

**Po Leung Kuk Mrs. Ma Kam Ming-
Cheung Fook Sien College**

School Report

2023/24

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

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1. Our School

1.1. Vision and Mission

Our school strives to uphold Po Leung Kuk’s noble tradition of educating young people by fostering their “Cognitive, Aesthetic, Social, Physical and Moral development”. We cultivate students’ interests and develop their potential through guidance and inspiration. We lead by example and work closely with parents in order to nurture students to become optimistic, hardworking and respectable people who will make meaningful contributions to society in the future.

Our aim to become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence. In addition, our students and teachers strive for excellence and living out the values of a learning organisation.

1.2. About Us

Our school is a co-educational aided secondary school established in Tung Chung in 1997.

Nestled among lush green mountains, the school provides students with an ideal environment for learning. A wide range of facilities are available to provide students with a stimulating learning environment.

There are also four information technology rooms: computer room, multimedia learning centre, STEAM room, and computer-aided learning room. All classrooms and special rooms are equipped with network computers and projectors to facilitate the use of Information Technology in teaching and learning.

We have about 700 students. Our class structure is as follows:

Year Level	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4

We have a stable and well-qualified team of professional teachers, with nearly half of the teaching staff having a postgraduate degree and almost 70% of teachers with more than ten years of teaching experience.

Different functional committees and teams within the school are also formed based on students’ needs with regards to their cognitive, aesthetic, social, physical and moral development.

1.3. Our Curriculum

In junior secondary levels, we offer EMI classes and CMI classes. Subjects offered and the medium of instruction are as follows:

S1-3	Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, CES, Computer Literacy, Geography, Design and Technology, VA, Music, PE, STEAM
	English as the medium of instruction	English Language, Mathematics, Science (Physics, Chemistry, Biology), Computer Literacy, Geography
S4-6	Chinese as the medium of instruction	Chinese Language, Citizenship and Social Development, Chinese History, Visual Arts, Tourism and Hospitality Studies, PE
	English as the medium of instruction	English Language, Mathematics, Physics, Chemistry, Biology, Geography, Economics, Business, Accounting and Financial Studies, Information and Communication Technology

We strive to develop students' interest in music, and learning to play musical instrument has become the core part in our school's junior secondary music curriculum. Students can attend musical instrument courses provided by school or other courses offered outside; students' progress would be examined in music examinations. Financial assistance is available for qualified applicants.

1.4. Life-wide Learning

Learning motivation is promoted through applying the knowledge that students have learned in various thematic activities and competitions.

Co-curricular activities are provided in the following areas: academics, sports, music, art, social services and special interests. In 2023-2024, We provided a wide range of life-wide learning activities, with ten musical instrument classes, five performance groups, four uniformed groups, fourteen sports teams, five academic clubs, eight interest groups and eight working teams, totalling 54 co-curricular activities that cover a wide range of other learning experiences for S1-6 students throughout the year. Students are encouraged to set up and lead groups to jointly explore their interests and pursue their passions. A sense of belonging is nurtured through the tradition of splitting the whole school into four Houses. Finally, leadership training camps are organised to teach students various soft skills, such as the ability to work both independently and collaboratively.

1.5. School Management

A school-based management system has been in place since our school was founded. Teachers are encouraged to participate in school policy-making in order to enhance the effectiveness of learning and teaching.

To promote the development of the school in a balanced way, the Incorporated Management Committee (IMC) of PLKCFS was established in 2012. Committee members of the IMC include the sponsoring body manager, independent manager, school principal, teacher manager and parent manager.

Members of the IMC (1/4/2024-31/3/2025)

Chairman of Po Leung Kuk Cum School Supervisor: Mrs Helena C Y TUNG PONG

Supervisor: Ms Angela O K LEONG, BBS

Sponsoring Body Managers: Mrs Winnie W L CHAN, BBS

Mr Andrew NGAN

Mr Timothy T C CHAN

Ms Loretta Y M LAM

Mr W K AU

Mr C H LAM

Alternate Sponsoring Body Manager: Ms Florence H Y CHAN

Principal (Ex-officio Manager): Ms Joanna Y K OR

Independent Manager: Mr K K MA

Teacher Manager: Mr C W LAU

Alternate Teacher Manager: Mr C W PANG

Parent Manager: Ms Y T LEE

Alternate Parent Manager: Ms Janet Y H TSANG (until 31 August 2024)

Alumni Manager: Ms W Y HONG

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

Major Concern 1 : Promoting self-directed learning

Achievements

This was the third year of implementation of the school development plan. The measures of promoting self-directed learning have been introduced to all year levels in our school. Our school managed to make use of available resources to help students embrace self-directed learning so that their diverse learning needs can be better catered.

- (1) To provide a resourceful environment to support Self-Directed Learning (SDL)
 - The supportive SDL resources and evaluation tools have been developed. The success criteria were mostly met.
 - The use of evaluation tools has been enhanced. Learning objectives are clearly stated in the scheme of work, class diary and homework. Based on school-based questionnaires, over eighty-seven percent of students were aware of the learning objectives of each lesson.
 - About ninety percentage of students have developed the habits of writing notes during the lessons. More than seventy-three percent of students have developed habits of recording their learning process and using evaluation tools to assess, evaluate their learning progress and adjust the learning strategies regularly.
 - The resources to support SDL have also been enhanced. Subjects have improved the SDL resources on Google Sites and successfully taught students how to utilize the resources. As a result, more than sixty-five percent of students now use the SDL resources on Google Sites regularly. The uses of Google Sites have become more popular.
 - The use of tiered assignments has been enhanced. Subjects have indicated the level of difficulty in tiered assignments and encourages the students to utilize the evaluation tools and SDL materials. These measures enable the students to attempt higher level questions. More than ninety percent of students have attempted NICER or SUPREME level questions on a regular basis.
 - Through the uses of various measures, students were well aware of the adopting serious attitudes in their learning. Based on school-based questionnaires, most students ranked themselves highly in the aspects of classroom learning, including the making notes, listening to the teaching and understanding the main points in the lessons.
- (2) To develop structured SDL time in senior forms
 - The success criteria of this goal were met.
 - Lesson time was reallocated to provide regular SDL lessons for senior form 2X classes.
 - The SDL team has recruited an experienced teacher specializing in SDL, enhancing the professional capacities of the SDL team. Regularly co-plan meetings have been arranged. A well-organized school-based curriculum has been developed as the foundation to develop the SDL skills of the students.
 - SDL skills have been taught during the SDL lessons. According to school-based questionnaires, more than sixty-two percent of students now consistently apply the SDL skills in their learning.
- (3) To strengthen teachers' proficiency in SDL
 - The success criteria were achieved. The teachers' proficiency in SDL has been strengthened through professional collaboration and sharing.
 - Good practices of different subjects have been shared during the staff development day. Professional workshop about SDL has been organized during the staff development day. 100% teachers were highly positive about the workshop in terms of applicability to work.

Reflection

(1) To provide a resourceful environment to support Self-Directed Learning (SDL)

- Subjects have developed clear subject covers or standard templates showing the learning objectives explicitly. In the book inspection process, it was found that most subjects have documented the learning objectives in the worksheets or shared in the Google Sites or other Google Classrooms properly. Teachers have also become well aware of stating the learning objectives during the lessons. These practices raised students' awareness of the learning objectives of each lesson. It facilitated the students to evaluate their learning outcomes accordingly.
- Students were well aware of the importance of the self-directed learning. Students used various evaluation tools including learning objectives, teachers' feedback, rubrics, exemplars, self-assessment, peer assessment, tiered assignments, subject Google Sites, reflection framework, etc as observed in exercise book inspection and lesson observation. The diversified tools can cater for the learners' diversity.
- Students were able to set up short-term personalized plan in their learning generally. Senior form students were well aware of the importance of setting personal targets and were able to design more concrete plans for their learning. However, there are still rooms for improvement in terms of their self-monitoring and self-reflective skills and attitudes.
- Most teachers could utilize the combination of Google Sites, Google Classroom or other electronic means to organize the learning content. Students were used to the scattered distribution of SDL resources provided by our school. At the same time, the effective uses of other available online learning resources were being explored by both teachers and students. The scattered and unorganized nature imposed both difficulties and challenges.
- Some subjects have incorporated tiered assignments in all assignments. Students could assess or evaluate their learning to attempt SUPREME level of questions.
- The regular reflection time provides material time for class teachers to interact with the students and help them to develop regular reflection habits.

(2) To develop structured SDL time in senior forms

- Students can apply SDL skills in other subjects with the support of SDL teachers during SDL lessons. The observations made by SDL teachers serve as references for improving SDL implementation across different subjects.

(3) To strengthen teachers' proficiency in SDL

- Talks and subject sharing sessions have been arranged to increase the teachers' awareness of SDL skills. The sharing of the use of SDL in daily teaching is informal generally. Structural lesson observations concerning SDL have been arranged in some subjects only.

Feedback and Follow-up

(1) To provide a resourceful environment to support Self-Directed Learning (SDL)

- On the foundation of using self-directed learning materials and the uses of the evaluation tools, the self-regulated learning of which the self-monitoring and self-control will be introduced by the subjects. The self-regulated learning will be implemented by the subject teachers in the classroom level to provide the practising opportunities and enhance students' capabilities. The enhancement of the self-directed and self-regulated capabilities will enable our students to acquire **a broader breadth of knowledge, better language and generic skills**. It can facilitate their **life planning** in long term.
- To further equip our students with suitable skills to cope with the further challenges, our school will review the learning and thinking skills taught by different subjects. More focus will be emphasized on the metacognitive levels of which students can have deeper understanding of the thinking process and thinking framework of their learning process. It can further enhance the students' abilities on planning, monitoring and controlling their learning.
- Subjects will continue to enhance the content of the Google Sites and Google Classroom to facilitate the self-directed learning. Additionally, subjects will explore the possibility of using the latest information technology, e.g. artificial intelligence, to enhance the teaching effectiveness. Moreover, the proper uses of the latest technology will be taught in the classroom

or other school-wide activities to enhance students' **information literacy**.

(2) To develop structured SDL time in senior forms

- The utilization of SDL lessons will be further enhanced. The school-based SDL curriculum will be reviewed and refined continually to provide well-organized learning activities and experiences for S4 to S6 students.
- In the structured SDL time, teachers can provide timely and effective intervention to individual students during lessons. The PIE (Plan-Implementation-Evaluation) cycle, a framework for SDL, can be further enhanced to enhance students' self-directed learning capabilities.
- Instead of solely focusing on academic aspects, the goal settings of SDL lessons can be extended to encompass long-term goals, including career and **life planning**. This approach enables students to develop comprehensive and balanced life plans.

(3) To strengthen teachers' proficiency in SDL

- The professional development activities of SDL create foundation to further develop the sharing culture and professional exchanges in our school. In addition to the talks, diversified professional development activities including teachers' sharing, peer lesson observation and open lessons, external professional support services, etc. have been organized in the past few years.
- The effectiveness of various professional activities has been evaluated and refined continuously. Systematic open lessons will continuously be organized to promote the SDL and other teaching practises. The sharing of these practices can further enhance our colleagues' proficiency in SDL. Consequently, this will equip students with the necessary skills to acquire **a broader breadth of knowledge and generic skills**, enabling them to effectively cope with future changes and achieve their life plans.

Major Concern 2 : Consolidating a clear and positive identity

Achievements

This year, the direction of pastoral care work was to enhance the value nurture environment through more student involvement in organising activities, teacher training as well as ECA coordination. The values in focus were empathy, sharing and appreciation.

(1) Strengthen class management

- A wide range of activities of the school year sprang to life in strong alignment to the main themes of the year: empathy, sharing and appreciation.
- Given the complexity of the concept of empathy, a lot of groundwork had been done to facilitate the acquisition of the concept through a holistic approach. Students could deliver speeches in the morning assembly in a vivid manner to illuminate the concept through their experience.
- The themes have been reinforced through more visuals and mention in TV programmes and school activities (e.g. Beyond Classroom).
- 100% classes organized class-based activities related to the moral values of the year.
- All classes devised a plan for a class management in September.
- At least two activities were held on a class basis.
- Over 90% of students agreed that sharing and appreciation are crucial for strengthening social bonding.
- About 90% of students agreed that teachers have trust in them and empower them in setting up the class committee and organizing the activities.
- Class management was stronger than ever since it was first systematically nurtured in the previous

school development cycle in 2018-2019. Over 90% students responded that they had developed a strong sense of belonging to their classes in school-based survey.

- Class committee training was organized by Student Union and Cross-curricular Activities Committee. The focus was developing the micro skills of managing meetings.
- Class representatives were encouraged to set up Padlets for classmates to share their achievements and memories. A lot of joyful and proud moments were shared.
- A briefing session on Youth Development Blueprint was held to help students expand their horizon on the opportunities flourishing in the Greater Bay Area. Alumni sharing sessions were organised for facilitating JUPAS course selection. Students also took part in life planning events by some external organisations like the Education Summit 2024.
- S3 was given more attention by the Life Planning Committee too. A master information sheet was created and updated as a personal file of each individual. This favours the coordination and the prediction of the needs and can result in timely intervention. To improve the effectiveness of career counselling, a lesson observation by one class teacher from each S3 class and the professional support team of Quality School Improvement Project (QSIP) was arranged. This, like the previous year's S5 intervention, would hopefully be set as a new routine to keep the staff team on the same page in regards to professional development responding to the needs of the cohorts concerned.
- Four life education lessons were specially designed for the S5 this year. Majority of the students responded in the survey embedded in the lesson: persistence and resilience in taking charges in life goal pursuit is the most important.
- The Student Support Team (SST) and Guidance and Counselling Committee developed a new system in a three-year timeframe to respond to the volatile and evolving situations of mental health cases. For example, further to the support enhancement of last year for those who have not yet received medical support, the school this year offered clinical psychologist support for the cases of different levels according to the needs and the medical condition development.

(2) Refine cross-curricular activities arrangements

- CCAC enhanced Happy Friday 2.0 vertical coordination with a more balanced coverage for both junior and senior forms. It was successfully implemented.
- A wide variety of the class activities were organized like visiting Hutchison Telecommunications Hong Kong Holdings Ltd.
- More than 85% of students expressed that the school has provided a diversified range of activities and opportunities for students to show their talents. In the teacher's stakeholder survey, the results echoed the same view.
- An increasing number of students, more than 80%, expressed that the activities this year can help them develop in a more diversified manner.
- An overwhelming majority of students articulated that the new activity Beyond Classroom can improve their bonding with classmates and recommended that it be organised again in future.
- More than 90% of students revealed that Happy Friday 2.0 expanded their horizons.
- Student leaders expressed that the CCA (Cross-curricular Activities) Handbook by CCAC could help them handle their daily operation and activity preparation.

(3) Strengthen professional development

- A workshop of on identifying and handling mental health cases was conducted for teachers on Staff Development Day 1. All respondents agreed that the purpose of the workshop was achieved.
- The concepts learnt from the workshop has been revised, recycled and revisited in Pastoral Care regular meetings and applications in handling cases.

Reflection

(1) Strengthen class management

- The ideas were well received by both staff and students. A whole-school approach has been in place for presenting and elaborating the ideas of empathy, sharing and appreciation and their implications and connections to daily life in campus and beyond. The class boards by the students,

as a result, were able to reflect the themes and their learning of the value in this year's competition. More classes were able to present their values in the board design. They were capable of making use of pictures to demonstrate their understanding of the values. Some classes even added in the interactive elements to engage the audience and summarizing the concept in precise idioms like 'in someone's shoes', which has nearly become a pet phrase in their conversation or writing when dealing with conflicts or resolving differences in views. Once a student in a seminar of parent education was randomly chosen to answer what empathy was, that S2 girl's answer was amazingly precise and concise and made a strong impression.

- Collective efforts with broad support and consensus among teaching staff in the Beyond Classroom planning and implementation accelerated the consolidation of the class spirits and their sense of belonging to their communities.
- Self-efficacy was also given a boost when the current students' success stories (like an S4 boy finally achieving the championship in guitar solo in 76th Hong Kong Schools Music Festival (2024), having got the second place in the same competition in the previous year) shared and displayed during this school anniversary year.
- Self-efficacy of staff team continued to grow, with a consolidated sense of ownership through leading the team into building consensus around taking care of students' whole-person development, formulating policies and plans with a shared vision (NICER, an acronym of numerous qualities shared by both students and teachers) in our provision of diverse learning opportunities and support services to our students.
- **Breadth of knowledge** in national history and culture was a focus this year too. The story of our national flag in 1949 was in the spotlight to nurture students' national identity through connecting the value to determination and diligence. Such connection was also widely applied in so that value education with some KLAs and life-wide learning activities could be more seamlessly knitted in a complementary manner. An example is a session on efficiency in one episode of the Campus TV moral education programme (before the exam month) has also been related to reflection on the students' learning and revision habits. APASO data reflects that the students have developed a strong national identity (having achieved 85.7 for P-value in four out of the five areas).
- Class teachers and participants of the Pastoral Care Level Meetings have evolved from an implementer of school policies to proactive participants. This year, the meetings were cradles to some groundbreaking initiatives implemented in the different programmes of the year like Beyond Classroom. The staff team were in high spirits for collaboration and because of this, many problems were solved in their budding stage.
- Some of them have become influential members of panels. They were driven and a valuable asset to our sustainable support for our continuous improvement and development for students' whole-person development and lifelong learning.
- Students' alertness to the importance of self-management to realizing personal goals eroded by the pandemic years has been in a satisfactory recovery progress, though it does take time and channelled efforts to sharpen their skills. Self-management lessons have been established in Life Education lessons in September, with more fine-tuning to the diversified needs in the lesson design and coordination on the admin level.
- Amid the return to normalcy of learning life and a mild increasing need for mental health support in our school, we made a longitudinal study using Hong Kong Sheng Kung Hui Welfare Council's Students' Emotions Survey to examine the mental health of students over the last four years, collecting data from participants at multiple intervals to analyze trends and changes.
- Educating parents, raising students' awareness of mental health matters, their ability of self-help and willingness to seek help have been on our agenda as they will certainly help to mitigate difficulties in the initial stage of the problems.
- In the presence of the above two steps, the teaching staff, as well as the administrative and clerical staff, they have more capacity to accommodate the various situations and difficulties of the SEN students they serve.

(2) Refine cross-curricular activities arrangements

- Activities and the strategies were fine-tuned in order to facilitate the students' exposure to a wider

range of activities where they may find inspiration for their future and interests of development.

- There were a rising number of inter-house and inter-class activities last year, including ball games, inter-house games, sports days, OLE day and Happy Friday 2.0. These activities were mainly co-ordinated by student leaders.
- While Happy Friday 2.0 is taking roots in our structure and culture of class management and nurturing students' leadership skills, as reflected by some teachers in teachers' appraisal meeting and pastoral care form meetings, the administrative coordination by teachers-in-charge is indispensable in balance and betterment of the choices of class-based activities in alignment to the umbrella concept of Other Learning Experiences.
- To integrate the positive culture in the different student communities, training camp (e.g. the annual Prefect Training Day Camp before their inauguration) or training sessions have been established as part of the strategies to consolidate the social fabric to maintain and nurture the knowledge and attitude.
- Some made more than personal success by making a difference in others. Over 80% felt inspired by the model students' stories broadcast and shared on Campus TV. This encouraging result further inspired us to do more on other areas other than music, like sports or learning.
- Training of the class committee in singing national anthem and school song was also organized. A self-directed and self-reflective learning approach, as a new strategy, has been adopted and adapted. It was reflected that students have developed more self-awareness about the meaning of the singing of anthems and identities.
- As a continuation of last year's initiative, briefing and debriefing skills as the finishing touches of the design, have been made a routine in our organisational structure. They contributed to the growth in students' personal development as well as staff's professional development. Students found more beyond the prizes or ranking and meaning in experiences while teachers discovered more debriefing skills in different contexts.

(3) Strengthen professional development

- A workshop of identifying and supporting SEN and MI-related cases was conducted for teachers on Staff Development Day 1 to inspire teachers to incorporate the learnt items into their daily interaction with students. Compared with previous years, there was a noticeable increase (100% this year) in the positive responses (more than 100%) to one of the questions in the survey: *The seminar/workshop was applicable to my work.*
- Further to that, our pastoral care form meetings also witnessed encouraging and promising changes: the first session of the meeting is a routine sharing of class situations by class teachers. First, this session has become longer (now weighing about half of the meeting time, a sharp departure from the one third) because of the teachers' initiative to share more information relevant to common concerns of the form. This change in quantity also marked a shift in the quality of meeting too: the committee session of the meeting was less admin. More focus was given to the expected difficulties and designing solutions with collective efforts in strong alignment to the major concerns of the school.
- The above finding reflected the accumulating impact of sustaining efforts of and our belief in knowledge management which let us know that we can establish an environment to foster organizational members to create, share, learn and use knowledge (tacit knowledge in this case) together for the organizational advantages. Pastoral Care Form Meetings, as a platform of peer sharing on all aspects of pastoral care tasks, from policy formulation to policy evaluation, have gained the recognition and support from teachers. The team are now more willing to articulate their thoughts in class management and pastoral care. Both the students and the staff benefit.
- One of the strategies in the meetings is using the data to inform our decision-making. In the teacher's stakeholder survey, about 90% of teachers expressed that the school has effectively made use of the data for supporting the student's growth.
- Career counselling was another area in our professional development this year. Prior to their graduation year, the S5 of this cohort have experienced a special series of life education lessons which made use of one movie to facilitate their reflection on their own life goal and the

determination they possess in the pursuit, which was designed by the professional support from *Quality School Improvement Project (QSIP)* team. On top of that, some more career counselling activities have been designed to deepen the impact: S5 Mock Interview Day, Little Entrepreneur (business-field), Gifted and Talented Programme in Chinese University of Hong Kong, Jockey Club 'Flying High' Sports Programme (sports), etc.. In short, internal coordination and prioritisation as well as external resources explored by our Life Planning Committee and other relevant departments played a crucial role in this success story.

Concluding remarks on Major Concern 2

- Personal growth is always on the top of our agenda. Through various schemes, we integrate all students into school life smoothly.
- To promote moral values and positive attitude of a school-based curriculum through platforms of Campus TV or lessons of different subjects as well as the life education lessons, the school junior forms adopt P.A.T.H.S. to Adulthood, which is aimed at promoting the holistic development of adolescents by developing their abilities in all aspects of life, recognizing their abilities, building bonds with others, helping them develop positive beliefs in life, and setting clear goals. The senior levels pursue similar goals by engaging in discussions about moral values based on their viewing of multimedia.
- We develop our school-based moral, civic and national education through the use of our campus TV programmes every Wednesday, and every year we organize some cross-curricular learning activities strongly related to current events and issues such as the The 19th Asian Games Hangzhou. All programmes are designed to **broaden their knowledge base** on which their **healthy lifestyle** and **national and global identity** are constructed.
- By leveraging external resources, which include the Healthy School Program with HKSKH, mentoring programme with our alumni, our school aims at facilitating the whole-person development of students, enhancing their self-efficacy via participating in the activities.
- We have a strong belief that cordial relationships between home and school as well as a harmonious and supportive peer network will be in the best interest of the students' personal development. Activities and schemes are carried out throughout the year to achieve the above goal include S1 Guidance Day, Peer Counseling Program, Parents' Gathering and Parents' Day.
- On top of that, a lot of research work has been done throughout the year to enhance parent education. It is an insight revealed from our handling of mental health cases that better parent education will play a significant role in identifying and preventing the plights of the cases from worsening. More measures will be rolled out once more coordination is done.
- To look into the mental health cases in a closer distance, a pilot scheme was carried out in two classes to try to test some hypotheses of positive education theories based on positive psychology.
- To take care of students with special needs, a whole-school approach to inclusive education was adopted. To better cater for students having special educational needs (SEN), with reference to the 3-Tier Intervention Model, students are provided with various levels of assistance according to the severity of their learning difficulties. For instance, Individual Education Plans (IEP) are devised to ensure students can receive additional learning and counselling support they need as recommended by medical specialists.
- In addition, we believe that SEN students, with guidance from our professional team, can develop their potential and generic skills so that they can be more confident and skillful in communication and socializing. Extra manpower is allocated to the provision of regular after-class tuition. Furthermore, services including speech therapy, expressive arts therapy and social skills training workshops offered by external providers are made available on campus, which substantially improves their conditions in this campus environment they feel secure and bonded.
- The Student Support Team also actively organized a series of experiential activities to promote the value of respecting diversity to students and an inclusive culture. The pilot scheme this year was a joint effort with Hong Kong Sheng Kung Hui Welfare Council, which allocated social workers to go into the classes of our target form informed by the data of the aforementioned survey on emotions.

- Overall, our school strives to create a supportive and inclusive learning environment, focusing on values education, student development through cross-curricular activities, and professional growth for teachers. We aim to foster a sense of belonging, self-efficacy, and holistic development among students, while providing necessary support for those with special educational needs.

Feedback and Follow-up

- **Self-management skills, as one of the nine generic skills**, are to be enhanced this year through more reminders and design integrated into the operation of school activities and lessons. The strategy (of consolidating the sense of belonging to their home classes) we have been adopting since the outbreak of Covid proves to be timely and effective. However, just as every coin has its two sides, the unity in class may have developed at the expense of others as shown by the climbing number of more inter-class conflicts due to their will to win. This may have also been substantially reflected on the emotional stability data in APASO. The quarantine years may have hampered their social skills and it takes time to give supplementary efforts to fix. Therefore, it is time to proceed to another level: bonding among the schoolmates on a form-basis. **Collaboration (being one of the generic skills)** with less familiar people will certainly be another platform. Such skills will also be sharpened if there is more organised community service they can experience. The service is also a platform for **broadening their knowledge base** in more authentic contexts.
- Though the data from the emotion survey has not given us further alarms to some trends of changes, the emotions of students were always a topic of concerns in meetings and staff room. In face of the mounting pressure from normalcy in school learning, the mental health of students must be further strengthened. They should be more equipped to face up to pressure and create a more positive environment.
- To promote a **healthy lifestyle**, to make our students more resilient to changes and challenges, and to equip our students to manage their emotions better, it is necessary to develop positive education as a transformative solution. Given we have six years of background with working on the clear and positive identity, the school will certainly enjoy an advantage in the take-off stage.
- Positive education should include a positive environment. The environment, including the campus in general and the daily interaction in classrooms, should introduce some changes in order to make the learning environment more inviting and positive in the hope that the systemic change will induce more positive changes in their mindset and attitude.
- It is also necessary to bring in more external support when developing positive education so that the professional development will be able to catch up efficiently and effectively.
- Since debriefing and reflection have been established as a routine procedure in our systems in organising activities or disciplinary procedure, some additional support for the debriefing should be provided to boost its feasibility and sustainability, for example, an acronym to be implanted.
- The **Life Planning** Committee, on the other hand, will continue to collaborate with more external resources like alumni (developing a mentoring scheme) and parents (more parental support may be invited).

3. Student Performance

- Our school has developed a comprehensive system to identify the basic needs of students in the area of support for development and to offer relevant learning experiences for them. Students are nice, polite, self-disciplined and willing to learn from teachers. The teacher-student relationship and the students' peer relationships are conducive to their joyful and harmonious campus life. Feeling proud of their school, students are enthusiastic about participating in leading and supporting school activities. Student leaders are responsible, willing to serve as role models.

(i) **Academic performance**

Overall, our students' academic performance is above the average of Hong Kong and most of them further their studies after graduating from our school.

- **Pre-S1 Hong Kong Attainment Test Results**
 - The average subject scores in Pre-S1 Hong Kong Attainment Test were on the rise.
- **Hong Kong Diploma of Secondary Education Examination**
 - The percentage of meeting the general entrance requirements for local four-year undergraduate programmes (52%) is higher than the day school candidates in 2023/24.
 - The percentage of attaining the eligibility to local sub-degree programmes/relevant civil service appointments of our school (90%) was also higher than the day school candidates.
- **Further Studies and Employment Statistics of Our Graduates**
 - Almost 100% of our Class of 2024 furthered their studies in post-secondary courses.
- **Major Prizes and External Awards**

Our students' academic achievements go beyond grades. They received numerous awards in a variety of competitions, ranging from languages to STEAM or even business start-ups.

Contests / Competitions	Prizes / Awards
Languages	
75th Hong Kong Schools Speech Festival - Secondary 1 and 2 Chinese Choral Speaking Competition	★ Champion
75th Hong Kong Schools Speech Festival - Secondary 1 and 2 Mixed Voice Choral Speaking	★ First Runner-up
75th Hong Kong Schools Speech Festival - Secondary 3 and 4 Mixed Voice Choral Speaking	★ Champion
Star of Literature: Chinese Writing Competition (Hong Kong District)	★ Junior Form and Senior Form Merit
Chinese Public Speaking Competition	★ Best Teammate
Outstanding Ethnic Minority Student Award Scheme 2024	★ Merit
The 26th Hong Kong Primary and	★ 1st Runner -Up in Senior Secondary

Contests / Competitions	Prizes / Awards
Secondary School Putonghua Speech Contest 2024	(Hong Kong Island) ★ Best Eloquence Award (Hong Kong Island) ★ Best Creativity Award (Hong Kong Island)
Hong Kong Secondary School Debate Competition	★ Finalists
STEAM	
HKIE END STEM Electronics Bootcamp 2023 - Tracked Resource Gathering Mission Competition	★ 2nd Class Award
HKIE END STEM Electronics Bootcamp 2023 - Knockout Resource Collection Competition	★ 2nd Class Award
PolyU Igniting Social Innovation Competition 2024	★ Top 10
Business	
FoundFast competition organized by FoundFast and The Y.Elites Association	★ First Prize ★ Second Prize ★ Third Prize
Young Financial Talent Runway	★ Second Runner Up
Project M2 Leadership Program Hackathon	★ First Runner Up
IdeaPOP!2024	★ Top 10
InnoMind Competition	★ Certificate of Excellence
Scholarships	
Po Leung Kuk Scholarship	★ Awardee
2022/2023 Po Leung Kuk Ho Yuk Ching Children & Education Fund	★ Awardee
2022-23 Po Leung Kuk Mr and Mrs Wu Gee Yee Scholarship	★ Awardee ★ Outstanding Academic Achievement
2022-23 Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship	★ Awardee
2022-23 Po Leung Kuk Wong Yat Sin Scholarship	★ Awardee
Hong Kong City Lions Club Scholarship	★ Awardee

(ii) Non-academic performance

- Our students in general are eager to explore their own potential and the world. Given a

lot of opportunities, they take part in the activities with treasure and pleasure.

- Students have shown encouraging achievements in different developmental needs, such as their sense of moral values and attitudes, skills and creativity through the activities provided by the school. Through the students’ participation in different activities such as the annual Christmas talent show, class-based and inter-house activities, debate competitions, school tours and field trips, not only can students learn to work independently, to communicate effectively, to cooperate with other people, but they can also broaden their horizons and enrich their life experiences. Students are given various opportunities to organise activities like House Ball Games, Little Entrepreneur, Annual Athletic Meets etc. offering them plenty of first-hand experience of programme planning and leadership, thus enabling themselves to discover and develop their potential.
- Students actively participated in various types of activities. The participation rate of students in the wide array of activities (including academic groups, interest groups, uniformed groups, sports teams, performance groups and music classes) was above 70%.
- For campus activities like English Day, Little Entrepreneurs, their signature show-off platform Christmas Talent Show and so on, students responded enthusiastically to the work of their schoolmates or teachers. They showed profound gratitude to the teachers and coaches, and their own teammates. The last school day of graduates could not have been so moving but for the commitment of the teachers to nurturing of fundamental moral values for social bonding. The ritual of singing the school song in our atrium is a witness of the changes. The singing was extra powerful and inspiring when hearing the closing remarks by the graduates who gave genuine and encouraging speeches. After all, love speak louder than words.
- Apart from those within the campus, students’ performances outside school were equally brilliant. Their participation in We We Canoeing Carnival (Sports activities supported by the our school sponsoring body Po Leung Kuk), Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Handball Competition, 2023-2024, Hong Kong Inter-School Dodgeball New Talent Championship 2023, HKIE END STEM Electronics Bootcamp 2023 – Tracked Resource Gathering Mission Competition, Joint School Music Competition 2024, our students swept a multitude of awards at different occasions, showcasing their exceptional skills and leaving a lasting impression on the audience. The championship fight of the inter-school volleyball competition this year had drawn a quarter of the whole school on a Sunday morning to display our unity, while other basketball matches in the inter-school game season are certainly valuable memories of all the team players.
- Students are proactive in community service too. Besides Happy Friday 2.0, a breakthrough this year was our participation in a Chinese New Year Fair in a special school in our district *Hong Chi Shiu Pong Morninghope School*. Students regarded it as an eye-opening experience as they discovered the special need students could work on things independently and they have their moments too. The positive energy was infectious and went viral in their social media and in classes.

■ Major Prizes and External Awards in Sports and Arts

Contests / Competitions	Prizes / Awards
Sports	
The 11th East Asian Karate Federation Championship 2024	★ Third Place in Cadet Kata Female
AS Watson Group Hong Kong Student Sports Awards 2023-2024	★ AS Watson Group Hong Kong Student Sports Awards
The 11th Shenzhen Sports	★ Winner of the Women’s U15 100m

Contests / Competitions	Prizes / Awards
Game organized by Shenzhen Bureau of Culture & Shenzhen Bao'an Bureau Of Education	Breaststroke ★ 2nd Runner-Up in the Women's U15 200m Individual Medley
Guangdong Provincial Youth Swimming Championships organized by Guangdong Swimming Association	★ 1st Runner-Up in the Women's U15 50m Breaststroke ★ 1st Runner-Up in the Women's U15 100m Breaststroke ★ 2nd Runner-Up in the Women's U15 50m Butterfly ★ 2nd Runner-Up in the Women's 4x50m Medley Relay (Group C)
"Run, Boy" 2023 National Youth Karate U Series (Guangdong Station) organized by Chinese Karate Association	★ 5th of the U15 women's individual kata
The 9th Hong Kong Games organized by Hong Kong Sports Commission	★ Men's Javelin Throw (C Group) 4th Place
Hong Kong Inter-School Dodgeball New Talent Championship 2023	★ Champion of Senior's Mixed (Boys & Girls) Division ★ 4th Place of Senior's Boys Division
Islands' District Anti-drug 3 on 3 basketball competition organized by JPC Lantau & Home Affairs Department Tung Chung (islands)	★ 1st runner up of Girls' U15 Group ★ 1st runner up of Girls' U19 Group
Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Volleyball Competition 2023-2024	★ 3rd Runner-Up in Boys Junior ★ 1st Runner-Up in Girls Junior
Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Badminton Competition 2023-2024	★ 2nd Runner-Up in Girls C Grade
Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Handball Competition 2023-2024	★ 3rd Runner-Up in Boys Senior
Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Basketball Competition	★ 4th Place in Girls' Junior

Contests / Competitions	Prizes / Awards
2023-2024	
2023-24 Tsuen Wan & Islands District Inter-School Athletic Championships	<p><i>Boys</i></p> <ul style="list-style-type: none"> ★ Champion of Javelin of Boys' A Grade ★ Champion of 400m of Boys' A Grade ★ 1st runner up of 800m of Boys' A Grade ★ 2nd runner up of Javelin of Boys' B Grade ★ 2nd runner up of High Jump of Boys' B Grade <p><i>Girls</i></p> <ul style="list-style-type: none"> ★ 2nd runner up of High Jump of Girls' C Grade ★ 2nd runner up of Discus of Girls' C Grade ★ 1st runner up of Shot Put of Girls' B Grade ★ 4th place of Discus of Girls' B Grade
2023-24 Tsuen Wan & Islands District Inter-School Swimming Championships	<p><i>Boys</i></p> <ul style="list-style-type: none"> ★ Champion of 50m Freestyle of Boys' B Grade ★ the 1st runner up of 4x50m Freestyle Relay of Boys' B Grade ★ the 1st runner up of 200m Freestyle of Boys' B Grade ★ the 1st runner up of 4x50m Freestyle Relay of Boys' B Grade ★ the 1st runner up of 50m Backstroke of Boys' B Grade ★ the 2nd runner up of 50m Breaststroke of Boys' B Grade ★ the 2nd runner up of 100m Freestyle of Boys' B Grade ★ the 4th place of 100m Breaststroke of Boys' C Grade ★ 4th place of Boys' B Grade ★ Champion of Boys' A Grade ★ Champion of 50m Backstroke of Boys' A Grade ★ Champion of 200m Freestyle of Boys' A Grade ★ the 1st runner up of 100m Backstroke of Boys' A Grade ★ the 1st runner up of 4x50m Medley Relay of Boys' A Grade ★ the 1st runner up of 50m Butterfly of Boys' A Grade ★ the 1st runner up of 4x50m Freestyle Relay of Boys' A Grade ★ the 1st runner up of 4x50m Freestyle Relay of Boys' A Grade ★ the 2nd runner up of 200m Breaststroke of Boys' A Grade ★ the 2nd runner up of 200m Individual Medley of Boys' A Grade ★ the 4th place of 100m Freestyle of Boys' A Grade ★ the 4th place of 100m Breaststroke of Boys'

Contests / Competitions	Prizes / Awards
	<p>A Grade</p> <p><i>Girls</i></p> <ul style="list-style-type: none"> ★ Champion of 50m Butterfly of Girls' C Grade ★ 1st runner up of Girls' B Grade ★ Champion of 200m Breaststroke of Girls' B Grade ★ Champion of 50m Breaststroke of Girls' B Grade ★ Champion of 4x50m Freestyle Relay of Girls' B Grade ★ the 2nd runner up of 50m Breaststroke of Girls' B Grade ★ the 2nd runner up of 100m Freestyle of Girls' B Grade ★ the 4th place of 100m Breaststroke of Girls' B Grade ★ the 4th place of 200m Breaststroke of Girls' B Grade ★ 1st runner up of the Girls' A Grade ★ Champion of 100m Freestyle of Girls' A Grade ★ Champion of 100m Breaststroke of Girls' A Grade ★ Champion of 200m Breaststroke of Girls' A Grade ★ the 1st runner up of 50m Backstroke of Girls' A Grade ★ the 1st runner up of 100m Backstroke of Girls' A Grade ★ the 2nd runner up of 50m Backstroke of Girls' A Grade ★ the 2nd runner up of 4x50m Medley Relay of Girls' A Grade
<p>Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala (2023-2024)</p>	<ul style="list-style-type: none"> ★ Champion of Girls' Junior Form 50M Breaststroke
<p>Po Leung Kuk Affiliated Secondary Schools Athletic Championships (2023-2024)</p>	<p><i>Boys</i></p> <ul style="list-style-type: none"> ★ The Overall Champion of the Boys' Senior Division ★ The Overall 2nd Runner-Up of the Boys' Division ★ Champion of Boys' Senior 110m Hurdles ★ The Champion of Boys' Senior 400m ★ Champion of Boys' Junior High Jump ★ The 1st Runner-up of Boys' Senior 1500m ★ The 1st Runner-up of Boys' Senior 800m ★ The 1st Runner-up of Boys' Senior Shot Put ★ The 2nd Runner-up of Boys' Senior 400m ★ The 2nd Runner-up of Boys' Senior 4x100m Relay <p><i>Girls</i></p> <ul style="list-style-type: none"> ★ Champion of Girls' Junior Shot Put ★ The 1st Runner-up of Girls' Junior High Jump

Contests / Competitions	Prizes / Awards
	<ul style="list-style-type: none"> ★ The 4th place of Girls' Junior Long Jump ★ The 4th place of Girls' Senior 800m ★ The 4th place of Girls' Senior 100m Hurdles
Po Leung Kuk We We Canoeing Carnival	<ul style="list-style-type: none"> ★ 2nd Runner Up of Long Distance Relay (Secondary School)
Po Leung Kuk Vicwood K.T. Chong Sixth Form College 4x100m Invitation Relay	<ul style="list-style-type: none"> ★ Champion of 4x100m Invitation Relay
Arts	
Hong Kong Heart Health Drawing Competition 2023	<ul style="list-style-type: none"> ★ 1st runner-up ★ 2nd runner-up ★ Elite Award (Secondary School)
76th Hong Kong Schools Music Festival (2024)	<ul style="list-style-type: none"> ★ First place in Guitar Solo (Senior) ★ Third place in Di Solo (Secondary School - Intermediate)
2024 International Youth Talent Musician Competition	<ul style="list-style-type: none"> ★ Youth Talent Musician Silver Prize in Ensemble Class - Any Music - 2-18 people small group B ★ The Fourth Prize in Ensemble Class - Any Music - 2-18 people small group B
Joint School Music Competition 2024	<ul style="list-style-type: none"> ★ JSS956 2888 - Secondary School Group Ensemble (Percussion) 80 points (Silver Award) ★ JSS950 2418 - Secondary School Experience Group (Group Ensemble) 88 points (Silver Award) ★ JSS995 2419 - Chinese Orchestra (Secondary School Section) 85 points (Silver Award) ★ JSS928 2417 - Secondary School Choir (Challenge Group) 86 points (Silver Award) ★ Silver Award in Secondary School Woodwind (Flute) Solo - Senior

6. Financial Summary

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$13,761,378.03		
	Income \$	Expenditure \$
I. GOVERNMENT FUNDS		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,405,608.00	4,291,459.10
- Capacity Enhancement Grant	669,935.00	9,330.00
- Composite Information Technology Grant	585,152.00	391,464.84
- School-based Educational Psychology Service Grant	113,606.00	96,725.66
- Air-conditioning Grant	624,088.00	311,608.00
- School-based Management Top up Grant	52,596.00	64,825.00
- School-based Speech Therapy Administration Recurrent Grant	10,894.00	0.00
- School-based Support Scheme for Schools with Intake of Newly Arrived Children	60,450.00	59,145.31
Sub-total:	6,522,329.00	5,224,557.91
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,442,367.23	
- School & Class Grant Expenses		2,689,788.40
- Lift Maintenance Grant Expenses		123,030.00
- Composite FE Grant Expenses		974,896.83
- Programme Fund WS Grant Expenses		6,467.70
- Air Cond Grant for prep room of lab		16,770.00
Sub-total:	2,442,367.23	3,810,952.93
(2) Grant Accounts Outside EOEBG	7,814,377.50	6,358,836.84
II. SCHOOL FUNDS		
● Tong Fai	105,366.00	
● Donation (Note)	126,446.00	
● Profit from Sale of Exercise Books and School Uniforms	4,780.90	
● Tuckshop Rental Received	44,000.00	
● Other Income Received	966,624.24	
● City Lion Scholarship Bank Interest	441.62	
● Expenditure		1,265,699.61
Sub-total :	1,247,658.76	1,265,699.61
Total:	18,026,732.49	16,660,047.29
Total Surplus at the school year end 23/24 (Unaudited as at 4.10.2024)		\$15,128,063.23

Note: Please refer to the attachment for the amount and purpose of respective donation

保良局馬錦明夫人章馥仙中學
2023/2024 年度學校接受捐贈項目

日期	內容	\$	捐款人	用途
12/9/2023	An Evening with Whitney - The Hologram Concert 演唱會門票 5 張 x \$780	\$3,900.00	亞洲旋風有限公司 經趙金卿前主席轉 贈屬校	供教職員及學生家長觀賞
1/11/2023	《點點星光》電影門票 2 張 x \$110	\$220.00	伍穎梅總理,JP	為屬校校長及同工設包場放映活動，欣賞勵志故事
28/11/2023	威露士免洗酒精搓手液(原味) 20 毫升 x 140 支 x \$10	\$1,400.00	保良局	祈有助應對可能將會出現的冬季流感高峰期
22/3/2024	本校校長帶領相關同事於 2024 年 3 月 21 及 22 日到訪姊妹學校，進行了首次領導層交流活動。姊妹學校贈送一幅世界十絕風箏《陽江靈芝》手工風箏藏品予本校，價值\$500	\$500.00	陽江市實驗學校	予本校作為紀念
20/4/2024	香港青少年愛國主義教育基金會為感謝本校推薦合適的學生成功參與助學金計劃，餽贈 \$200 書卷(\$100 書卷 x 2 張)	\$200.00	香港青少年愛國主義教育基金會	表示謝意及增添閱讀風氣
5/2024	140 張仙樂飄飄處處聞音樂劇門票 x \$688	\$96,320.00	匿名捐贈者透過東涌天主教中學校長轉贈仙樂飄飄處處聞音樂劇門票予東涌區中學生	讓東涌區中學生有機會觀看著名百老匯音樂劇
18/7/2024	為慶祝香港迪士尼樂園(簡稱「樂園」)開園 19 週年，樂園捐贈入場門票予保良局再分發給各屬校 20 張樂園標準入場門卷 x \$639	\$12,780.00	香港迪士尼樂園	讓學生到園觀賞及玩樂
19/8/2024	舊發行的 National Geographic Kids Magazine 78 本 x \$17	\$1,326.00	Foreign Distributors Limited	讓學生多關注動物、科學、自然、技術、探索、冒險等題材
21/8/2024	信興科技有限公司捐贈一部次亞鹽素酸空間除菌脫臭機，價值\$9,800	\$9,800.00	信興科技有限公司	推廣提高校園室內空氣環境衛生
	Total	\$126,446.00		

保良局馬錦明夫人章馥仙中學
2023-24 年度學校發展津貼(CEG)報告

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2024-25 年度 新增/改善計劃項目
聘請助教協助監考，讓教師有更充裕時間批改試卷及分析成績，以便檢討教學成效，並作教學調適。	助教協助監考，為每名教師平均地減少監考時數約 2.81 小時，讓教師有更充裕時間批改試卷及分析成績，以便檢討教學成效，並作教學調適，符合預期目標。	不適用	繼續推行計劃

保良局馬錦明夫人章馥仙中學
德育及國民教育支援津貼報告 (2023/2024)

上學年結餘：\$530,000

本學年開支：\$0

本學年結餘：\$530,000

項目	目標	策略/工作/活動簡介	時間表/ 舉行日期	所需資源	受惠學生 (級別)	評估結果	實際開支 (\$)
1	加強學生的國民身分認同及對國家的認識	透過實地考察與當地學生交流，了解國情	04/2023	\$1197 x 114 學生 \$1197 x 13 老師 \$2,000 消耗品	中五級	本年度所舉辦的祖國考察團已從教育局得到足夠的撥款資助。	\$0

二零二三/二四學年校本課後學習及支援計劃
校本津貼 - 活動報告表

A. 校本津貼實際受惠學生人數 (人頭) 173 名

(包括 A. 領取綜援人數：27 名，B. 學生資助計劃全額津貼人數：27 名及 C. 學校使用酌情權而受惠的清貧學生人數：119 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數			平均出席率	活動舉辦時期/日期	實際開支 (\$)	評估方法 (例如:測驗、問卷等)	合辦機構/服務供應機構名稱 (如適用)	備註 (例如:學生的學習及情意成果)
	A	B	C						
樂器班	15	0	52	75%	23 年 9 月-24 年 8 月	12,300	學生表現 (參與不同的表演活動)		<ul style="list-style-type: none"> 學生投入參與活動，積極參與樂器班訓練及表演項目。 學生主動參與不同的演出，看到學生享受表演帶來的滿足感。 學生會主動籌組活動 (Band Show)，可見學生積極投入活動。
聯課活動 (學會/全方位活動日)	4	10	67	76%	23 年 9 月-24 年 8 月	2,734	學生作品、活動紀錄		<ul style="list-style-type: none"> 學生多次於活動中展示所學，如寫揮春、製作紀念品等，可見同學均學有所成。 學生會自行籌組活動，透過全方位學習，讓學生對藝術及社區文化有更深入的認識。
其他學習經歷活動: 中四領袖訓練營	8	17	0	92%	23 年 9 月-24 年 8 月	5,000	學生表現 (參與不同的表演活動)		<ul style="list-style-type: none"> 透過領袖訓練營及其他活動經歷—讓學生透過挑戰自我，去發掘自己的強項以及培養團隊精神
活動項目總數：									
@學生人次	27	27	119		總開支	20,034			
**總學生人次	173								

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

@學生人次: 上列參加各項活動的受惠學生人數的總和 **總學生人次: 指學生人次(A) + (B) + (C) 的總和 # 合資格學生: 指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題 / 困難

(可在方格上 ✓ 超過一項)

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

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

(可選擇是否填寫)

/

保良局馬錦明夫人章馥仙中學
2023-2024 年度
多元學習津貼(其他課程 – 資優教育課程) 報告

課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	學生習作	課程 / 學生表現評核	財政支出
資優課程	透過大學開辦的多元化資優課程，為本校的資優學生提供富挑戰性的學習環境，為他們在常規課堂以外，開闢另一個學習空間，讓他們充分發掘及發揮潛能，盡展所長。	資助中四級至中五級「資優學生庫」的學生，修讀大學提供的資優課程	2023 年 9 月至 2024 年 8 月	100%學生完成有關由大學舉辦之資優課程	三位中四學生申請資助修讀中文大學提供的暑假資優課程，經篩選後，所有中四學生都合資格申請資助。 經中大篩選後，所有中四學生順利完成。	\$11,530
駐校藝術家計劃	- 透過藝術家分享創作經驗，擴闊學生的藝術視野，讓學生了解藝術家創作的經驗，如意念構想及製作作品的技巧。 - 學生將所學到的技巧運用到個人創作之內，讓作品更多元化	- 資助中四及中五級修讀視覺藝術科的學生。 - 鼓勵有興趣的學生報名，其中視藝科考試成績優異及曾獲校外藝術比賽獎項者獲優先推薦。	2023 年 9 月至 2024 年 8 月	於工作坊內學生完成了靜物素描、油粉彩及廣告彩應用、風景寫生、自畫像（意念建構）	二十二位學生完成課程起過 80%的學生繪畫技巧明顯提昇。	\$48,750

課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	學生習作	課程 / 學生表現評核	財政支出
大學所舉辦的數學課程(中四至中六學生)	提升學生的數學運算技巧和能力,擴闊學生的數學視野。	- 基於大專院校開辦的課程內容、費用、時間及收生準則在本預算製定時仍未知悉,故按過去相類課程作估算,於多元學習津貼撥備\$28,800元,以資助有興趣及能力的中四或中五學生報讀與數學相關的課程,實報實銷。 - 鼓勵有興趣的學生報名,其中修讀數學科延展單元及/或曾獲校外數學比賽獎項者獲優先推薦。	2023年9月至2024年8月	不適用	原本有意報讀數學課程的學生已參加其他科目的課程引致時間相下撞,所以本年度未有學生參加暑期的大學課程	\$0
香港國際航空學院(航空夏日營)	加強學生對航空業的認識,並為其將來的事業發展提供學習機會	15名學生(每級約3-5人),主要會推薦成績較優異的旅款科學生	2024年7月至2024年8月	不適用	今年的夏日營與補課的日子大部份相同,大部份餘下的選擇均已額滿,因此未能為學生成功報名。	\$0

保良局馬錦明夫人章馥仙中學
2023-2024
學習支援津貼報告

本學年撥款：\$773 171

本學年總支出：\$675 340.18

上學年結餘：\$127 638.18

本學年結餘：\$225 469.00

本學年可用金額合共：\$900 809.18

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	實際支出(\$)
全職輔導助理 2.5 名	入班支援、輔導工作、教材製作、推行融合活動、支援外購服務、收集學生數據、聯絡家長、教師及專業同工；提供文書行政支援等。	整個學年	全校學生	工作態度及效能	能協助學生支援組進行相關事務，跟進學生輔導及治療班。	466 240.1
中文讀寫小組	提升讀寫障礙或是中文能力較弱的特殊學習需要學生的中文能力，學習基本的中文知識及技巧，如字型、讀音、閱讀理解等，讓學生能夠應付日常課堂內容。	全年 15 節 共 15 小時	8 人	教師觀察、機構提供的報告、參加者意見	學生認同課堂令他們閱讀解和作文有進步。	15 000
執行技巧訓練	提升學生的自理能力。	全年 15 節 共 15 小時	6 人	教師觀察、機構提供的報告	學生進行稍微	10 770
積木拼砌班	協助學生舒緩情緒、提升表達及舒壓技巧	全年 15 節 共 15 小時	6 人	教師觀察	活動內容多樣性單一，學生興趣一般。	16 200
言語治療班	提供專業的言語治療服務，幫助有言語障礙或溝通困難的 SEN 學生恢復、改善或發展語言能力。目標在改善患者的語言聽覺、語言表達和溝通技巧，以提升他們在語言交流方面的能力。	全年 15 節 共 15 小時	16 人	教師觀察、參加者意見	服務質素良好	30 000
多元智能興趣班	讓學生學會與人溝通技巧、團隊精神，以及學會欣賞和尊重	全年 16 節 共 24 小時	12 人	教師觀察、參加者意見	能促進學生的社交技巧及自信	25 980
到校臨床心理學家服務	促進學生的心理健康、學習和社交能力的發展，提供情緒和心理困擾的支持和處理策略。	全年 7 節 共 28 小時	10 人	教師觀察、參加者意見	臨床心理學家分析學生問題，能疏導他們情緒，提供未來方向供參考。另外，培	46 200

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	實際支出(\$)
					訓老師提升輔導技巧。	
個別輔導服務	提供個別輔導治療服務，以改善學生情緒。	全年 12 節 共 18 小時	1 人及其家長	教師觀察、參加者意見	家長按治療師建議，在家配合訓練。學生情緒控制有明顯改善。	19 200
共融活動	共融活動促進共融與包容、提供平等的參與機會、促進技能培養和自信心、培養社交能力和團隊合作，以及提供娛樂和休閒機會。	8.75 小時	40 人	教師觀察、參加者意見	日營活動帶出團隊合作重要性，讓學生能夠在遊戲之中反思。	15 600
精神健康活動	加強學生對精神健康關注，提升學生精神健康。	整個學年	全校學生	教師觀察、參加者意見	校內推廣精神健康活動能夠讓學生對精神健康有更多的認識。	30 150

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全方位學習津貼
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範疇	活動簡介	目標	舉行日期	受惠學生 (級別)	評估結果	實際開支(\$)	開支用途 (代號*)	其他學習經歷				
								智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
第 1 項	舉辦 / 參加全方位學習活動											
1.1	本地活動：在不同學科 / 跨學科 / 課範疇組全方位學習活動，提升學校效能 (例如：實地考察、藝術賞析、參觀企業、主題學習日)											
					第 1.1 項總開支	\$0						
1.2	按學生的興趣和能力,組織多元化全方位學習活動,發展學生潛能,建立正面價值觀和態度(例如:多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營)											
音樂	樂器班	讓學生認識及掌握演奏樂器基本技巧	2023 年 9 月 -2024 年 7 月	S1-S2	樂器班均有 70% 的出席率。 樂器班的學員表現稱職和積極，以此認識和學習演奏樂器的基本技巧。	\$147,710	E5	*		*		

範疇	活動簡介	目標	舉行日期	受惠學生 (級別)	評估結果	實際開支(\$)	開支用途 (代號*)	其他學習經歷					
								智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗	
音樂	樂器延伸培訓班	1. 提供機會予參與學生，進一步掌握演奏樂器技巧 2. 為樂團排練提供小組技巧訓練，提高樂團訓練排練質素	2023年9月-2024年7月	S3-S5 (樂團團員)	各樂器延伸培訓班只在提高同學在樂器訓練的技巧。樂器延伸培訓班成員全年均有70%的出席率。各樂器延伸培訓班的學員表現稱職和積極，以此進一步提升演奏樂器技巧。	\$54,000	E5	*		*			
音樂	樂團訓練	1. 讓參與學生接受樂團訓練，體現團體生活 2. 透過社區演出，讓學生能參與社會服務，培育公民責任	2023年9月-2024年7月	S1-S5 (樂團團員)	樂團均有70%的出席率。各樂團為校園未來舉行的活動作練習，學員表現稱職和積極。	\$59,525	E5	*		*	*		
體育	校隊訓練班	"1. 讓參與學生接受有系統訓練 2. 透過校外比賽，讓學生投入參與，體現團體合作精神"	2023年9月-2024年7月	S1-S6	整體而言，本年度校隊均設有恆常的訓練，學生出席率達70%以上，可見學生投入參與校隊訓練。校外比賽方面，學生本年度參與各項校外比賽，成績優異。	\$270,320	E5			*			

範疇	活動簡介	目標	舉行日期	受惠學生 (級別)	評估結果	實際開支(\$)	開支用途 (代號*)	其他學習經歷				
								智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
CCAC	中四領袖訓練營	讓學生 1. 認識自己，勇於承擔，同時確立服務社會的志向 2. 提升個人自信心 3. 訓練獨立思考能力 4. 增強解難、溝通技巧和決策能力 5. 建立團隊精神	2023年10月共二天	中四學生	本年度的領袖訓練營於十月中旬舉行，超過八成學生認為訓練營能夠有效提升個人自信及訓練獨立思考能力。	\$92,700	E6		*		*	
CCAC	制服團隊	1. 讓學生學習團隊合作精神 2. 透過不同的團隊活動，學生可學到不同的生活技能	2023年9月-2024年7月	S1-S5	本年度參與制服團隊的學生比以往人數較多，參與較以往積極 制服團隊均有65%的出席率。 各團隊也有為校園舉行的活動提供服務，如急救服務、升旗等禮儀活動，表現稱職。	\$5,890.7	E5			*	*	

範疇	活動簡介	目標	舉行日期	受惠學生 (級別)	評估結果	實際開支(\$)	開支用途 (代號*)	其他學習經歷				
								智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
CCAC	其他學習經歷	1.透過全方位活動，學生可學習與人溝通和合作，同時亦可從中得到豐富的生活體驗。 2. 學生參與不同的課外活動，可學習不同的技能及發揮所長，於籌組活動的同時亦能實踐領導才能。	2023年9月-2024年7月	S1-S6	本年度大部份學會均如期進行活動，學生反應積極，出席率達70%以上。 Happy Friday2.0順利舉行，學生反應熱烈。	\$274,294.79	E1			*	*	
					第 1.2 項總開支	\$904,440.49						

範疇	活動簡介	目標	舉行日期	受惠學生 (級別)	評估結果	實際開支(\$)	開支用途 (代號*)	其他學習經歷				
								智能發展 (配合課程)	德育及 公民教育	體藝 發展	社會 服務	與工作 有關的 經驗
1.3	舉辦或參加境外交流活動或比賽，擴闊學生視野											
旅款	首爾工作文化體驗交流團(5日4夜)	1. 學生能應用旅遊業的基礎知識及學科概念 2. 透過參觀當地的歷史及自然景點，學生能： a) 評價當地的歷史建築保育的成效 b) 分析歷史建築如何達致可持續發展的目的 c) 評價該地生態旅遊的規劃 3. 通過海外旅遊和職業培訓，讓學生了解不同地方的工作文化和就業機會(酒店參觀、韓國觀光公社)	2024年4月	S4及S5 旅款科學生		168,000		*	*			*
第 1.3 項總開支						\$168,000						

1.4	其他		
		第 1.4 項總開支	\$0
		第 1 項預總開支	\$1,072,440.49

2	購買推行全方位學習所需的設備、消耗品或學習資源		
		第 2 項總開支	\$0
		第 1 項及第 2 項總開支	\$1,072,440.49

*輸入下表代號;每項開支可填寫多於一個代號。	E1 活動費用(報名費、入場費、課程費用、營費、場地費用、學習材料、活動物資等)	E6 學生參加獲學校認可的外間機構課程、活動或訓練費用
	E2 交通費	E7 設備、儀器、工具、器材、消耗品
	E3 境外交流/比賽團費(學生)	E8 學習資源(如學習軟件)
	E4 境外交流/比賽團費(隨團教師)	E9 其他(請說明)
	E5 專家/導師/教練費用	

受惠學生人數

全校學生人數：	691
受惠學生人數：	691
受惠學生人數佔全校學生人數百分比(%)：	100%

保良局馬錦明夫人章馥仙中學

運用推廣閱讀津貼報告書

2023-2024 學年

第一部分：成效檢討

1. 目標成果檢討：

- 本年度更新了 eClass 的中英文電子書，為學生提供更優質的網上閱讀資源。
- 透過 eClass 網上閱讀平台推動學生進行網上閱讀，促進了學生進行網上閱讀的興趣和習慣。
- 本年度用作購買課外書的支出超過七萬八千元，增購了大量新書，豐富了學生的閱讀資源，有助提升學生的閱讀興趣及推動校內的閱讀風氣。

2. 策略檢討：

- 購買更多新書，為學生提供更豐富的閱讀資源，提升學生的閱讀興趣。
- 多舉辦一些有趣味性的活動吸引學生參加。
- 加強宣傳，推動校內的閱讀風氣。

第二部分：財政報告

	項目	實際開支 (\$)
1.	購置圖書 <input checked="" type="checkbox"/> 實體書 <input checked="" type="checkbox"/> 電子書	\$78445.58 \$13980.82
2.	網上閱讀計劃 <input type="checkbox"/> e 悅讀學校計劃 <input checked="" type="checkbox"/> 其他計劃： <u>eClass 網上閱讀計劃</u>	不用收費
3.	閱讀活動 <input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座 <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	\$2000
4.	其他： _____	/
	總計	\$94426.4
	結餘	\$31172.58

保良局馬錦明夫人章馥仙中學
學生活動支援津貼運用報告
2023/24 學年

(一) 財務概況

A	本學年獲發撥款：	\$133,900
B	本學年開支：	\$48,741
C	須退還教育局餘款 (A - B)：	\$85,159

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	19	\$2,900
學校書簿津貼計劃-全額津貼	159	\$35,587
校本評定有經濟需要-半免津貼	46	\$ 10,254
總計	224	\$ 48,741

(三) 活動開支詳情

範疇	活動簡介	開支(\$)	受惠學生 人次	其他學習經歷				
				智能 發展(配合 課程)	德育及 公民教 育	體藝 發展	社會 服務	與工作 有關的 經驗
1.1	資助有經濟需要的學生參與學科/跨學科/課程範疇的全方位學習活動,提升學習效能(例如:實地考察、藝術賞析、參觀企業)							
	NIL							
1.2	資助有經濟需要的學生參與全方位學習活動,以豐富五種基要學習經歷(例如:多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營)							
音樂	樂器班	\$ 21,000	70	*		*		
聯課活動	全方位學習之旅	\$ 4,445	100		*			
聯課活動	園藝班、油畫班、書法班、扭氣球班及手工藝班	\$ 1,796	16			*		
聯課活動	中四領袖訓練營	\$ 2,600	26		*			
1.3	舉辦或參加境外交流活動或比賽, 擴闊學生視野							
旅款	首爾文化及升學考察團	\$18,900	12	*	*			*
1.4	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							

範疇	活動簡介	開支(\$)	受惠學生 人次	其他學習經歷				
				智能 發展(配合 課程)	德育及 公民教 育	體藝 發展	社會 服務	與工作 有關的 經驗
NIL								
1.5	其他							
NIL								
總計		\$ 48,741	224					

保良局馬錦明夫人章馥仙中學

「公民與社會發展科津貼」運用報告 (2023-2024)

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)
1	發展或採購相關的學與教資源	\$ 5,300
2	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	\$ 4,372
3.	舉辦和公民科課程相關的校本學習活動	\$ 0
4.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	\$ 0
5.	其他（請註明）：不適用	\$ 0
	總開支金額	\$ 9,672
	津貼餘款	\$ 277,362

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year**

Our school was provided with additional funding by the Education Bureau in the 2023/24 school year. Support measures are as follows:

(1) Enhancing the support for learning of Chinese of NCS students in the 2023/24 school year:

Appointing additional teachers and teaching assistants to support the learning of Chinese of NCS students.

- In-class support provided in Chinese Language lessons
 - Pull-out learning: S1 to S5
 - Group learning: S3
 - Co-teaching/In-class support: S1, S2, S5-6
 - Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials: S1 to S6
- Summer bridging course: S2

(2) Creating an inclusive learning environment

- Organizing activities which promote cultural integration/raise sensitivity to diverse cultures and religions: Organizing competition under the theme of cultural integration to encourage students to understand and respect different cultures.
- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school: Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school, e.g. engaging NCS students in interest groups, school house activities, inter-school sports competitions.
- Other measures: Cultivating a sense of belonging and identity in the classroom by organizing class activities that build social bonds between NCS and Chinese-speaking students

(3) Promoting home-school cooperation with parents of NCS students

- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasizing the importance for their children to master the Chinese language as appropriate.
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children.

保良局馬錦明夫人章馥仙中學

新來港學童校本支援計劃津貼(2023-2024)報告

A. 背景

本校於 2021-2022 和 2022-2023 年度申請「新來港學童校本支援計劃津貼」，學校可靈活地使用該津貼為上述兒童提供支援服務，以照顧他們在學習及適應上的需要。

B. 活動目標及詳情

根據該津貼的指引，本校籌備活動時皆以以下三項為目標：

- (1) 為內地新來港兒童開設免費的課餘補習班
- (2) 籌辦迎新活動/輔導課程/課外活動/探訪活動等
- (3) 為內地新來港兒童提供適切的支援服務所需的其他一切開支

日期	活動	內容	參與人數
10-12/2023	功課輔導班	<ul style="list-style-type: none"> ● 教授廣東話 ● 普粵對照 ● 認識香港 ● 功課輔導 	分兩組 共 16 堂
7/4/2024	香港一日遊	由永安旅行社承辦，參觀山頂、灣仔、尖沙咀等地，沿途導遊介紹香港歷史典故。	共 15 人參與
4-5/2024	英語班	<ul style="list-style-type: none"> ● 第一堂評估後 ● 分口語訓練組及基礎文法組 	分兩組 共 11 堂
3/7/2024	溜冰體驗	試後活動安排學生參加溜冰，讓他們接觸香港青少年的課餘活動。	共 12 人參與
30/8/2024	迪士尼學堂	認識主題公園如何應對全球化，以及香港迪士尼樂園如何做到本地化。	共 13 人參與