



保良局羅傑承(一九八三)中學

Po Leung Kuk Lo Kit Sing (1983) College

School Report

2021/2022

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 2021-2022 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
2021-22	Male	70	70	68	67	62	55	392
	Female	59	60	49	54	58	60	340
	Total	129	130	117	121	120	115	732

Attendance percentage of students in each form

	S1	S2	S3	S4	S5	S6
2019-20	98.7%	98.9%	98.3%	98.3%	96.7%	95.9%
2020-21	99.3%	99.1%	99.6%	99.0%	98.8%	98.8%
2021-22	98.5%	98.9%	99.3%	98.6%	97.5%	98.7%

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	
2019-20	116	115	99.1%
2020-21	125	125	100%
2021-22	113	112	99.1%

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

Prospects of Graduates and Early School Leavers

Prospects of S6 Graduates

	2019-2020	2020-2021	2021-2022
The University of Hong Kong	6	8	7
The Chinese University of Hong Kong	10	11	9
The Hong Kong University of Science and Technology	7	1	12
The Hong Kong Polytechnic University	6	12	18
City University of Hong Kong	7	6	11
Hong Kong Baptist University	4	10	13
Lingnan University	2	2	1
The Education University of Hong Kong	3	3	2
Other Local Degree Programme	22	15	25
Other Local Associate Degree / Higher Diploma Programme	37	34	12
Other Diploma / Foundation Diploma / Certificate Programme	1	2	2
Overseas Study (including Mainland and Taiwan Study)	10	6	1
Repeat	1	0	1
Working	0	2	0
Unknown	2	2	0
Total number of students	118	114	114

Early School Leavers

	Number of class	Student number (September 1 st)	Number of school leavers (September 1 st to August 31 st)	Percentage
2019-20	24	735	9	1.2%
2020-21	24	738	6	1.0%
2021-22	24	732	12	1.6%

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)
2019-20	1	55	1	0	0
2020-21	1	55	1	1	0.5
2021-22	1	55	1	0	0

Highest Academic Qualifications attained by teachers

	Master's Degree or above		Bachelor's Degree	
2019-20	29/55	53%	26/55	47%
2020-21	30/57	53%	27/57	47%
2021-22	27/57	47%	30/57	53%

Percentage of Professionally-trained Teachers

	Number of teaching staff in establishment	Holding a Bachelor's or a higher degree with formal teaching training	Percentage
2019-20	55	55	100%
2020-21	55	55	100%
2021-22	55	55	100%

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

Subject	2019-2020		2020-2021		2021-22	
	Number	Percentage	Number	Percentage	Number	Percentage
Chinese	11/11	100%	12/12	100%	11/11	100%
English	10/10	100%	11/11	100%	11/11	100%
Mathematics	10/11	91%	10/11	91%	10/12	83%

English Teachers and Putonghua Teachers with meeting Language Proficiency Requirement

Language	2019-2020		2020-2021		2021-22	
	Number	Percentage	Number	Percentage	Number	Percentage
English	11/11	100%	12/12	100%	11/11	100%
Putonghua	3/3	100%	5/5	100%	5/5	100%

Teaching Experience

Teachers' Experience

	0-4 years	5-9 years	10 years or above
2019-20	2	8	41
2020-21	3	6	42
2021-22	17	4	31

Professional Development of the Principal and Teachers

CPD hours by Principal

	Principal	Total CPD hours
2019-20	Principal, Law Wing Chung	171
2020-21	Principal, Law Wing Chung	43
2021-22	Principal, Law Wing Chung	158

CPD hours by Teachers

	Number of Teaching staff in staff establishment	Average CPD hours per teacher
2019-20	55	49
2020-21	55	73
2021-22	55	52

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
2019-20	203	176	7
2020-21	191	166	10
2021-22	190	163	11

Teaching Hour Percentage of Eight Key Learning Areas

	Chinese Language	English Language	Mathematics	Science	Technology	Personal, Social & Humanities	Arts	Physical Education	Total
2019-20	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2020-21	17.1	17.9	15.8	12.5	7.1	19.6	5.0	5.0	100%
2021-22	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)

		2019-2020	2020-21	2021-22
Once or above / week	S1 – S3	10	18	16
	S4 – S6	3	6	7
Once or above / 2-week	S1 – S3	16	26	26
	S4 – S6	5	8	10
Once / month	S1 – S3	54	46	48
	S4 – S6	32	36	39
Less than once / month	S1 – S3	20	10	8
	S4 – S6	60	44	40
Never	S1 – S3	0	0	2
	S4 – S6	0	6	4

The average number of loans from school library

	Average number of loans per head	
	S1 – S3	S4 – S6
2019-20	18	6
2020-21	18	10
2021-22	16	8

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, 11 HKDSE elective subjects are offered including Physics, Chemistry, Biology, Economics, Geography, Chinese History, Chinese Literature, Business, Accounting and Financial Studies, Information and Communications Technology, Physical Education and Visual Arts. Students can choose from a total of 121 elective subject combinations which cater the majority of our students' subject selection preferences. To facilitate the data entry of the survey results of subject selection, we have developed an online input system.

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

Cultural and Practical Subjects

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

Science & Mathematics Education

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

To achieve the aims, we adopt variety of STEM-based activities such as rocket cars, experiment simulation, running hydroponic farming and aquaponics system, 4D Frame workshops as well as visit to SmarTone 5G Lab in Sky 100. We also introduce coding in junior form ICT curriculum, students have to learn Microbit and Arduino for coursework and even robotic competitions. For future development, VR headset will be adopted in the learning activities, students could assess various contents in ClassVR platform.

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

Arts Education

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

2. Extended Learning Experiences

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

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

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

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

3. Timetable

To enhance classroom learning efficiency, we have adopted new timetable under which each lesson is shortened from 55 minutes to 40 minutes long since 2016/2017. The new timetable allows a larger variety of lessons a day to maintain students' learning interest and attention.

This academic year the school conducted half day, face-to-face lessons required by EDB. 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 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 67 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. We open the ZOOM platform for reading sharing and assessment under the COVID-19 threat. Moreover, in response to the development of e-learning, we introduce different apps, such as Cacao, Miro and Popplet to encourage collaborative work among students in their presentation.

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

Since 2000, a particular day in the calendar has been set aside as our school’s traditional ‘Reading Celebration Day’, in which all teachers and students are exposed to a rich reading atmosphere instead of the usual regular lessons. Due to the intervention of COVID19, the “Reading Celebration Day” was conducted by Zoom. The theme of the Day was “Reading Sharing with No Distance”. We organized a talk on SBA Chinese fiction and a talk on forensic anatomy for the promotion of science learning.

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.

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.

This 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 was conducted on Zoom platform during class suspension.

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.

7. Staff Professional Development

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

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

8. Project Learning

All junior students are required to carry out project learning during summer vacation. The aim of Project Learning is to provide students with an opportunity to demonstrate their creativity, 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.

Owing to the COVID-19, the project learning was conducted on an individual basis instead of group basis for S1 and S2 since 2021. Each teacher advisor coached 5 to 6 students. They could design their own project titles under the same theme proposed by the teacher advisor. Students have to complete their own parts and share their findings and ideas with the peers. In September 2021, each student presented his / her work in front of adjudicators and the peers with different forms in the Project Presentation Day. The self-directed learning atmosphere was enhanced.

Due to the sudden arrangement of the Early Summer Vacation from mid-March to late-April, the summer holiday in August was shortened, so the original project learning was cancelled in 2022.

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. S1 Orientation Programme helped S1 students to adapt to secondary school life. We provided students opportunities to visit and help the elderly, not only facilitated communication between teenagers and the elderly, but also spread the school caring culture to the community. Stress Management workshops introduced different measures to S6 students to help them release stress while preparing for the HKDSE. Guidance 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 P.L.K. Sun Teen Programme, EDB "PeerPower – Student Gatekeeper Training Programme", Jockey club Project wellbeing and Student Mental Health Support Scheme, enhanced students' mental well-being and promoted sharing culture, positive thinking and life enjoyment in school. 3-minute Daily Mindfulness has been introduced to improve students' everyday wellness and reduce negative emotional states when facing adversity. On top of the two school social workers from BGCA, PLK educational psychologist and Shue Yan clinical 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 strict school rules. To achieve this, Form Discipline Teachers mechanism is adopted. It enables Form Discipline Teachers to maintain close supervision and provide timely treatment for students' misbehavior. Apart from imposing punishment, we also value the importance of complimenting students on their good conduct. Merit system and Conduct marks vetting system show recognition of students' positive behavior and motivate them to strive for the better. In order to instil proper moral values into students, constant reminders in morning assemblies and talks are given to students, disciplinary campaign is held so

that students are encouraged to internalize the values.

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

2. Moral and Civic Education

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

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

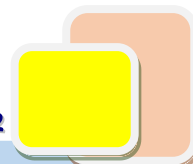
In the domains of Personal Development and Family, value-oriented programs like "The More Thanksgiving, the More Forgiveness, the Happier" project – Education Bureau, Life Education Activity Programme 'COOL TEEN', Mother's Choice 4-years Sex Education Program, Po Leung Kuk Sun Teen Health Program, Health Program of Jockey Club Children's Spine Care Community Project, Student Environmental Protection Ambassador Scheme, Green Prefect Program by the Environmental Campaign Committee, "One Person, One Flower" scheme by the Leisure and Cultural Services Department and "One School, One Chinese Herbal Medicine Site" by THEi were arranged. In the domains of Community and the World, departmental assemblies / activities on anti-corruption and anti-gambling were arranged. Whole school activities such as Waste Paper and Red Packet Recycling Campaign, Energy Conservation Weeks, "Students' Top Ten News Election 2021" (news selection and the commentary sessions) were organized. In the domain of the nation, students have also participated in other enrichment programs such as "The 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition – EDB" and "Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture – EDB" to enrich their understanding of China.

3. Co-curricular Activities

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

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

Most of our students also showed positive attitude towards different kinds of competition and attained outstanding performances in inter-school competitions. For Academic domain, our students took part in Chemists Online Self-study Award Scheme and were awarded both the Diamond Award and Bronze Award. Two students won the International Mathematical Science and Creativity Competition with Bronze Award. Several students also got 73rd Hong Kong Schools Speech Festival (2021) (English Speech) Hong Kong Schools Music and Speech Association with 2nd Runner-up and Merit. School has also got Canadian English Writing Competition 2022 (Arch Cup) live Preliminary Competition the English Association of Asia with Gold Award and Silver Award. A team of LS students has got the LS Online Challenge HKEd City with Outstanding Performance Award. School has also got the 2022 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region (Promotion Round) Hong Kong Mathematical Olympiad Association Bronze Award. Besides, students also got Hong Kong International Mathematical Olympiad Semi-Final 2022 (Hong Kong Region) Olympiad Champion Education Centre Gold Award, Silver Award and Bronze Award. Students also got Online Financial Management Quiz Competition HKFWS Financial Education Centre First Prize and Second Prize. One student has been awarded Champion in Mingpao Writer Training Competition 20/21Mingpao. A team of LS students has been awarded Champion of the 2022 "My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition Federation of New Territories Youth. Students has also got ICE Challenge 2022 - Code Combat Competition HK-MO-TW Grand Final 1-week Online Battle Caprikon Education Gold Award, Silver Award and 2nd Runner-Up. Besides, they have also got the ICE Challenge 2022 – Code Combat District Competition (New Territories - Secondary Division) International Coding Education Foundation with Top Coder, Outstanding Coder and 2nd Runner-Up awards. A team of Maths Students has got Hong Kong International Mathematical Olympiad Heat Round 2022 (Hong Kong Region) Olympiad Champion Education Centre with



Gold Award Silver Award and Bronze Award). School has even got the CoderZ League Pro Division 2021 (HK Region)

CoderZ, Esperanza & The Hong Kong Academy for Gifted Education Regional Champion. Besides, school was awarded CoderZ League Pro Division 2021 CoderZ, Esperanza & The Hong Kong Academy for Gifted Education 3rd Place World.

For Sports domain, school has got many prizes in Inter-school Sport Dance Competition 2021, Sports Dance Competition 2021, 57th School Dance Festival, Kwai Tsing District Inter-School Athletics Competition 2021-2022, Hong Kong Taekwondo Competition 2022, Kwai Tsing District Inter-School Swimming Gala 2021-2022 and Po Leung Kuk Inter-school Table Tennis Competition

For Aesthetics domain, students excelled outstanding performance in the following competitions such as "Excursion with paintbrush" Country Park Drawing Competition, Po Leung Kuk Music Quality Circle, 74th Hong Kong Schools Music Festival 2022, Piano Competition for Elite performers, The 6th Hong Kong Music Talent Music Competition, HKYPAF The 9th Hong Kong International Youth Performance Arts Festival, PLEYEL Depuis 1807 in Paris Hong Kong Piano competition 2022 and Fringe Inter-School Music Competition

For Moral Education, students got Most Outstanding Happy Green School 2021-2022 Hong Kong Electric Excellence Award Low-carbon Living Q&A Competition Council for Sustainable Development Best Performance School Award . One student has got. Extraordinary School Scheme 2021/2022 LPD Educational Foundation Extraordinary Student Award. School has got certain awards in 2nd Environmental Online Q&A competition Green Power," Getting to know Alzheimer's Disease" Online Quiz Competition Blessing Club, 2021-2022 Sustainable Living Challenge Hong Kong Organic Resource Centre and Go Green, Act Green Slogan Design Competition Green Council.

For Service domain, our students are very committed to voluntary service. Our school was awarded Merits of Youth Impact Award 2.0 The Boys' & Girls Clubs Association of Hong Kong, 2022 Harvard Book Prize Harvard Club of Hong Kong Education Fund Winner

This year, many competitions were suspended due to the COVID-19 pandemic, but our students still seized the remaining opportunities to learn by joining other competitions and has scored good results such as TKT Outstanding Student Award Election The Association of TKT Youth Team Merit , TKT Outstanding Student Award 2021/22 (The association of heads of secondary schools) The Association of Heads of Secondary school Outstanding Student and the 2021 Caring School Award Scheme Hong Kong Christian Service Caring School Honour Award .

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, eighteen of our S4 and S5 students joined the Company Programme Team. This year, they participated in different entrepreneurship competitions, for example, Jumpstarter IdeaPop 2022, "Entrepreneurship x Youth Development" training course and competition, Millennium Entrepreneurship Programme. Under the guidance of link teachers and business advisors, students won the 2nd runner-up in the Entrepreneurship x Youth Development" training course and competition. Apart from the entrepreneurship competitions, S2 & S3 students were arranged to join a Jockey Club Coding for Community Project in academic years 2019-2022. The project was held successfully. Students could establish positive values and attitudes through ICT curriculum and the mentorship program.

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, HKSAR Outstanding Student Selection, Hong Kong 200 Leadership Scheme, etc.

6. Overseas Cultural Exchange

Offshore cultural exchange aims at providing students opportunities to engage in more other learning experience. Under the impact of COVID-19, non-essential travel outside Hong Kong is avoided. Two online tours to Israel and Prague were organized for F.1 to F.5 students in March and July respectively. 40 students and 4 teachers joined the tour through the zoom platform in the above tours. Tour guides from Israel and Prague introduced the local history, culture, and natural landscape for our students.

At the same time, 2 Hong Kong local one-day tours were also organized for students to broaden their horizons and learn beyond the classroom. 16 students and 2 teachers went to Cheung Chau in late July. They explored the characteristics of local community and captioned the beauty of the island. A tour to Hong Kong Island was organized in early August. 27 students and 3 teachers visited Central where various social, economic, and historical sites worth exploring by our students.

7. Other Learning Experience

Our school has provided a great variety of other learning experiences, to allow our students to utilize their full potential, especially in developing positive values and attitudes which is the major concern of our school. 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, Quincy Lui competition, form-based and class-based activities were arranged to cater for students' interests and abilities for stretching students' potential. These programmes which emphasized the 5 elements of OLE, ran smoothly and full of enjoyment. The activities also helps to prompt positive values and attitudes of the students and build up a better relationship and atmosphere between teachers, students and the school. However, due to the COVID-19 and school suspension, many activities were postponed and cancelled.

8. Home School Cooperation

The Parent Teacher Association (PTA) serves as a bridge of communication between the school and parents. There are thirteen members, including seven parents and six teachers. In 2021-22, we held a parent-children cheese-cake class, a Christmas cookie-gift day and a Yoga course for parents. We focused on taking care of students' learning and parent-children relationship as Covid-19 kept children at home for a long time. We arranged an on-line talk in May 2022 to help parents to guide their children to face the stress from examinations. As there was class suspension from February to May 2022, many annual events held by our association such as the individual counselling by certified social workers for parents, Family Outing Day to strengthen family relationship were suspended. All these aim to provide support to our parents for their parental roles in students' 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 1 year of internal past papers of their subjects.
4. All subject departments stated that senior form students finished at least 5 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 observed lessons including interactive and learner-centered teaching strategies could be set.
2. The target of having at least one third of inspected assignments including pre-lesson tasks could be set.
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. The target of having at least one third of observed lessons and inspected assignments including tasks which provide students opportunities to practise the subject-specific learning strategies could be set.
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.
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. The school campus is beautified with lively and thematic paintings and settings.
3. Various student activities had been organized to promote wellness, including Laughter Yoga, Mindfulness exercise, Nagomi Drawing, Art therapy and so on.
4. Various school programs, including Day for You, Music Festival, Chinese Cultural 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 perseverance & resilience) and Executive departments organize activities to promote wellness.

Achievements

1. The values of “perseverance” and “resilience” were embedded in the curriculum to foster students to embrace with positive values in daily lessons. A matrix to summarize “perseverance” and “resilience” embedded in the curriculum of English, Chinese, Chinese History, Physical Education and Moral Education was formed.
2. Executive departments helped to organize activities to promote wellness :
 - i) 3-minute Daily Mindfulness 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 perseverance, resilience and positive

emotion and relationship, were organized by Guidance Department. They were Nagomi Drawing Class, Laughter Yoga, Marine Life Handicraft Class, Horticulture Class and so on. Students had positive feedback on the activities.

Strategy 3: Developing intellectual student leaders

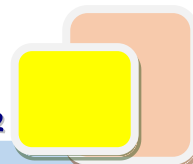
Tasks: Develop appropriate goal setting and self reflection skills for career life planning and cultivate students' multi-faceted talents as leaders.

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. 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.
4. Students' active participation in various external and internal competitions. Various awards, including the Champion of 2022 "My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition by Federation of New Territories Youth and the Bronze Award of International Mathematical Science and Creativity Competition by 4D Math and Science Creativity Research Institute were proudly received.
5. 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.
6. Elite students enrolled in gifted education program.

Reflections

1. Under the effect of COVID-19, the cohesion between teacher-student and student-student got harder to develop and maintain. It posed a challenge to foster positive emotion and relationship.
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. Executive departments and subject departments acquired digital learning tools for classrooms and special rooms.
2. Desktop PCs were acquired for computer rooms and teachers to replace the outdated model for increasing productivity.
3. Interactive Touch panels were acquired for 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.

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, resources booking, recording and support services are adopted by 75% of executive departments and subject departments.
2. Hardcopies of financial records, meeting minutes, past exam papers and teaching resources stored in the General Office were digitized to softcopies.
3. 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 and Google Shared Drive.

5. Teachers and General Office 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, sports facilities, STEM facilities and IT-enabled environment were upgraded.
2. EDB funded \$1,991,000 for the major repairs to improve the condition of school infrastructure this year.
3. Executive departments and subject departments replaced their outdated furniture and equipment in CAL Room, Computer Room, English Corner and Science Station.
4. Modernized facilities such as Interactive Touch Panel for classrooms, Disinfection Robot, Flight Simulators, VR Headsets and Drones were acquired.
5. 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. To get more ideas for renewing subjects' homerooms to cope with new educational trends, more related seminars and site visits could be explored for the subject heads concerned.
2. More executive departments could adopt online forms and put the links of the forms in the school Intranet to enhance the efficiency in their administrative work.
3. Teachers in charge could check the conditions of their classrooms and special rooms more regularly and report repair cases promptly to maintain the facilities in better condition.
4. Conducting beautifying classroom campaigns could encourage more students to participate.
5. Exploring the possibility of applying AI in monitoring the usage of school facilities could be started with a small-scale project next year.

Financial Report (2021/2022)

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)	4,054,464.00	3,672,425.42
★ School & Class Grant Daily Operation Expenditure (including Sundry Expenses, Cleaning Expenses, Postage, Travelling Expenses, Printing & Stationery, Consumable Stores, Sport Activity, Extra Curriculum Activity)	2,175,994.59	1,854,514.39
★ Consolidated Subject Grants (Different Subjects) Subject & Function Expenditure	-	156,597.62
★ Composite Furniture & Equipment Grant	-	2,987,805.50
★ Lift Maintenance Grant		306,740.00
★ Other Grants (including Air-conditioning Grant, School Base Management Top-up Grant, Composite IT Grant SBST)	1,270,093.00	1,268,448.90
Sub-total:	7,500,551.59	10,246,531.83
(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	642,934.00	575,274.00
★ Whole School Approach to Integrated Education	-	-
Sub-total:	642,934.00	575,274.00
Grants Outside EOEBG		
(1) Committee on Home School Co-operation Project	25,780.00	25,780.00
(2) Other Recurrent Grants (Rent & Rates)	436,012.00	436,012.00
(3) Substitute Teacher Grant	-	-
(4) School-based After School Learning and Support Programme	145,800.00	144,632.00
(5) Grant Account for Fringe Benefits under the Enhanced Native-speaking English Teacher Scheme	-	-
(6) Teacher Training Grant (SEN) for IMC Schools	18,458.00	18,458.00
(7) New Senior Secondary Curriculum Migration Grant	-	-
(8) Information Technology Staffing Support ITSS Grant	321,796.00	318,427.07
(9) Learning Support Grant for Secondary Schools (LSGSS)	546,871.00	547,463.79

	Income \$	Expenditure \$
(10) Teacher Relief Grant	5,122,854.11	5,025,026.37
(11) Understanding our motherland programme	-	-
(12) Diversity Learning Grant (Applied Learning & Other Programme)	164,130.00	198,310.50
(13) Promotion of Reading Grant	62,851.00	62,938.30
(14) Non-Chinese Student Grant	151,050.00	151,050.00
(15) Senior Secondary Student Mainland Exchange Programme	-	-
(16) Moral and National Education Subject Support Grant	-	21,124.00
(17) One-off Grant – CS Grant	300,000.00	9,998.00
(18) Sister Schools Scheme	157,127.00	230,190.00
(19) Life-wide Learning Fund	1,174,267.00	1,205,839.50
(20) One-off Special Grant on Anti-Epidemic	37,500.00	37,500.00
(21) Grant for Executive Officer	540,268.60	484,083.60
(22) Student Activities Supporting Fund	120,250.00	120,250.00
(23) Quality Education Fund E-learning Funding Programme	66,114.00	66,114.00
Sub-total:	9,391,128.71	9,103,197.13
(II) School Fund		
★ Tong Fai	119,000.00	-
★ Donation & Fund-Raising	1,235,565.10	1,228,859.90
★ Other Grant (including Scholarship, Programme Activity, Furniture & Equipment)	480,210.53	576,016.77
★ Approved Collection for Specific Purposes Account	-	76,890.00
Sub-total:	1,834,775.63	1,881,766.67
2021/2022 Financial Year Grand Total	19,369,389.93	21,806,769.63

Record of Donations Received by School

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
成人口罩: 22 盒, 估算價@\$118 盒; 中童口罩: 10 盒, 估算價@\$118 盒 總估值: \$3,776	No	01/09/2021	供本校學生及教職員使用
成人口罩: 21 盒, 估算價@\$108 盒; 中童口罩: 10 盒, 估算價@\$138 盒 總估值: \$3,648	No	12/11/2021	供本校學生及教職員使用
口咽拭子快速測試 100 盒 (@\$39/盒, 共\$3,900)	No	17/02/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 20 個 (@\$31/個, 共\$620)	No	22/02/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 12 盒 每盒 5 支 (估算價@\$80/盒, 共\$960)	No	21/02/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 200 盒 (估算價@\$25/盒, 共\$5,000)	No	26/02/2022	供本校教職員使用
連花清瘟膠囊 35 盒, 每盒 36 粒 (@\$58/盒, 共\$2,030)	No	10/03/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 100 盒 (估算價@\$39/盒, 共\$3,900) 及 兒童口罩 2000 個 200 包, 每包 10 個 (估算價@\$18/包, 共\$3,600)	No	14/03/2022	供本校學生及教職員使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
新型冠狀病毒快速檢測劑 1600 盒 (@\$25/盒, 共約\$40,000)	No	16/03/2022	供本校學生及教職員使用
連花清瘟膠囊 50 盒 每盒 36 粒 (@\$58/盒, 共\$2,900)	No	19/03/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 500 盒 (@\$15/盒, 共\$7,500)	No	24/03/2022	供本校教職員使用
中童口罩: 1,000 個 (@\$2.56, 共\$2,560); 成人口罩: 1,500 個 (@\$2.56, 共\$3,840)	No	29/03/2022	供本校學生及教職員使用
新型冠狀病毒快速檢測劑 300 盒 (估算價@\$21/盒, 共\$6,300)	No	12/04/2022	供本校教職員使用
威萊酒精搓手液 50 支, 每支 500ml (@\$59.9/支, 共\$2,995)	No	12/04/2022	供本校教職員使用
盆菜券兩張 (估算價@\$838/張, 共\$1,676)	No	27/01/2022	供本校教職員使用
新型冠狀病毒快速檢測劑 300 盒 (估算價@\$4.8/盒, 共\$1,440)	No	26/04/2022	供中一至中六 有需要學生使用
KF94 口罩 (成人) : 150 個 (@\$5/個, 共\$750); 連花清瘟膠囊: 14 盒 (@\$48/盒, 共\$672); 快速測試劑: 11 盒 (@\$20/盒, 共\$220)	No	27/04/2022	供本校教職員使用
Berrcom 紅外線體溫探測儀 2 部 (@\$154/部, 共\$308)	No	29/04/2022	供本校學生及教職員使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
10 套刻有「天道酬勤」的圖書閱讀架 (@\$25.9/套, 共\$259); DSE 核心科目參考書各一本: 1. 2022 中文王 (@\$99.8/本) 2. Eng Lang HKDSE Suggest Solution (@\$90.3/本) 3. 30 Strokes of Stars (@\$102/本) 4. Getting 5** in 9 weeks Mathematics (@\$113/本) 5. 通識系列 信我拆題 4 (@\$108/本) 6. DSE 中文科 16 篇範文應攻略 (@\$98/本)	No	03/05/2022	供學弟、妹在圖書館及 Active Learning Centre 使用和借閱。
威露士免洗搓手液 723 支， 每支 20ml (@\$12/支，共\$8,676)	No	05/05/2022	供本校學生使用
Core Tests COVID-19 Ag Test 一盒 5 支，共 32 盒 (@\$30/支，共\$4,800)	No	17/05/2022	供本校教職員使用
愛的家中童口罩: 1,000 個 (@\$2.3/個，共\$2,300); 愛的家成人口罩: 1,500 個 (@\$1.5/個，共\$2,250)	No	23/05/2022	供本校學生使用
兒童口罩: 120 個 (@\$2.3/個，共\$276); 免洗搓手液: 50 支 (@\$5.5/支，共\$275)	No	23/05/2022	供本校學生使用
新型冠狀病毒快速檢測劑 2000 盒 (@\$15/盒，共約\$30,000)	No	11/06/2022	供本校學生及教職員使用
72 個抗疫物資包，每個禮包有 10 盒速測試劑，1 盒口罩及 1 支搓手液/消毒酒精。 (每袋價值\$218，總值\$15,696)	No	11/06/2022	供 72 名領袖生及輔導領袖生使用

Description and value of Donation	Whether the Donation is solicited	Date of receiving Donation	Purpose of Donation
Samsonite Asia Limited 全新背囊 25 個 總值約\$16,250	No	11/06/2022	供本校學生使用
電影《逃獄兄弟 3》 換票證 2 張，(@\$105/張，共\$210)	No	27/05/2022	供本校校長使用
Cabinet:14 個 (@\$500/個，共\$7,000); Office table: 1 個 (@\$500/個，共\$500); Locker set: 2 個 (@\$500/個，共\$1,000)	No	04/06/2022	增添學校家具設備
一套閱讀枱椅 (@\$2,800/套); 書卷\$700， 每張書卷\$50，共 14 張 (@\$50/張，共\$700)	No	30/06/2022	供學生作閱讀之用 及 購置參考書之用
新型冠狀病毒快速檢測劑 122 盒(每盒\$175，共 21,350); 威露士免洗搓手液 122 支 每支 20ml (每支\$12，共\$1,464)	No	28/07/2022	供 61 名圖書館服務團員及 各班班長使用
YHLO 快速測試劑 一盒 5 支，共 306 盒 (@\$4.8/支，共\$7,344)	No	04/08/2022	供本校教職員使用
愛的家中童口罩: 1,000 個 (@\$2.6/個，共\$2,600); 愛的家成人口罩: 1,500 個 (@\$1.96/個，共\$2,940)	No	08/08/2022	供本校學生使用

Academic Performance

Hong Kong Attainment Test Result

	Chinese Language	English Language	Mathematics
	Score	Score	Score
2019-20	61.48	60.60	68.85
2020-21*	N.A.	N.A.	N.A.
2021-22*	N.A.	N.A.	N.A.

*: EDB has cancelled Hong Kong Attainment Test since 2020-21 due to the pandemic.

Territory-wide System Assessment Result (S.3)

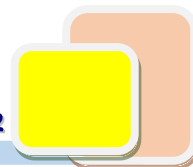
	Chinese Language		English Language		Mathematics	
	Our school	All schools	Our school	All schools	Our school	All schools
	Passing Percentage (%)		Passing Percentage (%)		Passing Percentage (%)	
2019-20*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2020-21*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2021-22*	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

*: EDB has cancelled Territory-wide System Assessment since 2019-20 due to the pandemic.

Hong Kong Diploma of Secondary Education Examination

Percentage of students attaining minimum requirement for application of degree courses in local institutes

	Number of candidates	Number of students attaining the minimum requirement for application of degree course in local institutes	Percentage of students attaining minimum requirement for application of degree courses in local institutes
2019-20	118	90 (33222)	77.6 %
2020-21	112	82 (33222)	73.2%
2021-22	113	96 (33222)	85.0%



External Awards 2021/2022

Academic

"Sound Story of Children" Writing Competition

Commission on Children

Merit (1 in total)

「疫境有情」故事/廣播劇創作比賽 2021

The Fourth Apple Foundation Limited

2nd Runner-up (2 in total)

Merit(4 in total)

Chemist Online Self-study Award Scheme

EDB, Hong Kong Virtual University

Diamond Award (3 in total)

Bronze Award (4 in total)

International Mathematical Science and Creativity Competition

4D Math and Science Creativity Research Institute

Bronze Award (2 in total)

73rd Hong Kong Schools Speech Festival (2021) (English Speech)

Hong Kong Schools Music and Speech Association

2nd Runner-up (2 in total)

Merit (5 in total)

Canadian English Writing Competition 2022 (Arch Cup) live Preliminary Competition

The English Association of Asia

Gold Award (4 in total)

Silver Award (1 in total)

LS Online Challenge

HKEdCity

Outstanding Performance Award (1 in total)

**2022 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region
(Preliminary Round)**

Hong Kong Mathematical Olympiad Association

Pass (5 in total)

**2022 Asian International Mathematical Olympiad Open Contest Trial - Hong Kong Region
(Promotion Round)**

Hong Kong Mathematical Olympiad Association

Bronze Award (1 in total)

**Hong Kong International Mathematical Olympiad Semi-Final 2022 (Hong Kong Region)
Olympiad Champion Education Centre**

Gold Award (1 in total)

Silver Award (3 in total)

Bronze Award (4 in total)

Merit (2 in total)

Online Financial Management Quiz Competition

HKFWS Financial Education Centre

First Prize (1 in total)

Second Prize (5 in total)

Fifth Prize (12 in total)

Mingpao Writer Training Competition 20/21

Mingpao

Champion (1 in total)

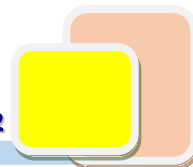
**2022 “My Interfaces with the Belt and Road Initiative” Integrated Abilities Competition
Federation of New Territories Youth**

Champion (3 in total)

Hua Xia Cup - China Mathematical Olympiad Contest 2022 (Preliminary Round)

Hong Kong Mathematical Olympiad Association

Pass (7 in total)



ICE Challenge 2022 - CodeCombat Competition HK-MO-TW Grand Final

1-week Online Battle

Caprikon Education

Gold Award (1 in total)

Silver Award (1 in total)

2nd Runner-Up (1 in total)

ICE Challenge 2022 - CodeCombat District Competition

(New Territories - Secondary Division)

International Coding Education Foundation

Top Coder (1 in total)

Outstanding Coder (3 in total)

2nd Runner-Up (1 in total)

全球少年數學能力測試 2022

Hong Kong Mathematical Olympiad Association

Bronze Award (5 in total)

Merit (1 in total)

「菁英盃」現場作文比賽

中國青少年語言文化學會

一等獎 (1 in total)

二等獎 (1 in total)

三等獎 (1 in total)

Hong Kong International Mathematical Olympiad Heat Round 2022 (Hong Kong Region)

Olympiad Champion Education Centre

Gold Award (4 in total)

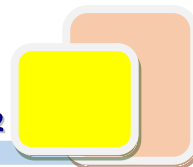
Silver Award (3 in total)

Bronze Award (7 in total)

CoderZ League Pro Division 2021 (HK Region)

CoderZ, Esperanza & The Hong Kong Academy for Gifted Education

Regional Champion (1 in total)



CoderZ League Pro Division 2021

CoderZ, Esperanze & The Hong Kong Academy for Gifted Education

3rd Place World (1 in total)

企業家精神 x 青少年發展培訓課及比賽

葵青民政事務處及葵青區青年活動委員會合辦

季軍 (4 in total)

2021/22 Territory-wide Junior Secondary Quiz Competition on Chinese History and Culture Education Bureau

Most Participation Award (1 in total)

積極學習中國歷史與中華文化獎

教育局

積極學習中國歷史與中華文化獎 (10 in total)

Sports

Inter-school Sport Dance Competition 2021

Hong Kong Dance Sport Association

Age 14-15 tango Champion (1 in total)

Age 14-15 Quick Step Champion (1 in total)

Age 14-15 Waltz, Tango, Quick Step (single) 1st Runner-Up (1 in total)

Sports Dance Competition 2021

Hong Kong Dance Sport Association

Age 14-15 Waltz 2nd Runner-up (1 in total)

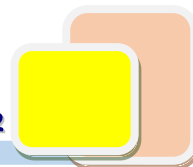
Age 14-15 Tango 2nd Runner-up (1 in total)

Age 14-15 Quick Step 2nd Runner-up (1 in total)

57th School Dance Festival

Education Bureau and the Hong Kong Schools Dance Association Limited

Highly Commended Award (8 in total)



Kwai Tsing District Inter-School Athletics Competition 2021-2022

The Hong Kong School Sports Federation

High Jump (Girls Grade A) 2nd Runner-up (1 in total)

200m (Girls Grade A) Champion (1 in total)

Shot Put (Girls Grade A) 2nd Runner-up (1 in total)

Discus (Boys Grade A) 3rd Runner-up (1 in total)

400M (Boys Grade C) Champion (1 in total)

Discus (Girls Grade B) 2nd Runner-up (1 in total)

400M (Girls Grade A) Champion (1 in total)

400M (Girls Grade C) Champion (1 in total)

Discus (Girls Grade A) 3rd Runner-up (1 in total)

100M (Girls Grade A) Champion (1 in total)

Discus (Boys Grade C) 3rd Runner-up (1 in total)

Javelin (Girls Grade C) 2nd Runner-up (1 in total)

Hong Kong Taekwondo Competition 2022

Hong Kong Taekwondo Association Limited

2nd Runner-up (1 in total)

Kwai Tsing District Inter-School Swimming Gala 2021-2022

The Hong Kong School Sports Federation

50m Backstroke 3rd Runner-up (1 in total)

200m Breast Stroke Champion (1 in total)

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

50m Freestyle Champion (1 in total)

200m Breast Stroke 2nd Runner-up (1 in total)

50m Freestyle 2nd Runner-up (1 in total)

50m Backstroke 3rd Runner-up (1 in total)

50m Freestyle 2nd Runner-up (1 in total)

50m Freestyle Champion (1 in total)

50m Backstroke Champion (1 in total)

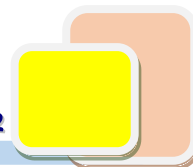
100m Freestyle Champion (1 in total)

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

Po Leung Kuk Inter-school Table Tennis Competition

Po Leung Kuk

Bronze Award (3 in total)



Aesthetics

"Excursion with paintbrush" Country Park Drawing Competition

Agriculture, Fisheries and Conservation Department

Merit (1 in total)

Po Leung Kuk Music Quality Circle

Po Leung Kuk

Gold Award (19 in total)

Silver Award (23 in total)

Bronze Award (57 in total)

Merit Certificate (10 in total)

Proficiency Certificate (10 in total)

74th Hong Kong Schools Music Festival 2022

The Hong Kong Schools Music and Speech Association

Piano Solo — Chinese Composers Third Place (1 in total)

Graded Piano Solo Grade Five Third Place (1 in total)

Graded Piano Solo Grade Three Third Place (1 in total)

Graded Piano Solo Grade Seven Third Place (1 in total)

Graded Piano Solo Grade Two Silver Award (1 in total)

Graded Piano Solo Grade Three Silver Award (1 in total)

Graded Piano Solo Grade Three Silver Award (1 in total)

Graded Piano Solo Grade Four Silver Award (1 in total)

Graded Piano Solo Grade Four Silver Award (1 in total)

Graded Piano Solo Grade Six Silver Award (1 in total)

Graded Piano Solo Grade Six Silver Award (1 in total)

Graded Piano Solo Grade Eight Silver Award (1 in total)

Descant Recorder Solo Silver Award (1 in total)

Yangqin Solo Silver Award (1 in total)

Yangqin Solo Silver Award (1 in total)

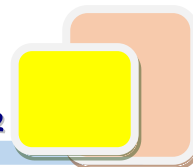
Solo Silver Award (1 in total)

Violin Solo Grade Three Silver Award (1 in total)

Pipa Solo Bronze Award (2 in total)

Graded Piano Solo Grade Seven Bronze Award (1 in total)

Graded Piano Solo Grade Six Bronze Award (1 in total)



Piano Competition for Elite performers

Hong Kong Music and Performing Arts Association

Graded Piano Solo Grade Three Bronze Award (1 in total)

The 6th Hong Kong Music Talent Music Competition

Hong Kong Music and Performing Arts Association

Piano Solo Diploma 5th place (1 in total)

HKYPAF The 9th Hong Kong International Youth Performance Arts Festival

Hong Kong Youth Performing Arts Exchange Development Association

Piano Solo Gold Award (1 in total)

PLEYEL Depuis 1807 in Paris Hong Kong Piano competition 2022

Piano Arts Service Limited

Piano Solo 3rd Place (1 in total)

Fringe Inter-School Music Competition

International Fringe Association

String Quartet 2nd Place (1 in total)

「築·動·歷史」全港中學生比賽 - 歷史建築吉祥物設計比賽

長春社文化古蹟資源中心, 香港特別行政區政府教育局

Distinction (1 in total)

Moral Education

Most Outstanding Happy Green School 2021-2022

Hong Kong Electric

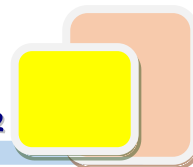
Excellence Award (1 in total)

Low-carbon Living Q&A Competition

Council for Sustainable Development

Best Performance School Award (1 in total)

Most Active Participation School Award (1 in total)



2021-2022 Sustainable Living Challenge

Hong Kong Organic Resource Centre

Most Active Participation School Award (1 in total)

Extraordinary School Scheme 2021/2022

LPD Educational Foundation

Extraordinary Student (1 in total)

2nd Environmental Online Q&A Competition

Green Power

Merit (6 in total)

" Getting to know Alzheimer's Disease" Online Quiz Competition

Blessing Club

The Best Participant Award (3 in total)

2021-2022 Sustainable Living Challenge

Hong Kong Organic Resource Centre

Most Popular Award (1 in total)

Go Green, Act Green Slogan Design Competition

Green Council

Merit (1 in total)

Services

Youth Impact Award 2.0

The Boys' & Girls Clubs Association of Hong Kong

Merit (8 in total)

2022 Harvard Book Prize

Harvard Club of Hong Kong Education Fund

Winner (3 in total)

香港童軍總會新界地域優異旅團獎勵計劃

香港童軍總會

優異旅團(深資童軍團) (2 in total)

優異旅團(童軍團) (26 in total)

Others

TKT Outstanding Student Award Election

The Association of TKT Youth Team

Merit (3 in total)

TKT Outstanding Student Award 2021/22(The association of heads of secondary schools)

The Association of Heads of Secondary school

Outstanding Student (1 in total)

2021 Caring School Award Scheme

Hong Kong Christian Service

Caring School Honour Award (1 in total)

Scholarship

Po Leung Kuk Scholarships

Po Leung Kuk

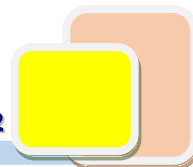
Scholarship (5 in total)

Po Leung Kuk Lai Li Hing Best Improved Scholarship

(Po Leung Kuk Lai Li Hing Charitable Fund)

Po Leung Kuk

Scholarship (3 in total)



Po Leung Kuk Wong Yat Sin Scholarship

Po Leung Kuk

Scholarship (5 in total)

Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship

Po Leung Kuk

Scholarship (1 in total)

曾紀華紀念獎學金

Po Leung Kuk

Scholarship (3 in total)

Po Leung Kuk Wu Ho Wing Ching Memorial Education Fund

Po Leung Kuk

Scholarship (8 in total)

Po Leung Kuk Ho Yuk Ching Children & Education Fund

Po Leung Kuk

Scholarship (2 in total)

Po Leung Kuk Music Scholarship

Po Leung Kuk

Scholarship (1 in total)

「卓越今天，成就將來」青少年領袖獎勵計劃 2021

Man Kwan Education Fund & Fung Hon Chu Education Trust Fund

Scholarship (2 in total)

Physical Development of Students

Average Performance of Students in Physical Fitness Assessment (2021 / 2022)

Gender	Age	Sit Up	Sit & Reach	Push Up	Push Up with Knee support	Shuttle Run
Boys	14	35.37	27.51	21.65	/	21.65
	15	38.64	29.59	23.33	/	21.72
Girls	14	31.55	35.27	/	28.57	25.06
	15	32.95	36.40	/	33.11	24.44

Body Composition of Students

BMI of Boys

Year \ Age	12	13	14	15	16	17	18 or above
2019-20	18.99	19.29	19.68	19.98	20.70	21.19	22.48
2020-21	19.58	20.55	20.11	20.17	20.45	21.36	21.02
2021-22	20.21	19.84	20.05	20.47	20.43	20.85	21.38

BMI of Girls

Year \ Age	12	13	14	15	16	17	18 or above
2019-20	17.78	19.50	19.13	19.74	20.14	21.09	23.24
2020-21	18.25	18.40	20.04	19.59	19.95	20.33	21.78
2021-22	18.62	18.75	18.69	20.01	19.23	20.02	20.98

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)
2019-20	6.4%	26.3%	23.1%	28%	16.1%
2020-21	4.9%	26.4%	23.5%	26.2%	19.0%
2021-22	3.3%	28.9%	24.4%	26.3%	17.1%

Evaluation Report on the Use of Capacity Enhancement Grant (2021-2022)

Programme

Background

CEG for secondary schools (2021-2022) aims to relieve teachers' workload, so that they can focus on the opportunities and challenges brought by education reform, including in particular those relating to:

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

Responsibility

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

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

Implementation of CEG 2021-2022**Success Indicators (e.g. Benefits achieved, Assessment mechanism)**

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

Summary on the usage of Capacity Enhancement Grant

	2019-2020	2020-2021	2021-2022
Grants Received	\$634,017.00	\$638,461.00	\$642,934.00
Grants Expenditure	\$266,658.00	\$591,570.00	\$575,274.00
Employment of Teachers Assistant	✓	✓	✓
Employment of I.T. helpers	✓	✓	✓
Employment of Activity Organiser	✓	✓	✓

Evaluation on the use of Teacher Relief Grant (TRG) 2021/22

Background

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

Responsibility

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

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

Evaluation & Forward-Looking Concerns

Task Area	Details
TRG	
Contract Teachers	Contract teachers are employed in 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

	2019-2020	2020-2021	2021-2022
Grants Received	\$ 3,938,320.00	\$5,064,145.00	\$5,122,854.11
Grants Expenditure	\$ 2,519,184.74	\$4,129,503.78	\$5,025,026.37
Employment of Contract Teachers	✓	✓	✓
Employment of Supporting Staff	✓	✓	✓
Employment of Subject Tutors	✓	✓	✓

Evaluation Report on the Use of Moral and National Education Support Grant (2021-2022)

Background

Aim of Moral and National Education Support Grant

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

Responsibility

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

MNESG	CMN related programme - F1 Guidance Day – Class Building	LLH
	CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	LLH, AMS
	CMN related Activities – “Voicing Our Values”	LLH, CPY, COL
	CMN related Activities – F1 & F2 Reading Scheme	LLH, AMS, COL
	CMN related Activities – F1 & F2 Film Appreciation: Love Life Film Festival	LLH, AMS
	CMN related Activities – Life Education Activity Programme 'COOL TEEN'	LLH
	CMN related programme – Board Display	LLH

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

Task Area	Details
Moral and National Education Support Grant	
CMN related programme - F1 Guidance Day – Class Building	<ul style="list-style-type: none"> This program is a one-day training camp. The objectives of the training day are to let students build good peer relationships, develop discipline and team spirit, strengthen self-confidence and responsibility, and build positive values to make them more comfortable in secondary school life. The payment was for the program's fee.
CMN related Activities – Gratitude Journal - A Shower of Praise and Applause	The aim of a gratitude journal is to help cultivate gratitude. Some people are naturally more grateful than others but as with all character strengths, gratitude can grow if we 'exercise' it more. With practice, gratitude can increase and can reap the many benefits along the way. The gratitude journal is arranged in junior form. The cover of the journal was printed. The printing fees of the cover was paid.
CMN related Activities – “Voicing Our Values”	<p>The posters are designed for the programme – Voicing Our Values. Gifts are given to student representatives for the students' sharing. The sharing is conducted directly in the morning assembly during the face-to-face classes period while the sharing is done with video show during online classes period. Six booklets are printed and distributed to the whole school. The aims of the program are:</p> <ul style="list-style-type: none"> To promote moral education for our younger generations To deepen student understanding of Chinese traditional virtues To enhance student morality To enhance the spirit of Confucianism in our school To develop the students' character strengths <p>The payment was for the program's gifts, printing poster and booklets.</p>
CMN related Activities – F1 Reading Scheme	<ul style="list-style-type: none"> Two sets of story books (初心集 & 初心集 II) which were sponsored by PLK “Soaring Dreams” Youth Development Fund were arranged in the reading scheme. The stories aim to promote the healthy lifestyle and positive attitude. All F.1 classes were arranged to read the story books during the form teacher period. There were 80 books circulated among the students. Two sets of worksheets were designed for the story books. Students were required to complete the worksheets. They were marked and about 25 prizes were awarded for the students' good work. The payment was for the program's gifts.
CMN related Activities – F2 Reading Scheme	<ul style="list-style-type: none"> The reading scheme aims to educate students on good and positive attributes of the human body and life. The students are required to complete the worksheets after reading the books. Totally, a group of 28 students with good performance in worksheet was awarded with a book “I Still Remember”. The payment was for the program's gifts -the book “I Still Remember”.

CMN related Activities – F1 Film Appreciation: Love Life Film Festival	<ul style="list-style-type: none"> To encourage students to make the best of the time during the special holiday, the form-based activity – film appreciation was arranged for F.1 students. The film chosen is “I Still Remember”. It is an uplifting sports drama. The theme of the film is about keeping promises, overcoming personal obstacles, achieving dreams and finding the directions of life. Parents were welcome to join the activity with students. After watching the movie, students are required to submit a sharing passage to the form teachers. Totally, a group of 18 students with the best passage sharing was awarded with a book “I Still Remember”. The payment was for the program’s fee and gifts -the book “I Still Remember”.
CMN related Activities – F2 Film Appreciation: Love Life Film Festival	<ul style="list-style-type: none"> A form-based activity – film appreciation will be arranged for F.2 students. The film chosen is “She Remembers, He Forgets”. The theme of the film is about family affection, achieving dreams and finding the directions of life. Round-trip transportation was arranged. The payment was for the program’s transportation fee.
CMN related Activities – Life Education Activity Programme 'COOL TEEN'	<ul style="list-style-type: none"> The programme aims to help students explore the effects of tobacco, alcohol and psychotropic drugs on human bodies as well as equip them with the social skills to cope with peer pressure and make responsible decisions. The programme also seeks to guide students to reflect more on their role in society and their attitude to life. Videos were used in the programme, supported by interactive games and role-play activities in the schools' classrooms to generate discussion. F1 and F2 students had completed the programme. The payment was for the program’s fee.
CMN related programme – Board Display	<ul style="list-style-type: none"> In order to enhance the students’ knowledge about the Basic Law, Constitution Day ,National Security Education Day and our motherland, board display on the relative issues were arranged. The payment was for the board papers and the posters.

Summary on the usage of Moral and National Education Support Grant

	2019-2020	2020-2021	2021-2022
Grants Balance from previous year	\$210,854.20	\$192,817.80	\$185,825.70
Grants Expenditure	\$18,036.40	\$6,992.10	\$21,124.00
Purchasing CMN related program	✓	✓	✓
Purchasing Materials for Organising CMN Activities	✓	✓	✓
Organising Assembly Talk	✓	✓	✓

Po Leung Kuk Lo Kit Sing (1983) College 2021/22 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 \$546,871 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 2020/21			\$54,526.28
2021/22 Allotment			\$546,871.00
2021/22 Expenditure			\$547,463.79
SST	Speech Therapy Services	\$16,320.00	
SST	Academic Support Programs	\$138,580.00	
SST	After-school Tutor Employment	\$158,966.89	
SST	Deployment of SEN Teaching Assistant	\$107,100.00	
SST	Experiential Workshops / Resources	\$60,804.00	
SST	Learning Resources Procurement	\$8,452.90	
SST	Inclusive Learning Activities	\$21,240.00	
SST	Counselling Psychologist Services	\$36,000.00	
Total Expenditure			\$547,463.79
2021/2022 C/F to 2022/2023			\$53,933.49

保良局羅傑承(一九八三)中學
「校本課後學習及支援計劃」2021/22 報告

內容

本校於 2021/22 年度獲教育局撥款\$145,800.00 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)。

2021/22 「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) 2020/21		0.00	
After-school L&S Program (School-based Grant) 2021/22		145,800.00	
School Based Life-wide Learning & Support Program (Student Reimbursement -- 1st and 2nd Phase)			
學習技巧	奧數		460.00
	STEM Course		524.00
	STEM 學習實驗興趣班		1,100.00
語文訓練	ILETS Training		910.00
	英文興趣班		900.00
	初級日本語		943.00
	日本語 N5 證書課程		3,800.00
	日文班 N4		380.00
	日本語 N3		360.00
	日本語 N2		530.00
	日語交流能力鑒定考試		380.00
文化藝術	油畫班		255.00
	畫畫班		300.00
	創意藝術		520.00
	多元美學繪畫班		400.00
	廣告彩創作畫班		1,000.00
	陶瓷動物園製作室		360.00
	DIY 蛋糕烘培班		200.00

	Details	Income	Expenses
文化藝術	烘焙蛋糕班		200.00
	皮藝進階工作坊		360.00
	樂理班 5 級		2,700.00
	樂理班 6-8 級		3,000.00
	單簧管 8 級		1,100.00
	單簧管班		2,300.00
	色士風班		4,500.00
	管弦樂團		720.00
	次中音號班		200.00
	圓號班		210.00
	長笛班		1,260.00
	古箏班		1,300.00
	琵琶班		1,400.00
	鋼琴班 1 級		11,000.00
	鋼琴班 3 級		738.00
	鋼琴班 4 級		3,600.00
	鋼琴班 5 級		3,500.00
	鋼琴班 6 級		4,200.00
	鋼琴班 7 級		800.00
	鋼琴班 8 級		1,290.00
	鋼琴伴奏班		1,200.00
	皇家鋼琴遙距考試		720.00
	結他班		5,030.00
	琵琶班		380.00
	二胡班		645.00
	中國鼓		240.00
	定音敲擊樂		600.00
	敲擊班		440.00
	小提琴班		2,925.00
	小提琴 3 級		4,059.00
	小提琴 4 級		1,570.00
	小提琴 5 級		1332.00
	皇家術科小提琴 5 級考試		667.00
	Violin 5 伴奏		656.00
	中提琴班		574.00

Details		Income	Expenses
文化藝術	大提琴班		1,076.00
	揚琴 3 級		390.00
	揚琴班		390.00
	柳琴班		180.00
	Recorder Class		584.00
	String Ensemble		430.00
	Trumpet		184.00
	木笛班		2,730.00
	笛子班		2,200.00
	中沅班		214.00
	樂器班		369.00
	學校音樂節		98.00
	高中生職場體驗計劃（第二期）		62.00
體育活動	跳舞(香港舞蹈團)		2,677.00
	中國舞七級班		541.00
	芭蕾舞		1,795.00
	精英泳隊		2,624.00
	U14 暑假精英班訓練		369.00
	精英足球訓練班		451.00
	跆拳道 B 班		74.00
	游泳隊		2,624.00
	劍魚會泳隊		2,296.00
	飛標訓練班		2,150.00
參觀/戶外	生活營		82.00
領袖訓練	世界公民 Online Leadership Training		40,320.00
	Global Speaker Online Programme		984.00
Total Expenditure			144,632.00
Balance			1,168.00
2021/22 balance C/F to 2022/23			1,168.00

Programme Evaluation Report

Diversity Learning Grant for Applied Learning Courses (2021-22)

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 S4 	<p>S6: 4 students (2020-22 cohort)</p> <p>S5: 4 students (2021-23 cohort)</p> <p>S4: 1 student (2022-24 cohort)</p>	180 hours in 2 years for each course

Evaluation of student learning / success indicators	Expenditures
<ul style="list-style-type: none"> - In general the attendance rate of the students was over 90%. - Students submitted course assignments on time. - EDB learning Progress Reports showed that 4 students completed the courses. - 50% of the students obtained Grade A in the courses. - For students of 2020-2022 cohort, 1 of them achieved the level of "Attained with Distinction II" and 1 of them achieved the level of "Attained with Distinction I" and 2 of them achieved the level of "Attained" in DSE. 	<p>S6: 4 students (2020-22 cohort) \$32,700 (DLG)</p> <p>S5: 4 students (2021-23 cohort) \$34,030 (DLG)</p> <p>S4: 1 student (2022-24 cohort) \$13,400 (DLG)</p> <p><u>Total: \$80,130</u></p>

Po Leung Kuk Lo Kit Sing (1983) College

Evaluation Report on the Use of the Diversity Learning Grant (2021-2022)

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 (2021-2022)

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"> – 6 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 Basketball Team. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching materials produced – Count the number of pair teaching lessons – Count the number of practical training sessions.

Task Area	Details
To procure PE valuable learning experiences for students	<p>Major Area(s) of Concern To enhance the quality of Learning and Teaching in both our school and Joint School Program</p> <p>Benefits Achieved</p> <ul style="list-style-type: none"> – All PE elective students engage in at least ten fitness training sessions, the coach taught students the theory of fitness training in each training session. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of lessons provided – Count the number of students involved
To procure PE learning materials and PE equipment	<p>Major Area(s) of Concern To equip PE teachers with more updated teaching related materials / PE equipment so that they can have more knowledge and skills to prepare better lessons.</p> <p>Benefits Achieved</p> <ul style="list-style-type: none"> – A badminton feeding machine and a table tennis feeding machine were purchased. <p>Method(s) of Evaluation</p> <ul style="list-style-type: none"> – Count the number of teaching-related resources and PE equipment purchased

Summary on the usage of the Diversity Learning Grant

	2019 - 2020	2020 - 2021	2021 - 2022
Grants Received	\$93,600	\$84,000	\$84,000
Grants Expenditure	\$79,464	\$75,732.36	\$118,180.50
Employing Subject Assistant Teacher	✓	✓	–
Buying service providing 32 fitness training sessions	–	–	✓
Purchasing 2 sets of PE equipment	–	–	✓

保良局羅傑承(一九八三)中學
姊妹學校交流報告書
2021/22 學年

內地姊妹學校名稱 (1) : 上海市第四中學

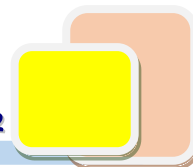
(2) : 上海市徐匯中學

(3) : 杭州第十四中學

(4) : 寧波市鎮海區中興中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>優化資源促進與姊妹學校緊密交流</p> <p>本校策劃及舉辦與姊妹學校網上教師專業交流活動或學生網上多元交流活動。</p>	<p>舉辦多媒體交流活動能突破因疫情構成的地域界限，讓校內更多師生能參與與內地姊妹學校舉辦的活動，互相啟發，彼此學習，惠及兩地學校的教育需要。</p> <p>兩地教師可就各校特色及個別專題舉辦不同類型的網上視像交流活動，例如：課程設計分享，教學交流研討會、教學示範及觀課等。</p> <p>兩地學生可參與不同類型的網上視像交流活動，例如：網上普通話、英語交流、辯論比賽等。</p> <p>兩地學生亦可透過雲端交流。</p>	<p>本校曾於校內安裝LCD屏幕，並進行直播活動，如畢業典禮。直播過程中運作正常及師生們均認為使用LCD屏幕能讓他們更集中及更清晰地觀看內容。故此，安裝額外LCD屏幕能完善內地姊妹學校的網上交流體驗，同時亦能增加師生參與人數。</p> <p>此外，本校於學生外出參觀活動中，曾運用數碼無線導覽系統。帶領老師表示數碼無線導覽系統非常方便老師向全體學生作出講解及通訊。購買數碼無線導覽系統能夠為日後疫情緩和後，邀請內地姊妹學校師生到訪本校或帶他們外出參觀作出準備。</p>	<p>優化硬件配套設備後，將策劃與姊妹學校進行更大規模的網上教師專業交流活動及學生網上多元交流活動，讓更多師生不受場地規限都能參與各種交流活動。</p>



項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
2.	<p>與寧波市鎮海區中興中學一同參與網上機械人編程課程。</p> <p>交流活動的簡述： 本校1位老師及10位學生於2022年5月20、23、24、27、30及31日共6天，透過騰訊會議與寧波市鎮海區中興中學的10位學生一同參與網上機械人編程課程。</p> <p>在每節一小時的課堂之中，兩地學生們需完成任務以穩固學習機械人編程技巧。</p>	<p>讓本校師生能於疫情下，仍可透過網上交流活動，對內地姊妹學校加深了解，增進學生對內地文化及教育模式的認識，擴闊學生視野。</p> <p>讓寧波學生體驗及了解香港的學習模式。</p> <p>能夠進一步促進兩地師生的關係。</p>	與寧波市鎮海區中興中學一同參與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，及促進兩校交流。	寧波市姊妹學校師生表示從機械人編程課程當中獲益良多，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。

第二部分：財政報告

2020/21 年度結餘	\$145,884.8
2021/22 年度撥款	\$157,127.0
2021/22 年度開支	
優化資源促進與姊妹學校網上交流	
●購買數碼無線導覽系統	\$25,850.0
●購買 LCD 屏幕	\$174,220.0
●購買數據卡	\$120.0
寧波市鎮海區中興中學交流活動 - 初階網上機械人編程課程 (6 堂)	\$30,000.0
總計	\$230,190.0
2021/22 年度結餘	\$72,821.8

Evaluation Report on the Use of the Promotion of Reading Grant (2021-2022)

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 book and ebooks)	<u>Library, ACD and Executive Departments Concerned</u> LTF, subject/department heads concerned
Electronic News Archive	<u>Library, ACD</u> LTF, subject heads concerned
Online Question Bank	<u>The Reading Promotion Committee</u> LTF, WTC, HLK, LKC, CPY

Implementation of One-off Grant for the Promotion of Reading 2021/22

Task Areas	Details
To provide support to subject and department for the promotion of reading to learn	<p><u>Major Areas of Concern</u> Conduction of theme based reading: Chinese History & Culture, Healthy Living, Science, Technology, Engineering & Mathematics (STEM) Education, Moral Education</p> <p><u>Benefits Achieved</u> (1) Acquisition of “HyRead” – an e-book package of 200 English Fictions selected by the EN department.</p> <p>(2) Acquisition of 6 titles of printed magazines includes: 1. Science Adventures 2. Micro:Bit 3. English Channel 4. Time 5. 香港中學生文藝月刊 6. 運動版圖</p> <p><u>Evaluation of Effectiveness</u> All students and teachers enrolled into HyRead account. All students participated in the Reading Scheme 開卷有益計劃 and 90% of reading assignments completed as scheduled. Moreover, all Form 3 students participated in the Extensive Reading Scheme 廣泛閱讀計劃, over 80% of the student completed the scheme and in which 20% of them completed with merit.</p>
To provide innovative, interesting activities so that students will enjoy reading	<p><u>Major Areas of Concern</u> To construct an e-reading environment</p> <p><u>Benefits Achieved</u> Acquisition of e-News Iknow 信報 and MingPao service for teachers and students to conduct news search. All senior form students and teachers of Social Subjects got free access to the website to conduct e-news search. The use Online Question Bank (OQB@EdCity) in senior forms enabled students self motivated learning through the online learning platform.</p> <p><u>Evaluation of Effectiveness</u> School made use of the service to keep a well-recorded school news archive. Positive feedback from teachers in Social Subjects. Moreover, about 60% of the teacher participants in OQB reflected positive feedback to the use of the resources.</p>

To create a supportive reading environment for readers	<p><u>Major Areas of Concern</u> To encourage student “read to learn”</p> <p><u>Benefits Achieved</u> Two FT periods were reserved for the reading promotion “在考卷上遇到的作家—龍應台及席慕容”. The theme of the Reading Celebration Day was “Reading Sharing with No Distance” conducted by Zoom under the new Normal. A talk on SBA Chinese fiction and a talk on forensic anatomy were organized for the promotion of Chinese reading and Science learning.</p> <p><u>Evaluation of Effectiveness</u> Positive feedback from the Chinese department in the SBA talk. From the reflections written by students found that the talk on forensic anatomy arouse their attention in life education and cultivated student positive attitudes in their daily life. The talk on forensic anatomy and the block loan scheme on 《生之歌》 for Form 2, 《閱讀人生 100 篇》for Form 4 and 《感悟人生 100 篇》for Form 5 reading scheme supported the application of the 5th Outstanding Teaching Award for Moral Education.</p>
--	---

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

Details	Income	Expense
Grants Received 2021/22	62,851.00	
Acquisition of printed books by subject departments		8,605.30
Acquisition of e-books – HyRead (E-fiction)		9,800.00
Subscription of printed magazines (6 titles)		3,433.00
Subscription of e-News – Iknow & Mingpao		17,700.00
Subscription of Online Question Bank		14,400.00
Talks on Reading Celebration Day		9,000.00
	Balance	-87.30
Balance brought forward to 22/23		0.00

Evaluation Report on the Use of Life wide learning Grant (2021-2022)

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	Picnic	KLS
	Life wide learning day	CMY
	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 Art Project	LTI
2. To procure equipment, consumables or learning resources for promoting LWL		
LWLG	Teaching and learning materials for STEM and ART education	CCA, HMC

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

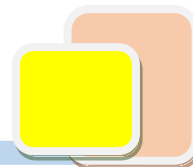
Task Area	Details
<u>Life wide learning Grant</u>	
Picnic	<p>The activity was designed for students to relax, relieve stress and learn beyond classroom. All students spent the day in Ocean Park, students were divided into classes and had group activities. This joyful occasion not only bolstered class 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 with visits, field trips and workshops for each form or class which aimed at broadening students' learning experiences outside classroom. It was a whole school activity co-organized with different external organizations. It was expected students to share the learning outcome through presentation and reflection.</p> <p>The events were rescheduled in July due to COVID-19. Students went to different places including Disneyland, Sky 100 and The Peak for different experiential learning. The expenses were used for admission and transportation.</p>
Stage Cultural Day	<p>The activity was an Art appreciation for all students which aimed at broadening students' learning experiences outside classroom. It was a whole school activity co-organized with external organizations. It was expected students show their understanding through sharing their opinions and reflections with the actors and actresses right after the performance.</p> <p>The activity was successfully held in Oct. Students and teachers enjoyed the activity and gave positive feedback for the event. The expenses were mainly for admission and transportation fee.</p>
Experiential Learning Activities	<p>Experiential learning activities 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 Day for you, Guidance programme, careers talk, sex and health talks, Floral arrangement class, 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</p>

	<p>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, activity materials and transportation fee.</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, Explore the word virtual tour, 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>
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>As the COVID-19 situation in Hong Kong remains challenging, the wind classes were held in Zoom platform instead of face to face lesson. All lessons completed in July 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. Their ideas in workshops will be part of the design in campus murals.</p> <p>The expenses were used for the workshop, coaching fee, design fee and buying materials. The project starts in June and will carry on in the next year.</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

	2019 - 2020	2020 - 2021	2021 - 2022
Grants Balance from previous year	NIL	\$809,761.57	\$1,057,330.07
Grants Income	\$1,158,000.00	\$1,166,106.00	\$1,174,267.00
Grants Expenditure	\$348,238.43	\$918,537.50	\$1,205,839.50
Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	✓	✓	✓
Transportation fees for activities	✓	✓	✓
Fees for non-local exchange activities / competitions	✓	✓	✓
Fees for hiring expert / professionals / coaches	✓	✓	✓
Purchase of learning materials, equipment, instruments, tools, devices, and consumables	✓	✓	✓



Evaluation Report on the Use of the Non-recurrent Grant for supporting Non-Chinese Speaking Student (NCS) to Learn Chinese History and Culture (2021-2022)

Background

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

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

Responsibilities

School principal as the controller.

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

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

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

Task Area	Details
Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students	
To appoint an additional teacher to enhance the support for NCS students' learning of Chinese.	<p>Appointing additional Chinese Language teacher to implement support learning during Chinese Language lessons and offer after-school Chinese learning program to NCS students to assist their learning of Chinese Language. The teacher supports the NCS students during Chinese Language lessons by shadowing the students and providing instant supports. At the same time, after-school Chinese learning program is also provided for the NCS students. The teacher supports the NCS students after school by teaching Chinese Language and providing additional teaching material about Chinese Language and culture for the students.</p> <p>These are monitored by:</p> <ul style="list-style-type: none"> • Evaluation from the teachers.
To create an inclusive learning environment in schools	<p>To organize diversified cultural activities to enrich NCS students to learn Chinese Language and Culture. Local students are encouraged to get along with NCS students. NCS students understand more about Chinese Culture through different activities from which a good and harmonious environment to both NCS and local students is created. NCS students learn Chinese Language and culture in the post exam activity day by playing Chinese style LEGO and joining Chinese related online activity like Chinese creative writing online program and Chinese speaking online 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 (2021-2022)

	2019 - 2020	2020 - 2021	2021 - 2022
Grants Balance from previous year	\$100,000.00	\$58,614.80	\$151,050.00
Grants Expenditure	\$41,835.20	\$59,370.00	\$151,050.00
Purchasing Chinese History and Culture reading materials	✓	✓	-
Purchasing Chinese History and Culture related 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 2021/22 年度獲教育局撥款 \$300,000.0 以支援學校在 2021/22 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。受到疫情影響，本校在本學年未能運用此津貼作任何內地的教學交流或考察活動，以及進行相關的聯校／跨課程活動。

以下為 2021/22 「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：

	項目	支出		
	雅集網上學與教資源	\$4,999.00		
	名創教育網上學與教資源	\$4,999.00		
此撥款\$300,000		\$9,998.00	結餘	\$290,002

Report on the Use of the Student Activities Support Grant (2021/2022)

Financial Overview

A	Allocation in the Current School Year:	\$119,568.10
B	Expenditure in the Current School Year:	\$119,818.70
C	Unspent Amount to be Returned to the EDB (A – B):	-\$250.60

Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	33	\$26,557.70
Full-grant under the School Textbook Assistance Scheme	150	\$63,371.00
Meeting the school-based financially needy criteria	126	\$29,890.00 (capped at 25% of the total allocation for the school year)
Total	309	\$119,818.70

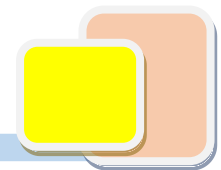
(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)



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 tick in 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	烘焙蛋糕班	Arts (Others)	1	\$172.00	✓				✓
2	皮革班	Arts (Others)	1	\$85.00					✓
3	STEM 學習實驗興趣班	Science	6	\$1,700.00	✓				
4	日本語	Foreign Lang	63	\$4,180.00					✓
5	英詩朗誦	English Lang	1	\$150.00	✓				
6	英文興趣班	English Lang	4	\$792.00	✓				
7	手語課程第四級	Language	3	\$252.00				✓	
8	香港校際音樂節	Arts (Music)	2	\$180.00		✓	✓		
9	管弦樂團	Arts (Music)	2	\$567.00		✓	✓		
10	鋼琴班	Arts (Music)	60	\$35,042.00		✓	✓		

11	Flute	Arts (Music)	4	\$462.00		✓	✓		
12	畫畫班	Arts (Music)	1	\$233.00		✓	✓		
13	單簧管 8 級	Arts (Music)	3	\$1,674.00		✓	✓		
14	少年漫畫班	Arts (Music)	5	\$468.00		✓	✓		
15	小提琴班	Arts (Music)	6	\$13,281.00		✓	✓		
16	中提琴班	Arts (Music)	2	\$162.00		✓	✓		
17	大提琴班	Arts (Music)	7	\$440.00		✓	✓		
18	結他班	Arts (Music)	47	\$1,902.00		✓	✓		
19	古箏班	Arts (Music)	10	\$666.00		✓	✓		
20	二胡班	Arts (Music)	7	\$440.00		✓	✓		
21	揚琴班	Arts (Music)	5	\$540.00		✓	✓		
22	琵琶班	Arts (Music)	10	\$945.00		✓	✓		
23	中國鼓班	Arts (Music)	4	\$252.00		✓	✓		
24	敲擊班	Arts (Music)	5	\$514.00		✓	✓		
25	中阮班	Arts (Music)	12	\$1,449.00		✓	✓		
26	笛子班	Arts (Music)	5	\$378.00		✓	✓		
27	木笛班	Arts (Music)	20	\$1,444.00		✓	✓		
28	長笛班	Arts (Music)	25	\$7,097.00		✓	✓		
29	色土風班	Arts (Music)	15	\$4,617.00		✓	✓		
30	創意藝術	Arts (Others)	7	\$1,800.00		✓	✓		
31	韓國檳糖製作	Arts (Others)	1	\$68.00		✓	✓		
32	小號班	Arts (Music)	3	\$162.00		✓	✓		
33	樂理班初班	Arts (Music)	8	\$1,954.80		✓	✓		



34	多元美學繪畫班	Arts (Visual Arts)	3	\$770.00		✓	✓		
35	油畫班	Arts (Visual Arts)	2	\$259.20		✓	✓		
36	廣告彩創作畫班	Arts (Visual Arts)	7	\$1,266.00		✓	✓		
37	中國舞七級班	Physical Education	1	\$830.00		✓	✓		
38	芭蕾舞	Physical Education	8	\$1,578.00		✓	✓		
39	花式跳繩訓練	Physical Education	4	\$880.00		✓	✓		
40	跳舞	Physical Education	9	\$2,000.00		✓	✓		
41	跆拳道訓練	Physical Education	5	\$602.00		✓	✓		
42	游泳隊	Physical Education	9	\$1,230.00		✓	✓		
43	飛標訓練班	Physical Education	2	\$930.00		✓	✓		
44	中學組恆常體能班	Physical Education	80	\$1,188.00		✓	✓		



45	Summer school for global leadership	Leadership	26	\$334.80		✓		✓	
46	暑假領袖訓練課程	Leadership	12	\$151.20		✓		✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			518	\$96,088.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1.	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	鋼琴班	Arts (Music)	12	\$2,735.00		✓	✓		
2	兒童合唱團	Arts (Music)	10	\$121.00		✓	✓		
3	牧童笛隊	Arts (Music)	10	\$114.00		✓	✓		
4	單簧管班	Arts (Music)	40	\$2,621.00		✓	✓		
5	色士風班	Arts (Music)	18	\$2,139.00		✓	✓		
6	楊琴班	Arts (Music)	1	\$38.00		✓	✓		
7	古箏班	Arts (Music)	2	\$275.00		✓	✓		
8	長笛班	Arts (Music)	15	\$2,037.00		✓	✓		
9	圓號班	Arts (Music)	2	\$84.00		✓	✓		
10	結他班	Arts (Music)	50	\$5,326.00		✓	✓		
11	木笛班	Arts (Music)	10	\$333.00		✓	✓		

12	音樂通識班	Arts (Music)	1	\$43.00		✓	✓		
13	VA 畫班	Arts (Visual Arts)	2	\$89.00		✓	✓		
14	樂理 5 級	Arts (Music)	1	\$31.00		✓	✓		
15	Music for all	Arts (Music)	1	\$20.00		✓	✓		
16	籃球校隊	Physical Education	120	\$2,080.00		✓	✓		
17	排球校隊	Physical Education	120	\$1,692.00		✓	✓		
18	足球校隊	Physical Education	18	\$304.00		✓	✓		
19	閃避球校隊	Physical Education	200	\$992.00		✓	✓		
20	短跑訓練	Physical Education	2	\$240.00		✓	✓		
21	田徑訓練	Physical Education	5	\$161.70		✓	✓		
22	羽毛球隊	Physical Education	10	\$281.00		✓	✓		
23	飛鏢訓練班	Physical Education	3	\$553.00		✓	✓		
24	足毬校隊	Physical Education	27	\$115.00		✓	✓		

25	泳隊	Physical Education	2	\$126.00		✓	✓		
26	學界比賽(籃足手排)	Physical Education	8	\$310.00		✓	✓		
27	學界比賽(乒乓球)	Physical Education	8	\$180.00		✓	✓		
28	學界比賽 (田徑)	Physical Education	3	\$160.00		✓	✓		
29	社際活動	Physical Education	4	\$40.00		✓		✓	
30	觀星章	Geography	1	\$33.00	✓				
31	童軍訓練	Leadership	10	\$92.00		✓		✓	
32	女童軍訓練	Leadership	3	\$99.00		✓		✓	
33	Summer school for global leadership	Leadership	16	\$266.00		✓		✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			735	\$23,730.70					
Total			1,253	\$119,818.70					

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.

維護國家安全及國家安全教育相關措施的年度報告 2021/22 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"> 策劃及統籌有關政策； 協調各科組盡快落實有關措施； 	<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。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。 小組能定期檢視各科組就檢查學與教資源教材及設備的報告，可更有效讓各科組落實有關措施。
	加強教職員認識和了解《香港國安法》 <ul style="list-style-type: none"> 認識和了解《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊。 	<ul style="list-style-type: none"> 於學年初的教師會議，提醒教師要多參加與《香港國安法》相關的專業培訓，以認識和了解《香港國安法》的立法背景、內容和意義等。於學年初，向全體教職員發出內部通告，提醒他們須細閱教育局第 3/2021 號有關國家安全：維護安全學習環境，培育良好公民的通告；亦不時向相關科組傳閱政府發放的相關資訊 	<ul style="list-style-type: none"> 本年度共有 56 人次完成與香港國安法相關的專業培訓，比上年度的 14 人次增加了 3 倍。
	制定策略和應變措施維持平和、正面的學習環境 <ul style="list-style-type: none"> 預防並處理政治或其 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	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。	的指引，因應校本情況，制定具體策略和應變措施，	
	完善校舍管理機制及程序 <ul style="list-style-type: none"> 制定包括租借校園設施及定期檢視圖書館藏書的機制和程序，確保校園活動及展示的字句或物件不會涉及危害國家安全。 	<ul style="list-style-type: none"> 完善租借校園設施機制和程序，確保不會有任何涉及危害國家安全的訊息、行為和活動； 已確立圖書館藏書審視的機制和程序，經由科任老師檢視後，將不恰當的書籍下架 活動負責人須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。 於特別日子提醒當值老師注意有否特殊情況發生 	<ul style="list-style-type: none"> 於校園租借申請表中能列明租借人不得展示、發放或舉行任何涉及危害國家安全的資料、訊息或活動可讓主辦單位更完善租借校園設施機制和程序。 科任老師已能透過圖書館藏書審視的機制，將不恰當的書籍下架
人事管理	執行員工聘任機制和程序 <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 	<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。 	<ul style="list-style-type: none"> 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
	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"> 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"> 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，適時及適當地跟進教職員的工作表現及操守。 	<ul style="list-style-type: none"> 安排向全體教職員傳閱通告後，可要求各人員閱後簽署以示明白通告內容。
	<p>完善外聘非教學人員的機制和程序</p> <ul style="list-style-type: none"> 校方會於以購買服務形式聘用的非教學人員（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） 	<ul style="list-style-type: none"> 於招標文件／服務合約中，列明其工作表現和操守須符合要求，包括防範及制止違反《基本法》、《香港國安法》和其他法律的活動。 	<ul style="list-style-type: none"> 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。
教職員培訓	<p>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，提升他們對國家安全的認識。 	<ul style="list-style-type: none"> 全體教師於 2021 年 10 月 27 日參加由教育局舉辦的國家安全教育到校教師工作坊 本學年有 28 人次完成基本法相關課程、26 人次完成國安法教育相關課程、2 人完成國民身 	<ul style="list-style-type: none"> 大部分出席工作坊的教師均積極參與，教職員能多參考其他學校的教學設計，部分更就在校內開展國家安全教育的策略提出不少建議。 專業培訓可確保課程的設計能按學生的認知發

範疇	措施	施行概況	成效及反思
		份認同課程，合共 56 人次完成相關專業培訓。	展及能力，加強他們對國家歷史和發展的認識，提升國民身份認同
學與教	<p>增潤相關學習領域／科目、德育、公民及國民教育，以及有關《憲法》和《基本法》等課程內容，按學生的認知能力：</p> <ul style="list-style-type: none"> 讓學生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， 	<ul style="list-style-type: none"> 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及由德育組推出的多元化的學習活動，加強他們對國家歷史和發展的認識。 2021 年 10 月，於國慶期間，舉行了中國超級工程圖輯的相關展覽，以及安排了由保良局舉辦的百年中國當代歷史展覽。 2022 年 6 月，舉辦了一個有關國家安全的展覽，展板展示了有關國家安全的各項資訊，提升國民身份認同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。 	<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。 相關學科可就展覽內容擬訂工作紙，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。
	確保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	於學年初的科務會議中，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	<ul style="list-style-type: none"> 科主任能定期檢視教師使用的學與教材料，可更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。

範疇	措施	施行概況	成效及反思
	程度和學習需要。	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。	
	<p>定期升掛國旗及奏唱國歌</p> <ul style="list-style-type: none"> 於重要日子、主要典禮及特別場合升掛國旗及奏唱國歌 讓學生熟悉及習慣有關安排，表現出恰當的禮儀。 <p>以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民。</p>	<ul style="list-style-type: none"> 現時安排每星期一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。 每天於室外升掛國旗 	<ul style="list-style-type: none"> 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。 表現出恰當的禮儀、尊重的態度。 直播的質素往往受制於 Zoom 的穩定性，長遠或需添置較穩定的器材供禮堂直播之用。 學生能於音樂堂中多練習唱國歌，在奏唱國歌時由專責人員於現場領唱，學生應可更投入於升旗儀式中。
	<p>建立素材庫</p> <ul style="list-style-type: none"> 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存檔，並加入年期規定，存檔3年。 	<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。 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"> 「維護國家安全及國家安全教育」工作小組可定期檢視各科組存放學與教資源的情況，能更有效監察各科組的推行情況
學生訓輔及支援	<p>檢視及制定校本訓、輔機制</p> <ul style="list-style-type: none"> 配合社會的發展及《香港國安法》的實 	<ul style="list-style-type: none"> 推行了多項正向教育活動，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 	<ul style="list-style-type: none"> 部份學生的抗逆力仍有待提升，或需增撥資源給予適當的輔助

範疇	措施	施行概況	成效及反思
	施 <ul style="list-style-type: none"> 加強正向教育，培養守法守規的良好公民 	擊和挑戰。	
	執行懲處準則 <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。
家校合作	與家長保持緊密溝通 <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 2 次家長講座及 1 次家長工作坊，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紛爭而產生的負面情緒的心得和經驗。 	<ul style="list-style-type: none"> 因疫情關係，2 次的家長講座只能以網上會議的型式舉行，可能礙於家長不大習慣網上會議的型式，以致參與人數不多。相反，親子溝通工作坊內容更切合家長的需要，可舉辦更多場次，讓更多家長能掌握親子溝通技巧和相處之道。



Address: Cheung Hong Estate, Tsing Yi

Tel: 2497 7110

Fax: 2431 1156

E-mail: info@plk83.edu.hk

URL: www.plk83.edu.hk