on Their Learning Experiences:** The initiatives above have also fostered a culture of reflection among students. Post-activity feedback forms, peer review sessions in competitions, and guided reflection workshops facilitated by teachers have encouraged students to analyze their performance.
- **Students Recognize Thinking Patterns, Strengths, and Areas for Improvement:** Metacognitive practices have led to some improvement in students' self-awareness. Approximately 55% of students now regularly use reflection journals, with many noting strengths (e.g., "I excel at chunking math problems") and weaknesses (e.g., "I struggle with spaced repetition for vocabulary"). However, consistency is lacking: only 30% of students apply these reflections to adjust their study habits, indicating that metacognitive awareness has not fully translated into actionable change.
- **Students Utilize Tools and Techniques for Learning:** Adoption of learning tools has shown modest growth. More students now use pre-lesson tasks to preview topics, and around 30% report creating knowledge maps to organize information. Additionally, a pilot program integrating AI tools (e.g., adaptive learning apps) for personalized practice has seen participation from 20% of students. However, tool usage remains uneven: many students rely on familiar methods (e.g., note-taking) over newer techniques, and few independently explore advanced tools without teacher prompting.



- **Students Show Confidence and Willingness to Take Learning Challenges:** There has been a slight uptick in students' willingness to engage with challenging tasks. Collaboration sessions and peer support have reduced anxiety for some, with 45% of students reporting feeling "more comfortable asking for help" during tough assignments. However, hesitation persists: in high-difficulty tasks (e.g., open-ended research projects), many students still prefer structured guidance over independent problem-solving, suggesting confidence in tackling unstructured challenges remains underdeveloped.
- **Students Set Learning Goals and Review Their Performance Against Their Goals Regularly:** HKDSE-Focused Goal-Setting in Upper Secondary (S4–S6): Students are explicitly guided to set goals aligned with the HKDSE. S4–S6 students are grouped by performance for targeted support, and S5–S6 students review goals post-tests, adjusting strategies based on performance gaps. F.6 students, in particular, set predicted grades with teacher assistance to ensure realism, which has served as a motivational tool for many.
- **Students Conscientiously Complete Learning Tasks:** Tasks that offer choice or real-world relevance drive higher conscientiousness. For example, students proactively complete DIY homework when allowed to select topics, and students show greater diligence in tasks like debates or project design when granted autonomy.
- **Students Are Proactive in Learning (e.g., Forming Study Groups):** Proactivity in collaborative learning is emerging, with positive trends in peer support and group engagement, though consistency remains a challenge. Upper secondary students, especially S4–S6, actively share learning skills within teacher-assigned performance groups. S5–S6 students who underperform post-tests have taken initiative to form study groups independently, leveraging peer support to address weaknesses—a direct sign of proactive learning. Despite progress, participation in group learning remains uneven. Some students rely passively on peers, and motivation varies across groups.

Reflection on Developing Effective Learners: Achievements, Gaps, and Follow-Up Measures

The school's efforts to develop effective learners have yielded meaningful progress across all three targets, driven by student-centered initiatives, real-world relevance, and structured support. This reflection synthesizes key achievements, identifies critical gaps, and proposes follow-up measures to deepen growth and address inconsistencies.

Target 1: Enhance Learning Interest and Awareness of Learning Needs

Reflection on Achievements

This target has seen significant strides in cultivating positive attitudes and self-awareness. The shift from passive to active engagement—evident in lively class discussions, in-depth questions, and



enthusiasm for exploratory activities—reflects success in making learning relevant and enjoyable. Career exploration programs have further empowered students to align learning with life planning, with university collaborators reporting clearer career path insights.

A notable strength is the emerging culture of reflection: 55% of students now use journals to identify strengths (e.g., math problem chunking) and weaknesses (e.g., vocabulary retention). However, this awareness has not translated into consistent action: only 30% adjust study habits based on reflections, indicating a disconnect between “knowing” and “doing.”

Follow-Up Measures

1. **Bridging reflection and action:** Introduce “Reflection-to-Action” workbooks, where students map journal insights to specific weekly goals (e.g., “If I struggle with spaced repetition, I will set daily vocabulary flashcard reminders”). Teachers will review these plans in weekly check-ins.
2. **Amplifying career relevance:** Expand partnerships with external institutions to include “learning missions” (e.g., shadowing professionals, industry-specific projects) that link classroom content directly to career skills, reinforcing why learning matters beyond grades.
3. **Peer modeling of reflection:** Host student-led workshops where peers share how they’ve adjusted habits using reflections (e.g., “How I improved math scores by acting on journal notes”), making actionable reflection relatable.

Target 2: Strengthen Learning Techniques for Life-Long Learning

Reflection on Achievements

Progress here is marked by modest but promising adoption of learning tools: pre-lesson tasks, knowledge maps (30% usage), and a pilot AI adaptive learning program (20% participation) show students are open to new strategies. HKDSE-focused goal-setting in upper secondary has also provided structure, with post-test reviews helping students adjust strategies.

Gaps persist, however: tool usage remains uneven, with over-reliance on familiar methods (e.g., note-taking) and limited independent exploration of advanced tools. Additionally, while 45% of students feel more comfortable seeking help, many still hesitate with unstructured challenges (e.g., open-ended research), indicating underdeveloped confidence in self-directed problem-solving.

Follow-Up Measures

1. **Building tool fluency:** Launch a “Learning Toolkit” campaign, with monthly workshops showcasing advanced tools (e.g., AI apps, digital mind-mapping) and peer “tool champions” to guide classmates. Offer micro-credentials for tool mastery to boost motivation.
2. **Scaffolding unstructured challenges:** Gradually increase autonomy in tasks, starting with semi-structured projects (e.g., “Research a topic with 3 required sources”) before moving to open-ended ones. Provide rubrics for self-assessment to build confidence in evaluating progress.



3. **Integrating metacognitive strategies:** Embed explicit “learning how to learn” lessons (e.g., “When stuck, try breaking problems into 3 steps”) into curriculum, with teachers modeling their own problem-solving thought processes to explain strategy use.

Target 3: Foster Learning Responsibility and Commitment

Reflection on Achievements

Students have shown increased responsibility when tasks offer choice or real-world relevance, such as proactive completion of DIY homework or diligence in debates with autonomy. Upper secondary students, particularly S4–S6, demonstrate promising proactivity through teacher-assigned performance groups and independent study groups post-tests.

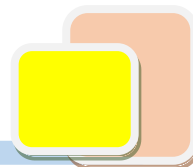
Consistency remains a challenge, however: participation in collaborative learning is uneven, with some students relying passively on peers. Motivation also varies across groups, and while goal-setting is strong for HKDSE, broader adoption of regular goal reviews (beyond upper secondary) is limited.

Follow-Up Measures

1. **Cultivating collaborative ownership:** Train students in “group leadership” skills (e.g., setting agendas, assigning roles) to reduce passive reliance. Recognize high-functioning study groups with public shoutouts or rewards (e.g., extra project time) to model effective collaboration.
2. **Expanding goal-setting practices:** Introduce developmentally appropriate goal-setting across all grades (e.g., primary/ lower secondary: “I will master 5 new math facts this week”), with digital trackers for students to review progress independently.
3. **Amplifying autonomy in tasks:** Increase opportunities for student choice in assignments (e.g., “Choose a topic for your essay from 5 options”) and connect tasks to personal interests (e.g., “Design a project about a hobby or passion”). Survey students quarterly to identify which task types drive the most engagement, and adjust accordingly.

The school’s achievements lay a strong foundation for developing effective learners, with clear progress in mindset, engagement, and proactive behaviors. By addressing gaps—particularly in translating reflection into action, building tool fluency, and fostering consistent responsibility—we can deepen student agency and ensure learning becomes a lifelong, self-directed practice. With targeted follow-up measures, the school will continue to empower students to thrive as confident, curious, and responsible learners.





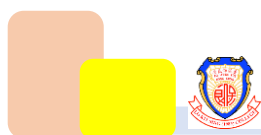
Major Concern 2: To foster students into responsible citizens with positive values and a healthy lifestyle.

Achievements

- ◆ The school made commendable progress in fostering responsible citizenship through character education, wellness promotion, and social responsibility initiatives. Across departments, priority values such as filial piety, respect, and perseverance were effectively integrated into learning activities. Recognition schemes like the Gratitude Card and Model Classes Competition helped reinforce these values, with survey results showing students could reflect and apply them in real-life situations (average score: 3.96).
- ◆ Efforts to enhance physical wellness included facility upgrades and mindfulness sessions, alongside a variety of physical activities such as Sports Day and MVPA60. These initiatives provided students with opportunities to stay active and improve well-being. However, the average score of 3.43 suggests that while the foundation is strong, further engagement and impact tracking are needed.
- ◆ In promoting social responsibility, students were given leadership roles and participated in community service projects, including collaborations with NGOs. Programs like Leadership Training and Life Planning Workshops supported students in developing goal-setting and time management skills. With an average score of 3.79, these efforts showed moderate success, highlighting the need for deeper student reflection and broader civic engagement.

Reflection

- ◆ The school's structured approach to values education, including the assignment of priority values by form level and the use of recognition programs, effectively promoted positive character development. Students showed strong engagement, and interdepartmental collaboration helped reinforce a consistent message across subjects and activities.
- ◆ However, physical wellness initiatives, while present, showed varied levels of student participation and impact. Some departments lacked consistent evaluation tools, making it difficult to assess outcomes. Similarly, while leadership and service opportunities were provided, student reflection on these experiences was not always well-developed.
- ◆ Evaluation findings highlight the importance of experiential learning, guided reflection, and consistent implementation. Moving forward, enhancing student voice, broadening participation, and strengthening feedback mechanisms will be key to deepening the impact of this major concern.



Feedback and Follow-up

- ◆ To sustain progress in values education, departments should continue embedding priority values into learning experiences and expand recognition schemes to motivate students. Sharing effective practices across teams can help maintain consistency and deepen impact.
- ◆ For physical wellness, more structured evaluation tools—such as student reflections or wellness tracking—should be introduced to better assess outcomes and encourage participation. Broadening the range of activities may also help engage more students.
- ◆ In the area of social responsibility, leadership and service programs should incorporate guided reflection to help students internalize their experiences. Expanding civic education and offering diverse leadership roles will further strengthen students' sense of community and responsibility.



Student Performance

Overall, students at our school demonstrate a positive attitude and exhibit commendable behaviour. During the 2024-2025 academic year, approximately 40% of the students maintained a record free of conduct mark deductions in the first term. In the second term, nearly half of the students achieved a record without any conduct mark deductions.

Distribution of Conduct Marks (2024-2025)

Conduct Marks (Grade)	Number of Students (Percentage)	
	Term 1	Term 2
85 to 100	31 (4.18%)	46 (6.21%)
80 to 84	260 (35.09%)	306 (41.3%)
71 to 79	363 (48.99%)	284 (38.33%)
70	13 (1.75%)	14 (1.89%)
61 to 69	59 (7.96%)	61 (8.23%)
51 to 60	12 (1.62%)	25 (3.37%)
41 to 50	2 (0.27%)	3 (0.4%)
0 to 40	1 (0.13%)	2 (0.27%)



Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2024 / 2025)

Gender	Age	Sit Up	Sit & Reach	Push Up	Push Up with Knee support	9 Min. Run (m)
Boys	14	37.27	27.42	26.00	/	1650.88
	15	37.71	25.90	21.32	/	1542.90
Girls	14	36.69	34.56	/	35.42	1332.21
	15	31.24	33.69	/	30.94	1327.45

Body Composition of Students

BMI of Boys (Average)

Year \ Age	12	13	14	15	16	17	18 or above
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
2024-25	18.27	19.18	18.62	20.26	20.34	20.31	21.90

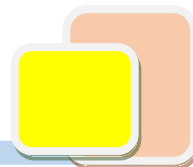
BMI of Girls (Average)

Year \ Age	12	13	14	15	16	17	18 or above
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
2024-25	17.66	18.28	19.19	19.33	19.11	18.94	19.58

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)
2022-23	4.1%	30.4%	26.3%	22.4%	16.9%
2023-24	6.9%	33.8%	23.1%	22.7%	13.6%
2024-25	6.7%	35.3%	24.2%	20.6%	13.2%





External Awards 2024/2025

Academic

香港青年協會

香港創意數理科學 4D Frame 比賽 2024

亞軍 (2 in total)

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 2023/24」

傳承・想創——積極推廣中國歷史與中華文化學校年度大獎-保良局羅傑承(一九八三)中學
(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)

The Chinese University of Hong Kong

CU Medicine Summer Clinical Attachment Programme 2024

Certificate of Participation (1 in total)

香港中華文化促進中心

全國中學生作文大賽

初中組優異獎 (5 in total)

高中組優異獎 (5 in total)

HKUST

Discovering Ocean Science Summer Course

Certificate of Completion (1 in total)

陳贊一博士教育基金香港微型小說教育及研究中心

第十屆陳贊一博士聯校微型小說創作獎(2023-2024)

推薦獎 (1 in total)

香港中文大學,教育局

「觸碰歷史——歷史文化導賞大使」培訓計劃

最佳互動技巧獎 (1 in total)

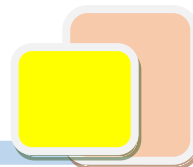
最佳導賞主題獎 (1 in total)

SEED Foundation

SEED Foundation Guardians of the Dataverse Convention 2024

Merit Award (3 in total)





City University of Hong Kong - College of Science
CityUHK Science Video Competition 2024
Silver Award (1 in total)

Asia Arts & Culture Enlightenment Association
Creative Writing Competition 2024
1st runner up 高中組中文 (1 in total)

British Council & The London Ball Foundation
British Council SPARK 2024
Champion 冠軍 (3 in total)

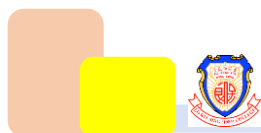
The Hong Kong Federation of Youth Groups
International Mathematical Science and Creativity Competition
Bronze Award (2 in total)

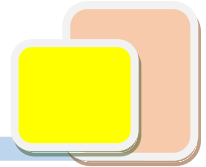
Intangible Cultural Heritage Office
Territory-wide Intangible Cultural Heritage Online Quiz Competition
Merit Award (5 in total)

教育局
21 世紀東亞青少年大交流計劃 (2024/25 學年)
交流計劃代表團學生代表 (1 in total)

Hong Kong Industrial & Commercial Association Limited (Kwai Tsing Branch)
香港工商總會葵青分會
Territory-wide National Security Online Quiz Competition Prize Presentation Ceremony
同珍盃國安法治知多 D 全港中學生問答比賽頒獎典禮
Champion (1 in total)
1st runner up (1 in total)
Merit (2 in total)
2nd runner up (2 in total)
Active Participation Award (1 in total)

International Youth Academic Elite Association
國際青少年學術菁英協會
ASIAN STEM SCIENCE KNOWLEDGE COMPETITION
亞洲 STEM 科學知識大賽 2024
Champion (1 in total)
1st runner up (2 in total)
2nd runner up (6 in total)
Merit (5 in total)





Tsuen Wan Youth Association & The Youth Power of Kwai Tsing

荃灣青年會及葵青青年團

Tsuen Kwai Tsing District Outstanding Student Election 2024

荃葵青優秀學生選舉 2024

最佳學校團體獎 (3 in total)

The Hong Kong Subsidized Secondary Schools Council

香港津貼中學議會

Historical Reality Puzzle Competition

建國歷史實境解謎比賽

Participation award (8 in total)

Hong Kong Association for Computer Education

香港電腦教育學會

Hong Kong Olympiad in Informatics 2024/25 Final Round

香港電腦奧林匹克競賽 2024/25 決賽

Bronze Award 銅獎 (1 in total)

International Children Culture & Arts Development Association

國際兒童文化藝術發展協會

International Children and Youth Writing Contest 2024

國際兒童及青少年徵文大賽

Senior Secondary Silver Award 銀獎 (1 in total)

The English Association of Asia

亞洲英文協會

Asian English Spelling Competition (Golden Bee Cup) - Heat Round

亞洲英文拼字大賽「金蜂盃」一入圍賽

Secondary Group Gold Award 中學組 金獎(1 in total)

Secondary Group Silver Award 中學組 銀獎 (2 in total)

Saint Edward's Catholic Primary School

聖愛德華天主教小學

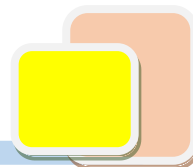
Saint Edward Carcassonne Competition

聖愛德華卡卡頌精英挑戰賽

Participation 參與獎 (7 in total)

Bronze Award 銅獎 (2 in total)





The Hong Kong Academy for Gifted Education

香港資優教育學苑

International Biology Olympiad - Hong Kong Contest 2024

國際生物奧林匹克－香港區比賽 2024

Silver Award 銀獎(1 in total)

Honourable Mention 優異獎(1 in total)

Hong Kong Children Arts Exchange Association

香港兒童文藝交流協會

The 8th "Wen Yu Cup" Hong Kong Inter-school Essay Competition

第八屆「文裕盃」全港校際徵文比賽

Gold Award 金獎 (1 in total)

Bank of China (Hong Kong)

中銀香港

2nd Online Quiz Competition on Civic and National Education

第二屆「公民教育及國民教育」問答比賽

Outstanding Performance Award 優秀獎 (2 in total)

First Runner-up in the Best Participation Award (終極獎)最踴躍參與學校總亞軍 (1 in total)

Hong Kong Schools Music and Speech Association

香港學校音樂及朗誦協會

English Solo Verse Speaking and Dramatic Duologue Competition

英語朗誦節獨誦及對話劇比賽

Merit (7 in total)

Proficiency (2 in total)

Hong Kong Schools Music and Speech Association

香港學校音樂及朗誦協會

English Choral Speaking Competition

英詩集誦比賽

Merit 優異 (126 in total)

賽馬會

2024/25 年度「混合式學習」教學個案比賽

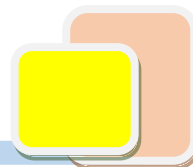
優異獎 (2 in total)

教育局

「生活事件」教學簡報設計比賽 (中學組)

亞軍 (1 in total)





Centre of National History Education(Hong Kong)

國史教育中心

Annual Chinese Historical Figures Election 2024

年度中國歷史人物選舉 2024

Most Active Voter Award 最踴躍投票獎 (1 in total)

Ming Pao Newspapers Limited

明報報業有限公司

Creative Trip Design Competition (Secondary School)

探索澳門 精彩 25 載 中學生創意行程設計比賽

Merit Award 優異獎 (2 in total)

Chinese YMCA of Hong Kong

香港中華基督教青年會

Odyssey of the Mind Hong Kong Regional Tournament 2025

創意思維世界賽香港區賽 2025

Problem 5 Division III Champion 第五題第三組別冠軍 (7 in total)

JAHK

青年成就香港部

HSBC x JA Company Programme 2024/25 Innovation Pop-up

HSBC x JA 青年創業體驗計劃 2024/25 Innovation Pop-up

Most Valuable Team Player 最有價值隊員 (1 in total)

Most Improved Team Player 最有進步隊員 (1 in total)

20-year Participating School 20 年長期參與學校 (1 in total)

BANK OF CHINA (HONG KONG)

中國銀行(香港)有限公司

Chinese Traditional Festival Cultural Quiz Competition

中國傳統節日文化問答比賽

Excellence Award (Secondary School Category) 優秀獎 (中學組) (1 in total)

Most Actively Participating School Award 最踴躍參與學校獎 (1 in total)

The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District

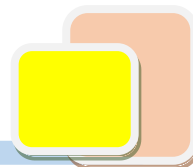
荃灣葵涌青衣區中學校長會

Tsuen Wan Kwai Tsing District Outstanding Student Election (2024/2025)

荃葵青區傑出學生選舉 (2024/2025)

Outstanding Student 傑出學生 (1 in total)





Committee On Respect Our Teachers Campaign

敬師運動委員會

Tribute to Teachers 2024 - Chinese Slogan Writing Competition (Form 1 to Form 6)

向老師致敬 2024-中文標語創作比賽(中一至中六)

Champion 冠軍 (1 in total)

The Hong Kong Polytechnic University

香港理工大學

PolyU SCIENCE Young Talents Competition 2025 Final

理大科學青年人才比賽 2025 決賽

Finalist (4 in total)

Hong Kong Virtual University , EDB

香港虛擬大學, 教育局

Chemists Online Self-study Award Scheme (COSAS) 2024

網上化學家自學計劃 2024

Participant (11 in total)

Platinum (1 in total)

Diamond (1 in total)

Hong Kong Police Force 香港警務處

Hong Kong Schools Anti-Deception Drama Competition

全港學界防騙話劇邀請賽

1st runner up 亞軍 (9 in total)

Best Script (9 in total)

Best Actor 最佳男主角 (1 in total)

Hong Kong Children Arts Exchange Association

香港兒童文化藝術協會

The 9th Hong Kong Schools Essay Contest2024

第九屆文裕盃全港校際徵文大賽

2nd Runner Up 季軍 (1 in total)

The Women's Foundation

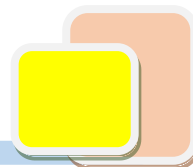
婦女基金會

Goldman Sachs - Python Programme Application

高盛一 Python 應用工作坊

Certificate of Participation 參與獎 (1 in total)





Hong Kong Innovative Mind Sports Association

香港創新智力運動協會

Inter-school Carcassonne Competition 2025

全港學界卡卡頌桌遊大賽 2025

Individual 2nd runner up 個人季軍 (1 in total)

Participation award 參與獎 (7 in total)

Hong Kong Catan Association

香港卡坦協會

Hong Kong Catan U18 Tournament

香港卡坦 U18 盃 2025

Participation Award 參與獎 (8 in total)

Individual 32nd 個人第三十二名 (1 in total)

Individual 24th 個人第二十四名 (1 in total)

Individual 21st 個人第二十一名 (1 in total)

Hong Kong Schools Music and Speech Association

香港學校音樂及朗誦協會

76th Hong Kong Schools Speech Festival 2024 (Chinese Speech)

第七十六屆香港學校朗誦節(2024) (中文朗誦)

Excellent 優良 (10 in total)

Good 良好 (6 in total)

Secondary 1 Girls Group Prose Recitation in Cantonese 2nd Place 中學一年級女子組散文獨誦粵語季軍 (1 in total)

SOCIETY OF HONG KONG HISTORY

香港史學會

"History Journey" Activity for Secondary School Students in Hong Kong

「歷史四維遊」全港中學生活動

Online Reading Award Scheme (Challenge Edition) Merit Award 網上閱讀獎勵計劃 (挑戰版)
優異獎 (68 in total)

Online Reading Award Scheme (Challenge Edition) Commendation Award 網上閱讀獎勵計劃 (挑戰版)
嘉許獎 (37 in total)

Most Participating School Award (Challenge Edition) 最積極參與學校獎 (挑戰版) (1 in total)

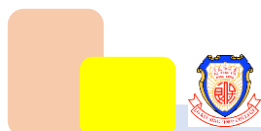
Home and Youth Affairs Bureau

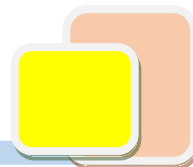
民政及青年事務局

2024-25 Basic Law Quiz Competition

2024-25 年有問有答《基本法》問答比賽

Merit Award 優異獎 (1 in total)





ECzone

2nd Hong Kong History and Culture Quiz Competition

第二屆「香港歷史文化常識」問答比賽

Outstanding Award 優秀獎 (2 in total)

First runner-up - Best Participation Award 最踴躍參與學校 (亞軍) (1 in total)

Belt and Road Pioneer

帶路先鋒

8th My Interfaces with the Belt and Road Comprehensive Ability Competition

第八屆「一帶一路·與我何干」綜合能力比賽

Third Prize (Best Participation) 三等獎 (最佳參與) (3 in total)

The Hong Kong Federation of Youth Groups

香港青年協會

Youth Arch Student Improvement Award 青苗學界進步獎 (1 in total)

Education Bureau

教育局

Devised Drama Competition

編作劇場比賽

Champion 冠軍 (5 in total)

The Chinese University of Hong Kong

香港中文大學

Practifly AI GBA Joint School Mathematical Elite Competition (Preliminary Round)

大灣區數理思維挑戰賽初賽

First Prize 一等榮譽獎 (4 in total)

Second Prize 二等榮譽獎 (8 in total)

Third Prize 三等榮譽獎 (5 in total)

The Chinese University of Hong Kong

香港中文大學

Practifly AI GBA Joint School Mathematical Elite Competition (Promotion Round)

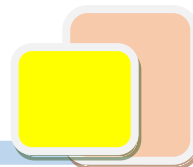
大灣區數理思維挑戰賽晉級賽

First Prize 一等榮譽獎 (2 in total)

Second Prize 二等榮譽獎 (3 in total)

Third Prize 三等榮譽獎 (1 in total)





Hong Kong Mathematical Olympiad Association

香港數學奧林匹克協會

2025 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region (Preliminary Round)

亞洲國際數學奧林匹克公開賽初賽 2025

Gold Award 金獎 (2 in total)

Silver Award 銀獎 (1 in total)

Bronze Award 銅獎 (1 in total)

Hong Kong Mathematical Olympiad Association

香港數學奧林匹克協會

2025 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region (Promotion Round)

亞洲國際數學奧林匹克公開賽晉級賽 2025

Silver Award 銀獎 (1 in total)

Hong Kong Mathematical Olympiad Association

香港數學奧林匹克協會

Hua Xia Cup - China Mathematical Olympiad Contest 2025 (Preliminary Round)

華夏盃全國數學奧林匹克邀請賽 初賽 2025

First Prize 一等獎 (1 in total)

Second Prize 二等獎 (3 in total)

Third Prize 三等獎 (1 in total)

Hong Kong Mathematical Olympiad Association

香港數學奧林匹克協會

Hua Xia Cup - China Mathematical Olympiad Contest 2025 (Promotion Round)

華夏盃全國數學奧林匹克邀請賽晉級賽 2025

Second Prize 二等獎 (1 in total)

Third Prize 三等獎 (2 in total)

Curriculum Development Institute, Education Bureau

教育局課程發展處

"Reading is like..." Creative Sentence Writing Competition

「閱讀像.....」創意句子寫作比賽

Senior Secondary Group Merit Award 高中組優異獎 (1 in total)

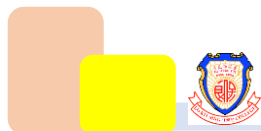
21st Century Cup English Speaking Competition Organizing Committee

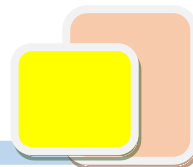
「21 世紀杯」英語演講比賽組委會

21st Century Cup English Speaking Competition (Hong Kong) 2025

「21 世紀杯」英語演講比賽

Distinction of the Third Prize Certificate (5 in total)





Education Bureau

教育局

Junior Secondary Science Online Self-learning Scheme 2025

初中科學線上自學計劃 2025

Gold Award 金獎 (41 in total)

Silver Award 銀獎 (33 in total)

Bronze Award 銅獎 (22 in total)

Participation Award 參與獎 (17 in total)

HKBU

香港浸會大學

The 13th University Literature Award

第十三屆大學文學獎

Young Writer Award 少年作家獎 (1 in total)

Hong Kong Student Activities Committee

香港學生活動委員會

Henan Trip: National Policy and People's Livelihood

河南之旅：國策與民生

Participation Award 參與獎 (1 in total)

Home and Youth Affairs Bureau, Family Council

民政及青年事務局和家庭議會

Short Video Competition on “Family Values: Our Cherished Legacy”

「傳承好家風」短片創作比賽

2nd runner up 季軍 (5 in total)

SidebySide

善導會

Mock Trial Competition

模擬法庭比賽

The Best Lawyer 最佳律師 (1 in total)

Hok Yau Club

學友社

Students' Top Ten News Election

學友社第三十三屆十大新聞選舉

Champion 新聞評述比賽(中文)初中組冠軍 (1 in total)

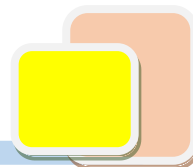
2nd runner up 新聞評述比賽(英文)初中組季軍 (1 in total)

1st runner up 新聞評述比賽(英文)初中組亞軍 (1 in total)

Most Active Participation Award 最踴躍參與獎 (1 in total)

Full Commitment Gold Award 全情投入金獎 (1 in total)





I Can Education Centre

The 3rd Feilong Cup Hong Kong Penmanship and Brush Calligraphy Competition

第三屆飛龍盃全港硬筆及毛筆書法大賽

Silver Star 銀星 (1 in total)

Bronze Star 銅星 (3 in total)

Merit Award 優異獎 (15 in total)

ICE Challenge

國際編程教育基金會

ICE Challenge 2024-25 HK-MO Grand Final

國際編程精英挑戰賽 2024-25 CodeCombat 港澳挑戰賽

Overall Champion 全場總冠軍 (1 in total)

Champion (HK-MO Overall) 香港區總冠軍 (1 in total)

Champion (NT West - Secondary Division) 新界西冠軍 (1 in total)

Second Runner-Up (NT West - Secondary Division) 新界西季軍 (1 in total)

World Robot Olympiad Hong Kong Organizing Committee

世界奧林匹克機械人競賽香港區組委會

WRO Hong Kong Robot Challenge Winter Season 2025

WRO 機械人「冬季」挑戰賽 2025

Golden Award (Top 5) 金獎 (首 5%) (3 in total)

Golden Award 金獎 (7 in total)

Bronze Award 銅獎 (4 in total)

The Best Performance Award 最佳表現獎 (3 in total)

Hong Kong Educational Publishing Company Ltd.

香港教育圖書有限公司

The 36th Annual Book Report Competition for Secondary School Student

第三十六屆中學生閱讀報告比賽

Participation 參與獎 (15 in total)

Hong Kong Education City

香港教育城

Creative Speech Competition

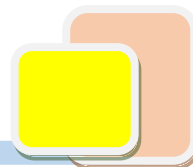
創意演講比賽

Credit 良好獎 (2 in total)

Merit 優異獎 (3 in total)

Participation 參與獎 (36 in total)





The English Association of Asia

亞洲英文協會

2024-25 Asian English Spelling Competition (Golden Bee Cup)

2024-25 亞洲英文拼字大賽 (金蜂盃)

Gold Award 金獎 (1 in total)

Silver Award 銀獎 (1 in total)

Bronze Award 銅獎 (1 in total)

BIOHK2024

Inaugural Hong Kong Academic Bio-Innovation STEAM Education Awards Ceremony

首屆香港學界生物創科 STEAM 教育頒獎禮

Hong Kong Outstanding STEAM Education School Award 香港傑出 STEAM 教育學校大獎 (5 in total)

Hong Kong Outstanding STEAM Principal Leadership Award 香港傑出 STEAM 校長領導大獎 (1 in total)

Hong Kong Outstanding STEAM Teacher Award 香港傑出 STEAM 教師教學大獎 (1 in total)

Creative Competitions, Inc.

Odyssey of the Mind World Final 2025

創意思維世界賽 2025

World Final 12th 世界賽第十二名 (7 in total)

Education Bureau

教育局

Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture

傳承・想創——積極推廣中國歷史與中華文化學校年度大獎

Active Learning of Chinese History and Culture Award 積極學習中國歷史與中華文化獎 (10 in total)

Teacher Award for Actively Promoting Chinese History and Culture 積極推廣中國歷史與中華文化教師獎 (2 in total)

Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture 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)

Harvard Club of Hong Kong Education Fund

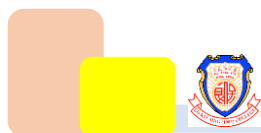
哈佛大學香港校友會教育基金

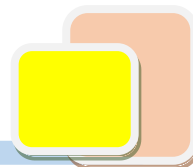
2025 Harvard Prize Book

2025 哈佛大學香港校友會年度書獎

Winner 優勝者 (3 in total)

Scholarship Finalists 獎學金入圍者 (1 in total)





CLP

中華電力

CLP Energy For Brighter Tomorrow Award

中電新世代·新動力獎勵計劃 2025

Participation Award 參與獎 (11 in total)

Jockey Club Blended Learning Project

賽馬會混合式學習計劃

Instructional Video & Resources Contest 2024/25

2024/25 年度影片教材製作比賽

優異獎 (1 in total)

KEA Learning International

啟進教育國際有限公司

The 19th Daily Readers "Read Out Loud" Competition

第 19 屆開心英語朗讀比賽

Certificate of Achievement 成就證書 (2 in total)

Education Bureau

教育局

My Pledge to Act – Be Grateful and Treasure What We Have, Stay Positive and Optimistic” (2024/25): “Touching Moments” Photo Competition

「我的行動承諾」活動系列：感「動」瞬間——攝影比賽

1st runner-up 亞軍 (1 in total)

Merit Award 優異獎 (1 in total)

PolyU CPCE

香港理工大學專業及持續教育學院

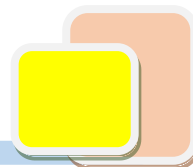
Novel Character Cosplay Essay Contest 2025

「小說人物 Cosplay 徵文比賽」2025

1st Runner Up 亞軍 (2 in total)

Best Costume Design 最佳造型獎 (2 in total)





Arts

保良局

視藝質素圈獎勵計畫

金校徽

銀校徽 (2 in total)

銅校徽 (3 in total)

優異 (21 in total)

Hong Kong Children Arts Exchange Association

香港兒童文藝交流協會

Fantasy Halloween Youth and Children's Drawing and Design Competition

「奇幻萬聖節」青少年兒童繪畫及設計比賽

Gold Award 金獎 (1 in total)

Hong Kong Children Arts Exchange Association

香港兒童文藝交流協會

Love the Earth Youth and Children's Drawing and Coloring Competition

「愛護地球」青少年兒童繪畫及填色比賽

Gold Award 金獎 (1 in total)

Hong Kong Schools Dance Association Limited

香港學界舞蹈協會有限公司

61st Schools Dance Festival

第六十一屆校際舞蹈節

Commended Award 乙級獎 (9 in total)

The Education Bureau

教育局

The 9th Hong Kong Academic Community "Decoding Chinese History" e-Card Design Competition

第九屆全港學界「中史解碼」電子賀卡設計比賽

Outstanding Work Award 傑出作品獎 (2 in total)

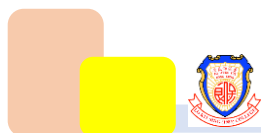
Finalist Award 入圍獎 (1 in total)

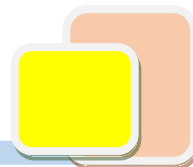
Hong Kong Mural Painting Association, Hong Kong Design Institute. Hong Kong Extra-Curricular Activities Masters' Association

香港壁畫協會、香港知專設計學院、香港課外活動主任協會

2024-2025 Hong Kong School Mural Award

2024-2025 全港校際壁畫大獎 (1 in total)





Music

LCSD

康文署

Music Interflow String Orchestra Competition

音樂事務處弦樂比賽

String Orchestra Bronze Award (28 in total)

LCSD

康文署

Music Interflow Band Orchestra Competition

音樂事務處管樂比賽

Concert Band Bronze Award (29 in total)

LCSD

康文署

Music Interflow Chinese Orchestra Competition

音樂事務處中樂比賽

Chinese Orchestra Bronze Award (18 in total)

Hong Kong Schools Music and Speech Association

香港學校音樂及朗誦協會

77th Hong Kong Schools Music Festival

第 77 屆香港學校音樂節

Recorder Ensemble Champion 直笛小組冠軍(8 in total)

Recorder Band 2nd place 直笛隊亞軍(24 in total)

The HK Virtuoso Chorus

香港合唱新力量

Hong Kong Inter-school Choir Festival 2025 Competition cum Masterclass

香港校際合唱節之比賽暨大師班

Silver Award 銀獎 (47 in total)

Hong Kong Joint School Music Association

香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - Recorder

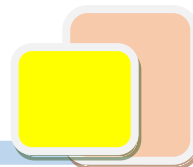
香港聯校音樂比賽 2025 - 直笛

Recorder Band Gold Award 直笛隊金獎 (25 in total)

Recorder Ensemble Silver Award 直笛小組銀獎 (8 in total)

Recorder Duet Gold Award 直笛二重奏金獎 (2 in total)





Hong Kong Joint School Music Association

香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - Handbell

香港聯校音樂比賽 2025 - 手鈴

Handbell Ensemble Silver Award 手鈴隊銀獎 (29 in total)

Handbell Quintet Gold Award 手鈴五重金獎 (5 in total)

Hong Kong Joint School Music Association

香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - Wind

香港聯校音樂比賽 2025 - 吹管樂

Wind Ensemble Silver Award 吹管樂小組銀獎 (9 in total)

Hong Kong Joint School Music Association

香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - Choir

香港聯校音樂比賽 2025 - 合唱團

Choir Gold Award 合唱團金獎 (47 in total)

Hong Kong Schools Music and Speech Association

香港學校音樂及朗誦協會

Hong Kong Schools Music Festival

香港學校音樂節

Clarinet Solo Champion 單簧管獨奏冠軍 (1 in total)

Clarinet Solo Silver Award 單簧管獨奏銀獎 (1 in total)

Di Solo Silver Award 笛獨奏銀獎 (2 in total)

Recorder Duet Silver Award 直笛二重奏銀獎 (2 in total)

Treble Recorder Solo Bronze Award 中音直笛獨奏銅獎 (1 in total)

Treble Recorder Solo Silver Award 中音直笛獨奏銀獎 (2 in total)

Descant Recorder Solo 2nd runner up 高音直笛獨奏季軍 (1 in total)

Graded 3 Violin Solo Silver Award 三級小提琴獨奏銀獎 (1 in total)

Viola Solo Bronze Award 中提琴獨奏銅獎 (1 in total)

Cello Solo Silver Award 大提琴獨奏銀獎 (1 in total)

Graded 3 Piano Solo Bronze Award 三級鋼琴獨奏銅獎 (1 in total)

Graded 4 Piano Solo 2nd runner up 四級鋼琴獨奏季軍 (1 in total)

Graded 4 Piano Solo Bronze Award 四級鋼琴獨奏銅獎 (2 in total)

Graded 4 Piano Solo Silver Award 四級鋼琴獨奏銀獎 (1 in total)

Graded 5 Piano Solo Silver Award 五級鋼琴獨奏銀獎 (2 in total)

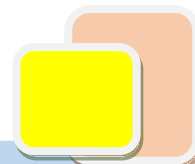
Graded 6 Piano Solo Bronze Award 六級鋼琴獨奏銅獎 (2 in total)

Graded 6 Piano Solo Silver Award 六級鋼琴獨奏銀獎 (1 in total)

Graded 7 Piano Solo Bronze Award 七級鋼琴獨奏銅獎 (2 in total)

Graded 8 Piano Solo Bronze Award 八級鋼琴獨奏銅獎 (1 in total)





Graded 8 Piano Solo Champion 八級鋼琴獨奏冠軍 (1 in total)
 Piano Duet Bronze Award 鋼琴二重奏銅獎 (2 in total)
 Piano Solo Chinese Composers Silver Award 鋼琴獨奏中國作曲家銀獎 (1 in total)
 Piano Solo Composer of the Year Silver Award 鋼琴獨奏本年度指定作曲家銀獎 (1 in total)
 Guitar Duet Bronze Award 結他二重奏銅獎 (2 in total)
 Guitar Solo Bronze Award 結他獨奏銅獎 (1 in total)
 Guitar Solo Silver Award 結他獨奏銀獎 (1 in total)
 Vocal Solo Silver Award 聲樂獨唱銀獎 (1 in total)
 Erhu Solo 2nd runner up 二胡獨奏季軍 (1 in total)
 Liuqin Solo Bronze Award 柳琴獨奏銅獎 (3 in total)
 Pipa Solo Bronze Award 琵琶獨奏銅獎 (2 in total)
 Pipa Solo Silver Award 琵琶獨奏銀獎 (1 in total)
 Yangqin Solo 2nd runner up 揚琴獨奏季軍 (1 in total)
 Zheng Solo Silver Award 箏獨奏銀獎 (1 in total)
 Zhongruan Solo Bronze Award 中阮獨奏銅獎 (1 in total)
 Zhongruan Solo Silver Award 中阮獨奏銀獎 (1 in total)

Joint School Music Association

香港聯校音樂協會

Joint School Music Competition 2025 - Chinese Orchestra

香港聯校音樂比賽 2025 - 中樂團

Chinese Orchestra Silver Award 中樂團銀獎 (26 in total)

Asia International Handbell Association

亞洲國際手鈴協會(香港)

Hong Kong International Handbell Olympic

香港國際手鈴奧林匹克

Handchimes Ensemble Silver Award 手鐘隊銀獎 (13 in total)

Handchimes Ensemble Prestige Silver Award 手鐘隊卓越銀獎 (18 in total)

Hong Kong Joint School Music Association

香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - String Ensemble

香港聯校音樂比賽 2025 - 弦樂小組

弦樂小組銅獎 (7 in total)

Hong Kong Joint School Music Association

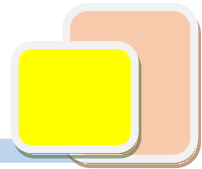
香港聯校音樂協會

Hong Kong Joint School Music Competition 2025 - String Orchestra

香港聯校音樂比賽 2025 - 弦樂團

String Orchestra Silver Award 弦樂團銀獎 (24 in total)





Hong Kong Joint School Music Association

香港聯校音樂比賽協會

Hong Kong Joint School Music Competition 2025 - Concert Band

香港聯校音樂比賽 2025 - 管樂團

Wind Band Gold Award 管樂團金獎 (53 in total)

Po Leung Kuk Music Quality Circle Incentive Scheme

保良局音樂質素圈獎勵計劃

Po Leung Kuk

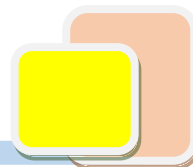
保良局

Gold School Badge and Certificate of Honour 金校徽及榮譽證書 (3 in total)

Silver School Badge and Certificate of Honour 銀校徽及榮譽證書 (5 in total)

Bronze School Badge and Certificate of Honour 銅校徽及榮譽證書 (3 in total)





Sports

Leisure and Cultural Services Department

Tsuen Wan District Age Group Badminton Competition 2024

Champion (2 in total)

Po Leung Kuk

Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala

Boys Junior 50m Breaststroke 2nd runner up (1 in total)

Boys Senior 50m Freestyle 2nd runner up (1 in total)

Girls Junior 100m Freestyle 3rd runner up (1 in total)

Girls Senior 100m Breaststroke 3rd runner up (1 in total)

Girls Senior 50m Freestyle 3rd runner up (1 in total)

Girls Senior 4x50m Relay 1st runner up (4 in total)

Girls Senior Groups 2nd runner up (4 in total)

Girls Overall 3rd runner up (8 in total)

HKSSF - Kwai Tsing

HKSSF - Kwai Tsing Inter-school Badminton Competition (A Grade)

3rd Runner up (5 in total)

HKSSF

Inter-School Swimming Champions (Kwai Tsing District)

Boys Grade C 50m Backstroke-2nd Runner up (1 in total)

Boys Grade C 200m Breaststroke-Champion Boys (1 in total)

Boys Grade C 200m Individual Medley-Champion (1 in total)

Boys Grade A 50m Freestyle- Champion (1 in total)

Boys Grade A 100m Freestyle-3rd Runner up (1 in total)

Girls Grade C 50m Backstroke- Champion (1 in total)

Girls Grade C 100m Freestyle- Champion (1 in total)

Girls Grade B 100m Breaststroke-1st Runner up (1 in total)

Girls Grade B 200m Individual Medley-Champion (1 in total)

Girls Grade B 100m Freestyle- 1st Runner up (1 in total)

Girls Grade B 200m Freestyle- 3rd Runner up (1 in total)

Grade A100m Freestyle- 2nd Runner up (1 in total)

Girls Grade A 50m Butterfly Stroke- 2nd Runner up (1 in total)

Girls Grade A 200m Individual Medley-1st Runner up (1 in total)

Boys Grade C 4X50m Freestyle Relay-2nd Runner up (4 in total)

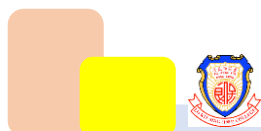
Boys Grade C Overall Team - 3rd Runner up (6 in total)

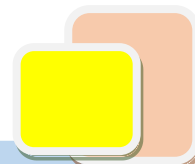
Boys Grade A Overall Team - 7th (2 in total)

Girls Grade C Overall Team - 7th (3 in total)

Girls Grade B Overall Team - 6th (2 in total)

Girls Grade A Overall Team- 7th (2 in total)





HKSSF

中國香港學界體育聯會

Interschool Girls Volleyball Competition (Division 1)

葵青區中學校際女子高級組(第一組)排球比賽

Merit (15 in total)

HKSSF (Kwai Tsing)

中國香港學界體育聯會葵青區中學分會

Cross Country Competition 2024-2025

2024-2025 年度校際越野比賽

Merit (7 in total)

HKSSF

中國香港學界體育聯會

Kwai Tsing Inter-School Athletic Championships

葵青區中學校際田徑比賽

Boy Grade C Javelin - The second runner-up 男子丙組標槍 第三名 (1 in total)

Girl Grade B Team results - Eighth 女子乙組團體第八名 (11 in total)

Girl Grade B Discus - The champion , The second runner-up (1 in total) 女子乙組鐵餅 第一名 (1 in total) , 第三名 (1 in total)

Boy Grade B Discus - The second runner-up 男子乙組鐵餅 (1 in total)

Girl Grade A Javelin - The second runner-up 女子甲組標槍 第三名 (1 in total)

Boy Grade A High Jump - The second runner-up 男子甲組跳高 第三名 (1 in total)

Boy Grade A Javelin - The third runner-up 男子甲組標槍第四名 (1 in total)

Education Bureau

教育局

"Active Students, Active People" Campaign - Road to Paris Olympic 2024 Challenge cum MVPA60 Award Scheme

「躍動校園 活力人生」計劃——「2024 邁步巴黎迎奧運挑戰賽暨 MVPA60 獎勵計劃」

Gold Award 金章 (239 in total)

Silver Award 銀章(40 in total)

Bronze Award 銅章(37 in total)

Dodgeball Association of HK, China

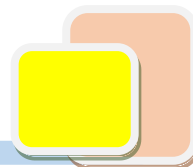
中國香港閃避球總會

Hong Kong Dodgeball (Single-ball Style) Rookie Competition 2024

2024 全港閃避球(單球式)新秀賽

U15 男子組季軍(13 in total)





Chung Sing Benevolent Society Mrs. AW Boon Haw Secondary School

鐘聲慈善社胡陳金枝中學

Anti-Drug Cup 3-on-3 Basketball Tournament

禁毒盃 3 人籃球賽

Secondary School Crystal Competition Champion 中學組水晶賽冠軍(4 in total)

Most Valuable Player Award 最有價值球員獎(1 in total)

Po Leung Kuk

保良局

Po Leung Kuk Affiliated Secondary Schools Joint Sports Day

保良局屬下中學聯校運動會

Girls Junior Long Jump - 2nd Runner up 女子初中組跳遠季軍(1 in total)

Girls Junior Discus - 2nd Runner up 女子初中組鐵餅季軍(1 in total)

Boys Senior High Jump - 2nd Runner up 男子高中組跳高季軍(1 in total)

Boys Senior Discus - 3rd Runner up 男子高中組鐵餅殿軍(1 in total)

The HKSSF

中國香港學界體育聯會

The HKSSF Inter school Tenpin Bowling Competition (NT Region)

新界地域中學校際保齡球比賽

Boys Group - 2nd runner up (4 in total)

Dodgeball Association of HK, China

中國香港閃避球總會

New Territories West Dodgeball Inter Secondary-School (Single-ball Style) Championship 2025

2025 新界東及新界西中學學界閃避球(單球式)錦標賽

Boys Junior - The Second Runner-up 初中男子 季軍 (17 in total)

Girls Junior - The Champion 初中女子 冠軍 (12 in total)

Boys Senior - The Second Runner-up 高中男子 季軍 (5 in total)

HKSSF - Kwai Tsing

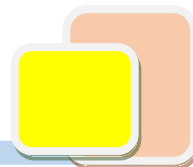
中國香港學界體育聯會 葵青區中學分會

HKSSF - Kwai Tsing Inter-school Badminton Competition (Grade B & C)

葵青區學界羽毛球比賽 (乙丙組)

3rd runner up 殿軍 (6 in total)





Hong Kong Scout Association

香港童軍總會

Tsing Yi District Scout Branch Competition – District Governor Challenge Cup 2024

青衣區童軍支部比賽–區總監挑戰盃 2024

Overall Champion 總冠軍 (5 in total)

Speed Star 速度之星 (5 in total)

Tsing Yi Master 青衣達人 (5 in total)

Photography Master 攝影大師 (5 in total)

Dodgeball Association of HK, China

中國香港閃避球總會

2025 Hong Kong Inter Secondary-School Dodgeball(Single Ball Style) Elite Championships

2025 全港中學學界閃避球(單球式)精英賽

Junior Boys division-1st runner up 初中男子組—亞軍 (13 in total)

Junior Girls division-2nd runner up 初中女子組—季軍 (13 in total)

HKSSF - Kwai Tsing

中國香港學界體育聯會 葵青區中學分會

HKSSF - Kwai Tsing Inter-school Badminton Competition (Grade B & C)

葵青區學界羽毛球比賽 (乙丙組)

3rd runner up 殿軍 (6 in total)

HKSSF

中國香港學界體育聯會

HKSSF (NT Region) Interschool Beach Volleyball Competition (Girls)

中國香港學界體育聯會(新界地域)中學校際沙灘排球比賽 - 女子組

Champion 冠軍 (5 in total)

HKSSF

中國香港學界體育聯會

HKSSF (Kwai Tsing District) Interschool Girls Volleyball Competition (Division 1 - Senior)

學界體育聯會葵青區中學校際女子高級組(第一組)排球比賽

Merit 優異 (15 in total)

AS Watson Group

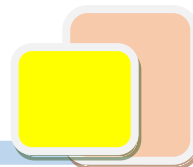
屈臣氏集團

AS Watson Group Hong Kong Student Sports Awards 2024-2025

2024–2025 年度屈臣氏集團香港學生運動員獎

AS Watson Group Hong Kong Student Sports Awards 屈臣氏集團香港學生運動員 (1 in total)





HKSSF

中國香港學界體育聯會

2024-2025 Hong Kong Schools Sports Federation New Territories Region Secondary Schools Outstanding Athlete

2024-2025 年度中國香港學界體育聯會 新界地域中學全能傑出運動員

Outstanding Athlete Award 全能傑出運動員 (1 in total)

HKSSF

中國香港學界體育聯會

2024-2025 Grantham Outstanding Student Athlete Awards (Girls Beach Volleyball)

2024-2025 年度葛量洪學界傑出運動員獎 (女子沙灘排球)

Grantham Outstanding Student Athlete Awards (Girls Beach Volleyball) 葛量洪學界傑出運動員獎(女子沙灘排球) (1 in total)

HKSSF

中國香港學界體育聯會

HKSSF (Kwai Tsing District) Interschool Girls Volleyball Competition (Division 1 - Junior)

學界體育聯會葵青區中學校際女子初級組(第一組)排球比賽

Merit 優異 (16 in total)

Kwai Tsing Community Sports Association

葵青社區體育會

Kwai Tsing Community Sports Association Friends Volleyball Club - Friends Volleyball Invitational Tournament (Secondary School Girls' Group)

葵青社區體育會友聯排球會 - 友聯排球邀請賽(中學女子組)

Champion 冠軍 (10 in total)

Tsuen Wan Football Association

荃灣足球會

Tsuen Wan Football Club One Plus - U14 Invitational Tournament (Disc Tournament)

荃灣足球會 One Plus - U14 邀請賽(碟賽)

2nd Runner Up 季軍 (10 in total)

Tsuen Wan Football Association

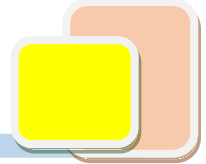
荃灣足球會

Tsuen Wan Chinese New Year Cup Youth Sevens Football Invitational Tournament (U16 Cup)

荃灣新春杯青少年七人足球邀請賽(U16 杯賽)

3rd Runner Up 殿軍 (16 in total)





Heung Yee Kuk New Territories

新界鄉議局

New Territories Heung Yee Kuk National Day Football Invitational Tournament in Celebration of the 75th Anniversary of the Founding of the People's Republic of China (Secondary School Category)

新界鄉議局慶祝中華人民共和國成立 75 周年國慶盃足球邀請賽(中學組)

2nd Runner Up 季軍 (19 in total)

North District Sports Association

北區體育總會

Celebrating the 75th Anniversary of National Day North District Youth Football Competition U13 Bowl Game - 2024

慶祝國慶 75 周年北區少年足球比賽 U13 碗賽 - 2024

1st Runner Up 亞軍 (7 in total)

Federation of Hong Kong Chiu Chow Community Organizations

香港潮屬社團總會

Federation of Hong Kong Chiu Chow Community Organisations "Out of the Garden" Five-a-side Football Competition - Junior Boys Disc Group

香港潮屬社團總會「出花園」五人足球大賽 - 初中男子碟賽組

1st Runner Up 亞軍 (9 in total)

Federation of Hong Kong Chiu Chow Community Organizations

香港潮屬社團總會

Federation of Hong Kong Chiu Chow Community Organisations "Out of the Garden" Five-a-side Football Competition - Senior Boys Disc Group

香港潮屬社團總會「出花園」五人足球大賽 - 高中男子碟賽組 (11 in total)

The Football Association of Hong Kong, China

中國香港足球總會

School Futsal Programme (Outreach Coaching Programme) Futsal Competition - Second Term

學校五人足球計劃(外展教練計劃)五人足球比賽 - 下學期

2nd Runner Up 季軍 (10 in total)

HKSSF

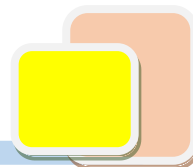
中國香港學界體育聯會

HKSSF (Kwai Tsing District) Interschool Football Competition (Division 1 - Junior)

中國香港學界體育聯會(葵青區)校際足球比賽(第一組) - 初級組

Merit 優異 (19 in total)





Scholarship

香港兒科醫學會

兒科醫學會鵬程奮進堅毅獎學金 2024

獎學金 (1 in total)

Po Leung Kuk

保良局

Po Leung Kuk Mr. and Mrs. Wu Gee Yee Memorial Education Fund Scholarship Presentation Ceremony

保良局伍繼宜伉儷紀念教育基金

Scholarship 獎學金 (9 in total)

Po Leung Kuk

保良局

Po Leung Kuk Ng Sun Ching Shan Scholarship

保良局吳辛靜珊紀念獎助學金

Scholarship 獎學金 (1 in total)

Po Leung Kuk

保良局

Po Leung Kuk Fook Chun Scholarships

保良局福珍獎助學金

Scholarship 獎學金 (5 in total)

Po Leung Kuk

保良局

Po Leung Kuk Ho Yuk Ching Children & Education Fund

保良局何玉清兒童及教育基金

Scholarship 獎學金 (2 in total)

Po Leung Kuk

保良局

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

保良局黎麗卿進步獎學金

Scholarship 獎學金 (3 in total)

Po Leung Kuk

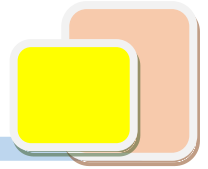
保良局

Po Leung Kuk Scholarships

保良局獎學金

Scholarship 獎學金 (5 in total)





Po Leung Kuk

保良局

Po Leung Kuk SF (Hong Kong) Scholarships

保良局順豐香港助學金

Scholarship 獎學金 (4 in total)

Po Leung Kuk

保良局

Po Leung Kuk Wong Yat Sin Scholarship

保良局王月仙助學金

Scholarship 獎學金 (5 in total)

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

香港會計師公會/香港商業教育學會

HKICA/HKABE Joint Scholarships for BAFS

香港會計師公會/香港商業教育學會 BAFS 聯合獎學金

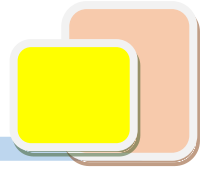
Scholarship 獎學金 (1 in total)

行樂社

全港初中學生獎勵計劃

行樂優異獎學金 (5 in total)





Services

香港青年協會

有心計劃

有心學生嘉許狀(164 in total)

VNET 50-100 小時參與獎章 (8 in total)

VNET 100-150 小時成長獎章 (1 in total)

New Territories West Cluster

New Territories West Cluster Youth Volunteer Scheme 2024

Silver Award (1 in total)

Hong Kong Youth Exchange Promotion United Association / Hong Kong Student Activity Foundation / Dragon Family Society Service

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

The 3rd "Caring Action Award 2023-2024"

第三屆「愛心行動獎 2023-2024」

Certificate of Commendation 嘉許證書 (1 in total)

Hong Kong Youth Exchange Promotion United Association

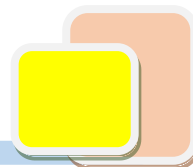
香港青年交流促進聯會

Mother's Day Event "You Have a Mother's Heart" 2025

母親節活動之「你有母心」2025

Participation Award 參與獎 (1 in total)





Others

ABC Education Foundation

Hong Kong Inter-School Civic Education Officer Competition

Hong Kong Outstanding Civic Education Officers- Excellence Awards (1 in total)

Women's Foundation

CLP Work Shadowing

Participation Award (1 in total)

Women's Foundation

English for STEM

Participation Award (1 in total)

Women's Foundation

State Street Work Shadowing

Participation Award (1 in total)

Employees Retraining Board

Work Experience Day (China Mobile Hong Kong Company Limited)

Participation Award (1 in total)

新界青年聯會

新界區傑出學生選舉 2024

新界區優秀學生 初中組 (1 in total)

Women's Foundation

Bloomberg - Python "Code A Game" Workshop

Certificate of Participation (1 in total)

YWCA

香港基督教女青年會

「愛·無價」標語創作比賽

Merit (1 in total)

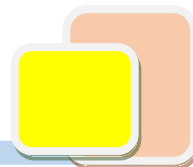
香港課外活動主任協會

「香港課外活動卓越教師獎」及「香港課外活動卓越新秀教師獎」

香港課外活動卓越教師獎 (1 in total)

香港課外活動卓越新秀教師獎 (1 in total)





Hong Kong Direct Subsidy Scheme Schools Council

Hotung Secondary School

香港直接資助學校議會

何東中學

2024-25 "Heart to Heart" Chinese Food Culture Week and Cooking Competition

2024-25「心繫家國」中華飲食文化周暨廚藝大賽

Merit 優異 (3 in total)

Hong Kong Christian Service - Caring School Award Scheme Secretariat

香港基督教服務處「關愛校園獎勵計劃」秘書處

2024 Caring School Award Scheme

2024 年度關愛校園獎勵計劃

Caring School Award「關愛校園」榮譽獎 (1 in total)

Hong Kong Persistent Self-Reliance Foundation

香港自強基金會

"Persistent Self-Reliance" Commendation Scheme

「自強不息」嘉許計劃

Persistent Self-Reliance Award 自強不息獎 (2 in total)

Tsuen Wan Youth Association and Tsuen Wan Youth Group

荃灣青年會及荃灣青年團

Tsuen Wan Kwai Tsing Outstanding Student Election 2025

荃葵青優秀學生選舉 2025

參與證書 (初中組) Certificate of Participation (Junior Secondary Category) (4 in total)

優異獎 (初中組) Merit Award (Junior Secondary Category) (1 in total)

參與證書 (高中組) Certificate of Participation (Senior Secondary Category) (4 in total)

優勝獎 (高中組) Winner Award (Senior Secondary Category) (1 in total)

Hong Kong Federation of Education Workers

香港教育工作者聯會

2025 Outstanding Teachers Election

2025 優秀教師選舉

2025 Outstanding Teachers 2025 優秀教師 (1 in total)

Hong Kong Scout Association

香港童軍總會

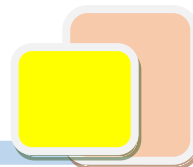
2024 Outstanding Tour Group Incentive Scheme

2024 年優異旅團獎勵計劃

Excellent Brigade 優異旅團 (12 in total)

Regional Director's Gold Award 地域總監嘉許金獎 (12 in total)





Hong Kong Scout Association

香港童軍總會

Scout Progress Badge 童軍進度性獎章

Chiefs' Scout Award 總領袖獎章 (4 in total)

Baptist Oi Kwan Social Service

浸信會愛群

Hi-Five Student Engagement Award scheme

樂繫校園獎勵計劃

The Outstanding Award 傑出大獎 (1 in total)

Life Education Foundation

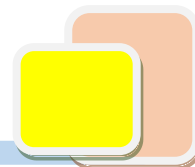
生命教育基金會

Extraordinary Campus Recognition Scheme 2024-2025

超凡校園嘉許計劃 2024-2025

Extraordinary Student 超凡學生 (1 in total)





Financial Report (2024/2025)

School Annual Financial Report (excluding Teaching Staff Salary)

	Income \$	Expenditure \$
I. Government Fund		
(1) Operating Expenses Block Grant		
(A) General Domain		
★ Administration Grant (including Additional Clerical Assistant) Non-teaching Staff Salary (Executive Officer/Clerk & Janitors)	4,268,940.00	3,973,409.20
★ School & Class Grant Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity)	2,291,109.34	1,171,198.98
★ Consolidated Subject Grants (Different Subjects) Subject & Function Expenditure	-	155,826.60
★ Composite Furniture & Equipment Grant	-	1,381,397.00
★ Lift Maintenance Grant		312,850.00
★ Other Grants (including Air-conditioning Grant, School Base Management Top-up Grant, Composite IT Grant)	1,315,930.00	1,150,116.00
Sub-total:	7,875,979.34	8,144,797.78
(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	676,944.00	605,050.00
★ Whole School Approach to Integrated Education	-	-
Sub-total:	676,944.00	605,050.00
Grants Outside EOEBG		
(1) Committee on Home School Co-operation Project	46,044.00	46,044.00
(2) Other Recurrent Grants (Rent & Rates)	449,512.00	449,512.00
(3) Substitute Teacher Grant	-	-
(4) School-based After School Learning and Support Programme	122,400.00	122,400.00
(5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	8,514.77	8,514.77-
(6) Teacher Training Grant (SEN) for IMC Schools	20,196.00	20,196.00
(7) Information Technology Staffing Support ITSS Grant	338,819.00	436,715.00
(8) Learning Support Grant for Secondary Schools (LSGSS)	1,036,496.00	1,051,322.90
(9) Teacher Relief Grant	5,492,196.60	5,703,748.00



	Income \$	Expenditure \$
(10) Diversity Learning Grant (Applied Learning & Other Programme)	169,600.00	169,600.00
(11) Promotion of Reading Grant	66,176.00	66,255.85
(12) Non-Chinese Student Grant	159,041.00	159,041.00
(13) Senior Secondary Student Mainland Exchange Programme	60,000.00	57,5000.00
(14) Moral and National Education Subject Support Grant	-	20,341.00
(15) Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	-	4,053.00
(16) Sister Schools Scheme	165,439.00	145,160.00
(17) Life-wide Learning Fund	1,236,410.00	1,366,330.16
(18) Grant for Executive Officer	590,760.00	618,654.92
(19) Student Activities Supporting Fund	94,900.00	93,747.20
(20) QEF e-Learning Fund Programme	57,102.00	57,102.00
(21) Mental Health at School (One-off Grant)	-	54,467.30
(22) Mental Health of Parents & Students(One-off Grant)	-	15,150.00
(23) One-off Grant on Parent Education (Secondary)	-	51,920.00
(24) One-off grant for promotion of Chinese Culture Immersion	-	108,778.00
(25) One-off grant for Promotion of sports ambience and MVPA60	-	23,831.00
(26) One-off Grant for Promotion of Self-directed Language Learning (English Language)	200,000.00	8,214.00
(27) One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	200,000.00	9,776.00
(28) "AI for Science Education" Funding Programme	100,000.00	-
(29) Enhancing Professional	25,000.00	17,622.00
Sub-total:	10,638,606.37	11,394,981.33
(II) School Fund		
★ Tong Fai	117,980.00	-
★ Donation & Fund-Raising	600,478.60	508,753.60
★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment)	623,936.85	702,634.42
★ Approved Collection for Specific Purposes Account	-	-
Sub-total:	1,342,395.45	1,211,388.02
2024/2025 Financial Year Grand Total	20,533,925.16	21,300,369.63



Record of Donations Received by School

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
愛心粵劇專場之龍鳳爭掛帥 (@\$380/張, 共\$760)	No	26/11/2024	供本校學生及教職員享用
保良局慈善盆菜嘉年華 (21 張, 每張\$248.3, 共\$5,214.3)	No	28/11/2024	供本校學生及教職員享用
戲票 - 誤判 The Prosecutor (14 張, 每張約\$110, 共約\$1,540)	No	19/12/2024	供本校學生享用
捐款 \$10,000	No	18/12/2024	供學校發展用途
Aroma Stone Souvenirs X 52, 總值 \$1,493.40 Chinese Medicine Soup X 56, 總值 \$1,904.00 Souvenir Packages (File & Memo) X 45, 總值 \$223.60 Memo Pad X 435, 總值 \$713.40 Files X 155, 總值 \$516.20 40th Anniversary Reusable Bags X 54, 總值 \$97.80 Teddy Bears X 49, 總值 \$505.00	No	23/01/2025	給予嘉賓、本校教職員及學生作禮物
香港摩天輪門票 X 30 張 每張\$20, 總值: \$600.00	No	03/02/2025	給予本校學生體驗乘坐作摩天輪
竹笙椰子燉烏雞湯 人參蟲草花花膠燉烏雞湯 陳皮雪梨燉雞湯 椰皇響螺片燉雞湯 共 56 個, 每個\$68, 總值: \$3,808.00	No	20/01/2025	給予本校教職員享用
哪吒之魔童鬧海 X 13 張每張\$70, 總值: \$910.00	No	27/02/2025	給予本校學生及教職員觀賞
伍尚敏女士捐款 \$30,000.00 伍尚楷先生捐款 \$30,000.00 張榮輝先生捐款 \$40,000.00	No	23/05/2025	捐款用以助學校在圖書館及中國文化活動有更進一步發展
凝皓教育挑戰盃 (中國香港 VS 曼聯) 門票 X 20 張 每張\$10, 總值: \$200.00	No	29/05/2025	給予本校出身基層家庭的學生或有需要者觀賞



Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
現金 (總值: \$4,000.00)	No	20/06/2025	用於購買書卷給予學校添置參考書之用
翁倩玉 Judy Ongg Thank you for your smile 香港演唱會 門票 X 5 張 每張\$1264, 總值: \$6,320.00	No	09/07/2025	給予本校校長/老師/家長等觀賞
現金 (總值: \$8,437.00)	No	28/08/2025	善用相關捐款予學校任何活動和發展事項
愛心粵劇專場之龍鳳爭掛帥 (@\$380/張, 共\$760)	No	26/11/2024	供本校學生及教職員享用



Evaluation Report on the Use of Capacity Enhancement Grant (2024-2025)

Programme

Background

CEG for secondary schools (2024-2025) 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 Mr. Chan WK

Implementation of CEG 2024-2025

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

Task Area	Details
CEG	
Curriculum Development: 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"> • ICT meetings • Feedback from the teacher-in-charge and all other teaching staff

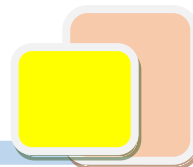


Curriculum Development: ICT Support	<p>IT Assistant was able to provide IT support to relieve teachers' administrative workload while conducting SBA and TSA. The time that the teachers saved was then used to enhance students' language proficiency.</p> <p>IT Assistant was monitored by the following methods: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

	2022-2023	2023-2024	2024-2025
Grants Received	\$654,502.00	\$666,935.00	\$676,944.00
Grants Expenditure	\$760,079.36	\$581,440.00	\$605,050.00
Employment of Teacher Assistant	---	---	---
Employment of I.T. Helper / Assistant	✓	✓	✓
Employment of Activity Organizer	---	---	---





Evaluation on the Use of Teacher Relief Grant (TRG) 2024/25

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.

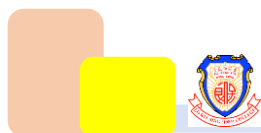
Responsibility

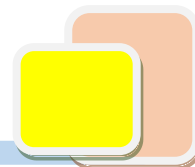
1. School Principal acts as the controller.
2. Programs are monitored by teacher(s)-in-charge:

TRG	Contract Teachers & CNET	Ms Chan NF, Ms Lau SS, Mr Wan HC, Ms Lam SM, Mr Yu CW & 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, PE & SC departments to facilitate curriculum development and enhance learning & teaching. They are monitored by: <ul style="list-style-type: none"> • Feedback from subject departments
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"> • Feedback from teacher-in-charge
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"> • Feedback from teachers-in-charge
Subject Tutors	Subject tutors can provide SBA support and conduct after-school tutorial classes. They are monitored by: <ul style="list-style-type: none"> • Tutorial class evaluation • Feedback from subject departments
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"> • Feedback from teacher-in-charge • Feedback from all teachers

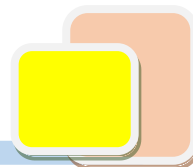




Summary on the usage of Teacher Relief Grant

	2022-2023	2023-2024	2024-2025
Grants Received	\$5,385,474.00	\$5,599,764.00	\$5,492,196.60
Grants Expenditure	\$5,566,055.57	\$4,997,455.00	\$5,703,748.00
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 (2024-2025)

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 – “Voicing Our Values”	AMS, SKH, YSY, CHK, NWL
	CMN related Activities - Visit to the “Hong Kong Special Administrative Region National Security Exhibition Hall”	LLH
	CMN related Activities -40 th Anniversary Open Days	LLH, AMS
	CMN related programme -Life Education Activity Programme "Thinking it Through"	LLH
	CMN related Activities – Flag Raising Team	CHK, LCG, AMS
	CMN related Activities – F1 Reading Scheme	LLH
	CMN related Activities – F2, F3 & F4 Reading Scheme	LLH, AMS
	CMN related Activities –CMN related Activities –Transport costs for the “2024 National Constitution Day” and Flag-raising Ceremony organized by the Association of Hong Kong Flag-guards	LLH
	CMN related programme – Board Display	AMS, CPY
	<i>CMN related Activities –Costs for S2 Day Trip - HK Cultural Exposure</i>	<i>LLH</i>



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

Task Area	Details
Moral and National Education Support Grant & Department Budget	
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 was for the program fee.
CMN related Activities – “Voicing Our Values”	The program aims to promote moral education, deepen students' understanding of Chinese virtues, enhance their morality, and strengthen their character. Student sharings were arranged during morning assemblies. The payment covered program gifts.
CMN related Activities - Visit to the “Hong Kong Special Administrative Region National Security Exhibition Hall”	All Form 2 students visited the "Hong Kong Special Administrative Region National Security Exhibition Hall." The visit aimed to enhance students' sense of responsibility and awareness of national security. The payment covered the transport fee.
CMN related Activities -40 th Anniversary Open Days	To prepare a room showcasing the department's programs on civic, moral, national, environmental, sex, and health education for the 40th Anniversary Open Days. The aims are to help the public recognize our department's work and educate them about the exhibition room's content. The payment covered the decoration and design of the exhibition room.
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. The payment covered the program fee.



CMN related Activities – Flag Raising Team	A flag-raising team, primarily composed of Form 1 and Form 2 students, has been established. They joined the Association of Hong Kong Flag-guards, and their team uniforms were subsidized. The team is responsible for conducting the weekly flag-raising ceremony on special key days. The payment covered the subsidy for the team uniforms.
CMN related Activities – F1 Reading Scheme	The reading scheme included two sets of storybooks, 初心集 and 初心集 II, sponsored by the PLK "Soaring Dreams" Youth Development Fund. The stories aim to promote a healthy lifestyle and positive attitude among students in all Form 1 classes. A total of 80 books were circulated, and two sets of worksheets were provided for the students to complete. About 20 prizes were awarded for outstanding work. The payment covered the 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 complete worksheets. Approximately 20 prizes are awarded for outstanding work in each form, and participants receive program gifts as part of the initiative. The reading schemes for different forms have distinct focuses: Form 2 emphasizes time management, Form 3 centers around a growth blueprint, and Form 4 highlights goal setting and achievement. The payment covered the program gifts.
CMN related Activities – Transport costs for the “2024 National Constitution Day” and Flag-raising Ceremony organized by the Association of Hong Kong Flag-guards.	The activity aims to encourage Hong Kong schools to educate students about the Constitution of the People’s Republic of China. Schools are encouraged to hold “Speech Under the National Flag” activities after the flag-raising ceremony. These speeches help students understand the country's development, broaden their knowledge, and explore future prospects. The payment covered the transport fee for trophies, certificates, and souvenirs.
CMN related programme – Board Display	The board display for the sex, health, and environmental department aims to educate students on the importance of sex, health, and environmental education. It raises awareness, promotes healthy practices, fosters responsibility, and encourages reflection. The payment covered the board designs.

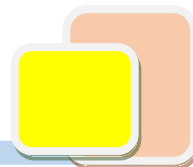


CMN related Activities –Costs for S2 Day Trip - HK Cultural Exposure	A day trip was organized for Form 2 students by the Church of United Brethren in Christ Social Service Division. The trip included four routes and aimed to help students understand the early development and daily life of Hong Kong, as well as its relationship with the 1911 Revolution. The program fee and transport costs were covered by the One-off Grant for Promoting Chinese Culture Experience Activities.
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Summary on the usage of Moral and National Education Support Grant & Department Budget

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grants Balance from previous year	\$192,817.80	\$185,825.70	\$164,701.70	\$ 142,199.10	\$ 241.10
Grants Expenditure	\$6,992.10	\$21,124.00	\$ 22,502.60	\$141,958.00	\$ 20,341.00
Purchasing CMN related program	✓	✓	✓	✓	✓
Purchasing Materials for Organising CMN Activities	✓	✓	✓	✓	✓
Organising Assembly Talk	✓	✓	✓	✓	✓





Po Leung Kuk Lo Kit Sing (1983) College 2024/2025 Learning Support Grant Report

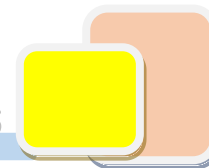
To strengthen the support for secondary schools in catering for students with special educational needs (SEN), the LSG is provided from the 2008/09 school year. Our school received \$1,036,496 for the whole school year.

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.

Balance B/F from 2023/2024			\$128,289.94
2024/2025 Allotment			\$1,036,496.00
2024/2025 Expenditure			
SST	Academic Support Programmes	\$112,980.00	
	After-school Tutor Employment	\$50,520.00	
	Counselling Psychologist Services	\$24,000.00	
	Deployment of Full-time SEN Teaching Assistant and Assistant Teacher	\$572,425.00	
	Experiential Workshops / Resources	\$149,992.00	
	Inclusive Learning Activities	\$56,550.90	
	Speech Therapy Service	\$40,000.00	
	Therapeutic / Stress Release Programmes	\$44,855.00	
Total Expenditure			\$1,051,322.90
2024/2025 C/F to 2025/2026			\$113,463.04





School-based After-school Learning and Support Programmes 2024/25 s.y. School-based Grant—Programme Report

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

Staff-in-charge: Lam Tin Fung, Sandy

Contact Telephone No.: 24977110

A. The number of students (count by heads) benefitted under this Programme is 269.

B. Allocation in the current school year : \$122,400.00. Expenditure in the current school year : \$121,959.10. Balance brought forward : \$440.90

C. Information on subsidised activities

*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	0	2	1	90%	1/9/24-31/8/25	2,089.00	Questionnaire	N.A.	N.A.
Visits	0	10	5	90%	1/9/24-31/8/25	5,257.50	Questionnaire	N.A.	N.A.
Art & cultural activities	6	58	47	90%	1/9/24-31/8/25	88,359.50	Questionnaire	N.A.	N.A.
Sports	1	19	18	90%	1/9/24-31/8/25	24,319.80	Questionnaire	N.A.	N.A.
Self-confidence development	1	1	2	90%	1/9/24-31/8/25	1,933.30	Questionnaire	N.A.	N.A.
Total no. of activities: <u>38</u>									
@No. of man-times	8	90	176		Total Expenses	121,959.10			
**Total no. of man-times	174								

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

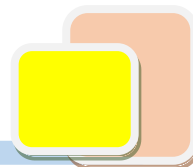
Po Leung Kuk Lo Kit Sing (1983) College

D. 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
	Significan	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	19	53	46	9	0	0
	14.96%	41.73%	36.22%	7.09%	0.00%	0.00%
b) Students’ study skills	20	67	38	2	0	1
	15.63%	52.34%	29.69%	1.56%	0.00%	0.78%
c) Students’ academic achievement	25	39	48	14	2	0
	19.53%	30.47%	37.50%	10.94%	1.56%	0.00%
d) Students’ learning experience outside classroom	40	61	25	1	0	1
	31.25%	47.66%	19.53%	0.78%	0.00%	0.78%
e) Your overall view on students’ learning	41	54	26	7	0	0
	32.03%	42.19%	20.31%	5.47%	0.00%	0.00%
Personal and Social Development						
f) Students’ self-esteem	25	67	33	2	1	0
	19.53%	52.34%	25.78%	1.56%	0.78%	0.00%
g) Students’ self-management skills	45	59	21	3	0	0
	35.16%	46.09%	16.41%	2.34%	0.00%	0.00%
h) Students’ social skills	40	65	22	1	0	0
	31.25%	50.78%	17.19%	0.78%	0.00%	0.00%
i) Students’ interpersonal skills	40	65	22	1	0	0
	31.25%	50.78%	17.19%	0.78%	0.00%	0.00%
j) Students’ cooperativeness with others	40	62	23	2	1	0
	31.25%	48.44%	17.97%	1.56%	0.78%	0.00%
k) Students’ attitudes toward schooling	18	56	44	8	1	0
	14.17%	44.09%	34.65%	6.30%	0.79%	0.00%
l) Students’ outlook on life	40	61	25	1	0	1
	31.25%	47.66%	19.53%	0.78%	0.00%	0.78%
m) Your overall view on students’ personal and social development	43	60	24	1	0	0
	33.59%	46.88%	18.75%	0.78%	0.00%	0.00%
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	23	62	38	5	0	0
	17.97%	48.44%	29.69%	3.91%	0.00%	0.00%
o) Students’ sense of belonging	30	59	32	7	0	0
	23.44%	46.09%	25.00%	5.47%	0.00%	0.00%
p) Students’ understanding on the community	28	59	37	4	0	0
	21.88%	46.09%	28.91%	3.13%	0.00%	0.00%
q) Your overall view on students’ community involvement	42	60	26	0	0	0
	32.81%	46.88%	20.31%	0.00%	0.00%	0.00%





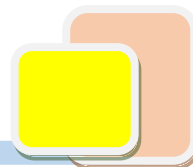
E. Comments on the project conducted

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 and full grant under the SFA Schemes),
<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 the reason(s): Some students are relatively 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 (2024-2025)

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Target students	Duration of the programme / course
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations - To provide support to non-Chinese speaking students in S5 	S5: 4 students (2024-2026 cohort) S6: 3 students (2023-2025 cohort)	180 hours in 2 years for each course

Evaluation of student learning / success indicators	Expenditures
<ul style="list-style-type: none"> - In general the attendance rate of the students was over 90%. - Students submitted course assignments on time. - 2 students enrolled in Category B subjects of the 2025 HKDSE and both obtained "Attained with Distinction (II)". 	S5: 5 students (2024-2026 cohort) \$48,400.00 S6: 3 students (2023-2025 cohort) \$27,600.00 <u>Total: \$76,000.00</u>



Po Leung Kuk Lo Kit Sing (1983) College

Evaluation Report on the Use of the Diversity Learning Grant (2024-2025)

Programme

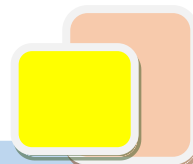
Aim of Diversity Learning Grant

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

Implementation of the Use of the Diversity Learning Grant (2024-2025)

Task Area	Details
To facilitate the implementation of NSS PE	<p>Major Area(s) of Concern</p> <p>NSS PE</p> <ul style="list-style-type: none"> – To relieve PE teachers' workload so that teachers can concentrate on developing better teaching – To provide SBA support for PE teachers <p>Other Subjects</p> <ul style="list-style-type: none"> – To allow teachers to have more learning opportunities to attend seminars. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching materials produced – Count the number of pair teaching lessons – Count the number of practical training sessions. <p>Benefits Achieved</p> <ul style="list-style-type: none"> – Teaching Materials Development: Produced 8 sets of teaching resources, including lesson notes, quizzes, and fitness training tools, significantly enhancing the effectiveness of senior PE elective classes. – Fitness Training Sessions: Conducted 24 specialized fitness training sessions for PE elective students. Pre- and post-assessments showed an average 14% improvement in key fitness metrics (e.g., endurance, strength) among participants. 73% of students demonstrated improved fitness assessment results in the second examination compared to the first. – Girls Volleyball Team Support: Assisted 42 training sessions for the school team, leading to measurable skill development. Player performance on serves and defensive ability was improved significantly, with 90% of participants reporting higher motivation in post-training feedback.





	<ul style="list-style-type: none"> – Personalized Coaching: Implemented more than 80 paired teaching sessions for PE electives, enabling tailored skill development. Teacher observations noted students' improvement in DSE sports techniques (e.g., basketball dribbling, badminton return, volleyball serve) compared to standard instruction.
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Task Area	Details
To procure PE valuable learning experiences for students	<p>Major Area(s) of Concern To enhance the quality of Learning and Teaching in both our school and the Joint School Program</p> <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of lessons provided – Count the number of students involved <p>Benefits Achieved Joint School Program Participation: Facilitated 40 Form 4–6 PE elective students in attending the Kwai Tsing Joint Schools PE program. Post-event evaluations revealed:</p> <ul style="list-style-type: none"> – 100% of students expanded their theoretical and practical knowledge beyond the school curriculum. – 75% reported increased confidence in applying advanced techniques (e.g., long jump take-off technique, biomechanics). – Peer assessments highlighted improved collaborative skills during joint practical lessons.

Summary on the usage of the Diversity Learning Grant

	2023-2024	2023-2024	2024-2025
Grants Received	\$84,000.00	\$93,600.00	\$93,600.00
Grants Expenditure	\$118,462.31	\$277,200	\$314,385.00
Employing Subject Assistant Teacher	✓	✓	✓
Buying service providing fitness training sessions			✓
Buying service providing Joint School theory session and athletic trainings	✓	✓	✓



保良局羅傑承(一九八三)中學

姊妹學校交流報告書

2024/2025 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.	本校校長及老師代表到訪寧波及探訪寧波姊妹學校。	本校校長及教師代表前往寧波及拜訪姊妹學校，增進對當地文化的了解，並加強兩校之間的互動與交流，促進持續的聯繫與合作。	校長、一名副校長及一名教師代表成功於2024年11月完成到訪寧波的行程，並探訪了寧波市鎮海區中興中學，進一步鞏固了與姊妹學校之間的聯繫。 參與活動的校長和教師均表示，這次訪問讓他們對寧波及姊妹學校有了更深刻的認識與了解。	未來，本校可考慮邀請姊妹學校的師生到訪本校，或安排更多師生參加交流活動，進一步加深雙方的了解與互動，促進兩校師生間的友好關係。



2.	添置硬件裝備，讓本校老師及學生參加與姊妹學校一起舉辦的網上課程或活動。	透過添置硬件設備，促進本校師生參加與姊妹學校共同舉辦的網上課程及交流活動，從而豐富他們的互動體驗。	本校於 2025 年 6 月舉辦了與姊妹學校南寧市第十四中學的網上英語交流活動。我們利用了新添置的設備，包括直播螢幕、攝錄機和平板電腦。大家參與了多樣的英語遊戲。 活動順利進行，設備的清晰度也促進了我們兩校的溝通。	基於此次網上英語交流活動的成功，未來我們可以考慮多舉辦類似的交流活動，以持續增進與姊妹學校的聯繫。
3.	添置航拍機，拍攝本校校舍及活動過程。	透過添置航拍機，拍攝本校校舍及活動過程片段，讓未能親到本校的姊妹學校老師及同學，對本校校舍及舉辦的活動有進一步的認識。	本校利用新添置的航拍機拍攝校舍及各項校內活動，製作了一條短片。在 2025 年 5 月與南寧市第十四中學締結姊妹學校的簽約儀式上播放這條影片，讓未能親自到訪本校的姊妹學校老師和同學也能對本校有更深入的了解。	基於此次航拍短片的製作與播放，我們可以計劃定期更新短片內容，展示新的活動和校園變化，以保持姊妹學校對本校的認識。

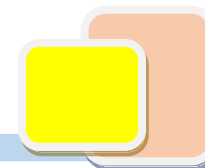


4.	本校聯同保良局其他兩所屬校中學策劃及舉辦廣西姊妹學校交流團。	透過到訪廣西，讓本校能與廣西姊妹學校進行締結儀式，並讓本校師生對廣西姊妹學校加深了解，增進學生對內地文化、教育和經濟發展等方面的認識和了解，擴闊視野。	於 2025 年 5 月，本校與其他兩所保良局中學前往廣西進行交流活動，本校更與南寧市第十四中學簽約締結成為姊妹學校。 參與是次活動的學生表示是次交流讓他們對廣西文化有了更深入的認識，他們特別喜歡與姊妹學校學生互動交流。	未來可考慮延長兩校互動交流的時間，以便讓兩校的師生有更多機會進行交流，深化彼此的了解。
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第二部分：財政報告

2023/2024 年度結餘	\$145,143.40
2024/2025 年度撥款	\$165,439.00
2024/2025 年度開支	
到訪寧波及探訪寧波姊妹學校	\$8,130.00
添置硬件裝備	\$99,530.00
添置航拍機	-
舉辦廣西姊妹學校交流團	\$37,500.00
總計	\$145,160.00
2024/2025 年度結餘	\$165,422.40





Evaluation Report on the Use of the Promotion of Reading Grant (2024-2025)

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:
 - 1.1 The Grant was effectively used to support subjects and departments in strengthening the promotion of reading.
 - 1.2 The Grant was effectively used to encourage students to develop a good reading habit from a young age.
2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

A whole-school approach, combined with active participation from various subjects and departments, generated synergy and strengthened the school's reading culture."

Strategies	Department	Evaluation
Reading across curriculum <ul style="list-style-type: none"> Acquisition of Library Books eRead 閱卷有益 Book Exhibition 	Library, all subjects & executive departments concerned	<ul style="list-style-type: none"> Different subjects and department involved in library book acquisition for the enrichment of the library stock. The eRead Program was completed successfully. Class visit to Book Exhibition was arranged, students enjoyed the visit and more than 100 book reservations were recorded.
Reading activities echoed with the promotion of reading (by subjects)	Library & all subjects	<ul style="list-style-type: none"> Different subjects and department organized reading program echoed with promotion of reading throughout the year. A wide variety of activities encouraged student participation, e.g. production of video clips, design of bookmark, cosplay, role play, project ...





Reading Sharing on Stage (Morning Assembly)	Library & teachers by invitation	<ul style="list-style-type: none"> • Yearlong reading sharing in the morning assembly had been implemented. The effectiveness was high, and the reading atmosphere was built. • Teachers and students shared their passion for reading in the morning assembly.
F1 & F2 Reading Sharing on Stage (Classroom)	Reading Promotion Committee (LTF, NYK, PWH, LCO, LKC, WTC)	<ul style="list-style-type: none"> • With more dedicated time in the classroom, Form Teacher were able to cater to individual reading interests and needs, create a supportive environment for the building of reading habit from a young age. Consistent engagement helped build stronger connections with students and reinforced the importance of reading as a daily habit.
F1 Kindle on Hand		<ul style="list-style-type: none"> • Students was interested in using Kindle. • F1 classes held Kindle on Hand for a week on a rotation basis in MB lessons while F2 worked on a voluntary basis.
F2 Meeting@Meteor		<ul style="list-style-type: none"> • The activity went smoothly. The attendance was satisfactory, a total of 121 students have been recorded for Meeting@Meteor.
F3 Extensive Reading Schemes		<ul style="list-style-type: none"> • Extensive Reading Scheme was implemented in which mentorship adopted in the scheme. • The overall passing rate is 80% and credit rate is 40%. <p>It was part of their academic performance showing onto the school report card.</p>
F4-6 Online Question Bank		<ul style="list-style-type: none"> • Online Question Bank was extensively used in some of the senior forms electives subjects. Biology, Geography, BAFS, PE used OQB more often than other subjects. • A promotional workshop on OQB had been made to involved teachers and evaluation data had been passed to subject coordinators for further promotion.



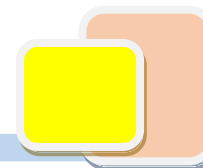


Reading Celebration Day		<ul style="list-style-type: none"> Reading Celebration Day was successfully held. The publication titled “A Good Day Starts with a Good Book” featured students’ exemplary work and teachers’ book recommendations, guiding students to cultivate reading habits during the summer holidays.
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Part 2: Financial Report

	Item	Grant(\$)	Expenses (\$)
1	Balance brought forward from 2023/24	\$132.02	
2	Grant received	\$66,176.00	
3	Purchase of Library Books		
	Printed books (Harry Potter Series #4)		\$1,245.00
	Printed books (by different subjects & departments)		\$28,329.05
	Printed magazines (by different subjects & departments)		\$2,545.00
4	Purchase of eBooks/eResources		
	Kindle Paperwhite		\$6,040.00
	eMagazines (HyRead)		\$4,888.00
	Online Question Bank (Ed City)		\$15,000.00
5	Reading Activities (Transportation Expenses)		
	Visit to Public Library “Exploring Hong Kong Central Library”		\$1,700.00
	Visit to Public Library “Workshop on the Conservation of Historical Documents”		\$1,700.00
	Visit to “Teaching & Learning Expo 24/25”		\$1,700.00





6	Reading Celebration Day		
	Prizes for Meeting@Meteor		\$856.80
	Publication of“A good day starts with a good book”		\$2,252.00
	Total		\$66,255.85
	Balance		\$52.17



Evaluation Report on the Use of Life wide learning Grant (2024 - 2025)

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	NYK
	Life wide learning day	CNF
	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
1.2 Local and Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons		
LWLG	Local and 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
<u>Life wide learning Grant</u>	
Day for you	<p>This is a whole-school activity organized at the beginning of the academic year. Its aim is to foster a greater sense of belonging and strengthen bonds among students in each class. Various class-based and form-based activities have been designed to achieve these goals, including community service projects, career workshops, and mental health awareness initiatives.</p> <p>All planned activities took place successfully in September, with students providing very positive feedback on their experiences. The costs for this activity covered transportation fees, venue rentals, material purchases, and the hiring of external instructors.</p>
Picnic	<p>The activity provides students with an opportunity to relax, relieve stress, and engage in learning experiences outside the classroom. All students spent the day at Hong Kong Disneyland, forming groups to enjoy the amusement park games. A photo competition was held to capture their excitement and fun. This joyful occasion not only enhanced class unity but also strengthened the bonds between students and teachers.</p> <p>The school picnics were successfully organized in November, allowing students to enjoy a delightful and relaxing day. The expenses covered the admission fees for all students and teachers.</p>
Life wide learning day	<p>The activity was a thematic learning experience designed for F1 and F2 students, aimed at expanding their education beyond the classroom. The activities were form-based. F1 students had the valuable opportunity to visit Shenzhen, where they explored and learned about the development of contemporary Chinese art. F2 students also travelled to Shenzhen to discover the natural landscape and history of the area.</p> <p>All planned activities were successfully held in March, and students enjoyed a wonderful and meaningful day. The expenses covered admission fees, meals, and transportation costs.</p>



Stage Cultural Day	<p>The activity was an art appreciation program designed for F1 to F5 students, offering them ample opportunities to engage in cultural activities and enhance their aesthetic development. The program included an English drama production titled " <i>Rousing the Dragon</i>," where students were encouraged to share their insights and reflections with the actors 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 covered admission fees and transportation costs.</p>
Experiential Learning Activities	<p>The school organized a series of experiential learning activities across various departments to promote balanced personal development for students. These activities included career talks, sex and health education workshops, guidance programs, career talk, leadership training. Held throughout the academic year, these activities not only sparked students' interests in learning but also enriched their development in all areas of OLE. Additionally, they helped nurture positive values and attitudes among the participating students.</p> <p>Evaluations were conducted by the respective departments overseeing the activities, and both staff and students provided positive feedback. The main expenses covered workshop facilitation and the purchase of materials for the activities.</p>
Visit, field trips, workshops and competition of different departments	<p>These activities included extended courses and competitions organized by various subject departments and CCA activity teams. They featured PE and dance training programs, choral speaking competitions, the Hong Kong International Mathematical Olympiad, the 4D Frame Mathematics Competition, as well as field trips and visits related to different subjects. Open to students with relevant interests, these activities aimed to cater to their abilities and stretch their potential while nurturing positive values and attitudes. They also enriched students' development across all aspects of OLE.</p> <p>Evaluations were conducted by the respective departments overseeing the activities, and both staff and students provided positive feedback. The main expenses covered workshop facilitation, activity materials, and transportation fees.</p>



Music for all scheme	<p>It was a regular year-long music course integrated into the curriculum for all F.1 students. The aim was to address students' interests and abilities while developing their aesthetic sensibilities. The program encouraged students to explore their potential in music and gain the confidence to showcase their learning outcomes through stage performances at the year's end.</p> <p>Approximately 230 students participated in the program. They demonstrated good behaviour during instrument classes, and their overall performance this year was commendable. All lessons were completed by August, with coaching fees being the primary expense.</p>
Local and non-local study tour	<p>Offshore cultural exchange aims to enhance students' motivation for learning by allowing them to experience different cultures and conduct investigations during the tours. The program is designed to help students develop self-discipline, confidence, and improved cooperation and communication with teachers and classmates. Additionally, students are expected to engage in project-based learning and deliver presentations after the tours.</p> <p>Various non-local study tours were offered to all interested students, including an English Study Tour to Singapore, a historical and cultural investigation trip to Shanxi, and a Natural and Science tour to Australia, Mathematics competition to Korea and OM competition in the USA. These trips were often co-organized with external organizations, such as the Education Bureau. Participants were selected based on class, form, or specific interests. 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"> • 4D frame learning materials • Materials for Mathematics subject • Materials for Science subject • Materials for ICT subject • Instruments for Music subject



Summary on the usage of Life wide learning Grant

	2022 - 2023	2023 - 2024	2024 – 2025
Grants Balance from previous year	\$1,025,757.57	\$ 917,547.67	1,104,380.87
Grants Income	\$1,195,413.00	\$1,225,351.00	1,236,410.00
Grants Expenditure	\$1,436,733.90	\$1,037,437.80	\$1,366,330.16
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 (2024-2025)

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, FTY, WSN
	Chinese Department activity	CNF, FTY, WSN
	Chinese Society activity	CNF, FTY, WSN

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"> ● Evaluation from the teachers.

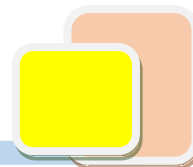


To create an inclusive learning environment in schools	<p>To organize diversified cultural activities to enrich NCS students to learn Chinese Language and Culture. Local students are encouraged to get along with NCS students. NCS students understand more about Chinese Culture through different activities from which a good and harmonious environment to both NCS and local students is created. NCS students learn Chinese Language and culture in 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"> ● Evaluation from the teachers.
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Summary on the usage of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2024-2025)

	2022-2023	2023-2024	2024-2025
Grants Balance from previous year	\$151,050.00	\$321,799.00	\$159,041.00
Grants Expenditure	\$151,050.00	\$321,799.00	\$159,041.00
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。

本校運用此項津貼發展及購置相關教學資源，旨在為公民科教師提供適切的教材，以確保公民科的教學活動得以順利開展。

以下為 2024/2025 「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：

2023/2024 年度結餘	\$4,053.00
2024/2025 年度開支	
公民科學習資源使用權限費用	\$600.00
公民科海報印刷	\$117.00
公民科探索基地教材	\$3,336.00
總計	\$4,053.00
2024/2025 年結餘	\$0.00



Report on the Use of the Student Activities Support Grant (2024/2025)

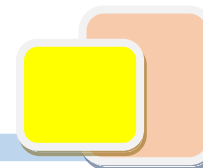
I. Financial Overview

A	Allocation in the Current School Year:	\$94,900.00
B	Expenditure in the Current School Year:	\$93,747.20
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,152.80

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	17	\$6,882.90
Full-grant under the School Textbook Assistance Scheme	124	\$64,236.80
Meeting the school-based financially needy criteria	117	\$22,627.50 (capped at 25% of the total allocation for the school year)
Total	269	\$93,747.20

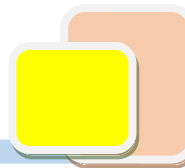




III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a P the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Muscial instrument courses	Arts (Music)	252	\$58,135.60	✓		✓		
2	Dance Training (Modern dance)	Physical Education	8	\$790.00	✓		✓		
3	Craftmanship & drawings	Arts (Visual Arts)	8	\$490.00	✓		✓		
4	Sports (Football, volleyball, tracks & fields)	Physical Education	120	\$6,822.90	✓		✓		
5	Language course (Chinese)	Foreign languages	4	\$646.00	✓				
6	Visits (local tour)	PSHE	12	\$1,540.00		✓		✓	✓
7	Voluntary service	Values Education	1	\$80.00		✓		✓	
8	Adventures	Leadership Training	10	\$3,716.20		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			415	\$72,220.70					

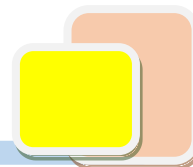




2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Visits (China)	Civic Education	13	\$4,165.50		✓			
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			13	\$4,165.50					
3. 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)	30	\$16,049.40	✓		✓		
2	Costumes for dance	Physical Education	2	\$118.00	✓		✓		
3	Materials for craftsmanship & drawings	Arts (Visual Arts)	0	\$0.00	✓		✓		
4	Sports equipment	Physical Education	22	\$1,193.60	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			54	\$17,361.00					
Total			482	\$93,747.20					

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” (2024/2025)

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 “Day for You”	<u>Guidance Department</u> MYN
Organising “Mental Health Day”	<u>Guidance Department</u> MYN
Organising “Mental Health Stall Games” on School Open Days	<u>Guidance Department & Student Support Team</u> <u>MYN, CKO</u>
Organizing Positive Activities A) Stress Release Art Workshop for S6 DSE Fighters B) Archery Tag Activity	<u>Guidance Department</u> MYN, LCO, NTM, YYN
Mental Health Promotion Activity Materials, Banners and Exhibitions	<u>Guidance Department</u> MYN, YYN
Counselling Programs for students and teachers	<u>Guidance Department</u> MYN, LLH

Programme

The school utilized the grant to organize a series of mindfulness art workshops for students, including Pastel Nagomi Art and Galaxy Bottle Making, on "Day for You" in September 2024. This initiative aimed to promote mental well-being and reduce stress and anxiety among students. Feedback from participants indicated that the workshops provided a safe outlet for emotional expression, with many students reporting feeling calmer and more relaxed afterward. Expenses were allocated for purchasing materials.



The school hosted "Mental Health Day," in November 2024, aimed at fostering a greater sense of belonging and strengthening bonds among students. Various class-based and form-based activities, such as mindfulness art workshops, Molkky, and mass games, were organized to achieve these goals. All activities were well-received, with students highlighting the enhanced communication and interaction with their peers and teachers. Expenses covered materials and programs organized by NGOs.

The Guidance Department also launched several mental health stall games during School Open Days. These activities aimed to raise awareness of physical and mental health among students, parents, alumni, and visitors. Participants provided positive feedback, noting that the activities helped enhance their understanding of both physical and mental health. Expenses were used for materials for the stall games.

Additionally, the school organized various positive activities, including a Stress Release Art Workshop for S6 DSE students and Archery Tag for S1-5 students. These initiatives aimed to alleviate stress and anxiety among S6 students while promoting interaction and collaboration among younger students through Archery Tag. Participants reported that these activities effectively helped manage stress and foster positive relationships through teamwork. Expenses were allocated for programs organized by NGOs.

To further promote mental health awareness, the school prepared banners and materials for related activities and exhibitions. This initiative aimed to provide information on various mental health issues and promote understanding. Positive feedback was received from different groups, indicating that they gained valuable insights from the exhibitions. Expenses were used for materials related to these activities and promotions.

Finally, the school held a series of counselling sessions led by the counselling psychologist for both students and teachers. These sessions aimed to equip participants with essential knowledge and skills related to mental health, enhancing their overall well-being. Positive feedback indicated that both students and teachers gained a deeper understanding of mental health issues. Expenses were directed toward programs organized by NGOs.



Summary on the usage of “One-off Grant of Mental Health at School” (2024/2025)

Details	Income	Expenditure
Balance brought forward to 2024/2025	\$54,467.30	
Organising “Day for You”		\$2,904.60
Organising “Mental Health Day”		\$13,680.00
Organizing “Mental Health Stall Games at “School Open Days”		\$1,900.00
Stress Release Art Workshop for S6 DSE Fighters		\$6400.00
Archery Tag Activity		\$4802.00
Mental Health Promotion – Activity Materials		\$420.00
Mental Health Promotion – Banner and Exhibitions		\$360.70
Counselling Programs for students and teachers		\$24,000.00
Total		\$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, the Education Bureau (EDB) has introduced a "One-off Grant for Mental Health of Parents and Students" as a step-up measure to provide additional resources that help students adjust to the changes and impacts brought by the pandemic, while also enhancing the mental well-being of both students and parents. As part of this initiative, the EDB has allocated a grant of HK\$20,000 to each Parent-Teacher Association (PTA) in the 2023/24 school year for organising activities and training programmes related to mental health support for students and parents.

Evaluation of Use of One-off Grant of Mental Health of Parents and Students in 2024/2025

Parent-Teacher Association (PTA) is organizing the following programs :

Program	Evaluation
1. A talk titled ‘如何與青少年子女的情緒同行’	The talk aimed to support parents in caring for their children's mental health. Participants expressed high levels of satisfaction with the content, noting that it enhanced their understanding of stress management and the promotion of both physical and mental well-being. Over 90% of attendees reported gaining relevant knowledge and skills related to mental health, and agreed that the talk effectively supported parents in addressing the emotional needs of their teenage children.
2. 家家好心情照相館	The PTA organized a Taking Family Photo activity during the Open Day, aiming to promote a positive family culture. The event was successfully held in December 2024, and received positive feedback from both parents and their children (students).
3. 齊來樂樂樂工作坊	The PTA organized the activity to foster positive family culture and promote the mental well-being of both students and parents. The workshop aimed to help participants understand effective stress management techniques and encourage a positive mindset in children. All participants reported feeling relaxed during the activity and shared that it contributed positively to their mental health.



4. 穴位按摩班	<p>The workshop aimed to share effective stress management techniques with parents. According to the questionnaire results, participants expressed satisfaction with the content and agreed that the workshop successfully achieved the following objectives:</p> <ul style="list-style-type: none"> • Helped parents understand strategies for managing stress and promoting both physical and mental well-being. • Contributed to the enhancement of parents' mental health.
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Overall, the activities proved effective in addressing mental health topics and offering meaningful support to parents.

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

Details	Income	Expense
Balance B/F from 2023/2024	\$15,150	
talk titled ‘如何與青少年子女的情緒同行’		\$3,500.00
家家好心情照相館		\$4,888.00
「齊來糴樂樂工作坊」		\$3,900.00
「穴位按摩班」		\$2,862.00
Total Expenditure		\$15,150.00
Balance		\$0



Evaluation Report on the Use of One-off Grant on Parent Education (Secondary) 2024/2025

Background

To strengthen home-school cooperation and support parents in nurturing adolescents, the Education Bureau (EDB) launched a one-off grant of HK\$200,000 for each secondary school in the 2023/24 school year. The grant was disbursed in March 2024 and supports the Curriculum Framework on Parent Education (Secondary School). This initiative follows the recommendations of the Task Force on Home-School Cooperation and Parent Education, aiming to help schools develop structured, school-based parent education programmes that promote adolescent development and enhance parental engagement.

Responsibility

1. School principal as the controller.
2. Program proposals by open nominations. Monitoring by teacher in charge:

Area	Details	Teacher in charge
Organizing structured or thematic parent education programmes	認識青少年發展家長講座	HSC Department KLS, FSF
	青少年發展及處理親子衝突技巧講座	Guidance Department MYN
	家校合作工作坊：了解生涯規劃	Career and Life Planning Department TWY
Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	促進青少年身心健康發展家長講座	HSC Department KLS, FSF
	正向育兒及家長情緒管理工作坊	Guidance Department MYN
	親子精神健康工作坊	Guidance Department MYN



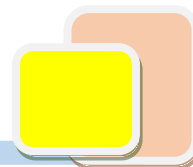
Evaluation of Use of One-off Grant on Parent Education (Secondary)

Area	Details
Organizing structured or thematic parent education programmes	<ul style="list-style-type: none"> Three activities were organized, namely “認識青少年發展家長講座”, “青少年發展及處理親子衝突技巧講座” and “家校合作工作坊：了解生涯規劃”. Parents gained a better understanding of adolescent development and were equipped with strategies to support their children's growth and well-being. Feedback indicated increased confidence in handling parent-child interactions. The interactive nature of the activities fostered stronger communication and collaboration between parents and the school, enhancing the overall support system for students.
Organizing school-based parent education promotional activities relating to the “Positive Parent Campaign”	<ul style="list-style-type: none"> Three activities were organized, namely “促進青少年身心健康發展家長講座”, “正向育兒及家長情緒管理工作坊” and “親子精神健康工作坊”. Parents reported improved emotional awareness and stress management, which positively influenced their interactions with their children. Parents demonstrated the understanding of adolescent physical and psychological changes. They applied this knowledge to better support their children's holistic development, as reflected in post-activity feedback and follow-up discussions.

Summary on the usage of the One-off Grant for Parent Education (Secondary)

Details	Income	Expenditure
Grant Balance from Previous year (2023/24)	\$200,000.00	
認識青少年發展家長講座		\$3,300.00
促進青少年身心健康發展家長講座		\$3,300.00
青少年發展及處理親子衝突技巧講座		\$4,900.00
正向育兒及家長情緒管理工作坊		\$3,300.00
家校合作工作坊：了解生涯規劃		\$29,920.00
親子精神健康工作坊		\$7,200.00
Total		\$51,920.00
Balance brought forward to 2025/26		\$148,080.00





Evaluation Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language) 2024-25

Background

The EDB has provided the ‘One-off Grant for Promotion of Self-directed Language Learning (English Language)’ to each public sector primary and secondary in the 2024/25 school year. The grant provides schools with additional resources and enable them to work in line with the latest direction for curriculum development in incorporating Language across the Curriculum and Reading across the Curriculum and enriching the English language environment and learning opportunities, thereby facilitating students’ language learning and improving their English proficiency.

Details

The EDB will offer a one-off grant for the Promotion of Self-directed Language Learning (English Language), with an amount of \$200,000. The grant will be disbursed to each public sector primary or secondary school and each DSS school offering local curriculum in the 2024/25 school year. Schools can flexibly deploy the grant until the end of the 2026/27 school year to promote self-directed English learning, develop school-based resources, and enrich the language learning environment.

Programme

Reading magazines is an effective way to learn English. Magazines provide engaging, real-world material that motivates students to practice reading, comprehension, and writing at their own pace, while teachers offer minimal guidance to nurture initiative and confidence.

The two magazines, *A tot of English & Kid*, cater to different language proficiency levels, making them suitable for students with varying English abilities. Teachers can promote self-directed learning by using the two magazines to encourage students to select articles based on their interest and proficiency levels, fostering autonomy in English learning.



Summary on the usage of the One-off Grant for Promotion of Self-directed Language Learning (English Language) in 2024/2025

Grant Received 2024/25		\$200,000.00
2024/2025 Expenditure		
Magazine: A Tot of English	\$3,852.00	
Magazine: Kid	\$3,852.00	
Magazine: A Tot of English – Teacher’s Pack	\$255.00	
Magazine: Kid – Teacher’s Pack	\$255.00	
Total Expenditure		\$8,214.00
2024/25 C/F to 2025/26		\$191,786.00



保良局羅傑承(一九八三)中學 「推廣自主語文學習(普通話)一筆過津貼」報告

內容

本校於 2024-2025 年度獲教育局撥款二十萬元，以支援學校提升學生的普通話學習體驗，加強學生國民身份認同，為學校提供額外的資源，以進一步加強學生自主學習普通話。

學校可於 2026/27 學年或之前運用本津貼聘用導師或舉辦各種有關普通話活動，幫助學生認識和欣賞普通話的語言藝術，提升對國家的歸屬感，津貼可用於

- 舉辦有關普通話到校講座
- 舉辦或資助學生參加普通話的考察或體驗活動
- 採購有關普通話學與教資源，例如書籍、多媒體及電子教學資源，以提升學生學習普通話的興趣
- 舉辦趣味與學習結合的攤位互動，讓學生通過活動感受中華文化氣質
- 聘請普通話導師開展普通話朗誦、演講等教學，營造普通話語言環境，支援學生語言學習

本校運用此津貼以舉辦有關學習普通話的活動及採購學與教的資源，以提升學生欣賞普通話的語言藝術，提升對國家的歸屬感。

以下為 2024-2025 「推廣自主語文學習(普通話)一筆過津貼」的使用概況：

2024-2025 年度撥款	\$200,000
2024-2025 年度開支	
舉辦有關普通話到校講座	\$3,476.00
聘請普通話導師開展普通話朗誦、演講等教學，營造普通話語言環境，支援學生語言學習	\$6,300.00
總計	\$9,776.00
2024-2025 年度結餘	\$390,224.00



保良局羅傑承(一九八三)中學 「推廣中華文化體驗活動一筆過津貼」報告

內容：

本校於 2023/2024 年度獲教育局撥款 \$300,000 以支援學校提升學生對學習中華傳統文化的興趣，加強學生國民身份認同，並為學校提供額外的資源，以進一步加強學生學習中華文化。

學校可於 2026/27 學年或之前運用本津貼舉辦各種有關中華文化的活動及計劃，幫助學生認識和欣賞中華文化，提升對國家的歸屬感。津貼可運用於：

- 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座
- 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽
- 舉辦或資助學生參加本地文化考察或參觀活動
- 發展有關中華文化的課程
- 採購及發展中華文化學與教資源，例如書籍、多媒體及電子教學資源，以提升學生學習中華文化的興趣
- 資助學生及隨團教師前往內地，參加有關中華文化的交流活動

本校運用此津貼以舉辦有關中華文化的活動及採購學與教資源，以令學生認識和欣賞中華文化，提升對國家的歸屬感。另外，本校在本學年分別舉辦了內地考察活動，以促進中華文化的交流活動。

以下為 2024/2025 「推廣中華文化體驗活動一筆過津貼」的使用概況：

2023/2024 年度結餘	\$259,348.00
2024/2025 年度開支	
舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	\$30,378.00
舉辦或資助學生參加本地文化考察或參觀活動	\$14,350.00
發展有關中華文化的課程	\$54,990.00
採購及發展中華文化學與教資源	\$1,170.00
資助學生及隨團教師前往內地，參加學習中華文化的交流活動	\$7,980.00
總計	\$108,778.00
2024/2025 年結餘	\$150,570.00



Evaluation Report on the Use of the “One-off Grant to Support Schools in Promoting a Campus Sports Culture and 'MVPA 60' (2024/2025)”

Background

Helping students develop a healthy lifestyle is one of the seven learning goals in primary and secondary education. Schools should provide diverse physical activities to develop students' sports skills, enhance their physical fitness, equip them with relevant knowledge, foster positive values and attitudes, and cultivate a habit of regular physical activity.

To further support students in adopting an active and healthy lifestyle, and to assist schools in fostering a better sports culture on campus while promoting ‘MVPA 60’ in alignment with the development of the physical education curriculum, the Education Bureau has provided a one-off grant of HK\$150,000 to each public and Direct Subsidy Scheme (DSS) school. Schools may use this funding to organize relevant activities and programs by the 2026/27 school year or earlier."

Details of Expenses

Item	Brief Description	Expenses (\$)
1	Yoga lesson for open day	\$9,000.00
2	Gift for best performance (Top 3 classes)	\$2,271.00
3	Table tennis table (2 sets)	\$11,560.00
4	Gift for the best performance (Top 10 individuals - 5 boys & 5 Girls)	\$1,000.00
Total : .		\$23,831.00

Evaluation and Recommendation

During the 2024 summer vacation, the school organized all students to participate in the 'Active Students, Active People' Campaign - Road to Paris Olympics Challenge cum MVPA60 Award Scheme. Students engaged in regular physical activities and watched Olympic Games competitions during the holiday to enhance their sports knowledge and motivation for participation. To further boost students' motivation for sports participation, the school held an award ceremony at the beginning of the new term, presenting sports equipment to the top three performing classes as recognition.

The school utilized the grant to organize a 'Yoga Session' for its Open Day in December 2024. Students, teachers, and visitors participated together in the yoga activity, stretching their muscles and enjoying mental relaxation.



The school used the grant to organize a “Yoga Lesson” for the open day in December 2024. 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.

The Physical Education Department has enhanced promotion of the MVPA60 Award Scheme. PE teachers have explained the benefits of regular exercise during physical education classes and have distributed Physical Activity Logbooks to all Form 1 to Form 5 students to monitor their exercise routines. At the end-of-year ceremony, awards will be presented to ten outstanding students as role models. Furthermore, to stimulate greater student engagement in physical activity, the PE Department has acquired two table tennis tables for recreational use during non-instructional time.

In the coming academic year, the PE Department will expand its initiatives by offering international exchange opportunities and engaging qualified sports instructors, aiming to cultivate students' consistent engagement in physical activity.

Summary on the usage of “One-off Grant to Support Schools in Promoting a Campus Sports Culture and 'MVPA 60' (2024/2025) ”

Details	Income	Expenditure
Grant Received 2024/2025	\$150,000.00	
Sports Program and Sport materials purchasing		\$23,831.00
Balance brought forward to 2025/2026	\$126,169.00	





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