

# Po Leung Kuk Laws Foundation College



## School Report 2013-2014

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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 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, Home Economics, Music, Visual Arts, Physical Education and Life Education.

The core of our New Senior Secondary Levels consists of 4 subjects, i.e. Chinese Language, English, Mathematics and Liberal Studies. Moreover, our school offers Mathematics Module 1 and 2, Physics, Chemistry, Biology, Combined Science, BAFS, Economics, Chinese Literature, Geography, Technology and Living 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.

## **House system and Student Council**

The school is divided into four Houses: Blue, Green, Red and Yellow, for the purpose of sport and other competitions. Each new student admitted to the school is allocated to one House. He/she remains a member of that House for the rest of his/her school life.

### **Aims:**

1. To provide opportunities to students in different activities.
2. To promote a positive attitude, fair play and sportsmanship towards different competitions.
3. To build up team spirit towards their houses.
4. To build up a positive and trusting relationship between teachers and students.
5. To provide a support system that promote continuity and personal relationship.

Student Council, founded since 2007, was formed to grant students authorities, obligations and rights to help build and manage our school. 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 school, a sense of belonging and a spirit of democracy should be built and exercised under substantial enthusiasm and cooperation among all individuals, especially teachers and students.

## **Facilities**

The school is 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 personal computers, projectors, visualizers, DVD players, TV box to facilitate teaching and learning with information technology.

The Biotechnology laboratories, Integrated science laboratory, Physics laboratory, Chemistry laboratory, Biology laboratory , Geography & History room, Home Economics Room and Induction Cookery Room for academic and cultural subjects, the Grand Lecture Theatre and the School Library provide opportunities for students to conduct information technology to navigate for information and create knowledge independently and collaboratively.

The Campus TV studio situated on the 7/F can provide students an opportunity to experience different duties, such as the operational procedures of a television company. This can help strengthen their language skills, collaboration skills, critical thinking skills and life-long learning skills.

Adjacent to the campus TV is a Lecture theatre of 83 seats. The major function of the theatre is to hold lectures and video conferences.

The 3 computer rooms in our school contain 120 computers in total. All rooms are equipped with Multi-media learning centre (MMLC) facilities and available for students to use after school every day.

### **Class Structure**

In the academic year of 2013-2014, there were 688 Secondary 1 to Secondary 6 students in our school. Students are randomly assigned into classes without ability grouping.

To cater for the different needs, talents of the students and maintain a small class size to facilitate the teaching and learning, some Secondary 1 to Secondary 3 classes will be split with mixed-abilities. This policy is applicable to the following subjects:

- 1) English
- 2) Chinese
- 3) Mathematics
- 4) Liberal Studies
- 5) Integrated Humanities
- 6) Science
- 7) Home Economics

## **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)
- Dr. Ken Kin-Lam YUNG (Professor, Department of Biology, Hong Kong Baptist University)
- Dr. Raymond Chuen-Chung CHANG (Associate Professor, Department of Anatomy, 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.

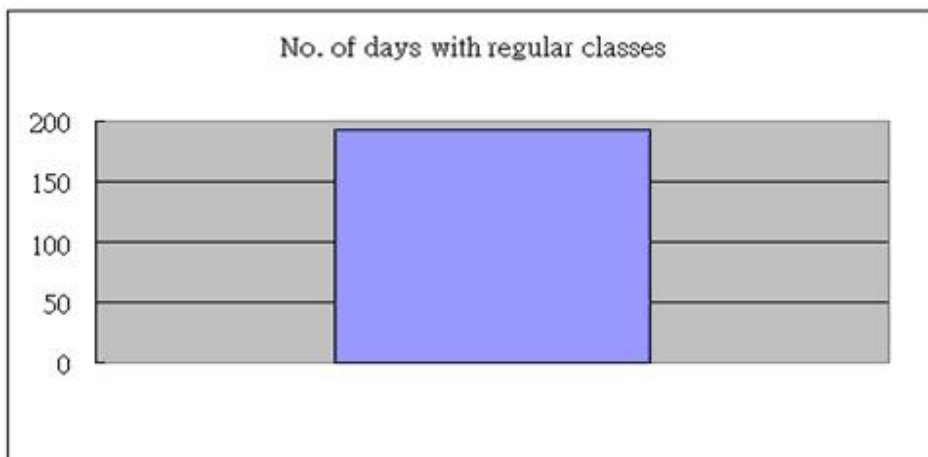
Our music education is not mandated for the small number of Music talents but to all our students. We encourage all our students to gain rich and comprehensive music experiences through participating in integrated activities of creating, performing and listening; to develop music skills, construct knowledge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

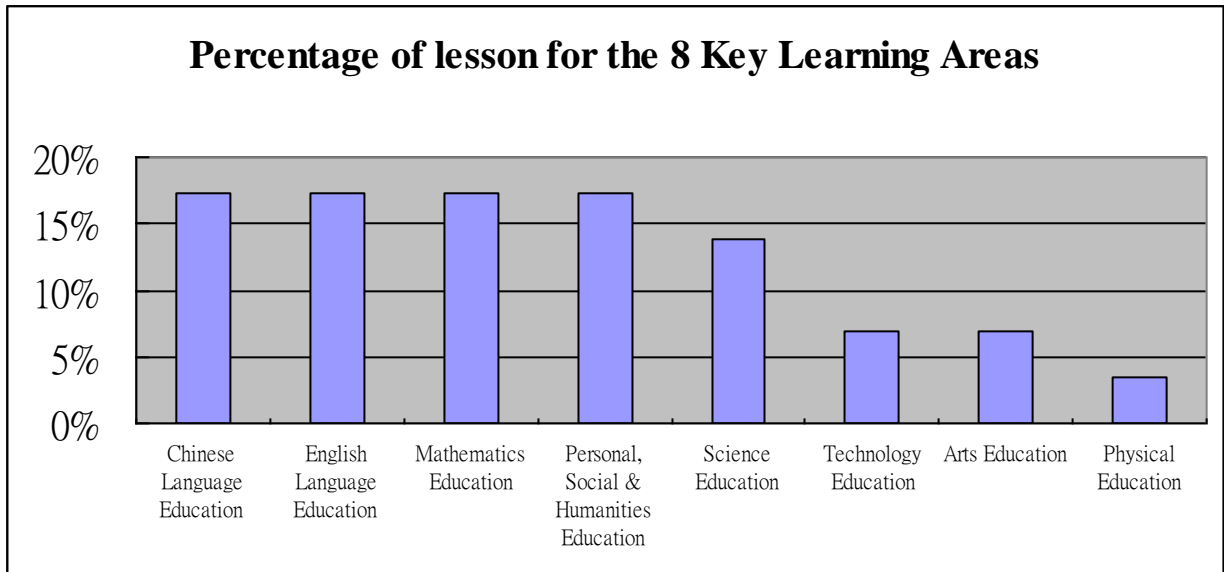
Our Incorporated Management Committee has been formed since June 2008. There are altogether 12 registered School Managers, which consist of 2 Teacher Managers and 2 Parent Managers, covenants to conduct the school in an efficient and proper manner and in accordance with the Education Ordinance, Hong Kong Special Administrative Region.

## 3. Number of Active School Days - 193 Days (Secondary 1 – Secondary 6)





#### 4. Lesson Time for the 8 Key Learning Areas

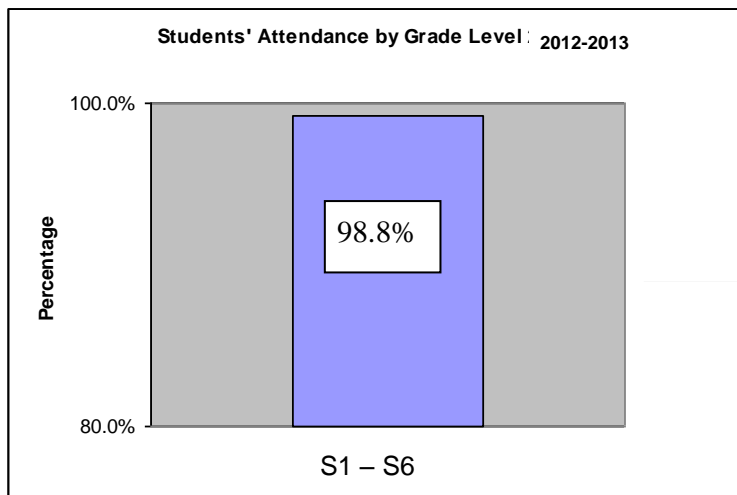


#### D. Our Student

##### 1. Class Organization (2013/2014)

Level:	S1	S2	S3	S4	S5	S6
No. of Classes:	5	5	4	4	4	5
Total Enrolment:	134	146	120	82	99	107

##### 2. Students' Attendance



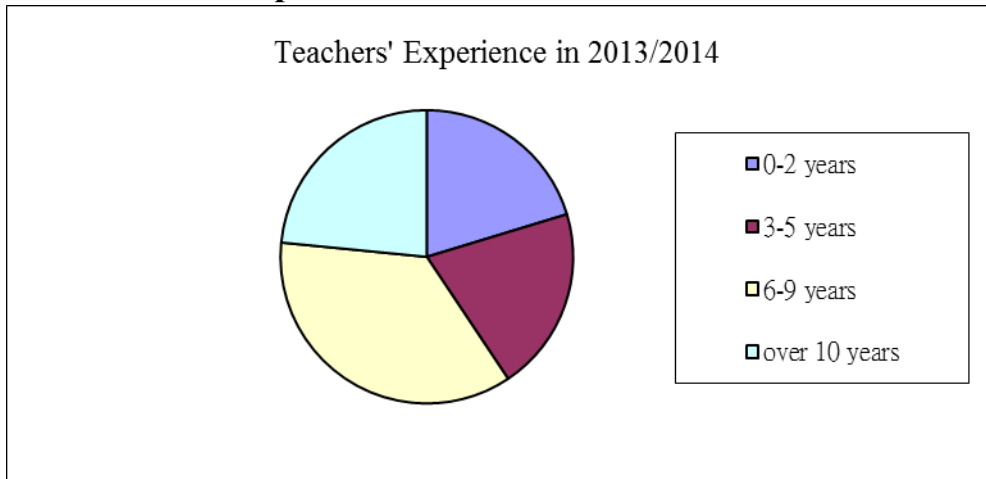
## E. Our Teachers

### 1. Teachers' Qualifications

There were 63 regular teachers (including 4 NET), 5 teaching assistants, 1 social worker, 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	36 (57%)
Bachelor Degree	63 (100%)
English Teachers meeting Language Proficiency Requirement	11 (100%)
Putonghua Teachers meeting Language Proficiency Requirement	11 (100%)
Total number of teaching staff	63

### 2. Teachers' Experience



### 3. Principal's Professional Development 2013/14 – 212 hours

\* Please also refer to Appendix 1.

## F. Achievements and Reflection on Major Concerns

**Major concern 1:** To maximize students' learning opportunities and promote their learning outputs

### Achievements

- To explore students' potential and strengthen their confidence to discover their hidden talent

#### The development of Gifted Education

A taskforce of School-based Gifted Education Programme was set up in 2011/12. The aim of the taskforce was to strengthen the collaboration in curriculum development between PLK Luk Hing Too Primary School (LHT), our affiliated primary school. A variety of through-train gifted education programmes for different subjects were initiated this year.

For English, English Debate Team for S.2-5 students in LFC and English Public Speaking Team for P.5-6 students in LHT were linked to provide gifted training to students to enhance their presentation skills.

A similar approach was taken by the Chinese Department, with the Chinese Debate Teams from LFC and LHT working together. A special curriculum was designed by the Chinese Department for S1 students specified in catering to students with outstanding performance in Chinese Language in LHT

In Mathematics, after regular LHT-LFC professional development meetings, focuses on gifted education curriculum in Mathematics were reviewed. With comprehensive gifted training in LHT, S.1 high achievers in Mathematics were capable of joining the Mathematics Elite Team in LFC.

In Science, with the support of P.1-6 Science Curriculum in LHT, LFC and LHT collaboratively developed the Summer Science Camp for P.5-6 students. A Joint-School Young Scientists Conference for P.6 and S.1 students was also organised in previous years. This year, the Board of Science launched a Budding Scientists programme for a group of P.6 students who were gifted in Science to foster their development in scientific literacy and competency.

Our Board of Social Science extracted some of the necessary elements of Liberal Studies curriculum in LFC and used those for the development of the school-based Liberal Studies textbooks in LHT. This helped to build up a strong support for future gifted education programmes in the areas of Social Science.

To nurture students who were gifted in cultural subjects, the Department of Visual Arts established a Young Artist Team in 2004-2012 and later the Artivists in 2013-2014. A variety of LHT-LFC joint-school programmes like Ceramic Class, Comic Class, Fashion Show and Visual Arts Exhibition helped to develop the artistic talents of both LHT and LFC students for them to excel not only in academic areas but also in cultural fields. To build up a successful learners' community in Music, LHT P.6 String Orchestra and Wing Band members joined the rehearsal trainings of LFC Orchestra. To develop our 'through-train' teams in Sports, Athletics Team and Girls' Basketball Team, both primary and secondary schools had joint-school trainings.

In summary, a spectrum of gifted programmes were collaboratively initiated and developed by LFC and LHT to enhance students' learning outcomes from the primary school all through to secondary school level.

Besides the through-train gifted education programmes, different subject departments continued their diverse subject-based gifted programmes in which 'Star Program' was integrated to maximize students' learning outputs. Examples of some of our gifted education programmes include our Mathematics Elite Team, Neuroscience Club, Chemistry Club, Debate Teams, Artists, Music Teams and Sports Teams. Highlighted achievements of students in off-campus programmes and territory-wide competitions include the publication of a scientific research project about neuroprotection of Traditional Chinese Medicine by students in the Neuroscience Club, participation and presentation of two research projects about environmental issues in the 28<sup>th</sup> Youth Conference of Caretakers of the Environment International (CEI) by two CEI teams, Champion and the Best Speaker in the 2013 CityU Discovery & Innovation Debating Challenge by English Debate Team, Second-class award in SUPER 24 Invitational Competition by Mathematics Elite Team, First Class Honor in Hong Kong Biology Olympiad for Secondary Schools by some senior form Biology students, The Best Mobile Game Award in Game JAM Junior 2013 by Information and Communication Technology (ICT) Elite Team, Champions in many inter-school and international swimming competitions by Swimming Team.

#### Students' Career Development Program

In order for students to develop their learning profiles and career goals starting from S.1, the Students' Career Development Program was initiated this year. Its mission was to assist students to understand the nature of various careers and the opportunities and paths of further studies. This new scheme was adopted from our existing goal setting exercise as a guiding tool to help students to develop both career and academic goals. To facilitate the implementation of this whole-school students' career development exercise, Life Planning Workshops for junior form and senior form students were conducted. A highlight of the workshops was the sharing from our alumni who had successful experience in stretching their potential in public examinations and their existing bachelor's studies in Medicine, Law, Pharmacy, Engineering, Social Science and Science.

#### Structured remedial classes

To provide students with a whole-person development, Star Program was integrated in different subject-based gifted education programmes, Students' Careers Development Program as well as structured remedial classes. In addition to the development of students' giftedness and careers, academic support to students with diverse abilities was provided. This year, S.1 and S.2 remedial classes of Chinese, English, Mathematics, Integrated Humanities and Integrated Science were structured by the Academic Board in which students who were weak in the above subjects were required to join a series of remedial classes during lunch time and after-school. Academic Board and Subject Departments regularly reviewed the curriculum of the remedial classes and the academic results of students so that their learning progress and quality were monitored. As all of the junior form remedial classes were structured to avoid clashes, teachers showed support to the implementation of this new exercise. Academic results and teachers' observations indicated that most of the students showed improvement in both learning attitude and academic performance.

## Reflection

To stretch students' abilities and maximize their learning opportunities and outputs, gifted education has been one of our major targets since 2011/12. Building upon our existing subject-based gifted education programmes, the Star Programme was integrated. Various LFC-LHT gifted curricula were successfully strengthened, bridged and linked this year. With a high passing rate and credit-to-distinction rate in most subjects in HKDSE 2014, most of our students were successful in their academic performance, implicating the positive effects of our gifted education programmes on students' learning. In addition, students' publication and presentations in international conferences were indicators of students' achievement in their gifted areas. Development of diverse learning platforms will be our future approaches to further maximize students' learning outputs. A framework of subject-based gifted education programme should be set up in order for students of different levels and areas of giftedness to be progressively nurtured.

Students' Career Development Programme was set up to help each student to develop different talents and areas of interests, which complementarily supported the gifted education programmes mentioned above. Teachers' comments indicated that this new career programme successfully raised the awareness and interest of students towards their future goals and careers, positively encouraging students to acquire good academic records and build up outstanding learning profiles. A framework of this programme could be set up to consolidate the objectives of each level of the career scheme.

To cater for students of different learning progress and maximize their learning outcomes, remedial classes of academic subjects in S.1 and S.2 were structured this year. The structured remedial classes provided more learning opportunities for students who needed extra support after regular lessons. Thus, many students participated in the remedial classes showed improvement in learning. It was suggested that structured remedial classes should be continued. Yet, as there was a high diversity of senior form subjects, it would be unnecessary to structure the remedial classes in S.4-6. Instead, they could be arranged by Class Teachers and Subject Teachers in hopes of flexibility and subject specificity.

**Major concern 2:** To promote teachers' continuing professional development for assuring the quality of learning and teaching

## Achievements

- To promote the quality output of learning and teaching

### Quality assurance mechanism

Well-established quality assurance mechanism was continued and reinforced this year. To assure a high quality output in HKDSE, taskforces of the quality output of HKDSE coordinated the strategic and procedural practices of preparation for HKDSE. Teachers' meetings to discuss S.6 students' learning outcome and affective concerns, arrangement of remedial classes in school holidays, study leave periods and post-mock examination periods and tasks of promoting students' learning motivation and achievement goals were coordinated by the Taskforce which was collaboratively supported by Academic Board, School Administrative Board and Students' Career Development Committee. Another important exercise to assure the quality of teaching and learning was peer's lesson observation. The average number of lesson observations done by our full-time teachers was about 9.6 and the total

number of lesson observation done was over 600 this year, indicating that our school had built up a positive culture of peer's learning to promote teaching profession and students' learning effectiveness. Intensive co-planning exercise during weekly staff development periods, school-based learning and teaching evaluation exercise, homework inspection and comprehensive examination and assessment policies were continuously adopted to assure the quality of learning and teaching.

#### Staff development programmes

In our regular staff development periods, various professional development activities including co-planning, lesson study, staff meetings and LHT-LFC meetings were structured. In addition, to support teachers of different development needs in teaching profession, three seminars focusing on influential power of teachers, legal matters in school context and strategies for caring and nurturing junior form students were held, respectively. To help teachers of less than 2-year teaching experience to develop their professionalism, new teacher's induction programme was implemented. Besides, regular meetings of senior teachers were started in order to establish a learning community of the senior teachers and create a platform for their professional development.

#### Lesson study and educational research

Our school has adopted lesson study as teacher's professional development exercise to investigate instructional materials and classroom teaching practice since 2005/06. Subject-based lesson study sessions were allocated in regular staff development periods, which encouraged departments to carry out subject-specific investigation on enhancement of learning and teaching. Subject-based lesson study created a platform for professional exchange among junior and senior teachers in the department, further promoting the establishment of learning communities in the school. The educational areas studied this year included drama in Chinese lessons, cooperative learning and nature of science. Two educational research projects were conducted and published. They were "*A neuroscience pull-out gifted program in a high school in Hong Kong: Connection of neurodegenerative diseases and traditional Chinese medicine in research-based learning*" (presented in Conference 2013, Society for Neuroscience, The United States) and "*Students' Motivation to Produce Mobile-learning (M-learning) Materials*" (presented in Conference 2014, Global Curriculum & Instruction Network, Hong Kong).

#### Professional exchange between LHT and LFC

In order to develop P-12 curriculum, LHT and LFC teachers of different subject departments were engaged in LHT-LFC subject meetings, LHT's open lessons, LFC's lesson study and LHT-LFC peer's lesson observation, coordinated by Staff Development Committee. Highlights of professional exchange between LHT and LFC this year included analysis of assessment focuses in HKDSE, evaluation of joint-school activities such as Young Scientists Conference, Budding Scientists and Fashion Show, arrangement of a study tour in Taiwan and development of through-train gifted education curriculum.

#### **Reflection**

Our high passing rates and credit-to-distinction rates in public examinations in the past years implicated the significance of our well-established quality assurance mechanism. To maintain high quality teaching and learning, quality assurance mechanism should be reviewed and reinforced. Teachers' comments indicated that peer's lesson observation exercise played an important role in improving

pedagogical practices and promoting teaching and learning quality. Thus peer's lesson observation exercise should be reinforced. To further enhance the output of subject departments, their capacity as learning communities should be increased. In addition to school-based staff development events, more department-based activities should be organized to create opportunities for professional exchange in the learning communities. To further stretch students' potentials, new learning platforms such as e-Learning could be initiated. Professional exchange between LHT and LFC on gifted education was an important concern to maximize students' learning opportunities and outcomes, which should be strengthened in the coming years.

**Major Concern 3:** To nurture a positive school culture and school norm through Other Learning Experiences and ECAs.

**Achievements:**

**Goal Setting Exercise for Junior Form Students**

With the help of the Career Counseling Team, the content of the Goal Setting Booklet was revised. A number of amendments were made in order to better suit our students. First, participation of students in extracurricular activities (ECA) was highlighted. Most class teachers appreciated the serious attitude shown by our students in the goal setting exercise. However, questions of similar nature should be modified to avoid repetition. Second, the involvement of parents is reinforced in the latest version of the booklet. It is suggested that specific questionnaires should be made to understand the learning environment of our student at home. Moreover, the Goal Setting Booklet has been used as a medium of communication during Parents Day this year. It was well received by parents and class teachers as particular areas about the students can be discussed accordingly.

**S1 Orientation Camp**

An orientation camp was organized for our S1 students in August. It serves a dual-purpose as the introduction of the school and a moral education session on self-discipline and responsibility for our S1 newcomers. With the assistance of twenty teachers and scout team, the event was organized successfully. From our observation, the S1 students enjoyed the camp and genuinely understood our expectations for them. The event also provided an opportunity for teachers to observe and take note of some of the characters and the personalities of our new students. However, the large difference in ratio of LHT students and non-LHT students caused segregation among the groups.

**S2/S3 Class Committee Election**

To develop a sense of democracy and self-management ability among our S2 students, a Class Committee Election was launched in S2 & S3. Students were asked to form cabinets to run for the class committees. Class Committees are responsible for the management of their relative classes. It includes improving learning attitude, monitoring disciplinary issues, and promoting a harmonious learning atmosphere. Regular class committee meetings are held once a month. Our students were keen on organizing inter-class activities.

**To co-organize a program 「愛動同行」 with Hong Kong Police Force**

An event was scheduled in the second school term for promoting anti-crime messages. Some students were selected for a gathering with the representatives from Hong Kong Police Force. They participated in an anti-crime leaflet distribution campaign. Students felt positive as they found that the visiting officer was nice and encouraging. Students were introduced to criteria and interview details of police recruitment.

### **No Child Left Behind Program**

To provide support to students who are academically challenged and with poor social skills, a taskforce named “No child Left Behind” was formed. Members from No Child Left Behind are mainly consisted of cultural subject teachers. Counseling-based services were provided to our target students once a week. The number of progress review meetings during staff development sessions dropped this year. It is worth to note the difficulty involved in summoning all the cultural subject teachers as they all have various commitments in after-school ECA activities.

### **Team Challenge Program**

The Team Challenge Program is set under the Pastoral Care Board aiming at providing students with more adventure-based activities to promote better communication with them. This program gives ample opportunities for teachers to better understand students, and hence, discover the potential and shortcomings of students in order to cater for their specific needs. Different adventure-based activities such as hiking and canoeing were organized. A mutual trust relationship was forged between teachers and students. This year, we have invited some student helpers to keep a video record of the event.

## **Reflection:**

### **To develop and promote positive personal growth, discipline and interpersonal skills**

The Orientation Camp was successfully held and our students enjoyed all the events involved. Throughout the activities, our expectations and school regulations were concretely conveyed to our new students. A mutual trust relationship was also forged between students and teachers. This year, different student preventatives such as prefects, scout team members and sports volunteer team members were involved in the organization of the camp. The experience of being organizers helped to promote their sense of belonging, self-recognition, love & care among students in different forms.

The Class Committee Election was successfully held to promote students’ sense of democracy and to build an understanding of their rights and duties as a student here at PLKLFC. Great efforts in the preparation leading up to the Election Day were evidential. Class committee members gave excellent speeches and detailed yearly plans to fellow classmates. Regular review meetings were held with class committee members.

### **To enhance moral and civic education**

We have reformed the structure of Pastoral Care Board. Student Discipline Committee is responsible for the student misbehaviour. Guidance & Counselling Team is responsible for student counselling services. The teachers-in-charge of different themed programmes (S1 orientation camp, goal setting program, class committee election, team challenge) are congregated as the Moral & Civic Education Committee (MCE). There will be a meeting for MCE committee at the end of the school term to report the progress of different programmes. Planning for the coming year will also be initiated.

### **To cater to students with different needs**

A series of training workshops was organized for Pastoral Care Board members in hopes of improving their counselling skills, raising their alertness to potential problems of students and dealing with bullying cases in school. It was agreed that a much better understanding in the nature



and direction of counselling work was achieved. In total, there were 4 lessons and our members were highly involved in all of the workshops.

For Team Challenge Program, six preparation meetings and six outing activities such as hiking and war games were organized. A mutual trust relationship has been built up throughout the activities and students were more eager to express their feelings and emotions during the outings. It was also observed that there were less reported cases of misbehaviour among those students.

After extensive evaluation with the Career Counselling Team, the participation of students in their ECAs should be stressed in the Goal Setting Booklet alongside their academic performances. The stronger sense of self recognition was observed in our students after they took part in the Goal Setting exercise.

The class committee election was organised successfully. However, it was not suggested for the S3 students to continue with this programme. Instead, a mentor-mentee programme can be established for our S3 students as they can be the 'big brothers or sisters' for our junior form students.

For the orientation camp, we should recruit more student-helpers so that our teachers can be spared to observe the behaviour of our new students. Some of the non-LHT students were found to be disengaged in some of the cooperative tasks. This phenomenon can be is a preview of things to come in the school year. We should change the ratio between LHT and non-LHT students in order to promote a more harmonious environment. It is also suggested that the topic of anti-bullying should be incorporated into the orientation camp next year.

## 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, French (Non-Chinese students only), Chinese History, Economics, Geography, BAFS, Information and Communication Technology, Technology and Living, Music, Visual Arts, Physics, Chemistry, Biology, Combined Science.	Moral and Civic Education Community Services Career-related Experiences Aesthetic development Physical Development (Including Physical Education lessons for Senior form students)

Moreover, different taskforces were established in 2011/12 academic year in order to further strengthen the learning and teaching of the school and stretch the potential of our students.

Taskforces
Quality assurance on HKDSE
School-based gifted education programme
Liberal Studies as a core subject
Strengthening the role of class teachers (S1 and S2)
Strengthening the role of class teachers (senior forms)
No child left behind (NCLB) programme

## H. Financial Summary for the 2012 / 2013 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	70.85%	N.A.
School Fees	N.A.	24.73%
Donations, if any	N.A.	0.26%
Other Income, if any	0.22%	3.94%
<b>Total</b>	71.07%	28.93%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		

Staff Remuneration	85.54%
Operational Expenses (including those for Learning and Teaching)	5.76%
Fee Remission / Scholarship <sup>1</sup>	5.73%
Repairs and Maintenance	0.61%
Depreciation	2.07%
Miscellaneous	0.29%
<b>Total</b>	100%
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	1.07 months of the annual expenditure
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	11.59 months of the annual expenditure
<sup>#</sup> in terms of equivalent months of annual overall expenditure	

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

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<sup>1</sup> 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).

### 3. Donations 2013-14

#### A.

<u>Name of donor</u>	<u>Description of donation</u>	<u>\$</u>
保良局陳仲銘通識教育基金	Cash subsidy for LS related activities	30,257.01
保良局優質教育基金	Cash subsidy for overseas sister school activities	10,322.40
保良局粵劇發展基金	Cash subsidy for Cantonese Opera activities	24,400.00
學生家長	Cash donation	1,910.00
Centum Charitas Foundation Limited	Cash subsidy for study tour and purchasing of books to students	33,000.00
Excellence Property Development Limited	Cash donation for School Campus Development	500,000.00
		599,889.41

#### B.

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
香港歷史博物館	沒有	「國采朝章—清代宮廷服飾」展覽圖錄(一套兩冊) 港幣\$230	不是	2013年9月10日	供師生閱讀
香港教育專業人員協會	沒有	教研系列 06 《香港教師專業自主調查報告》一本 港幣\$30	不是	2013年9月24日	供師生閱讀
蓬瀛仙館	沒有	《邊緣心聲 10個青年迷途知返的真實故事》兩本 每本港幣\$48 總值港幣\$96	不是	2013年9月30日	供師生閱讀
中原地產代理有限公司	沒有	《走出這一步 為前途鋪路》一本 港幣\$68	不是	2013年10月15日	供師生閱讀
2V 班林振坤學生家長	沒有	支票面額港幣\$1,910	不是	2014年5月16日	予本校作學校發展用途
百仁基金	沒有	支票面額港幣\$33,000	不是	2014年5月19日	港幣\$30,000 資助遊學團， 港幣\$3,000 作購買書卷

香港大學李嘉誠醫學院	沒有	《育醫造才—探索醫學世界》三本 每本港幣\$50，總值港幣\$150	不是	2014年5月20日	供師生閱讀
香港大學基金	沒有	《情義之都—從港大到香港的捐贈傳奇》一本 港幣\$118	不是	2014年6月4日	供師生閱讀
卓越房地產開發有限公司 羅焯董事長及總經理	沒有	支票面額港幣\$500,000	不是	2014年6月17日	支持本校的發展
葉劉淑儀議員	沒有	《四個葬禮及一個婚禮》一本	不是	2014年7月29日	供師生閱讀

#### 4. School-based After-school Learning and Support Programmes

##### A. Programme Report

Name of activity	Average no. of grant beneficiaries served	Average attendance rate	Period	Actual expenses (\$)	Method of evaluation
Chinese Class for non-Chinese students	A: 6 B: 22 C: 4	100%	9/13 – 5/13	\$12,800	Interview the teacher/teaching assistant in-charge.

A: Student receiving the Comprehensive Social Security Assistance (CSSA)

B: Students receiving the full grant under the Student Financial Assistance Scheme (SFAS)

C: Other disadvantaged students identified by the school under the 10% discretionary quota

##### 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			
<b>Learning Effectiveness</b>						
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	✓					
<b>Personal and Social Development</b>						

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		✓				
<b>Community Involvement</b>						
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):

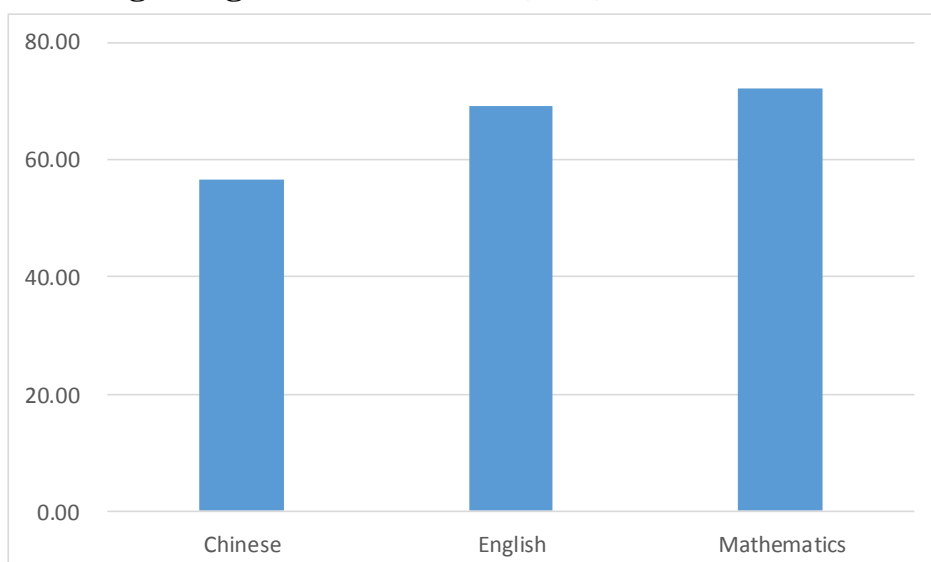
## 5. Capacity Enhancement Grant

### Evaluation on the use of Capacity Enhancement Grant

Major Areas of Concern	Implementation Plan and Evaluation	Expenditure
To help the administration work from both Mathematics and Science	<p>A full-time Mathematics teaching assistant was employed for 12 months.</p> <p>A full-time 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 Mathematics and 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.</p> <p>The heads of departments of Mathematics and 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>	\$357,892
To help the development of orchestra	<p>A part-time conductor was employed to help develop the orchestra. The head of Music was satisfied with the performance of the part-time instructor according to the attendance rate of students and her observation.</p>	

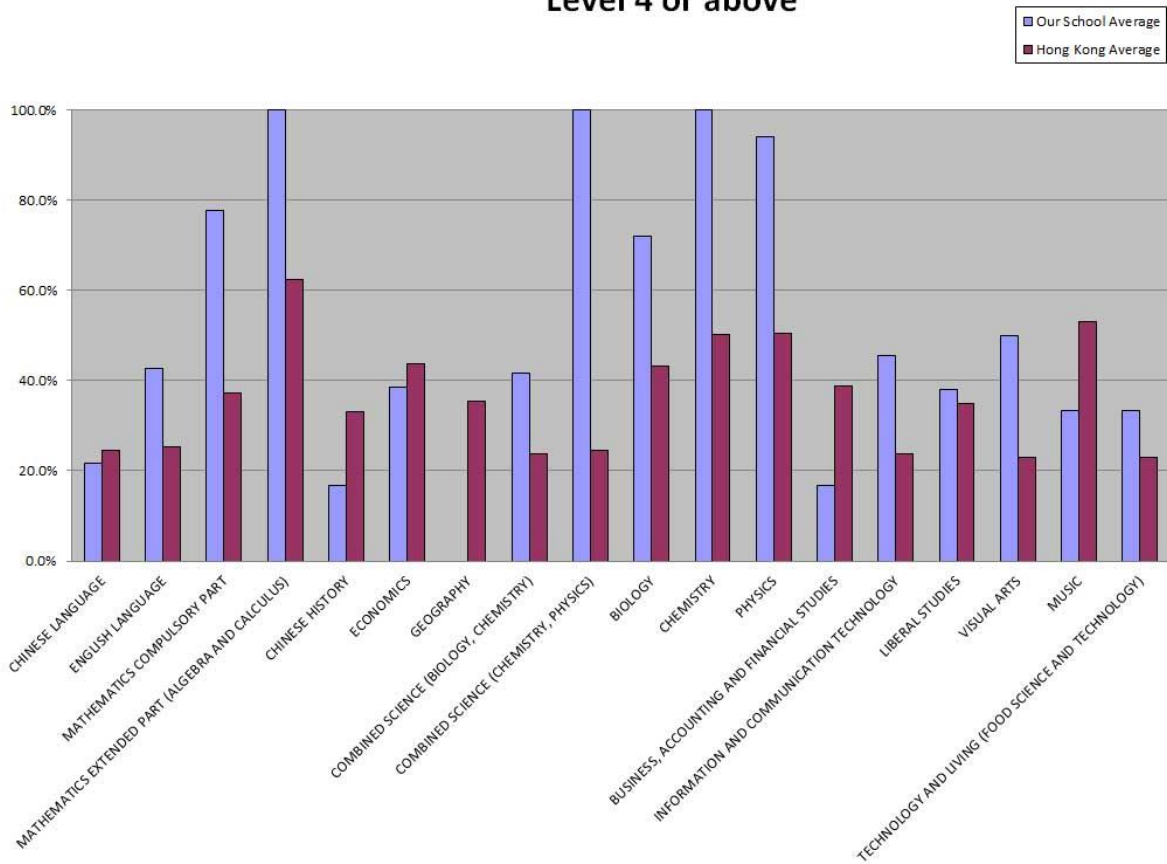
## I. Performance of Students

### 1. Hong Kong Attainment Test (S1A) 2013

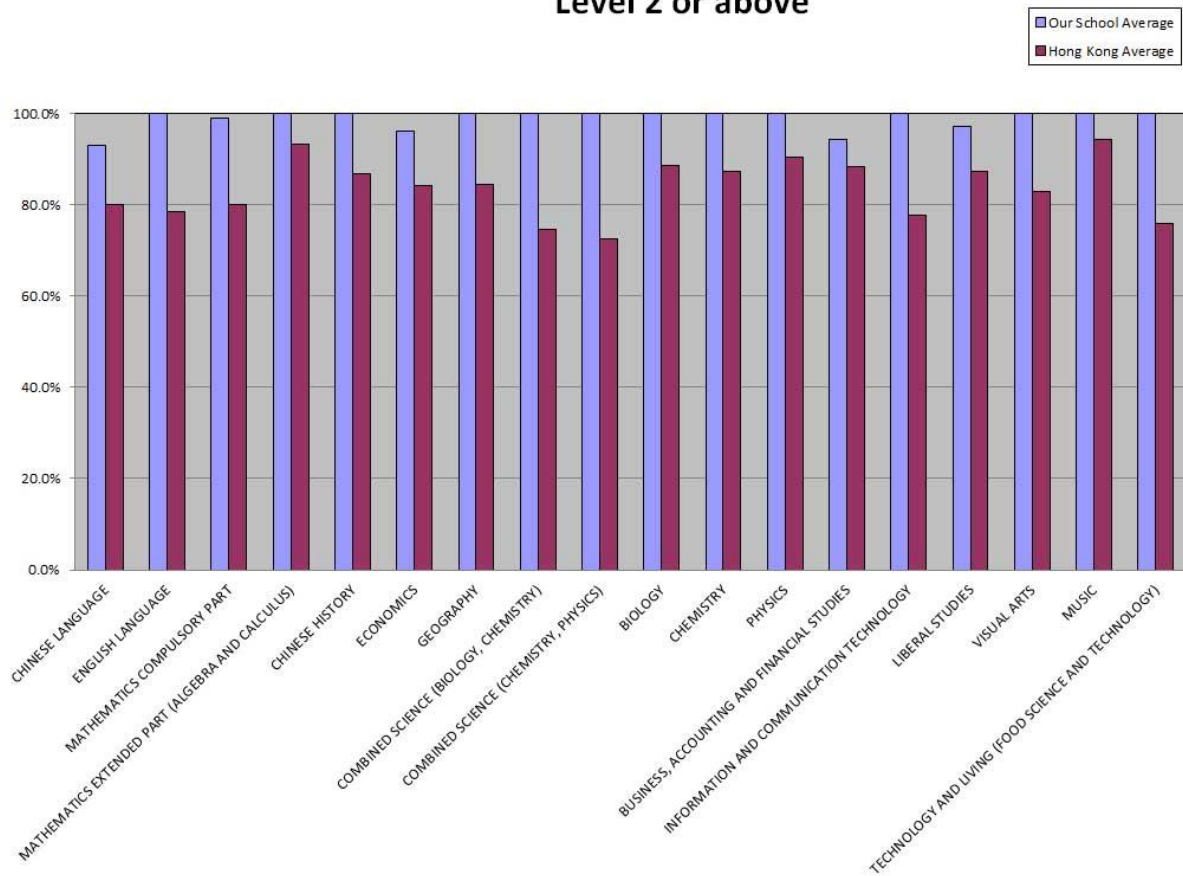


## 2. Hong Kong Diploma of Secondary Education

### Level 4 or above



### Level 2 or above





### 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.**

<b>S1 –S5 Academic Scholarships</b>	
<b>Rank in the level</b>	<b>Scholarship</b>
<b>1 - 3</b>	<b>100%</b>
<b>4 - 6</b>	<b>50%</b>
<b>7 - 10</b>	<b>25%</b>
<b>11 - 25</b>	<b>20%</b>

<b>S1 - S2 Subject Scholarships</b>		
<b>Subject</b>	<b>Rank in the level</b>	<b>Scholarship</b>
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
French	Top 1	\$1,000
Mathematics	Top 3	\$1000 each
Science (Integrated Science + Biotechnology)	Top 3	\$1000 each
Social Science (Liberal Studies + Chinese History)	Top 3	\$1000 each

<b>S3 Subject Scholarships</b>		
<b>Subject</b>	<b>Rank in the level</b>	<b>Scholarship</b>
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
French	Top 1	\$1,000
Mathematics	Top 3	\$1000 each
Science (Physics + Chemistry + Biology + Biotechnology)	Top 3	\$1000 each
Social Science (Liberal Studies + Chinese History)	Top 3	\$1000 each

<b>New Senior Secondary S4 – S6 Subject Scholarships</b>		
<b>Subject</b>	<b>Rank in the level</b>	<b>Scholarship</b>
Chinese	Top 3	\$1000 each
English	Top 3	\$1000 each
Mathematics	Top 3	\$1000 each
Liberal Studies	Top 3	\$1000 each
Mathematics (Module 1)	Top 1	\$1,000.00
Mathematics (Module 2)	Top 1	\$1,000.00

Physics	Top 1	\$1,000.00
Chemistry	Top 1	\$1,000.00
Biology	Top 1	\$1,000.00
Combined Science	Top 1	\$1,000.00
Geography	Top 1	\$1,000.00
Chinese History	Top 1	\$1,000.00
Economics	Top 1	\$1,000.00
Information & Communication Technology	Top 1	\$1,000.00
BAFS	Top 1	\$1,000.00
Chinese Literature	Top 1	\$1,000.00
Visual Arts	Top 1	\$1,000

### 3.2 Public Examination Scholarships

#### HKDSE:

Students who achieve an 5\*\* are awarded a scholarship of HK\$5000 for each HKDSE subject. Students who achieve an 5\* are awarded a scholarship of HK\$3000 for each HKDSE subject.

區翰欣 Au Hon Yan Vanessa (\$20,000) 、  
洪思琪 Hung Sze Ki (\$9,000) 、  
余樂信 Yee Eric Logsoon (\$6,000) 、  
陳卓軒 Chan Cheuk Hin (\$5,000) 、  
鄭彥隆 Cheng Yin Lung (\$9,000) 、  
張詠文 Cheung Ashley Wing Man (\$5,000) 、  
朱浩然 Chu Ho Yin (\$3,000) 、  
邱浚鋒 Edwin Yau Tsun Fung (\$3,000) 、  
郭俊睿 Kwok Chun Yui (\$3,000) 、  
梁欣傑 Leung Yan Kit (\$22,000) 、  
黃瀚賢 Wong Hon Yin (\$12,000) 、  
葉韋良 Yip Wai Leung (\$3,000) 及  
王瑩姿 Wong Ying Chi (\$14,000) 。

### 3.3 External Scholarships

班別	學生姓名	金額 (\$)	獎助學金類別
6V	梁欣傑	1,000.00	保良局何玉清兒童及教育基金
6J	謝敏茜	1,000.00	保良局何玉清兒童及教育基金
6M	黎子欣	1,000.00	羅氏慈善基金高中應用學習獎學金 (2012-13)
2J	區浩鈞	760.50	保良局屬下中學音樂獎助學金
4J	周柏臻	760.50	保良局屬下中學音樂獎助學金
5V	王建怡	1,000.00	尤德爵士紀念基金高中學生獎

6J	王心言	1,000.00	尤德爵士紀念基金高中學生獎
2J	鄺嘉熙	500.00	屈臣氏集團香港學生運動員獎
5V	麥洛汶	15,000.00	保良局獎學金-獎勵於其他學習經歷/ 比賽表現卓越的學生-代表香港參加 海外比賽
1V	馮浩峰	1,000.00	保良局中學獎學金
2J	張傑容	1,000.00	保良局中學獎學金
3J	馬梓喬	1,000.00	保良局中學獎學金
4J	梁君彥	1,000.00	保良局中學獎學金
5S	呂嘉熙	500.00	保良局中學獎學金
5V	王建怡	500.00	保良局中學獎學金
6V	王瑩姿	500.00	保良局中學獎學金
6S	張嘉恩	500.00	保良局中學獎學金
3J	馬梓喬	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者)
4J	梁君彥	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者)
5V	王建怡	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (學業成績出眾者)
2V	陳曦靜	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步)
3S	Singh Baljoet	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步)
5S	李昊彥	2,000.00	保良局伍何永貞紀念 教育基金獎學金 (成績有顯著進步)
3S	歐卓明	2,000.00	保良局獎學金-代表香港參加海外活 動之隊伍獎學金(美國聖地牙哥)
4J	周柏臻	2,000.00	保良局獎學金-代表香港參加海外活 動之隊伍獎學金(美國聖地牙哥)
4J	馬皓謙	2,000.00	保良局獎學金-代表香港參加海外活 動之隊伍獎學金(美國聖地牙哥)
4V	何潘翹	2,000.00	保良局獎學金-代表香港參加海外活 動之隊伍獎學金(美國聖地牙哥)
5J	鍾灝廉	2,000.00	保良局獎學金-代表香港參加海外活 動之隊伍獎學金(美國聖地牙哥)

2M	余家盈	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
2M	陳君裕	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
3M	鄭泳昕	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
3S	朱星燁	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
4J	鍾皓哲	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
4J	侯啟杭	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
4J	余天朗	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)
5V	林翊行	1,250.00	保良局獎學金-代表香港參加海外活動之隊伍獎學金 (台灣)

#### 4. Student Participation in Inter-school Events

Class	Name of student	Name of Competition	Award	Organization
4S	Hsu Hung Ching	"Digichem" Video Production Competition 2013 Junior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau
4J	Ng Hoi Man	"Digichem" Video Production Competition 2013 Junior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau
4J	Yeung Lok	"Digichem" Video Production Competition 2013 Junior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau
6V	Wong Sung Chi	"Digichem" Video Production Competition 2013 Senior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau
6V	Chan Hong	"Digichem" Video Production Competition 2013 Senior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau

6V	Li Wing Hei	"Digichem" Video Production Competition 2013 Senior Secondary Division	Certificate of Merit	The Hong Kong Association for Science and Mathematics Education, Education Bureau
5J	Tam Felix Hon Yin	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
5J	Chung Ho Lim	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
5J	Wong Kit Hang	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
5J	Ho Hiu Lam	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
5V	Mak Lok Man	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
5V	Lee Chun Wa	保良局服務 135 年屬下中學連環教育考察之旅：上海篇 專題演講	最佳研究方法獎	Po Leung Kuk
2J	Kwong Ka Hei	Po Leung Kuk Joint School Swimming Competition	Boys Junior 50M Breaststroke Champion	Po Leung Kuk
2J	Kwong Ka Hei	Po Leung Kuk Joint School Swimming Competition	Boys Junior 100M Freestyle Champion	Po Leung Kuk
2J	Kwong Ka Hei	Po Leung Kuk Joint School Swimming Competition	Boys Junior Individual Champion	Po Leung Kuk
1N	Ng Hing Yin	Po Leung Kuk Joint School Swimming Competition	Boys Junior 50M Freestyle Champion	Po Leung Kuk
5J	Yip Tsz Tung	Po Leung Kuk Joint School Swimming Competition	Girls Senior 50M Freestyle 1st Runner-up	Po Leung Kuk
5J	Yip Tsz Tung	Po Leung Kuk Joint School Swimming Competition	Girls Senior 100M Freestyle 1st Runner-up	Po Leung Kuk
5J	Yip Tsz Tung	Po Leung Kuk Joint School Swimming Competition	Girls Senior 50M Butterfly 1st Runner-up	Po Leung Kuk
2N	Yip Ming Chun	Po Leung Kuk Joint School Swimming Competition	Boys Junior 50M Butterfly 2nd Runner-up	Po Leung Kuk

2N	Yip Ming Chun	Po Leung Kuk Joint School Swimming Competition	Boys Junior 50M Backstroke 3rd Runner-up	Po Leung Kuk
2J	Kwong Ka Hei	Po Leung Kuk Joint School Swimming Competition	Boys 4X50M Freestyle Relay	Po Leung Kuk
1N	Ng Hing Yin			
1N	Lo Yat Long			
2N	Yip Ming Chun			
		Po Leung Kuk Joint School Swimming Competition	Boys Junior Overall Champion	Po Leung Kuk
		Po Leung Kuk Joint School Swimming Competition	Boys Overall 2nd Runner-up	Po Leung Kuk
2J	Kwong Ka Hei	Inter-school Swimming Championship	Boys C Grade 50M Breaststroke Champion	Hong Kong School Sports Federation
2J	Kwong Ka Hei	Inter-school Swimming Championship	Boys C Grade 100M Breaststroke Champion	Hong Kong School Sports Federation
1N	Ng Hing Yin	Inter-school Swimming Championship	Boys C Grade 50M Freestyle Champion	Hong Kong School Sports Federation
1N	Ng Hing Yin	Inter-school Swimming Championship	Boys C Grade 100M Freestyle Champion	Hong Kong School Sports Federation
5J	Yip Tsz Tung	Inter-school Swimming Championship	Girls A Grade 50M Butterfly 1st Runner-up	Hong Kong School Sports Federation
5J	Yip Tsz Tung	Inter-school Swimming Championship	Girls A Grade 50M Freestyle 2nd Runner-up	Hong Kong School Sports Federation
2N	Yip Ming Chun	Inter-school Swimming Championship	Boys C Grade 50M Butterfly 1st Runner-up	Hong Kong School Sports Federation
2N	Yip Ming Chun	Inter-school Swimming Championship	Boys C Grade 200M Individual Medley 1st Runner-up	Hong Kong School Sports Federation
4N	Wong Lok Him	Inter-school Swimming Championship	Boys B Grade 100M Backstroke 3rd Runner-up	Hong Kong School Sports Federation
2J	Kwong Ka Hei	Inter-school Swimming Championship	Boys C Grade 4X50M Medley Relay Champion	Hong Kong School Sports Federation
1N	Ng Hing Yin	Inter-school Swimming Championship		Hong Kong School Sports Federation
1N	Lo Yat Long	Inter-school Swimming Championship		Hong Kong School Sports Federation
2N	Yip Ming Chun	Inter-school Swimming Championship		Hong Kong School Sports Federation

3V	Kwok Wing Lam	Inter-school Swimming Championship		Hong Kong School Sports Federation
3V	Cheng Yu Tung	Inter-school Swimming Championship	Girls B Grade 4X50M Freestyle Relay 1st Runner up	Hong Kong School Sports Federation
3M	Cheng Wing Yan	Inter-school Swimming Championship		Hong Kong School Sports Federation
4S	Lau Pui Chi	Inter-school Swimming Championship		Hong Kong School Sports Federation
6S	Ho Tsz Kiu	Inter-school Swimming Championship	Boys A Grade 4X50M Medley Relay Champion	Hong Kong School Sports Federation
6V	Wong Sung Chi	Inter-school Swimming Championship		Hong Kong School Sports Federation
5V	Lee Yiu Husan	Inter-school Swimming Championship		Hong Kong School Sports Federation
5J	Lau Kwok Hei	Inter-school Swimming Championship		Hong Kong School Sports Federation
3J	Leung King Kiu	Inter-school Swimming Championship	Boys B Grade 4X50M Freestyle Relay Champion	Hong Kong School Sports Federation
2V	Chiu Chak Wang	Inter-school Swimming Championship		Hong Kong School Sports Federation
3S	Tam Siu Ching	Inter-school Swimming Championship		Hong Kong School Sports Federation
4S	Hui Chi Hong	Inter-school Swimming Championship		Hong Kong School Sports Federation
		Inter-school Swimming Championship	Boys C Grade Overall Champion	Hong Kong School Sports Federation
		Inter-school Swimming Championship	Boys Overall 2nd Runner-up	Hong Kong School Sports Federation
		2013 Hong Kong Youth Music Interflows-Orchestra Contest	Secondary School Class B Bronze	Music Office (Leisure and Cultural Services Department)
6N	Cheng Tsz Him	Game JAM Junior 2013	最佳流動遊戲 最佳環保意識	Hong Kong Design Institute and Hong Kong Institute of Vocational Education (Lee Wai Lee)
6N	Wu Pak Long			
6S	Chan Pak Leung			
6S	Ho Tsz Kiu			
4J	孫穎芝	全港中學生演講比賽—「夢想盃」	優異獎	新知識文化學術研習社
1V	周卓琳	詩詞獨誦-粵語(中學一年級-女子組)	季軍	香港學校朗誦節
	保良局羅氏基金中學	一人一家書徵文比賽	最積極參與學校	家家有晴

保良局陸慶濤小學 保良局羅氏基金中學

校長持續專業發展計劃

三年周期 2011/12 至 2013/14 年度第三年(2013/14)發展計劃計劃

日期 日/月/年	持續專業發展活動名稱	主辦機構	領導才能範疇*						持續專業發展時數		
			I	II	III	IV	V	VI	有系統的學習	實踐學習	為教育界及社會服務
1.9.13—31.8.14	香港教育學院稽核委員會委員	香港教育學院	✓				✓	✓			10
1.9.13—31.8.14	港澳南海青年聯誼會教育顧問	港澳南海青年聯誼會	✓				✓	✓			10
1.9.13—31.8.14	南海區(海外)留學生聯盟香港工作站顧問	佛山市南海區外事僑務局	✓				✓	✓			10
1.9.13—31.8.14	獨立校董	廠商會蔡章閣中學	✓	✓	✓	✓	✓	✓			10
1.9.13—31.8.14	校本教師專業發展活動	陸慶濤小學及羅氏基金中學	✓	✓	✓	✓			40		
9.9.2013	Legal workshop for Catholic Schools Principals and Managers-tort liabilities I	香港大學教育領導中心					✓	✓		3	
23.9.2013	Legal workshop for Catholic Schools Principals and Managers-tort liabilities II	香港大學教育領導中心					✓	✓		3	
8.10.2013	Legal workshop for Secondary Schools Principals-tort liabilities I	香港大學教育領導中心					✓	✓		3	
15.10.2013	Legal workshop for Secondary Schools Principals-tort liabilities II	香港大學教育領導中心					✓	✓		3	
15.11.2013	主持荃灣區小學聯校教師專業發展日(2013)	荃灣區小學校長會					✓	✓		3	
23.11.2013	Legal workshop for Catholic Schools Principals and Managers-employment related issues	香港大學教育領導中心					✓	✓		6	



27.11.2013	Legal workshop for newly appointed Principals – students rights and discipline	香港教育局					✓	✓		3	
30.11.2013	Legal workshop for Secondary Schools Principals- employment related issues	香港大學教育領導中心					✓	✓		3	
14-18/12/2013	印尼教育考察團	保良局	✓	✓	✓	✓				20	
6.1.2014	Legal workshop for Catholic Schools Principals and Managers-Intellectual Property	香港大學教育領導中心					✓	✓		3	
7.1.2014	Legal workshop for EDB Officers- employment related issues	香港教育局					✓	✓		3	
16.1.2014	Legal workshop for Newly Appointed Principals- School Liabilities	香港教育學院政策及領導學系					✓	✓		2	
21.1.2014	MEd Programme – Introduction to Legal System; Tort Liabilities I	香港大學教育學院					✓	✓		3	
11.2.2014	MEd Programme – Tort Liabilities	香港大學教育學院					✓	✓		3	
24.2.2014	MEd Programme –Employment Issues	香港大學教育學院					✓	✓		3	
27.2.2014	SDO Training Workshop	香港教育局					✓	✓		3	
4.3.2014	MEd Programme –Employment Issues (Non Discrimination related)	香港大學教育學院					✓	✓		3	
11.3.2014	MEd Programme – Students Discipline and Rights	香港大學教育學院					✓	✓		3	
18.3.2014	MEd Programme - Law Enforcing Agencies	香港大學教育學院					✓	✓		3	
1.4.2014	MEd Programme – Copy Rights	香港大學教育學院					✓	✓		3	
8.4.2014	MEd Programme –Handling Complaints and Wrap up	香港大學教育學院					✓	✓		3	
14-18.4.2014	支援甘肅省中學一行動計劃	香港大學教育學院 甘肅省教育廳	✓	✓	✓	✓		✓		8	16
5.5.2014	甘肅省小學校長訪問本校	香港大學教育學院 甘肅省教育廳		✓	✓					2	
13.5.2014	翻轉教室—講座	香港大學教育領導中心 華東師範大學慕課中心		✓	✓					2	
6-9.5.2014	南京、杭州、寧波大學教育考察團	保良局	✓	✓	✓	✓				20	

