



保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

School Report

2022/2023

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 2022-2023 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
2022-2023	Male	78	69	66	69	59	60	401
	Female	50	58	60	50	52	57	327
	Total	128	127	126	119	111	117	728

Attendance percentage of students in each form

	S1	S2	S3	S4	S5	S6
2020-2021	99.3%	99.1%	99.6%	99.0%	98.8%	98.8%
2021-2022	98.5%	98.9%	99.3%	98.6%	97.5%	98.7%
2022-2023	97.3%	97.2%	97.2%	95.7%	96.0%	96.9%

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	
2020-2021	125	125	100%
2021-2022	113	112	99.1%
2022-2023	125	123	98.4%

*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

	2020-2021	2021-2022	2022-2023
The University of Hong Kong	8	7	8
The Chinese University of Hong Kong	11	9	10
The Hong Kong University of Science and Technology	1	12	2
The Hong Kong Polytechnic University	12	18	5
City University of Hong Kong	6	11	7
Hong Kong Baptist University	10	13	6
Lingnan University	2	1	5
The Education University of Hong Kong	3	2	4
Other Local Degree Programme	15	25	21
Other Local Associate Degree / Higher Diploma Programme	34	12	36
Other Diploma / Foundation Diploma / Certificate Programme	2	2	3
Overseas Study (including Mainland and Taiwan Study)	6	1	5
Repeat	0	1	1
Working	2	0	1
Unknown	2	0	3
Total number of students	114	114	117

Early School Leavers

	Number of class	Student number (September 1 st)	Number of school leavers (September 1 st to August 31 st)	Percentage
2020-2021	24	738	6	1.0%
2021-2022	24	732	12	1.6%
2022-2023	24	728	4	0.6%

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)
2020-21	1	55	1	1	0.5
2021-22	1	55	1	0	0
2022-23	1	54	1	0	0

Highest Academic Qualifications attained by teachers

	Master's Degree or above		Bachelor's Degree	
2020-21	30/57	53%	27/57	47%
2021-22	27/57	47%	30/57	53%
2022-23	26/57	46%	31/57	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
2020-21	55	55	100%
2021-22	55	55	100%
2022-23	54	54	100%

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

Subject	2020-2021		2021-2022		2022-2023	
	Number	Percentage	Number	Percentage	Number	Percentage
Chinese	12/12	100%	11/11	100%	11/11	100%
English	11/11	100%	11/11	100%	11/11	100%
Mathematics	10/11	91%	10/12	83%	10/12	83%

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

Language	2020-2021		2021-2022		2022-2023	
	Number	Percentage	Number	Percentage	Number	Percentage
English	12/12	100%	11/11	100%	11/11	100%
Putonghua	5/5	100%	5/5	100%	4/4	100%

Teaching Experience

Teachers' Experience

	0-4 years	5-9 years	10 years or above
2020-2021	3	6	42
2021-2022	17	4	31
2022-2023	22	3	32

Professional Development of the Principal and Teachers

CPD hours by Principal

	Principal	Total CPD hours
2020-2021	Principal, Law Wing Chung	43
2021-2022	Principal, Law Wing Chung	158
2022-2023	Principal, Law Wing Chung	273

CPD hours by Teachers

	Number of Teaching Staff in staff establishment	Average CPD hours per teacher
2020-2021	55	73
2021-2022	55	52
2022-2023	54	72

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
2020-2021	191	166	10
2021-2022	190	163	11
2022-2023	192	168	11

Teaching Hour Percentage of Eight Key Learning Areas

	Chinese Language	English Language	Mathematics	Science	Technology	Personal, Social & Humanities	Arts	Physical Education	Total
2020-2021	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2021-2022	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2022-2023	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%

Student Reading Habit

Students use library resources from school library (in percentage)

		2020-2021	2021-2022	2022-2023
Once or above / week	S1 – S3	18	16	19
	S4 – S6	6	7	8
Once or above / 2-week	S1 – S3	26	26	29
	S4 – S6	8	10	14
Once / month	S1 – S3	46	48	46
	S4 – S6	36	39	44
Less than once / month	S1 – S3	10	8	4
	S4 – S6	44	40	31
Never	S1 – S3	0	2	2
	S4 – S6	6	4	3

The average number of loans from school library

	Average number of loans per head	
	S1-S3	S4-S6
2020-2021	18	10
2021-2022	16	8
2022-2023	20	10

Our Learning and Teaching

1. Curriculum

Having the symmetrical structure of 24 classes, the school is in stable staff establishment and hence able to focus on the curriculum and student development.

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

Curriculum development meetings and surveys of S3 students' preference for subject selection were conducted in order to provide better subject combination which can meet students' abilities, interests and career development. Besides the 4 core subjects, 12 HKDSE elective subjects are offered including Physics, Chemistry, Biology, Economics, Geography, Chinese History, Chinese Literature, Business, Accounting and Financial Studies, Health Management & Social Care, Information and Communications Technology, Physical Education and Visual Arts. Students can choose from a total of 121 elective subject combinations which cater the majority of our students' subject selection preferences. To facilitate the data entry of the survey results of subject selection, we have developed an online input system.

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

Cultural and Practical Subjects

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

Science & Mathematics Education

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

To achieve the aims, we adopt variety of STEM-based activities for science and mathematics subjects such as rocket cars, experiment simulation, DNA extraction, running hydroponic farming and aquaponics system and 4D Frame workshops. We also introduce coding in junior form ICT curriculum, students have to learn Microbit and Arduino for coursework and even robotic competitions. The usage of VR is adopted in the learning activities in the junior science classes, students could assess various contents in ClassVR platform under guidance of teachers.

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

Civic Education

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

In junior forms, Life and Society and Geography courses aim to enrich students' knowledge about the social and economic development of their community, Tsing Yi, Hong Kong, China and the world. Major topics covered include Hong Kong Government and I, China's socio-economic development and achievements, and world trade etc. By learning about these topics, students develop a sense of concern and citizenship towards their society, the world, and their national identity. Authentic learning activities, such as the Youth Impact Award 2.0, Tsing Yi Round Trip, and Court of Final Appeal Visit are organized to arouse students' interest in learning and cultivate their care for the community.

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

Arts Education

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

2. Extended Learning Experiences

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

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

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

During the post-Covid-19 pandemic, with the smooth class resumption, more and more face-to-face learning activities and co-curricular activities were also held inside and outside school to support students’ whole-person development such as art therapy programs, VR gaming experiences and Kinball training programs.

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.

Due to the Covid-19 pandemic, this academic year the school conducted half day, face-to-face lessons required by EDB from September to Mid-November. Each lesson was shortened from 40 minutes to 35 minutes in the morning session. In the afternoon, supplementary enrichment classes were provided to senior forms and online homework class was provided to Secondary 1.

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 activities.

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

We implement the "Reading Scheme" (開卷有益) to encourage students to develop a good reading habit in all subjects as well as in Moral Education. To raise students' sense of achievement, the English Department has been helping them to advance their reading capacity in stages in the Extensive English Reading Scheme (EER). In addition to the EER, the English Department launches the Intensive English Reading Scheme (IER), Form 1 and 2 students are introduced to different genres, including classic story, adventure story and science fiction. Students will read and explore more genres, like detective story and fantasy. The above schemes help to empower students to achieve physical, emotional and intellectual wellness, which is the school major concern. We hope to cultivate students as intellectual leaders and active learners. As Form 3 is a critical transition stage between the junior and the senior levels, we adopt a mentorship policy for the "Extensive Reading Scheme 廣泛閱讀計劃", essentially for facilitating academic discussions to help the third-formers lay a solid foundation for their senior secondary studies. This scheme echoes with the school major concern, as the scheme aims to further enhance students' academic performance. Students are required to actively engage in learning and it helps to promote good reading attitudes and habits. Face-to-face interview with reading tutor encourages in-depth discussion on reading reflection. Regarding the elective subject in senior forms, our "Block Loan Scheme 集體借閱計劃" provides support for students to gain access to common extra-curricular reading materials that suit their Visual Art studies, this creates an effective platform for classroom discussions to take place.

As the e-resources are of particularly importance which allows remote access of reading materials for students, our school library and the Reading Promotion Committee put much effort into the promotion of e-learning in the recent years. We continuously enrich the “HyRead e-resources”. Moreover, we encourage the use Online Question Bank (OQB@EdCity) which enables students self motivated learning through the online learning platform. It is pleased to find that our students get used to different e-platforms. Also, the adoption of e-learning echoes the major concern of enhancing learning, teaching and school administration by upgrading school campus and IT facilities.

To further promote the reading atmosphere, different new reading promotion activities conducted in this year. The school calendar remarked March as “Reading Month”, “Language Carnival”, “Election on my favourite detective fiction” and teachers’ sharing in the morning assembly arranged. The book series of <Harry Potter>, <解憂雜貨店> & <偵探伽利略> (“東野圭吾”) introduced to students as “Focus Reading”. To promote the use of different e-reading devices & platforms, students were required to read Mathematics e-books in Kindle, “Meetings@Meteor” were also organized. Besides, school library planned different exciting publicity campaign with student librarians, for example, “Sharing@morning assembly”, “Librarian Vloggers” and “Library Everywhere”. Furthermore, a particular day in the calendar has been set aside as our school’s traditional “Reading Celebration Day” in the post examination timetable, in which all teachers and students were exposed to a rich reading atmosphere and everyone shared the good harvest by the end of the year.

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.

Since last year the school equipped each teacher with an iPad for teaching and learning. Most teachers were familiarized themselves with using iPad to implement e-learning strategies and explored different teaching apps. To encourage students’ self-directed learning, teachers provided students with learning materials for self-directed reading through Google Classroom and eClass. Some teachers also produced tailor-made videos on YouTube for self-learning. Meanwhile, real-time online teaching could be conducted on Zoom platform if necessary.

With last few years’ experience, teachers were eager to and more confident in using e-teaching tools to enhance learning and teaching effectiveness. This provided us an opportunity to promote and further develop e-learning strategies such as making use of AI in education.

7. STEM Education

The QEF project, ‘School-based STEM Education Improvement Project’, was successfully completed this year. Through this project, the school's STEM facilities have been further improved. Our students were provided with a more diversified learning environment to strengthen the promotion of STEM education. This included the addition of a flight simulation system, the purchase of VR equipment and note computers and the installation of electronic blackboards in Science Station.

Students participated and showed their dedication in various STEM related after-school classes, including virtual reality production, robot programming, AI and Internet of Things, etc. Many students won prizes in external competitions, such as the Drone Challenge, Creative Coding Competition and Creative Technology Robotic Competition. Our students performed well in the Hong Kong International Computational Olympiad Heat Round 2022-2023 and won gold, silver and bronze awards. We also introduced the hydroponics and aquaponics system to our students. Our F4 students had participated in an A.I. farming competition organized by EBZ Consilium Education Foundation and proceeded to the final round of the competition. By participating in different STEM learning activities and competitions, our students enhanced their interest in learning and developed their creativity and problem-solving skills.

8. Staff Professional Development

To enhance the professionalism of teachers and promote peer learning culture as well as team building, various programs and talks which echoed the school major concerns were organized throughout the four staff professional development days this academic year. The programs included lesson demonstrations, a workshop on catering learners’ diversity, talks on national security education and cybersecurity, Quality Circle, etc.

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

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

9. Project Learning

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

Due to the COVID-19 pandemic the original project learning was cancelled in 2022. It was resumed on a group basis in 2023. Each group would have 4-5 students. They could design their own project titles under the coach of their teacher advisors. Each form would have different topic domain, including Chinese/ English Language (S1), Humanities/ Practical Subjects (S2) and Mathematics/ IT/ Science (S3). It is expected that this arrangement could help students be enriched with different learning experience in the 7 learning goals of secondary education as stated by the EBD throughout their junior form study. It is also an opportunity for students to explore their own potentials and interests and be more equipped for their life planning.

In September 2023, all groups have to present their work in front of adjudicators and the peers in different forms on the Project Presentation Day. This event provides an opportunity for students to showcase their accomplishments and encourages a self-directed learning atmosphere. Through Project Learning, students will be better equipped for their future endeavors and benefit them throughout their academic and personal lives.

Support for Student Development

1. Pastoral Student Support **Guidance and Student Support**

Our school has always strived to nurture students' whole person development through a wide variety of student-centered preventive and remedial guidance programmes. The S1 Orientation Programme helped S1 students build up their supportive network and adapt to secondary school life. Stress Management workshops introduced different measures to S6 students to help them release stress while preparing for the HKDSE. Guidance Prefect Training Programme developed students' leadership skills by empowering them to plan and lead activities, manage teams and assess their peers' performance. Positive Ambassador Training Programme promoted positive well-being and improved the mental health among students. The PLK SunTeen Programme, Jockey Club Project Well-being, MindHK Youth Wellbeing Practitioner Programme and Student Mental Health Support Scheme enhanced students' mental well-being and promoted sharing culture, positive thinking and life enjoyment in school. Moreover, our school also promoted positive education and built the Love and Hope Centre, a core place for strengthening students' connections with others and cultivating positive emotions among them. A 3-minute mindfulness breathing exercise was conducted every morning to improve students' everyday wellness and reduce negative emotional states when facing adversity. On top of the three school social workers from BGCA, PLK educational psychologist and Shue Yan counselling psychologist have been deployed to provide support to cater for students' needs.

Form Coordination

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

Discipline Education

The Discipline Department endeavors to develop students' self-discipline and mutual respect through upholding the school ethos and setting up school rules. To achieve this, Form Discipline Teachers mechanism is adopted. It enables Form Discipline Teachers to maintain close supervision and provide timely treatment for students' misbehavior. Apart from imposing punishment, we also value the importance of complimenting students on their good conduct. Merit system and conduct marks vetting system show recognition of students' positive behavior and motivate them to strive for the better. Proper moral values are instilled into students through morning assemblies and talks, as well as educational campaigns to help them internalize the values. Besides that, our prefect team makes great contribution to the school. Their collaboration skills and leadership abilities are further enhanced through various training and team-building activities.

2. Moral and Civic Education

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

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

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

In the domains of Community and the World, departmental assemblies and activities on anti-corruption and anti-gambling were arranged, along with whole school activities such as the Inter-class Energy Conservation Competition and the "Students' Top Ten News Election 2022". Students also participated in enrichment programs to deepen their understanding of China, including the "2023 Constitution and Basic Law Territory-wide Inter-school Competition - EDB", "2022 National Day Online Quiz Competition-EDB", "The 12th Hong Kong Students Knowledge Contest on China cum the 25th Anniversary of Establishment of the HKSAR – EDB", "Basic Law Quiz Competition 2022-2023 – Government Secretariat Home & Youth Affairs Bureau" and "Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture – EDB".

3. Co-curricular Activities

Co-curricular Activities are an important part of the school curriculum, which enables students to participate in diversified activities and promote whole-person development. Through the implementation of the "Activity Curriculum", students are nurtured in five major areas: interest, art, sports, service and leadership. There are 28 school teams, 2 uniform teams, 5 academic societies and 17 interest groups set up according to the 8 KLAs. The school actively organizes diversified group activities such as Extensive Reading, Day for you, School Picnic, Music Festival, Experience Learning Day, Chinese Culture Day, Sports Days, Stage Cultural Day, Life-wide Learning Day, Reading Promotion Month, English Drama Competition, Sports Week, Creative Science Showbiz and Quincy Lui Cup. By engaging in different co-curricular activities, students can learn common abilities from experience and develop in an all-round way.

Most of our students also showed a positive attitude towards different kinds of competition and attained outstanding performances in inter-school competitions. For the Academic domain, our students took part and got awards in the 2023 Asia Academic Speech Competition - Hong Kong Division - Junior Secondary Group (Champion), 74th Hong Kong Schools Speech Festival 2022 - English Speech (1st Runner-Up and Merit), Canadian English Writing Competition 2022-23 (Arch Cup) Live Final Competition - Junior High School Group (Silver Award), HKUST Underwater Robot Competition 2023 - Primary and Secondary Schools (Gold Award), 2022 Coding For Community Project Competition - Computational Thinking (Merit) and Design Thinking (Bronze Award), Hong Kong International Computational Olympiad Heat Round 2022 - 2023 Hong Kong Region (Bronze Award) and ICE Challenge 2023 Code Combat (3rd Class Honer). 2023 "My Interfaces with the Belt and Road Initiative" Integrated Ability Competition - Secondary Division (Greater Bay Area Award), Hua Xia Cup - China Mathematical Olympiad Contest 2022 – Final (Second Prize), International Mathematical Science and Creativity Competition (Gold Award) and other academic awards. There are a total of 171 students acquired academic awards.

Our students are interested in both sports and music competitions and got fruitful results. For the Sports domain, two students were honored in the Grantham Outstanding Student-Athletes Awards (Beach Volleyball and Table Tennis), two Girls Volleyball Team members broke our school record and became the champions of the HKSSF New Territories Secondary Schools Inter-School Beach Volleyball Competition 2022-2023. Our school has also received many prizes in different HKSSF (Kwai Tsing District) Sports Competitions which included Athletics, Swimming, Football, Basketball, Volleyball, Badminton, and Table Tennis. Dodgeball Association Hong Kong China organized different dodgeball competitions; our Dodgeball Team was awarded in four different events. Dance Team members joined different dance competitions in the Schools Dance Festival, they got three prizes in Modern Dance, Trio and Contemporary Dance. Po Leung Kuk Affiliated

Secondary Schools Joint Swimming Gala 2022-2023 was resumed this year, and 18 of our students acquired prizes. One fencing team member acquired the Merit Award in Po Leung Kuk Fencing Competition 2022 - Cadet Mixed Foil. There are a total of 315 students who acquired sports awards.

For Music domain, our student acquired the first and the second of two Piano Solos of the International European Music Competition 2023 (HK Region), while three students joined and were awarded in The HKYPAF 10th Hong Kong International Youth Performance Arts Festival Piano Sol competitions. 32 students were awarded the Bronze Award of the 2022 Hong Kong Youth Music Interflows - Symphonic Band Contest. Our Music Team members took part and were awarded in different music competitions in the Joint School Music Competition 2022, which included Chinese Instrument Ensemble (Bronze Award), Strings Ensemble (Silver Award), Chinese Percussion Ensemble (Gold Award), Symphonic Band (Silver Award), String Ensemble (Silver Award), Chinese Drums Ensemble (Bronze Award), Chinese Ensemble (Silver Award), Handchimes Ensemble (Silver Award), Recorder Band (Silver Award), and Winds Ensemble (Silver Award). Moreover, there are 61 students awarded in the 75th HK Schools Music Festival. In total, there are 325 awarded in music competitions.

For the Aesthetics domain, Moral Education domain and other domains, students also excelled in outstanding performance in the following competitions such as the Odyssey of the Mind Regional Tournament - Hong Kong (1st Runner-Up), 73th National Day Drawing Competition (2nd Runner-Up), Basic Law and Me Hong Kong Primary and Secondary School Student Poster Design Competition 2022-2023 (1st Runner-Up), Fotomo Design Competition - Secondary Group (Bronze Award), Beat Drugs@Mock Trial 2.0 2022-2023 Competition - Secondary School (First and Second Round Best Lawyer, and Final Round 3rd Runner-Up), 2023 Harvard Prize Book - Secondary School (Winner), Heart to Heart Project - Secondary School (20 hours Award), Hong Kong Volunteer Award (Bronze Award), and 46 students acquired different Scholarships. Total of 214 students were awarded.

4. Careers Planning

To provide students with quality life planning education and career guidance service, a series of programs and visits were organised for parents and students this year. Parents were encouraged to participate in some of the careers talks, such as Subject Selection and Multiple Pathways Talk, Preparation on the HKDSE Results Release Day. These could inspire and assist students in making career choices. In order to develop students' entrepreneurial skills, twenty-three of our S3 to S5 students joined the JA Company Programme Team. Under the guidance of link teachers and business advisors, our students were granted three awards. They were the Best Display Award, Tech & Innovation Award and 2nd Runner-up of JA Company of The Year. Apart from the entrepreneurship competitions, our school also joined the CLAP@JC Project in academic years 2022-2024. The project is created by The Hong Kong Jockey Club Charities Trust and co-created by The Education University of Hong Kong and The Chinese University of Hong Kong. Students will be nurtured to develop their core competencies so that they are capable of making preliminary career and life decisions, constructing positive career and life identities, and growing their aspirations. Our principal, teachers, social worker and two career ambassadors were completed the professional training on career and life development this year.

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

5. Leadership Development

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

To enrich the experience of students in leadership development, students were nominated to participate in different internal and external leadership programs and competitions, for example, Outstanding Student Leaders Award organized by Hok Yau Club, HKSAR Outstanding Student Selection organized JCI Yuen Long, 'Pursuing Excellence and Beyond' Youth Leadership Award Scheme co-organized by Fung Hon Chu Education Trust Fund and Man Kwan Education Fund, Tsuen Kwai Tsing Outstanding Student Election co-organized by Tsuen Wan Youth Association and Kwai Ching Youth Association, etc. Our students got outstanding performance in the competitions.

6. Overseas Cultural Exchange

Offshore cultural exchange aims at providing students opportunities to engage in more other learning experience.

Local tour in Hong Kong was organized for students to broaden their horizons and learn beyond the classroom. A local one-day tour was organized for students 18 students and 2 teachers who went to Aberdeen in December 2022. They explored the characteristics and the life of Hong Kong tradition fishermen and captioned the beauty of the Aberdeen Typhoon Shelter. They had a valuable experience of Sampan boat tour and visiting the Fishermen Houseboat.

A tour outside Hong Kong to Macau was organized in early July 2023. 31 students with the Principal and 3 teachers visited Macau where various social, economic, and historical sites worth exploring by our students. They visited the museums and historical landmarks from which students explored the conservation of the history and culture in Macau.

Outstanding students were also nominated to participate in the exchange activities of EDB. 3 students from F.4 joined the Beijing, Hong Kong and Macao Student Exchange Summer Camp (2023) of EDB in late July for 7 days. They had the experience to exchange to Macau and meet the students from Beijing and Macau. They were the student ambassadors and introduced the culture and characteristics of Hong Kong.

7. Other Learning Experiences

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. 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. Highlights of whole school and cross-departmental programmes include Day for you, Stage cultural day, Music for all scheme, Moasic Artwork Project, Quincy Lui competition, form-based and class-based activities were arranged to cater for students' interests and abilities for stretching students' potentials. 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.

8. Home School Cooperation

The Parent-Teacher Association (PTA) serve as a vital communication platform between the school and parents, with twelve members including seven parents and five teachers. The partnership between teachers and parents is crucial in providing students with an optimal learning environment during their secondary school years. PTA programs, such as Ice Skin Mooncake Making Class and Family Outing Day, help strengthen parent-child relationships, while also keeping parents informed about school initiatives. Other activities, including Narcissus Cutting Workshop, Lantern Riddles Guessing Online Game, Christmas Popcorn Day, Traditional Chinese Medicine Online Lecture, National Security Education Online Talk, and Mental Health Certificate Course, aim to promote happiness, well-being, and health among students and families. These efforts provide support to parents in their roles as drivers of their children's personal growth.

Major Concern 1: To Further Enhance Students' Academic Performance

Strategy 1: To increase students' engagement in learning

Tasks: Subject teachers develop more interactive and learner-centered teaching strategies. They also design more pre-lesson tasks to get students prepared for participating in learning activities. Besides, subject departments develop a subject-based incentive scheme to motivate students to participate in learning activities.

Achievements

1. All subject departments reported that some observed lessons included interactive and learner-centered teaching strategies.
2. Nearly 90% of subject departments stated that some inspected assignments included pre-lesson tasks.
3. The subject-based incentive scheme was explained and evaluated in all subject departmental meetings.
4. All subject departments agreed that more students were willing to participate in learning activities.
5. All subject departments reported that subject teachers gave positive feedback on students' performance in learning activities.
6. Professional development activities were held to enhance teachers' skills in developing interactive and learner-centered teaching strategies.

Strategy 2: To strengthen students' learning strategies in different subjects

Tasks: Subject departments devise subject-specific learning strategies for students to enhance their learning efficiency. Subject teachers provide ample opportunities for students to practise the subject-specific learning strategies. They also encourage students to join different kinds of academically related internal and external activities and competitions.

Achievements

1. Subject-specific learning strategies were devised and evaluated in all subject departmental meetings.
2. All subject departments stated that some observed lessons and inspected assignments included tasks which provided students opportunities to practise the subject-specific learning strategies.
3. Nearly 95% of subject departments reported that junior form students finished at least 2 years of internal past papers of their subjects.
4. All subject departments stated that senior form students finished at least 7 years of HKDSE examination past papers of their subjects during the 3-year-course.
5. Around 95% of subject departments agreed that more students were willing to join different kinds of academically related internal and external activities and competitions.
6. All subject departments reported that subject teachers gave positive feedback on students' mastery of the subject-specific learning strategies.

Strategy 3: To enrich the school learning environment to promote good learning attitudes and habits

Tasks: Subject departments organize more subject-based activities and competitions to create a motivating learning environment. Besides, subject teachers display the academic excellence of students and recognize the success of improving students. Subject departments also organize pull-out programs to provide extra support for academically high and low achievers.

Achievements

1. At least one subject-based activity or competition was organized by each subject department.
2. The activities and competitions were explained and evaluated in all subject departmental meetings.
3. All subject departments reported that more students showed interest in joining the subject-based activities and competitions.
4. The academic excellence of students was displayed and the success of improving students was recognized in all subject departments.
5. Pull-out programs were organized to provide support for academically high and low achievers in all subject departments.
6. All subject departments reported that the participants of the pull-out programs gave positive feedback on the programs.

Reflections

1. The target of having at least one third of inspected assignments including pre-lesson tasks could be set.
2. To further motivate students to think deeply, students could be asked to write a learning summary and reflection regularly, weekly or bi-weekly.
3. To further enhance teachers' skills in developing interactive and learner-centered teaching strategies, more related training courses or workshops could be explored and introduced to teachers.
4. Chances could be provided for different subject departments to share their subject-based incentive schemes and subject-specific learning strategies, so that they can learn from each other and further improve their own schemes and strategies.
5. Teachers could invite students to share their good practice about subject-specific learning strategies to their classmates during lesson.
6. To motivate more students to join subject-based internal and external activities and competitions, the good results of students joining the events could be announced and displayed publicly. Teachers could make use of talent pool to nominate suitable students to join the activities and competitions.
7. To let academically high and low achievers get more peer support, they could be encouraged and helped to form study groups.

Major Concern 2: To empower students to achieve physical, emotional and intellectual wellness**Strategy 1: Creating supportive social and physical environments**

Tasks: Creating physical settings that promote health, happiness and wellbeing, and providing school programs to enhance students' positive behaviour, relationship and interaction.

Achievements

1. Love & Hope Centre had been built up to promote health, happiness and wellbeing of both students and teachers.
2. Renovation of English Corner into Harry Potter themed room provided a comfortable and relaxing environment for students to chat and do different kinds of English activities.
3. The school campus is beautified with lively and thematic paintings and settings.
4. Various student activities had been organized to promote wellness, including 3-Minute Breathing exercise, Mindfulness exercise, Art therapy, voluntary services and so on.
5. Various school programs, including Day for You, Music Festival, Life-wide Learning Day and Science Showbiz, had been organized to promote positive relationship and interaction.

Strategy 2: Teaching students about health and wellness

Tasks: Subject departments adopt learning & teaching activities to infiltrate the values of wellness, with the focus on harmony and commitment, Executive departments organize activities to promote wellness.

Achievements

1. The values of "harmony" and "commitment" were embedded in the curriculum to foster students to embrace with positive values in daily lessons. A matrix to summarize "harmony" and "commitment" embedded in the curriculum of all subjects and Moral Education was formed.
2. Executive departments helped to organize activities to promote wellness :
 - i) 3-minute Breathing exercise became an element in the everyday morning assembly to arouse students' awareness of their needs.
 - ii) Mindfulness lessons were included in the form teacher period in S1 to S6 in each term. Advanced Mindfulness courses were conducted to strengthen students' coping skills in facing adversity.
 - iii) Workshops on Self Management skills were arranged to equip students with the skills of time management, self motivation, stress management and goal setting.
 - iv) Various student activities, with the highlight of harmony, commitment and positive emotion and relationship, were organized by various Executive Department. They were Voicing Our Values, Health workshops, Anti-bulling Campaign, MindHK Youth Wellbeing Practitioner Programme, WE Positive Dynamic Scheme, SunTeenn Day Camp and so. Both students and teachers had positive feedback on the activities.

Strategy 3: Developing intellectual student leaders

Tasks: Develop appropriate goal setting and self reflection skills for career life planning and cultivate students' multi-faceted talents as leaders.

Achievements

1. 90% of S3 & S6 students have clear goals on career life planning.
2. 90% of students participated in career-related programs to explore their interests in life.
3. Over 80% of the S6 students agreed the Stress Management Workshop and Mindfulness-based Stress Reduction Workshop were useful.
4. Talent pools of academic, sports, dance, music, social service and leadership were set up. Relevant students were invited to participate in respective courses and competitions.
5. Students' active participation in various external and internal competitions. Various awards, including the Caring School Award, "Innovative Award" in Hi-Five Engagement Award Scheme, Proficiency Certificate in Sustainable Development Planning Award and so on were proudly received.
6. Students applied for various scholarships and outstanding student awards. They included but not limit to Link University Scholarship, Future Stars-Upward Mobility Scholarship and Sir Edward Youde Memorial Prize.
7. Elite students enrolled in gifted education program.

Reflections

1. As the school routine resumed normal, the cohesion between teacher-student and student-student can be developed and maintained. The positive emotion and relationship can be further reinforced.
2. Whole school approach has been adopted to cater for student growth and development. Collaboration among departments provides a stronger force to achieve.
3. 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.

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

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

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

Achievements

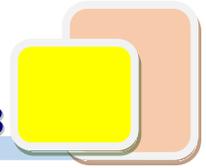
1. 66.7% of subject/ executive departments acquired digital learning tools for classrooms and special rooms. Variety of teaching Apps, VR headsets, digital laboratory instruments were used in learning and teaching.
2. 27 sets of outdated desktop PCs for STEM teachers were replaced to increase their productivity in preparing learning and teaching materials.
3. 21 sets of Interactive Touch panels were installed in classrooms and special rooms to build up a technology-enhanced school campus.
4. iPad, macOS computers and Windows tablets were acquired for teachers to cope with the new educational trend in e-learning.
5. Science Station was renewed with trendy equipment such as flight simulators and an Interactive Touch Panel to cope with new educational trends in STEM development.
6. The Needlework Room was renovated to Chinese Culture Room (學而軒). With the Chinese-style decoration and furnishings, it helps to deepen students' understanding of Chinese culture and enhance their national identity.

Strategy 2: Enhance the efficiency in school administrative work

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

Achievements

1. Online forms for reporting, enrolment, resources booking, recording and support services are adopted by 76.5% of executive departments and subject departments.
2. 94.1% of subject/ executive departments have converted the hardcopies of varieties of documents to softcopies, such as student records, financial records, meeting minutes, assignment exemplar, sample exam scripts, past exam papers, teaching resources and exercise worksheets.
3. 96.9% of the softcopies of the digitized documents are archived in the school network drive, Google Shared Drive and OPAC system of the school library.
4. Staff in General Office and teachers can retrieve the digitized documents from the school network drive or Google Shared Drive.
5. Staff in General Office and teachers generally agreed that online forms and document digitization can enhance the efficiency in school administrative work.



Strategy 3: Maintain the competitiveness of our school

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

Achievements

1. The school infrastructures in lighting, ventilation, sanitation facilities, water supply, school decoration were replaced and upgraded.
2. EDB funded \$2.3 million for the major repairs to improve the condition of school infrastructure for 2022/23. The floor tiles of 8 classrooms, the electric wiring of 6 classrooms and the windows of 6 classrooms were replaced under major repairs by EDB.
3. Obsolete furniture and equipment in the Second Hall, English Corner, Needle Work Room, Elderly Academy and Biology Laboratory were replaced.
4. Mosaic walls to represent our school motto (Love, Respect, Diligence and Integrity) in the elevator lobbies have been made which can beautify the school campus and to promote our school motto.
5. A LCD wall was installed in the second hall with a specially designed feature wall. This can elevate the impression of school guests to our school.
6. Modernized facilities, such as sports equipment, musical instruments, laboratories instruments, VR headsets and were acquired.
7. AI was applied in the hydroponic system and cooling system of the LCD wall in the second hall.
8. Teachers, students, and parents agreed that the upgrade of school infrastructure and replacement of outdated furniture and equipment can maintain our school competitiveness.

Reflections

1. The desktop computers of non-STEM teachers were outdated. Replacing their desktop PCs could improve teachers' productivity in learning and teaching to a larger extent.
2. Adopt other convenient ways to collect and distribute the links of the online forms for subject/ executive departments could increase the number of online forms put in the online form common portal.
3. Recruiting more student helpers by subject/ executive departments to beautify their homerooms could make the school campus trendier and more energetic.
4. The cost of applying AI to monitor and control the use of energy in the school campus is not affordable. The school could apply AI in assisting other school administrative work.

Financial Report (2022/2023)

School Annual Financial Report (excluding Teaching Staff Salary)

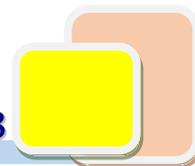
	Income \$	Expenditure \$
I. Government Fund		
(1) Operating Expenses Block Grant		
(A) General Domain		
★ Administration Grant (including Additional Clerical Assistant) Non-teaching Staff Salary (Executive Officer/Clerk & Janitors)	4,244,717.80	4,034,447.66
★ School & Class Grant Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity)	2,215,162.49	1,175,710.72
★ Consolidated Subject Grants (Different Subjects) Subject & Function Expenditure	-	130,566.20
★ Composite Furniture & Equipment Grant	-	1,299,965.50
★ Lift Maintenance Grant	-	322,920.00
★ Other Grants (including Air-conditioning Grant, School Base Management Top-up Grant, Composite IT Grant, SBST)	1,272,313.00	1,138,547.00
Sub-total:	7,732,193.29	8,102,157.08
(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	654,502.00	760,079.36
★ Whole School Approach to Integrated Education	-	-
Sub-total:	654,502.00	760,079.36
Grants Outside EOEBG		
(1) Committee on Home School Co-operation Project	25,855.00	25,855.00
(2) Other Recurrent Grants (Rent & Rates)	444,012.00	444,012.00
(3) Substitute Teacher Grant	8,600.00	-
(4) School-based After School Learning and Support Programme	142,200.00	137,522.50
(5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	-	-
(6) Teacher Training Grant (SEN) for IMC Schools	18,920.00	18,920.00
(7) New Senior Secondary Curriculum Migration Grant	-	-
(8) Information Technology Staffing Support ITSS Grant	327,588.00	281,432.89
(9) Learning Support Grant for Secondary Schools (LSGSS)	708,895.00	722,334.85
(10) Teacher Relief Grant	5,385,474.00	5,566,055.57

	Income \$	Expenditure \$
(11) Understanding our motherland programme	-	-
(12) Diversity Learning Grant (Applied Learning & Other Programme)	202,675.00	218,019.14
(13) Promotion of Reading Grant	63,982.00	64,014.40
(14) Non-Chinese Student Grant	153,769.00	153,769.00
(15) Senior Secondary Student Mainland Exchange Programme	-	-
(16) Moral and National Education Subject Support Grant	-	22,502.60
(17) One-off Grant – CS Grant	-	64,301.00
(18) Sister Schools Scheme	159,955.00	93,778.40
(19) Life-wide Learning Fund	1,195,413.00	1,436,733.90
(20) Special Grant on Anti-Epidemic	-	-
(21) Grant for Executive Officer	558,729.04	465,255.00
(22) Supporting NCS Students Learning Chinese Hist.	-	-
(23) Student Activities Supporting Fund	117,000.00	117,000.00
(24) AEF 6.0 - Cleansing & Security Workers Subsidy	124,000.00	124,000.00
(25) Summer Reading Programme-“Gift Book Pilot Scheme (2020)”	-	-
(26) Supporting Online Learning of Financially Needy Students	-	-
(27) CCFAP-Needy Students to buy mobile CPT device for e-Learning	-	-
Sub-total:	9,637,067.04	9,955,506.25
(II) School Fund		
★ Tong Fai	117,640.00	-
★ Donation & Fund-Raising	429,900.74	429,900.74
★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment)	596,487.74	628,109.75
★ Approved Collection for Specific Purposes Account	-	-
Sub-total:	1,144,028.48	1,058,010.49
2022/2023 Financial Year Grand Total	19,167,790.81	19,875,753.18

Record of Donations Received by School

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
103 盒快速檢測劑 (每盒 25 支, 共 2,575 支) 總值約\$38,625	No	8/9/2022	供本校學生及教職員使用
4000 個 KN95 口罩 總值約\$20,000	No	24/9/2022	供本校學生及教職員使用
畫筆及化妝掃 75 包, 每包 10 支, 共 750 支 (@\$15/包, 共\$1,125)	No	10/11/2022	供本校視藝科學生及戲劇學會使用
愛的家中童口罩: 1,000 個 (@\$2.56/個, 共\$2,560) 愛的家成人口罩: 1,500 個 (@\$1.96/個, 共\$2,940)	No	21/11/2022	供本校學生及教職員使用
「楊千嬅演唱會 2022」 門票 10 張 (@\$680/張, 共\$6,800)	No	13/12/2022	送贈門票給本校職員, 能令他們於疫情期間以輕鬆的心情欣賞音樂會。
「楊千嬅演唱會 2022」 門票 2 張 (@\$680/張, 共\$1,360)	No	16/12/2022	送贈門票給本校職員, 能令他們於疫情期間以輕鬆的心情欣賞音樂會。
1. 黃色椅: 3 張 (@\$200/張, 共\$600) 2. 電腦椅: 10 張 (@\$200/張, 共\$2,000) 3. 梳化椅: 2 張 (@\$200/張, 共\$400) 4. 會議枱: 1 張 (@\$200/張, 共\$200) 5. 工作枱: 5 張 (@\$200/張, 共\$1,000) 6. 摺枱: 1 張 (@\$200/張, 共\$200) 7. 茶几: 1 張 (@\$200/張, 共\$200) 8. 投票箱: 2 個 (@\$200/個, 共\$400) 9. 白板: 1 塊 (@\$200/塊, 共\$200) 10. 電動打字機: 1 部 (@\$200/部, 共\$200) 11. 藍膠椅: 8 張 (@\$12.5/張, 共\$100) 12. 鏡: 1 塊 (@\$100/塊, 共\$100)	No	16/12/2022	增添學校家具設備

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
新型冠狀病毒快速檢測劑 3285 盒，總值約\$11,136.15	No	06/01/2023	為有經濟需要的學生 送上關心及物資
電影《天龍八部之喬峰傳》 首映券 12 張 (@\$105/張，共\$1,260)	No	16/01/2023	供本校學生及家長使用
「眠れなくなるほど面白い 図解 確率の 話」數學書 一本，(\$50/本)	No	30/01/2023	圖書以增館藏
750 包湯包， 每包價值\$15，總值\$11,250。	No	03/02/2023	供學生轉贈給長者享用
盆菜券一張， (估算價@\$838/張，共\$838)	No	27/03/2023	供本校教職員使用
香港紫荊花青年藝術劇院 - 大型舞台劇《梅 蘭芳》10 張 (@\$280/張，共\$2,800)	No	27/07/2023	供本校教職員使用
太空漫步機一部 (\$450/部)	No	08/08/2023	供本校教職員使用
保良局星光熠熠耀保良 2 張 (@\$580/張，共\$1,160)	No	31/08/2023	供長期服務職員使用
盆栽，兩盆 (30 吋高，17 吋闊 \$1,888 19 吋高，14 吋闊 \$998 共\$2,886)	No	31/08/2023	供學校擺放及欣賞



External Awards 2022/2023

Academic

第十二屆大學文學獎少年作家獎

香港浸會大學

Distinction (1 in total)

2022-2023 年「菁英盃」現場作文決賽

中國青少年語言文化學會

一等獎 (3 in total)

二等獎 (3 in total)

三等獎 (2 in total)

校園作家大招募計劃 2022-2023 小說組比賽

香港青年協會

亞軍 (1 in total)

JA Company of the Year Competition

Junior Achievement (Hong Kong)

Company of the Year 2nd Runner-Up (1 in total)

Tech and Innovation Award (1 in total)

JA Company Programme 22/23 - JA Hong Kong Youth Innovation Pop-up Competition

Junior Achievement (Hong Kong)

Best Display Award (1 in total)

International Mathematical Science and Creativity Competition

Foundation for Advancement of STEAM

Gold Award (2 in total)

Hong Kong Creative Maths & Science 4D Frame Competition

The Hong Kong Federation of Youth Groups

Bronze Award (2 in total)

2022 Coding for Community Project Competition

HKU

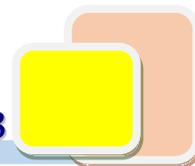
Merit (4 in total)

Bronze Award (4 in total)

Asia International Mathematical Olympiad Open Contest (Final)

The Hong Kong Mathematical Olympiad Association

Bronze Award (1 in total)



Mathematics Without Borders International Tournament 2023

Olympiad Champion Education Centre

Certificate of Promotion (1 in total)

2023 "My Interfaces with the Belt and Road Initiative" Integrated Ability Competition

Federation of New Territories Youth

Second Prize: Greater Bay Area Award (3 in total)

Hong Kong School Drone Challenge 2023

Ask Idea Hong Kong Limited

Second Class (4 in total)

CodeCombat CodeQuest 2022

International Coding Education Foundation

First Prize (1 in total)

Third Prize (1 in total)

Hong Kong International Computational Olympiad Heat Round 2022 - 2023 (Hong Kong Region)

Olympiad Champion Education Centre

Gold Award (1 in total)

Silver Award (1 in total)

Bronze Award (1 in total)

Hong Kong Youth Mathematical High Achievers Selection Contest

Po Leung Kuk

Third Prize (1 in total)

Hua Xia Cup - China Mathematical Olympiad Contest 2022 (Final)

China Education Research Association

Second Prize (1 in total)

The 75th Anniversary of Po Leung Kuk Educational Services—Microfilm Competition Award

Po Leung Kuk

Merit (10 in total)

ICE Challenge 2023 CodeCombat

ICE Foundation

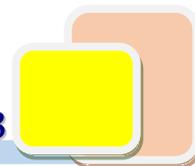
Top Coder (5 in total)

Outstanding Coder (6 in total)

HKUST Underwater Robot Competition 2023

Hong Kong University of Science and Technology

Gold Award (5 in total)



International Junior Science Olympiad 2023 - Hong Kong Screening
Education Bureau and Hong Kong Academy of Gifted Education
3rd Class Honours (1 in total)

2023 Asia Academic Speech Competition - Hong Kong Division
Hong Kong Education Development Association
Champion (1 in total)
Merit (1 in total)

Canadian English Writing Competition 2022-2023 (Arch Cup) Live Final Competition
The English Association of Asia
Silver Award (2 in total)

Canadian English Writing Competition 2022-2023 (Arch Cup) Live Semi-final Competition
The English Association of Asia
Silver Award (2 in total)

74th Hong Kong Schools Speech Festival (2022) (English Speech)
Hong Kong Schools Music and Speech Association
1st Runner-Up (2 in total)
2nd Runner-Up (1 in total)
Merit (5 in total)

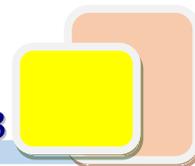
The 2nd Hong Kong School Chinese & English Handwriting Competition English
Handwriting Competition
Education Employees General Union, Hong Kong Hard Pen Calligraphists' Association
Outstanding Award (1 in total)

2023 年「金筆盃」華文文學即場創作比賽
香港青少年語言文化學會
一等獎 (2 in total)

全球少年數學能力測試 2023
香港數學奧林匹克協會
優異 (1 in total)

International Talent Mathematics Contest
The Hong Kong Mathematical Olympiad Association
Silver Award (1 in total)

Asia International Mathematical Olympiad Open Contest
The Hong Kong Mathematical Olympiad Association
Preliminary Pass (1 in total)
Semi-Final Silver Award (1 in total)

**Hua Xia Cup - China Mathematical Olympiad Contest 2023****China Education Research Association**

Preliminary Pass (1 in total)

Preliminary Silver Award (1 in total)

Semi-Final Bronze Award (1 in total)

Final Bronze Award (1 in total)

Sports**HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Swimming Championships 2022-2023****HKSSF**

100m Free Style 1st Runner Up (1 in total)

50m Back Stroke 2nd Runner Up (1 in total)

100m Free Style Champion (1 in total)

50m Back Stroke 4th Place (1 in total)

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

100m Back Stroke 2nd Runner Up (1 in total)

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

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

50m Free Style 4th Place (2 in total)

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

4X50m Free Style Relay Champion (4 in total)

Group Boys' Overall 7th Place (5 in total)

Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala 2022-2023**Po Leung Kuk**

50m Back Stroke 2nd Runner Up (1 in total)

50m Free Style 2nd Runner Up (1 in total)

50m Back Stroke 4th Place (1 in total)

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

100m Free Style 4th Place (1 in total)

50m Free Style 4th Place (1 in total)

4X50m Free Style Relay 2nd Runner Up (4 in total)

4X50m Free Style Relay 4th Place (4 in total)

Group Girls' Overall 4th Place (4 in total)

HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Table Tennis Competition 2022-2023**HKSSF**

Table Tennis (group) Champion (3 in total)

HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Athletics Championships 2022-2023

HKSSF

High Jump 3rd Runner Up (1 in total)
4x100m Relay 1st Runner Up (4 in total)
400m 2nd Runner Up (1 in total)
400m Champion (1 in total)
400m 3rd Runner Up (1 in total)
Shot Put 3rd Runner Up (1 in total)
Discus Champion (1 in total)
Discus 3rd Runner Up (1 in total)
200m 2nd Runner Up (1 in total)
200m 3rd Runner Up (1 in total)
Girls Grade A Overall 3rd Runner Up (11 in total)

葵青區速度跳繩錦標賽 2022

30 秒單側迴旋速度賽 亞軍 (1 in total)
4X30 混合接力速度賽 冠軍 (1 in total)
4X30 混合接力速度賽 亞軍(1 in total)
30 秒 4 人大繩速度賽 亞軍 (1 in total)

香港中小學花式跳繩公開賽-香港駕駛學院盃 2022

中國香港跳繩體育聯會

單人 30 秒二重跳 季軍 (1 in total)

全港跳繩錦標賽 2023

中國香港跳繩體育聯會

30 秒單車速度賽 季軍 (1 in total)
2X30 二重接力速度賽 亞軍 (1 in total)
4X30 單車接力速度賽 季軍 (1 in total)

聯校盃 - 全港跳繩競速錦標賽 2023(個人賽)

香港跳繩精英訓練社

側擺開 季軍 (1 in total)
側擺交叉 亞軍 (1 in total)
二重跳 季軍 (1 in total)

葵青區 速度跳繩錦標賽 2022

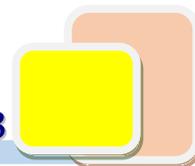
中國香港跳繩體育聯會及葵青區體育會

30 秒前繩速度挑戰賽 第四名 (1 in total)

「跳繩強心」網上跳繩比賽(2022-2023 學年)

香港心臟專科學院

15 秒前開合跳速度賽 第四名 (1 in total)



Ziberty 全港跳繩個人挑戰賽 2023

Ziberty Sports Studio

45 秒自由花式 殿軍 (1 in total)

香港個人全能跳繩公開賽 2023

香港專業花式跳繩學校

30 秒單車跳速度賽 亞軍 (1 in total)

2 分鐘單車跳耐力賽 亞軍 (1 in total)

45 秒指定花式 亞軍 (1 in total)

全場總成績 亞軍 (1 in total)

HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Volleyball Competition 2022-2023

HKSSF

Girls Senior Division one Champion (13 in total)

Boys Senior Division two 2nd Runner Up (9 in total)

Girls Junior Division One Merit (19 in total)

HKSSF New Territories Secondary Schools Inter-School Beach Volleyball Competition 2022-2023 (Girls)

HKSSF

Champion (2 in total)

A.S. Watson Group - Hong Kong Student Sports Awards 2022-2023

A.S. Watson Group

Outstanding Athlete (1 in total)

HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Football Competition 2022-2023 (Boys Senior Division one)

HKSSF

Merit (20 in total)

HKSSF Kwai Tsing Secondary Schools Area Committee Inter-School Basketball Competition 2022-2023 (Girls Junior)

HKSSF

3rd Runner Up (12 in total)

HKSSF Inter-School Badminton Competition 2022/2023 (Girls Grade C)

HKSSF

3rd Runner-Up (8 in total)

2023 香港體育舞蹈單人組公開賽 第一站

香港體育舞蹈總會

單人組華爾茲 亞軍 (1 in total)

單人組探戈 亞軍 (1 in total)

單人組快步舞 亞軍 (1 in total)

香港校際體育舞蹈公開賽 2023**香港體育舞蹈總會**

單人華爾茲 第四名 (1 in total)

單人探戈 第四名 (1 in total)

單人快步舞 第四名 (1 in total)

2022 Inter-Secondary School Dodgeball Rookie Tournament**Dodgeball Association Hong Kong, China**

Single Ball Style Secondary Girls Champion (9 in total)

Single Ball Style Senior Secondary Boys Plate Competition Gold Award (11 in total)

2022 HK multi-ball style Dodgeball Championship**Dodgeball Association Hong Kong ,China**

U18 2nd Runner-up (12 in total)

2022 HK Dodgeball Championship (Single-Ball Style)**Dodgeball Association Hong Kong ,China**

2nd Runner-Up (8 in total)

第四屆尚駿盃羽毛球邀請賽**尚駿羽毛球會**

15-17 歲組男子雙打 季軍 (1 in total)

南區分齡羽毛球比賽 2022/2023**康文署及南區康樂體育促進會**

男子青少年(MG)組單打 殿軍 (1 in total)

Aesthetics**Joint School Music Competition 2022****Joint School Music Association**

Chinese Instrument Ensemble Bronze Award (12 in total)

Strings Ensemble Silver Award (33 in total)

Chinese Percussion Ensemble Gold Award (22 in total)

Chinese Drums Ensemble Bronze Award (14 in total)

Handchimes Ensemble Silver Award (14 in total)

Symphonic Band Silver Award (45 in total)

Chinese Ensemble Silver Award (18 in total)

Recorder Band Silver Award (22 in total)

Winds Ensemble Silver Award (10 in total)

第 16 屆國際盃全港才藝大賽**國際文化藝術教育學會**

鋼琴獨奏 金獎 (1 in total)

大提琴獨奏 金獎 (1 in total)

2022 Hong Kong Youth Music Interflows - Symphonic Band Contest**Music Office**

Symphonic Band Bronze Award (34 in total)

The 75th HK Schools Music Festival**Hong Kong Speech and Music Association**

Guitar Solo Third Place (Gold Award) (1 in total)

Clarinet Solo Third Place (Gold Award) (1 in total)

Recorder Duet Second Place (Silver Award) (2 in total)

Graded Piano Solo Second Place (Silver Award) (1 in total)

Recorder Ensemble Silver Award (22 in total)

Pipa Solo Silver Award (1 in total)

Alto Recorder Solo Silver Award (1 in total)

Graded Piano Solo Silver Award (4 in total)

Recorder Duet Silver Award (2 in total)

Guitar Solo Silver Award (1 in total)

Piano Duet Silver Award (2 in total)

Marimba Solo Silver Award (2 in total)

Treble Recorder Solo Silver Award (1 in total)

Flute Solo Bronze Award (1 in total)

Piano Solo Silver Award (1 in total)

Pipa Solo Bronze Award (1 in total)

Yangqin Solo Bronze Award (1 in total)

Graded Violin Solo Bronze Award (1 in total)

Cello Solo Silver Award (1 in total)

Graded Piano Solo Bronze Award (3 in total)

Saxophone Solo Bronze Award (1 in total)

Viola Solo Bronze Award (2 in total)

Winds Ensemble Bronze Award (6 in total)

Yangqin Solo Participant Award (1 in total)

Erhu Solo Participant Award (1 in total)

Po Leung Kuk Music Quality Circle 2023**Po Leung Kuk**

Music achievement Gold Award (4 in total)

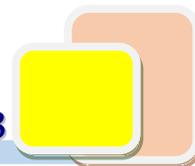
Music achievement Silver Award (7 in total)

Music achievement Bronze Award (13 in total)

HKYPAF The 10th Hong Kong International Youth Performance Arts Festival**Hong Kong Youth Performing Arts Exchange Development Association**

Piano Solo 1st Place (2 in total)

Piano Solo 4th Place (1 in total)



Taipei International Youth Music Competition 2023 (HK Region)

International Youth Music Association

Piano Solo 1st Place (1 in total)

15th Hong Kong Student Open Music Competition 2022

Speech & Music Recital Development Foundation

Piano Solo 1st Place (1 in total)

International European Music Competition 2023 (HK Region)

International Youth Music Association

Piano Solo 1st Place (1 in total)

Piano Solo 2nd Place (1 in total)

"Basic Law and Me" Hong Kong Primary and Secondary School Student Poster Design Competition 2022-2023

Youth Travel HK

1st Runner-Up (1 in total)

73th National Day Drawing Competition

Tsuen Wan District Office

2nd Runner-Up (1 in total)

Merit (2 in total)

FOTOMO Competition

Caritas Youth and Community Service

Bronze Award (5 in total)

Odyssey of the Mind Regional Tournament - Hong Kong, Problem 5 Division 3 Odyssey of the Mind Hong Kong Association

1st Runner-Up (7 in total)

The "International and Local Mail Art Competition

Hong Kong Society for Education in Art

1st Runner-Up (1 in total)

The 10th Kwai Tsing District Drawing Competition

Kwai Tsing Cultural & Arts Co-ordination Association

Champion (1 in total)

Moral Education

第三十一屆全港中學生十大新聞選舉

學友社

最踴躍參與獎 (1 in total)

全情投入金獎 (1 in total)



2022 Eco-Lifestyle Quiz Competition, Secondary School Group

Surein Foundation

Merit (4 in total)

Beat Drugs @ Mock Trial 2.0 First Round Competition

The Society of Rehabilitation and Crime Prevention, Hong Kong

Best Mooter (1 in total)

Beat Drugs@Mock Trial 2.0 2022-2023 Second Round Competition The Society of Rehabilitation and Crime Prevention, Hong Kong

Best Mooter (1 in total)

Best Witness (1 in total)

Beat Drugs@Mock Trial 2.0 2022-2023 Final Mock Trial Competition (Secondary School) The Society of Rehabilitation and Crime Prevention, Hong Kong

Best Mooter (1 in total)

3rd Runner-Up (9 in total)

News Challenge - Knowing about the Greater Bay Area

Hok Yau Club

Second Prize (2 in total)

Third Prize (3 in total)

The Most Outstanding Happy Green School

Hong Kong Electric

Excellence Award (1 in total)

Humanity Campus

Red Cross Hong Kong

Humanity Campus (1 in total)

School Vaccination Commendation Scheme

Education Bureau

Gold Award (1 in total)

Services

Certificate of Recognition (School Health Ambassador)

The Chinese University of Hong Kong

Certificate of Recognition (School Health Ambassador) (82 in total)

Hong Kong Volunteer Award

Home and Youth Affairs Bureau

Bronze Award (10 in total)

2023 Harvard Prize Book

Harvard Club of Hong Kong Education Fund

Winner (3 in total)

Others

2022 CTEA Robot Competition

Creative Technology Education Association

Second Prize (2 in total)

Third Prize (4 in total)

HKVTC Shop Keep On Live Competition

HKVTC

1st Runner-Up (2 in total)

最具個人魅力獎 (2 in total)

Mental Health Competition

Blessing Club

Merit (24 in total)

Silver Award (1 in total)

TKT Outstanding Student Award Election 2022/2023

Principal Association of TKT Secondary Schools

Outstanding Student (1 in total)

Scholarship

Future Stars - Upward Mobility Scholarship 2022

Commission on Poverty

Scholarship (2 in total)

Pursuing Excellence and Beyond

Man Kwan Education Fund

Merit (2 in total)

HKICPA/HKABE Joint Scholarships for BAFS

Hong Kong Institute of Certified Public Accountants

Scholarship (1 in total)

Po Leung Kuk Ho Yuk Ching Children & Education Fund

Po Leung Kuk

Scholarship (2 in total)

Po Leung Kuk Scholarship

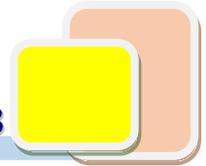
Po Leung Kuk

Scholarship (6 in total)

Po Leung Kuk Wong Yat Sin Scholarship

Po Leung Kuk

Scholarship (5 in total)



Po Leung Kuk Fook Chun Scholarship

Po Leung Kuk

Scholarships (28 in total)

Po Leung Kuk Chan Kee Hwa Memorial Scholarship

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship

Po Leung Kuk

Scholarship (1 in total)

Po Leung Kuk Wu Ho Wing Ching Memorial Education Fund

Po Leung Kuk

Scholarship (8 in total)

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

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Music Scholarship

Po Leung Kuk

Music achievement Scholarship (1 in total)

Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2022 / 2023)

Gender	Age	Sit Up	Sit & Reach	Push Up	Push Up with Knee support	Shuttle Run
Boys	14	36.39	25.46	17.80	/	21.80
	15	37.66	27.41	21.48	/	21.37
Girls	14	30.07	35.21	/	26.62	25.98
	15	33.20	35.78	/	31.82	25.65

Body Composition of Students

BMI of Boys

Year \ Age	12	13	14	15	16	17	18 or above
2020-21	19.58	20.55	20.11	20.17	20.45	21.36	21.02
2021-22	20.21	19.84	20.05	20.47	20.43	20.85	21.38
2022-23	18.64	20.28	19.40	19.88	20.66	20.83	21.74

BMI of Girls

Year \ Age	12	13	14	15	16	17	18 or above
2020-21	18.25	18.40	20.04	19.59	19.95	20.33	21.78
2021-22	18.62	18.75	18.69	20.01	19.23	20.02	20.98
2022-23	19.08	18.97	18.88	18.73	20.08	19.99	19.88

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)
2020-21	4.9%	26.4%	23.5%	26.2%	19.0%
2021-22	3.3%	28.9%	24.4%	26.3%	17.1%
2022-23	4.1%	30.4%	26.3%	22.4%	16.9%



Evaluation Report on the Use of Capacity Enhancement Grant (2022-2023)

Programme

Background

CEG for secondary schools (2022-2023) aims to relieve teachers' workload, so that they can focus on the opportunities and challenges brought by education reform, including in particular those relating to:

1. curriculum development (including the implementation and development of STEM education);
2. students' language proficiency

Responsibility

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

CEG	Curriculum Development	STEM education	Mr. Kwan LS
		ICT support for enhancing students' language proficiency	Mr. Kwan LS Mr. Chan WK

Implementation of CEG 2022-2023

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

Task Area	Details
CEG	
Curriculum Development: STEM Education	IT Helper was able to provide immediate IT support and respond to emergent IT issues. STEM education and e-learning could be developed and adopted smoothly in school. IT Helper was monitored by the following methods: <ul style="list-style-type: none"> • ICT meetings • Feedback from the teacher-in-charge and all other teaching staff
Curriculum Development: ICT Support	IT Assistant was able to provide IT support to relieve teachers' administrative workload while conducting SBA and TSA. The time that the teachers saved was then used to enhance students' language proficiency. IT Assistant was monitored by the following methods: <ul style="list-style-type: none"> • ICT and ACD meetings • Feedback from the teachers-in-charge and all other teaching staff

Summary on the Usage of Capacity Enhancement Grant

	2020-2021	2021-2022	2022-2023
Grants Received	\$638,461.00	\$642,934.00	\$654,502.00
Grants Expenditure	\$591,570.00	\$575,274.00	\$760,079.36
Employment of Teacher Assistant	✓	✓	---
Employment of I.T. Helper / Assistant	✓	✓	✓
Employment of Activity Organizer	✓	✓	---



Evaluation on the Use of Teacher Relief Grant (TRG) 2022/2023

Background

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

Responsibility

School Principal acts as the controller.

Programs are monitored by teacher(s)-in-charge:

TRG	Contract Teachers	Ms Tam WY, Ms Chow PY, Ms Lam SM, Ms Law SS
	Supporting Staff	Ms Cheung SY
	Subject Tutors	Mr Chan WK
	Social Worker	Ms Cheung SY

Evaluation & Forward-Looking Concerns

Task Area	Details
TRG	
Contract Teachers	Contract teachers are employed in EN, LS, PH, EC & CA departments to facilitate curriculum development and enhance learning & teaching. <ul style="list-style-type: none"> Feedback from subject departments
Supporting Staff	Project organizer and assistant Teachers help to relieve teachers' duties so that they can concentrate on developing better teaching and learning materials for senior secondary curriculum. They are monitored by: <ul style="list-style-type: none"> Feedback from teachers-in-charge
Subject Tutors	Subject tutors can provide SBA support and conduct after school tutorial classes. They are monitored by: <ul style="list-style-type: none"> Tutorial class evaluation Feedback from subject departments
Native Speaking Teacher	Another NET Teacher is employed to create English speaking environment and organise English speaking activities to students. <ul style="list-style-type: none"> Feedback from teacher-in-charge

Summary on the usage of Teacher Relief Grant

	2020-2021	2021-2022	2022-2023
Grants Received	\$5,064,145.00	\$5,122,854.11	\$5,385,474.00
Grants Expenditure	\$4,129,503.78	\$5,025,026.37	\$5,566,055.57
Employment of Contract Teachers	✓	✓	✓
Employment of Supporting Staff	✓	✓	✓
Employment of Subject Tutors	✓	✓	✓



Evaluation Report on the Use of Moral and National Education Support Grant (2022-2023)

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

School principal as the controller.

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

MNESG	CMN related programme - F1 Guidance Day – Class Building	LLH, TWL, CHK
	CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	LLH, AMS
	CMN related Activities – “Voicing Our Values”	CPY, COL, NWL, YSY
	CMN related Activities – F1, F2 & F4 Reading Scheme	LLH, AMS, YSY, TWL, CHK
	CMN related programme – Board Display	LLH, AMS

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

Task Area	Details
Moral and National Education Support Grant	
CMN related programme - F1 Guidance Day – Class Building	The one-day training camp aims to help students build peer relationships, discipline, team spirit, self-confidence, responsibility, and positive values for a more comfortable secondary school life. The payment is for the program fee.
CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	The purpose of the gratitude journal is to cultivate gratitude for the entire school community. It is believed that with practice, gratitude can be developed and bring many benefits. The journal's cover was printed, and the printing fees were paid.
CMN related Activities – “Voicing Our Values”	The posters were designed for the Voicing Our Values program, and gifts were given to student representatives for their sharing during morning assembly. Six booklets were printed and distributed to the entire school. The program aims to promote moral education, deepen student understanding of Chinese virtues, enhance student morality, develop Confucianism spirit in school, and strengthen student character. Payment was made for program gifts, poster printing, and booklet printing.

CMN related Activities – F1 Reading Scheme	The reading scheme included two sets of storybooks, 初心集 and 初心集 II, sponsored by PLK "Soaring Dreams" Youth Development Fund. The stories aim to promote a healthy lifestyle and positive attitude among students in all F.1 classes. 80 books were circulated, and two sets of worksheets were provided for the students to complete. About 25 prizes were awarded for good work. Payment was made for program gifts.
CMN related Activities – F2 & F4 Reading Scheme	The "超凡學生閱讀計劃" reading scheme is designed to educate students on the positive aspects of human body and life. After reading the books, students completed worksheets, and about 25 prizes were awarded for good work in each form. Payment was made for program gifts. The F.2 reading scheme focuses on time management, while the F.4 reading scheme emphasizes goal setting and achievement.
CMN related programme – Board Display	Board displays were arranged to enhance students' knowledge about the Basic Law, Constitution Day, National Security Education Day, and our motherland. Payment was made for board papers and posters.

Summary on the usage of Moral and National Education Support Grant

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

Po Leung Kuk Lo Kit Sing (1983) College 2022/2023 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 \$708,895 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 2021/2022			\$53,933.49
2022/2023 Allotment			\$708,895.00
2022/2023 Expenditure			
SST	Staff Development Training	\$7,500.00	
SST	Academic Support Programs	\$97,760.00	
SST	After-school Tutor Employment	\$121,439.25	
SST	Deployment of SEN Teaching Assistant	\$202,650.00	
SST	Experiential Workshops / Resources	\$58,565.10	
SST	Learning Resources Procurement	\$18,020.00	
SST	Inclusive Learning Activities	\$121,622.00	
SST	Counselling Psychologist Services	\$46,400.00	
SST	Therapeutic / Stress Release Programs	\$48,378.50	
Total Expenditure			\$722,334.85
2022/2023 C/F to 2023/2024			\$40,493.64

保良局羅傑承(一九八三)中學

「校本課後學習及支援計劃」2022/2023 報告內容

本校於 2022/2023 年度獲教育局撥款\$142,200.00 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)。

2022/2023 「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) 2021/2022	0.00	
After-school L&S Program (School-based Grant) 2022/2023	\$142,200.00	
School Based Life-wide Learning & Support Program (Student Reimbursement -- 1st and 2nd Phase)		
Art & cultural activities		\$98,661.50
Sports		\$28,821.00
Self-confidence development		\$1,052.50
Language training		\$7,641.00
Visits		\$325.00
Volunteer services		\$727.00
Adventure activities		\$294.50
Total Expenditure		\$137,522.50
Balance		4,677.50
2022/2023 balance C/F to 2023/2024		4,677.50



Programme Evaluation Report

Diversity Learning Grant for Applied Learning Courses (2022-2023)

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Target students	Duration of the programme / course
Applied Learning (ApL)	<ul style="list-style-type: none"> - To offer a range of ApL courses for students with different learning needs and interests - To broaden students' diversified learning experiences and develop their career aspirations - To provide support to non-Chinese speaking students in S5 	S5: 14 students (2022-2024 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. 	S5: 14 students (2021-2023 cohort) \$118,675 (DLG) <u>Total: \$118,675</u>





Po Leung Kuk Lo Kit Sing (1983) College

Evaluation Report on the Use of the Diversity Learning Grant (2022-2023)

Programme

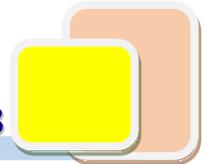
Aim of Diversity Learning Grant

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

Responsibility

1. School principal as the controller.
 2. Program proposals by open nominations. Monitoring by Teacher i/c: Mr. Yu Chun Woon
- Implementation of the Use of the Diversity Learning Grant (2022-2023)

Task Area	Details
To facilitate the implementation of NSS PE	<p>Major Area(s) of Concern</p> <p>NSS PE</p> <ul style="list-style-type: none"> – To relieve PE teachers' workload so that teachers can concentrate on developing better teaching – To provide SBA support for PE teachers <p>Other Subjects</p> <ul style="list-style-type: none"> – To allow teachers to have more learning opportunities to attend seminars <p>Benefits Achieved</p> <ul style="list-style-type: none"> – 5 sets of teaching-related materials were produced such as notes, quizzes, reference materials and training tools – The staff organized 25 practical training sessions for PE elective students – The staff held 30 training sessions for Girls Volleyball Team. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching materials produced – Count the number of pair teaching lessons – Count the number of practical training sessions.



Task Area	Details
To procure PE valuable learning experiences for students	<p>Major Area(s) of Concern To enhance the quality of Learning and Teaching in both our school and Joint School Program</p> <p>Benefits Achieved</p> <ul style="list-style-type: none"> – All PE elective students engaged in one Joint School theory session and two athletic trainings. <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

	2020 - 2021	2021 - 2022	2022-2023
Grants Received	\$84,000.00	\$84,000.00	\$84,000.00
Grants Expenditure	\$75,732.36	\$118,180.50	\$118,462.31
Employing Subject Assistant Teacher	✓	-	
Buying service providing 32 fitness training sessions	-	✓	
Purchasing 2 sets of PE equipment	-	✓	
Buying service providing one Joint School theory session and two athletic trainings			✓

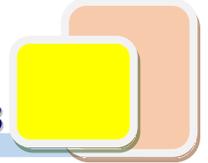


保良局羅傑承(一九八三)中學 姊妹學校交流報告書 2022/2023 學年

- 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
- (5) : 博羅縣東江博雅學校

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	本校策劃及舉辦與姊妹學校網上課程。	兩地學生可一同參與網上課程，一起學習新課題及經歷新體驗，例如：學習 STEM 課程，讓兩地學生互相啟發、彼此學習，惠及兩地學校的教育需要。	跟據上學年經驗，本校再一次邀請承辦商舉辦線上機械人編程課程予兩地學生一同參與。 本校與寧波市鎮海區中興中學一同參與是項網上機械人編程課程，課程順利完成。參與的師生均對是次課程感到十分滿意，並同意此課程能達至預期目標、深化雙方認識、促進兩校交流及擴闊學生視野。	寧波市姊妹學校師生表示從是次線上機械人編程課程中獲益良多，並希望本校日後能夠多舉辦類似的網上課程，既能讓學生學習，又能促進兩校交流。



項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
2.	向上海、杭州或寧波姊妹學校派發本校刊物以加深對本校之認識。	上海、杭州或寧波姊妹學校師生能夠更了解本校學校的最新情況，包括：行政及管理理念、模式及架構、公開試成績及升讀大學學科情況、校外比賽優勝紀錄、家校合作活動及中一新生支援活動等。	本校向姊妹學校寄出本校刊物，讓姊妹學校更能對本校最新情況加深認識。	本校將繼續向上海、杭州及寧波姊妹學校派發本校刊物，加強姊妹學校對本校之認識。
3.	添置硬件裝備，提升網上交流活動人數及質素。	透過添置硬件裝備，期望可讓更多老師及學生一同參加與姊妹學校一同舉辦的網上課程或交流活動及改善網上交流活動質素。	透過添置硬件裝備，讓更多學生能參與本年度舉辦的線上機械人編程課程。參與同學更表示，是次網上課程畫面及聲音均清晰、流暢。	是次添置的裝備可繼續使用，將惠及更多參與姊妹交流活動的同學。
4.	與博羅縣東江博雅學校結盟。	與博羅縣東江博雅學校結盟後，可多舉辦交流活動，促進兩地學生溝通。	本校與博羅縣東江博雅學校簽訂契約協訂為姊妹學校。	本校計劃於下一學年與姊妹學校合作舉辦交流活動，讓學生多作溝通。

第二部分：財政報告

2021/2022 年度結餘	\$72,821.80
2022/2023 年度撥款	\$159,955.00
2022/2023 年度開支	
郵寄校訊	\$128.40
添置與姊妹學校網上交流硬件裝備	\$48,150.00
寧波市鎮海區中興中學交流活動 - 線上機械人編程課程 (5 堂) - 購置線上機械人編程課程設備 (Robomaster EP)	\$45,500.00
總計	\$93,778.40
2022/2023 年度結餘	\$138,998.40

Evaluation Report on the Use of the Promotion of Reading Grant (2022-2023)

Programme

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

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

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

Responsibility

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

Acquisition of Library Books (printed & e-book, Printed & e-magazines)	<u>Library, ACD and Executive Departments Concerned</u> LTF, subject/department heads concerned
Special Program on the Promotion of Focus Readers <Harry Potter>, <解憂雜貨店> & <偵探伽侖略> to F1 & F2 students	<u>Library, Chinese & English Department</u> LTF, LSS, CNF and subject teachers concerned
Reading Schemes & Reading Activity	<u>The Reading Promotion Committee</u> LTF, WTC, HLK, LKC, PWH

Implementation of One-off Grant for the Promotion of Reading 2022/2023

I. Purchase of Books

Acquisition of appropriate and adequate number of books for different subjects for the conduction of theme based reading: Chinese History & Culture, Healthy Living, Science, Technology, Engineering & Mathematics (STEM) Education, Moral Education.

(1) Acquisition of printed books added to the library stock

English books	461 items
Chinese books	793 items

(2) Acquisition of “HyRead” – eBook

Permanent use of right 香港出版、科普、自選優質書	120 items
One-year use of right on eFictions selected by EN	200 items
One-year use of right on common pool among secondary schools	1,200 items

(3) Acquisition of magazines

Printed magazines	7 items
eMagazines	6 items

II. Library Circulation

All students and teachers enrolled into Library OPAC and HyRead account. All Pre-Form 1 students enrolled into HyRead account in August before the new academic year. The library recorded 19,745 loans (13,588 Chinese & 6,157 English) .this year.

III. Implementation of Reading Scheme

All Junior Forms students participated in the "eRead Scheme 開卷有益計劃". Form 1, Form 2 finished 15 readings assignments and Form 3 students finished 7 reading assignments. 90% of reading assignments completed as scheduled.

Moreover, all Form 3 students participated in the "Extensive Reading Scheme 廣泛閱讀計劃", students finished 9 to 10 reading assignments and conducted 3

Reading Sharing Group Sessions on ERS Day. Over 80% of the students completed the scheme in which over 20% of them completed with merit.

IV. The promotion of the use of Online Question Bank (OQB) helped the senior form students to develop a good learning attitude and habits for the preparation of public examination. Moreover, more than 80% of teachers and students reflected positive feedback to the use of the resources.

V. A variety of reading activities were organised for the promotion of reading atmosphere throughout the year.

Activity	Participants
Library Everywhere (5 times)	200 students
Class Visits to Book Display with the theme of 幸福感	All F1 to F5
Teachers' Sharing in Morning Assembly (11 times)	All students
Language Carnival 電子書閱讀推廣攤位遊戲	All F3
功課展覽及票選「最喜愛偵探伽俐略」	All F1
功課展覽「給浪矢爺爺的一封信」	All F2
Harry Potter Games Booth	200 students
Meeting@Meteor 相約天璣角 (4 times)	40 students
Promotion on the use of HyRead Information Kiosk	All F2
Workshop on Seven Tangram Tiles <七巧圖說>	All F2
HyRead Top Picks 25	All students
齊齊享 BOOK	All F1 & F2
Librarian Vlogger Video Presentation	All F1 to F5

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

Details	Income	Expense
Grants Received 2022/2023	63,982.00	
Acquisition of printed books by subject departments		16,004.40
Licence on HyRead PFromotion Kiosk		18,000.00
Acquisition of e-books – HyRead (eFiction)		9,800.00
Subscription of printed magazines		3,005.00
Subscription of Online Question Bank (OQB)		12,160.00
Librarian Vlogger		50.00
Focus Readers <Harry Potter Series>		\$4,995.00
	Balance	-32.40
Balance brought forward to 2023/2024		0

Evaluation Report on the Use of Life wide learning Grant (2022 - 2023)

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	Day for you	CSW
	Picnic	KLS
	Life wide learning day	YCW
	Stage Cultural Day	CSW
	Experiential Learning Activities	Teachers concerned
1.2. Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)		
LWLG	Visit, field trips, workshops and competition of different departments	Teachers concerned
	Music for all scheme	HMC
	Mosaic Artwork Project	LTI
2. To procure equipment, consumables or learning resources for promoting LWL		
LWLG	Teaching and learning materials for STEM and ART education	Teachers concerned

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

Task Area	Details
<u>Life wide learning Grant</u>	
Day for you	<p>This is first whole school activity in the academic year. The activity aim at fostering a greater sense of belonging and strengthen the bonding among students in each class at the beginning of school year. Various types of class-based or form-based activities including cultural creative arts workshops, ball games, guidance programme etc. have been designed to achieve the aims of that day.</p> <p>All activities were successfully held on September and students all gave positive feedbacks for the activities that they joint. The expenses were used for transportation fee, Venue fee, buying materials and hiring tutors.</p>
Picnic	<p>The activity was designed for students to relax, relieve stress and learn beyond classroom. All students spent the day in HK Disneyland park, students were divided into classes and had group activities. This joyful occasion not only bolstered class unity, but also strengthened the bonds between students and teachers.</p> <p>The school picnics were successfully held on November and students had a delightful and relaxing day. The expenses were used for admission fee.</p>
Life wide learning day	<p>The activity was a thematic learning activity 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>There is a very fruitful programmes including M+ Museum visit and workshop, Exploring Madame Tussauds & the Peak, Experiential learning of STEM, Geo Tour, science park and wetland park visit etc. this year. All activities were successfully held on March and students had a wonderful and meaningful day. The expenses were used for admission and transportation.</p>

Task Area	Details
<u>Life wide learning Grant</u>	
Stage Cultural Day	<p>The activity was an Art appreciation programme providing ample chances to students in experimenting cultural activities so as to enhance students' aesthetic development. It was expected students show their understanding through sharing their opinions and reflections with the actors and actresses right after the performance.</p> <p>There were two programmes including "Killer Thriller" and 「舞尚開檔叁」 held this year. The activities were successfully held in Feb and Mar respectively. All Students and teachers could watched at least one of these programme. There is a positive feedback for the event. The expenses were mainly for admission and transportation fee.</p>
Experiential Learning Activities	<p>Experiential learning activities are the formed activities held by different departments that can build a more balanced life for student's personal development. There were many activities including careers talks, sex and health talks, guidance programmes, Cantonese opera performance appreciation, drama and musical appreciation, etc. These activities were held throughout the whole year and did not only arouse students' learning interests, but also enriched students' in all OLE aspects. These activities also nurture students' positive values and attitudes.</p> <p>Evaluation for the activities were held by the concerned departments. Involved staff and students showed positive feedbacks towards the activities. The expenses were mainly for workshop and purchasing activity materials.</p>
Visit, field trips, workshops and competition of different departments	<p>These activities were the extended courses and competitions of different subject departments and CCA activities. There were many activities including PE and dance training programme, museum visit for VA students, Choral speaking competitions, HKIMO and 4D frame Maths competition, etc. These activities were opened for students with interests and aimed at catering for students' interests and abilities for stretching their potential and nurturing in students positive values and attitudes. They aimed at catering for students' interests and abilities for stretching their potential and nurturing in students positive values and attitudes. They also enriched students' in all OLE aspects.</p> <p>Evaluation for the activities were held by the concerned departments. Involved staff and students showed positive feedbacks towards the activities. The expenses were mainly for workshop, activity materials and transportation fee.</p>

Task Area	Details
<u>Life wide learning Grant</u>	
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>About 200 students join the programme. Students behave well in instrument class and the overall performance of are quite good this year. 90% of F1 students able to perform in class individually or as a group at the end term. All lessons completed in Aug and the expenses were the coaching fee.</p>
Mosaic Art Project	<p>The "Mosaic Art Project" allows students to have more exposure in mosaic art and the related industry. Students participated in several workshops and learnt various use of mosaic materials for the artwork.</p> <p>4 designs were selected and will be installed in the school campus during summer holiday. The expenses were used for the workshop, coaching fee, design fee and buying materials.</p>
Teaching and learning materials for STEM education	<p>The purchase of the STEM products and materials aimed at promoting STEM education in the school curriculum which is essential for students' lifelong learning and whole-person development. The expenses included the purchase of the followings:</p> <ul style="list-style-type: none"> • 4D frame learning materials • Materials for Mathematics subject • Materials for Science subject • Materials for ICT subject • Instruments for Music subject


Summary on the usage of Life wide learning Grant

	2020 - 2021	2021 - 2022	2022 - 2023
Grants Balance from previous year	\$809,761.57	\$1,057,330.07	\$1,025,757.57
Grants Income	\$1,166,106.00	\$1,174,267.00	\$1,195,413.00
Grants Expenditure	\$918,537.50	\$1,205,839.50	\$1,436,733.90
Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	✓	✓	✓
Transportation fees for activities	✓	✓	✓
Fees for non-local exchange activities / competitions	✓	✓	✓
Fees for hiring expert / professionals / coaches	✓	✓	✓
Purchase of learning materials, equipment, instruments, tools, devices, and consumables	✓	✓	✓

Evaluation Report on the Use of the Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students (2022-2023)

Background

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

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

Responsibilities

School principal as the controller.

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

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

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

Task Area	Details
Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	
To appoint an additional teacher to enhance the support for NCS students' learning of Chinese.	<p>Appointing additional Chinese Language teacher to implement support learning during Chinese Language lessons and offer after-school Chinese learning program to NCS students to assist their learning of Chinese Language. The teacher supports the NCS students during Chinese Language lessons by shadowing the students and providing instant supports. At the same time, after-school Chinese learning program is also provided for the NCS students. The teacher supports the NCS students after school by teaching Chinese Language and providing additional teaching material about Chinese Language and culture for the students.</p> <p>These are monitored by:</p> <ul style="list-style-type: none"> ● Evaluation from the teachers.

Task Area	Details
To create an inclusive learning environment in schools	<p>To organize diversified cultural activities to enrich NCS students to learn Chinese Language and Culture. Local students are encouraged to get along with NCS students. NCS students understand more about Chinese Culture through different activities from which a good and harmonious environment to both NCS and local students is created. NCS students learn Chinese Language and culture in the post exam activity day by playing Chinese style LEGO and joining Chinese related activity like Chinese writing and reading program. At the same time, the communication with parents of NCS students and home-school cooperation is strengthened to create an inclusive learning environment in schools. Meetings with parents are organized by Chinese teachers. NCS students are encouraged to master the Chinese language through home-school cooperation.</p> <p>These are monitored by:</p> <ul style="list-style-type: none"> ● Evaluation from the teachers.

Summary on the usage of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2022-2023)

	2020-2021	2021-2022	2022-2023
Grants Balance from previous year	\$58,614.80	\$151,050.00	\$153,769.00
Grants Expenditure	\$59,370.00	\$151,050.00	\$153,769.00
Purchasing Chinese History and Culture reading materials	✓	-	-
Purchasing Chinese History and Culture learning materials	✓	-	-
Appointing an additional teacher to enhance the support for NCS students' learning of Chinese	-	✓	✓

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

內容：

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

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

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

本校運用此津貼以發展或採購相關的學與教資源，為科組老師提供合適的學與教資源，以令公民科的學與教活動得以順暢展開。另外，隨著各項防疫措施的放寬，本校在本學年得以在五月舉行中五級公民科內地考察及七月的沙頭角歷史及客家文化本地考察等。

以下為 2022/2023 「支援推行高中公民與社會發展科的一筆過津貼」的使用概況：

2021/2022 年度結餘	\$290,002.00
2022/2023 年度開支	
全方位學習日 「古蹟歷史文化探索活動」	\$21,420.00
公民科參考書	\$16,272.00
公民科內地考察	\$1,389.00
沙頭角歷史及客家文化考察活動	\$5,960.00
澳門歷史文化考察活動	\$16,590.00
「浪遊漁港——香港仔」半天遊活動	\$2,400.00
總計	\$64,031.00
2022/2023 年結餘	\$225,971.00

Report on the Use of the Student Activities Support Grant (2022/2023)

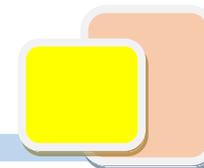
I. Financial Overview

A	Allocation in the Current School Year:	\$117,000.00
B	Expenditure in the Current School Year:	\$117,301.90
C	Unspent Amount to be Returned to the EDB (A – B):	-\$301.90

II. Number of Student Beneficiaries and Subsidised Amount

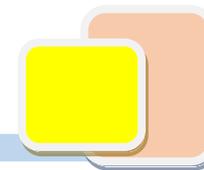
Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	33	\$15823.80
Full-grant under the School Textbook Assistance Scheme	160	\$ 76721.40
Meeting the school-based financially needy criteria	187	\$ 24756.70 (capped at 25% of the total allocation for the school year)
Total	380	\$117,301.90

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)



III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a P the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Musical instrument courses	Arts (Music)	194	\$62,137.80	✓		✓		
2	Dance Training (Modern dance)	Physical Education	7	\$2,251.80	✓		✓		
3	Craftmanship & drawings	Arts (Visual Arts)	9	\$2,934.20	✓		✓		
4	Sports (Football, volleyball, tracks & fields)	Physical Education	60	\$19,666.60	✓		✓		
5	Uniform teams (Girl guides, scouts)	Moral, Civic and National Education	2	\$718.20		✓		✓	
6	Language course (Japanese, Korean)	Others, please specify: foreign languages	20	\$6,517.50	✓				✓
7	Visits (local tour)	Others, please specify: local tours	3	\$277.20		✓		✓	
8	Voluntary service	Values Education	7	\$620.10		✓		✓	
9	Adventures	Leadership Training	3	\$251.20		✓	✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			305	\$95,374.60					



2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	N.A.	N.A.	N.A.	N.A.					
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Musical Instruments	Arts (Music)	32	\$15,534.50	✓		✓		
2	Costumes for dance	Physical Education	5	\$563.00	✓		✓		
3	Materials for craftmanship & drawings	Arts (Visual Arts)	7	\$733.50	✓		✓		
3	Sports equipment	Physical Education	27	\$4,916.80	✓		✓		
4	Uniform for uniform teams	Moral, Civic and National Education	2	\$179.50		✓		✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			73	\$21,927.30					
Total			378	\$117,301.90					
1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.									

保良局羅傑承(一九八三)中學
維護國家安全及國家安全教育相關措施的年度報告
2022/2023 學年

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

範疇	措施	施行概況	成效及反思
學校行政 (續)		員制定具體策略和應變措施 - 若有任何持分者在學校進行任何違法行為，學校會啟動危機處理小組介入處理	
	強化校舍管理機制及程序 - 包括租借校園設施、巡查校園範圍及定期檢視圖書館藏書，確保校園活動及展示的字句或物件不會涉及危害國家安全 - 確保校園內以學校名義舉辦的活動(包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等)，不會涉及危害國家安全的行為和活動	- 借用機構須於借用校園設施申請表上，簽署聲明在校內的活動及展示的字句或物件不會涉及危害國家安全 - 當值老師及學校管理層會定時巡查校園範圍，確保校園內展示的字句或物件不會涉及危害國家安全 - 圖書館參照公共圖書館的對館藏的審視機制，經由科任老師檢視後，已將不恰當的書籍下架 - 校方會小心挑選協辦團體及先了解講者背景，以確保邀請任何校外合作機構、校友或家長教師會等為學生舉辦的活動時，不會涉及危害國家安全的行為和活動	- 借用機構於申請借用學校場地前，能從校方得悉租借人不得展示、發放或舉行任何涉及危害國家安全的資料、訊息或活動 - 科組負責人已能透過圖書館藏審視機制，將不恰當的館藏下架，本年度已有 112 份館藏透過機制下架
	定期升掛國旗及奏唱國歌 - 於學生上學日子，每周舉行升旗儀式及奏唱國歌 - 於主要典禮及特別場合升掛國旗及奏	- 現時安排每星期及重要日子前後於學校禮堂舉行升旗儀式及奏唱國歌，每次安排一級學生進入禮堂觀看，其餘班別則留在課室透過 Zoom 觀看直播	- 學生已熟悉及習慣有關升旗儀式的安排，能在儀式中表現出恰當的禮儀，包括面向旗桿肅立、向國旗行注目禮 - 學校已添置效能更佳的器材，又徵用

範疇	措施	施行概況	成效及反思
學校行政 (續)	<p>唱國歌</p> <ul style="list-style-type: none"> - 於重要日子透過「國旗下講話」分享國家新近發展、中華文化、中國歷史、國歌／國旗／國徽的意義等不同題目 - 以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民 	<ul style="list-style-type: none"> - 升旗儀式由童軍及女童軍派出成員輪流擔任升旗手 - 每個上課日於室外升掛國旗 - 於以下重要日子透過「國旗下講話」加深學生對國家的認識，提升他們的國民身份認同 <ul style="list-style-type: none"> · 「九·一八」事變紀念日 · 國慶日 · 國家憲法日 · 南京大屠殺死難者國家公祭日 · 全民國家安全教育日 · 香港特別行政區成立周年紀念日 	<p>更多人手協助處理現場直播，此舉能提升直播的效率及穩定性</p> <ul style="list-style-type: none"> - 現時，不同的升旗手表現偶有落差，校方宜另行組織一支升旗隊伍，聘用外間機構加強訓練，長遠由升旗隊負責每周的升旗儀式
人事管理	<p>持續監察執行員工聘任機制和程序的落實情況和成效</p> <ul style="list-style-type: none"> - 學校跟據《僱傭條例》、《教育條例》、《教育規例》、其他相關法例及僱傭合約，以及《資助則例》和教育局發出的相關指引，包括教育局通告第 3/2020 號《加強保障學童的措施：學校教學及非教學人員的聘任》，辦理員工聘任程序 	<ul style="list-style-type: none"> - 已向本年度所有新入職員工講解及派發「教職員行為守則」，並連同聘書一同簽署及同意予以遵守，在開學前的校務會議上亦已要求現職員工簽署及予以遵守「教職員行為守則」 - 聘任教職員前，校方向前任僱主查詢其工作表現及態度，亦向其索取相關的服務證明文件 - 學校已核實本學年聘任的常額教師已符合《基本法》測試的要求，亦已核實擬於 	<ul style="list-style-type: none"> - 校方能指引按局方要求聘任已符合《基本法及香港國安法》測試要求的教師，以培育學生成為德才兼備有承擔有視野、愛國愛家的終身學習者，以迎接未來的挑戰和機遇 - 所有員工已簽署同意予以遵守「教職員行為守則」 - 所有教職員能奉公守法，合力締造平和有序的校園環境和氣氛

範疇	措施	施行概況	成效及反思
人事管理 (續)	<ul style="list-style-type: none"> - 向新入職員工講解及派發「教職員行為守則」，並連同聘書一同簽署及同意予以遵守。現職員工均在每學年初的校務會議要求簽署及予以遵守。提醒教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛 	<ul style="list-style-type: none"> 2023/24 學年聘任的教師符合《基本法及香港國安法》測試要求 - 持續提示在職教師須接受由教育局提供有關《憲法》、《基本法》及《香港國安法》的培訓 - 若得悉員工涉嫌干犯嚴重罪行或失德行為，校方會啟動危機處理機制介入調查，並根據教育局通告第 3/2020 號所規定，向教育局呈報，以供局方考慮採取跟進行動 	
	<ul style="list-style-type: none"> - 向學校所有教學和非教學人員清楚說明教職員均須秉持專業操守遵守法律及社會接受的行為準則，以符合社會對他們的道德及專業方面的期望，保障學生的福祉 	<ul style="list-style-type: none"> - 於教職員會議時作出提示並透過教職員通告及保良局制備的「教職員行為守則」說明教職員均須秉持專業操守，遵守法律及社會接受的行為準則 - 通過校本的人事管理和考績機制，每年進行考績時適當地檢視教職員的工作態度及專業操守 	<ul style="list-style-type: none"> - 所有員工已簽署同意予以遵守「教職員行為守則」 - 全體教職員傳閱通告後，求各人員閱後簽署以示明白通告內容 - 全體教職員於完成考績檢視後，能予以肯定其操守及工作態度能遵守法律及符合社會接受的行為準則
	<p>持續檢視外聘非教學人員的機制和程序</p> <ul style="list-style-type: none"> - 於外聘的非教學人員(包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等)的招標文件 	<ul style="list-style-type: none"> - 學校於外聘的非教學人員的招標文件／服務合約的條款中已列明外聘的非教學人員的工作表現和操守須符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律 	<ul style="list-style-type: none"> - 於合約中列明外聘人員工作表現和操守須符合要求能更完善外聘非教學人員的機制和程序

範疇	措施	施行概況	成效及反思
人事管理 (續)	／服務合約中，列明其工作表現和操守須符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動	的活動	
教職員 培訓	<p>持續鼓勵及安排教職員參加專業培訓</p> <ul style="list-style-type: none"> - 鼓勵教職員參加教育局舉辦的培訓課程／講座或研討會，接受適當的國家安全教育培訓，進一步提升他們對國家安全的認識 - 持續透過內部通告、教師會議、教師發展日等，提升教職員對《香港國安法》的認識 	<ul style="list-style-type: none"> - 各科組透過內部通訊群組、傳閱紙本通告及內聯網鼓勵成員參加與國家安全教育及《香港國安法》相關的專業培訓 - 本學年有 73 人次完成由教育局舉辦與國家安全教育相關的培訓課程 - 全體教師於 2023 年 6 月 7 日的教師發展日參加了工作小組安排名為「提升學生國民身分認同」的培訓講座 	<ul style="list-style-type: none"> - 本學年有 73 人次完成教育局的相關培訓，比去年的 56 人次增加了 30.4%，反映教師更在意於參加與國家安全教育相關的專業培訓 - 出席 6 月 7 日學校安排的培訓講座的教師明白到自己應先要了解國情，才能提升學生的國民身分認同 - 可鼓勵更多教師參加內地考察，親身了解內地新近發展，以第一身了解國情 - 可鼓勵教師多參與專業交流，吸取前人的成功經驗，有助推動本校的國家安全教育工作

<p>學與教</p>	<p>加強全校層面的課程統籌與策劃，增潤各科組按學生的認知能力：</p> <ul style="list-style-type: none"> - 讓學生更清楚認識國家安全的重要性、《香港國安法》的立法背景、內容和意義等，以加強學生國家安全的觀念 - 鞏固學生對國情、中華文化，以及《憲法》和《基本法》的認識，從而進一步提升他們的國民身份認同、守法精神，以及共同維護國家安全的意識和責任感 - 透過全校層面的課程及全方位學習活動，按學生的認知發展及能力，進一步加強他們對國家歷史和發展的認識，提升國民身份認同 	<ul style="list-style-type: none"> - 於學期初要求各科組/部門提交國家安全教育教學活動規劃表以作統籌及策劃 - 透過相關學科，如中史、生活與社活科和公民與社會發展科的課程鞏固學生對國情、中華文化，以及《憲法》和《基本法》的認識 - 中文科籌辦中國文化日，以弘揚不同的中華文化 - 公德國教組推出了多項多元化的學習活動，透過展板、問答比賽及全校參與的模式，以加強學生對國家的認識。如於國慶期間，安排了學生參加國慶日網上問答比賽、3月至5月期間於第二禮堂在午飯及放學後播放團結香港基金製作的國情短片、參觀駐港部隊展覽中心等。 - 於全民國家安全教育日後的上課日安排特別早會，以營造維護國家安全的氛圍，加強師生對國家安全的認識和對國家的歸屬感 - 於《香港國安法》頒布三周年後的早會，由副校長向在場學生講解《香港國安法》的立法背景、內容和意義等 	<ul style="list-style-type: none"> - 在緊迫的課程下，科任老師未必有足夠的課時把有關課程加以增潤，透過多元化的全方位學習活動更能提升學生對國情、中華文化的興趣。從而提升他們的國民身份認同、守法精神，以及共同維護國家安全的意識和責任感 - 相關科組可就展覽內容擬訂不同的任務給學生，讓學生參觀展覽時，可以更投入，亦能對展覽內容有更深入的認識 - 宜在可行的情況下，在相關的活動中引入反思工作紙，讓學生反思及內化如何把活動中所學的作進一步的應用，以逐步構建他們的國民身分認同
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<p>學與教 (續)</p>	<ul style="list-style-type: none"> - 持續檢視課程的設計以及選取或編訂的學與教資源內容和質素符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容，並切合學生的程度和學習需要 - 提醒教師須選用合宜資料，不得宣揚個人政治立場或傳達扭曲的價值觀、不得發表煽動性的言論、不得滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，不得鼓動或默許學生參與校外政治活動等 	<ul style="list-style-type: none"> - 於學年初的教職員會議及科組會議中，提醒教師須選用合宜資料，不得宣揚個人政治立場或傳達扭曲的價值觀、不得發表煽動性的言論、不得滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，不得鼓動或默許學生參與校外政治活動等 	<ul style="list-style-type: none"> - 科主任定期檢視教師使用的學與教材料，能有效地確保學與教資源內容和質切合學生的程度和學習需要
	<p>建立素材庫</p> <ul style="list-style-type: none"> - 指示教師上載教材及教師所設計的課業、參考資料、擬備的測考題目等於學校檔案伺服器內，以便校長、副校長、科主任有效瞭解及檢視課程內容及設計，以符合教育局要求及規定 - 要求各科組將有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源上載於學校檔案伺服器內存檔，並加入年期規定，存檔3年，供小組成員及相關科主任持續監察 	<ul style="list-style-type: none"> - 已於學校的網絡磁碟中預留空間供各科組存放有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源，各項素材須存檔3年，供校長、副校長、科主任瞭解及檢視課程內容及設計 - 於每次的教職員會議指示各科組須把教師所設計的課業、參考資料、擬備的測考題目等上載學校檔案伺服器內 - 安排「維護國家安全及國家安全教育」工作小組檢視內容 	<ul style="list-style-type: none"> - 部份科組能按展示把相關的校本學與教資源存放於網絡磁碟中 - 「維護國家安全及國家安全教育」工作小組定期檢視各科組存放學與教資源的情況，可有效監察各科組的推行情況

<p>學生訓輔及支援</p>	<p>持續檢視及制定校本訓、輔機制，以配合社會的發展及《香港國安法》的實施</p> <ul style="list-style-type: none"> - 加強正向教育及加強學生品德培養和相關的訓育輔導工作；提升學生的資訊素養，發展學生在搜尋、評估及使用資訊（包括社交媒體）等能力，引導他們建立正確的價值觀和同理心，成為守法守規的良好公民 	<ul style="list-style-type: none"> - 學校向優質教育基金成功申請撥款推行「我的行動承諾」加強版活動，以提升學生的媒體資訊素養 - 學務處已開展統籌各科組推行資訊素養的工作 - 校方推行了多項全方位正向教育活動，培養學生以積極正面的態度而非用較激進的方法去應對生活的衝擊和挑戰 	<ul style="list-style-type: none"> - 各科組對資訊素養的認識存在落差，校方宜向不同的科組提供培訓 - 部份學生的抗逆力仍有待提升，需增撥資源給予適當的輔助
	<p>持續檢視懲處準則</p> <ul style="list-style-type: none"> - 若個別學生出現違規行為，採取合適的訓育與輔導方法，幫助他們改善 - 情況嚴重或屢勸不改者，則給予適當的懲處 - 因應不同需要，轉介予專業人員跟進 	<ul style="list-style-type: none"> - 學年初，訓育組向全體學生闡述學生的既定行為標準，亦把相關的獎懲準則詳列於學生訓育手冊中 	<ul style="list-style-type: none"> - 詳細的獎懲準則能讓學生有守規的標準，加入門檻更低的獎分機制能鼓勵學生多做好事，學習將功補過
<p>家校合作</p>	<p>持續與家長保持緊密溝通</p> <ul style="list-style-type: none"> - 透過學校通告／家長日／家教會活動，與家長保持緊密溝通，幫助家長協助子女以理性和正面的態度了解《香港國安法》的立法精神。尋求家長的支持、理解和配合 	<ul style="list-style-type: none"> - 本學年舉辦了 2 次家長講座(中醫講座、國家安全講座)及 1 次親子旅行(參觀故宮文化博物館)，以幫助家長建立良好的親子關係，溝通、處理與子女的衝突、幫助子女明辨是非、協助疏導子女因面對紛爭而產生的負面情緒的心得和經驗。亦能從活動中了解國情、國家安全的概念，加強親子間的國民身分認同 	<ul style="list-style-type: none"> - 家長講座以網上會議型式舉行，不受場地限制，便於進行。惟部分家長對國家安全相關題目未感興趣，報名人數不多 - 相反，親子旅行則大受歡迎，參加名額供不應求

家校合作 (續)	- 舉辦親子講座/工作坊，以幫助家長建立良好的親子溝通、處理與子女的衝突、幫助子女明辨是非、協助疏導子女因面對社會紛爭而產生的負面情緒的心得和經驗		- 校方可考慮於親子旅行中，放入更多國家安全原素，讓更多家長認識國家安全
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