



**Po Leung Kuk
Ngan Po Ling College**

School Report

2023/24

The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedicated 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 organization.

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

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(1) Our School

Our Mission

- We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
- We nurture students with solid foundation for further studies and better career prospects.
- We promote students' language proficiency in English, Chinese and Putonghua, and skills in Information Technology.
- We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenge in the 21st century.
- We promote all-round education in students' moral, intellectual, physical, social and aesthetic development.

School Information

School Supervisor	Mr Andrew NGAN	
School Principal	Mr CHAU Chor Shing	
School Type	DSS	Co-educational
School Motto	Love, Respect, Diligence, Integrity	
Incorporated Management Committee	Established	
Parent-teacher Association	Established	
School Alumni Association	Established	
Student Union	Established	

Information of Teaching Staff (including School Principal)

Total number of teachers	80 (including part-time teachers)		
Qualification and professional training (Percentage)			
Teacher Certificate/ Diploma in Education	78%		
Bachelor Degree	99%		
Master/ Doctorate Degree or above	45%		
Years of Experience (Percentage)			
0 – 4 years	5 – 9 years	10 years or more	
38%	23%	39%	

School Population and Class structure

School Population: 770						
Level	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	4+1	4+1	4+1
Remarks:						
<ul style="list-style-type: none">• 1 Bridging Year class is operated at S4.• 1 IB class is operated at S5 (IBDP Year 1) and S6 (IBDP Year 2) respectively.						

Subjects Offered

Subjects	Junior Secondary			Senior Secondary		
	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Chinese as a Second Language (Non-Chinese)	✓	✓	✓	✓	✓	✓
French Language (Non-Chinese)	✓	✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓				
Life & Society	✓	✓	✓			
Citizenship and Social Development				✓	✓	✓
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Social Studies			✓			
Economics				✓	✓	✓
BAFS				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
HE	✓	✓	✓			
Visual Art	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓			
Reading Session (CHI, ENG)	✓	✓	✓			
Life Education	✓	✓	✓	✓	✓	✓

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To further develop effective learning and teaching strategies for academic pursuit via self-directed learning and collaboration for real-life application

Achievements

1.1 E-learning platforms that promote self-directed learning

E-learning resources bank including revision material, question bank of 5** package and past papers were collected and made available for students to do self-learning at home or during free lesson periods. Multiple online learning and eAssessment platforms (Kognity, InThinking, Canalopy, OQB, etc.) were adopted. Despite pioneer Science and Commerce streams, IT-aided learning was extended to language subjects. For instance, all NCS students were required to make use of online platforms named “The Chairman’s Bao” for self-learning purposes to enhance their Chinese standard. Students needed to read the Chinese passages and listen to Chinese recordings according to their levels to cater for learners’ diversity. Students could create their learning portfolios, resource banks and complete assessments at their own pace, gaining feedback from self-assessment for deriving study and revision plan. With the introduction of different learning apps and platforms, students’ results in public examinations especially IB subjects and language subjects were impressive (Refer to p.24-27).

1.2 Study Room & Learning Community

To strengthen the resources and support to Learning Community of high achievers, a study room with longer service hour was arranged for senior form students. Alumni were invited to be a study room assistant for providing proper guidance in self-study and preparation of public examination. A total of 49 Form 4-6 students applied for the use of the self-study room. 8-10 students per day used the study room, which was similar to the situation last year. For Learning Community, 2 meetings were arranged between the Learning Community members and the school administrators. Students raised concerns and their learning needs of different subjects openly. Feedbacks were then passed to subject teachers for follow-up. Students reflected that most concerns were addressed by respective teachers and the self-study room was very helpful for individual or group revision. Separate self-study room was provided for 6IB students during the collapsed timetable and IB exam period.

1.3 Reading to learn

The most effective self-directed learning strategy is extensive and intensive reading. To ride the success of library revitalization project in last academic year, the school library made great effort in renewing collection and organizing reading related activities which include reading materials for morning reading sessions, updating library books, e-books and e-resources, subscription of magazine and newspapers, presentation of reading awards, book sharing sessions, book fairs and book purchase scheme. 25 morning reading materials were provided which were related to real life application. Morning reading materials of the week might not fit the level of both junior and senior levels. Observations by AA members showed that, in general, junior form students took longer time to complete the reading and struggled in presentation valuable ideas in sharing session, while senior form students found the reading easy to complete and complete the reading task within 7-10 mins.

E books are common trend. More than 400 books and e-books were purchased in the school library. 12 e-resources were subscribed including e-books, e-journal, digital newspaper, feedback studio and question banks. 13 e-readers (Boox) were provided with total of 77 circulations. Average circulation per month was 785 items (Sep-May) with 7066 items in total

which was almost double that of last year (3800 items). 68 book coupon awards were presented to students who read the most number of books in attempt to create reading atmosphere by awarding devoted readers. 70 books were selected by subjects and promoted in the library by book display, in morning assembly and on IG platform.

One library workshop and thematic book exhibition were held on Open day. One book fair was held to celebrate 423 World Book Day, with approximately 1000 participants. Students and parents showed much interest in the book fairs. Book fair on Parents' Day ended late for 30 minutes for the students and parents. They were willing to purchase extra books and the book sellers were satisfactory with the sales. One meet-the-author talk was held in junior Life Education lesson. Students showed interest in the meet-the-author talk, and actively communicated with the author for signature on book and sharing after the talk. Connection between students and the author through IG platform was found. A book tour to Eslite was organized for about 35 students with parents during post examination period.

1.4 Open Classroom

Open Classroom was arranged for new teachers as well as interested parties. Follow-up sharing session was conducted after lessons observation in collaboration with Staff Development committee. The sharing sessions provided valuable insights to new teachers on staff development day. New teachers would assimilate and implement their own effective learning and teaching strategies in lessons. From SSE, 94.8% of teachers often ask questions of different levels to inspire students' thinking inside and outside of the classroom. Over 90% of teachers often take students' learning progress into account and re-adjust their teaching strategies inside and outside of the classroom accordingly.

1.5 STEAM education piques students' interest in Science and Engineering learning

2 science talks/visits and 8 school-wide workshops (i.e. 3 Astronomy and 5 STEAM) with longer duration were organized throughout the academic year in which more than 300 students and parents showed active participation in the workshops. Moreover, with the joint effort of all science panels, a 3-day Science Week was successfully held to allow students to acquire beyond-textbook science knowledge through various interactive and intriguing game booths and experiments. Around 80% of participants indicated overall satisfaction. The Science Week 2023/24 was planned and implemented based on the evaluation of last year's work. To encourage students to revisit the game booths throughout the Science Week, the content of the game booths was updated every day so that students' interest in them was sustained. More students revisited the game booths on Day 2 and Day 3 compared to the last year's head count. On top of the above, two internal competitions (i.e. Egg Drop Competition held during lunch break and Paper Plane Competition held after school) and Drone workshops also achieved the objectives with high enrollment and participation rate.

1.6 Competitions/Enhancement Programs promote real-life application of knowledge

Students were invited to join HKAGE, ICAS and HKUST Dual Programme to let them apply what they have learnt in lessons into competitions. Students considered competitions as one of the platforms for showcasing their talents and applying their knowledge in a meaningful manner. 11 students were admitted in DP Pre-stage Level / Level 1 Courses of HKUST Dual Programme, and more students received certificate this year. 16 students completed the Web-based Learning Courses organized by HKAGE. In total 8 students were registered as new members of the academy, which is 2 more students than that of last year. Students performed well in competitions related to gifted education. A total of 72 attendance took part in ICAS assessment with a credit rate of 89%. Our students were awarded 26 High Distinction/Distinction in total. The total number of certificates presented to students was the highest in recent 4 years. The credit rate in ICAS was also the highest in recent 5 years.

To promote students' design thinking, self-directed learning and problem-solving skills, our STEAM teams took part in 15 external STEAM/Astronomy competitions throughout the academic year. A total of 6 prizes were obtained (Refer to p.27-33). Form 1 and Form 2 students were nominated to join the Junior Secondary Science Online Self-learning Scheme 2024 and achieved quite encouraging results, reaping over 200 Awards. Students were actively engaged in the training and preparation. Self-directed learning was demonstrated by the students with self-accessed learning materials/online materials prepared by teachers and coaches. With advice and guidance from teachers and coaches, students could complete their projects with good quality. Although after-school preparation workshop was organized for each internal competition, participation rate was rather low (lower than 30%).

Mass participation in competitions of all kinds exposed students to real-life situation to use the target language and learnt theories and knowledge. English and Mathematics enhancement classes train students to partake in various inter-school academic competitions. Enhancement classes provided time and instant support to students in writing, which lead to their success and award prizes in different writing competitions. From SSE, 61% of teachers agree that the School appropriately arrange students' learning time to connect their learning inside and outside of the classroom. 47.7% of students are confident in learning inside and outside of the classroom, and 47.8% of students enjoy learning inside and outside of the classroom.

Reflection

1.1 Extensive use of eAssessment tools and digitalized resource banks

Online learning platforms were adopted in all subjects. Most teachers found the existing platforms useful for releasing resources, setting assignments and short daily assessments. Some pioneer subjects made good use of eAssessment tools and teaching videos which have given students and teachers instant feedback on their self-tests. It is evident that question analysis helps identify students' weaknesses and thus corresponding teaching and revision focus can be derived. Collection of 5** package and past papers bank has been well handled. Digitalization of enhancement packages offers students ready-to-use revision papers and helps systematic accumulation of resources.

1.2 Cultivation of study and revision habits

Learning Community has created learning autonomy and strong synergy among high achievers to keep close track of their learning projectile and reflect upon their academic performance so as to further improve. However, students may not be able to prioritize their revision tasks or focus. The monthly report reflects that all subjects were able to follow the teaching schedules, and 80% students can achieve Level 5 or above in most subjects. Early completion of DSE/IB curriculum in Form 5 has reserved ample time for drilling in remedial and enhancement additional lessons as well as deriving remedial and enhancement strategies before real public examinations. Self-study room is open for longer period to cater the needs of newly arrived students and senior formers. Alumni were recruited for academic support and experience sharing during the sessions.

1.3 Active learning environment and building reading culture

Regarding the reading atmosphere at school, from APASO, the Q-score of Reading (Non-assigned Materials) increased from 99 to 105, and that of the time for leisure reading increased from 104 to 109, showing that the reading environment of the School has slightly improved. Circulation records increase but the reading habit and culture take longer time to shape. From SSE, 47.7% of students often read materials such as leisure reading materials and newspapers outside class, and 46.8% of parents expressed that their child likes reading. Obviously, despite

the efforts made in morning reading materials, reading lessons in curriculum time, library activities, reading schemes and introduction of library Instagram, revitalization of the library has lured more students to visit the library, but genuine reading atmosphere needs more extra effort. Students' interest in reading can be improved. Library work and reading culture need multipronged handling so involvement of language subjects is of prominence. Some subjects have included post reading tasks as one of the formative scores and book inspection checking items. Hence, time spent on reading tasks can be closely monitored.

1.4 Professional exchange on how to boost students' learning autonomy

Open classroom allows teachers to share experiences in classroom management and teaching, improving both quality and efficiency of teaching. It also effectively synchronizes teachers' expectation on students' learning performance in class and learning culture would be shared among teachers. Self-learning tasks like pre-lesson preparation and assignment package design, grouping and project learning in class can be well demonstrated. More sharing of differentiation teaching strategies and homework design of different subjects can be done on staff development day. More experienced teachers are ready to open their classrooms for peer observation and staff development.

1.5 Support to Gifted Education and STEAM education

Although there was an increasing number of competent students who joined Gifted Education programme, few students expressed that the requirement of Student Personal Profile was quite demanding and hard to be prepared in school time due to multiple roles pursued by outstanding students. Individual consultation may be needed from teachers-in-charge for better enrolment rate. Time clash between school activities and supplementary lessons poses a strong impact on the provision of training and rate of participation in STEAM programmes.

1.6 Co-curricular competitions hone students' ability to apply what they have learnt

Competitions provide a perfect platform for students to apply, assimilate, integrate and create knowledge. Subjects like English, Physics, Chemistry, Geography and Cultural Subjects like VA and Music have proved the effectiveness of involving students in school-wide programmes or territory-wide competitions. Even though extra time is required for training students to join various kinds of competitions, it worths the dedication. Students, on one hand, apply what they have learnt in class to competitions and during the process, they learn generic skills as well as language skills. Recognition and awards help boost students' confidence and motivation in learning.

Feedback and Follow-up

1.1 Professional exchange on curriculum design and assignment package

Experience sharing on eAssessment tools among subject heads will help spread the adoption of self-test platforms. Subject teachers can review the effectiveness of existing e-resources by collecting feedback from students and explore other useful free or paid online resources. Subject teachers will be reminded to upload the updated teaching materials into centralized folders. Design of homework package, assessment content, paper setting have to be reviewed according to better Form 1 intake. Open Classroom will be included in school calendar as one of the routines. The frequency of Open Classroom sessions can be increased, and incentive will be offered to teachers who open their classroom. For example, exemplary lesson demonstration should be counted as lesson observation. It is suggested to conduct lesson observation, test and exam paper exchange programs, as well as inter-school mock examinations, with other Po Leung Kuk schools to enhance teaching professionalism and promote students' learning.

1.2 Active learning environment and building reading habit

Reading scheme awards and competitions can be implemented more frequently in both house and class basis to encourage participation. Librarians will be encouraged to represent the School to join reading competitions outside school. Book purchase scheme and newspaper subscription can be done earlier in the first term. Subjects can include news clipping and reading journal as one of the assignments to promote daily leisure reading. Chinese literature will be included in CSL curriculum. NCS students will get exposed to Chinese classical literature like ‘The Journey to the West’ into F.1 to F.3 curriculum.

1.3 Self-study and revision culture

Mapping of high achievers’ performance in individual subjects can be done earlier to derive study strategies and offer emotional support to sustain and stabilize their performance. More attention can be put to Learning Community in the second term. More regular meetings or communication with students can be arranged to check on the impact of the follow-up actions. Cultivation of a self-driven Learning Community is the ultimate goal that students own their learning and the concept of having an elite study group in each form is one of the strategies to groom motivated and self-disciplined students. Self-study room provision will be kept during Collapsed Timetable and IB exam period. Longer after-school opening hours of study room, better service and environment are suggested to attract more students to do self-study in school.

1.4 Development of STEAM

More external visits/talks can be organized for students to arouse their interest in general science. It is worth organizing a STEAM Fun Day in early September 2024 to let students understand more about different STEAM teams, workshops and activities to be held. It is also suggested that the preparation workshops for internal competitions should be made compulsory to elevate the participation rate, which also allow students to learn more about the competitions. More elements of engineering and mathematics will be added in coming activities. To allow more advanced development of skill and technology, indoctrination of knowledge, experience and skills from senior to junior team members is advocated to ensure continuity.

Major Concern 2: To cultivate a respectful, compassionate and dedicated school community through organizing and participating in school events

2.1 Extensive coverage of Life Education

108 by-form Life Education lessons and assemblies across different domains were completed with the joint effort of class teachers, subject panels and committees. To address major concern, the following Life Education programmes in table 1 were implemented to foster the values of ‘Respect for Others’ and ‘Empathy’ throughout the school year. They also aligned with the School Development Plan by building students’ positive characters with all-around development.

Table 1: Life Education lessons related to ‘Respect for Others and Empathy’

Target Group	Topics	Organizers
Form 1	Mutual Respect Seminar	Guidance Committee
	Co-creating a Harmonious School – Say No to Bullying!	Class Teachers
Form 2	Communication and Social Skills	Guidance Committee
Form 3	Get Along with Opposite Sex	
Form 5	Love and Respect	Class Teachers
	Enneagram of Personality	
	Conflict Management	
Form 1–2 & 4–5	Regeneration Warrior's Life Story Sharing 「再生勇士生命教育分享」	Moral, Civic and National Education Committee

According to the class teachers’ survey (tables 2 and 3), successful criteria were partially met. Based on the data presented in table 2, the Life Education programmes at our school were very successful in fostering core values in our students. On average, 88.6% of class teachers agreed or strongly agreed that the Life Education lessons could effectively cultivate the core values of our students. A better result was seen for the specific value of ‘Respect for Others and Empathy’. 96.6% of class teachers agreed or strongly agreed that the following Life Education lessons were effective. There was a significant increase of 13.8% compared to previous year.

Table 2: Class Teachers’ Survey

Life Education lessons can foster our students' values of:	% of ‘agree’ and ‘strongly agree’		Change (%)
	2022-23	2023-24	
Care for Others	88.6%	90%	+1.4%
Integrity and Law-abidingness	88.5%	90%	+1.5
Responsibility and Commitment	85.7%	93.3%	+7.6%
Respect for Others and Empathy	82.8%	96.6%	+13.8%
Diligence and Perseverance	91.4%	93.4%	+2%
National Identity	94.3%	93.3%	-1%
Unity and Filial Piety (newly added by EDB)	NA	93.4%	NA
Average:	88.6%	92.9%	+4.2%

In table 3, survey results showed that class teachers welcomed to deliver Life Education lessons. The successful criteria of over 80% of teachers agreeing or strongly agreeing that ‘the materials are sufficient’ was met, with a high 90% of them holding this positive view. The programme was well-resourced and teachers felt equipped to conduct value education. However, a slightly lower percentage of 83.3% agreed they had sufficient time to prepare for

the Life Education lessons. Overall, the Life Education programmes received strong support from class teachers in terms of the teaching materials provided.

Table 3: Class Teachers' Survey

Questions	% of 'agree' and 'strongly agree'		Change (%)
	2022-23	2023-24	
The teaching materials provided were sufficient for me to prepare for the lessons.	85.7%	90%	+4.3
I had sufficient time to prepare for the lessons.	85.7%	83.3%	-2.4%
The objectives of the Life Education lessons are met.	91.4%	93.3%	+1.9%
In general, the Life Education topics can promote whole-person development via values education.	94.3%	93.3%	-1%
Average:	89.3%	90.0%	+0.7%

However, according to SSE, only 56.8% students and 68.8% teachers agreed that the School helped students develop interpersonal skills and attitudes. Similar situations were found among parents and students regarding the promotion of values education, i.e. 53.4% students, 66.3% teachers and 68.1% parents agreed that the School helped develop moral character.

2.2 Value education via Board Decoration Competition

All classes joined the board decoration competition with a design linked to their form values and the annual theme of 'My Pledge to Act', i.e. 'Be Grateful and Treasure What We Have, Stay Positive and Optimistic; Think from Others' Perspectives, Foster Harmony and Be Respectful'. 96.7% teachers agreed or strongly agreed that board decoration competition promoted the annual theme of 'My Pledge to Act' and increased students' awareness towards some positive values at school. Students formed board decoration team or class association to work on a task and serve the class collaboratively. Generic skills were also enhanced during the process. Most classes were able to follow the guideline and accomplish tasks within specific timeframe. Better still, some classes made effective use of the boards to facilitate classroom management and foster a positive class ethos, for instance, class mottos, student profiles, celebration of birthdays and demonstration of good sample works across subjects, etc. It added the element of 'Healthy Lifestyle', echoing the initiative of safeguarding students' mental health and establishing effective safety net within the School campus advocated by Education Bureau (EDB) in November 2023.

2.3 Character building through by-level seminars and competitions

To promote the character strength of "Self-regulation" so that students can be responsible and able to resist temptation, the by-level seminar named "Mutual Respect" for F.1 students, "Health Talk and Test" for F.1 students and Notebook Design Competition for selected Guidance Ambassadors were organized from September 2023 to May 2024. From the statistics of the feedback survey from F.1 students, 99% of them agreed that the objectives of "Mutual Respect" seminar were achieved. 69.8% of F.1 students agreed that the objectives of "Health Talk and Test" were achieved. For the Notebook Design Competition, 22 designs were received, 12 from Guidance Ambassadors, 7 from VA teacher's nomination and 3 from F.1 class representatives. 2 students got top 15 in the senior secondary group.

To promote the character strength of "Kindness" so that students can be instilled with certain value and develop an empathetic mindset, a by-level seminar named "Induction and

Harmonious School” seminar for F.1 students was held in September 2023. A Table-Role-Play-Game programme for concerned students was conducted in June 2024 and a community services group was organised from February to May 2024. From the statistics of the feedback survey form F.1 students, over 94% of them agreed that the objectives of the seminar were achieved. From the statistics of the feedback survey from participants of the Table-Role-Play-Game programme, 100% of them agreed that the objectives of the programme were achieved. Eight F.1-F.2 students joined the 4C Volunteer Leadership Programme. From the statistics of the feedback survey, all participants agreed that they learnt volunteer service skills. More than 87% of them agreed that they learnt about the “4C Qualities” of being a volunteer leader.

To enhance students’ social intelligence so that they can learn the importance of being respectful to others and get along with others better, by-level seminars named “Communication and Social Skills” for F.2 students, “Getting Along with Opposite Sex” for F.3 students, “Love & Respect” for F.5 students and a three-session “mental well-being enhancement” group for junior form students were held from November 2023 to February 2024. From the statistics of the feedback survey from F.2 students, over 93% of them agreed that the objectives of the seminar were achieved. From the statistics of the feedback survey from F.3 students, 91% of them agreed that the objectives of the seminar were achieved. From the statistics of the feedback survey from F.5 students, 100% of them were satisfied with the overall arrangement of activity and some of them suggested extending the activity time and enriched the overall content. From the statistics of the feedback survey from four F.1 and F.2 students of the mental well-being group, over 90% of them agreed that the objectives of the group were achieved.

To enhance students’ “Positive Emotions” in PERMA so that they can recognize the importance of being resilient and dedicated, by-level seminars named “Self-Care”, was organized in October 2023. From the statistics of the feedback survey from F.4 students, 90.4% of them agreed that their resilience could be improved. To promote the character strength of “Love” for students so that they can learn how to give love, warmth, and caring toward oneself and others, a “Tufting” workshop for selected junior form students was held in July 2024. From the statistics of the feedback survey from participants, 92.3% students agreed that their understanding of “Love” had enhanced after participating in the Tufting workshop.

To increase the awareness and the importance of mental health of both teachers and students, the ad hoc event Mental Health Day was held in November 2023. To promote the character strength of “Persistence” so that students can learn proper ways to deal with their academic stress, the “F.6 cheer up station” was conducted in January, February and March 2024. Memo-writing booth, instant photo-taking booth, teacher sharing session, song dedication activity, cheering video and mini concert were held and more than 300 students participated in the “cheer station”. To promote the character strengths of “Hope”, “Perspectives” and “Appreciation of Beauty and Excellence”, the Guidance Week was held in May 2024. 2 external organizations were invited to provide booth game services in the Guidance Week. By observation, around 300 participants joined the activities on the mental health day and participants reflected that they enjoyed the activities. By observation of social workers, most of the students from different forms participated and created a mutual encouraging atmosphere for F.6 students. From students’ feedback and observation from teachers, students enjoyed the various games and handicrafts in the Guidance Week. Over 1000 headcounts participated in 6 booths throughout the 3-day activity.

To help newly transferred students’ adaptation to the school life, the school tour programme was held in September 2023. 20 F.3 and F.4 newly transferred students joined the program.

From the statistics of the feedback survey from the participants, all of them agreed that the objectives of the programme were achieved.

2.4 Groups for selected students

To equip students with the character strength of “leadership” and “teamwork” so that they can be adaptable to changes, and become versatile and well-balanced intellectual, a group named “Self-understanding and Career Planning” was organized in November 2023 and a group named “Emotion Expression and Social Skills” was organized from January to March 2024. Seven F.3 to F.6 students joined the “Self-understanding and Career Planning” group. From the statistics of the feedback survey from the participants, over 83% agreed that the objectives of the activity were achieved. Seven F.1 to F.3 students joined the “Emotion Expression and Social Skills” group. From the statistics of the feedback survey from the participants, all students agreed that the objectives of the group were achieved.

2.5 Strengthen the operation of self-initiated clubs and social services with careful planning and meaningful reflection

Four self-initiated clubs were set up this year, including the UNICEF Club, Model United Nations (MUN) Club, Volunteer Club, and Computer Science Club. Students organized and participated in more diversified activities and target groups with local NGOs, including a sight-guided skills workshop, farm visit, church community visit, visits to elderly homes, monthly recycling activity and volunteering at Crossroads. Each student club conducted at least 3 activities per year with 100% participation rate. More guidance was provided during CAS lessons to strengthen reflective skills among students. Most students could submit meaningful reflections for the club activities via Managebac, demonstrating that CAS requirements were met with genuine learning taking place. However, the quality of implementation of some club activities can be further improved for better participation and impact.

2.6 Incorporate the Core curriculum with the CSD curriculum to cultivate IB Learner Profile and apply ATL skills e.g. research skills in real-life context

More China hot topics on Quality of Life in China were taught in the second term. Group projects on culture preservation for the Lunch Forum 2023 – 2024 were well organized, and a documentary, "No Poverty Land" on Chinese poverty eradication was introduced to students. Collaborative research projects on China topics were undertaken during the whole term. Doing such projects sharpened students’ social skills through group work, research skills through independent inquiry, and academic writing skills through report of findings and self-evaluation. Five research papers, each consisting of around 4,000 words exploring different fields about China, such as martial arts, Chinese swearing words, Xiaohongshu (Little Red Books), coral reef preservation and political controversy on Ukraine War, along with three reflections (first, interim and final), were produced. Interactive and student-centric classes were met with positive responses (100%) and students were very engaged. Students’ knowledge about China and world issues as well as research skills were enhanced through class discussion and research work in CSD lessons.

2.7 Train up student leaders to contribute to the school events

Prefects, Librarians, Language Ambassadors, IT Prefects, MCN Ambassadors, Career Ambassadors, Committee of 4 Houses, ECAs, SU, Sports teams, Music teams and academic teams involved over 300 leaders in the School. Teachers were encouraged to dedicate tasks to student leaders to train members, plan and lead activities. All teachers and students agreed that ECA training could groom students to become self-disciplined, respectful and responsible leaders with strong compassion. From SSE, parents and students both agreed that the School provided ample opportunities for students to demonstrate their talents and participate in non-

academic activities and competitions.

For example, 28 Guidance Ambassadors were recruited. Relevant trainings and activities were provided, including Gratitude cards workshops, presentation skills trainings, PLK Notebook Design Competition, preparation for the annual Open Day, Mental Health Day and Guidance Week, enhancing their roles in the Guidance team and their class, training meetings for Guidance Ambassadors, Big Brothers and Sisters were arranged to enhance participants' leadership skills and strengthen their bonding from September 2023 to May 2024. Apart from GA, Discipline Committee (DC) organized a team-building day camp for the prefect team for the purpose of enhancing prefects' leadership skills and strengthening their bonding. DC organized two meetings for the monitors in a year for the purpose of enhancing monitors' leadership skills and cultivating their sense of responsibility. Two meetings were held on 5 October 2023 and 1 February 2024.

Student leaders were trained to suggest new initiatives to promote the School and create a better learning environment for students and teachers. For example, ITP Media and Events team was formed to support the SU events, morning assembly, inter-house and inter-class activities like Open Day, Swimming Gala, Sports Day, Christmas Talent Show, IB Information Night, PTA Annual Dinner, Speech Day, SU Song Dedication, SU Random Dance Events, F.6 Cheering Week, Science Week, Guidance Week, Inter-house and inter-Class Competitions, Weekly Morning Assemblies, Bi-weekly Life Education Lessons, etc. 24 active ITP members organized and coordinated IT support work for all school events. IT Prefect Instagram page was launched in September 2023 and had accumulated 117 posts including 8 videos with 579 followers. IG posts were generally released on the same day of the event. Student leaders were trained to scrutinize the efficiency and quality of photo selection and captions. This introduced the scope of photography and marketing to interested students and at the same time enhanced their sense of belonging to the team and the School. The ITP IG would continue to accumulate memories for the whole school and create highlights and reviews of the school activities. STEAM Committee also helped students explore their interest and inspiration in Engineering, Science and Mathematics. STEAM teams expanded to 6 sub-teams which accommodated more aspiring young scientists. Re-scheduling of 2024-2025 SU Election was suggested and launched by 2023-2024 SU Committee to have smooth transition and better preparation for a new academic year. 2024-2025 SU Election was held on 8 July 2024. Three cabinets applied for the election and the newly elected SU started planning of whole-year SU activities during summer holiday.

Reflection

2.1 Quality control of the content and the arrangements of Life Education Lessons

Last year's suggestions were implemented successfully to improve students' behaviour during the Life Education assemblies. For instance, reminders were displayed before the seminar and reinstated by the MC. Also, support from DC during the assemblies is also recommendable. Each DC form coordinator will be responsible for discipline monitoring in Hall session.

Given time constraint, though workshop or experiential learning cannot be easily arranged during the Life Education assemblies, some speakers were able to add engaging learning tasks throughout the seminar, for examples, the speaker of National Education seminar – 'The Development of Traditional Chinese Medicines' demonstrated some traditional herbs by visualizer, designed questions to test students' understanding and invited students to try different acupuncture points on their own to relieve fatigues and tiredness from study. In the coming year, teachers-in-charge of the coming Life Education assemblies should continue working closely with the speaker to design more engaging learning tasks for students to arouse

students' interest. Furthermore, external resources from the government and NGOs can be further explored to get our students to pay attention to current affairs concerning society, the nation and the world, to deepen their understanding of different events and issues, widen their horizons and learn to make rational and objective judgements and decisions. The following are some specific comments of individual Life Education lesson.

Global Citizenship Education seminar – 'Under the Same Sky' (F.1 to F.5)

The topic related to climate change was closely related to students' daily life that successfully aroused their interest. For example, the speaker recalled the situation of Hong Kong's extreme weather in September. However, the content was not challenging enough for senior former, as too much time was spent on describing and explaining the reasons for extreme weather. Instead, it is preferred to let students know more about how they can combat climate change as a global citizen, e.g. activities from World Vision available for students to join.

Rule of Law Education seminar – 'Be a Smart Netizen' (法網無邊) (F.2 to F.3)

Speaker from HK Federation of Youth Groups successfully engaged students by various case studies related to cybercrime. A wide range of case sharing, including the interaction with the opposite sex, cyberbullying and online fraud, effectively increased students' awareness of the legal consequences and understand the rationale behind.

Regeneration Warrior's Life Story Sharing (All Forms)

Students appreciated how brave and confident the speaker was to share how she fought against cancer. The real-life story sharing inspired students to face their difficulties positively and seek help from their parents, teachers and school mates. After the talk, students were guided to reflect on their role of cultivating a positive school culture by demonstrating empathy and thinking from others' perspective.

PLK 145th Anniversary Exhibition at HK Heritage Museum (F.1)

To increase students' sense of belonging towards school, F.1 was selected to join the 'PLK 145th Anniversary Exhibition'. Some class teachers noted that some students encountered difficulties in understanding the English-speaking tour guides provided by HK Heritage Museum. Also, the late dismissal time of approximately 16:40 posed challenges, as some after-school activities, such as private tutoring, were impacted.

2.2 Board Decoration Competition

By following last year's recommendation, guideline was distributed to class teachers in September so that class teachers could mobilize their class associations to finish the task earlier. Although most classes could meet the requirement of board decoration, a few classes struggled to finish their design before deadline or did not fulfill the compulsory requirements, like the demonstration of form values. It is found that the students are either not motivated or not sure about the requirements. In view of this, more support and reminders can be given to class teachers, like good samples from other classes.

2.3 By-level seminars and mental well-being enhancement group

Over 90% students agreed that the objectives of the seminars were achieved as they learnt and applied different target character strength of their levels. Last year, character building was strengthened, and students were highly aware of the importance of maintaining harmonious class ethos in class, and were able to show respect, understand and appreciate each other. For one-off school tour programme for newly transferred students, all participants agreed that the objectives of the programmes were achieved as they knew more about the School and were more confident in facing the future challenges. They were also encouraged to seek help from teachers and social workers. However, some daily routine and discipline requirements were

not covered and led to quite a number of common discipline problems encountered by newly transferred students. Students who joined the 4C Volunteer Leadership Programme reflected that they learnt volunteer service skills and they had applied their character strengths, e.g. social intelligence, leadership, bravery, love and kindness when conducting community service. However, community service was being reflected to be inadequate to offer students comprehensive and all-round development. For school wide programs like Mental Health Day and Guidance Week, students were alert to the significance of mental well-being but the degree of negative feeling among students did not lower.

2.4 Quality assurance of student-led activities which further promote leadership and self-management

Students had great interest in running different Clubs and school events basing on their own interests. However, the quality of activities varied because of the difference in experiences and capability among students. Students found the activities more meaningful while working in the community or contacting the service subjects directly through partnering with various NGOs. Most students engaged in more than one club or student leader bodies and found it difficult to handle all activities together without careful time management. Also, time clash of activities dragged the participation rate and inadequate venue provision.

2.5 Room for students to partake in non-academic activities

Collaborative project was an engaging way for students to learn about China and world issues and practise their research skills in Core and CSD lessons. Students needed more time in the planning stage for working out more detailed proposal and research methodology. Skills of quantitative research had to be strengthened for more fruitful discussion. ECA also encountered challenges and difficulties in achieving good attendance. It was difficult to get an attendance rate of 100% in some ECA interest classes. Time clash with other academic teams remained a constant challenge. Another issue is the continuity of membership for the Red Cross as there are only ten remaining members from junior forms. Recruitment of new members may have to be promoted in the next academic year.

2.6 Enrich variety of responsibilities of student leaders

Selection of student leaders and duty allocation of all student leader teams were appropriate. Some teams like ELAs, IT Prefects, SU, 4 Houses, IB Clubs, music teams were able to self-manage, make proposal of new initiatives to better the School's operation, organize school-wide programmes without much teachers' assistance. Some other student leader teams like Prefects, librarians and CLP Ambassadors may need more training and assigned duties. Prefects carried out discipline control duties during School's big functions like Sports Days, Swimming Gala and Open Day. They had abilities to control fellow schoolmates and became role models for all students.

Feedback and Follow-up

2.1 Life Education Lessons and Assemblies

In response to the findings of class teachers' survey, given that some class teachers did not find sufficient time for preparation of Life Education lessons, form coordinators could upload all necessary materials to a shared folder at the start of the school year. This would allow teachers to access resources well in advance and have more flexibility in their preparation time. According to the qualitative feedback from class teachers, 'values of politeness and courtesy could be emphasized in the upcoming year. More relevant elements can be added, not just Life Education but other activities, like board decoration competition. Wider spectrum of world issues will be more suitable for our school.

2.2 Board Decoration Competition

Exemplary board decoration works were saved to facilitate class teachers' planning next year. Form coordinators should closely monitor the work progress of each class and offer timely support, if necessary. Annual school theme and activities related to School's major concerns and value education should be reiterated and shown on board display.

2.3 Better coordination of school activities to avoid time and venue clash

Lunchtime activities collaboration Google Sheet is suggested to have an all-in-one platform for different organizations to collaborate in terms of venue booking and IT service reservation. More efficient use of human resources is needed. Additional training sessions will be organized for active members. Team shirts or logos are recommended to enhance team spirit.

2.4 Support to newly transferred students

To further enhance students' "Zest", it is recommended that the activity "school tour" for newly transferred students should offer more sessions for participants to meet up with friends and have more time to understand the culture of the school. Such sessions may also be arranged to newly transferred students in the middle of year to brief them about school culture and rules.

2.5 School-wide Programmes

To ensure the smooth run of mass programmes such as Mental Health Day, a similar activity can be planned in advance next year if necessary so as to allow abundant preparation time for the event and more organizations can be invited to co-organize the activity. For the cheer station, it is suggested that having a comprehensive planning of the whole programme in advance is essential. Social workers can also provide various modes for teachers to show their encouragement to F.6 students. The venue for broadcasting the cheering video can be arranged better. According to the APASO data, the Q-scores for no negative affect and no anxiety, depressive symptoms are 86 and 85 respectively. It is suggested that activities of school-wide programmes should focus on addressing mental well-being of students such as stress management and helping students to build positive emotions.

2.6 Voluntary Service

More partnerships with local organizations can be developed to enrich the volunteering experience and also ensure that those activities align with their career aspirations to enhance real-world learning experiences. More school clubs or teams of both IB and mainstream can collaborate on CAS projects or events, which can lead to more innovative approaches and share resources effectively. Service elements which require more students' planning can be included in Exchange and CAS programs. To equip students' 4C (Confidence, Care, Commitment and Courage) leadership skills and character strengths for their developmental needs, more training sessions are suggested for leaders to learn how to design and plan programmes to serve the community.

2.7 Nurture a self-management culture among student leaders

Promotion and briefing for the 2025-2026 SU Election can be held in advance in February 2025. Cabinets will then have more time to prepare election materials in the second term. Also, formal meetings between student leaders and senior teachers can be arranged to hear the needs of different parties and invite ideas and students' contribution on how to better manage the School. Student leaders are encouraged to take charge of their own team affairs. For example, instead of being instructed by teachers, librarians can propose their own schedule to promote reading schemes/books. They can help write post for IG platform to promote books and related activities (i.e. book purchase scheme, book reading award, etc.).

Major Concern 3: To strengthen career exploration and planning for building up clear aspiration and personal development goals in both local and global contexts

Achievements

3.1 MCN Ambassadors and Flag raising team

By following major concerns and School Development Plan, to groom responsible and aspiring student leaders with global vision, 22 MCN Ambassadors were recruited to promote a wide-range of whole-school activities with leading roles, including but not limited to the speeches under the national flag, morning assembly sharing, flag-raising training, Chinese Culture Day and the promotion of national education competitions, etc. Their active participation and support in various whole-school events considerably augmented the overall school atmosphere in promoting national education. To broaden their horizons, some of them also explored outside Hong Kong by joining Guizhou Study Tour. Moreover, flag raising team was newly formed and 36 members were recruited to receive flag-raising training, while 6 of them were selected as leaders based on their performance. Apart from receiving training, these student leaders also took the lead in training other members in groups. In total, 23 training sessions with duration of around 35 hours were arranged for each student.

3.2 National Education Events

To groom students as global citizens with a strong sense of national identity, the following activities were carried out by adopting the EDB's 'multi-pronged and coordinated' approach (多重進路，互相配合) according to the Event Planning Calendar of EDB's National Education One-stop Portal:

- Particular form(s)/group(s):
 - Flag Raising Team
 - National Education seminar – 'The Development of Traditional Chinese Medicine'
 - Life Education seminar – 'Introduction to the Northern Metropolitan Area' (Geography)
 - Launch Ceremony for the 'Chinese Cultural Vitality Platform - Intangible Cultural Heritage of China Campus Promotion Scheme 2023/2024' (Chinese History)
- Whole-school:
 - Chinese Culture Day (Chinese Language)
 - Celebration of Mid-autumn Festival (Chinese Language)
 - Flag Raising Ceremony
 - Speeches under the National Flag
 - Basic Law Student Ambassadors Training Scheme
- Inter-school: (Life and Society, CSD and Chinese History)
 - Territory-wide Inter-school National Security Knowledge Challenge
 - Territory-wide Inter-school Constitution and Basic Law Knowledge Challenge
- Hong Kong wide:
 - National Constitution Day Online Quiz Competition (Life and Society, CSD and Chinese History)
 - Principal Nomination – Mainland Universities Admission Scheme for HKDSE students (內地高校招收香港中學文憑考試學生計劃) (Career and Life Planning)
 - Principal Nomination – Tsinghua University (Career and Life Planning)
- National wide:
 - Guizhou Study Tour
 - Huizhou Study Tour (CSD)
 - China Aerospace Education Programme (STEAM)
 - Campus-based Science popularization public welfare activity (「追星就追科學家」校園公益科普活動) (STEAM)

According to the SSE, more than 80% teachers agreed that the school curriculum aligned with the learning goals of national and global identity, enabling students to become an informed and responsible citizen with a strong sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society. Also, by referring to the APASO, all subscales of national identity related to ‘responsibility and obligation’, ‘proud and love’, ‘national flag and anthem’ and ‘country’s achievement’ attained the highest score of 116 (Q-score) and 85.7 (P-score).

3.3 Multipronged approaches to help students of different levels to do life planning

To guide F.1 to F.6 students to set achievable study goals so that they can have a clearer direction on their study for their future career planning, more than 100 one-on-one meetings were held by Guidance teachers and social workers for 20 low achievers. From students’ feedback and observation from teachers, 17 out of 20 low achievers’ learning motivation improved and some of them started to have direction for their future career planning.

Two career talks were held during Life Education lessons in April 2024, introducing the career path of an accountant, barrister and in entrepreneurship. One career talk was held during Career Week in May, introducing the career path in nutrition and healthcare management.

Career and Life Planning Committee and IB Career section collaborated and launched the very first attempt for Career Week to introduce multiple pathways to junior and senior form students. One week of lunch time activities including 3 information talks, 1 career talk and a university fair were held in May. A total of 17 organizations and 34 representatives from local and overseas organizations participated in the week-long event in person and online. A university fair was held on 22 May 2024 during lunch time and Life Education lesson for F.4 and F.5 students, providing them opportunities to obtain information about university courses and admissions.

Overall response from students and teachers were positive and they found the university fair useful. 120 students attended the lunch time information talks while 22 attended the lunch time career talk. Students preferred speakers attending information sessions face-to-face or live Zoom; however, this was not possible with some overseas universities because of time zones and unavailability of representatives. Most of them directed students to online resources for international students. Students were mostly interested in high-ranking universities.

Collaboration among ECA Committee, IT Committee, CLP Committee and English Department was done to centralize students’ non-academic performance data via eClass platform. eClass Teacher Manuals were prepared to facilitate teachers to direct input the students’ leadership and OLE records into the eClass system. The whole school non-academic activity structure was set up in the eClass eEnrolment for teachers to have better understanding and easy input. The total number of entries (excluding OLE items) increased from 2090 (in 2022-2023) to 4524 (in 2023-2024). Career Committee members were trained to guide F.6 students to input their OLE records in the eClass. Some common bugs and typing errors were located as reminders for next batch of Form 6 students.

3.4 Collaboration with external organizations to organize more feasible community service or CAS activities in school context and local community concerning national or global issues

School Affairs Committee arranged Po Leung Kuk Charity Walk and Flag Selling activities for junior form students. All F.1-3 students joined at least 1 voluntary service. Substantial funds were raised. For example,

PLK activities	Funds raised
Flag selling (indoors)	around \$38,102
Raffle ticket sale	around \$33,400
Dress Special Day	around \$28,567

For senior forms, NPL UNICEF Club collaborated with UNICEF on some activities like Open Day booth. MUN Club engaged in debates with other schools in MUN Forum in June to enhance diplomatic and public speaking skills with regular training sessions with professional MUN coach. Volunteer Club partnered with multiple local associations to provide community services for the elderly to foster intergenerational understanding and support. During CAS trip, students represented the School and Hong Kong to engage in volunteer work in The Genesis Social Welfare Volunteer program to help the community outside HK in a collaborative manner. The DIY workshops and the indigenous tribe immersion provided opportunities to enhance and cultural understanding. Local community involvement was also stressed. A sight-guided skills workshop was conducted by a local NGO dedicated to helping visually impaired citizens. A farm visit was arranged to connect students with agricultural practices and sustainability issues with services for the elderly. Volunteer activities with Crossroads, a local nonprofit organization was conducted in OLE week to enhance understanding towards global issues like poverty. More reflection sessions were arranged in CAS trip for students to practise reflection skills. Most students could submit meaningful reflections for their community service and club activities via Managebac, demonstrating their understanding and concerns towards global issues. These volunteer service opportunities involved students' planning and execution which could further train up students' leadership ability and generic skills. However, these experiences were not sufficient to support whole-school participation.

Reflection

3.1 Strengthening the role of MCN Ambassadors

MCN ambassadors played an important role in facilitating various whole-school national education activities. MCN ambassadors were helpful and enthusiastic to support various school events. Most teachers appreciated their speeches and promotion presentations. They had great potential to provide more support in the stage of planning of MCN events. Some MCN ambassadors were long for joining Mainland Study Tour, but they eventually needed to join CSD Study Tour instead, as the dates of both tours overlapped with each other.

3.2 National Education via Chinese cultural activities

According to the participation statistics and observation, students were enthusiastic to join some interactive and engaging national education events, especially study tour, Chinese Culture Day and the celebration of Mid-autumn Festival. Clash of CSD trip and Mainland tour to Guizhou disappointed some F.5 MCN ambassadors.

3.3 International exposure during Life Education Lessons

The Life Education lessons were effective in cultivating students' ATL skills for students and facilitating university application for F.6 students. Students' interest and understanding towards local and international issues were enhanced through collaborative projects in Core lessons. The national and global citizenship of students could be further strengthened by joining more activities and seminars held by MCN or under CSD-related themes with the mainstream DSE students during LE lessons.

From teachers' observation and feedback, lower achievers who were F.3 or above had a relatively clearer career planning than F.1 and F.2 students. Some possible reasons could be F.3 students needed to have subject selection and F.4 and F.5 students started to have exposure for their JUPAS choices. Career talks helped increase students' understanding towards different career and the frequency was suitable. However, students' engagement was greatly affected by the performance of the speakers. Students were more engaged when alumni were involved.

Students got useful information of both local and overseas universities. Though most sessions benefited senior form students, junior form students also showed interest in planning for their future studies. However, students were usually busy during lunch hour, some students might be discouraged to join because of the time constraint. 6IB students could not join as the Career Week was scheduled in May. Junior form students could not join the session during LE lessons as junior form LE lessons were scheduled on a different school day. It might be beneficial for parents to join the event with their child together.

3.4 Voluntary service experience

Hands-on experiences during trips and visits as well as working with NGOs were golden opportunities for students to engage in local and international community through personal engagement and applying various social and collaborative skills. The performance of different clubs varied in term of quality. Some student leaders lacked the leadership and problem-solving skills to implement the planned activity and reflect on the problems to avoid the mistakes from happening again.

Feedback and Follow-up

3.1 Student leaders resume more duties in promotion of national education and career orientations
Apart from giving speeches under the national flag, more tasks can be delegated to the students for developing leadership, including the planning of the Chinese Culture Day and promotion of various activities among different forms. To further groom flag raising team, student leaders can be deployed to supervise the members and give instant feedback during the training. Student heads can be selected among the senior-form members. They should be trained to take initiative to assist teachers-in-charge of various national education events and engage other MCN ambassadors. Guidance Ambassadors could also initiate more student-led activities and trainings, community services, and gatherings, such as training camp and visiting elderly members who live alone. Guest speakers can be invited to enhance members' counselling skills. Career Ambassadors are responsible for distributing Career related information and do sharing on their exposure to different jobs. Some one-day trips visiting innovative enterprises in the mainland can be arranged for a diversified Career exploration program.

3.2 Refinement on Career Programmes

Involving alumni in career talks can increase students' interest and participation rate. The university fair can be held in the evening or after school so parents can attend with students. It can be held in the first term so F.6 students can also be benefited. Partnerships with more local organizations will be fostered to enrich the volunteering experience and also ensure that those activities can enhance real-world learning experiences concerning diversified local and global issues.

Internship and partnership with parents can be developed. Students, both local and NCS students are encouraged to join different award schemes and programmes organised by NGOs and different government departments to understand the expectation of society and train up

the sensitivity to the need of the community.

3.3 More international competitions and exchange programs

All committees and subjects are encouraged to find oversea or mainland competitions and immersion programmes like iGEM and World Scholar's Cup. Students will be exposed to different horizons and better understand how they should equip themselves to face the challenges of the world but not the local context only.

(3) Student Performance

i. Students' Attitude and Behavior

Students are well-behaved with teachers' clear and consistent expectations and guidelines. Most of them are willing to follow school rules and accept opinions for improvement, having high aspirations of their academic performance. Students' attendance and punctuality have improved steadily with regular supervision and intervention. Junior form students show higher awareness in self-discipline and more obliged to follow school rules. Owing to BYOD scheme, students are allowed to use mobile devices under teachers' supervision. However, by observation, students need more checking to train their ability to resist temptation. In SSE data, the Q-score of items "Information Technology (No Addiction)" rises from 100 to 116 while "Information Technology (Not Attracted by its Functions)" rises from 85 to 98. Students think that they have control on the use of IT devices. To better the situation, more synchronized and stringent implementation on school rules by all teaching staff are needed. To set firm and same principles for common behavioural problems, review and consensus on school rules are needed among students, prefects, parents and pastoral care teams. Students' self-discipline, leadership, self-supervision mechanism and self-management groups need to be introduced.

Students are outgoing, expressive and dynamic, demonstrating proficient language skills and being able to converse in English and Putonghua confidently and fluently. Almost all students showed eagerness in joining a wide array of co-curricular activities and competitions, developing their interest. Students with different nationalities and cultural backgrounds are able to show proper respect and support to each other. The mingle between local and non-Chinese speaking students is very satisfactory. Diversity gives rise to understanding and acceptance of different cultures, contributing to an inclusive, pluralistic and all-embracing school environment. The School is awarded with "Racially Friendly Campus Champion" of the Racially Friendly Campus Recognition Scheme.

According to SSE, both teachers and parents agree that the School has collaborated with different subjects to develop students' good moral character. However, students may have a lower self-perception in morality. According to APASO results, the subscale of national identity reached the maximum in terms of both Q-score and P-score. Students demonstrate a strong sense of national identity. They also own the responsibility to contribute to the country with proud and love. Meanwhile, they show proper respect to national flag and anthem during the national flag raising ceremony. Junior forms have shown more anxiety towards learning and found assessments stressful. The Q-scores for no negative affect and no anxiety, depressive symptoms are 86 and 85 respectively. This shows some students' mental health will be our area to work on in next academic year.

ii. Students' Participation and Achievements

a. Academic Performance

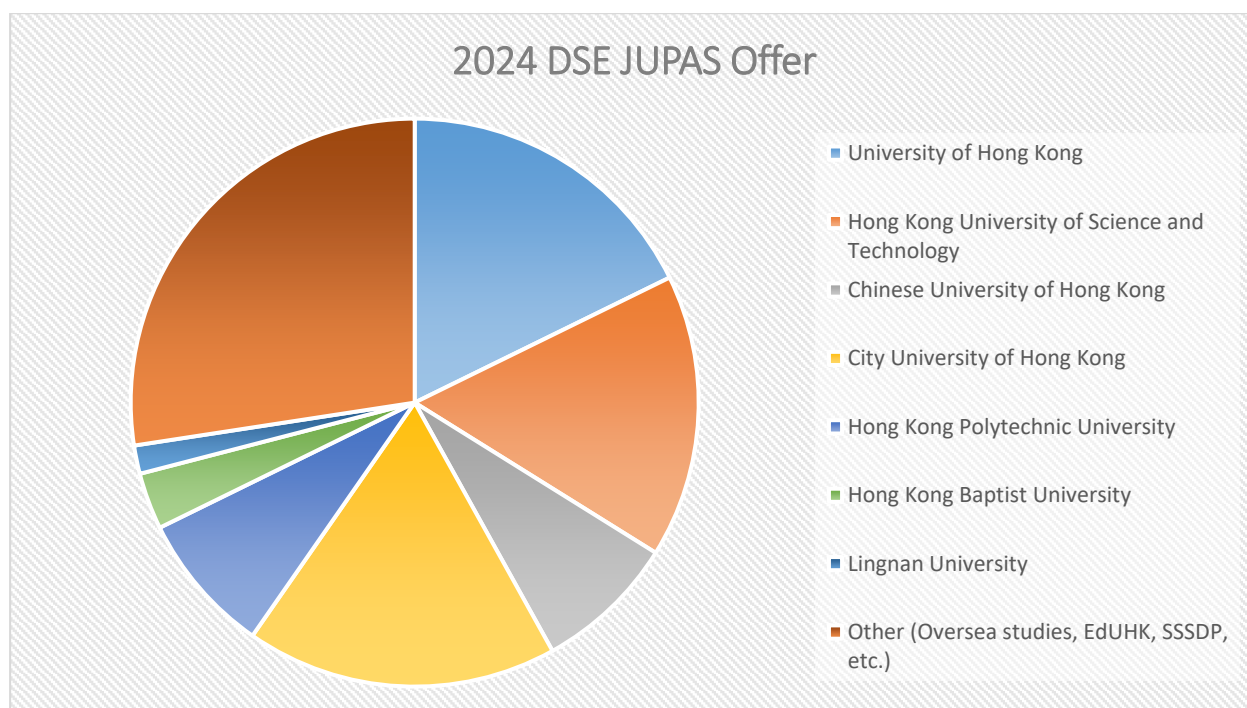
HKDSE	Examination Year 2023
The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes <i>Note: The general entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, level 2 or above in Mathematics Compulsory Part and Attained in Citizenship and Social Development.</i>	85.4%
The percentage of students in the school met the general entrance requirements for local sub-degree programmes	98.8%

Note: The entrance requirements for local sub-degree programmes are five subjects at level 2 or above in Category A (Senior Secondary subjects) / awarded "Attained" or above in Category B (Applied Learning subjects), including Chinese Language and English Language.

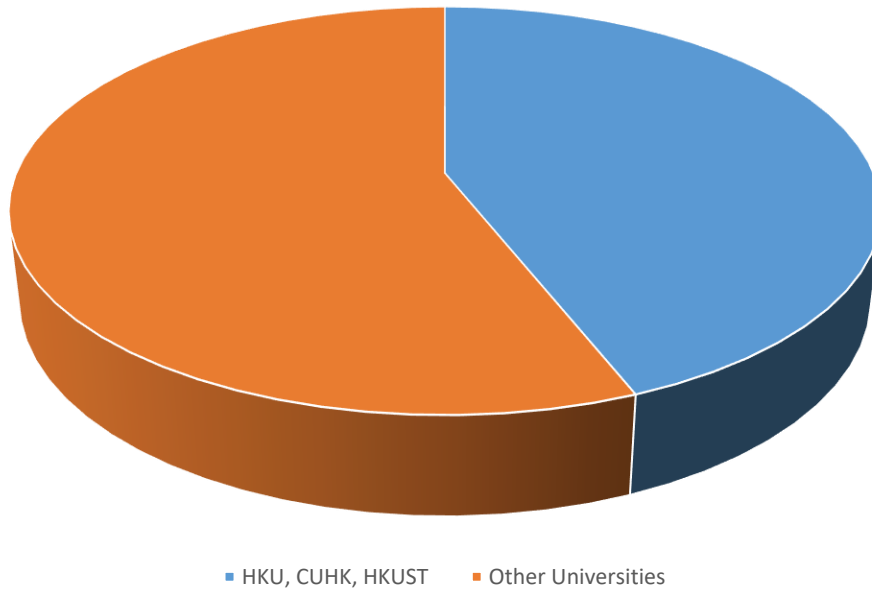
JUPAS Results

- Almost 77% of the Form 6 students received offers from JUPAS main round with 1 student receiving an offer via School Nominations Direct Admission Scheme. Around 44% of students who have a degree offer enter HKU, CUHK and HKUST.
- The chart below shows the distribution of university degree programme offers:

University	Number of Offer
University of Hong Kong	11
Hong Kong University of Science and Technology	10
Chinese University of Hong Kong	5
City University of Hong Kong	11
Hong Kong Polytechnic University	5
Hong Kong Baptist University	2
Lingnan University	1
Other (Oversea studies, SSSDP, etc.)	17



2024 DSE JUPAS Offer of 3 major universities in HK

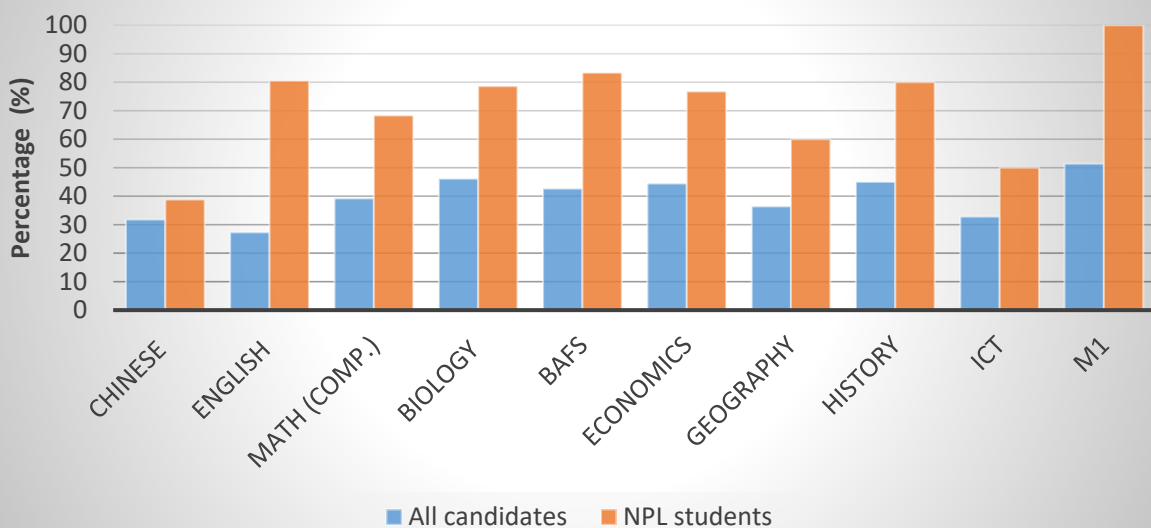


Hong Kong Diploma of Secondary Education Examination 2024

- 2024 HKDSE and IELTS

- Our overall credit rate (Level 4 to 5**) was 1.5 times that of the Hong Kong average.
- 8 subjects had credit rates higher than those territory-wide by more than 60% and 3 subjects by more than 90%. 7 subjects had Level 5 to 5** rate higher than those territory-wide by more than 30%.
- Our credit rate (Level 4 to 5**) of English Language was 80.5%, which was higher than that territory-wide by 180%. The Level 5 to 5** rate of English language was higher than that territory-wide by 150%
- Over 98% of our students reached at least Band 6 and 73.3% of them attained Band 7 or above in IELTS. Half of our students attained between Band 7.5 and 8.5.

Percentage of PLK Ngan Po Ling College students and all day school candidates getting Level 4 to 5**



- 2024 GCSE Chinese and 2023 GCE AS Chinese
 1. 100% of our Form 4 Non-Chinese speaking (NCS) students taking GCSE Chinese Examination obtained Level 7 – 9 (equivalent to A-A* in the previous grading system).
 2. 100% of our Form 6 NCS students taking GCE AS Chinese Examination obtained grade A.
- 2024 International Baccalaureate Diploma Programme (IBDP)
 1. 63.2% of our students attained 40 points or above, with 4 students attaining the highest score of 44 and 3 students attaining 42.
 2. The average score of 39.4 is the highest in the School's history.
 3. Almost 95% of our graduates received university degree offers. More than half of our graduates are entering university programmes at The University of Hong Kong (HKU), The Chinese University of Hong Kong (CUHK) and The Hong Kong University of Science and Technology (HKUST) with 1 graduate being admitted to medical school and 1 graduate being admitted to HKU-UCL dual law degree program.
- Form 1 Intake

Competing for 164 Form One places, the total number of applications reached almost 3,400. Almost all admitted students are from the most desirable banding in 6 consecutive years.

b. Non-academic Performance

Category 1: Logical-mathematical Intelligence	
Competition	Awards
華夏盃晉級賽	1 個三等獎 4 個二等獎 1 個一等獎
華夏盃總決賽	3 個三等獎 1 個二等獎 1 個一等獎
AIMO 香港晉級賽	5 個銀獎 2 個銅獎 1 個金獎
AIMO 香港決賽	1 個優異獎 2 個銅獎 1 個金獎
大灣盃 晉級賽	1 個三等獎 1 個二等獎

Category 2: Linguistic Intelligence	
Competitions	Awards
World Scholar's Cup Tournament of Champions (Yale University Round)	25 Gold medals 19 Silver medals
World Scholar's Cup (HK Round)	20 Gold medals 46 Silver medals
English Association of Asia - Asian English	1 Gold Award

Usage Contest (Arch Cup) 2024	1 Silver Award 2 Bronze Awards	
5th International Parliamentary Debate Competition (IPDC)	Upper Secondary Novice	2 Champions
	Upper Secondary Grand Finals Best Main Speaker	
	Upper Secondary Grand Finals Best Reply Speaker	
	Upper Secondary Novice Division Speaker Awards	3rd Best Speaker
	Lower Secondary Novice	2 Champions
	Lower Secondary Grand Finals Best Reply Speaker	
	Semifinals Best Main Speaker	1 3rd Place
	Lower Secondary Novice Grand Finals Best Speaker	
	Best Motion Award	
Hong Kong Inter-school Speech Marathon - Girls English Speech and Poem Category	1 2nd Runner-Up (Gold) position	
China Daily Hong Kong "21 st Century Cup" National English-Speaking Competition (HK Region)	1 Champion	
Rule of Law Education (ROLE) Essay Competition 2023	2 Merit Runners-up	
The 22nd CILTHK Student Essay Competition	1 1st Runner-up	
Hong Kong School Drama Festival 2023/24	10 Awards for Outstanding Performers Award for Outstanding Stage Effects Award for Outstanding Cooperation Award for Commendable Overall Performance	
75th Hong Kong Schools Speech Festival	Dramatic Scenes	1 Champion
	Dramatic Duologue	1 1st Runner-up 1 2nd Runner-up
	Solo Verse Speaking	3 Champions 1 1st Runner-up 7 2nd Runners-up
	Solo Prose Speaking	2 Champions 3 1st Runners-up 5 2nd Runners-up
第 75 屆香港學校朗誦節朗誦比賽(粵語/普通話項目)	普通話詩詞獨誦	1 冠軍 2 亞軍 2 季軍
	粵語詩詞獨誦	1 亞軍 1 季軍
2023 年金筆獎全港中小學中文硬筆法比賽	初中組優異獎	
The 12th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division)	Solo Verse Speaking (Junior Form)	1 Champion
	The Duologue	1 Champion

12th Hong Kong French Dictation Competition	1 Champion
The 13th Hong Kong French Speech Competition 2023-2024	1 Champion 2 1st Runners-up 1 2nd Runner-up

Category 3: Kinesthetic intelligence		
Competitions	Awards	
A.S. Watson Group HK Student Sports Awards 2023 – 2024	Best Athlete	
Equal Opportunities Commission - 6-on-6 Dodgeball Competition in Racial Diversity and Inclusion Sports Day 2024 Secondary Section	1st Runner-up	
HKSSF Inter-school Badminton Competition 2023 – 2024	Girls C Grade	1st Runner-up Overall 2nd Runner-up
	Girls B Grade	2nd Runner-up
2023 – 2024 Po Leung Kuk Affiliated Secondary School Sports Day	Overall	Champion
	Boys Overall	Champion
	Boys Junior	Champion
	Boys Senior	3rd Runner-up
	Girls Overall	Champion
	Girls Junior	Champion
	Girls Senior	1st Runner-up
	Girls Senior 800m	Champion
	Boys Junior Discus Throw	Champion
	Boys Junior 100m Hurdles	Champion
	Boys Junior 400m	Champion
	Girls Senior 100m Hurdles	Champion
	Girls Senior 1500m	Champion
	Girls Senior 200m	Champion
	Girls Senior Long Jump	Champion
	Boys Junior 100m Hurdles	1st Runner-up
	Boys Senior High Jump	1st Runner-up
	Boys Junior 800m	1st Runner-up
	Girls Senior High Jump	1st Runner-up
	Girls Junior 1500m	1st Runner-up
	Girls Junior 800m	1st Runner-up
	Girls Junior Discus Throw	1st Runner-up
	Boys Senior 4x100m Relay	1st Runner-up
	Boys Senior 200m	2nd Runner-up
	Boys Senior 800m	2nd Runner-up
	Boys Junior High Jump	2nd Runner-up
Boys Junior Shot Put	2nd Runner-up	
Girls Junior 100m	2nd Runner-up	
Girls Junior 400m	3rd Runner-up	

	Boys Senior 110m Hurdles	3rd Runner-up
	Girls Junior Shot Put	3rd Runner-up
	Girls Senior 4x100m Relay	3rd Runner-up
HKSSF Inter-school Athletics Competition 2023-2024	Boys C Grade	Champion
	Boys B Grade	2nd Runner-up
	Boys Overall	3rd Runner-up
	Boys C Grade Discus	Champion 1st Runner-up
	Boys B Grade Javelin	1st Runner-up
	Boys A Grade 400m	1st Runner-up
	Girls A Grade 800m	1st Runner-up
	Boys C Grade Long Jump	2nd Runner-up
	Boys B Grade High Jump	2nd Runner-up
	Girls A Grade 1500m	2nd Runner-up
	Girls A Grade High Jump	2nd Runner-up
	Girls C Grade Shot Put	3rd Runner-up
	Girls B Grade 800m	3rd Runner-up
	Boys B Grade Shot Put	3rd Runner-up
	Boys B Grade Discus	3rd Runner-up
	Boys A Grade 110m Hurdles	3rd Runner-up
	Girls A Grade 100m	3rd Runner-up
	Boys B Grade 4x400m Relay	3rd Runner-up
	Boys A Grade 4x400m Relay	3rd Runner-up
	HKSSF Inter-school Cross Country Competition 2023-2024	Girls C Grade Team
Girls A Grade		Champion
Boys B Grade Team		1st Runner-up
All Hong Kong Age Group Rope Skipping Competition 2023	Aged 15-17 Double Dutch Speed Relay (2×30sec) team	1st Runner-up
HKSSF Inter-school Swimming Competition 2023-2024	200-meter Free Style (Boys C Grade)	3rd Runner-up
	50-meter Back Stroke (Girls C Grade)	1st Runner-up
	50-meter Free Style (Girls C Grade)	Champion
	50-meter Free Style (Boys B Grade)	3rd Runner-up
	200-meter Individual Medley (Girls B Grade)	2nd Runner-up
	50-meter Butterfly (Girls B Grade)	3rd Runner-up
	200-meter Breast Stroke (Boys A Grade)	1st Runner-up
	100-meter Free Style (Girls A Grade)	3rd Runner-up
	50-meter Butterfly (Girls A Grade)	1st Runner-up
	4x50-meter Medley Relay (Girls C Grade)	3rd Runner-up
	4x50-meter Free Style Relay (Boys B Grade)	1st Runner-up
	4x50-meter Medley Relay (Girls B Grade)	2nd Runner-up
41st Po Leung Kuk Affiliated Schools Swimming Competition	Boys Junior Overall	Champion
	Boys Overall	1st Runner-up
	Girls Junior Overall	1st Runner-up
	Girls Senior Overall	1st Runner-up
	Girls Overall	Champion
	School Overall	1st Runner-up
	Boys Junior	MVP

	50-meter Free Style (Boys Junior)	2nd Runner-up
	50-meter Breaststroke (Boys Junior)	2nd Runner-up
	50-meter Breaststroke (Girls Junior)	2nd Runner-up
	50-meter Butterfly (Girls Junior)	2nd Runner-up
	50-meter Breaststroke (Girls Junior)	3rd Runner-up
	50-meter Free Style (Girls Junior)	1st Runner-up
	100-meter Free Style (Girls Junior)	Champion
	50-meter Back Stroke (Girls Junior)	1st Runner-up
	100-meter Free Style (Girls Junior)	1st Runner-up
	100-meter Free Style (Boys Junior)	3rd Runner-up
	50-meter Breaststroke (Boys Junior)	3rd Runner-up
	50-meter Free Style (Boys Junior)	Champion
	50-meter Back Stroke (Boys Junior)	Champion
	100-meter Free Style (Boys Junior)	1st Runner-up
	50-meter Butterfly (Boys Junior)	Champion
	100-meter Breaststroke (Girls Senior)	3rd Runner-up
	50-meter Back Stroke (Girls Senior)	2nd Runner-up
	100-meter Free Style (Girls Senior)	3rd Runner-up
	50-meter Butterfly (Girls Senior)	Champion
	50-meter Free Style (Girls Senior)	2nd Runner-up
	4x50-meter Free Style Relay (Girls Junior)	1st Runner-up
	4x50-meter Free Style Relay (Boys Junior)	Champion
	4x50-meter Free Style Relay (Girls Senior)	Champion

Category 4: Musical intelligence		
Competitions	Awards	
The 11th SDMF & SCAF Asia-Pacific Competition 2023 (Hong Kong Schools Dance & Music Festival)	Harp Solo	Champion
Guangdong-HK-Macau Greater Bay Area Youth Art Exhibition	Woodwind	Gold Class A
香港學界音樂大賽	Handbell	1st Runner-up
	Handpan	Merit
	Cello Solo	2nd Runner-up
	Woodwind	2nd Runner-up
	String Ensemble	Champion
	Harp Ensemble	1st Runner-up
	Bagpipe	Merit
Hong Kong Joint School Music Association E-contest	Woodwind	Silver
The 4th Hong Kong Chinese Instrumental Contest	Gu Zheng Solo	1st Runner-up
9th Hong Kong Youth Cup International Music Contest	Harp Solo	Champion

Grandmaster Cup	Clarinet Solo	1st Runner-up
	Cello Solo	1st Runner-up
GASCA International Competitions	Harp Solo	Champion
Hong Kong Children and Youth Piano Contest	Piano Solo	Champion
Joint School Music Contest 2024	String Ensemble	1st Runner-up
	Senior Handbell	Champion
	Junior Handchimes	Champion
76th Hong Kong Schools Music Festival	Vocal Solo, Chinese, age 19 or under	2nd Runner-up
	Graded Piano Solo -Grade Six	2 2nd Runners-up
	Clarinet Solo - Secondary School - Junior	Champion
	Zheng Solo - Intermediate	Champion
全港十八區音樂比賽-敲擊樂合奏	Champion	Percussion-Handbell
	String-Harp	1st Runner-up
	Woodwind - Bagpipe	Champion
	Woodwind Ensemble	2nd Runner-up
	String Ensemble	Champion

Category 5: Scientific intelligence		
Competitions	Awards	
The Institute of Engineering and Technology of Hong Kong (IET)	Young Professionals Exhibition and Competition 2024	1st Runner-up Best Innovation Award
Robotics Intelligence DIY 2024	Junior Team	1st Runner-up 4th Runner-up
	Senior Team	3rd Runner-up
International Astronomy and Astrophysics Competition 2024	Silver Honour	
Junior Secondary Science Online Self-learning Scheme 2024	138 Gold Awards 62 Silver Awards 14 Bronze Awards	
Hong Kong Physics Olympiad 2024	2nd Class Honors 3rd Class Honors Honorable Mention	
The Third HKUST Explorer Cup	2nd Runner-up The Best Engineering Award Gold Achievement Level	
The 19th IET/MATE Hong Kong Regional of the MATE ROV Competition	Best New Contester Award	
Robotic Tournament Creative Technology Robotic Competition of the 17th CTEA Cup 2023-24	4 First Prize Awards 2 Third Prize Awards	
Young Professionals Exhibition and Competition 2023	Merit Award	

Chemists Online Self-study Award Scheme 2023	18 Diamond Awards 1 Gold Award 1 Bronze Award
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Category 6: Artistic intelligence	
Competitions	Awards
The International Online Art Contest	The Grand Award
The International Flower Drawing Competition	The 3rd Award
The 13th Hong Kong Secondary Schools Healthy Life Drawing Competition	Bronze Award Merit Award
Church of United Brethren in Christ Social Service Division - Mascot Design Competition	Champion
Artland Company Limited - The Colour of Hong Kong City Art Competition	Champion

Category 7: Others	
Competitions	Awards
Hong Kong Biodiversity Photo Competition	2nd Runner-up Merit Award
Project Hill Pal Orienteering Competition	2nd Runner-up
Outstanding Ethnic Minority Student Award Scheme 2024	3 Top 10 Outstanding Ethnic Minority Students
Hong Kong Unison Tertiary Education Scholarship Awards and Chinese Performance Awards	Tertiary Education Scholarship Awards Chinese Performance Award

(4) Financial Summary

Financial Summary for the 2022 / 2023 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.02%	N.A.
School Fees	N.A.	30.40%
Donations, if any	N.A.	0.15%
Other Income, if any	N.A.	3.43%
Total	66.02%	33.98%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.35%	
Operational Expenses (including those for Learning and Teaching)	10.71%	
Fee Remission / Scholarship ¹¹	4.17%	
Repairs and Maintenance	2.32%	
Depreciation	5.45%	
Miscellaneous	0.00%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.496 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	8.398 months of the annual expenditure*	
[#] in terms of equivalent months of annual overall expenditure		
*exclude 3.876 months of the annual expenditure for net book value of annex building		

Details of expenditure for large-scale capital works, if any:

¹¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

(5) Appendix

Evaluation Report for Capacity Enhancement Grant for the School Year 2023 – 2024

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A bridging programme for Form 1 students of 2024 – 2025	<ul style="list-style-type: none"> To develop sense of belonging To get familiar with school setting and routines 	<ul style="list-style-type: none"> Ice-breaking activities Orienteering Mass games Language immersion activities 	August 2024	Coach and programme fee for service provider HK\$20,000	HK\$10,500.00	The bridging programme for Form 1 students of 2024 – 2025 was held in the morning on 30 August 2024. Both participating students and teachers had positive comments on orienteering, team building and language activities.
Teaching assistants	<ul style="list-style-type: none"> To prepare learning and teaching materials To create space for teachers for professional development 	<ul style="list-style-type: none"> To help design learning and teaching materials 	September 2023 to August 2024	Salary and anticipated adjustments \$546,147	HK\$416,270.98	Four teaching assistants were recruited and helped the clerical and support work of all subjects and daily school operation. Quality learning materials were provided to sustain a positive learning outcome. Timely support was given to daily school routine and subject-based activities.

Beginning Balance 1.9.2023

HK\$213,872.82

Provision in 2023-24

770 students x HK\$742 = HK\$571,340

Estimated Balance c/d as at 31 Aug 2024

HK\$358,441.84

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	STEAM Fun Days (Science Week) To promote STEAM Education and to arouse students' interest in general science and engineering	End of June 2024	F.1 – F.5	350	11,745.70	33.56	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
2	STEAM Workshops To develop students' skills and knowledge in STEAM related areas	Nov 2023 - Aug 2024	F.1 – F.6	280	13,620.29	48.64	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				

3	<p>Robotics Team Training To equip students with STEAM-related skills and knowledge and to inspire students with innovative solution and therefore nurture students’ creativity. A series of modularized training with a focus on STEAM skills and knowledge are provided to participants</p>	Nov 2023 - Aug 2024	F.1 – F.6	13	48,552.67	3,734.82	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
4	<p>Invention and investigation competitions To provide potential students inventors / researchers ample opportunities to apply their skills and knowledge in actualizing their ideas. A series of training with a focus on STEAM skills, scientific knowledge, product design, marketing and research skill are provided to participants</p>	Nov 2023 - Aug 2024	F.1 – F.5	26	48,803.26	1,877.05	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓
5	<p>Astronomy Club To promote general science through astronomy and to foster an appreciation of astronomy as a nature science. A series of lectures and hands-on activities are arranged. Students participate in local and non-local astronomy competitions</p>	Nov 2023 - Aug 2024	F.1 – F.6	26	21,043.50	809.37	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				

6	LEGO Spike Prime related competitions To engage students in critical thinking, data analysis, and prototyping creative hands-on solutions for complex problems with real-world relevance. A series of training are provided with a focus on promoting students' self-directed learning	Nov 2023 - Aug 2024	F.1 – F.5	12	44,004.25	3,667.02	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
7	ITP Team Training To develop students' skills and knowledge in computer or IT support related areas	Nov 2023 - Aug 2024	F.1 – F.6	21	49,950.00	2,378.57	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓
9	Sports Team Trainings, competitions and activities To stretch students' potential in sports domain and enhance students' physical development	Whole year	F.1 – F.6	417	971,661.09	2,330.12	E5	Physical Education	Satisfactory performance			✓		
10	Music Team trainings, competitions and activities To stretch students' potential in music domain and enhance students' aesthetic development	Whole year	F.1 – F.5	172	557,045.92	3,238.64	E5	Arts (Music)	Satisfactory performance			✓		
11	OLE To enrich students' school life	Jun – Jul 2024	F.1 – F.5	369	20,510.00	55.58	E1	Cross-Disciplinary (Others)	Satisfactory performance	✓	✓	✓	✓	✓
12	Interest Clubs To develop the interest of the students	Whole year	F.1 – F.5	91	26,481.27	291.00	E6	Cross-Disciplinary (Others)	Satisfactory performance			✓		

13	Picnic To enrich students' school life	Sep 2023	F.1 – F.6	760	52,697.80	69.34	E1	Cross-Disciplinary (Others)	Satisfactory performance		✓			
14	Concert To showcase students' talents	Post exam period	F.1 – F.6	200	205,828.70	1,029.14	E1	Aesthetic Education	Satisfactory performance			✓		
15	Performing Art Team Trainings To stretch students' potential in dance domain and enhance aesthetic development	Whole year	F.1 – F.5	22	93,896.50	4,268.02	E5	Aesthetic Education	Satisfactory performance			✓		
16	Sports Day To stretch students' potential in sports and enhance students' physical development	Jan 2024	F.1 – F.6	750	14,492.70	19.32	E1	Physical Education	Satisfactory performance			✓		
17	Swimming Gala To stretch students' potential in sports and enhance students' physical development	Dec 2023	F.1 – F.6	740	19,673.50	26.59	E1	Physical Education	Satisfactory performance			✓		
18	English Musical To showcase the musical talents of the students	Whole year	F.1 – F.5	35	156,000.00	4,457.14	E5	English	Satisfactory performance	✓	✓	✓		
19	English Debating Teams To develop the eloquence of the students	Whole year	F.1 – F.5	33	98,821.63	2,994.59	E5	English	Satisfactory performance	✓	✓	✓		
Sub-total of Item 1.1				4,344	2,454,828.78									

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	The IET/MATE Hong Kong Regional – Underwater Robot Challenge 2022 To excite, educate and empower students in generating engineering solutions to global problems. A series of competition-oriented training are provided	Nov 2023 - Aug 2024	F.1 – F.4	12	0.00	0.00	E3	Cross-Disciplinary (STEM)	Satisfactory performance	✓			✓
Sub-total of Item 1.2				12	0.00								
Expenses for Category 1				4,356	2,454,828.78								

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1.	Arduino Starter Kits and storage boxes	STEAM Teams Training and workshops	30,000.00
2.	LEGO Education SPIKE Prime Sets, Expansion Sets and storage	STEAM Teams Training and workshops	32,820.00
3.	Professional video broadcasting equipment	ITP Team Training	42,530.00
4.	Robotic Kits	IT-related Competition	40,241.00
5.	Drum set & accessories	Music Team Trainings	19,000.00
6.	Handbells (G3 to G7) & accessories	Music Team Trainings	87,228.00
7.	Hand pans & accessories	Music Team Trainings	73,200.00
8.	Music related software	Music Team Trainings	558.00
Expenses for Category 2			325,577.00
Expenses for Categories 1 & 2			2,780,405.78

Category 3: Number of Student Beneficiaries

Total number of students in the school:	770
Number of student beneficiaries:	770
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ha Tsz
Post of Contact Person for LWL:	Vice Principal

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2023/24 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$42,250.00
B	Expenditure in the Current School Year:	\$42,250.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$1,300.00
Full-grant under the School Textbook Assistance Scheme	63	\$37,134.86
Meeting the school-based financially needy criteria	6	\$3,815.14
TOTAL	72	(capped at 25% of the total allocation for the school year)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
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	Athletics Team	Physical Education	7	\$4,550.00		✓	✓		
2	Swimming Team	Physical Education	2	\$1,300		✓	✓		

² 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.

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
3	Fencing Team	Physical Education	2	\$1,300.00		✓	✓		
4	Cross Country Team	Physical Education	5	\$1,950.00		✓	✓		
5	Rope Skipping Team	Physical Education	3	\$1,950.00		✓	✓		
6	Boys Basketball Team	Physical Education	1	\$650.00		✓	✓		
7	Boys Football Team	Physical Education	2	\$1,300.00		✓	✓		
8	Boys Volleyball Team	Physical Education	4	\$2,600.00		✓	✓		
9	Boys Table Tennis Team	Physical Education	2	\$1,300.00		✓	✓		
10	Girls Badminton Team	Physical Education	5	\$3,250.00		✓	✓		
11	Girls Basketball Team	Physical Education	3	\$1,950.00		✓	✓		
12	Girls Volleyball Team	Physical Education	2	\$1,300.00		✓	✓		
13	Bagpipe Team	Arts (Music)	1	\$650.00		✓	✓		
14	Form 1 Handchimes Team	Arts (Music)	5	\$3,250.00		✓	✓		
15	Form 2 Handchimes Team	Arts (Music)	3	\$1,950.00		✓	✓		
16	Senior Handbell (Form 4 & Form 5 HB Team)	Arts (Music)	1	\$540.84		✓	✓		
17	Western Ensemble Team	Arts (Music)	1	\$650.00		✓	✓		
18	Saxophone Team	Arts (Music)	1	\$650.00		✓	✓		
19	African Dance	Arts (Others)	1	\$650.00		✓	✓		
20	Hip Hop Dance	Arts (Others)	1	\$514.29		✓	✓		✓
21	K-Pop Dance	Arts (Others)	1	\$600.00		✓	✓		✓
22	3D Printing and Drawing Club	Arts (Others)	1	\$583.33		✓	✓		✓

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
23	Magic Club	Arts (Others)	1	\$411.11		✓	✓		✓
24	Musical	Arts (Others)	1	\$650.00		✓	✓		
25	Astronomy Club	Cross-Disciplinary (STEM)	2	\$278.50	✓	✓			✓
26	Drone Workshop	Cross-Disciplinary (STEM)	3	\$1,950.00	✓	✓			✓
27	Invention and Investigation Competition	Cross-Disciplinary (STEM)	1	\$565.14	✓	✓			✓
28	LEGO Spike Pimae related competition	Cross-Disciplinary (STEM)	2	\$1,300.00	✓	✓			✓
29	Fieldwork-based question skill enhancement workshop	Geography	3	\$440.00	✓	✓			
30	Field Trip to Tuen Mun	Geography	1	\$380.00	✓	✓			
31	Debate	English	3	\$1,950.00	✓	✓			
32	Vocal Lessons	Arts (Music)	1	\$650.00			✓		
Expenses for Category 1			71	\$42,013.21					
2.	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
33	Basketball Training Camp	Physical Education	1	\$236.79		✓	✓		
Expenses for Category 2			1	\$236.79					
3.	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities								
Expenses for Category 3			0	\$0					
Total			72	\$42,250.00					

Contact Person for LWL

(Name & Post): Ha Tsz (Vice Principal)

二零二三/二四學年校本課後學習及支援計劃 校本津貼 - 活動報告表

學校名稱: 保良局顏寶鈴書院
 負責人姓名: 陳家涑 聯絡電話: 2462 3932

A. 校本津貼實際受惠學生人數 (人頭) 68 名 (包括 A. 領取綜援人數: 5 名, B. 學生資助計劃全額津貼人數: 56 名及 C. 學校使用酌情權而受惠的 清貧學生人數: 7 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支 (\$)	評估方法 (例如:測驗、問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註 (例如:學生的學習及情意成果)
	A	B	C						
朗誦節(英文朗誦)	5	13	7	100%	20/11/2023 - 20/12/2023	\$22,310	比賽的分數及成績	香港學校音樂及朗誦協會	參賽學生得到獎項包括六個冠軍、五個亞軍、十三個季軍、七十九個優良獎及十七個良好獎
朗誦節(中文朗誦)	0	5	0	100%	20/11/2023 - 20/12/2023	\$4,650	比賽的分數及成績	香港學校音樂及朗誦協會	參賽隊伍得到獎項包括一個冠軍、三個亞軍及三個季軍
校際朗誦節(音樂)	0	0	0	100%	1/9/2023- 30/6/2024	\$8,590	比賽的分數及成績	香港學校音樂及朗誦協會	參賽隊伍得到獎項包括第一名、第二名、第三名、榮譽獎、優異獎及表現良好獎
華夏盃晉級賽	0	0	0	100%	10/3/2024	\$480	比賽的分數及成績	/	參賽隊伍得到獎項包括一個三等獎、四個二等獎及一個一等獎
華夏盃總決賽	0	0	0	100%	12/5/2024	\$760	比賽的分數及成績	/	參賽隊伍得到獎項包括三個三等獎、一個二等獎及一個一等獎

AIMO 香港晉級賽	0	0	0	100%	7/4/2024	\$450	比賽的分數及成績	/	參賽隊伍得到獎項包括五個銀獎、兩個銅獎及一個金獎
AIMO 香港決賽	0	0	0	100%	28/7/2024	\$750	比賽的分數及成績	/	參賽隊伍得到獎項包括一個優異獎、兩個銅獎及一個金
TIMO 晉級賽	0	0	0	100%	26/11/2023	\$450	比賽的分數及成績	/	/
大灣盃 晉級賽	0	0	0	100%	28/1/2024	\$450	比賽的分數及成績	/	參賽隊伍得到獎項包括一個三等獎及一個二等獎
HKIMO 晉級賽	0	0	0	100%	12/5/2024	\$450	比賽的分數及成績	/	/
2024 世界學者杯競賽 (World Scholar's Cup 2024)	0	0	0	100%	11/2023-8/2024	香港賽: \$@1,000 國際賽: \$@13,000 冠軍賽: \$@38,064 總計: \$380,640 + \$208,000 + \$18,000 = \$606,640	1. 參與學生數目 2. 能晉升的隊伍數目 3. 比賽成績	World Scholar's Cup	1. 十名學生出席 2023 冠軍賽 2. 十八名學生參與 2024 香港賽 3. 十六名學生晉級 2024 國際賽 4. 參賽隊伍得到獎項包項二十個金獎及四十六個銀獎
學校隊伍相關訓練 (音樂及體育) (School Teams Training) (Music and PE)	0	34	0	100%	1/9/2023-31/7/2024	\$881,208	1. 參與學生數目 2. 出席率	/	/
學科活動 (物理及地理) (Academic Activity) (Physics and Geography)	0	4	0	100%	1/9/2023-31/7/2024	\$29,465	1. 參與學生數目 2. 出席率	/	/

活動項目總數： <u>11</u>					
@學生人次	5	56	7		
**總學生人次	68			總開支	\$1,556,653

備註:*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C) 的總和

合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧	✓					
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感	✓					
個人及社交發展						
f) 學生的自尊	✓					
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧	✓					
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度	✓					
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感		✓				
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體觀感		✓				

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃(請說明原因：_____)
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：_____

E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？

(可選擇是否填寫)

運用推廣閱讀津貼報告書

2023-2024 學年

1. 目標檢討：(例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。)

- 本年度圖書館邀請各科老師推介新書，提供優質的中文及英文電子書籍予同學借閱，涵蓋不同題材及科目。另外，繼續使用圖書館IG平台及增設的智能圖書機展出新書，成效令人鼓舞，本年的借閱量為7915次，與去年相比增幅接近一倍，可見同學重視深度閱讀，營建閱讀氛圍。
- 修讀IB課程的同學繼續在老師指導下使用“Gale in Context & Gale School Package”，今年更增加“Pressreader”及“SCMP digital paper”平台，同學在搜集資料的過程中能夠閱讀不同篇章及期刊，更可以透過電子閱讀認識不同課題，配合學校「自學文化」，開闊眼界。
- 於學校開放日，舉辦了圖書活動之線裝書工作坊，共兩場，反應熱烈，兩節均超額報名，師生家長一致投入手作，甚有口碑。

2. 策略檢討：(例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。)

- 本年度繼續使用圖書館IG平台，「跨學科合作」，各科合力推廣閱讀，購置新書，希望照顧年青人口味，由圖書館定時展出「老師推介好書」，亦在IG上展示，雙管齊下，成效顯著，推廣期間學科新書借閱量皆有提升。
- 建議下年度，可籌辦不同活動推廣電子閱讀、參加閱讀擂台賽 (Battle of Books)、舉辦作家講座、購書和書展活動等。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	\$28,306.75
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	\$6,461.40
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input checked="" type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	\$36,024.17
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：Gale in Context & Gale School Package”、“Pressreader”及 “SCMP digital paper”	
	總計	\$70,792.32

* 請以選或以文字說明。

保良局顏寶鈴書院
公民與社會發展科
「公民與社會發展科津貼」運用報告 (2023 – 2024)

本校已運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源 <ul style="list-style-type: none"> ● 採購流動應用程式促進學與教效能 ● 採購多媒體及電子教學材料 (例如：參考書、刊物、多媒體及電子教學材料等) 	8,081.95
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動 <ul style="list-style-type: none"> ● 資助學生參與考察活動交流的費用 ● 資助非華語學生參加內地考察的申請簽證費用 ● 資助教師參與內地教學交流的費用 	50,276
iii.	舉辦和公民科課程相關的校本學習活動 <ul style="list-style-type: none"> ● 支付舉辦校本學習活動的費用 (例如：材料費、教學材料等) 	2,062
iv.	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的聯校／跨課程活動 <ul style="list-style-type: none"> ● 支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費用 (例如：參與比賽、體驗學習的報名費、交通費和住宿費用) 	4,800
v.	其他 (請註明)：／	／
	總開支金額	65,219.95
	津貼餘款	234,780.05

Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2023/24 school year

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
iGEM Competiion	<ul style="list-style-type: none"> To provide high achievers ample opportunities to learn university level Biology content To showcase their invented Biology product/finding to experts from different countries by participating in this most renowned international Biology competition. 	<ul style="list-style-type: none"> 6 Form 4-5 students Nominated by Biology Department 	95.5 hours from Nov 2023 to Aug 2024	<ul style="list-style-type: none"> Research report at the end of the course Participation in the iGEM competition 	<ul style="list-style-type: none"> The programme was commissioned to Biology Research Advisor with Mr. KL CHAN as the co-ordinator. The attendance of students was 100% and they completed the research topic “Production of liamocin oil by engineered yeast”. The competition will be held in Nov 2024. 	Expenditure in 2324: HKD625 per hour x 95.5 hours = HKD59,687.5 (coach fee)
Training course for preparing students for Hong Kong Physics Olympiad	<ul style="list-style-type: none"> To provide advanced level Physics course for students 	<ul style="list-style-type: none"> 10 F.4 students Recommended by Physics Department based on students’ ability and interest 	9 months from September 2023 to May 2024	<ul style="list-style-type: none"> One assignment per lesson 	<ul style="list-style-type: none"> Students were generally well prepared for the competition The training course was originally scheduled on Mondays from September 2023 onwards. However, due to public holidays, bad weather conditions and clashes with other school activities, the syllabus could not be fully covered. The missing parts were covered by online lessons conducted by the coach. To have proper quality control, the online lessons were recorded and reviewed by teacher-in-charge regularly. More students could be invited for joining the training. The content covered could serve as a good enhancement resource. 	Expenditure in 2324: HKD350 per hour x 34.5 hours = HKD12,075 (coach fee)

Evaluation Report for
DLG – Other Languages French for the 2023/24 school year

DLG funded programme	Objective(s)	Target students	Online resources and books purchased	Duration	Deliverable	Evaluation of student learning / success indicators	Expenditure
Other Languages: French For Senior Forms	<ul style="list-style-type: none"> To develop students' ability to understand French from a variety of registers and to enable them to communicate confidently and clearly in the targeted language To arouse and cultivate students' interest in French culture in France and other French speaking countries 	F.4-6 students	The French department utilized the grant to hire teaching assistants and purchase some online learning resources and reference books in order to nurture students' reading culture and active learning ethos.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> Teaching materials (online resources, textbook, magazines, novels, etc.) Books selected were regularly used in daily teaching. It completed and reinforced the grammar part and different activities offered within the syllabus. In general, to cope with learners' diversity and stretch learners' abilities, tailored made French books to learners of different levels were ordered as well. Teaching assistant helped the preparation of different French language activities. 	Students' academic performance	<p>Teaching materials HK3,878.5</p> <p>Teaching assistant HK64,921.5</p>