

# Po Leung Kuk Laws Foundation College



## School Report 2021-2022

Address: 8 To Lok Road, Tseung Kwan O, Hong Kong

Tel: 2701 8778 Fax: 2701 3866

Website: <http://www.plklfc.edu.hk>

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## **1. Belief and mission**

### **1.1. Our belief**

#### **We strongly believe that**

- the overall aims of education for the 21st Century should be enabling every student to attain all-round development and to be equipped with life-long learning capabilities;
- our priority should be enabling students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment;
- all students are unique and their potential and multiple intelligence can be fully developed if ample opportunities are duly provided;
- the development of students' multiple intelligence helps to strengthen their confidence and to bring out their giftedness.

### **1.2. 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'.

## 2. Our school

### 2.1. Introduction

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. In this academic year, the number of active school days are 192 days.

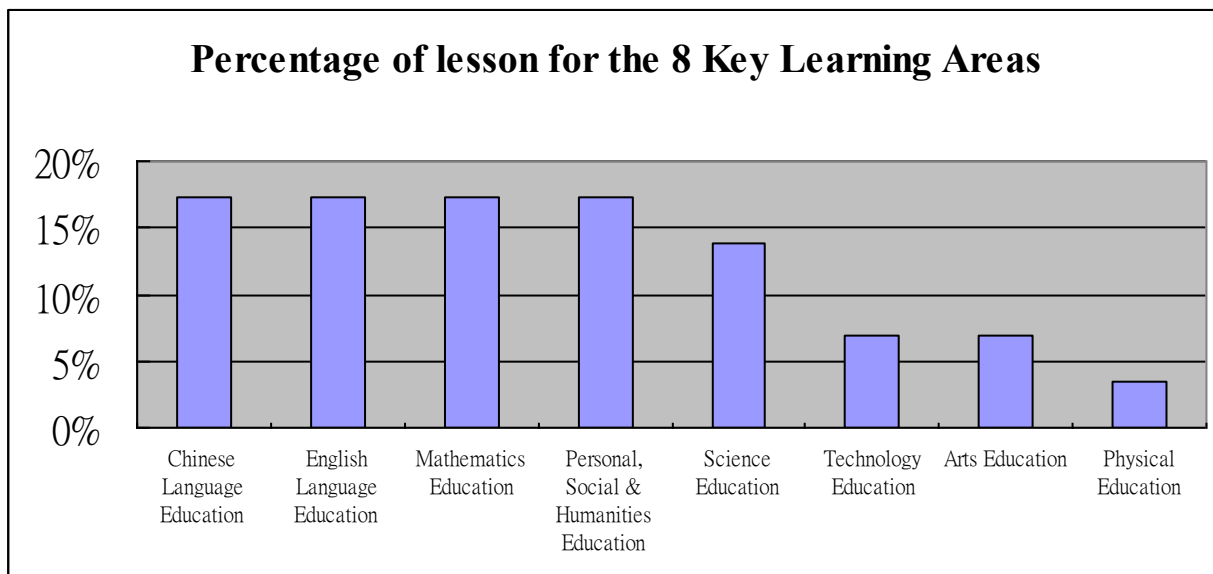
Different boards and committees are established in order to further strengthen the learning and teaching of the school and stretch the potential of our students:

<b>Academic Board</b> <ul style="list-style-type: none"><li>• Staff Development Committee</li><li>• Career and Life Planning Committee</li><li>• Gifted Education Committee</li><li>• Academic Committee</li><li>• Scholarship Committee</li><li>• Learning Support Team</li></ul>	<b>School Administration Board</b> <ul style="list-style-type: none"><li>• School Administration Committee</li><li>• School Self-evaluation team</li><li>• Admission Team</li><li>• Examination Committee</li><li>• Publication Committee</li><li>• ICT Committee</li><li>• Websams Team</li><li>• IT Support Team</li><li>• LAWN TV Team</li><li>• E-Learning Taskforce</li></ul>
<b>Pastoral Care Board</b> <ul style="list-style-type: none"><li>• Discipline Committee</li><li>• Guidance and Counseling Committee</li><li>• Moral &amp; Civic, National Education Committee</li><li>• Core Team of Safeguarding National Security and National Security Education</li><li>• Healthy School Program</li><li>• Alumni Association</li></ul>	<b>General Administration Board</b> <ul style="list-style-type: none"><li>• ECA Committee</li><li>• School Teams</li><li>• Ceremonies and School Functions Committee</li><li>• Exchange Program Committee</li><li>• Parent-Teacher Association</li><li>• Trading Operation Committee</li><li>• Student Council</li><li>• School Facilities Management Committee</li><li>• OLE Committee</li><li>• General Administration Team</li></ul>

### 2.2. Learning and teaching

Our school curriculum, structured to maintain both breadth and balance, is designed to cater for students' different needs, abilities and interests. The eight 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.

*Lesson Time for the eight Key Learning Areas*



The core of our Junior Secondary Curriculum consists of 15 subjects, i.e. Chinese Language, English, Mathematics, Integrated Science, Biotechnology, Geography, Economics, Business, Accounting and Financial Studies (BAFS), Chinese History, Computer and Information Technology, Technology & Living, Music, Visual Arts, Physical Education and Life Education.

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. 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.

<u>Core subjects</u>	<u>Elective subjects</u>	<u>Other Learning Experience</u>
Chinese Language English Language Mathematics Liberal Studies/ Citizenship and Social Development	Each student takes 2 to 3 electives subjects: Biology, Chemistry, Physics, Chinese History, Geography, Economics, BAFS, Information and Communication Technology, Technology & Living, Music and Visual Arts.  Applied Learning is also offered.	<ul style="list-style-type: none"> <li>• Moral and Civic Education</li> <li>• Community services</li> <li>• Career-related experiences</li> <li>• Aesthetic development</li> <li>• Physical development (Including Physical Education lessons for Senior form students)</li> </ul>

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.

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 programs 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.

As a ‘through-train’ secondary school, we strive to build on the excellent achievement of our affiliated primary school Po Leung Kuk Luk Hing Too Primary School. 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.

### **2.3. 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, has been 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.

## **2.4. Facilities**

### **2.4.1. Main facilities**

We have a millennium school campus of about 7,000 m<sup>2</sup>. With the school-wide optical fiber 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, Integrated Science Laboratory, Physics Laboratory, Chemistry Laboratory, Stem Cell Science Laboratory, Law Cheuk Ecology 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 two computer rooms equipped with Multimedia 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.

### **2.4.2. 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 five 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 Multimedia Studio are 4/F; and a rooftop basketball court is on 5/F.

#### **a. 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.

#### **b. 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.

#### **c. Multimedia Studio**

The Multimedia Studio supports the curriculum development of Music and Information Technology and Communication. More opportunities will be provided 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.

#### **d. 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.



## **2.5. Panel of School Advisors - Partnerships for Growth**

### **a. Strategic direction and policy environment**

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

### **b. Teaching, learning and curriculum – Biotechnology**

- Professor Yuk-Lam LO (Honorary 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)

### **c. Principal and teacher growth and development**

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

## **2.6. Incorporated Management Committee**

Our Incorporated Management Committee (IMC) has been formed since June 2008. There are altogether 14 registered School Managers, which consist of two Teacher Managers, one Alumni Manager and two 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. Our students

#### 3.1. Class structure

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

Level	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5	5	5
Total enrolment	191	179	178	163	145	97*

\*96 students entered HKDSE 2022.

#### 3.2. Student attendance

Our student attendance rate was 98.3% in this academic year.

#### 3.3. Student participation in inter-school events

Our students took part actively in various inter-school events. Appendix 1 shows the prizes awarded in this academic year.

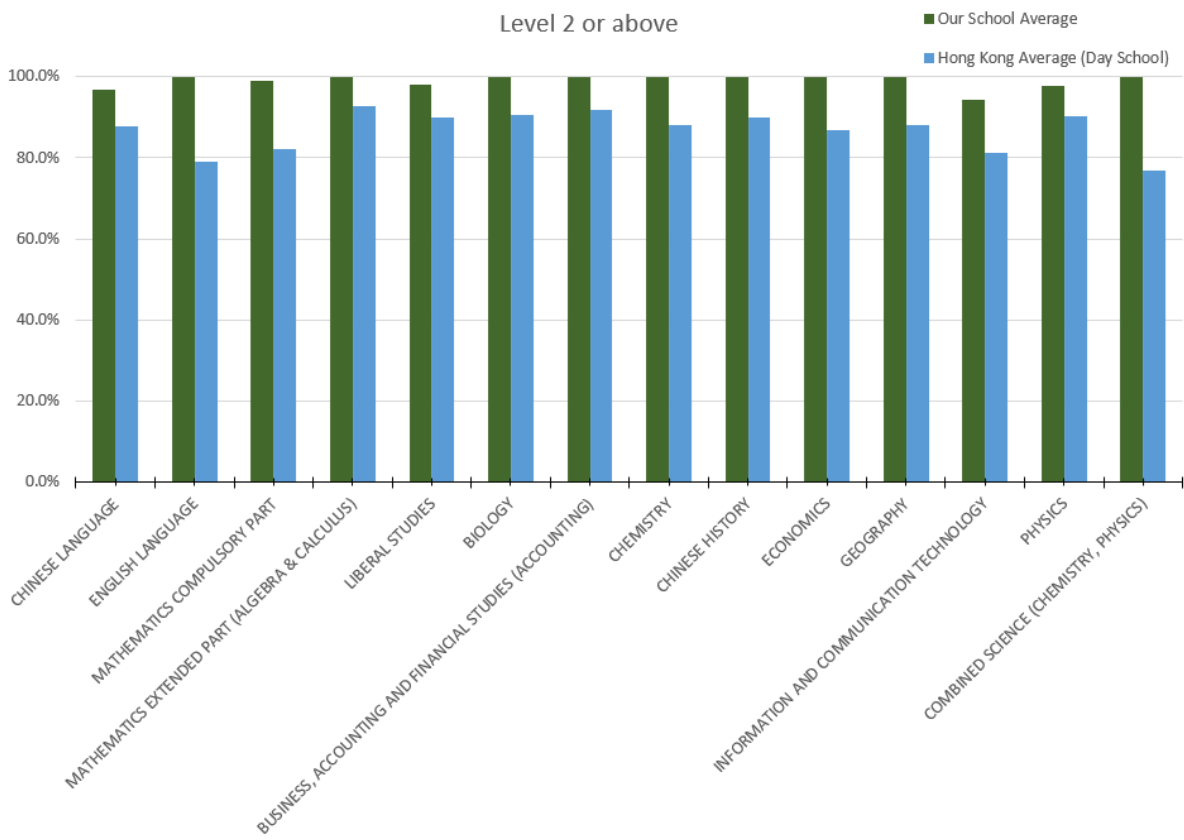
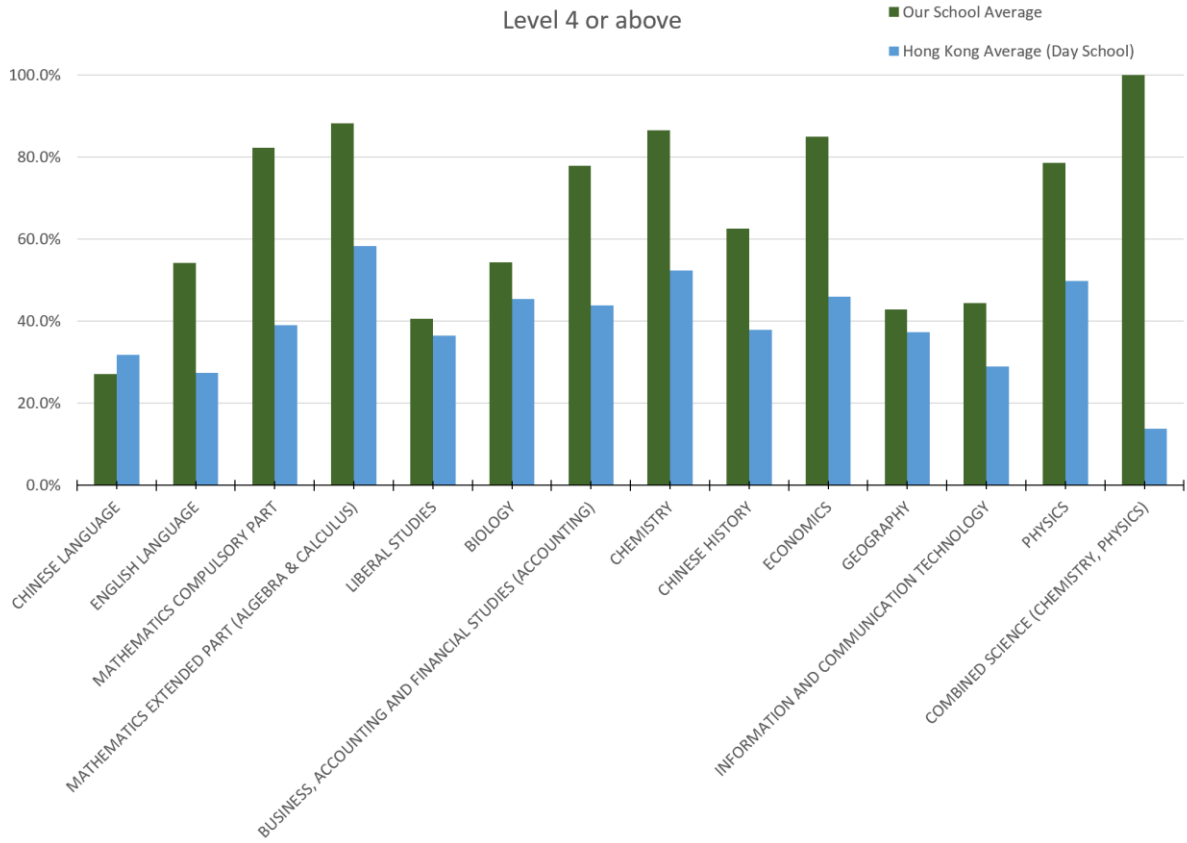
#### 3.4. Results of public assessments

##### a. Pre-Secondary One Hong Kong Attainment Test 2022

The Test was conducted on a voluntary basis.

##### b. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2022

Subjects attaining more 5\*\*/5\*/5 than Hong Kong Average: Chinese Language, English Language, Mathematics, Mathematics Extended Part Module 2, Liberal Studies, Biology, BAFS, Chemistry, Chinese History, Economics, Geography, Information and Communication Technology and Physics.



### **3.5. Scholarships and fee remission**

#### **a. School scholarships and fee remission**

The 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.

Appendix 2 shows the guidelines on the Academic Scholarship (Pre S1, S1 – S5), Subject Scholarship, Music Scholarship, Sports Scholarship, Visual Arts Music Scholarship, HKDSE Scholarship, International English Language Testing System (IELTS) Scholarship, Putonghua Proficiency Test (PSC) Scholarship and Scholarship for International Conferences and Competitions.

#### **b. HKDSE Scholarship**

Students who achieve a 5\*\* are awarded a scholarship of HK\$2,000 for each HKDSE subject.

Students who achieve a 5\* are awarded a scholarship of HK\$1,000 for each HKDSE subject.

Appendix 3 shows the list of students who are awarded with HKDSE Scholarship (HKDSE 2022).

#### **c. External scholarships**

Appendix 4 shows the list of students who are awarded with external scholarships.

#### 4. Our teachers

##### 4.1. Teachers and supporting staff

Teaching staff (including NET)	72
Librarian teacher	1
Teaching assistants	7
Social workers and counsellor	3
Laboratory technicians and laboratory attendant	4
IT technicians	2
Administrative staff	5
Janitors	7

##### 4.2. Academic qualifications

<u>Qualifications</u>	<u>No. (Percentage)</u>
Doctoral Degree	2 (3%)
Master Degree (one or more than one)	39 (54%)
Bachelor Degree (one or more than one)	72 (100%)
English Teachers meeting Language Proficiency Requirement	13 (100%)
Putonghua Teachers meeting Language Proficiency Requirement	13 (100%)
Postgraduate Diploma/ Postgraduate Certificate/ Bachelor Degree in Education	64 (89%)

##### 4.2. Teaching experience (including Principal)

Teaching experience (years)	Percentage
0 – 4	33%
5 – 9	11%
10 or more	56%
Total	100%

##### 4.3. Principal professional development

Appendix 5 shows the details of the principal professional development (103 hours).

## **5. Achievements and reflection on major concerns and feedback on future planning**

### **Major concern 1: To further promote students' engagement in diverse learning experiences and maximize their learning outcome**

#### **Achievements**

Our school has emphasized to enable students to attain all-round development and to be equipped with life-long learning capabilities in recent years. In School Development Plan 2019 - 2022, the framework of student engagement as well as teacher engagement was strengthened. Students' potentials and learning interests were further promoted through diverse types of learning activities and school-based curricula. To engage students in learning actively, they were guided and encouraged to set high expectations in everyday lessons and public examinations. During the period of 2020 - 2022, school's life was greatly affected by COVID-19 and many lessons can only be held in half-day mode or through online platforms during suspension of face-to-face classes. Both teachers and students developed strong skills of computer and information technology so that learning and teaching could continue during the pandemic. Together with good foundation of our school-based curricula and strong team of teachers, professional development of teachers continued to strengthen eLearning practices and curriculum development in the past three years.

In the academic year of 2021/22, our school focused on

- Promoting students' engagement in diverse learning experiences and maximize their learning outcomes;
- Increasing teachers' capacity for quality teaching; and
- Nurturing a positive culture and school norm through various learning experiences and extra-curricular activities.

#### Motivating students to maximize their potentials and acquire outstanding performance in various types of learning events

Our school has developed a comprehensive life and career planning scheme for S.1 - S.6 students. Students were guided to set both short-term and long-term goals so that they can formulate achievable and high expectations on their learning performance. The theme of life planning in 2021-2022 was "Tiny Habits" in which students were encouraged to make positive and realistic plans to achieve goals. To help students do self-assessment on their learning for more effective outputs after each school term, they were asked to evaluate how they learned and how teachers taught. This learning and teaching evaluation exercise provided constructive comments for students and teachers, promoting students' self-regulated learning attitude.

This year, our students obtained many outstanding awards in various inter-school and district events: Three students got Honourable Mention in Hong Kong Olympiad in Informatics; Two students were awarded Top Ten Outstanding Student Award of the 34<sup>th</sup> HKSAR Outstanding Students Selection and Outstanding Student Award in Outstanding Students Selection 2022 (Sai Kung District)

respectively; One student obtained Outstanding Performance in Commendation Scheme organized by Hong Kong Extra-curricular Activities Masters' Association; Three S.5 students were awarded Harvard Book Prize - Winner; Four students successfully joined CUHK Model United Nations Conference 2022 and got Honourable Mention; Two students received Silver Prizes in a speech competition organized by Hong Kong New Generation Cultural Association. Some other important prizes obtained by our students in 2021/22 include Ampower Talent Institute's IT, Tech & Innovation Master Class Program, The Student Health Captain Award Scheme, Writing Competition organized by The Hongkong Federation of Youth Groups, Best Idea Award in JA Innovation Camp, Tomorrow Leader Award by The Outstanding Young Persons' Association, Silver and Bronze Awards in Cisco Networking Academy Hong Kong and Macau Cisco Networking Skills Competition and many other prizes including the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places in the 73<sup>rd</sup> Hong Kong Schools Speech Festival. Two important awards in science were Third Prize in Junior Secondary School Energy and Environmental Science Section, Hong Kong Youth Science and Technology Innovation and First and Third Class Honours in International Junior Science Olympiad (IJSO) - Hong Kong Screening.

In addition to the above competitions, our students were stretched to achieve outstanding results in HKDSE 2022. Our S.6 students obtained significantly higher percentages of Level 5\*\* and 5\* when compared to Hong Kong's schools:

- Percentage of Level 5\*\* obtained by our students: 2.9% (HK: 1.3%)
- Percentage of Level 5\* or above obtained by our students: 12.3% (HK: 5.3%)

The total number of 5\*\*/5\* obtained by our 96 students were 75 in HKDSE 2022.

Details of Percentage of Level 5\*, Level 5 and Level 2:

	% of Level 5* or above	% of Level 5 or above
English Language	<b>10.4</b> (4.2)	<b>24.0</b> (10.5)
Chinese Language	<b>5.2</b> (3.9)	<b>9.4</b> (9.6)
Mathematics Compulsory Part	<b>16.7</b> (6.0)	<b>37.5</b> (14.5)
Liberal Studies	<b>1.0</b> (3.8)	<b>10.4</b> (9.6)
Mathematics Extended Part (Module 2)	<b>11.8</b> (14.6)	<b>35.3</b> (35.5)
Biology	<b>8.6</b> (8.0)	<b>20.0</b> (20.2)
BAFS (Accounting)	<b>18.5</b> (5.6)	<b>48.1</b> (14.7)
Chemistry	<b>13.5</b> (10.5)	<b>32.4</b> (26.9)
Chinese History	<b>37.5</b> (5.1)	<b>43.8</b> (12.8)
Economics	<b>10.0</b> (7.0)	<b>40.0</b> (17.2)
Geography	<b>21.4</b> (4.9)	<b>21.4</b> (12.5)
ICT	<b>11.1</b> (4.3)	<b>22.2</b> (10.7)
Physics	<b>35.7</b> (10.9)	<b>59.5</b> (27.7)

( ): Hong Kong Average (Day School)

In HKDSE 2022, there were 19 students obtaining two or more 5\*/5\*\* or 30 marks or more in best 6 subjects.

The DSE results of top 10 students were reported as follows:

- Lam C.Y.: Level 5\*\* x 4, Level 5\* x 2, Level 5 x 1 and Level 4 x 1
- Cheung C.G.: Level 5\*\* x 4, Level 5\* x 1 and Level 5 x 3
- Ching L.T.: Level 5\*\* x 4 and Level 5 x 2
- Yeung Y.L.: Level 5\*\* x 2, Level 5\* x 3 and Level 4 x 2
- Chan Y.Y.: Level 5\* x 6 and Level 4 x 1
- Wun L.Y.: Level 5\*\* x 2, Level 5 x 4 and Level 4 x 2
- To M.K.: Level 5\* x 4, Level 5 x 2 and Level 4 x 1
- Tsang C.L.: Level 5\*\* x 1, Level 5\* x 1, Level 5 x 3 and Level 4 x 1
- Kot Y.L.: Level 5\* x 4 and Level 4 x 2
- Lam T.L.: Level 5\* x 4 and Level 4 x 2

(Results of only Level 4 or above are shown.)

The above strong figures indicate that our students achieved high credit-to-distinction rates in HKDSE.



In the academic years of 2019 - 2022, our school developed **four innovative curricula** supported by Quality Education Fund (QEF) to maximize students' potentials and interests in learning:

- (1) Development of School-based Archery Curriculum [Completed in 2020/21]
- (2) A Whole School PE curriculum of Fitness Training [Completed in 2020/21]
- (3) From Runway to Pathway: Establishing a School-based STEM Aerospace Learning Programme and Exemplary Laboratory [Completed in 2021/22]
- (4) STEM Education with a Focus on Stem Cell Science - Development of School-Based Stem Cell Science Curriculum for Secondary School Students [Completed in 2021/22]

In the academic year of 2020/21, two of the projects (1) and (2) were successfully completed and integrated into daily PE lessons in 2021/22. Students can participate in a variety of PE programs including archery, fitness training, swimming and some non-traditional activities during PE lessons. In the academic year of 2021/22, STEM projects (3) and (4) were also successfully completed while they were greatly affected by COVID-19 pandemic. The project of aerospace aroused students' interest in flight training and aerospace science. Students were engaged in integrating knowledge of various subjects including Mathematics, Integrated Science, Physics and Chemistry in the curriculum of flight principles. Project (4) focused on the development of stem cell science curriculum which was integrated into our school-based biotechnology curriculum. This pioneer project motivated the establishment of a new laboratory called Stem Cell Science Laboratory on the 5/F in our Main Building, supporting students to carry out advanced experiments related to cell culture of rat or mouse brain stem cells. These four QEF-funded projects significantly increased school's capacities to create diverse learning opportunities for students.

To further maximize students' potentials and learning interests, Gifted Education Committee coordinated the development of school's gifted education programmes in which students' horizontal and longitudinal development can be catered. There is a variety of gifted education programmes organized by subject departments including English Language, Chinese Language, Mathematics, Science, Social Science, ICT, Sports and Visual Arts.

To safeguard National Security and promote National Security education, our school strengthened the curriculum development for National Security Education. In the academic year of 2021/22, our curriculum documents and teaching and learning materials of the following subjects were updated with the elements of National Security Law according to the guidelines set by the Education Bureau: Chinese Language, Technology education, BAFS, Information and Communication Technology, Integrated Science, Biology, Chemistry, Physics and Geography. Three inspections on learning and teaching materials were done on 6 October 2021, 15 November 2021 and 19 May 2022. To promote students' learning on Chinese culture related to National Security, our school held an activity in the morning assembly on 13 December 2021: 「銘記歷史・珍愛和平」南京大屠殺 84 周年學校悼念活動. In addition to displaying the national flag on each school day, our school held flag-raising ceremony every Monday so as to promote national education, help students develop a

sense of belonging to the country, an affection for the Chinese people and enhance their sense of national identity.

### **Reflection**

Students' learning opportunities and effectiveness were affected by various modes of class suspension caused by COVID-19 pandemic. It is time to resume normal learning settings including whole-day face-to-face lessons so that students can be engaged in comprehensive and full dimensions of learning events. Learning goals as well as life and career plans should be strengthened so that students can be motivated to strive for excellence in learning. To maximize students' opportunities, their giftedness and leadership skills have to be further enhanced. More importantly, it is important to nurture students into good citizens who have a sense of national identity, show respect for the rule of law and abide by the law, hence safeguarding national security. Therefore, Values Education and National Security Education should be further strengthened in our school.

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

### **Achievements**

Our school established well-structured staff development periods on Fridays, creating strong culture of staff development in which department, cross-department and whole-school's programmes and trainings can be held every week. In the academic year of 2021/22, there were totally 22 sessions of staff development periods while class suspension and special school vacation occurred in February to May 2022. Our school successfully organized various kinds of subject-based and cross-subject staff development activities to promote teachers' engagement: Class Teachers' Meetings, Committees' Meetings, Staff Meetings, Subject Co-planning, Teachers' Self Care Workshops (3 Dec 2021 and 20 May 2022) and Teachers' Professional Sharing (Topic: Legal Matters in the School Context for Teachers). Teachers' lesson observation exercise was enforced to promote teachers' learning communities related to teaching profession. In 2021/2022, there were 323 lessons being observed by our teachers while lessons in several months were conducted through the online mode.

To strengthen teachers' awareness and understanding on nurturing students as good law-abiding citizens, teachers were encouraged to attend courses regarding Constitution, Basic Law and National Security Education. As of June 2022, all teaching staff had taken at least one course related to Basic Law, Constitution or National Security Law offered by the Education Bureau. 67 out of 73 teaching staff had attended at least two courses or workshops of the related topics offered by the Education Bureau. An onsite teachers' workshop on National Security Education was held on 2 June 2022. Two school-based workshops about National Security Law were organized for non-teaching staff including janitors, teaching assistants and laboratory technicians on 22 June 2022 and 29 June 2022 respectively.

### **Reflection**

In the academic year of 2021/22, teachers' engagement for enhancing the quality of learning teaching as well as their awareness and professional knowledge on Basic Law, Constitution and National Security Education were strengthened. To nurture students into good citizens who have a sense of national identity, show respect for the rule of law and abide by the law, it is important to further strengthen teachers' professional training on values education, National Security education and legal aspects in school contexts. To assure the quality of teaching and learning, peer lesson observation as well as lesson study could be adopted as teacher's self-evaluation tools.

**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 conducting moral values and positive reinforcement**

**Strategies proposed:**

- To set up a classroom charter for each class

To develop self-discipline and sense of responsibility, conduct moral values like respect and caring, our students are asked to discuss the classroom charter at the beginning of school term. We have reviewed their progress during the class teacher meeting and successfully, most of them have set specific, measurable and achievable goal for their class. With the good outcome, we have also organized a board design competition.

- To build up an awarding scheme for good behavior

In order to promote and maintain the good behavior of our students, we have newly set up some awards on learning attitude during the online lessons, good punctuality, best conduct award and also with the outstanding achievement in different aspects. Trophies and snack were awarded during the class teacher period instead of the morning assembly as the consideration of COVID-19.

- To provide training or sharing for the committees of Student Councils, Houses, Prefects, Scout & Librarian.

We have invited 25 student leaders to be the officials of the New World Harbour Race 2021 this year. Through the event, the communication skills and problem solving skills was further developed. A day camp training for prefect team was also organized in August. However, due to the class suspension until May, it is difficult to organize more training to them.

### **3.2 To create a school culture of Gratitude & Appreciation;**

#### **Strategies proposed:**

- To launch some volunteer services outside school

In this year, totally we have joined 3 volunteer services: a) distribution of epidemic prevention materials to the needed people b) Po Leung Kuk Virtual Charity Walk c) Po Leung Kuk Flag Day. Through the activities, we hope our students can have a better understanding of Gratitude and Appreciation.

- To promote the culture of Gratitude & Appreciation through class teacher period

Teacher and students' sharing were organized during the morning assembly and broadcast to all classes. The following topics have been shared:

- Emotional Control (情緒管理)
- Toughness (堅毅)
- Respect (孝敬)
- Empathy (同理心)

### **3.3 To promote mental health among our colleagues and students**

#### **Strategies proposed:**

- To organize workshops for students and teachers.

In this year, 2 workshops about mental health namely, 老師鬆一鬆 - 「火柴人驚怒哀樂遊戲咭」體驗活動 were organized to teachers on 3 Dec 2021 and 3 May 2022. It mainly introduced the importance of mental health and some games for stress relieving. We are suggested to play the games with our students during class teacher period or recess time.

- To provide counselling activity for students suffering from emotional problem.

A series of “recess fun” activities were conducted by social counselor & counselling teachers, it aimed at providing some fun time to our students. We have also recruited some student counsellors from senior form students to be the helpers.

#### **Achievement—To provide teacher and students’ sharing about moral value**

During the pandemic and from the class suspension later on, it was lucky that we can still held the morning assembly in a “mixed mode”. We have successfully invited teachers and students to have sharing during the morning assembly. Moreover, positive reinforcement is important, we should make good use of this period to assure and recognize the achievement and good behavior of our students,

#### **Reflection**

Suffer from the lack of school day and the COVID-19, we concern the following aspect:

Sense of belonging, school life—As there is a lack of outdoor activity in this year. The opportunities of building the relationship between students and even with teachers has been diminished. Furthermore, students’ leisure time in our school is also one of our concerns. Conducting moral value and enhancing inter-personal relationship through activities is our main approach. In the coming year, we should better plan to make the school life fruitful—more non-academic programs or activities.

## **6. Financial summary and donations**

### **6.1. Financial summary 20/21**

Appendix 6 shows the financial summary for the academic year 20/21.

### **6.2. Donations 21/22**

Appendices 7 and 8 shows the record of donations (monetary and tangible items) in this academic year respectively.

### **6.3. Reports on various financial resources from the Education Bureau 21/22**

Appendices 9 to 17 shows the reports of the following Education Bureau financial resources:

Financial resource	Appendix
• Capacity Enhancement Grant	9
• Career and Life Planning Grant	10
• Diversity Learning Grant	11
• Life-wide Learning Grant	12
• Learning Support Grant	13
• Promotion of Reading Grant	14
• Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	15
• School based After-school Learning and Support Programmes	16
• Student Activities Support Grant	17



## The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedication to Serving  
the Community



### Vision

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

### Mission

To be the most prominent and committed charitable organisation.  
In the Kuk's Spirit to do good deeds with benevolence.  
Dedicated in protecting the young and the innocent,  
caring for the elderly and the underprivileged,  
aiding the poor and healing the sick,  
educating the young and nurturing their morality,  
providing recreation to the public, caring for the environment,  
passing on the cultural inheritance and  
bringing goodness to the community

### Values

Fine traditions, Accommodate the current needs  
People-oriented, Care and appreciation  
Sound governance, Pragmatism and innovative  
Integrity, Vigilance  
Optimal use of resources, Cost-effectiveness  
Professional team, Service with heart





21/22 Inter-school events						Appendix 1
Month	Class	Name of student	Name of Competition	Award	Organization	
Sep 2021	3V	陳鉉山	2022國際初中科學奧林匹克香港選拔賽	First Class Honours	香港資優教育學院	
	3J	梁正榕	2022國際初中科學奧林匹克香港選拔賽	Third Class Honours	香港資優教育學院	
Nov 2021	Whole School	Whole School	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	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	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	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	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	
Dec 2021	5V	許樂	「孝道之星」表揚活動	孝道之星	泰山公德會	
	Whole School	Whole School	「孝道之星」表揚活動	愛心學校	泰山公德會	
	6M	CHING LONG TIN	Hong Kong Olympiad in Informatics 2021/22	Honourable Mention (Senior Group)	The Hong Kong Association for Computer Education	
	3S	LAU NOK SUM	Hong Kong Olympiad in Informatics 2021/22	Honourable Mention (Junior Group)	The Hong Kong Association for Computer Education	
	3V	SZE WING SAN	Hong Kong Olympiad in Informatics 2021/22	Honourable Mention (Junior Group)	The Hong Kong Association for Computer Education	
	6M	CHING LONG TIN	Cisco Networking Academy HK & Macau Cisco Networking Skills Competition 2021	Silver Award (Secondary Group)	Cisco Networking Academy	
	6M	CHENG PAK CHUN	Cisco Networking Academy HK & Macau Cisco Networking Skills Competition 2021	Bronze Award (Secondary Group)	Cisco Networking Academy	
Jan 2022	Alumnus	葉琛瑜	「共享中國夢 — 交通銀行香港中學生獎學計劃2021」	獎學金5,000元	香港直接資助學校議會	
	3S	洪愷蔚	2021 第六屆全港青少年進步獎	進步獎嘉許狀	杜葉錫恩教育基金	
	4J	梁日朗	2021 第六屆全港青少年進步獎	進步獎嘉許狀	杜葉錫恩教育基金	
	5V	黃浩騫	2021 第六屆全港青少年進步獎	進步獎嘉許狀	杜葉錫恩教育基金	
	5N	黃詒庭	明日領袖卓越獎	明日領袖卓越獎	傑出青年協會	
	5N	鍾樂義	明日領袖卓越獎	明日領袖卓越獎	傑出青年協會	
	5V	蔡植瑜	明日領袖卓越獎	明日領袖卓越獎	傑出青年協會	
	5J	楊詠婷	明日領袖卓越獎	明日領袖卓越獎	傑出青年協會	
	4J	宋昕朗	明日領袖卓越獎	明日領袖卓越獎	傑出青年協會	
	Feb 2022	2M	Ng Tsz Hei Lucas	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	First Place	Hong Kong Schools Music and Speech Association
2N		Kwok Tsz Tung	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Second Place	Hong Kong Schools Music and Speech Association	
3S		Chan Sze Wing	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Second Place	Hong Kong Schools Music and Speech Association	
4M		Yam Yat Yin	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Second Place	Hong Kong Schools Music and Speech Association	
4V		Hui Wing Sum Jasmine	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Second Place	Hong Kong Schools Music and Speech Association	
1N		Tang Hei Yin	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Third Place	Hong Kong Schools Music and Speech Association	
2M		Wong Tsz Ho	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Third Place	Hong Kong Schools Music and Speech Association	
4J		Sze Zi Tou	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Third Place	Hong Kong Schools Music and Speech Association	
5J		Ng Yee Wai	73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Third Place	Hong Kong Schools Music and Speech Association	
Mar 2022	3S	Xu Haoyang	短劇創作獎勵計劃	良好獎狀	香港教師戲劇會	
	6S	張志臻	尤德爵士紀念基金高中學生獎	尤德爵士紀念基金高中學生獎	尤德爵士紀念基金	
	6N	林政言	尤德爵士紀念基金高中學生獎	尤德爵士紀念基金高中學生獎	尤德爵士紀念基金	
	3S	陳嘉臻	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	3S	倪敏彥	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	3S	梁曉耀	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	3V	梁逸晞	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	4J	蔡宜彤	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	4J	宋昕朗	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	4N	李巧君	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	5N	鍾樂義	香港青年協會「好義配」義務工作嘉許 2021	香港青年協會「好義配」義務工作嘉許狀銅狀	香港青年協會	
	5V	KEUNG CHEUK HEI	JA INNOVATION CAMP	BEST IDEA AWARD	JUNIOR ACHIEVEMENT HONG KONG	
	5V	LAM HEI MAN	JA INNOVATION CAMP	BEST IDEA AWARD	JUNIOR ACHIEVEMENT HONG KONG	
	5V	HO CHEUK FUNG FELIX	JA INNOVATION CAMP	BEST IDEA AWARD	JUNIOR ACHIEVEMENT HONG KONG	
	5M	LAU HUI TUNG	JA INNOVATION CAMP	BEST IDEA AWARD	JUNIOR ACHIEVEMENT HONG KONG	
	Apr 2022	5N	Lau Chun Yin	The Student Health Captain Award Scheme	Certificate of Commendation	Faculty of Medicine, The Chinese University of Hong Kong
		5N	Ho Hoi Him	The Student Health Captain Award Scheme	Certificate of Commendation	Faculty of Medicine, The Chinese University of Hong Kong
5N		Ng Hon Yin	The Student Health Captain Award Scheme	Certificate of Commendation	Faculty of Medicine, The Chinese University of Hong Kong	
5N		Ng Wai Kwan	The Student Health Captain Award Scheme	Certificate of Commendation	Faculty of Medicine, The Chinese University of Hong Kong	
5N		Chung Lok Hei	CUHK Model United Nations Conference 2022	Honourable Mention	CUHK Model United Nations Club	
5N		Lam Chun	CUHK Model United Nations Conference 2022	Honourable Mention	CUHK Model United Nations Club	
5V		Keung Cheuk Hei	CUHK Model United Nations Conference 2022	Honourable Mention	CUHK Model United Nations Club	
1J		Chiu Tsz Tsun	CUHK Model United Nations Conference 2022	Honourable Mention	CUHK Model United Nations Club	
6M		LAM YUI SAN	AMPOWER TALENT INSTITUTE'S IT, TECH & INNOVATION MASTER CLASS PROGRAM 2021	STEM PROACTIVE AND INQUIRING MINDS AWARD	Ampower Talent	
5S		Shu Hoi Laam	Hong Kong Music Talent Award (Saxophone Senior Class)	2nd Prize	The Hong Kong International Education Association of Performing Arts	
May 2022	5J	Yeung Wing Ting	2022 Harvard Book Prize	Winner	The Harvard Club of Hong Kong	
	5J	Ng Cheuk Hei	2022 Harvard Book Prize	Winner	The Harvard Club of Hong Kong	
	5V	Lau Tsz Wanq	2022 Harvard Book Prize	Winner	The Harvard Club of Hong Kong	
Jun 2022	5N	鍾樂義	首屆全港高中生即席演講大賽	銀獎	香港新一代文化協會	
	5V	蔡植瑜	首屆全港高中生即席演講大賽	銀獎	香港新一代文化協會	
	5M	Tang Yi Tung	Inter-school Swimming Competition	Girls A Grade 50M Breaststroke 1st Runner-up	HKSSF	
	5M	Tang Yi Tung	Inter-school Swimming Competition	Girls A Grade 100M Breaststroke Champion	HKSSF	
	3S	Hung Jolie	Inter-school Swimming Competition	Girls B Grade 50M Breaststroke Champion	HKSSF	
	3S	Hung Jolie	Inter-school Swimming Competition	Girls B Grade 100M Breaststroke 2nd Runner-up	HKSSF	
	3V	Chan Ka Yiu	Inter-school Swimming Competition	Girls B Grade 50M Freestyle Champion	HKSSF	
	3V	Chan Ka Yiu	Inter-school Swimming Competition	Girls B Grade 100M Freestyle Champion	HKSSF	
	2M	Lam Sin Ching	Inter-school Swimming Competition	Girls C Grade 50M Freestyle 3rd Runner-up	HKSSF	
	2M	Lam Sin Ching	Inter-school Swimming Competition	Girls C Grade 100M Freestyle 1st Runner-up	HKSSF	
Whole team	Whole team	Whole team	Chan Ka Yiu, Hung Jolie, Chan Ka Chun, Lam Ching Ka	Girls B Grade 4X50M Medley Relay Champion	HKSSF	
	Whole team	Whole team	Inter-school Swimming Competition	Girls B Grade Champion	HKSSF	

	Whole team	Whole team	保良局回歸盃屬校乒乓球錦標賽	男子團體亞軍	保良局
	3M	Lee Sze Long	2022 Arch Cup Asian English Usage Contest Heat Event	Silver Award	English Association of Asia
	Whole team	Whole team	Inter-school Swimming Competition	Boys A Grade 1st Runner-up	HKSSF
	Whole team	Whole team	Inter-school Swimming Competition	Boys C Grade 1st Runner-up	HKSSF
	Whole team	Whole team	Inter-school Swimming Competition	Boys Overall 3rd Runner-up	HKSSF
Jul 2022	5N	Chung Lok Hei	傑出中學生領袖選舉2021-2022	中學生領袖獎	學友社
	4S	Wong Hoi Lam	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	4J	Sung Yan Long	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	5J	Ng Yee Wai	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	5N	Lam Chun	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	5N	Wong Chung Ting	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	4V	Cheung Chi Him Fabian	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	5V	Wong Pak Hay	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	3S	Chan Sze Wing	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	3V	Chan Yuen Shan	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	1J	Wong Hiu Laam	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	2M	So Kai Yui Brian	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	1M	Lau Tsoi Man Ariel	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	1N	Wu Chun Wah	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	3S	Tang Yuet Ching	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	1J	Chan Shuk Wah Cherise	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	3S	Chong Chung Yin Ivan	The HKFYG English Public Speaking Contest 2022	Certificate of Achievement (District Semi-finalist)	HKFYG
	5J	Yeung Wing Ting	The HKFYG English Public Speaking Contest 2022	Certificate of Appreciation (Good Performance)	HKFYG
	3M	Lee Sze Long	The HKFYG English Public Speaking Contest 2022	Certificate of Appreciation (Good Performance)	HKFYG
	Whole School	Whole School	The HKFYG English Public Speaking Contest 2022	Commendation Award for School Participation	HKFYG
	1N	Ng Ching Yuet	The 74th Hong Kong Schools Music Festival 2022	2nd place (Graded Six Piano Solo Class)	HKMSA
	3V	Chan Ho Shun	The 74th Hong Kong Schools Music Festival 2022	3rd Place (Alto Saxophone Junior Solo Class)	HKMSA
	5S	Lam Tsz Wai	HKICPA/HKABE Joint Scholarships for BAFS for the year 2021/2022	Cash prize of \$300	HKICPA/HKABE
	4J	Sung Yan Long	HKEAMA Commendation Scheme 2021-2022	Student with Outstanding Performance in ECAs	HKEAMA
Aug 2022	5N	鍾樂義	第34屆香港特別行政區傑出學生選舉	十大傑出學生	元朗青年商會及香港特別行政區傑出學生聯會

## 保良局羅氏基金中學

## Appendix 2

## 獎學金章則

(2021/2022)修正案

## 目的

按教育局規定，直資學校每年須將學費收入的 10%撥作獎學金或設立學費減免計劃。設立保良局羅氏基金中學獎學金的目的，旨在嘉勉及鼓勵本校學業成績優異的學生追求卓越。

## 管理架構

校長每年應根據此章則的規定，於學年初制定獎學金名額及預算交校監審批後，學校按照經審批名額發放獎學金後，再將名單提交法團校董會備案。而沒有名額上限的獎學金，即中一新生學業獎學金、三項高中公開試獎學金及「國際學術會議／比賽」獎學金則由校長/遴選委員會按每項申請，交校監審批後，再提交法團校董會通過。(2014 年 11 月修訂)

## 獎學金類別及發放形式

## 甲. 學業獎學金(校內) (以按月扣減學費的形式發放)

根據學生全學年總成績，各級制定成績次第名單。中一至中五學業獎學金：

名次	1 - 3	4 - 6	7 - 10	11 - 25
獎學金	100%	50%	25%	20%

由於學業獎學金(校內)一向以按月扣減學費的形式發放，中六畢業生由於已有公開試獎學金及學科獎學金，中六級畢業時的學業獎學金(校內)應予取消。(2013 年 10 月修訂)

## 乙. 中一新生學業獎學金(小六升中一) (以按月扣減學費的形式發放)

根據獲取錄學生原校小六\*全學年總成績批核，在入讀該年發放：

名次	1 - 3	4 - 6	7 - 10	11 - 25
獎學金	100%	50%	25%	20%

\*獎學金只適用於小六開設 4 班或以上學校的學生

(由 2008/09 年度開始適用，2010 年 3 月修訂)

**丙. 科目獎學金（以現金形式發放）**

初中學生在中、英、數、科學、社會科學、科技教育等必修科(不包括音樂、體育、視覺藝術);高中四個主修科(中、英、數、公民與社會)，全年成績名列全級前三名的學生每人可獲港幣一千元的獎學金。

高中選修科全年成績名列全級第一名的學生可獲港幣一千元的獎學金(假如該班人數少於 10 人，不設科目獎學金)。(2014 年 8 月修訂)

**丁. 體育獎學金（以現金形式發放）**

i) 個人獎項

獎項	金額(獲獎人數)
一等獎	*\$2,000 (1)
二等獎	*\$1,500 (1)
三等獎	*\$1,000 (1)
獎座	*\$500 (供 3 位獲獎者)
4 <sup>th</sup> - 13 <sup>th</sup> (學生人數)	*\$500 (10)

\*(於 2016 年 9 月修訂)

ii) 團體獎項

獎項	金額(獲獎隊伍)
最佳表現隊伍	\$2,000@ (3)
團體獎項預算	\$6,000

體育獎學金總預算為: **\$16,000** (\$10,000+\$6,000)

**戊. 音樂獎學金（以現金形式發放）**

獎項	金額(獲獎人數)
一等獎	\$2000 (2)
二等獎	\$1500 (2)
三等獎	\$500(22)
優異獎	\$300 (10)
獎座	\$2000(只供 4 位獲獎者--- 一至二等獎)
總預算(學生人數)	\$23,000(36)

音樂獎學金總預算為: **\$23,000**

(2015 年 5 月修訂)

**己. 視藝獎學金（以現金形式發放）**

獎項	金額(獲獎人數)
一等獎	\$4,000 (1)
二等獎	\$3,000 (1)
三等獎	\$2,000 (1)
四至二十等獎	\$300@ (17)
獎座	\$2,500 (只供 3 位獲獎者-- 一至三等獎)
總預算(學生人數)	\$16,600 (20)

視藝獎學金總預算為: \$16,600

**庚. 高中公開試獎學金（以現金形式發放）****i) 新制中六文憑試(HKDSE)獎學金(由 2011/12 年度開始適用)**

學生必須在該學年新制中六文憑試(HKDSE)中取得 3322 (中文 3 級或以上、英文 3 級或以上、數學 2 級或以上、通識 2 級或以上)，才可憑中六文憑試每科摘 5\*\*級獲獎港幣\$2,000\*；每科摘 5\*級可獲獎港幣\$1,000\*。

(2013 年 10 月修訂)(再於 2015 年 9 月修訂)(再次於 2016 年 9 月修訂)

**ii) International English Language Testing System (IELTS)（以現金形式發放）**

(2014 年 4 月新加入) (再次於 2022 年 7 月修訂)

學生考獲 IELTS-7.0-7.4，可獲資助該考試費用港幣\$300;

學生考獲 IELTS-7.5-7.9，可獲資助該考試費用港幣\$500;

學生考獲 IELTS-8.0，可獲資助該考試費用港幣\$2000

學生考獲 IELTS-8.5，可獲資助該考試費用港幣\$2000 及港幣 1,000 元獎學金;

學生考獲 IELTS-9.0，可獲資助該考試費用港幣\$2000 及港幣 2,000 元獎學金。

附加條件：須在四份卷別中均取得 6.5 或以上的成績。

**iii) 國家語委普通話水平測試（以現金形式發放）**

(2014 年 4 月新加入) (再次於 2022 年 7 月修訂)

學生考獲二級乙等，可獲資助該考試費用港幣\$500;

學生考獲二級甲等，可獲資助該考試費用港幣\$1,000;

學生考獲一級乙等，可獲資助該考試費用港幣\$1,000 及港幣 1,000 元獎學金;

學生考獲一級甲等，可獲資助該考試費用港幣\$1,000 及港幣 2,000 元獎學金。

辛. 「國際學術會議／比賽」獎學金 (2010/11 年度新加入)

頒發條件：

- 該國際學術會議於香港境內或境外進行，但參賽單位中有超過 50%是來自香港以外的地區；
- 本校學生參加該國際學術會議／比賽，須經校方推薦和報名；
- 獎學金以現金及歸墊方式頒發，每位學生的獎學金上限按國際學術會議／比賽的地點而定：

本地                   ：HK\$2,000

亞洲                    ：HK\$4,000

亞洲以外地區：HK\$6,000

(如參加學生人數眾多，整項活動的最高撥款額為本地\$10,000、亞洲\$40,000、亞洲以外地區\$60,000，并以較少者為撥款準則。)

(於2015年9月修訂)

應用範圍：

- 機票 (或前往當地的跨境交通費用)；
- 會議／比賽註冊費及住宿費；

遴選準則、批核及發放程序：

- 學生獲主辦該國際學術會議／比賽大會正式接納報名後，才具申請資格。
- 獎學金遴選委員會成員包括校長、一位主任和一位家長教師會代表；
- 遴選準則包括學生的主動性、行動計劃、會議／比賽的性質和回港後的報告及跟進項目等；
- 校長根據遴選委員會的推薦，制定獲頒獎學金的名單，向法團校董會作出推薦和尋求批核。
- 獎學金以歸墊方式 (學生須提交支出單據正本)，並於學生完成整項活動後才發放。

## 獎學金的頒獎及程序

- 一. 除學業獎學金(校內)、科目獎學金、體育獎學金、音樂獎學金及視藝獎學金外，其他獎學金均由校長/遴選委員會按能完全符合上述每項獎學金的條件制定獲頒獎學金的名單，向法團校董會作出推薦。(請參照獎學金章則第二項管理架構)(2014年11月修訂)
- 二. 不論學生是否已獲其他獎學金，如本校各級學生能符合本章則一項或多項的獎學金條件，校長都可以提名推薦。

## 章則的修訂

本章則如需修訂，將由校長提出，呈法團校董會批核。

頒發 2022 年度高中公開試獎學金名單

Appendix 3

學生姓名	考獲的 5**&5*	獎學金金額
林政言	4 科 5**	\$8,000
	2 科 5*	\$2,000
張志臻	4 科 5**	\$8,000
	1 科 5*	\$1,000
楊曜隆	2 科 5**	\$4,000
	3 科 5*	\$3,000
溫樂然	2 科 5**	\$4,000
陳若言	6 科 5*	\$6,000
陶文琦	4 科 5*	\$4,000
葛彥嵐	4 科 5*	\$4,000
曾展朗	1 科 5**	\$2,000
	1 科 5*	\$1,000
林子樂	4 科 5*	\$4,000
陳若行	2 科 5*	\$2,000
趙欣熙	2 科 5*	\$2,000
林淦生	1 科 5**	\$2,000
陳卓男	2 科 5*	\$2,000
何胤霖	3 科 5*	\$3,000
張家溢	1 科 5*	\$1,000
周果歷	3 科 5*	\$3,000
簡浩榮	2 科 5*	\$2,000
李智傑	2 科 5*	\$2,000
鄭百津	2 科 5*	\$2,000
梁衍程	1 科 5*	\$1,000
潘可曼	1 科 5*	\$1,000
薛雨晴	1 科 5*	\$1,000
梁穎妍	1 科 5*	\$1,000
洪愷晴	1 科 5*	\$1,000
蕭梓朗	1 科 5*	\$1,000
劉栩嘉	1 科 5*	\$1,000
黃軒蕙	1 科 5*	\$1,000
莫茵暉	1 科 5*	\$1,000
李樺杰	1 科 5*	\$1,000
程朗天	4 科 5**	\$8,000
王名雋	1 科 5*	\$1,000

**Appendix 4**

班別	學生姓名	獎助學金名稱	金額
6N	林政言	尤德爵士紀念基金高中學生獎	1,000.00
6S	張志臻	尤德爵士紀念基金高中學生獎	1,000.00
6V	葉琛瑜	共享中國夢 — 交通銀行香港中學生獎學計劃 2021	5,000.00
6V	廖君澤	領展「第一代大學生獎學金」	20,000.00
4J	文嘉遙	「明日之星」計劃上游獎學金2022	5,000.00
5V	許樂	「明日之星」計劃上游獎學金2022	5,000.00
5M	楊珀堯	保良局屬下中學音樂獎助學金	592.00
5M	劉栩彤	保良局屬下中學音樂獎助學金	592.00
6N	林政言	保良局獎學金 (HKDSE)	4,000.00
6S	張志臻	保良局獎學金 (HKDSE)	3,000.00
6V	楊曜隆	保良局獎學金 (HKDSE)	2,000.00
6J	溫樂然	保良局獎學金 (HKDSE)	2,000.00
6N	林政言	保良局郭少明及郭羅桂珍伉儷獎助學金 (HKDSE)	20,000.00
6M	程朗天	保良局郭少明及郭羅桂珍伉儷獎助學金 (HKDSE)	20,000.00
6N	林政言	保良局顏禧強伉儷獎學金 (HKDSE)	4,000.00
6M	程朗天	保良局顏禧強伉儷獎學金 (HKDSE)	4,000.00
3M	李司朗	保良局何玉清兒童及教育基金獎學金	1,000.00
4J	文嘉遙	保良局何玉清兒童及教育基金助學金	1,000.00
6N	林政言	保良局中學獎學金	1,000.00
5J	楊詠婷	保良局中學獎學金	1,000.00
4J	宋昕朗	保良局中學獎學金	1,000.00



3V	陳鉉山	保良局中學獎學金	1,000.00
2J	葉濤源	保良局中學獎學金	1,000.00
1M	鄭子進	保良局中學獎學金	1,000.00
3M	林慶淘	保良局王月仙助學金	1,000.00
4J	文嘉遙	保良局王月仙助學金	1,000.00
4V	廖敏滄	保良局王月仙助學金	1,000.00
5V	許樂	保良局王月仙助學金	1,000.00
5V	郭霆輝	保良局王月仙助學金	1,000.00
5J	楊詠婷	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	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
3V	陳鉉山	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
5N	陳嘉樂	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
5V	黎日朗	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
3N	陳洛瑤	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
5J	許啟泰	保良局福珍獎助學金 (2020-21)	1,000.00
5J	陸子悅	保良局福珍獎助學金 (2020-21)	1,000.00
5M	藍浚燁	保良局福珍獎助學金 (2020-21)	1,000.00
5S	程楚珺	保良局福珍獎助學金 (2020-21)	1,000.00
5V	陳樂旻	保良局福珍獎助學金 (2020-21)	1,000.00
5V	許樂	保良局福珍獎助學金 (2020-21)	1,000.00
5V	郭霆輝	保良局福珍獎助學金 (2020-21)	1,000.00

5V	藍希文	保良局福珍獎助學金 (2020-21)	1,000.00
5V	蕭竣文	保良局福珍獎助學金 (2020-21)	1,000.00
6S	余雪瑤	保良局福珍獎助學金 (2020-21)	1,000.00
6V	梁卓盈	保良局福珍獎助學金 (2020-21)	1,000.00
4J	文嘉遙	保良局福珍獎助學金	1,000.00
4M	羅智恩	保良局福珍獎助學金	1,000.00
4S	石采霖	保良局福珍獎助學金	1,000.00
4V	廖敏滄	保良局福珍獎助學金	1,000.00
5J	許啟泰	保良局福珍獎助學金	1,000.00
5J	莫恩彤	保良局福珍獎助學金	1,000.00
5J	陸子悅	保良局福珍獎助學金	1,000.00
5M	藍浚燁	保良局福珍獎助學金	1,000.00
5S	程楚珺	保良局福珍獎助學金	1,000.00
5V	郭霆輝	保良局福珍獎助學金	1,000.00
5V	許樂	保良局福珍獎助學金	1,000.00
5V	藍希文	保良局福珍獎助學金	1,000.00

## 保良局羅氏基金中學

### 校長持續專業發展

三年周期 2020/21 至 2022/23 年度第二年(20201/22)發展報告

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
1.9.21—31.8.22	香港教育大學審計委員會委員	香港教育大學	✓				✓	✓			40
1.9.21—31.8.22	香港教育大學校長顧問委員會委員	香港教育大學	✓		✓		✓	✓			10
1.9.21—31.8.22	Scholar-Practitioner Fellow	香港教育大學	✓		✓		✓	✓			10
1.9.21—31.8.22	APCLC Leadership Advisory Board	APCLC, EduHK	✓		✓		✓	✓			10
20.11.21-9.7.22	應邀主持教育局副校長培訓課程	香港教育大學			✓		✓			18	
1.12.20-31.8.22	Honorary Advisor	Solomon Learning Group	✓	✓				✓			10
6-7.11.2021	第四屆世界教育前沿論壇	中國教育三十人論壇	✓	✓	✓				12		
10.11.2021	Developmental Needs Analysis For Aspiring Principals-Assessor Refresher/Training Workshop	APCLC, EduHK	✓	✓	✓	✓	✓	✓	4		
11.12.2021	Needs Analysis For Aspiring Principals-Assessor	APCLC, EduHK	✓	✓	✓	✓	✓	✓		7	
7.5.2022	AP Programme – School Development and Accountability in Hong Kong	APCLC, EduHK	✓	✓	✓	✓	✓			3	
2.6.2022	國家安全教育工作坊	教育局	✓	✓	✓		✓		2		

9.6.2022	學校推展公社科籌備工作分享會	教育局	✓	✓	✓		✓		2			
24.6.2022	主持校本教師專業活動—校園法律問題講座	保良局羅氏基金中學	✓	✓	✓	✓	✓			2		
16.7.2022	香港法商共展灣區新未來論壇	國際法商精英會	✓	✓	✓			✓	2			
18.7.2022	應邀主持校園法律問題講座	香港教育大學 教育創新領導計劃			✓		✓			2		
21.7.2022	Distinguished Visiting Professors Online series	APCLC, EduHK	✓	✓	✓	✓	✓		3			
8.8.2022	應邀主持校園法律問題講座	香港教育大學 教育創新領導計劃			✓		✓			2		
11.8.2022	應邀主持校園法律問題講座	香港教育大學 教育創新領導計劃			✓		✓			2		
* I: 策略方向及政策環境 II: 學與教及課程 III: 教師專業成長及發展 IV: 員工及資源管理 V: 質素保證及問責 VI: 對外溝通及聯繫									總數:	12	21	70

呈交： \_\_\_\_\_ 陳榮光 \_\_\_\_\_  
(校長姓名)

\_\_\_\_\_ (簽名)

日期： \_\_\_\_\_

確認： \_\_\_\_\_  
(校監/學校管理委員會主席姓名)

\_\_\_\_\_ (簽名)

日期： \_\_\_\_\_

Financial Summary for the 2020 / 2021 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)	76.30%	N.A.
School Fees	N.A.	20.77%
Donations, if any	N.A.	0.16%
Other Income, if any	0.05%	2.73%
<b>Total</b>	76.35%	23.65%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	82.93%	
Operational Expenses (including those for Learning and Teaching)	9.49%	
Fee Remission / Scholarship <sup>1</sup>	2.60%	
Repairs and Maintenance	0.47%	
Depreciation	4.41%	
Miscellaneous	0.11%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year</b> #	3.01 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> #	6.47 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:

<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).

**Appendix 7****Donations**

<u>Name of donor</u>	<u>Description of donation</u>	\$
劉陳小寶女士	Library improvements	30,543.60
保良局羅氏基金中學家長教師會	Smart card readers	46,600.00
保良局粵劇發展基金	Cash subsidy for Cantonese Opera activities	16,000.00
保良局學生快樂成長基金	Subsidized specialist treatment costs for students	3,000.00
The Chinese University of Hong Kong	Honorarium for Teaching Practicum	600.00
		<hr/> <hr/>
		96,743.60

To : DEO( 558044 ) /SI

致 西貢區分區教育主任 / 高級督學

## Appendix 8

## Record of donations received by schools

## 學校接受捐贈紀錄

(Quarterly Return for the period ending \*November/February/May/August)

(2021/22 年度截至\*十一月/二月/五月/八月底為止的每季匯報)

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
保良局	本校辦學團體	「愛的家」V99 成人盒裝口罩每盒 50 個 共 1100 個  「愛的家」V99 中童盒裝口罩(尺寸 45x95mm)500 個  共 1,600 個口罩估計售價港幣\$1, 總值港幣 1,600	不是	6/9/2021	贈送給本校師生作 抗疫用途	將於 2021/22 年度第二次法團校董會會議 (17/2/2022) 中報告
一國兩制研究中心	沒有	《點·解·激進化》 當極端思想和暴力行為成為一種全球現象  每本港幣\$60，六本共港幣\$360 一國兩制研究中心有限公司出版	不是	15/9/2021	供師生閱讀	將於 2021/22 年度第二次法團校董會會議 (17/2/2022) 中報告

葉劉淑儀立法會議員	沒有	<p>《走向光明》 (1 本)  《臨界點》 (1 本)  《突破紛擾》 (1 本)  每本港幣\$98, 3 本共港幣\$294</p> <p>《跟葉太學英文 4》  《跟葉太學英文 5》  每本港幣\$90, 2 本共港幣\$180  天地圖書有限公司</p> <p>* 以上 5 本贈書總價為港幣\$474</p>	不是	6/10/2021	供師生閱讀	將於 2021/22 年度第二次法團校董會會議 (17/2/2022) 中報告
香港青年協會	沒有	<p>《記憶深處的曲線》  一本港幣\$80  香港青年協會出版</p>	不是	3/11/2021	供師生閱讀	將於 2021/22 年度第二次法團校董會會議 (17/2/2022) 中報告



保良局	本校辦學團體	「愛的家」成人口罩(散裝)共 1050 個 「愛的家」中童口罩(尺寸 145x95mm(散裝)500 個 共 1,550 個口罩估計售價港幣\$1, 總值港幣\$1,550	不是	16/11/2021	贈送給本校師生作抗疫用途	將於 2021/22 年度第二次法團校董會會議 (17/2/2022)中報告
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\*Please delete as appropriate

請刪去不適用者



Note : Nil return is required  
註 : 縱無捐贈，亦須填報

Name of School : 保良局羅氏基金中學  
學校名稱 \_\_\_\_\_

Name of Supervisor :  
校監姓名 \_\_\_\_\_

Signature of Supervisor :  
校監簽署 \_\_\_\_\_

Date :  
日期 \_\_\_\_\_

**Po Leung Kuk Laws Foundation College**  
**Evaluation on the use of Capacity Enhancement Grant 21/22**

Major areas of concern	Implementation Plan and Evaluation	Expenditure
<p>To help the administration work from both English and Social Science</p>	<p>Two full-time English and Social Science Teaching Assistants were employed for 12 months.</p> <p>The non-teaching workload, for example, document-scanning, preparing/purchasing materials for activities, arrangement for SBAs etc., of English and Social Science teachers could be relieved.</p> <p>Teachers can focus on the design of learning materials and organizing learning activities.</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 logbook. At least 30 teaching materials handled by the Teaching Assistants per month.</p>	<p style="text-align: center;">\$610,949.55</p>
<p>To help the development of orchestra</p>	<p>The plan to employ a conductor was interrupted due to pandemic and face-to-face school suspension particularly in Mar and Apr 2022.</p>	<p style="text-align: center;">/</p>

Annual Report (2021/2022) on Life Planning Education and Career Guidance Service

Objectives:	Strategies:	Monitoring:
<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>✧ To implement a comprehensive Life Learning Scheme in school</li> </ul>	<ul style="list-style-type: none"> <li>✧ To employ and assign a teacher/teaching staff to evaluate, plan and carry out the programs</li> </ul>	<ul style="list-style-type: none"> <li>✧ Activities were organized accordingly</li> </ul>
<p><b>Main concern</b></p> <ul style="list-style-type: none"> <li>✧ To help students set high expectations for learning and life planning</li> <li>✧ To promote students' learning outcomes through online learning</li> </ul>	<ul style="list-style-type: none"> <li>✧ To develop whole-school strategies to support students to conduct effective learning through online platforms such as google classroom for S3-S6 students.</li> <li>✧ To implement Life Learning Portfolio and materials</li> </ul>	<ul style="list-style-type: none"> <li>✧ Google Classrooms are used effectively for delivering messages, posting updated information and recruiting students to join different activities</li> <li>✧ Life Learning Portfolio materials were adopted in junior form for goal setting activities</li> </ul>
<p><b>Subsidy for programs launched in 2021-2022</b></p> <ul style="list-style-type: none"> <li>✧ To maximize the opportunities of students' engagement in career exploration and personal growth</li> <li>✧ Work with OEA Committee and Pastoral Care Board</li> </ul>	<ul style="list-style-type: none"> <li>✧ To carry out post-exam activities related to career and personal growth aspects</li> </ul>	<ul style="list-style-type: none"> <li>✧ The job shadowing and related activities were carried out accordingly by joining JA and BSPP programs</li> <li>✧ Students were encouraged to attend the online activities organized by different institutions due to the pandemic</li> </ul>
	<ul style="list-style-type: none"> <li>✧ To work with Life Ed Teachers</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students could understand their strengths and weaknesses in the Google Meet class</li> <li>✧ S3LFCity was organized in post-exam activities</li> </ul>
<p><b>Subsidy for annual school-based activities</b></p> <ul style="list-style-type: none"> <li>✧ To encourage students to understand himself/herself in order to plan their study path ahead and build up their</li> </ul>	<ul style="list-style-type: none"> <li>✧ To have a good start in the first 3 days</li> <li>✧ To use 'Tiny Habits' for goal setting and reading materials</li> <li>✧ To use 16personalities / MBTI tests to choose their S4 electives and JUPAS</li> <li>✧ To further develop further develop self-</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students started to plan their academic studies and personal growth in early Sept</li> <li>✧ Students wrote down their goals by using Tiny Habits. Sharing were done in class</li> <li>✧ Students were encouraged to use 16personalities / MBTI Test to understand their strengths and interests</li> </ul>

portfolio	regulated reading schemes connecting students' academic engagement and career development	<ul style="list-style-type: none"> <li>✧ Self-regulated reading scheme was promoted</li> <li>✧ 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</li> <li>✧ Students could set goals to achieve at the beginning of the year. They could have more understanding on their own self</li> <li>✧ Evaluation was done after the First Term Exam</li> </ul>
	<ul style="list-style-type: none"> <li>✧ Talk for S3-S6 students</li> <li>✧ Individual consultations for S6 students</li> </ul>	<ul style="list-style-type: none"> <li>✧ Talk was held successfully</li> <li>✧ Individual consultations were done by class teachers online</li> <li>✧ Important messages and preparation work for JUPAS/EAPP, local studies, overseas studies, Taiwan and Mainland studies were delivered to students</li> </ul>
	✧ S4 Subject Selection Exercises	<ul style="list-style-type: none"> <li>✧ Talks, Face-to-face consultations and online consultation were done</li> <li>✧ Students and parents could get relevant information and advice before making any decisions</li> <li>✧ Most of the students could fill in the survey and their choices with clear understanding of the electives and the requirement of university entrance</li> </ul>
	✧ JA activities and BSPP activities	✧ More students actively participated in the activities to understand different careers and jobs
	✧ HKDSE Scholarship Presentation and Sharing Session	<ul style="list-style-type: none"> <li>✧ HKDSE High achievers attended the ceremony</li> <li>✧ Sharing sessions by graduates were given to S6 students. Graduates sincerely shared their HKDSE exam strategies, challenges and difficulties they had</li> </ul>

		<p>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.</p>
	<p>✧ S6 HKDSE Results Release</p>	<ul style="list-style-type: none"> <li>✧ Face-to-face consultations were carried out.</li> <li>✧ Students could fill in their choices and the study pathway before the consultation.</li> <li>✧ Students were assigned to his/her elective teachers. They were encouraged to seek advice at school and/or get the consultation through phone, zoom or google meet.</li> </ul>



**Diversity Learning Grant – Gifted Education Programme  
Programme Evaluation Report 2021/22**

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 2021/22, these students studied cell culture of rat brain stem cells in our Stem Cell Science Laboratory.
- Our school had a collaborative activity of environment DNA (eDNA) with The Education University of Hong Kong. Students did analysis on freshwater samples collected from local streams. Some of the learning activities were carried out in laboratories in The Education University of Hong Kong.
- Aerospace programme was launched as an extra-curricular activity that students can receive systematic training related to aerospace.
- Archery programme was organized for students in after-school periods in our school archery field.
- Different levels of fitness programmes was organized for students in after-school periods in our fitness centre in the New Annex.
- In the gifted training of ICT Elite team, gifted students in ICT were nominated to participate in Hong Kong Olympiad in Informatics and they got three significant prizes. One student participated in Ampower Talent Institute's IT, Tech & Innovation Master Class Program.
- Many of our students were nominated to join various speech festivals and competitions and debate competitions.
- Three senior form students were nominated to join CUHK Model United Nations Conference 2022.

Due to suspension of face-to-face classes during the serious situation of COVID-19 in January to March and only half-day lessons allowed in 2021/22, the overall schedule of various pull-out programs were greatly affected.

**Report on the Use of the Life-wide Learning Grant**  
**\_21-22\_ School Year**

**Appendix 12**

**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 ✓ the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> 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	Swimming lessons	Physical Education	Sept - Dec 2021	S1-S3	488	Students learnt the swimming skill	\$62,300.00	E1			√			
2	CIT training & competition	Cross-Disciplinary (STEM)	Nov-21	S1-S6	30	Students participated in Coderz League 2021.	\$4,200.00	E1	√					
3	Aerospace warranty	Science	Nov-21	S4-S5	50	AeroCadet Warranty	\$8,800.00	E1	√					
4	Sport competition	Physical Education	Dec 21-Jan 22	S1-S6	200	Students participated in Inter-school Sports Cor	\$5,960.00	E1	√		√			
5	Music competition	Arts (Music)	Jul-22	S1-S6	40	Students participated in Joint School Music As	\$550.00	E1	√					
6	New Year Carnival	Chinese Language	Jan-22	S1-S6	878	New Year Carnival is one of our school annual	\$2,316.03	E7	√					
7	PE lesson - Rival Shooting	Physical Education	Oct-21	S4-S6	390	Senior form students participated in rival shoot	\$1,440.00	E1	√		√			
(Please insert rows above if the space provided is insufficient.)														
<b>Sub-total of Item 1.1</b>							<b>\$85,566.03</b>							
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Due to the outbreak of COVID-19, the school was suspended for a few months and international travel became infeasible. No exchange tours were organized 21/22.													
2														
3														
4														
5														
(Please insert rows above if the space provided is insufficient.)														
<b>Sub-total of Item 1.2</b>							<b>\$0.00</b>							
<b>Expenses for Category 1</b>							<b>\$85,566.03</b>							

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Flag material	Citizenship and Social Development	To promote national	\$2,709.00
2	Volleyball	Physical Education	To start volleyball t	\$468.00
3	Photography equipment	Cross-Disciplinary (Others)	Purchase lighting eq	\$4,480.00
4	Archery	Physical Education	Archery Team equi	\$1,570.00
(Please insert rows above if the space provided is insufficient.)				
<b>Expenses for Category 2</b>				<b>\$9,227.00</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>\$94,793.03</b>

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	878
Number of student beneficiaries:	878
Percentage of students benefitting from the Grant (%):	100%

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 :

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 )

E5 Fees for hiring expert / professionals / coaches

## 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 2021/22 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:

<b>Title of Service / Programme</b>	<b>Objective</b>	<b>Evaluation on Effectiveness</b>
Employment of School Counsellor	<ul style="list-style-type: none"> <li>To help organize inclusive programs and provide individual counselling services.</li> </ul>	<ul style="list-style-type: none"> <li>300 sessions of face-to-face and 250 sessions of phone call counselling service were provided to students in need.</li> <li>Individual progress was noted on students' executive skills, learning motivation and social skills.</li> </ul>
Employment of Teaching Assistants	<ul style="list-style-type: none"> <li>To assist launching inclusive programs.</li> <li>To assist school counsellor on the administrative work.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively finished the administrative work related to SEN</li> <li>The special accommodation in school examinations were well organized.</li> </ul>
Purchase of Professional Counselling Service	<ul style="list-style-type: none"> <li>To provide consultation on learning and emotional support</li> </ul>	<ul style="list-style-type: none"> <li>464 hours of consultations was provided to SEN students, teachers and parents.</li> </ul>
Inclusive Programs 1. Recess Fun 2. Rock Climbing 3. S3 Multidimensional Workshops 4. Senior Form Mental Health workshops 5. Online programs during Special Holiday period 6. Art of tea workshop 7. Pour Painting workshop	<ul style="list-style-type: none"> <li>To promote an inclusive culture in school.</li> <li>To promote awareness on mental health in school.</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral care activities in promoting inclusive culture were organized.</li> <li>The mutual respect between students with individual differences was increased through various programs.</li> <li>The potential of SEN students was explored.</li> </ul>
Teachers' Professional Training	<ul style="list-style-type: none"> <li>To promote the awareness on mental health</li> </ul>	<ul style="list-style-type: none"> <li>Teachers reflected that the training session increased their confidence in their awareness of mental health of both themselves and students.</li> </ul>



## Report on the Use of the Promotion of Reading Grant

Appendix 14

### 21/22 School Year

#### Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

We have spent over \$24,000 to purchase books for the Board of Science. It widely covers the areas of Biotechnology, Biology and Aerospace Science. These books are highly related to the school's formal and informal curricula, increasing the interests of students in reading and learning.

Besides, we have spent over \$5,000 to acquire the collection in 「第19屆十本好讀中學組候選書籍」。 We are going to launch a book fair, book election and online book recommendation for this collection in 22/23. These books are highly recommended by the public and should be able to raise the reading interest of our students.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

In terms of strategy, instead of e-Books, we have developed an "online articles sharing platform" 「美文欣賞計劃」 after the school resumed from May 2022 onwards. We released an article once a week through our online platform so students and parents can read the articles. Students were further encouraged to read the relevant books where the articles were selected.

However, due to school suspension, we have cancelled and postponed all the library activities like visits, book-purchase tour and book fair. We can only organize some online reading activities like articles sharing, book recommendation through the online platform and our school websites.

**Po Leung Kuk Laws Foundation College****Social Science Board****Provision of One-off Grant for Supporting the Implementation of the Senior  
Secondary Subject Citizenship and Social Development****Academic Year 2021/2022****Financial Report**

For the academic year 2021/22 only a small amount of teaching materials was purchased. Since the subject is new not many resources were available in the market. Furthermore, due to COVID no trips and talks were arranged.

<b>Description</b>	<b>Funding spent</b>
<b>Aristo Teaching Resources</b>	<b>HK\$ 4999</b>

**Total: HK\$4999**

**School-based After-school Learning and Support Programmes 2021/22 s.y.**  
**School-based Grant - Programme Report**

Name of School: Po Leung Kuk Laws Foundation College

Staff-in-charge: Mr Leung Wing Kin

Contact Telephone No.: 2701 8778

A. The number of students (count by heads) benefitted under the Grant is 24 (including A. 1 CSSA recipients, B. 16 SFAS full-grant recipients and C. 7 under school's discretionary quota).

**B. Information on Activities to be subsidised/complemented by the Grant.**

*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						
Cultural activities		1		100%	Sep 2021 – Aug 2022	600.00	Observation by teachers/ teaching assistants and instructors in charge	/	/
Sports	1	2	1	100%		2,400.00			
Tutorial service		13	6	100%		18698.90			
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	1	16	7		<b>Total Expenses</b>	21,698.90			
<b>**Total no. of man-times</b>	24								

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.

@ 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)

# 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).

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please 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 involvement						✓

## D. Comments on the project conducted

### *Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- 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): \_\_\_\_\_