

Po Leung Kuk Laws Foundation College



School Report 2020-2021

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Appendix 1: Principal's Professional Development

A. Our Belief

We strongly believe that,

- The overall aims of education for the 21st Century should be to enable every person to attain all-round development and to be capable of life-long learning.
- Our priority should be to enable students to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.
- ‘Developing Information Technology in Education’ and ‘Cultivating Students’ Multiple Intelligence’ should be the two major directions of our curriculum development that aims to cultivate the following generic skills, including self-learning skills, creative thinking skill, communication skill, collaboration skill and problem solving skill.
- All students are unique and their potential and multiple intelligence can be fully developed if ample opportunities are duly provided.
- The development of student’s multiple intelligence helps to strengthen their confidence and to bring out their giftedness.

B. Our Mission

We commit ourselves....

To create a loving and harmonious learning environment which helps students to,

- develop self-esteem and optimism;
- pursue knowledge and truths, accept multi-cultures and have a world vision;
- think creatively and cope with changes;
- undertake the responsibility to the family and individuals; and serve the community;
- better understand Chinese history and culture; be concerned with the development of our country.

We strive....

- For creating a professional environment to,
 - encourage professional collaboration and cultivate the culture of quality assurance;
 - make good use of educational researches to enhance teaching and learning, and also to promote teachers' professional development;

- facilitate an innovative curriculum development in response to the needs of students and social changes.

- For developing an effective partnership network among the school, students' families and the community towards the accomplishment of the vision of 'all-round development for students'.

C. Our School

1. Introduction of the school

Po Leung Kuk Laws Foundation College was founded in 2004. It is a Direct subsidy co-educational Anglo-Chinese secondary School managed by Po Leung Kuk.

Core curriculum

Our school curriculum, structured to maintain both breadth and balance, is designed to cater for students' different needs, abilities and interests. The 8 key Learning Areas advocated by the Curriculum Development Council will form the backbone of school curriculum. A strong emphasis on 'language has a central role in learning' and 'a coherent, progressive and diversified career oriented and whole-person development curriculum for senior secondary students' serves to ensure a smooth transition from primary to secondary and to prepare students for lifelong learning and for career development.

The core of our Junior Secondary Curriculum consists of thirteen subjects, i.e. Chinese Language, English, Mathematics, Integrated Science, Biotechnology, Integrated Humanities, Chinese History, Computer and Information Technology, Technology & Living, Music, Visual Arts, Physical Education and Life Education.

The core of our Senior Secondary Levels consists of 4 subjects, i.e. Chinese Language, English, Mathematics and Liberal Studies. Moreover, our school offers Mathematics 2, Physics, Chemistry, Biology, Combined Science, BAFS, Economics, Chinese Literature, Geography, Information and Communication Technology, Technology and Living Visual Arts, Music and Chinese History as electives.

Language permeates the whole curriculum both as the vehicle for learning and as an object of study in its own right. English is the teaching medium for our formal curriculum

except Chinese Language, Chinese History; while Putonghua is the teaching medium of the said two subjects.

A Rich Language Environment

As language is the tool to all learning, accessibility and enjoyment are of utmost importance. Language progression is vastly cultivated in our school through many ways:

- implementing morning and lunch reading sessions
- integrating debate, drama and literature elements into the language curricula
- organizing activities such as exchange programmes with overseas schools
- hosting inter-house drama, debate and public speaking contests
- inviting international artists, athletes and professionals from around the globe to give talks and exchange with our students, which helps raise literacy standards by providing pupils with rich learning experiences

House system and Student Council

The school is divided into four Houses: Red, Yellow, Blue and Green to promote a positive attitude, fair play and sportsmanship.

- Students can represent their houses to compete in inter-house competitions and to develop a sense of team and belonging.
- It is also an alternative platform to expand students' social circles and foster friendships.
- Teachers are also allocated to different houses and they act as mentors to facilitate whole-person development.

Student Council, founded since 2007, was formed to grant students authorities, obligations and rights to help build a good school environment. We believe that students, as one of the owners of this school, should be given autonomy and responsibility to voice out, participate and manage. We believe that a better learning atmosphere, a sense of belonging and a spirit of democracy should be built and exercised with substantial enthusiasm and cooperation among teachers and students.

Facilities

We have a millennium school campus of about 7,000 square metres. With the school-wide optical fibre network, wireless network and 532 UTP network points, all classrooms, science laboratories and special rooms are connected to the Internet and equipped with computers, portable devices, projectors, visualizers, screen mirroring devices and cloud servers to facilitate teaching and learning into IT education.

To promote e-learning and STEM education, new facilities such as 3D printing and VR technologies are provided to arouse students' interest in learning and engage them with more "hands-on" investigations.

The DiagCor Biotechnology Laboratory, Law Cheuk Ecology Laboratory, Integrated Science Laboratory, Physics Laboratory, Chemistry Laboratory, Biology Laboratory, Fashion and Textile Room and Innovative Cookery Room offer a better learning environment for experiments and practical lessons.

Workstations are set up in Lau Chan Siu Po Library to provide opportunities for independent studies as well as collaborative small group learning.

The 2 computer rooms equipped with Multi-Media Learning Centre (MMLC) facilities are available for students to use during lunch time and after school.

Large-scale lectures and video conferences can be held at the Lecture Theatre.

New Annex—A New Chapter Begins

The construction of the New Annex was commissioned in 2013 for the enhancement of the school's facilities. It was designed to provide a range of new facilities and the building program was distributed across 5 storeys. The swimming pool hall is a double-volume space located on G/F and 1/F; classrooms and staff facilities are on 2/F and 3/F; a fitness centre and a multi-purpose studio are 4/F; and a rooftop basketball court is on 5/F.

Swimming Pool Hall

The design of the swimming pool hall evolved around the concept of translating the fluidity of water into aesthetic expressions. The movement of water was translated into curvatures which were then incorporated into the curved ceiling design. The pool can enhance the curriculum development of physical education and inquiry-based learning across subjects.

Fitness Centre

From the latest models of treadmills to the best resistance-training machines, students are exposed to a new world of physical education, so that a habit of healthy living and fitness training can be instilled in our students.

Multi-media Studio

The multi-media studio supports the curriculum development of Music and Information Technology and Communication. More opportunities will be enabled for students to pursue excellence in Music. From string orchestra to brass band to orchestra, students are exposed to diversified music learning experience. In addition, the studio provides a platform for students to work together where STEM education can be facilitated.

Cantilevered Basketball Court

The basketball court was re-provided on the rooftop of the new annex and cantilevered beyond the floors for a more generous sports-ground. Because of its elevated height, the view is also broadened, creating a sense of openness.

Class Structure

A symmetrical class structure from S1 to S6 is adopted where there are 5 classes in each form, amounting to 30 classes in total.

Block-timetabling Arrangements

The implementation of the block-timetabling system enables senior form students to select any electives from all streams. Without the boundary of streaming, students can maximize the combination of elective subject choices.

School Advisors

Panel of School Advisors - Partnerships for Growth

Strategic direction and policy environment

- Professor Allan David WALKER (Dean, Faculty of Education and Human Development, Hong Kong Institute of Education)

Teaching, learning and curriculum - Biotechnology

- Professor Yuk-Lam LO (Honourary Life Chairman, Hong Kong Biotechnology Association, President, PerkinElmer Life and Analytical Sciences)
- Professor Kwok-Fai SO (Chair Professor and Jessie Ho Professor in Neuroscience, Department of Anatomy, Faculty of Medicine, The University of Hong Kong)
- Professor Ken Kin-Lam YUNG (Professor, Department of Biology, Hong Kong Baptist University)
- Dr. Raymond Chuen-Chung CHANG (Associate Professor, School of Biomedical Science, Faculty of Medicine, The University of Hong Kong)

Principal and teacher growth and development

- Professor Ho-Ming Ng (Associate Professor, Faculty of Education, The University of
Hong Kong)

Arts Education

Arts Education – contributing to whole person development

As a ‘through-train’ secondary school, we strive to build on the excellent achievement of our affiliated primary school, Po Leung Kuk Luk Hing To Primary School, winner of the Outstanding School Award 2001 and the Outstanding Arts Education Award in 2000 and 2003 respectively.

The two streams of our Arts Education, Music and Visual Arts, will play an important role for developing students’ creativity and contributing to their whole-person development.

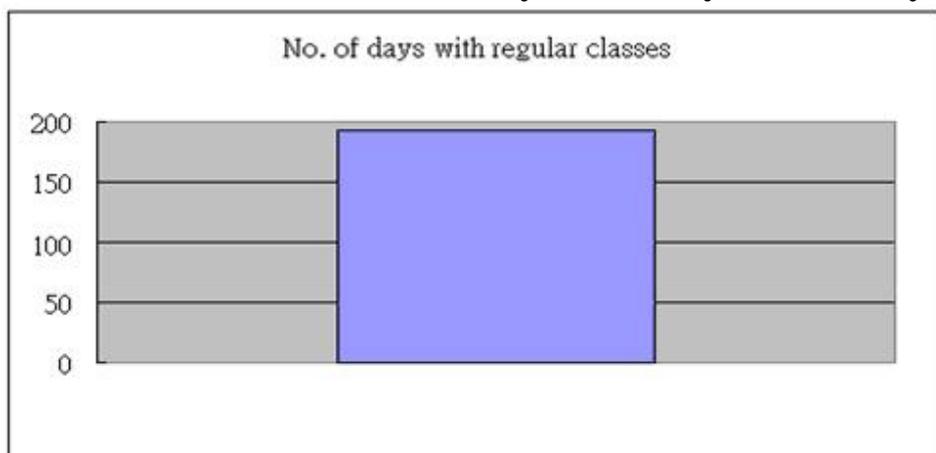
Our music education is not mandated for the small number of Music talents but to all our students. We encourage all our students to gain rich and comprehensive music experiences through participating in integrated activities of creating, performing and listening; to develop music skills, construct knowledge in music, and cultivate positive values and attitudes.

Our Visual Arts curriculum aims to broaden students’ perspectives through exploring arts and cultures.

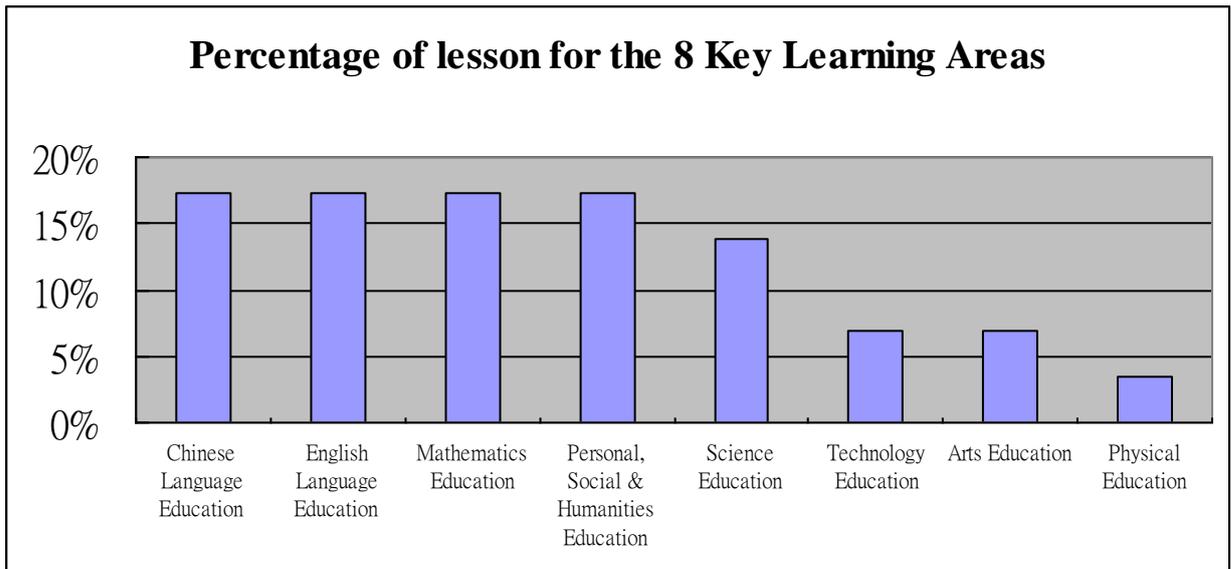
2. School Incorporated Management Committee

Our Incorporated Management Committee has been formed since June 2008. There are altogether 14 registered School Managers, which consist of 2 Teacher Managers, 1 alumni manager and 2 Parent Managers, covenants to conduct the school in an efficient and proper manner and in accordance with the Education Ordinance, Hong Kong Special Administrative Region.

3. Number of Active School Days – 192 Days (Secondary 1 – Secondary 6)



4. Lesson Time for the 8 Key Learning Areas

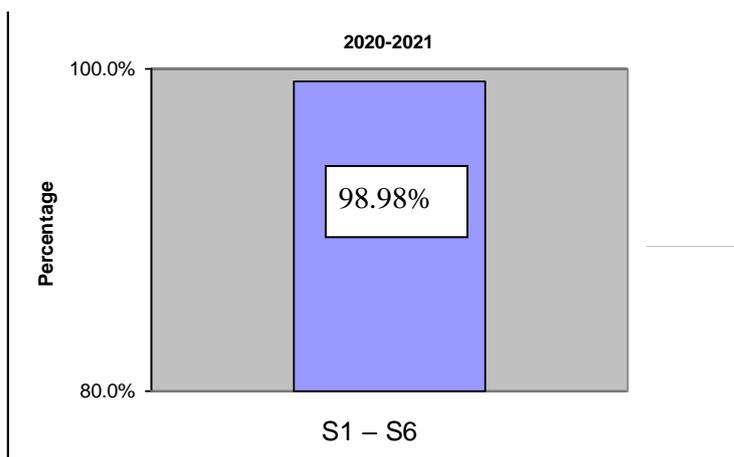


D. Our Student

1. Class Organization (2020/2021)

| Level: | S1 | S2 | S3 | S4 | S5 | S6 |
|------------------|-----|-----|-----|-----|-----|-----|
| No. of Classes: | 5 | 5 | 5 | 5 | 5 | 5 |
| Total Enrolment: | 193 | 185 | 176 | 164 | 107 | 107 |

2. Students' Attendance



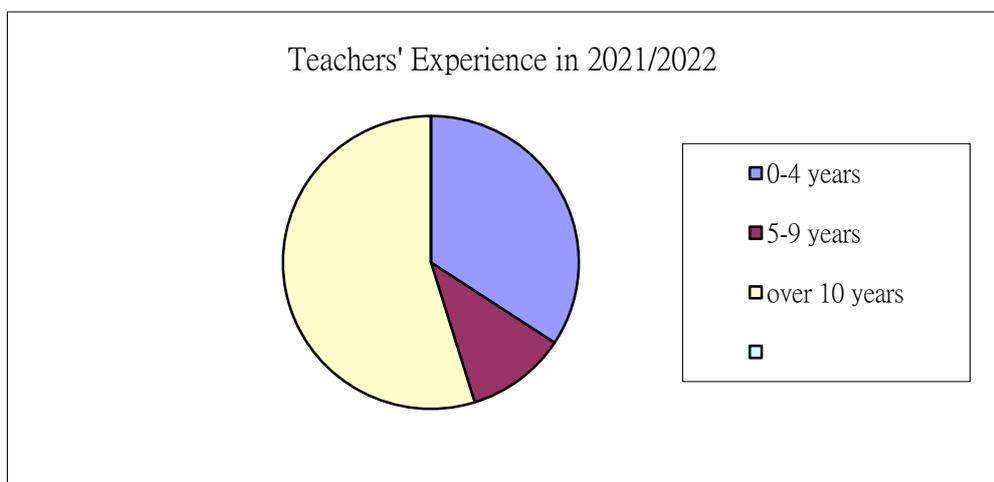
E. Our Teachers

1. Teachers' Qualifications

There were 70 regular teachers (including 1 NET), 6 teaching assistants, 2 social worker, 1 school counselor, 3 laboratory technicians, 2 information technology technician, 4 secretaries, 1 accountant, and 7 full-time janitors. The teachers' qualifications were shown below:

| Qualifications | No.(Percentage) |
|---|-----------------|
| Doctoral Degree | 2 (3%) |
| Master Degree | 38(58%) |
| Bachelor Degree | 70 (100%) |
| English Teachers meeting Language Proficiency Requirement | 12 (100%) |
| Putonghua Teachers meeting Language Proficiency Requirement | 12 (100%) |
| Total number of teaching staff | 70 |

2. Teachers' Experience



3. Principal's Professional Development 2020/21 – 133 hours

* Please also refer to Appendix 1.

F. Achievements and Reflection on Major Concerns

Major concern 1: To further enhance students' engagement in learning

Achievements

- To promote students' learning outcomes through online learning and to engage students in various learning experiences in which students' potentials and interests can be maximized by diverse learning platforms

In the academic year of 2020/2021, different arrangements of face-to-face and online lessons were adopted for the greatest benefits of students' learning and health precaution against COVID-19 pandemic. With rich experience and a strong foundation in organizing online lessons in 2019/2020, our teachers continued developing their learning and teaching materials and fine-tuning our school's centralized systems for online classrooms in the first school term. This preparation of online learning platforms successfully promoted the smooth transition from face-to-face classes to online classrooms when the serious outbreak of COVID-19 occurred in late November 2020. All of our students and teachers were actively engaged in learning and teaching through two platforms: Google Meet for online lessons and Google Classroom for after-school learning and assessments. To promote self-assessment among students, Google Form was adopted in every subject and it became a usual strategy to assess students' learning in both online and face-to-face lessons. A comprehensive evaluation on online learning was done by the School Academic Board after the first school term. The exercise studied the administration of online lessons, effectiveness of students' learning, class-based strategies and subject-based pedagogies applied in online classrooms and teachers' professional needs on promoting students' engagement in online learning. The evaluation report indicated that our teachers have professionally built up effective teaching practices to engage students in pre-lesson, in-class and post-lesson activities while students' learning effectiveness was shown to be higher in face-to-face lessons. During the period of suspension of face-to-face classes, our teachers also made good use of the learning platforms to organize enrichment programs for students such as subject remedial classes and online consultation days of senior secondary subject selection. On 8 March 2021, our school became one of the pioneer schools to resume half-day face-to-face classes as our teachers and staff were able to get regular COVID-19 virus tests. This arrangement significantly helped our students resume learning activities in the school. Some gifted programs such as a new course about drug discovery for scientifically gifted students can also be resumed in the half-day face-to-face lesson timetable. This course was a newly developed programme supported by Po Leung Kuk Lee Shu Fook Educational Fund for Science and Technology. To maximize students' potentials and interests in diverse learning areas, some new projects in collaboration with external parties were initiated. Ocean Park Conservation Foundation and our school worked on two projects (impacts of marine plastic wastes and dolphin's brain development) in which our students can learn and experience dolphin dissection (Date of activities: 13 November 2020, 24 November 2020, 9 April 2021, 30 April 2021, 14 May 2021 and 28-30 May 2021). Another project collaborated with The Education University of Hong Kong was the environmental DNA (eDNA) study in which students learnt how to collect environmental samples and did advanced experiments on DNA analysis. To celebrate the success of space exploration scientists of our country, our school was invited to produce a video integrating the recent and future development of space science and our space science project carried onboard Tiangong-2 in 2015 and 2016. To provide more diverse learning opportunities for our students, our school continued developing four innovative curricula supported by the Quality Education Fund. The fitness training and archery curriculum were integrated into our whole-school Physical Education curriculum. The aerospace programme was developed as both foundation course and enrichment training for students. The stem cell science curriculum was

integrated into our school-based biotechnology curriculum while practical skills to do stem cell culture were being obtained. These four innovative curricula play an important role in enriching students' learning interests and experiences. With the support and enrichment by various learning programmes in our school, many of our students demonstrated outstanding performance in inter-school events. Four students were awarded Sai Kung District Outstanding Students Award. Twenty-five students got the second runner up, Silver award and Bronze award in the 73rd Hong Kong Schools Music Festival. Fifteen students were awarded the first, second and third place in the Hong Kong Schools Speech Festival. Three students obtained the winner positions of Harvard Book Prize. Two students got significant prizes (Honourable Mention and Silver Award) in Hong Kong Olympiad in Informatics. Another award that deserved to be highlighted was Hong Kong Outstanding Students Awards in which one of our students received the finalist position.

With the continuous development of various learning groups, remedial classes and gifted education programmes, our strategies to support learners of different potentials and abilities were successful as demonstrated by our outstanding HKDSE results in 2021:

- Percentage of students obtaining Level 2 or above was higher than the corresponding percentage of Hong Kong's average of all candidates (Day Schools) in the following subjects: Chinese Language, English Language, Mathematics, Mathematics Extended Module 2, Liberal Studies, Biology, Business, Accounting and Financial Studies (Accounting) (BAFS), Chemistry, Chinese History, Economics, Geography, Combined Science, Information and Communication Technology (ICT), Physics, Technology and Living (Food Science and Technology) and Visual Arts;
- Percentage of students obtaining Level 5*/5**/5*** was higher than the corresponding percentage of Hong Kong's average of all candidates (Day Schools) in the following subjects: English Language, Mathematics, Mathematics Extended Module 2, Biology, BAFS, Chemistry, Chinese History, Economics, ICT, Physics and Visual Arts; and
- In HKDSE 2021, there were 6 students obtaining two or more 5*/5** or 30 marks or more in best 6 subjects.

Reflection

In 2019/2020 and 2020/2021, the opportunity to develop of online learning platforms which can be continued to support face-to-face classes was presented. With that being said, some learning activities were disturbed by COVID-19 pandemic and it was widely agreed that face-to-face lessons play a more important role in students' learning and growth when compared to online learning. Thus, to resume students' engagement in learning, it would be an important strategy to motivate students to maximize their potentials through various types of learning events. Besides, to enrich students' knowledge and positive attitude in national security, our school should strengthen the curriculum development for national security education.

Major concern 2: To promote teachers' engagement for enhancing the quality of learning and teaching

Achievements

- To promote teachers' capacity for quality teaching and to strengthen curriculum development

In the academic year of 2020/2021, our regular staff development periods on Fridays were carried out normally to promote teachers, subject departments and school's capacities in teaching profession. To further support the development of online learning and teaching materials, subject teachers utilized other afternoon periods to do co-planning and lesson preparation. To assure the quality of subjects' co-planning, a centralized system was utilized to record the foci of the co-planning. The number of department-based staff development periods for co-planning and

meetings can be maintained at a similar number as in previous academic years while school suspension and class suspension occurred in some months in 2020/2021. Teachers' lesson observation exercise was enforced to promote teachers' communities related to teaching profession. In 2020/2021, there were 353 lessons being observed while lessons in several months were conducted through the online mode. To provide teachers for constructive trainings on students' emotions, special educational needs and cyber risks, our counselling team of teachers together with external parties organized several on-site workshops at our school on 19 March, 26 March, 7 May and 14 May 2021 and online programme on 22 January 2021.

In addition to school-based professional development programmes, our teachers were encouraged to enrich themselves with the trainings especially on the area of national security education provided by the Education Bureau. Over half of our teachers completed to attend a seminar or course related to the Basic Law and National Security Education (as of 20 May 2021). The total number of hours that our teachers attended outside courses organized by the Education Bureau or other parties was 2,885 hours, indicating that our teachers actively engaged in professional development of learning and teaching.

To further develop the four projects funded by the Quality Education Fund (QEF), a pilot team of QEF projects was formed. The members of the team were the core members of each of the QEF projects. The objective of the team was to manage the administrative procedures of the QEF applications and reports and more importantly to organize training programmes for teachers so that the capacities of teachers who can support the projects could be strengthened. In the academic year of 2020/2021, a systematic Archery Instructor course for our teachers was held. Two staff development sessions were arranged for teachers to participate in archery activities on 28 May and 4 June 2021. Several fitness workshops were also held for our teachers to engage them in understanding how our student athletes received fitness training in the school.

In general, our school have enforced different mechanisms to assure the quality of teaching and learning and promote teachers' learning communities. To promote school development, teachers' engagement was enhanced by our well-established staff development periods and cross-subject committees' meetings and workshops.

Reflection

To further develop teachers' learning communities, new teachers' induction programme has to be renewed and more elements on teachers' professional learning should be included. To strengthen teachers' awareness and understanding on nurturing students as good law-abiding citizens, it is important to encourage teachers to receive training regarding Constitution and the Basic Law and National Security Education. Teachers' peer lesson observation exercise and co-planning would still be the core parts of staff development on quality teaching and learning in academic areas.

Major concern 3: To further nurture a positive school culture and school norm through Other Learning Experiences and ECA.

3.1 To develop self-discipline and sense of responsibility by promoting moral values and positive reinforcement

Strategies proposed:

i. S1 Orientation Camp

To develop self-discipline and sense of responsibility, moral values like respect, and caring were promoted through a formed-based activity - S1 Orientation camp. In the camp, our S1 students were required to stay overnight. They had to learn how to take good care of themselves, listen to teachers' instructions and exercise self-discipline and politeness. This camp was a good approach for our pastoral care teachers to build up mutual trust with our students. However, due to the COVID-19 pandemic, this year's camp was cancelled. Instead an online platform was set up for conduct the orientation by class teachers.

ii. To initiate an award scheme for good behavior

In order to promote and maintain the good behavior of our students, we set up awards for good learning attitudes during online lessons including good punctuality, good appearance, best conduct award and also outstanding achievements in different aspects. Trophies and snacks were awarded during the class teacher period instead of the morning assembly to avoid mass gatherings during the pandemic.

iii. To provide training and sharing for the committees of Student Councils, Houses, Prefects, Scouts & Librarians

Two sessions per month were organized for Prefect Team (we have no Student Council and Scout this year) with a view to enhancing their leadership skills and knowledge. Also, a half-day activity was organized in July. However, the prefect orientation camp was cancelled for the safety concern.

3.2 To create a school culture of Gratitude & Appreciation

Strategies proposed:

i. To launch a series of elderly visit program

We changed the visit to an online volunteer program organized by our social workers. Our students showed great interest in this kind of activity which the value of 'love and care' was promoted. Also, an inclusion activity named 三保樂同行 was organized in July and 30 students in our school joined the event.

ii. To promote the culture of gratitude & appreciation in morning assemblies

A web page was created to share materials and personal sharing articles on gratitude. And we invited some students to comments after they read the materials.

3.3 To provide counselling for students on how to handle problems from their family, learning, emotion and interpersonal relationship

Strategies proposed:

- i. To organize regular counselling sessions for students suffering from academic stress, inter-personal relationship, anxiety, etc.

After the resumption of school, we organized counselling sessions for our students at recess and after school instead of during lunch time. Different programs such as 腦潛能計劃 were also launched in June .

- ii. To set up a task force “Team Challenge” to assist students with low self-esteem and unsatisfactory behavior through adventure-based activities
The adventure-based activity was cancelled due to the COVID-19.

Achievement-- To build up awarding scheme for good behavior

Positive reinforcement is important in our school, especially due to the “online” mode of schooling. We successfully set up a merit award scheme for outstanding learning attitudes during online lessons and the attendance rate was improved significantly. More than half of our students attained this award. Moreover, more discussion selecting the students with Best Conduct Award was conducted in our conduct meetings with the aim of highlighting role models in our school. A series of awarding items were successfully set up this year.

Reflection

Suffering from the lack of face to face interaction due to COVID-19, we have paid special attention to the following aspects:

- 1) Student disciplinary problem— It has been worsening since the start of online lessons. Due to online lessons, students have lost control of their daily routine which results in problems like being late and being absence emerging more frequently in September. We have therefore suggested implementing more disciplinary reminders and awards for good behavior at the beginning of school term.
- 2) Teacher-student relationship— As there are fewer outdoor activities and ECA activities this year, the opportunities of building the relationship between teachers and students has been diminished. However, students’ leisure time in our school is also one of our concerns, as such, we suggest starting some of the ECA during the summer holiday.

G. Our Learning and Teaching and Other Learning Experiences

Learning and Teaching

In the course of designing the NSS curriculum, the school conducted surveys with S3 students in order to know the preference in subject selection. Based on the findings, the curriculum was worked out to meet the needs of students.

| Core Subjects | Elective Subjects | Other Learning Experience |
|--|--|---|
| Chinese Language English Language Mathematics Liberal Studies | 2 to 3 electives including Applied Learning. Chinese Literature, Chinese History, Economics, Geography, BAFS, Information and Communication Technology, Technology and Living, Music, Visual Arts, Physics, Chemistry, Biology. | Moral and Civic Education Community Services Career-related Experiences Aesthetic development Physical Development (Including Physical Education lessons for Senior form students) |

Moreover, different committees were established in order to further strengthen the learning and teaching of the school and stretch the potential of our students.

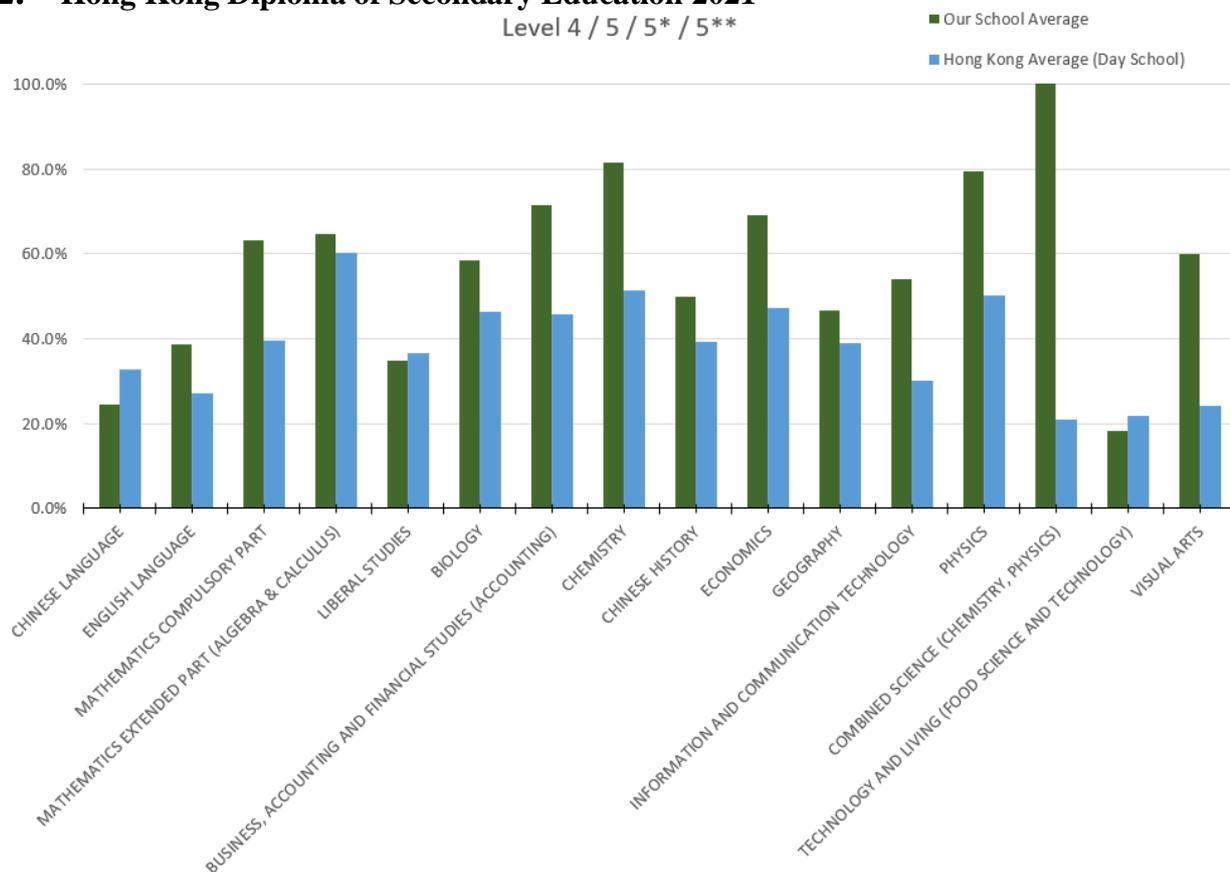
| Committees |
|---|
| Academic |
| Career and Life Planning |
| Gifted Education |
| Staff Development |
| Junior and Senior Forms Learning Support Team |
| School-self Evaluation |
| Examination |
| STEM |
| Discipline and Counseling |
| Moral & Civic Education |
| Extra-curricular Activities |
| Exchange Programme |
| Other-learning Experiences |
| Green School |

H. Performance of Students

1. Hong Kong Attainment Test (S1A) 2020

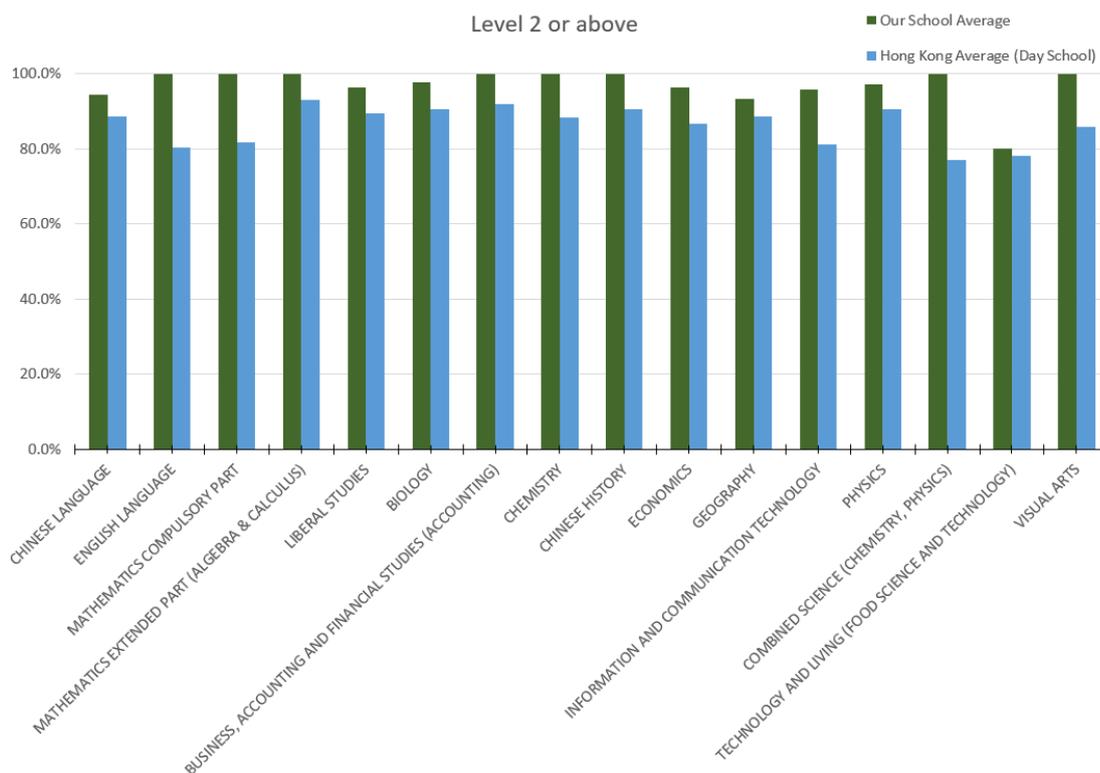
It was cancelled due to Covid-19.

2. Hong Kong Diploma of Secondary Education 2021



Subjects attaining more 5/5*/5 than Hong Kong Average:**

English Language, Mathematics, Mathematics Extended Part (Algebra & Calculus), Biology, BAFS, Chemistry, Chinese History, Economics, ICT, Physics and Visual Arts.



3. Scholarships

3.1 The Academic Scholarship and the Fee Remission are granted through the deduction of the Tuition Fee, the total amount that any of our students can get should not exceed the total Tuition Fee for that year.

| S1 -S3 Academic Scholarships | |
|------------------------------|-------------|
| Rank in the level | Scholarship |
| 1 - 3 | 100% |
| 4 - 6 | 50% |
| 7 - 10 | 25% |
| 11 - 25 | 20% |

| S1 - S2 Subject Scholarships | | |
|--|-------------------|-------------|
| Subject | Rank in the level | Scholarship |
| Chinese | Top 3 | \$1000 each |
| English | Top 3 | \$1000 each |
| Mathematics | Top 3 | \$1000 each |
| Science (Integrated Science + Biotechnology) | Top 3 | \$1000 each |
| Social Science (Integrated Humanities + Chinese History) | Top 3 | \$1000 each |
| Technology Education (ICT + T&L) | Top 3 | \$1000 each |

| S3 Subject Scholarships | | |
|--|-------------------|-------------|
| Subject | Rank in the level | Scholarship |
| Chinese | Top 3 | \$1000 each |
| English | Top 3 | \$1000 each |
| Mathematics | Top 3 | \$1000 each |
| Science (Physics + Chemistry + Biology + Biotechnology) | Top 3 | \$1000 each |
| Social Science (Integrated Humanities + Chinese History + Economics + Geography) | Top 3 | \$1000 each |
| Technology Education (ICT + T&L + BAFS) | Top 3 | \$1000 each |

| New Senior Secondary S4 – S6 Subject Scholarships | | |
|--|-------------------|-------------|
| Subject | Rank in the level | Scholarship |
| Chinese | Top 3 | \$1000 each |
| English | Top 3 | \$1000 each |
| Mathematics | Top 3 | \$1000 each |
| Liberal Studies | Top 3 | \$1000 each |
| Mathematics (Module 2) | Top 1 | \$1,000 |
| Physics | Top 1 | \$1,000 |
| Chemistry | Top 1 | \$1,000 |
| Biology | Top 1 | \$1,000 |
| Combined Science | Top 1 | \$1,000 |
| Geography | Top 1 | \$1,000 |
| Chinese History | Top 1 | \$1,000 |
| Economics | Top 1 | \$1,000 |
| Information & Communication Technology | Top 1 | \$1,000 |
| BAFS | Top 1 | \$1,000 |
| Chinese Literature | Top 1 | \$1,000 |
| Visual Arts | Top 1 | \$1,000 |

Music Scholarships 音樂獎學金

| Position 名次 | Scholarship 獎學金 | No. of Awardees 名額 |
|---------------------------|-----------------|--------------------|
| 1 st place 一等獎 | \$2000 | 2 |
| 2 nd place 二等獎 | \$1500 | 2 |
| 3 rd place 三等獎 | \$500 | 22 |
| Merit 優異獎 | \$300 | 10 |

Sports Scholarships 體育獎學金

| Position 名次 | Scholarship 獎學金 | No. of Awardees 名額 |
|---|-----------------|--------------------|
| 1 st place 一等獎 | \$2000 | 1 |
| 2 nd place 二等獎 | \$1500 | 1 |
| 3 rd place 三等獎 | \$1000 | 1 |
| 4 th – 13 th place 四至十三等獎 | \$500 | 10 |
| Best Team Group Award 最佳表現隊伍 | \$2000 | 3 |

Visual Arts Scholarships 視覺藝術獎學金

| Position 名次 | Scholarship 獎學金 | No. of Awardees 名額 |
|---|-----------------|--------------------|
| 1 st place 一等獎 | \$4000 | 1 |
| 2 nd place 二等獎 | \$3000 | 1 |
| 3 rd place 三等獎 | \$2000 | 1 |
| 4 th – 20 th place 四至二十等獎 | \$300 | 17 |

International English Language Testing System Scholarships (IELTS)

| Achievement 考獲成績 | Scholarship 獎學金 |
|------------------|------------------|
| IELTS 9.0 | 100% 考試費用及\$3000 |
| IELTS 8.5 | 100% 考試費用及\$2000 |
| IELTS 8.0 | 100% 考試費用及\$1000 |
| IELTS 7.5 | 100% 考試費用 |
| IELTS 7.0 | 50% 考試費用 |

Putonghua Proficiency Test (PSC) Scholarships 國家語委普通話水平測試

| Achievement 考獲成績 | Scholarship 獎學金 |
|------------------|------------------|
| Level 1A 一級甲等 | 100% 考試費用及\$3000 |
| Level 1B 一級乙等 | 100% 考試費用及\$2000 |
| Level 2A 二級甲等 | 100% 考試費用及\$1000 |
| Level 2B 二級乙等 | 100% 考試費用 |

3.2 Public Examination Scholarships

HKDSE:

Students who achieve an 5** are awarded a scholarship of HK\$2000 for each HKDSE subject.
Students who achieve an 5* are awarded a scholarship of HK\$1000 for each HKDSE subject.

陳承一(2科5* \$2000)
羅鈺雅(1科5* \$1000)
阮靖媛(3科5* \$3000)
梁瑋釗(1科5* \$1000)
施穎晉(1科5* \$1000)
陳嫻妍(1科5* \$1000)
成曉彤(1科5* \$1000)
林岳峰(4科5** \$8000)
麥緯堯(1科5* \$1000)
孫穎彤(1科5* \$1000)
黃巧楠(1科5* \$1000)
葉浩澧(1科5* \$1000)
奚梓卓(1科5* \$1000)
廖君澤(3科5* \$3000)
麥浣楠(2科5* \$2000)
施芷穎(1科5* \$1000)
黃灝晉(1科5* \$1000)

3.3 External Scholarships

| 班別 | 學生姓名 | 獎助學金名稱 | 金額 |
|----|------|--------------------|-----------|
| 6S | 林岳峰 | 尤德爵士紀念基金高中學生獎 | 1,000.00 |
| 6V | 廖君澤 | 尤德爵士紀念基金高中學生獎 | 1,000.00 |
| 6J | 姚采嵐 | 領展「第一代大學生獎學金」 | 20,000.00 |
| 6S | 聶梓峰 | 屈臣氏集團香港學生運動員獎 | 500.00 |
| 3S | 林焯翹 | 保良局屬下中學音樂獎助學金 | 593.50 |
| 4M | 楊珀堯 | 保良局屬下中學音樂獎助學金 | 593.50 |
| 5S | 余雪瑤 | 「明日之星」計劃上游獎學金 2021 | 5,000.00 |

| | | | |
|----|-----|-----------------------------------|----------|
| 6S | 林岳峰 | 保良局獎學金 (HKDSE) | 7,500.00 |
| 6S | 麥綽堯 | 葛量洪獎學基金 葛量洪生活津貼 | 3,000.00 |
| 6V | 廖君澤 | 葛量洪獎學基金 葛量洪生活津貼 | 3,000.00 |
| 5J | 陶文琦 | 保良局何玉清兒童及 教育基金獎學金 | 1,000.00 |
| 4V | 許樂 | 保良局何玉清兒童及 教育基金助學金 | 1,000.00 |
| 5S | 李樺杰 | 曾紀華紀念獎學金 | 900.00 |
| 4S | 舒塏嵐 | 曾紀華紀念獎學金 | 900.00 |
| 4M | 林孝恩 | 曾紀華紀念獎學金 | 900.00 |
| 6S | 林岳峰 | 保良局中學獎學金 | 1,000.00 |
| 5N | 林政言 | 保良局中學獎學金 | 1,000.00 |
| 4J | 陳以謙 | 保良局中學獎學金 | 1,000.00 |
| 3J | 宋昕朗 | 保良局中學獎學金 | 1,000.00 |
| 2M | 陳鉉山 | 保良局中學獎學金 | 1,000.00 |
| 1S | 黃樂彥 | 保良局中學獎學金 | 1,000.00 |
| 6V | 廖君澤 | 保良局王月仙助學金 | 1,000.00 |
| 5S | 余雪瑤 | 保良局王月仙助學金 | 1,000.00 |
| 4V | 許樂 | 保良局王月仙助學金 | 1,000.00 |
| 4J | 陸子悅 | 保良局王月仙助學金 | 1,000.00 |
| 4J | 許啟泰 | 保良局王月仙助學金 | 1,000.00 |
| 5N | 林政言 | 保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者) | 3,000.00 |
| 4J | 陳以謙 | 保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者) | 3,000.00 |

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| 3J | 宋昕朗 | 保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者) | 3,000.00 |
| 2S | 洪愷蔚 | 保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步) | 3,000.00 |
| 3N | 梁日朗 | 保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步) | 3,000.00 |
| 4V | 黃浩騫 | 保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步) | 3,000.00 |
| 4V | 許樂 | 保良局吳辛靜珊紀念獎 助學金 | 1,000.00 |
| 5V | 陳卓詩 | 保良局黎麗卿 進步獎學金 | 500.00 |
| 5N | 郭鈞陶 | 保良局黎麗卿 進步獎學金 | 500.00 |
| 4M | 林詩懷 | 保良局黎麗卿 進步獎學金 | 500.00 |
| 6V | 廖君澤 | 保良局宏輝慈善基金 | 40,000.00 |

4. Student Participation in Inter-school Events

November 2021

| Class | Name of student | Date of Competition | Name of Competition | Award | Organization |
|--------------|------------------------|----------------------------|-------------------------------|--------------|---------------------|
| | Whole School | 13/11/2021 | 全港中學「兩文三語」 菁英大比拼(第十八 屆) | 優秀學校 | 香港教育工 作者聯會 |
| 2N | 黃樂彥 | 13/11/2021 | 全港中學「兩文三語」 菁英大比拼(第十八 屆) | 複賽入圍獎 | 香港教育工 作者聯會 |
| 2M | 羅靖誼 | 13/11/2021 | 全港中學「兩文三語」 菁英大比拼(第十八 屆) | 複賽入圍獎 | 香港教育工 作者聯會 |
| 3M | 李司朗 | 13/11/2021 | 全港中學「兩文三語」 菁英大比拼(第十八 屆) | 複賽入圍獎 | 香港教育工 作者聯會 |
| 4J | 蔡宜彤 | 13/11/2021 | 全港中學「兩文三語」 菁英大比拼(第十八 屆) | 複賽入圍獎 | 香港教育工 作者聯會 |

I. Financial Summary for the 2019 / 2020 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) | 76.73% | N.A. |
| School Fees | N.A. | 19.99% |
| Donations, if any | N.A. | 0.10% |
| Other Income, if any | 0.07% | 3.11% |
| Total | 76.80% | 23.20% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | 81.59% | |
| Operational Expenses (including those for Learning and Teaching) | 10.37% | |
| Fee Remission / Scholarship ¹ | 2.65% | |
| Repairs and Maintenance | 0.91% | |
| Depreciation | 4.31% | |
| Miscellaneous | 0.16% | |
| Total | 100% | |
| Surplus/Deficit for the School Year[#] | 2.32 months of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#] | 4.36 months of the annual expenditure (*) | |
| [#] in terms of equivalent months of annual overall expenditure | | |
| * including deduction of the net book value of New Annex Building | | |

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

¹ 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).

Donations 2020-21

| Name of donor 捐贈者/機構名稱 | Donor's relation with school 捐贈者/機構與學校的關係 | Description and value of donation 所捐贈款項/物品的說明及其價值 | Whether the donation is solicited 該捐贈是否由校方向捐贈者/機構提出 | Date of receiving donation 接受捐贈的日期 | Purpose of donation 捐贈的用途 | Date of Approval by IMC 法團校董會批核日期 |
|---------------------------|--|---|--|---------------------------------------|------------------------------|---|
| 香港青年協會 青年違法防治中心 | 沒有 | 《重新出發 IV》 一本港幣 90 元 《重新出發 V》 一本港幣 90 元 兩本共港幣 180 元 香港青年協會出版 | 不是 | 3/9/2020 | 供師生閱讀 | 3/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人 口罩共 11 盒 每盒港幣\$98 共港幣\$1,078 | 不是 | 3/9/2020 | 贈送給本校師生作抗疫用途 | 3/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 顧東華總理 | 本校辦學團體 總理 | LABO 搓手液 (50ml) 225 支 每枝港幣\$18 共港幣\$4,050 | 不是 | 3/9/2020 | 贈送給本校師生作抗疫用途 | 3/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人 口罩 22 盒及「愛的家」 V99i 中童口罩 16 盒 (共 38 盒) 每盒港幣\$130 共港幣\$4,940 | 不是 | 24/9/2020 | 贈送給本校師生作抗疫用途 | 24/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 林大輝慈善基金有限公司 林大輝先生 | 沒有 | 《回歸「一國兩制」的初心 — 「一國兩制」漫談》 一本港幣 48 元 中華書局(香港)有限公司出版 | 不是 | 28/9/2020 | 供師生閱讀 | 28/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |

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| 李何芷韻校董 | 本校辦學團體副主席兼本校校董 | 「愛的家」V99 成人口罩共 104 盒 (5,200 個) 以每盒港幣\$98 的價格計算，價格總值為港幣\$10,192 | 不是 | 30/9/2020 | 贈送給本校師生作抗疫用途 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021)中報告) |
| 保良局 | 本校辦學團體 | 「SDB Clean Shots 70% Hand Sanitizer 1.5ml」每盒 250 片 每盒約港幣\$575 x 14 盒 共港幣 \$8,050 | 不是 | 30/9/2020 | 贈送給本校師生作抗疫用途 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021)中報告) |
| 保良局董事會 | 本校辦學團體 | 《麥路人》電影換票證共 150 張 其中 79 張為 MCL 院線適用，每張 \$40，共港幣 \$3,160； 75 張為所有上映的戲院均適用，每張\$50，共港幣 \$3,750 總價為港幣\$6,910 | 不是 | 30/9/2020 | 贈送給本校師生作觀賞用途 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021)中報告) |
| 鄧李璧荳總理 | 本校辦學團體總理 | 「威露士酒精搓手液 1L (6 枝一箱)」每支港幣\$160 x 6 支 共港幣\$960 | 不是 | 30/9/2020 | 贈送給本校師生作抗疫用途 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021)中報告) |
| 鄧李璧荳總理 | 本校辦學團體總理 | 「珮氏驅蚊爽噴霧 100ml」每支港幣\$71.9 x10 支 共港幣 | 不是 | 30/9/2020 | 贈送給本校師生使用 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議 |

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|---------------------------------|----------------|--|----|------------|--------------|--|
| | | \$719 | | | | (4/2/2021)中報告) |
| 李何芷韻校董 | 本校辦學團體副主席兼本校校董 | 「成人口罩」6 盒 每盒以目前一般市售價值約港幣\$98作估值，合共港幣\$588 | 不是 | 30/9/2020 | 贈送給本校師生作抗疫用途 | 30/9/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 我們一起悅讀的日子活動籌委會 | 沒有 | 2019 香港書展 「我們一起悅讀的日子」系列活動學生作品集《筆端少年》一本港幣 38 元 日月出版 | 不是 | 14/10/2020 | 存放於圖書館供師生借閱 | 14/10/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 李伯伯街頭書法復修計劃 「李漢港楷」 創作人李健明 | 沒有 | 《你看港街招牌增訂本》 李健明著 一本港幣 158 元 非凡出版 | 不是 | 14/10/2020 | 供師生閱讀 | 14/10/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人口罩 59 盒(每盒港幣\$45)共港幣\$2,655 「愛的家」V99i 中童口罩 9 盒(每盒港幣\$78) 共港幣\$702 兩款口罩一共 68 盒，總值港幣\$3,357 | 不是 | 14/10/2020 | 贈送給本校師生作抗疫用途 | 14/10/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 香港青年協會 督導主任(機構策劃及出版) 鍾偉廉 | 沒有 | 《花說—綻放有時》 周沐恩著 一本港幣 80 元 香港青年協會出版 | 不是 | 16/10/2020 | 供師生閱讀 | 16/10/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |

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| 香港青森文化出版社 編者袁梅芳 | 沒有 | 《中國遠征軍—上篇:滇緬戰爭拼圖》 港幣 88 元 《下篇:老戰士訪談錄》 港幣 108 元 袁梅芳, 呂牧昀編著 香港青森文化出版 兩本總價港幣 196 元 | 不是 | 3/11/2020 | 供師生閱讀 | 3/11/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| Mr. Poon Chung Tak, Jason Managing Director of Felton Distribution Limited | 沒有 | Aurabeat AG+ 空氣淨化器一部 (價值港幣\$4,980) Ownsafe 即棄外科手術口罩 100 盒 (每盒港幣\$49, 價值共港幣 \$4,900) 兩項捐贈總值為港幣 \$9,880 | 不是 | 10/11/2020 | 送給本校作抗疫用途 | 10/11/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人口罩 18 盒(每盒港幣\$45)共港幣 \$810 「愛的家」V95 中童口罩 9 盒(每盒港幣\$68) 共港幣 \$612 兩款口罩一共 27 盒, 總值港幣 \$1,422 | 不是 | 16/11/2020 | 贈送給本校師生作抗疫用途 | 16/11/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |
| 同心教育基金會(香港)有限公司 | 沒有 | 《教育同心牽校長也上課五》 何漢權、黃冬柏、文灼非著 同心教育基金會(香港)有限公司出版 一本港幣 78 元 | 不是 | 19/11/2020 | 供師生閱讀 | 19/11/2020 (已於 2020/21 年度第二次法團校董會會議 (4/2/2021) 中報告) |

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| 保良局 | 本校辦學團體 | 《歸真—詠春江志強》 江志強著 三聯書店(香港)有限公司出版 一本港幣 118 元 | 不是 | 23/11/2020 | 供師生閱讀 | 23/11/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 香港直接資助學校議會 | 沒有 | 《直資人語》 香港直接資助學校校長著 南華早報出版 一本港幣 98 元 | 不是 | 23/11/2020 | 供師生閱讀 | 23/11/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 香港教育大學課程與教學學系 許景輝博士 | 沒有 | 《21 世紀技能與生涯規劃教育》 李子建、姚偉梅、許景輝主編 高等教育文化事業有限公司出版 一本港幣 380 元 | 不是 | 23/11/2020 | 供師生閱讀 | 23/11/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 香港鐘表業總會有限公司 | 沒有 | 網絡數據卡 92 張 (每張\$128, 總值港幣\$11,776) | 不是 | 2/12/2020 | 幫助有需要之學生於家中進行網上學習 | 2/12/2020 (已於 2020/21 年度第二次法團校董會會議(4/2/2021)中報告) |
| 郭少明先生及郭羅桂珍博士 | 郭羅桂珍博士乃本校辦學團體保良局前主席 | Govek 聖誕成人口罩 98 盒 (每盒 15 個) 每盒港幣 \$49, 合共港幣 \$4,802 | 不是 | 21/12/2020 | 贈送給本校教職員作抗疫用途 | 21/12/2020 (已於 2020/21 年度第三次法團校董會會議(10/6/2021)中報告) |
| 傑志基金有限公司 | 沒有 | Dr.Clean 酒精搓手液 225 支 每支港幣\$28, 合共港幣\$6,300 | 不是 | 24/12/2020 | 贈送給本校教職員作抗疫用途 | 24/12/2020 (已於 2020/21 年度第三次法團校董會會議(10/6/2021)中報告) |

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|------------------------|--------|---|----|-----------|--------------|--|
| 香港教師夢想基金 鍾慧樺 | 沒有 | 《燃亮鬥魂·誰說夢想不可飛?—香港學界與體壇精英訪談錄》 鍾慧樺著 超媒體出版有限公司出版 一本港幣 138 元 | 不是 | 12/1/2021 | 供師生閱讀 | 12/1/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| Samsonite Asia Limited | 沒有 | 全新背囊共 26 個，合共港幣 \$16,900 | 不是 | 14/1/2021 | 分發予有需要學生 | 14/1/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人口罩 36 盒(每盒港幣\$45)共港幣 \$1,620 「愛的家」V95 中童口罩 18 盒(每盒港幣\$68) 共港幣 \$1,224 兩款口罩一共 54 盒，總值港幣 \$2,844 | 不是 | 15/1/2021 | 贈送給本校師生作抗疫用途 | 15/1/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人口罩 18 盒(每盒港幣\$45)共港幣 \$810 「愛的家」V99 中童口罩 6 盒(每盒港幣\$108) 共港幣 \$648 兩款口罩一共 24 盒，總值港幣 \$1,458 | 不是 | 5/3/2021 | 贈送給本校師生作抗疫用途 | 5/3/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」口罩 260 個 共港幣 \$234 *參考本校於 15/1/21 接收的「愛的家」S99 成人口罩的價格港幣 \$45 一盒共 50 個，(即每個港幣 \$0.9)價格，估計 260 個共 | 不是 | 16/3/2021 | 贈送給本校師生作抗疫用途 | 16/3/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |

| | | | | | | |
|--------------|--------|--|----|-----------|--------------|---|
| | | 值港幣 \$234 | | | | |
| 梁穎明先生 | 沒有 | 《潑染空明 — 梁穎明的詩詞四次元》梁穎明著 明文出版社 兩本共港幣 196 元 | 不是 | 24/3/2021 | 供師生閱讀 | 24/3/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| 香港中文大學人類學系 | 沒有 | 《人類學好野 — 關於人類的，我都想學》 蜂鳥出版有限公司 一本港幣 118 元 | 不是 | 13/4/2021 | 供師生閱讀 | 13/4/2021 (已於 2020/21 年度第三次法團校董會會議 (10/6/2021) 中報告) |
| 中華書局(香港)有限公司 | 沒有 | 《香港遺美 — 香港老店記錄》 林曉敏著 林曉敏著 非凡出版 一本港幣 188 元 | 不是 | 23/4/2021 | 供師生閱讀 | 23/4/2021 (將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告) |
| 保良局 | 本校辦學團體 | 「愛的家」S99 成人口罩 22 盒(共 1100 個)，每盒港幣\$45*，共值港幣\$990 (*價格乃參考本校於 15/1/21 接收的「愛的家」S99 成人口罩的價格) 「愛的家」V99 中童口罩 10 盒(共 500 個)，每盒港幣\$128，共值港幣\$1,280 以上兩款口罩一共 32 盒 (共 1600 個)，總值港幣\$2,270 | 不是 | 23/4/2021 | 贈送給本校師生作抗疫用途 | 23/4/2021 (將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告) |
| 譚毓楨副主席 | 保良局副主席 | 《真·三國無雙》電影換票證 共 26 張 每張價值港幣 | 不是 | 28/4/2021 | 贈送給本校師生作觀賞用途 | 28/4/2021 (將於 2021/22 年度第一次法團校董會會議 |

| | | | | | | |
|---------------------------------------|---------------|---|----|-----------|----------|--|
| | | \$60，總值為\$1,560 | | | | (26/10/2021)中報告) |
| 香港大學李嘉城醫學院 | 沒有 | 《育醫造才：探索醫學世界》第六冊 香港大學李嘉城醫學院出版 三本共港幣 150 元 | 不是 | 29/4/2021 | 供師生閱讀 | 29/4/2021 (將於 2021/22 年度第一次法團校董會會議 (26/10/2021)中報告) |
| Ms. Hanna HK Tsang | 沒有 | IDEAL3104CC 碎紙機一部 * 捐贈者因其公司搬遷關係，希望贈送此部舊碎紙機予本校使用，此物品於市場上並無轉售或商業價值。 | 不是 | 14/5/2021 | 供本校自用 | 14/5/2021 (將於 2021/22 年度第一次法團校董會會議 (26/10/2021)中報告) |
| South China Morning Post | 沒有 | "Add Ink - Cartoon Chronicles of Life in Hong Kong" by Harry Harrison South China Morning Post Publishers Limited 一本共港幣 280 元 | 不是 | 21/5/2021 | 供師生閱讀 | 21/5/2021 (將於 2021/22 年度第一次法團校董會會議 (26/10/2021)中報告) |
| "Ms. Jenni Chui Gene Company Limited" | 捐贈者為本校實驗物品供應商 | 1 件黑色 T-shirt(無價值), 1 件 NucleoZOL(6mL) (價值:HK\$ 406), 1 件 NucleoSpin Gel and PCR Clean-up (價值:HK\$ 313)及 1 件 NucleoSpin Plasmid(價值:HK\$ 313) 總價值=HK\$1,032 *公司為答謝貴校於 2021 年 5 月 17 日借出 4 支 100bp Fluorescent DNA ladder(已於 2021 年 6 月 4 日歸還)，故此送出以上四件物品。 | 不是 | 4/6/2021 | 供學校實驗室使用 | 將於 2021/22 年度第一次法團校董會會議 (26/10/2021)中報告 |

| | | | | | | |
|----------------------|-----------------|--|----|-----------|--------------|--|
| 保良局 | 本校辦學團體 | 「愛的家」散裝口罩(非獨立包裝)，第一批成人尺寸 600 個 「愛的家」散裝口罩(非獨立包裝)，第二批成人尺寸 400 個 「愛的家」散裝口罩(非獨立包裝)，中童尺寸 145x95mm 500 個 共 1,500 個口罩估計每個售價港幣 \$1，總值港幣 \$1,500 | 不是 | 22/6/2021 | 贈送給本校師生作抗疫用途 | 將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告 |
| 百樂金筆(香港)有限公司 | 沒有 | 原子筆 600 支 總值港幣 \$3,000 | 不是 | 20/7/2021 | 贈送給本校師生 | 將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告 |
| 「香港教師夢想基金」獲資助教師何海濤老師 | 沒有 | 《芬蘭人教曉我：教育可以是一件幸福的事》 何海濤著 萬里機構出版有限公司 一本港幣 98 元 | 不是 | 20/7/2021 | 供師生閱讀 | 將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告 |
| 呂鈞堯顧問 | 本校辦學團體 保良局顧問 | 8 包紙品(A3 尺寸)，總值約為港幣 \$11,765 | 不是 | 26/8/2021 | 供學校使用 | 將於 2021/22 年度第一次法團校董會會議 (26/10/2021) 中報告 |
| 保良局 | 辦學團體 | 資助課程費用 \$32,000 | 是 | 24/4/2020 | 推廣粵刻活動 | 10/6/2021 |
| 劉陳小寶女士 | 前任校監 | 資助購買書籍 \$1,032 | 否 | 20/3/2008 | 圖書館增善 | 30/7/2008 |

School-based After-school Learning and Support Programmes

A. Programme Report

| * Name / Type of activity | # Actual no. of participating eligible students | | | Average attendance rate | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Name of partner / service provider (if applicable) | Remarks if any (e.g. students' learning and affective outcome) |
|-----------------------------------|---|----|---|-------------------------|---------------------------|----------------------|---|--|--|
| | A | B | C | | | | | | |
| Culture Activities | 0 | 0 | 3 | 100% | 9/2020-8/2021 | 1800 | Observation by teachers/instructors and attendance rate | / | / |
| Sports | 0 | 3 | 0 | 100% | 9/2020-8/2021 | 1800 | Observation by teachers/instructors and attendance rate | / | / |
| Tutorial Service | 7 | 14 | 8 | 100% | 9/2020-8/2021 | 14147.8 | Observation by teachers/instructors and attendance rate | / | / |
| Total no. of activities: <u>3</u> | | | | | | | | | |
| @No. of man-times | 7 | 14 | 8 | | Total Expenses: | \$19,547.8 | | | |
| **Total no. of man-times | 29 | | | | | | | | |

Note:

- * Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.
- # Eligible students: students in receipt of CSSA(A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).
- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
- ** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

| put a "✓" against the most appropriate box. | Improved | | | No Change | Declining | Not Applicable |
|--|-------------|----------|--------|-----------|-----------|----------------|
| | Significant | Moderate | Slight | | | |
| Learning Effectiveness | | | | | | |
| a) Students' motivation for learning | ✓ | | | | | |
| b) Students' study skills | | ✓ | | | | |
| c) Students' academic achievement | | | ✓ | | | |
| d) Students' learning experience outside classroom | | ✓ | | | | |

| | | | | | | |
|--|---|---|--|--|--|---|
| e) Your overall view on students' learning effectiveness | ✓ | | | | | |
| Personal and Social Development | | | | | | |
| f) Students' self-esteem | ✓ | | | | | |
| g) Students' self-management skills | | ✓ | | | | |
| h) Students' social skills | | | | | | ✓ |
| i) Students' interpersonal skills | ✓ | | | | | |
| j) Students' cooperativeness with others | | ✓ | | | | |
| k) Students' attitudes toward schooling | | ✓ | | | | |
| l) Students' outlook on life | | | | | | ✓ |
| m) Your overall view on students' personal and social development | | ✓ | | | | |
| Community Involvement | | | | | | |
| n) Students' participation in extracurricular and voluntary activities | | | | | | ✓ |
| o) Students' sense of belonging | | | | | | ✓ |
| p) Students' understanding on the community | | | | | | ✓ |
| q) Your overall view on students' community involvements | | | | | | ✓ |

C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

| | |
|---|--|
| | (You may tick more than one box) |
| ✓ | unable to identify the target students (i.e., students receiving CSSA, SFAS full grant); |
| | difficult to decide on the 10% discretionary quota; |
| | target students unwilling to join the programmes; |
| | the quality of service provided by partner/service provider not satisfactory; |
| | tutors inexperienced and student management skills unsatisfactory; |
| | the amount of administrative work leads to apparent increase on teachers' workload; |
| ✓ | complicated to fulfill the requirements for handling funds disbursed by EDB; |

| | |
|---|--|
| ✓ | the reporting requirements too complicated and time-consuming; |
| | Others (Please specify): |

Capacity Enhancement Grant

Evaluation on the use of Capacity Enhancement Grant

| Major Areas of Concern | Implementation Plan and Evaluation | Expenditure |
|---|--|--------------------|
| <p>To enable English and Chinese teachers to focus on the learning and teaching of the subjects.</p> <p>To facilitate the implementation of SBA of English and Social Science</p> | <p>A full-time English teaching assistant was employed for 12 months.</p> <p>A full-time Social Science teaching assistant was employed for 12 months.</p> <p>The non-teaching workload, for example, scanning documents, photocopying, preparing/purchasing materials for activities, data input of both teaching workload of English and Social Science teachers could be relieved. Teachers could have more time to concentrate on the design of learning materials and organizing learning activities related to language and the library.</p> <p>The heads of departments of English and Social Science were satisfied with the performance of their Teaching Assistants according to the appraisal report and their working log. At least 30 teaching materials handled by the TA per month.</p> | \$609,716.10 |



PO LEUNG KUK LAWS FOUNDATION COLLEGE

Diversity Learning Grant – Gifted Education Programme

Programme Evaluation Report 2020/21

Our school had organized various school-based pull-out activities to develop students' talents and potentials, according to the year plan of Diversity Learning Grant:

- Our school set up a neuroscience program (Neuroscience Club) for scientifically gifted students. It aimed to nurture a group of students who were interested in biological science. In the academic year of 2020/21, these students were taught to culture rat brain stem cells in our Stem Cell Science Laboratory.
- There was another gifted programme established for nurture students with advanced scientific knowledge and skills. This programme was related to drug discovery and tissue bioengineering. While many courses and lessons could not be held in the academic year of 2020/21 due to COVID-19 pandemic, the components of drug discovery were initiated so that students learnt how to separate chemicals using chromatography.
- As students cannot join International Genetically Engineered Machine (iGEM) Competition in the United States, the activities of our iGEM team were suspended this year.
- For the activities of Youth Conference of Caretakers of the Environment International (CEI), they were suspended due to COVID-19 pandemic. To explore new programs related to environmental issues for gifted students, our school had collaboration with Ocean Park Conservation Foundation. The collaborative projects were related to the impacts of marine plastic wastes and dolphin dissection. Students had experience to learn dolphin dissection in Ocean Park on the following dates: 13 November 2020, 24 November 2020, 9 April 2021, 30 April 2021, 14 May 2021 and 28-30 May 2021.
- Students were nominated to join International Science Olympiad competition. They received training in the summer holiday in 2020/21.
- A new project called Environmental DNA (eDNA) study collaborated with The Education University was initiated. Students were explored to learn how to collect environmental samples and did advanced experiments on DNA analysis.
- In the gifted training of ICT Elite team, students were nominated to participate in Hong Kong Olympiad in Informatics and they got two significant prizes which were Honourable Mention and Silver Award.
- Our students joined inter-school Speech Festivals and fifteen of them were awarded the first, second and third place in the Hong Kong Schools Speech Festival (English).
- Students of Athletes Team were engaged in fitness training for better performance in their specific fields of sports development.
- Archery courses were started for students who were interested in archery. The development of our archery field and curriculum was supported by Quality Education Fund.

Report on the Use of the Promotion of Reading Grant **2020/21 School Year**

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: Creating a reading culture”

- Books, newspaper and scientific and educational magazines are purchased to support the learning of students.

2. Evaluation of strategies:

- More students read the magazines and books in the library.

Report on the Use of Learning Support Grant

To strengthen the support for secondary schools in catering for students with special educational needs (SEN), the Learning Support Grant is provided in the 2020/21 school year. The fund was deployed holistically and flexibly to cater for students' diverse learning needs by the employment of multidimensional teaching pedagogies. It is allotted in the following areas:

| Title of Service / Programme | Objective | Evaluation on Effectiveness |
|--|--|---|
| Employment of School Counsellor | <ul style="list-style-type: none"> To help organize inclusive programs and provide individual counselling services. | <ul style="list-style-type: none"> 300 sessions of face-to-face and 250 sessions of phone call counselling service were provided to students in need. Individual progress was noted on students' executive skills, learning motivation and social skills. |
| Employment of Teaching Assistance | <ul style="list-style-type: none"> To assist launching inclusive programs. To assist school counsellor on the administrative work. | <ul style="list-style-type: none"> Effectively finished the administrative work related to SEN The special accommodation in school examinations were well organized. |
| Purchase of Professional Counselling Service | <ul style="list-style-type: none"> To provide consultation on learning and emotional support | <ul style="list-style-type: none"> 60 hours of consultations was provided to SEN students, teachers and parents. |
| Inclusive Programs 1. Recess Fun 2. Delights for You 3. Notice Board Design Competition 4. Craft and Mind workshop | <ul style="list-style-type: none"> To promote an inclusive culture in school. | <ul style="list-style-type: none"> Pastoral care activities in promoting inclusive culture were organized. The mutual respect between students with individual differences was increased through various programs. The potential of SEN students was explored. |
| Teachers' Professional Training | <ul style="list-style-type: none"> To enrich the teachers with the knowledge of SEN To equip them with communication skills | <ul style="list-style-type: none"> Teachers reflected that the training session increased their confidence in coping with SEN students. |

**Life-wide Learning Grant
Report on the Use of the Grant
2021 School Year**

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

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses (\$) | Nature of Expenses * | Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected) | | | | | |
|-----|--|--|-----------------|-----------------|------------------------|--|----------------------|-----------------------------|--|---------------------------|------------------------------------|-------------------|----------------------------|---|
| | | | | Level | Number of Participants | | | | Intellectual Development (closely linked with curriculum) | Moral and Civic 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 | Ocean Park Project | Geography | Nov 20 - Aug 21 | S1-4 | 8 | Students were invited to assist the dissection of a Chinese White Dolphin calf. Students witnessed the procedures of the dissection and helped the OPCF staff members in producing | \$7,944.90 | Disposable protective gears | ✓ | | | | | ✓ |

| | | | | | | | | | | | | | |
|---|----------------|--------------------|--------------------|-------|-----|--|-------------|------------------|---|--|---|--|--|
| | | | | | | records and prepare tissue samples. Students learnt the physiology of this marine mammal species in the waters of eastern Hong Kong. They were also introduced the fundamentals of dolphin skeleton structure. | | | | | | | |
| 2 | Archery course | Physical Education | Feb 2021-June 2021 | S4-S6 | 240 | S4 and S5 students had a chance to experience Archery activity. They enjoyed learning a new sports and it helped us to spot out potential students to | \$21,200.89 | Fees for coaches | ✓ | | ✓ | | |

| | | | | | | | | | | | | | |
|---|--|---------------------|-----------|-------|----|--|--------------------|------------------|--|--|--|--|---|
| | | | | | | form our Archery Team in the future. | | | | | | | |
| 3 | 傑出學生報名費 | Leadership Training | June 2021 | S3-S6 | 10 | We nominated 10 students to participate in the Outstanding Students Awards campaign. | \$74.50 | Application fees | | | | | ✓ |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| Sub-total of Item 1.1 | | | | | | | \$29,220.29 | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | |
| 1 | Due to the COVID-19 outbreak, no non-local exchange activities or non-local competitions had | | | | | | | | | | | | |

| | organized. | | | | | | | | | | | | |
|--|--------------------------|--|--|----------------------|--|--|--|--|--|---|-----|--|--|
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | | | | | | | \$0.00 | | | |
| Expenses for Category 1 | | | | | | | | | | \$29,220.29 | | | |
| | | | | | | | | | | | | | |
| <u>Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning</u> | | | | | | | | | | <u>Category 3: Estimated Number of Student Beneficiaries</u> | | | |
| No. | Item | Domain (Please select or fill in the domain as appropriate) | Purpose | Actual Expenses (\$) | | | | | | Total number of students in the school: | 927 | | |
| 1 | Aerospace eq. & material | Cross-Disciplinary (STEM), Spectre Racing Chair | Laboratory Renovation | \$27,635.77 | | | | | | Number of student beneficiaries: | 258 | | |
| 2 | Lawn TV Eq. | Others, please specify: Campus TV | Equipment update | \$8,776.00 | | | | | | Percentage of students benefitting from the Grant (%): | 28% | | |
| 3 | Biotech. Eq. | Science | A system to produce water with molecular grade for | \$29,990.00 | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------------------|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | experiments of DNA, RNA and proteins involved in our biotechnology curriculum, stem cell science curriculum and gifted programs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expenses for Category 2 | | | | | | | | | | | | | | | \$66,401.77 | | | | | | | | | | | | | | | | |
| Expenses for Categories 1 & 2 | | | | | | | | | | | | | | | \$95,622.06 | | Contact Person for LWL (Name & Post): | | | | | | | | | | | | | | |
| * : | Input using the following codes; more than one code can be used for each item. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Code for Expenses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 softwares, resource packs) | | | | | | | | | | | | | | |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | | | | | | | | | | | | | | | E9 | Others (please specify) | | | | | | | | | | | | | | |



PO LEUNG KUK LAWS FOUNDATION COLLEGE
Careers and Life Planning Committee
2020/2021
Annual Evaluation Report

Life Planning Education and Career Guidance Service

| Objectives: | Strategies: | Monitoring: |
|---|--|---|
| Recruitment ✧ To implement a comprehensive Life Learning Scheme in school | ✧ To employ and assign a teacher/teaching staff to evaluate, plan and carry out the programs | ✧ Activities were organized accordingly |
| Subsidy for programs launched in 2020-2021 ✧ To maximize the opportunities of students' engagement in career exploration and personal growth ✧ Work with OEA Committee and Pastoral Care Board | ✧ To carry out post-exam activities related to career and personal growth aspects | ✧ The job shadowing and related activities were postponed due to the pandemic ✧ Students were encouraged to attend the online activities organized by different institutions due to the pandemic |
| | ✧ To work with Life Ed Teachers | ✧ Students could understand their strengths and weaknesses in the Google Meet class ✧ S3LFCity was postponed due to the pandemic |
| | ✧ S6 Mock Exams organized by HYC | ✧ Students attended the tests accordingly. |
| Subsidy for annual school-based activities ✧ To encourage students to understand himself/herself in order to plan their study path ahead and build up their portfolio | ✧ To have a good start in the first 3 days (Online mode) ✧ To use 3Cs for goal setting ✧ To use SDS Holland Character Test to choose their S4 electives and JUPAS ✧ To further develop further develop self-regulated reading schemes connecting students' academic engagement and career development | ✧ Students started to plan their academic studies and personal growth in early Sept ✧ Students wrote down their goals by using 3Cs. Sharing were done in groups through google meet. ✧ Students were encouraged to use SDS Holland Character Test to understand their strengths and interests. ✧ Self-regulated reading scheme was promoted. ✧ Group Sharing or individual consultations were carried out in class. Class Teachers could provide appropriate support to their students. More supporting materials were given. Class teachers can adopt them in class based. ✧ Students could set goals to achieve at the beginning of the year. They could have more |

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| | | understanding on their own self. |
| ✧ Talk and individual consultations for S6 students | <ul style="list-style-type: none"> ✧ Talk was held successfully on Sep 2 for S6. ✧ Individual consultations were done by class teachers online. ✧ Important messages and preparation work for JUPAS/EAPP, local studies, overseas studies, Taiwan and Mainland studies were delivered to students. | |
| ✧ S4 Subject Selection Exercises | <ul style="list-style-type: none"> ✧ Due to the pandemic, face-to-face consultations and introduction were changed to online. ✧ Students and parents could get relevant information and advice before making any decisions. ✧ Most of the students could fill in the survey and their choices with clear understanding of the electives and the requirement of university entrance. | |
| ✧ S5 Academic Day | ✧ It is postponed to S6 due to the pandemic. | |
| ✧ S6 Gathering | ✧ It was successfully held in December. | |
| ✧ HKDSE Scholarship Presentation and Sharing Session | <ul style="list-style-type: none"> ✧ HKDSE High achievers attended the ceremony ✧ Sharing sessions by graduates were given to S6 students. Graduates sincerely shared their HKDSE exam strategies, challenges and difficulties they had faced as well as their university life they were having. Students were encouraged and inspired to set their goals and find ways to achieve them. | |
| ✧ S6 HKDSE Results Release | <ul style="list-style-type: none"> ✧ Face-to-face consultations were carried out. ✧ Students could fill in their choices and the study pathway before the consultation. ✧ Students were assigned to his/her elective teachers. They were encouraged to seek advice and get the consultation through phone, zoom or google meet. | |

The Kuk's Spirit

Mutual Respect
United Effort
Benevolence
Charitable Gratefulness and Recognition
Dedication to Serving the Community

Vision

Children are nurtured. Youngsters are educated.
Adults are supported to contribute. Elderly are cared for.
The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable 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 |