



保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

School Report

2019/2020

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 2019-2020, our school IMC was composed of 14 members with 1 independent manager, 8 managers nominated by the Sponsoring Body and 5 school-based managers including the Principal, two teacher representatives and two parent representatives.

Our Students

Class Structure

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

Number of students in each form

		S1	S2	S3	S4	S5	S6	Total
2019-20	Male	74	70	57	63	67	63	394
	Female	56	55	61	64	51	55	342
	Total	130	125	118	127	118	118	736

Attendance percentage of students in each form

	S1	S2	S3	S4	S5	S6
2017-18	97.9%	97.7%	98.7%	95.9%	97.8%	98.1%
2018-19	97.5%	94.4%	96.1%	92.1%	93.0%	97.0%
2019-20	98.73%	98.90%	98.28%	98.29%	96.67%	95.85%

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	
2017-18	127	120	97.49%
2018-19	125	120	96.0%
2019-20	116	115	99.14%

*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

	2017-2018	2018-19	2019-20
The University of Hong Kong	6	6	6
The Chinese University of Hong Kong	16	13	10
The Hong Kong University of Science and Technology	5	7	7
The Hong Kong Polytechnic University	9	6	6
City University of Hong Kong	15	12	7
Hong Kong Baptist University	3	7	4
Lingnan University	4	2	2
The Education University of Hong Kong	2	5	3
The Open University of Hong Kong	5	23	4
JUPAS (SSSDP Degree Course)	9	15	6
JUPAS (Associate Degree Course)	0	0	0
JUPAS (Higher Diploma Course)	0	7	2
Non-JUPAS (Degree Course)	4	0	12
Non-JUPAS (Associate Degree Course)	22	3	30
Non-JUPAS (Higher Diploma Course)	18	6	5
Diploma / Foundation Diploma / Certificate	1	0	1
Overseas Study	0	1	10
Mainland Study	1	0	0
Repeat	1	1	1
Working	2	1	0
Unknown	0	0	2
Total number of students	123	115	118

Early School Leavers

	Number of class	Student number (September 1 st)	Number of school leavers (September 1 st to August 31 st)	Percentage
2017-18	24	747	7	0.94%
2018-19	24	738	14	1.90%
2019-20	24	735	9	1.20%

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)
2017-18	1	49	1	0	0
2018-19	1	50	1	0	0
2019-20	1	51	1	0	0

Highest Academic Qualifications attained by teachers

	Master's Degree or above		Bachelor's Degree	
2017-18	23/48	48%	25/48	52%
2018-19	23/49	47%	26/49	53%
2019-20	23/50	46%	27/50	54%

Percentage of Professionally-trained Teachers

	Number of teaching staff in establishment	Holding a Bachelor's or a higher degree with formal teaching training	Percentage
2017-18	48	48	100%
2018-19	49	49	100%
2019-20	50	50	100%

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

Subject	2017-2018		2018-2019		2019-2020	
	Number	Percentage	Number	Percentage	Number	Percentage
Chinese	9/9	100%	10/10	100%	10/10	100%
English	9/9	100%	11/11	100%	12/12	100%
Mathematics	8/9	89%	10/11	91%	10/11	91%

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

Language	2017-2018		2018-2019		2019-2020	
	Number	Percentage	Number	Percentage	Number	Percentage
English	9/9	100%	11/11	100%	12/12	100%
Putonghua	9/9	100%	10/10	100%	10/10	100%

Teaching Experience

Teachers' Experience

	0-4 years	5-9 years	10 years or above
2017-18	1	7	40
2018-19	2	7	40
2019-20	2	7	41

Professional Development of the Principal and Teachers

CPD hours by Principal

	Principal	Total CPD hours
2017-18	Principal, Law Wing Chung	390
2018-19	Principal, Law Wing Chung	405
2019-20	Principal, Law Wing Chung	171

CPD hours by Teachers

	Number of Teaching staff in staff establishment	Average CPD hours per teacher
2017-18	48	78
2018-19	49	90
2019-20	51	49

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
2017-18	191	166	17
2018-19	191	165	17
2019-20	203	176	7

Teaching Hour Percentage of Eight Key Learning Areas

	Chinese Language	English Language	Mathematics	Science	Technology	Personal, Social & Humanities	Arts	Physical Education	Total
2017-18	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2018-19	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2019-20	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%

Student Reading Habit

Students use library resources from school library (in percentage)

		2017-2018	2018-2019	2019-2020
Once or above / week	S1 – S3	10	12	10
	S4 – S6	3	4	3
Once or above / 2-week	S1 – S3	14	14	16
	S4 – S6	5	6	5
Once / month	S1 – S3	51	52	54
	S4 – S6	26	28	32
Less than once / month	S1 – S3	25	22	20
	S4 – S6	66	62	60
Never	S1 – S3	0	0	0
	S4 – S6	0	0	0

The average number of loans from school library

	Average number of loans per head	
	S1 – S3	S4 – S6
2017-18	30	11
2018-19	32	12
2019-20	18	6

Our Learning and Teaching

1. Curriculum

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

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

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

We have rich experience to nurture our students' generic academic competencies. Continuing academic programs include: Extensive Reading Scheme, Subject based Reading Promotion, Project/Problem-based Learning curriculum and Learning skills.

Cultural and Practical Subjects

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

Science & Mathematics Education

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

To achieve the aims, we adopt variety of science-based activities such as interacting with curriculum-related exhibits at the Hong Kong Science Museum, attending workshops in Hong Kong Science and Technology Park as well as offering some on-site courses such as scientific investigation, Microbit and Arduino workshops. However, some of the activities were suspended due to COVID-19 pandemic.

To enhance the understanding of curriculum, we provide various e-learning platforms for students. Various media could assist their learning and they could perform their preparation and revision effectively.

Civic Education

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

Arts Education

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

2. Extended Learning Experiences

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

We endeavor to build an English rich environment for students’ learning. The means have been both institutional (e.g. announcements and documents) and activity-wise (e.g. English-speaking Days, English Morning Speeches, English Cafe, English Camp for Primary Schools, Summer English Enhancement Course, International Cultural Fair, English-speaking Trip, English Drama Competition and English-speaking Ambassadors). Thanks to the Lo Kit Sing Dedication Fund, we are able to have a second native English teacher in our school since September, 2011.

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

This year, we experienced tremendous challenges and heart-breaking situations. It is grateful our teachers held fast to profession with perseverance and will. Owing to the COVID -19, the school experienced nearly 4 months suspension. During this period, teachers of our school conducted interactive online lessons for all S1-S6 students to achieve “Suspending classes without Suspending learning”. All learning activities and co-curricular activities will be resumed after the pandemic is over or under controlled.



3. Timetable

To enhance classroom learning efficiency, we have adopted new timetable under which each lesson is shortened from 55 minutes to 40 minutes long since 2016/2017. The new timetable allows a larger variety of lessons a day to maintain students' learning interest and attention. During the school suspension period, an online lesson timetable was launched for all S1-S6 students to achieve "Suspending classes without Suspending learning". The new timetable has been adopted under which each lesson is shortened to 30 minutes long after the school resumption on 27 May.

4. Student Learning Support

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

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

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

To encourage students to develop self-learning capability, school will award students Active Learner Scholarship each year as a support and recognition. This year 71 students were awarded the scholarship.

5. Extensive Reading Scheme

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

Whole school participation is a key factor making our reading promotion a success. With a shared belief and mission, all teachers from different departments are committed to boosting the reading atmosphere. The synergy effect created by this close collaboration is evident and helps us accomplish the goals of our reading scheme.

We implement the “Reading Scheme 開卷有益” to encourage students to develop a good reading habit in all subjects as well as in Moral Education. To raise students’ sense of achievement, the English Department has been helping them to advance their reading capacity in stages in the Extensive English Reading Scheme (EER). In addition to the EER, the English Department launched the Intensive English Reading Scheme (IER) in 2019. Form 1 students were introduced to different genres, including classic story, adventure story and science fiction. In the coming year, the scheme will be extended to Form 2. Students will read and explore more genres, like detective story and fantasy.

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

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

Since 2000, a particular day in the calendar has been set aside as our school’s traditional ‘Reading Celebration Day’, in which all teachers and students are exposed to a rich reading atmosphere instead of the usual regular lessons. Due to the intervention of COVID19 and the school suspension, the “Reading Celebration Day” was unfortunately postponed a year.

Our school library and the Reading Promotion Committee put much effort into the promotion of e-learning in 2019/20. We had enriched the “HyRead e-resources” and added more than 100 titles of English classics. Moreover, we joined the “e-悅讀計劃” which enables students to get more e-books from the Reading City. It was found that those e-resources are of particularly importance which allows remote access of reading materials for students. To further promote the reading atmosphere and to encourage self-initiated learning, the library invited the Student Librarian Team to choose the books they loved for the library stock in the program of “My Choices -- My Books” and it was welcomed by the students.

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

6. IT Learning & Teaching

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

Due to the outbreak of COVID-19, our teachers adopted e-learning strategies to encourage students’ self-directed learning at home during class suspension. In phase 1, teachers provided students with learning materials, exercises and texts for self-directed reading, collected assignments and offered feedback by using the learning management systems such as Google Classroom and eClass. Some teachers also produced tailor-made videos for self-learning on YouTube. In phase 2, to cater for students’ diverse learning needs, real-time online teaching was conducted on Zoom platform to enable more interactions between students and teachers. School arranged 10 lessons a week in junior forms and 14 lessons a week in senior forms. In later stage, extra lessons were arranged for some subjects on demand.

In this difficult time, teachers were eager to learn the basics and practices about using e-teaching tools on self-study basis and most students actively participated in the lessons. This provided us an opportunity to promote and further develop e-learning strategies.

7. Staff Professional Development

To enhance the professionalism of teachers and promote peer learning culture as well as team building, various programs and talks including joint school staff professional day Teacher Symposium 2020, e-learning workshops, discipline-guidance talks concerning sex education and drug addiction to enhance students' positive value development and action researches from executive based in Quality Circles which echoing the school major concerns were organized throughout the academic year.

Owing to the COVID -19, the school experienced nearly 4 months suspension and the Joint school staff professional day Teacher Symposium 2020 was cancelled. During this period, teachers were highly encouraged to participate in on-line workshops and seminars. Workshops concerning the use of different E-platforms were introduced to enhance teachers' professional skills in real time teaching and to further foster development of our learning family. It is hoped that all staff professional development activities, including the Teacher Symposium 2020 will be resumed after the pandemic is over or under controlled.

8. Project Learning

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

Owing to the COVID -19, the annual project learning activities were postponed but it was encouraging that there were different subject-based projects about the pandemic, such as, personal hygiene, making of sanitizer, had been conducted to echo "Suspending classes without Suspending learning". It is hoped that project learning, including the project presentation and the finale will be resumed in the next academic year.

Support for Student development

1. Pastoral Student Support

Guidance and Student Support

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

Form Coordination

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

Discipline Education

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

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

2. Moral and Civic Education

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

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

In the domains of Personal Development and Family, value-oriented programs like Character Days, Mother's Choice 4-years Sex Program, Po Leung Kuk Sun Teen Health Program, Health program of Joyful Fruit Days and EMSD Energy Efficiency Program and Student Environmental Protection Ambassador Scheme by the Environmental Campaign Committee were arranged. In the domains of Community and the World, departmental assembly / activity on Anti-corruption was arranged. Whole school activities such as recycling bag and waste paper recycling campaign, EMSD Energy Efficiency exhibition and Horseshoe Crab exhibition, "Students' Top Ten News Election 2019" (news selection and the commentary sessions), "The 6th "Basic Law" Hong Kong Inter-school Quiz – Education Bureau", "National Quiz Competition - The Church of United Brethren in Christ Social Service Division" were organized. In the domain of the nation, flag raising ceremonies were held at our school monthly. Students have also participated in other enrichment programs such as talks on the current situation in China and external competitions to enrich their understanding of China.

3. Co-curricular Activities

The Co-curricular Activities Department aims at planning and providing interesting and educational learning activities for all students to learn beyond classrooms. More than 60 CCA bodies which includes 4 houses, 5 academic societies, 2 uniform teams, 29 school teams and 23 interest groups are set up according to the 8 KLAs. Under the Activity Curriculum, students have to complete 5 domains namely Interest, Arts, Sports, Service and Leadership throughout their secondary school life.

Besides, for cultivating students' aesthetic and cultural interest and broadening their horizons, school implemented Arts Promotion, theme day activity such as Music Festival. Students are increasingly active and confident on the stage and in the air. The campus radio operates English, Putonghua and Guidance Channels.

Most students also show positive attitude towards sports and attain outstanding performance in inter-school competitions. The Inter-school sports leagues results are pleasing. We scored certain championships in HKSSF Kwai Tsing District Inter-School Swimming Competition and Inter-School Athletics Competition. We also got Group Overall - 2nd Runner-up in Inter-School Cross-Country Competition Girls' Grade B.

Moreover, students attain many more awards and records in performances and competitions. A team of 2 students won the World Champion in the World Finals of 2019 4D Frame Mathematics and Science Creativity Competition held in Korea. Our students also got Silver Award in Thailand International Mathematical Olympiad Heat Round 2019 (Hong Kong Region). Students also got merit in Thailand International Mathematics Olympiad Semi-Final 2019-2020. Our Robot Team also got champion and 1st Runner-up in Greater Bay Area "Drone" Programming Competition (Hong Kong Division). Students were also awarded championship in Jockey Club Smart City Tree Management Project Writing Competition. Our students are very committed to voluntary service. One student was awarded the outstanding volunteer in Kwai Tsing.

The Student Union acts as a bridge between students and the school provides excellent training for leadership. The student union cabinet "Espoir" this year is elected by students at the beginning of school year. Apart from providing general welfare, different types of activities and competitions were also organized for students to enrich students' school life, such as School Carnival for celebrating 35th School Anniversary, Joint school Christmas Ball, Inter-class ball games etc. Student Union also coexists well with the 4-House system. Various events are organized to cater the different interests and needs of students, also cultivating their sense of belongings to the school.

4. Careers Planning

To provide students with quality life planning education and career guidance service, over 22 careers talks or activities were organized for parents and students this year. Parents were encouraged to participate in some of the careers talks, such as Subject Selection and Multiple Pathways Talk, Preparation on the HKDSE Results Release Day. These could inspire and assist students in making career choices. In order to develop students' entrepreneurial skills, twenty of our F4 and F5 students joined the JA Company programme. Under the guidance of volunteer business advisor, students were able to connect to the real business world and learn an entrepreneurial experience from the business advisor. At the end of the programme, two students were granted the Most Improved Team Player (MIP) Award and Most Valuable Team Player (MVP) Award.

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

5. Leadership Development

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

To enrich the experience of students in leadership development, students were nominated to participate in different internal and external leadership programs and competitions, for example, Prefect Leadership Training Camp, Hong Kong Outstanding Students Award, Outstanding Student Leaders Award, etc.

6. Overseas Cultural Exchange

Offshore cultural exchange aims at providing students opportunities to engage in more other learning experiences. Various cultural exchange programs provide students with life-wide learning experiences to deepen their understanding of various aspects including history and culture, innovative technology, arts and natural landscape.

In October, a Mathematics teacher and 4 students participated in the International 4D Frame Maths & Science Creativity Competition. Teacher and student went to Seoul for 4 days. During the exchange activity with competition, students found it was a meaningful and rewardable experience. Students gained more awareness of different cultures and language experiences.

In December, a teacher and a F. 5 student successfully participated in the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme organized by EDB. Within the 9-day visit, the delegation travelled to Tokyo, Osaka, Nara and Ehime. Student-delegates got a deeper understanding of the Japanese life and culture through school attachments, home stay and visiting historical and cultural sites.

Under the impact of Covid-19, non-essential travel outside Hong Kong is avoided. Exchange activities were not arranged in the 2nd term.

7. Other Learning Experience

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

Highlights of whole school and cross-departmental programmes include Day for you, class-based activities for showing our talents through the Jade Jubilee and 83 run. These programmes which emphasized the 5 elements of OLE, ran smoothly and full of enjoyment. The activities also help to prompt positive values and attitudes of the students and build up a better relationship and atmosphere between teachers, students and the school. However, due to the COVID-19 and school suspension, many activities were postponed and cancelled. A one-off measure was provided to cover the expenses caused while the Life wide learning Grant provided from 2019/20 school year will be carried to 2020/21.

8. Home School Cooperation

The Parent Teacher Association (PTA) serves as a bridge of communication between the school and parents. There are twelve members, including seven parents and five teachers. In 2019-20, we focused on taking care of students' emotional needs. We arranged a talk for parents on how to bring up their children with limited resources. As there was suspension of school from February to June 2020, many annual events held by our association such as the individual counselling by certified social workers for parents, Family Outing Day to strengthen family relationship, cooking classes for parent-children enjoyment were suspended. All these aim to provide support to our parents for their parental roles in students' personal growth.

Major Concern 1: To Develop Effective Teaching & Learning Strategies for Academic Pursuit**Strategy 1: To enhance effective pedagogies**

Tasks: For pursuing academic excellence, the school focused on improving learning attitudes through motivation. Colleagues had prepared various study strategies and invested resources to boost students' academic learning attitudes.

Achievements

1. All subject departments design subject-based learning activities to develop students' questioning and issue-based learning skills of different levels.
2. All subject departments also promote student learning through effective use of pre- lesson preparation and post-lesson assessments.
3. Departmental based elite students' data are being built to facilitate strategies in allowing students' potentials to grow and glow.
4. Pull-out programs for high-achievers and less able students had been adopted to enhance students' learning capacities.
5. Peer lesson observations and Quality Circles (a school-based action research of teachers) were arranged to enhance professional exchange.
6. Course evaluations were carried out by all subject departments and over 90% of which agreed that students have been more active in their learning.
7. In the 2020 HKDSE, the overall passing rate reached 98.4%. The average subject Level 4 or above was 47.4%. There are in total 121 counts of Level 5 or above.
8. The JUPAS result of 88.7% of the graduates being successfully admitted to local universities (bachelor's degree) was significantly higher than the HK expected mean.

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

Tasks: To enhance students' learning capacities and equip them to acquire good learning skills and establish good habits for lifelong learning.

Achievements

1. Peer mentorship program and note-taking skills program help to cultivate good learning habits. Over 90% teachers agreed that students have been more active in their learning.
2. Talks on career and life planning, learning habits and attitude, persistence and exam strategies had been carried out to equip our students to become lifelong learners.
3. 81 counts of students were awarded the Active Learning scholarship for active usage of the Centre and its self-learning materials.
4. Less able students were identified after the uniform test and were treated with Tuition programs in the Christmas & New Year holiday and Easter holiday.

Strategy 3: To facilitate active learning by strengthening e-learning and challenging tasks

Tasks: Strategic planning (e-learning and other challenging tasks) ensures school consistently performs to a high level of work.

Owing to the COVID -19, the school experienced nearly 4 months suspension. During this period, teachers of our school conducted interactive online lessons for all S1-S6 students to achieve "Suspending classes without Suspending learning". All subjects had been explored the effectiveness of e-Learning, followed by lesson observation and discussion after the resumption of school on 27 May.

Achievements

1. 100% of pilot subjects, i.e. Liberal Studies, Science and Maths had been explored the effectiveness of e- learning, followed by lesson observation and discussions.
2. The school had explored the possibility of using mobile learning devices in class to enhance students' high order thinking ability and all teachers had e-learning trials in lessons.
3. Students participated in more external academic competitions and challenging tasks to expose themselves to achieve high standards, such as University Gifted Education Program, Elite students Program, Junior Achievement Program, Smart Kids Program etc.

Strategy 4: To build a learning family with reading culture

Tasks: “Reading is essential for those who seek to rise above the ordinary.” – Jim Rohn. We believe frequent reading manages to modify the structure of our brain, creating and reinforcing new connections.

Achievements

1. The school has continued to promote reading by implementing Extensive Reading Scheme, Top Readers Scheme, Reading Celebration Day and various other school activities to create reading culture.
2. The school introduced different reading platforms to students such as, Hyread, a new E-reading system.
3. “The METEOR”, a modern, cozy and interactive reading arena in campus was launched in 2019/2020 academic year.

Reflections

1. Many students should be sufficiently motivated so that their motivation in learning could continually be enhanced.
2. Course evaluation focusing on teachers’ questioning skills and issue-based learning, students’ active learning attitude motivation should be conducted, analyzed and reflected upon on regular basis.
3. More intervention measures should be carried out once the academic low achievers are identified.
4. Teachers are further encouraged to enhance their teaching effectiveness and strategies through effective use of pre- lesson preparation and post-lesson assessments.
5. Fine tuning of teaching materials and teaching strategies are needed to enhance overall learning and teaching effectiveness.
6. All staff and students experienced a very special year in history, and it is for sure that being an active learner is the way to cope with the everchanging world.
7. The use of e-Learning is enhanced owing to the school suspension. Teachers grasped the opportunity to practice real time teaching with various e-learning platforms. We would look forward to striving for academic excellence and joining hands to create a caring and harmonious environment for our students.

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

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

Achievements

1. 100% of targeted subject panels (EN, CN, LS, CH and Moral Education) have included positive values in the curriculum.
2. The matrix to summarize the positive values embedded in the curriculum and whole school programs is constructed.
3. 100% targeted Executive Departments organized programs to promote positive values.
4. School programs to develop students' positive values were evaluated and positive feedback was received.

Strategy 2: Promote a well-balanced development of students

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

Achievements

1. Over 90% of students review their Student Profile and OLE Portfolio regularly.
2. All S1 students participated in "Cleaning the Beach Campaign". S2 students served in elderly centres or kindergartens. Majority of S3 or above students provided service in Po Leung Kuk social services. Due to Covid-19, some social service programs were suspended. Though the total service hours dropped, it may not reflect fully students' participation in social services.
3. Among the 5 domains of the Activity Curriculum, about 70% of S6 students completed more than 4 domains of the Activity Curriculum while over 40% of them completed all of the domains.
4. Over 60% of S3 to S5 students held committee posts in CCA clubs, societies and school teams.
5. CCA clubs and societies were reviewed annually. New clubs and societies are introduced to meet the needs of the students.
6. Over 90% of S3 & S6 students have clearer goals on career life planning.

7. Over 85% of students participated in career-related programs to explore their interests in life.
8. Talent pools of academic, sports, music, social service and leadership were set up.

Strategy 3: Build up rapport and connectedness of students

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

1. Each form and class had organized activities in promoting caring culture. Each class has set up formal and informal channels to communicate between teachers and students during class suspension period.
2. Positive feedback on 'Day for You' and other programs to promote student-teacher relationship.
3. PTA has organized activities to enhance positive student-parent relationship.
4. 7 teachers received pastoral care training including courses on catering for diverse learning needs and improving skills and techniques in communication with parents.

Reflections

1. Value construction requires concerted effort from different stakeholders: students, parents, teachers, alumni and the environment students expose to. It is a long term investment in education. Subject Departments and Executive Departments will further help students develop positive values. In the coming year, Social Service Department, a newly set up executive department, will provide opportunities to foster students to care and serve to the school and to the community. Moreover, our students will participate in the Coding for Community Project organised by Jockey Club Hong Kong which can improve our Community with the application of Coding.
2. Whole school approach has been adopted to cater for student growth and development. Collaboration among departments could be enhanced.
3. Better cohesion between students and teachers, students and parents will be further consolidated to provide a safety net for students when facing challenges.
4. Talent pools of academic, sports, music, social service and leadership will be extended for Pre-S1 students so as to equip students at an earlier stage.
5. More staff professional training on pastoral care will be included to sharpen teachers' skills in cultivating caring culture. Next year, the joining of the Wellbeing Project funded by Jockey Club Hong Kong provides structured trainings on Positive Education to teachers.

Financial Report (2019/2020)

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)	3,998,340.00	3,349,802.70
★ School & Class Grant Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity)	2,145,847.58	980,167.18
★ Consolidated Subject Grants (Different Subjects) Subject & Function Expenditure	-	102,002.10
★ Composite Furniture & Equipment Grant	-	693,978.22
★ Other Grants (including Training & Development Grant, Enhancement Grant, Composite Information & Technology Grant)	1,157,767.00	1,007,324.70
Sub-total:	7,301,954.58	6,133,274.90
(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	634,017.00	266,658.00
★ Whole School Approach to Integrated Education	-	-
Sub-total:	634,017.00	266,658.00
Grants Outside EOEBG		
(1) Committee on Home School Co-operation Project	45,633.00	45,633.00
(2) Other Recurrent Grants (Rent & Rates)	493,512.00	493,512.00
(3) Substitute Teacher Grant	-	27,098.00
(4) School-based After School Learning and Support Programme	144,600.00	75,426.50
(5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	-	-
(6) Teacher Training Grant (SEN) for IMC Schools	7,970.00	7,970.00
(7) New Senior Secondary Curriculum Migration Grant	-	-
(8) Information Technology Staffing Support ITSS Grant	317,338.00	419,580.00
(9) Learning Support Grant for Secondary Schools (LSGSS)	294,000.00	372,443.58

	Income \$	Expenditure \$
(10) Teacher Relief Grant	3,938,320.00	2,519,184.74
(11) Understanding our motherland programme	4,600.00	4,600.00
(12) Diversity Learning Grant (Applied Learning & Other Programme)	218,705.00	212,169.00
(13) Fractional Post Cash Grant	10,700.00	402,766.25
(14) Promotion of Reading Grant	61,980.00	65,816.60
(15) Non-Chinese Student Grant	-	56,778.75
(16) Senior Secondary Student Mainland Exchange Programme	154,180.00	154,180.00
(17) Moral and National Education Subject Support Grant	-	18,036.40
(18) Senior Secondary Curriculum Support Grant	-	632,657.41
(19) One-off Grant - Promotion of Chi History & Culture	-	39,050.00
(20) One-off IT Grant under ITE4 (For grant disbursed in 2017)	-	-
(21) Extra Recurrent Grant under ITE4	66,740.00	66,740.00
(22) Sister Schools Scheme	154,950.00	103,597.00
(23) Life-wide Learning Fund	1,158,000.00	348,238.43
(24) Special Grant on Anti-Epidemic	25,000.00	35,847.20
(25) Grant for Executive Officer	534,660.00	534,660.00
(26) Supporting NCS Students Learning Chinese Hist.	-	41,385.20
(27) Student Activities Supporting Fund	115,050.00	114,368.10
(28) One-off Special Support Grant	100,000.00	-
(29) Summer Reading Programme-“Gift Book Pilot Scheme (2020)”	61,600.00	36,972.62
Sub-total:	7,907,538.00	6,828,710.78
(II) School Fund		
★ Tong Fai	123,080.00	-
★ Donation & Fund-Raising	700,717.20	669,413.50
★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment)	470,797.87	488,243.76
★ Approved Collection for Specific Purposes Account	-	-
Sub-total:	1,294,595.07	1,157,657.26
2019/2020 Financial Year Grand Total	17,138,104.65	14,386,300.94

Record of Donations Received by School

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
1. 圖書<香港回歸十周年珍藏紀念郵票冊>兩本，估值:\$3888，共\$7,776 2. 圖書<百物一天-香港 1935>一本，估值:\$185 3. 圖書<香港音樂的前世今生—香港早期音樂發展歷程(1930s-1950s)>一本，估值:\$238	No	9/2019	圖書以增館藏
1. 圖書<新超凡學生手記-信念躍進·時間管理·高效學習>140本，估值:\$98/本，共\$13,720 2. 圖書<新超凡學生手記 2-成長藍圖·給中學生的12堂通識課>，估值:\$98/本，共\$13,720 3. DVD<回復超初的愛>5套，估值:\$10/套，共\$50	No	9/2019	圖書以增館藏
世界綠色組織有限公司 環保發電單車 估值：\$4,900	No	12/11/2019	讓學生進行工作坊時使用
圖書九本： 1. <同是追夢人 – 港澳同胞奉獻祖國 70 年大型紀念畫冊> 2. <教育同心橋: 校長也上課 4> 3. <忠臣的故事> 4. <謀士的故事> 5. <賢妻良母的故事> 6. <名醫的故事> 7. <唐宋詩詞六十首(上)> 8. <唐宋詩詞六十首(下)> 9. <西貢 Go! 蕉坑·鹽田仔·羊洲麻鷹> 總估值 \$1,418	No	11/2019	圖書以增館藏
學校是香港志願者協會會員 - 香港志願者協會 一次性口罩 1,000 個，估算價@\$2，共\$2,000	No	10/03/2020	供本校學生使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
保良局顧問-劉陳小寶顧問、陳細潔顧問 消毒酒精搓手液 96 支,每支 \$68, 總值 \$6,528	No	11/03/2020	供教職員及學生在校園使用
伍何永貞紀念教育基金 \$10,000	No	03/04/2020	圖書館
全港社區抗疫連線 (九龍地域校長聯會、香港島校長聯會、新界校長會) 1. 消毒酒精搓手液 100 支 @\$20, 共 \$2,000 2. 一次性口罩 500 個 @\$2, 共 \$1,000 總值: \$3,000	No	30/03/2020	送贈予教員及非教員以加強教師的個人防護對抗疫症使用
保良局己亥年總理-顧東華先生 一次性口罩 1,000 個, 估算價@\$2, 共\$2,000	No	07/04/2020	供本校師生使用
教育 2.1 大教育平台 Lenovo M10 TB-X605F Wifi ZA480047HK 約 HK\$1,999	Yes	17/04/2020	供有需要學生借用進行網上學習
華潤堂有限公司 1. AOLQ 非接觸式自動感應消毒機 1 部, 參考價 \$210、 2. 救互 75%乙醇消毒液 500 毫升 2 樽@ \$40 共 \$290	No	24/04/2020	供本校學生使用
新界校長會 一次性口罩 430 個, 估算價@\$2.5, 共\$1,075	No	04/05/2020	供本校學生及教職員使用
中聯辦教科部 一次性口罩 500 個, 估算價@\$5, 共\$2,500	No	12/05/2020	供本校學生及教職員使用
辦學團體保良局 「愛的家」V99 口罩 15 盒, 估算價@\$177 盒, 共\$2,655	No	13/05/2020	供本校學生及教職員使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
保良局顧問-唐楚男顧問 一次性口罩 8 盒， 估算價@\$180 盒，共\$1,440	No	13/05/2020	供本校學生及教職員使用
林家揚醫師 1. 布口罩 2 個，約@\$200，估值: \$400 2. 酒精搓手液 10 支，約@\$35，估值: \$350 3. 消毒濕紙巾 2 包支，約@\$50，估值: \$100 4. 抑菌噴霧 144 支，約@\$20，估值: \$2,880 5. 50 個一次性口罩 10 盒，約@\$150， 估值: \$1,500 6. 70%酒精 2 支，約@\$50，估值: \$100	No	29/05/2020	供本校學生及教職員使用
香港津貼中學議會 450 個一次性口罩， 估算價@\$3 個，估值: \$1,350	No	01/06/2020	供本校學生及教職員使用
辦學團體保良局 「愛的家」口罩 15 盒， 估算價@\$3.6 個，估值: \$2,700	No	03/06/2020	供本校學生及教職員使用
辦學團體保良局 便利妥口罩 50 個， 估算價@\$88 包/10 個，估值: \$440	No	03/06/2020	供本校學生及教職員使用
辦學團體保良局 「愛的家」口罩 15 盒， 估算價@\$138 盒，估值: \$2,070	No	13/07/2020	供本校學生及教職員使用
辦學團體保良局 「愛的家」口罩 8 盒， 估算價@\$78 盒，估值: \$624	No	21/07/2020	供本校學生及教職員使用
本年度退學生 學生 4211 梁穎翹 電子繳費戶口結餘\$756.70	No	17/08/2020	作學校發展用途
本年度畢業生 2019-2020 年度畢業生 現金\$3,500	No	21/08/2020	作購置參考書之用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
Cigna Pebble Ottoman 3pcs , 約@\$200 , 估值: \$600 L-Shape Sofa 2sets , 約@\$3,000 , 估值: \$6,000 Magis Spun Chair (Orange) 4pcs , 約@\$100 , 估值: \$400 Arm Chair 4pcs , 約@\$200 , 估值: \$800	No	22/08/2020	增添學校家具設備
香港特別行政區政府 1. 圖書<Hong Kong 2018>一本- HKSAR , 估值:\$270 2. 圖書<香港 2018> 一本 -香港特別行政區 政府 , 估值:\$270	No	25/08/2020	圖書以增館藏
羅傑承命名捐款基金 \$82,488.50	No	13/08/2020	Reading Corner 2nd Hall Renovation Work
2019 保良局足球發展基金 \$42,622.00	No	09/2020	男女子精英足球培訓
保良局八三總理中學基金 \$277,606.44	No	09/2020	校務處翻新工程
羅傑承命名捐款基金 \$147,518.56	No	09/2020	校務處翻新工程
保良局陳仲銘通識教育基金 \$1,454.20	No	09/2020	通識教育

Summary on the usage of Capacity Enhancement Grant

	2017-2018	2018-2019	2019-2020
Grants Received	\$599,381.00	\$613,766.00	\$634,017.00
Grants Expenditure	\$358,010.62	\$349,970.32	\$266,658.00
Employment of Teachers Assistant	✓	✓	✓
Employment of I.T. helpers	✓	✓	✓
Employment of Teachers	--	--	--
Employment of English Speaking Tutor	--	--	--
Learning Enhancement Program	✓	✓	--
Employment of Activity Organisers	--	--	✓

Summary on the usage of Senior Secondary Curriculum Support Grant

	2017-2018	2018-2019	2019-2020
Grants Received	\$700,272.00	\$731,880.00	--
Grants Expenditure	\$810,447.31	\$530,715.45	\$632,657.41
Employment of Activity Organisers	✓	✓	✓
Employment of IT Helper	✓	✓	✓
Employment of Subject Assistant	--	--	--
Employment of Assistant Teachers	✓	✓	--
Employment of Subject Tutors	✓	✓	✓
Purchasing Teaching Resources	✓	✓	✓
Installing Kiosks	--	--	✓

Summary on the usage of Learning Support Grant

	2017-2018	2018-2019	2019-2020
Grants Received	\$573,426.00	\$673,134.00	\$294,000.00
Grants Expenditure	\$553,726.48	\$674,855.89	\$372,433.58
Employment of School Counsellor	✓	✓	✓
Purchasing therapy courses	✓	✓	✓
Organising Activities for SEN	✓	✓	✓
Employment of Teacher Assistant for SEN	✓	✓	✓

External Awards 2019/2020

Academic

Thailand International Mathematical Olympiad Heat Round 2019 (Hong Kong Region)

Olympiad Champion Education Centre

Silver Award (1 in total)

2019 13th International Mathematical Science Creativity Competition

Foundation for the Advancement of Steam

Grand Prize (2 in total)

2019 13th International Mathematical Science Creativity Competition

Foundation for the Advancement of Steam

Bronze Prize (2 in total)

Thailand International Mathematics Olympiad Semi-Final 2019-2020

Olympiad Champion Education Centre

Merit (1 in total)

High School Science Camp 2019 - Outstanding Literary of Students

Hong Kong Student Activity Committee

Merit (1 in total)

Jockey Club Smart City Tree Management Project Writing Competition

Jockey Club

Champion (3 in total)

Liberal Studies Writing Competition Issue 27-28 (Season 10)

RTHK

Merit (2 in total)

Greater Bay Area "Drone" Programming Competition (Hong Kong Division)

Hong Kong Education Development Association

Champion (2 in total)

Greater Bay Area "Drone" Programming Competition (Hong Kong Division)

Hong Kong Education Development Association

1st Runner-Up (4 in total)

Youth Drone Competition 2019

Hong Kong Institute of Vocational Education

Certificate of Participation (4 in total)

Micro Robot Competition 2019-2020

Hong Kong New Generation Cultural Association

Silver Award (5 in total)

71st Hong Kong Schools Speech Festival Secondary 1 and 2 Choral Prose Speaking (Cantonese)

The Hong Kong Schools Music and Speech Association

2nd Runner-Up (40 in total)

71st Hong Kong Schools Speech Festival Secondary 3 and 4 Choral Prose Speaking (Cantonese)

The Hong Kong Schools Music and Speech Association

2nd Runner-Up (36 in total)

71st Hong Kong Schools Speech Festival – English Choral Speaking

The Hong Kong Schools Music and Speech Association

Merit (102 in total)

71st Hong Kong Schools Speech Festival – English Solo Verse

The Hong Kong Schools Music and Speech Association

2nd Runner-Up (1 in total)

71st Hong Kong Schools Speech Festival – English Solo Verse

The Hong Kong Schools Music and Speech Association

Merit (4 in total)

Outstanding Project (Research Method)

Po Leung Kuk

優秀專題報告獎（研究方法）(5 in total)

Arts

"Conservation Foundation: Nurturing Ecologists Program" Interschool Poster Design Competition

Ocean Park Conservation Foundation, Hong Kong

1st Runner-Up (5 in total)

Music

2019 Hong Kong Youth Music Interflows - Symphonic Band Contest (Secondary School intermediate Class)

Leisure and Cultural Services Department

Bronze Award (45 in total)

Hong Kong Inter-School Choral Competition 2020

The Hong Kong Virtuoso Chorus

Silver Award (52 in total)

Hong Kong Inter-School Choral Festival 2020

The Hong Kong Virtuoso Chorus

Silver Award (52 in total)

Po Leung Kuk Music Quality Circle

Po Leung Kuk

Bronze Award (6 in total)



Po Leung Kuk Music Quality Circle

Po Leung Kuk

Silver Award (5 in total)

Po Leung Kuk Music Quality Circle

Po Leung Kuk

Gold Award (20 in total)

Sports

A.S. Watson Group HK Student Sports Awards 2019-2020

A.S. Watson Group

Award (1 in total)

Po Leung Kuk Quality Circle Assessment & Award Scheme (PE)

Po Leung Kuk

Gold Award (4 in total)

Silver Award (8 in total)

Bronze Award (13 in total)

Merit (5 in total)

Swimming

Inter-School Swimming Championships 1920

The Hong Kong School Sports Federation - Kwai Tsing Secondary Schools Area Committee

Boys' Grade A 50m Back Stroke Champion (1 in total)

Boys' Grade A 200m Individual Medley Champion (1 in total)

Boys' Grade B 100m Breaststroke Champion (1 in total)

Boys' Grade B 50m Breaststroke 1st Runner-Up (1 in total)

Boys' Grade B 50m Backstroke 3rd Runner-Up (1 in total)

Boys' Grade B 4x50m Freestyle Relay Champion (4 in total)

Boys' Grade B Overall 3rd Runner-Up (4 in total)

Girls' Grade B 50m Butterfly 1st Runner-Up (1 in total)

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

Girls' Grade B 4x50m Freestyle Relay 2nd Runner-Up (4 in total)

Girls' Grade B Overall The 6th Place (4 in total)

Tracks

Inter-School Athletics Championships 1920

The Hong Kong School Sports Federation - Kwai Tsing Secondary Schools Area Committee

Boys' Grade A 5000m 3rd Runner-Up (1 in total)

Boys' Grade A 1500m 3rd Runner-Up (1 in total)

Girls' Grade A 100m 1st Runner-Up (1 in total)

Girls' Grade A 200m 1st Runner-Up (1 in total)

Girls' Grade B 100m Champion (1 in total)

Girls' Grade B 200m Champion (1 in total)

Girls' Grade B 400m 2nd Runner-Up (1 in total)

Girls' Grade B 4x100m Relay Champion (4 in total)

Girls' Grade B Overall The 5th Place (9 in total)

Fields

Inter-School Athletics Championships 1920

The Hong Kong School Sports Federation - Kwai Tsing Secondary Schools Area Committee

Boys' Grade A Discus 2nd Runner-Up (1 in total)

Boys' Grade A Javelin 3rd Runner-Up (1 in total)

Cross-Country

Inter-School Cross-Country Championships 1920

The Hong Kong School Sports Federation - Kwai Tsing Secondary Schools Area Committee

Boys' Grade A Individual – The 6th Place (1 in total)

Boys' Grade A Group - The 6th Place (7 in total)

Girls' Grade A Individual - The 5th Place (1 in total)

Girls' Grade A Group – The 7th Place (8 in total)

Girls' Grade B Individual – 3rd Runner-up (1 in total)

Girls' Grade B Group Overall – 2nd Runner-up (8 in total)

Table Tennis

Inter-School Table Tennis Championships 1920

The Hong Kong School Sports Federation - Kwai Tsing Secondary Schools Area Committee

Boys' Grade A Champion (5 in total)

Dance

36th C&WD Dance Competition

Leisure and Cultural Services Department - Central and Western District Office

2nd Runner-Up (8 in total)

36th Central and Western District Dance Festival

Leisure and Cultural Services Department - Central and Western District Office

Silver Award (8 in total)

Scholarship

Po Leung Kuk Scholarship

Po Leung Kuk

Scholarship (5 in total)

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

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Wong Yat Sin Scholarship

Po Leung Kuk

Scholarship (5 in total)

Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship

Po Leung Kuk

Scholarship (1 in total)

Chan Kee Hwa Memorial Scholarship

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Wu Ho Wing Ching Memorial Education Fund

Po Leung Kuk

Scholarship (8 in total)

Po Leung Kuk Ho Yuk Ching Children & Education Fund

Po Leung Kuk

Scholarship (2 in total)

Po Leung Kuk Fook Chun Scholarships

Po Leung Kuk

Scholarship (6 in total)

Hin Sang Group Scholarships

Hin San Group

Scholarship (1 in total)

Kwai Tsing JPC Scholarship Scheme Rewards

JPC

Gold Award (1 in total)

Kwai Tsing JPC Scholarship Scheme Rewards

JPC

Silver Award (1 in total)

Kwai Tsing JPC Scholarship Scheme Rewards

JPC

Bronze Award (1 in total)

Services

Po Leung Kuk Shum Mak Hang Yin Voluntary Service Award Scheme

Po Leung Kuk

Po Leung Kuk Service Award (2 in total)

V-ARE-ONE Voluntary Services Award Scheme 2019-2020

Hong Kong Professional Teachers' Union

傑出義工學生獎(1 in total)

Outstanding Volunteer 2019 (Teenager)

Kwai Tsing District Youth Programme Committee

Outstanding Volunteer 2019 (1 in total)

Heart to Heart Program

The Hong Kong Federation of Youth Groups

200 Hours Award (6 in total)

150 Hours Award (8 in total)

60 Hours Award (70 in total)

40 Hours Award (49 in total)

20 Hours Award (77 in total)

Others

Best Presentation Award

Cathay Pacific Airways Limited

Best Presentation Award (1 in total)

Yan Oi Tong the 8th Continent Exploration Tour -- Madagascar

Yan Oi Tong

Awardee 考察大使(1 in total)

Harvard Book Prize

The Harvard Club of Hong Kong

Champion (1 in total)

Harvard Book Prize

The Harvard Club of Hong Kong

1st Runner-Up (1 in total)

Hi-Five Student Engagement Award Scheme

Baptist Oi Kwan Social Service, EDB, HKIED

中學組傑出大獎 (whole school)

Japan-East Asia Network of Exchange for Students and Youths Programme (2019/2020) --

Representative

Education Bureau

Cultural Exchange Tour to Japan (1 in total)

Audio Book 2020

RTHK

Merit (1 in total)

Audio Book 2020

RTHK

Top Ten in Cantonese Section (1 in total)

Green School Award

Hong Kong Electric

2nd Runner-Up (whole school)

The Most Popular Stall

Cho Kwai Chee Energetic Youth Club

Champion (9 in total)

Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2019 / 2020)

Gender	Age	Sit Up	Sit & Reach	Push Up	Push Up with Knee support	9 min. Run
Boys	14	35.70	24.01	18.96	/	1557.89
	15	38.34	25.38	17.73	/	1623.21
Girls	14	34.18	36.45	/	44.45	1358.70
	15	36.84	36.98	/	43.37	1247.54

Body Composition of Students

BMI of Boys

Year \ Age	12	13	14	15	16	17	18 or above
2017-18	18.69	19.70	20.16	20.17	20.95	20.79	20.92
2018-19	18.70	18.71	19.47	20.36	21.03	22.04	20.83
2019-20	18.99	19.29	19.68	19.98	20.70	21.19	22.48

BMI of Girls

Year \ Age	12	13	14	15	16	17	18 or above
2017-18	18.08	18.40	20.10	20.63	20.28	20.65	19.40
2018-19	19.21	18.99	19.54	19.96	21.18	21.17	20.72
2019-20	17.78	19.50	19.13	19.74	20.14	21.09	23.24

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)
2017-18	4%	25%	28%	27%	16%
2018-19	4%	26%	25%	27%	18%
2019-20	6.4%	26.3%	23.1%	28%	16.1%

Evaluation Report on the Use of Capacity Enhancement Grant (2019-2020)

Programme

Background

CEG for secondary schools (2019-2020) aims to relieve teachers' workload, so that they can focus on the opportunities and challenges brought by education reform, including in particular those relating to:

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

Responsibility

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

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

Implementation of CEG 2019-2020**Success Indicators (e.g. Benefits achieved, Assessment mechanism)**

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

Summary on the usage of Capacity Enhancement Grant

	2017-2018	2018-2019	2019-2020
Grants Received	\$599,381.00	\$613,766.00	\$634,017.00
Grants Expenditure	\$358,010.62	\$349,970.32	\$266,658.00
Employment of Teachers Assistant	✓	✓	✓
Employment of I.T. helpers	✓	✓	✓
Employment of Teachers	--	--	--
Employment of English Speaking Tutor	--	--	--
Learning Enhancement Program	✓	✓	--
Employment of Activity Organiser	--	--	✓

Evaluation on the use of Senior Secondary Curriculum Support Grant (2019/20)

Background

SSCSG aims to enhance the quality of education. The school had recruited activity organisers, ICT support, assistant teachers and subject tutors to facilitate the implementation of the Senior Secondary curriculum.

Responsibility

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

SSCSG	Activity Organiser	Ms Lam MY
	Installing Kiosks	Ms Lam TF
	ICT Support	Mr Kwan LS
	Subject Tutors	Ms Lam MY
	Teaching Materials	Ms Lam MY



Evaluation & Forward-Looking Concerns

Task Area	Details
SSCSG	
Activity Organiser	Activity organiser helps to relieve teachers' non-teaching duties so that they can concentrate on developing better teaching and learning materials for senior secondary curriculum. Activity organiser is monitored by: <ul style="list-style-type: none"> • Feedback from teachers-in-charge
Installing Kiosks	Kiosks are set up learning resources, so that students can access easily. <ul style="list-style-type: none"> • Feedback from library team
ICT support	IT helper is able to record students' presentation and produce videos to facilitate the implementation of SBA. IT helper is monitored by the following methods: <ul style="list-style-type: none"> • IT service meetings • Feedback from subject departments
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
Teaching Materials	Teaching materials were purchased to facilitate learning and teaching for senior secondary subjects. <ul style="list-style-type: none"> • Feedback from teachers-in-charge

Summary on the usage of Senior Secondary Curriculum Support Grant

	2017-2018	2018-2019	2019-2020
Grants Received	\$700,272.00	\$731,880.00	--
Grants Expenditure	\$810,447.31	\$530,715.45	\$632,657.41
Employment of Activity Organisers	✓	✓	✓
Installing Kiosks	--	--	✓
Employment of IT Helper	✓	✓	✓
Employment of Subject Assistant	--	--	--
Employment of Assistant Teachers	✓	✓	--
Employment of Subject Tutors	✓	✓	✓
Purchasing Teaching Resources	✓	✓	✓



Evaluation Report on the Use of Moral and National Education Support Grant (2019-2020)

Background

Aim of Moral and National Education Support Grant

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

Responsibility

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

MNESG	CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	LLH
	CMN related Activities – Morning assembly “Voicing Our Values”	LLH & LHY
	CMN related Activities – F1 Reading Scheme	LLH
	CMN related Activities – F2 & F4 Reading Scheme	LLH
	CMN related Activities – S2 Day Trip - HK Cultural Exposure– The Church of United Brethren in Christ Social Service Division	LLH
	CMN related programme - Life Education Activity Programme 'COOL TEEN' 2019-2020	LLH
	CMN related programme - Jockey Club Coding for Community Project – HKU & Youth Global Network	LLH
	CMN related programme - F1 Moral Education Training Day	LLH

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

Task Area	Details
Moral and National Education Support Grant	
CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	The aim of a gratitude journal is to help cultivate gratitude. Some people are naturally more grateful than others but as with all character strengths, gratitude can grow if we 'exercise' it more. With practice, gratitude can increase and can reap the many benefits along the way. The gratitude journal is arranged for F.1 and F.2. The cover of the journal was re-designed and printed. The printing fees of the cover and label were paid.
CMN related Activities – Morning assembly “Voicing Our Values”	The posters are designed for the morning assembly – Voicing Our Values. Gifts are given to student representatives for morning sharing. The assembly is conducted every Friday. The aims of the program are: <ul style="list-style-type: none"> • To promote moral education for our younger generations • To deepen student understanding of Chinese traditional virtues • To enhance student morality • To enhance the spirit of Confucianism in our school • To develop the students’ character strengths The payment was for the program’s gifts.
CMN related Activities – F1 Reading Scheme	<ul style="list-style-type: none"> • Two sets of story books (初心集 & 初心集 II) which were sponsored by PLK “Soaring Dreams” Youth Development Fund were arranged in the reading scheme. The stories aim to promote the healthy lifestyle and positive attitude. All F.1 classes were arranged to read the story books during the form teacher period. <p>There were 80 books circulated among the students. Two sets of worksheets were designed for the story books. Students were required to complete the worksheets. They were marked and about 16 prizes were awarded for the students’ good work.</p>
CMN related Activities – F2 & F4 Reading Scheme	<ul style="list-style-type: none"> • The reading scheme aims to educate student with the emphasis of the good and positive attributes of the human body and life. The reading scheme is organized in F2 and F4. There are two sets of reading books for F2 and F4. • Due to school suspension, the program could not be completed this year. <p>The transport cost was paid for delivery of books.</p>

CMN related Activities –S2 Day Trip - HK Cultural Exposure– The Church of United Brethren in Christ Social Service Division	A day trip was organized to F2 by the Church of United Brethren in Christ Social Service Division. There are four routes in the trip. The purpose of the trip is to understand the early development and the people life of Hong Kong. The program fee and the transport cost were paid.
CMN related programme - Life Education Activity Programme 'COOL TEEN' 2019-2020	The programme was run in junior forms The aims of the programme are: <ul style="list-style-type: none"> to help students explore the effects of tobacco, alcohol and psychotropic drugs have on the body. to equip students with the social skills to cope with peer pressure and make responsible decisions. to guide students to reflect more on their role in society and their attitude to life. The program fee was paid.
CMN related programme - Jockey Club Coding for Community Project – HKU & Youth Global Network	In order to develop the youth’s computational thinking skills and increase their overall competitiveness through digital literacy, our school joined hands with Faculty of Education - The University of Hong Kong and Youth Global Network to pilot the Jockey Club Coding for Community Project in F2. The aim is to help students establish positive values and attitudes through ICT curriculum and the mentoring program. The stationery fee was paid.
CMN related programme - F1 Moral Education Training Day	This program is a one day training camp. The objectives of the training day are to let students build good peer relationships, develop discipline and team spirit, strengthen self-confidence and responsibility, and build positive values to make them more comfortable in secondary school life. The program was scheduled on 27th August, 2019 with the co-operation of form co-ordination. The program fee was paid.

Summary on the usage of Moral and National Education Support Grant

	2017-2018	2018-2019	2019-2020
Grants Balance from previous year	\$266,590.00	\$247,004.90	\$210,854.20
Grants Expenditure	\$19,585.10	\$163,950.70	\$18,036.40
Purchasing CMN related program	✓	✓	✓
Purchasing Materials for Organising CMN Activities	✓	✓	✓
Organising Assembly Talk	✓	✓	✓

Po Leung Kuk Lo Kit Sing (1983) College 2019/20 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 \$294,000 for the whole school year.

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

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

Balance B/F from 2018/19			\$150,072.53
2019/20 Allotment			\$294,000.00
2019/20 Expenditure			
SST	Speech Therapy Services	\$40,980.00	
SST	Academic Support Programs	\$133,238.80	
SST	After-school Tutor Employment	\$48,321.28	
SST	Jockey Club Autism Support Network	\$8,800.00	
SST	Experiential Workshops	\$8,950.00	
SST	Careers Development Workshops	\$11,750.00	
SST	Learning Resources Procurement	\$4,453.90	
SST	Inclusive Learning Activities	\$22,338.60	
SST	Training Workshops Expenses	\$93,611.00	
Total Expenditure		\$372,443.58	
2019/20 C/F to 2020/21			\$71,628.95

保良局羅傑承(一九八三)中學
「校本課後學習及支援計劃」2019/20 報告

內容

本校於 2019/20 年度獲教育局撥款 \$144,600.0 資助清貧學生參與能培養能力、自尊或其他有助培養生活技能的課後活動。

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

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

2019/20 「校本課後學習及支援計劃」使用概況：

Details		Income (\$)	Expenses (\$)
B/F from After-school L&S Program (School-based Grant) 2018/19		695.0	
After-school L&S Program (School-based Grant) 2019/20		144,600.0	
School Based Life-wide Learning & Support Program (Student Reimbursement -- 1st&2nd Phase)			
學習技巧	明愛青年歌唱訓練		84.0
	香港學校朗誦節 -- 英詩朗誦		49.0
	暑期英語增益課程(F.1)		258.0
	基礎心電圖判讀證書課程		420.0
	香港中文大學-有機化學精華課程		525.0
語文訓練	English communication with fun		4,226.2
	ABRSM Theory Exam		304.4
	日文班		1,477.0
文化藝術	素描班		1,016.7
	流行鼓班		1,575.0
	單簧管班		1,666.0
	色士風班		175.0

Details		Income (\$)	Expenses (\$)
文化藝術	香港學校音樂及朗誦協會 楊琴獨奏 -- 中級組		77.0
	香港學校音樂及朗誦協會 木笛		52.5
	第七十二屆香港學校音樂節 -- 直笛獨奏		87.5
	SF 夏季管樂團		315.0
	中音號班		511.0
	牧童笛隊		420.0
	長笛班		2,868.2
	舞蹈班		3,020.5
	繪畫班		7,896.0
	古箏班		3,969.0
	鋼琴班		23,185.0
	鋼琴演奏級		6,125.0
	鋼琴考試		2,719.0
	結他班		3,199.0
	電結他班		1,088.5
小提琴班		1,036.0	
體育活動	游泳班		3,202.5
	跆拳道班		253.0
	籃球訓練班		630.0
社交溝通	中一新生輔導日		14.0
	中一德育培訓日		14.0
參觀/戶外	四川的歷史文化及生態探索之旅		2,425.5
	[高校科學營 2019]優秀高中生獎勵計劃		280.0
	班際活動日		59.5
領袖訓練	女童軍度假營 2019		122.0
	香港小童群益會--暑假蔥一蔥		80.5
Total Expenditure			75,426.5
2019/20 balance C/F to 2020/21			69,868.5



**Programme Evaluation Report
Diversity Learning Grant for Applied Learning Courses (2019-20)**

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Target students	Duration of the programme / course
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations 	S6: 9 students (2018-20 cohort) S5: 8 students (2019-21 cohort)	180 hours in 2 years for each course

Evaluation of student learning / success indicators	Expenditures
<ul style="list-style-type: none"> - In general the attendance rate of the students was over 90%. - Students submitted course assignments on time. - EDB learning Progress Reports showed that all students completed the courses successfully. - Over 50% of the students obtained Grade A in the courses. - For students of 2018-2020 cohort, 2 of them achieved the level of "Attained with Distinction II" and 3 of them achieved the level of "Attained with Distinction I" and 4 of them achieved the level of "Attained" in DSE. 	S6: 9 students (2018-20 cohort) \$69,950 (DLG) S5: 8 students (2019-21 cohort) \$62,755 (DLG) <u>Total: \$132,705</u>



Po Leung Kuk Lo Kit Sing (1983) College
Evaluation Report on the Use of the Diversity Learning Grant (2019-2020)

Programme

Aim of Diversity Learning Grant

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

To procure PE valuable learning experiences for students

Responsibility

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

Implementation of the Use of the Diversity Learning Grant (2019-2020)

Task Area	Details
To facilitate the implementation of NSS PE	<p>Major Area(s) of Concern</p> <p>NSS PE</p> <ul style="list-style-type: none"> – To relieve PE teachers' workload so that teachers can concentrate on developing better teaching – To provide SBA support for PE teachers <p>Other Subjects</p> <ul style="list-style-type: none"> – To allow teachers have more learning opportunities to attend seminars <p>Benefits Achieved</p> <ul style="list-style-type: none"> – 10 sets of teaching-related materials would be produced such as notes, quiz, reference materials and training tools – The staff took up 7 pair teaching lessons per week. – The staff organized 12 practical training sessions to PE elective students. – 17 sets of general PE and sports teams' equipment were purchased. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching materials produced – Count the number of pair teaching lessons – Count the number of practical training sessions.

Task Area	Details
To procure PE valuable learning experiences for students	<p>Major Area(s) of Concern To enhance the quality of Learning and Teaching in Joint school Program</p> <p>Benefits Achieved</p> <ul style="list-style-type: none"> – All F6 PE elective students engaged in 3 sessions of practical sessions including trainings and practical examinations. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of lessons provided – Count the number of students involved

Summary on the usage of the Diversity Learning Grant

	2019 / 2020
Grants Received	\$93,600
Grants Expenditure	\$79,464
Employing Subject Assistant Teacher	✓

保良局羅傑承(一九八三)中學
姊妹學校交流報告書
2019/20 學年

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

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>優化資源促進與姊妹學校緊密交流</p> <p>本校策劃及舉辦姊妹學校網上教師專業交流活動或學生網上多元交流活動。</p>	<p>舉辦多媒體交流活動能突破因疫情構成的地域界限，讓校內更多師生能參與內地姊妹學校活動，互相啟發、彼此學習，惠及兩地三校的教育需要。</p> <p>兩地教師可就各校特色及個別專題舉辦不同類型的網上視像交流活動。活動例如：課程設計分享，教學交流研詩會、教學示範及觀課等。</p> <p>兩地學生可參與不同類型的網上視像交流活動。活動例如：網上普通話、英語口語交流、辯論賽等。</p> <p>兩地學生可透過雲端交流。</p>	<p>拍攝校內最新設備，製作最新的學校簡介短片，讓姊妹學校更多元化及多角度的認識本校，並於日後疫情緩和後能輔助姊妹學校學生到訪活動中有成效。</p>	<p>熟習了硬件配套設備後，將策劃及舉辦姊妹學校網上教師專業交流活動或學生網上多元交流活動或拍攝學校大型活動以作交流。</p>

第二部分：財政報告

2018/19 年度結餘	50,576.8
2019/20 年度撥款	154,950.0
2019/20 年度開支	
優化資源促進與姊妹學校緊密交流	103,597.0
• 購買翻譯機	3,499.0
• 購買平板電腦	78,350.0
• 購買攝錄器材及相關配件	21,748.0
2019/20 年度結餘	101,929.8



Evaluation Report on the Use of the Promotion of Reading Grant (2019-2020)

Programme

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

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

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

Responsibility

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

HyRead	<u>Library</u> LTF
Wisenews / Electronic news	<u>Library</u> LTF
Magapedia	<u>The Reading Promotion Committee</u> LTF, CKP, CKO, LSI, LKC, AMS

Implementation of One-off Grant for the Promotion of Reading 2019/20

Task Areas	Details
<p>To provide support to subject and department for the promotion of reading to learn</p>	<p><u>Major Areas of Concern</u> Conduction of theme based reading: Chinese History & Culture, Healthy Living, Science, Technology, Engineering & Mathematics (STEM) Education, Moral Education</p> <p><u>Benefits Achieved</u> Aquisition of “HyRead” – an e-book package over 136 titles under 4 themes of e-book with permanent user right. The 4 themes includes : 1. 文學作品 2. 英語學習 3. 科學科普 4. 數學好書</p> <p>Acquisition of “HyRead” – an e-magazine package includes 10 titles which includes 859 issues with 1-year user right. The package includes : 1. PC Home 2. Digi Trend 3. PCM E Kids Stem 4. ABC 互動英語 5. CNN 互動英語 6. 數位時代 7. 行遍天下 8. 全球中央 9. How it works 10. BBC Knowledge</p> <p><u>Method of Evaluation</u> All students and teachers enrolled into Hyread account.</p> <p>All teachers attended an e-book workshop on the Staff Development Day.</p> <p>Positive Feedback from teachers and students.</p>
<p>To provide innovative, interesting activities so that students will enjoy reading</p>	<p><u>Major Areas of Concern</u> To construct an e-reading environment</p> <p><u>Benefits Achieved</u> Acquisition of e-News 信報 and MingPao service for teachers and students to conduct the news search.</p> <p><u>Method of Evaluation</u> All students and teachers got free access to the website to conduct news search.</p> <p>School made use of the service to keep a well-recorded school news archive.</p> <p>Positive Feedback from teachers and students.</p>

To create a supportive reading environment for readers	<p><u>Major Areas of Concern</u> To encourage student “read to learn”</p> <p><u>Benefits Achieved</u> Setting up an information kiosk at the Meteor – a leisure reading area in the 2nd Hall.</p> <p><u>Method of Evaluation</u> Positive Feedback from teachers in the Integrated Humanities and Liberal Studies subjects.</p> <p>Positive Feedback from the evaluation of the Reading Promotion Committee.</p>
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Summary on the usage of the One-off Grant for the Promotion of Reading

Details	Income	Expense
B/F from 2018/2019	9,902.00	
Grants Received 2019/20	61,980.00	
Hyread e-book 中學聯盟採購		24,800.00
Hyread e-book 英文經典書籍		9,000.00
Acquisition of printed books for the program of “My Choices–My Books”		6,456.60
Acquisition of e-News 信報		4,500.00
Acquisition of e-News 明報		13,200.00
Library Automation System Library Master Maintenance Package		3,200.00
Acquisition of STEM Reader Pack		4,660.00
	Total Expenditure	65,816.60
2019/20 balance C/F to 2020/21		6,065.40



Evaluation Report on the Use of Life wide learning Grant (2019-2020)

Background

Aim of Life wide learning Grant

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

Responsibility

School principal as the controller.

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

Grant	Programme	Teacher i/c
1.1. Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)		
LWLG	Experiential Learning Activities	LMY
	Life wide learning day	CMY
	Stage Cultural Day	CSW
1.2. Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)		
LWLG	Visit, field trips, workshops and competition of different departments	HMC
	Music for all scheme	HMC
1.3 Non-Local Activities: To organise or participate in non-local exchange activities or competitions to broaden students' horizons		
LWLG	F3 Non-local study tour	CNF
	4D frame materials for competition	LZM
2. To procure equipment, consumables or learning resources for promoting LWL		
LWLG	STEM products and materials	CCA

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

Task Area	Details
Life wide learning Grant	
Experiential Learning Activities	<p>There were 3 experiential learning activities including Day for you, Mai Po field trip visit and Experiential Learning Day being held for teachers and students in the 1st half of the year. These activities included field trips, social services activities, sports games and team building activities. The activities aimed at broadening students' learning experiences outside classroom. It was expected students to share the learning outcome through reflection after the activities.</p> <p>Evaluation meetings were being held with staff and feedback were completed by students. The activities did not only arouse students' learning interests, but also enriched students' in all OLE aspects. These activities also nurture students' positive values and attitudes. All staff and students showed positive feedbacks towards the activities. The expenses were mainly for activity materials and transportation fee.</p>
Life wide learning day	<p>The activity was a thematic learning activity with visits, field trips and workshops for each form or class which aimed at broadening students' learning experiences outside classroom. It was a whole school activity co-organized with different external organizations. It was expected students to share the learning outcome through presentation and reflection.</p> <p>However, the events were being cancelled due to COVID-19. There were full refund for most of the events, but a cancellation fee charged for 2 items.</p>
Stage Cultural Day	<p>The activity was an Art appreciation for all students which aimed at broadening students' learning experiences outside classroom. It was a whole school activity co-organized with external organizations. It was expected students to show their understanding through sharing their opinions and reflections with the actors and actresses right after the performance.</p> <p>However, the events were being cancelled due to COVID-19. There was a full refund for the cancellation of the event.</p>
Visit, field trips, workshops and competition of different departments	<p>They were the extended courses and competitions of different subject departments and CCA activities. They aimed at catering for students' interests and abilities for stretching their potential and nurturing in students positive values and attitudes.</p> <p>Different learning activities including choral speaking, sports activities, music and sports competitions were being held in the 1st half of the year. Students enjoyed the activities and they achieved different awards in the competitions. The expenses were mainly for registration & application fee and transportation. However, all events were being cancelled due to COVID-19 in the 2nd half of the year. There were full refunds for all the events being cancelled.</p>

Task Area	Details
Life wide learning Grant	
Music for all scheme	<p>It was a regular music course throughout the year for all F.1 students under the music curriculum. It aimed at catering students' interests & abilities and developing students' aesthetic sensibility. It was expected that students develop their potential in music area and be confident to show their learning outcome through the stage performances at the end of the year.</p> <p>The scheme was held successfully in the 1st half of the year but then being suspended in the 2nd half of the year. Concerning the all round development of students, the suspended lessons will be carried out and completed after students being promoted to F.2. The expenses were the course fee.</p>
F3 Non-local study tour	<p>It was a non-local study tour for all F.3 students co-organized with external organization. It was a 4-days tour to Taiwan scheduled on mid- April. The activity aimed at promoting student's motivation in learning, experiencing the culture and carrying out investigation during the tour. It was expected students to build up students' self-discipline & confidence and a better cooperation & communication with teachers and classmates. Students were also expected to carry out a project learning and presentation after the tour.</p> <p>However, the event was being cancelled due to COVID-19. There was a cancellation fee charged for the event.</p>
4D frame materials for competition	<p>There were 4 students representing Hong Kong to join the 4D frame competition in Korea. It was a 4 days trip with competitions, learning activities and cultural experienced activities. The activity aimed at catering for students' interests and abilities for stretching their potential, as well as promoting student's motivation in learning and experiencing the culture of other countries.</p> <p>Students enjoyed the activities and they achieved Gold and Silver awards in the competitions. The expenses were the activity materials and fees for non-local exchange competition of students and escorting teachers.</p>
STEM products and materials	<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 • Printing material for 3D printer • Materials for laser cutter • Hydroponic System • STEM Learning Kits



Summary on the usage of Life wide learning Grant

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



Evaluation Report on the Use of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2019-2020)

Background

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

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

Responsibilities

School principal as the controller.

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

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

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

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

Summary on the usage of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2019-2020)

	2019-2020
Grants Balance from previous year	\$100,000
Grants Expenditure	\$41,835.2
Purchasing Chinese History and Culture reading materials	✓
Purchasing Chinese History and Culture related learning materials	✓

Po Leung Kuk Lo Lit Sing (1983) College
2019/20 Teacher Relief Grant Report

Task Area	Details
TRG	
Contract Teachers	<p>Contract Teachers and Assistant Teachers in EN, CN, LS, MB & PE departments were employed to facilitate the curriculum development and enhance the efficient use of the manpower resources. They help to enhance learning and teaching.</p> <ul style="list-style-type: none"> • Feedback from teacher-in-charge
Substitute Teachers	<p>Substitute Teachers were employed to substitute lessons for teachers on leave. They help to conduct lessons and act as invigilators for test and examination.</p> <ul style="list-style-type: none"> • Feedback from teacher-in-charge
Coaches	<p>Coaches were employed to conduct after school enrichment practices and trainings to meet learners' diversity and interest.</p> <ul style="list-style-type: none"> • Feedback from teacher-in-charge

Summary on the usage of Teacher Relief Grant

	2019/20
Grant Received	\$ 3,938,320.00
Grant Expenditure	\$ 2,519,184.74
Employment of Contract Teachers	✓
Employment of Substitute Teachers	✓
Coaches	✓



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