

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

School Report

2024/25

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 is 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 over forty percent of the teaching staff having a postgraduate degree and almost 63% 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 (S1) / Life and Society (S2-3), 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, Health Management and Social Care, 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 instruments 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 2024-2025, 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. This year, the Chinese Debating Society was established under the initiative of students. 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 Nathan AU

Mr Mars 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 : Empowering students to become reflective learners

Achievements
<p>This was the first year of the implementation of the current school development plan. The measures of empowering students to become reflective learners have been introduced to Secondary 1 and Secondary 4 in our school.</p>
<p>(1) S1 and S4 students can master and apply effective metacognitive skills in their learning.</p> <ul style="list-style-type: none"> • Subject-based evaluation confirmed the widespread integration of metacognitive skills across all subjects. The objective of incorporating metacognitive skills in the teaching materials (e.g. analysis framework, KWL framework, reflection journal) within teaching materials was met. • A significant majority of students in the two target year levels reported effective use of these skills in school-based questionnaires: 85% of Secondary 1 students and 84% of Secondary 4 students. This high self-efficacy is corroborated by subject-specific evaluations, such as the English Department observing successful reflection on strengths and weaknesses, and the Chemistry Department documenting explicit utilization of the Cornell Note-Taking System. • All subjects completed a departmental review to formally identify and target specific metacognitive skills (e.g., note-taking, note-making, graphic organizers, analysis frameworks) for Secondary 1 and Secondary 4 students. • The samples of students' work collected in the whole-school exercise book inspection (e.g. reflection journals, student-created notebooks) showed students' commendable effort to document learning processes and evaluate outcomes. • In the APASO data, Secondary 1 and Secondary 4 students rated themselves highly in both generic skills and IT skills. The values are the territory-wide high. • Subject evaluation data indicated that there was a high-degree transition from teaching the metacognitive skills to students effectively applying them for managing their knowledge. Most evaluations showed the students have comfortably exceeded the 70% application criterion (apply suitable metacognitive skills in their learning). <p>(2) S1 and S4 students can develop habits of using self-regulated learning (SRL) in classroom learning.</p> <ul style="list-style-type: none"> • The self-regulated learning (SRL) initiative has largely achieved its intended outcomes, demonstrating good student adoption. The school-based questionnaires revealed that 78% of students agreed they use SRL regularly. • The majority of subjects successfully integrated and monitored the SRL cycle. To foster these habits, diverse and regular teaching approaches were employed; for instance, the Chinese Department utilized a self-reflection table to help students independently identify areas for improvement, while Chemistry implemented a structured SRL cycle involving the regular practice of planning learning objectives, active recording, question formulation, and reflection on material learned. • The school-developed PIE (Plan-Implement-Evaluate) booklet was used in Secondary 1 and Secondary 4 to give students structured practice with the SRL cycle. The consistent use of SRL was further bolstered by specialized resources. Subject-based SRL booklets were developed and used in subjects across S1 (Science, Geography) and S4 (Chemistry) to strengthen regular application. • External professional support was utilized to significantly boost teacher capacity in self-regulated learning (SRL) and metacognitive skills. Two professional development workshops were held on the first and third staff development days. A focused workshop for middle managers was organized to drive departmental integration. There was also intensive support for

five subjects involving co-planning and observation. Based on teachers' questionnaires, 98% of teachers agreed that professional development enhanced their proficiency in leading self-regulated learning.

- Subjects engaged in diversified professional development to deepen their expertise, including organizing mini-lesson studies (e.g., English), attending open-lesson sessions (e.g., Geography, Economics, and ICT), joining structured external training (e.g., T&H, BAFS, and HMSC), and organizing peer-lesson observation (e.g., Visual Arts). The overall positive evaluation of these efforts confirms that teachers are well-equipped to promote SRL and cultivate reflective learners. Six subjects successfully showcased effective teaching strategies during Staff Development Day. The overall feedback was positive.

(3) S1 and S4 students can make use of diversified opportunities to unleash their potential.

- Regular use of tiered assignments have been implemented by all subjects.
- Based on students' questionnaires, the majority of Secondary 1 (87%) and Secondary 4 (83%) students attempted to complete the Supreme-level questions if they were available. The figures were consistent to the subject-based evaluation.
- The majority of subjects had plans for organizing and promoting the subject-specific OLE or competition. Based on the OLE data, the number of OLE activities and competition has increased significantly. The number of awards also increased significantly to nearly 460 to student-time. The awards covered diversified areas, e.g. sports, language, STEAM, entrepreneurship, arts and so on.
- Based on students' questionnaires, the majority of Secondary 1 (71%) and Secondary 4 (82%) students believed that subject OLEs/competitions provided opportunities for them to unleash their potential.
- The promotion of gifted learning programs provided by tertiary institutions was enhanced. Various methods, e.g. Campus TV, email and teachers' sharing were used. Students' awareness of the gifted learning programs was greatly aroused. The number of applications for the gifted learning programs has increased significantly.
- Twenty-three students have completed the gifted learning programs offered by the tertiary institutions. Diversity Learning Grant (DLG) was used to subsidize the students in need.
- Flexible allocation of special government grants, including the CSD One-off Grant and the One-off Grant for Promotion of Chinese Culture Immersion Activities, was strategically maximized to significantly enhance students' experiential learning about the Mainland. Seven comprehensive study tours—notably including two whole-form tours—were supported and organized to diverse and important locations such as Beijing, Ningbo, Inner Mongolia, Shenzhen, Guangzhou, and Sha Tau Kok. These immersive trips enhanced students' national identity, bolstered their cultural confidence and deepened their appreciation for the importance of national security.

Reflection

(1) S1 and S4 students can master and apply effective metacognitive skills in their learning.

- The high-value data derived from generic skills, IT skills, and self-assessed data provides the foundation for students to integratively apply these competencies. This empowers them to become independent and reflective learners prepared for future study, work, and successful life planning.
- While the majority of students successfully applied cognitive skills for instrumental task completion (e.g., solving problems and fulfilling assignments), they have not yet fully adopted the consistent practice of metacognitive regulation (planning, self-monitoring, and process evaluation)
- Subjects adopted diverse pedagogical approaches to integrate metacognitive skills within their specific contexts. Commonly utilized strategies included the analysis framework, KWL framework, reflection journals, and graphical organizers. Notably, note-taking and note-making emerged as the primary methods for students to document and systematically reflect upon their learning and thinking processes.

- The external professional support effectively elevated teacher capacity by deepening the understanding of metacognition and SRL, thereby establishing a common pedagogical language essential for sustained collaborative development.

(2) S1 and S4 students can develop habits of using self-regulated learning (SRL) in classroom learning.

- The high adoption rate of the Self-Regulated Learning (SRL) cycle is instrumental in promoting life planning. It provides a foundation for students to understand their aptitudes and abilities and develop self-reflection as a core skill for effective personal goal setting.
- Although the culture of Self-Regulated Learning (SRL) is now established, continued development is required to enhance both the scope and depth of SRL practices.
- The dedicated 10-minute reflection time immediately preceding class dismissal should be sustained, as it provides students with a vital, regular opportunity to consolidate and reflect upon the key learning and experiences of the entire day.
- Teachers are effective at using student performance to evaluate and adjust instruction and provide feedback for improvement. However, the awareness and implementation of strategies that facilitate student self-evaluation of their own learning as a habit can be further enhanced.

(3) S1 and S4 students can make use of diversified opportunities to unleash their potential.

- The increase in diverse awards and OLEs offers two main benefits: it explicitly supports a healthy lifestyle through engagement in physical and aesthetic activities, and it comprehensively meets students' life planning needs concerning career exploration and talent validation.
- The mandate for all subjects to implement tiered assignments in daily assignments. However, some students with weaker foundations lacked the confidence to attempt the higher level question.
- The significant increase in OLEs and competitions has burdened the existing teaching staff, requiring additional manpower for organization and leadership.
- Currently, the applicant pool for the external gifted programs is limited primarily to students with strong, proven academic backgrounds.

Feedback and Follow-up

(1) S1 and S4 students can master and apply effective metacognitive skills in their learning.

- To deepen the goal of becoming reflective learners, the emphasis will shift from skill use to habitual self-regulation. Students require further structured practice in consistently applying the full metacognitive cycle, specifically integrating planning and evaluative thinking into their daily learning routines.
- Building on students' common practice of note-making, the Open-Note Test Week will be introduced to drive students toward high-quality, synthesized notes. This new measure enforces cross-curricular transfer, challenging students to actively apply generic metacognitive frameworks across subjects. The strategic focus on skill transfer enhances the students' breadth of knowledge and effectively equips them to manage complex, interdisciplinary information.
- The Think-Peer-Share (T-P-S) Model will be introduced to provide students with a structured opportunity to apply and share their metacognitive skills. This process (independent analysis, partner exchange, class report) ensures that students articulate the rationale for their self-evaluation, moving reflection from simple recording to a deep, actionable practice. Concurrently, the model cultivates a school environment where reflective practice is valued and socially reinforced, while its formal use of academic language promotes essential biliterate and trilingual communication proficiency.

(2) S1 and S4 students can develop habits of using self-regulated learning (SRL) in classroom learning.

- Professional development will be organized to empower teachers to effectively facilitate student self-evaluation of their learning processes, thereby ensuring the successful realization of Assessment as Learning across subjects.

- Systematic open lessons will continuously be organized to promote the metacognitive skills, SRL and other teaching practices. The sharing of these practices can further enhance our colleagues' proficiency. 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.

(3) S1 and S4 students can make use of diversified opportunities to unleash their potential.

- Beside tiered assignments, differentiated assignments will be introduced to focus on customizing how students learn, rather than just what they learn. Subject will integrate flexible tools like scaffolded tasks for targeted support and varied pacing to allow accelerated learning for high-ability students. This ensures that all students are working at their optimal level and maximizing engagement and individual potential.
- A Student Achievement Survey will be issued directly to parents at the beginning of the academic year. The collected data will be used to systematically identify students' talents and achievements across various domains, facilitating the creation of comprehensive talent pools to inform and personalize future developmental planning.
- Internal resources will be allocated to employ additional personnel dedicated to organizing school-based subject OLE activities and assisting with external competitions. Furthermore, the school will consider introducing school-wide competitions to supplement quota-limited external contests, thus broadening participation.
- The school will prioritize organizing a greater number of diversified school-based OLE activities, e.g. Subject Week. The scale of existing subject OLEs will be strategically upsized to provide more comprehensive opportunities for students to plan and implement activities, e.g. extending the Litter Entrepreneurship program to include more cross-subject student collaboration.
- The use of the Diversity Learning Grant (DLG) will be enhanced to ensure more students receive the necessary subsidies to participate in external gifted learning programs and high-cost enrichment activities, thereby strengthening our commitment to equitable access.

Major Concern 2 : Cultivating self-worth in students

Achievements

This year, as a development from the previous school development cycle, the direction of pastoral care work was to enhance the students' knowledge, skills and attitudes regarding mental well-being, emphasizing the importance of self-worth and self-image.

(1) Students can enhance their positive self-image.

- A wide range of activities of the school year sprang to life in strong alignment to the main themes of the year: self-worth, unity, commitment, filial piety and self-image.
- Given the complexity of the concept of self-worth, a lot of groundwork had been done to facilitate the acquisition of the concept through a more holistic approach. Students could deliver speeches in the morning assembly in a vivid manner to illuminate the concept through their experience. Some junior form students were required to summarize the concept illustration by teachers and senior form students at the end of the school year for the purpose of revision. More than 80% students of the whole school acquired the concept.
- The themes have been reinforced through more visuals and mention in TV programmes and school activities (e.g. the campus TV programme *Pebble Soup*).
- 100% classes organized class-based activities related to the moral values of the year.
- All classes devised a class-based plan for class management in September 2025.
- At least two activities were held on a class basis.
- About 90% of students agreed that teachers have trust in them and empower them in setting up the class committee and organizing the activities.
- Both S3 and S4 students demonstrate improving students' mental health in the annual mental health survey data.
- More than 70% of S3 students agree that the book *Sophie's World* can encourage them to find more positive meaning in life.
- Class management climate was much stronger. 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. The application this year was far more effective on account of the accumulation of skills which also favours the knowledge transfer and application.
- Class representatives were encouraged to set up Padlets for classmates to share their achievements and memories. The use was more sophisticated than previous years.
- Our school also joined the two-year AMIGO Mentorship Programme by our school sponsoring body Po Leung Kuk.
- The use of master sheet is an application of knowledge management to chronicle changes in individual students, which allows more effective life planning counselling.
- The life planning counselling framework developed with the professional support team of Quality School Improvement Project (QSIP) in the previous year was applied this year to foster the effectiveness.
- Over 90% of S5 students expressed that Life Education lessons this year integrated with growth mindset help them enhance a positive self-image.

(2) Students can explore the supportive environment to enhance their self-worth.

- About 90% of the students feel respected and supported in their home class. A similar student population agrees that their home class has become a more positive and inclusive environment.
- About 80% of students agree that the new award scheme NICER Wallet motivates them to take part in school activities of positive education.

- About 90% of the S2 participants successfully express their gratitude to others in the programme.
 - More than 90% of the respondents who took part in lunch time activities expressed that their social skills and communication skills benefit from the board games, card games, novuss and exergames in the hall during lunch.
 - More than 80% of the students expressed that the budding lunch culture helps to promote a stronger bonding with classmates and teachers.
 - The school renovation plan to promote positivity was crafted and reached its initial implementation stage.
 - Concerning the programmes of Positive Education Hong Kong to provide training for the core group of Positive Education implementaters, and the school-based pilot scheme *Positive Pilot*, both have more than 70% of participants (the students of the home classes and the pilot classes and the trained teachers) find their classes more positive and supportive.
 - More than 70% of the parents who took part in the seminars and workshop understand the importance of the self-worth-related concepts covered. More than 70% of the parents who took part in the seminars / workshops agreed to apply the knowledge in their daily interaction with their children.
- (3) Individuals can share their achievements based on their hard work/ determination/ strategies.
- The creation of a school-based framework for giving feedback in an evidence-based approach was successfully completed. It is called HEART. More than 90% of teachers adopted the framework in their daily teaching.
 - More than 80% of students expressed that their achievements had been acknowledged. More than 80% of students expressed that they had celebrated their achievements in class / House / other activities. More than 90% of students agreed that their achievements came from their efforts and determination and factors under their control.

Reflection

(1) Positive self-image

- 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 self-worth and self-image and their implications and connections to daily life in campus and beyond. It is exciting to see the boards of the board design competition echoing the gist of the concept taught.
- Students have to take one important step if they are to acquire the concept: recognising their own weaknesses. It may not be an everyday topic in their daily life. This year's good start motivated our team to work on the development of this umbrella and foundation concept which unfolds into several sessions:
 - 2024-2025: self-image
 - 2025-2026: self-esteem
 - 2026-2027: self-acceptance
- Students' strong sense of belonging was not only numbers in our school-based survey, it was also vividly portrayed and strongly felt on and beyond campus: in the final of Tusen Wan and Islands Secondary Schools Area Committee Inter-School Volleyball Competitions, the alumni, the students of different forms, teachers and parents, witnessed the success journey of the girls' senior grade. On campus, the students' stories on campus TV were captivating and motivating too. For example, a Putonghua sharing by a champion in a reporter competition aroused the interest of many students to explore journalism. Athletes' success stories strengthened the determination of many budding outstanding athletes to achieve more. Two more episodes: an S5 girl proposing to the school that we could not only have a class sweater but also a hoodie for a form or even the whole school to demonstrate our sense of unity while an S3 girl wrote a proposal for setting up a debating society. Actions speak louder than words. They made history in CFS.
- S3 and S4 students came to our attention since the previous school development cycle due to the transition in the learning stage. Gatekeepers in S3 was a strategic move, which is the equip the ambassadors to deal with stress on the one hand and through their peer network the message and

skills for enhancing mental health could be spread. This year, a double-digit spike of the population reflected they were leading a happy life while their anxiety level drop was remarkable. The Pre-S4 Adaptation Day was an encouraging success reflected by the significant reduction in the number of mental health cases as well as the survey data which tells that they felt the presence of their peer support (again, a double-digit growth).

- Breadth of knowledge in national history and culture was a focus this year too. The stories of filial piety was shared by teachers and students on campus TV and morning assembly. This made students understand the one of the unique features of our nation, which is not present in many other countries.
- 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 smartphone policy consultation. The staff team were in high spirits for collaboration and because of this, many problems were dismissed before taking shape.
- 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 is on the right track but more coordination on the admin level is necessary in order to amplify the effectiveness of more programmes.
- The 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, continues to contribute to informing the school in understanding the needs of the students.
- 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 their initial stage.
- 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 mainstream and SEN students they serve.
- Enriching the knowledge in terms of information literacy is necessary as it is generally suggested as a major culprit for hindering the healthy growth of the teenagers. CUHK's Professor Donna Chu was invited to be our guest of honour on the Speech Day this year, S6 and S5 students were motivated to hear the AI ethics and reflect on humanity and self-worth. Her speech recording was later replayed in different forms which echoed similar stimulation among the students.

(2) Supportive environment to enhance self-worth

- To begin with, the physical environment was made more inviting than ever. The area where most students had interaction with teacher in non-class time was the common area outside staff rooms. One of them had been refurbished as a pilot. The reception was positive for all stakeholders.
- Apart from the hardware, positive education as the software component made a glamorous entrance in full swing. Professional development was much enhanced through participation in Bei Shan Tang's Positive Education Network and Discovering Positive Education, in addition to the full scale training (teaching staff, non-teaching staff, parents and student ambassadors and the students of the whole school). With so many years of application of positive psychology (e.g. PERMA) in our teaching, this school year was the one with a comprehensive coverage in one year time.
- Speaking of software (literally speaking), a computer programme for an incentive award scheme was launched. It was called NICER Wallet, borrowing the commercial ideas in current shopping malls. The launch and implementation were creative and effective.
- 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 1.0. These activities were mainly co-ordinated by student leaders.
- While OLE Day 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.
- Training of the class committee in singing national anthem and school song was also organized. A self-directed and self-reflective learning approach 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 since the previous school year. One observation made the day of team: student leaders took initiative in putting debriefing on the evaluation meeting which they held immediately after some events. The debriefing was also held by the trained leaders. This made the sustainability of this culture and its benefits much more promising.
- 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) Sharing achievements

- Chair Class Roundtable lunch was first introduced this year where the Vice Principal and programme managers of class management had lunch with the class committee chairpersons so that the students could share their success and difficulties as well as moving forward to the sense of unity on a form basis. The class chair rarely had opportunities to discuss the form matters like the teachers' Pastoral Care Form Meetings. It was like an adapted version indeed and their results were no less encouraging than the teachers' version. Lots of meaningful and creative exchanges were later tried out in their activities.
- A sharing session on the pilot scheme called Positive Pilot was organised on Staff Development Day 1. The sharing inspired some teachers to try some of the practices like class games in class teacher time and class lunch. It also marked the beginning of the Positive Education professional development which was one of the main themes of SDD in this school year.
- 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 focus. By inviting alumni to life planning activities, they were not only given a platform to share their success as CFSers, but also boost the self-efficacy of the current students, who were reminded that the success stories also share the same educational and similar upbringing background as they do. Goal-setting and growth mindset are the driving force to destinations.

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 (called *Pebble Soup*) every Wednesday, and every year we organize some cross-curricular learning activities strongly related to current events and issues such as 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, 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. This year, our school subscribed to the professional service of Quality School Improvement Project, known as QSIP. Their support made us more equipped in helping the families and the children.
- 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.
- 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 in the previous school year as 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, was put into our regular agenda thanks to the success in the pilot phase.
- 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

- Joining a school enjoying reputation of academic excellence, some of our students may have inevitably measuring their success and even self-worth through the scores they got in our continuous and summative assessments. This is the background for growth mindset and self-esteem to come into play in our school's major concerns. They are both crucial for the development of self-management skills, as one of the nine generic skills, which is to be further enhanced.
- The 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 expected but inevitable pressure from academic requirement in the education system, 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 enhance positive education as a transformative solution. Given we have six years of background with working on the clear and positive identity, the school is certainly enjoying an advantage right from the take-off stage.
- 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).
- By the above measures and our professional judgment of the needs of the students and therefore the development priorities of the school for enhancing the whole-person development and lifelong learning, our school will be in stronger capacity for and experience continuous improvement and development.

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 (48%) is higher than the day school candidates in 2024/25.
 - The percentage of attaining the eligibility to local sub-degree programmes/relevant civil service appointments of our school (95%) was also higher than the day school candidates.
- Further Studies and Employment Statistics of Our Graduates
 - Almost 100% of our Class of 2025 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	
The Fifteenth Lu Xun Youth Literature Award Hong Kong Division (Chinese)	★ First, Second and Third Prize Award
China Middle School Student Essay Competition: Literary Star	★ Certificate of Excellence
The 49th Hong Kong Youth Arts Competition: Hong Kong Youth Chinese Story Creation Contest	★ Champion
Lions Club Hong Kong and Macau Youth Speaker Competition: "Changing the World with Positive Energy and Love."	★ Merit Award
Celebrating the 75th Anniversary of the Founding of the People's Republic of China "Excellent Cup" Student Essay Competition	★ Senior Form Silver Medal Winner
Outstanding Ethnic Minority Student Award Scheme 2025	★ Top 10 Outstanding Ethnic Minority Secondary School Student
Gold Pen Chinese Calligraphy Award	★ Special Award for Non-Chinese-Speaking Students
2024-2025 China Secondary School Student Writing Contest	★ Bronze Medal
The 27th Putonghua Public Speaking Competition for Primary and Secondary Schools 2025	★ Excellence Star Award
English Choral Speaking Competition	★ First Place

Contests / Competitions	Prizes / Awards
(S1 Mixed-voice Choral Speaking)	
English Choral Speaking Competition (S4 Mixed-voice Choral Speaking)	★ Second Place
The 76th Hong Kong Schools Speech Festival (Individual Events in English)	★ Third Place
Hong Kong Secondary Schools English Debating Competition	★ 1st Runner-Up
STEAM/ICT	
PolyU Igniting Social Innovation Competition 2024	★ Top 10
National Identity (NI) Mobile App Design Competition 2024	★ Merit Award
STEM x Marine Vehicles Design and Construction Competition	★ Bronze Medal
Weixin Mini Program Global Innovation Challenge 2025 (Hong Kong Regional Competition)	★ First Place and Third Place
Communication association of Hong Kong proposal competition	★ Outstanding Award
Others	
SCMP Student of the Year	★ Best Improvement
My Dream Writing Competition by London Ball Foundation	★ Overall Champion
Trust, Hope and Love Charity Foundation Chinese History Subject Award	★ Award-winning students
Islands District National Security Education Day Quiz Competition	★ Third Prize Best for the Best Participation
IdeaPOP! 2024 Startup Pitch Competition	★ Top 10
IdeaPOP! 2025 Startup Pitch Competition	★ Excellence in Innovation Award
InnoMind Competition	★ Certificate of Excellence
Young Financial Talent Runway	★ Second Runner-Up
Project M2 Leadership Program Hackathon	★ First Runner-Up
FoundFast Startup Competition	★ 1st Runner-up and 2nd Runner-up

Contests / Competitions	Prizes / Awards
Tramplus Grand Challenge Proposal Exhibition	★ Final Top 10 ★ Best Design Award
Innovative Hotel Management Proposal Design Competition 2024	★ Merit Award
Explore Macau: 25 Years of Brilliance – Creative Itinerary Design Competition for Secondary School Students	★ Finalist Award
“Post to Compete” Social Media Advocacy Challenge 2024	★ Finalist
My Interfaces with the Belt and Road Initiative Comprehensive Skills Competition	★ Third Prize Best for the Best Participation
Scholarships	
Po Leung Kuk Ho Yuk Ching Children & Education Fund	★ Awardee
Po Leung Kuk Scholarship	★ Awardeet
PLK Wu Gee Yee Memorial Education Fund Scholarship	★ Awardee
Po Leung Kuk Wong Yat Sin Scholarship	★ Awardee
Po Leung Kuk Fook Chun Scholarship	★ Awardee
Po Leung Kuk Lai Li Hing Best Improved Scholarship	★ Awardee
S.F. Hong Kong Express Scholarhip	★ 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 Hong Kong Goju-Ryu Karate Championship, Hong Kong Karetado Youth Game 2024, 2024-25 Div. 1 Age Group Short Course Swimming Competition, Hong Kong Inter-School Dodgeball New Talent Championship 2024-25, Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Competition 2024-2025, Po Leung Kuk Affiliated Secondary Schools Athletic Championships, The 15th International Zheng Contest Hong Kong Regional Trials, Joint School Music Competition 2025, The 94rd World Children's Art Conference, Hong Kong Young Artists Drawing Competition and Care the Carers Campaign" 2024-25 Short Video Competition, 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 OLE Day, for the first time, we organised a Chinese New Year couplet-writing event in the community, where students penned couplets for neighbours. This initiative not only gave back to the community but also allowed us to share in the festive joy of the Lunar New Year celebrations.

■ Major Prizes and External Awards in Sports and Arts

Contests / Competitions	Prizes / Awards
Sports	
Hong Kong Goju-Ryu Karate Championship	★ Championship of Advanced Taolu (Forma)
Hong Kong Karetado Youth Game 2024	★ 1st Runner-Up
2024-25 Div. 1 Age Group Short Course Swimming Competition (Part 2)	★ 2nd Runner-Up
Hong Kong Inter-School Dodgeball New Talent Championship 2024-25	★ Senior's Boys Division 1st Runner-Up
2025 Inter-School Mixed Dodgeball Competition	★ Plate Championship
Hong Kong Inter-School Dodgeball New Talent Championship 2024-25	★ Senior's Mixed (Boys & Girls) Cup Competition 4th Place
Hong Kong Inter-School Dodgeball Preseason	★ Senior's Boys Plate Competition 2nd Runner-up

Contests / Competitions	Prizes / Awards
Tournament 2024	
PLKVKTC & PLKTNK Joint School Sports Day 4x100m Invitation Relay	★ Winner of the Women's U15 100m Breaststroke ★ 1st Runner-Up
"Tusen Wan and Islands Secondary Schools Area Committee Inter-School Volleyball Competitions 2024-2025"	★ Champion of Girls' Senior Grade
"Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Athletic Championships 2024-2025"	<i>Boys</i> <i>A Grade:</i> ★ 1st Runner-Up of Javelin ★ Winner of 400m Hurdles ★ 1st Runner-Up of 400m ★ 2nd Runner-Up of 800m ★ 2nd Runner-Up of Shot Put <i>B Grade:</i> ★ Winner of Javelin <i>C Grade:</i> ★ 1st Runner-Up of 4x400m Relay ★ 1st Runner-Up of 400m ★ 2nd Runner-Up of Long Jump <i>Girls</i> <i>A Grade:</i> ★ 4th Place of Shot Put <i>B Grade:</i> ★ 1st Runner-Up of Discus <i>C Grade:</i> ★ Winner of High Jump ★ 2nd Runner-Up of Discus
Tsuen Wan and Islands Secondary Schools Area Committee Inter-School Swimming Competition 2024-2025	<i>Boys</i> <i>A Grade:</i> ★ Champion of Boys' A Grade ★ Winner and 1st Runner-Up of 100m Free Style ★ Winner of 100m Back Stroke ★ Winner of 4x50m Free Style Relay ★ Winner of 50m Back Stroke ★ 2nd Runner-Up of 50m Free Style ★ 2nd Runner-Up of 50m Butterfly ★ 2nd Runner-Up of 200m Free Style ★ 2nd Runner-Up of 200m Breast Stroke ★ 2nd Runner-Up of 4x50m Medley Relay <i>B Grade:</i> ★ 2nd Runner-Up of 50m Breast Stroke

Contests / Competitions	Prizes / Awards
	<ul style="list-style-type: none"> ★ 2nd Runner-Up of 50m Back Stroke ★ 2nd Runner-Up of 100m Breast Stroke ★ 2nd Runner-Up of 100m Back Stroke <i>C Grade:</i> <ul style="list-style-type: none"> ★ Winner of 50m Breast Stroke ★ Winner of 100m Breast Stroke <i>Girls</i> <i>A Grade:</i> <ul style="list-style-type: none"> ★ 1st runner up of Girls' A Grade ★ Winner of 200m Breast Stroke ★ 1st Runner-Up of 200m Free Style ★ 1st Runner-Up of 50m Back Stroke ★ 1st Runner-Up of 4x50m Medley Relay ★ 2nd Runner-Up of 100m Back Stroke ★ 2nd Runner-Up of 100m Free Style
Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala (2024-2025)	<i>Boys' Senior</i> <ul style="list-style-type: none"> ★ 1st Runner-Up of 50m Back Stroke ★ 2nd Runner-Up of 4x50m Free Style Relay <i>Boys' Junior</i> <ul style="list-style-type: none"> ★ Winner of 50m Breast Stroke
Po Leung Kuk Affiliated Secondary Schools Athletic Championships (2024-2025)	<i>Boys' Overall</i> <ul style="list-style-type: none"> ★ 4th Place of Boys' Overall <i>Boys' Senior</i> <ul style="list-style-type: none"> ★ 2nd Runner-Up of Boys' Overall ★ Champion of 400M ★ Champion of Shot Put ★ 1st Runner-Up of 110M Hurdles ★ 1st Runner-Up of 800M ★ 1st Runner-Up of 4x100M Relay <i>Boys' Junior</i> <ul style="list-style-type: none"> ★ 1st Runner-Up of Shot Put ★ 4th Place of 800M <i>Girls' Senior</i> <ul style="list-style-type: none"> ★ Champion of Discus ★ Champion of Shot Put <i>Girls' Junior</i> <ul style="list-style-type: none"> ★ Champion of Long Jump ★ 1st Runner-Up of High Jump
2024-2025 Inter-School Badminton Competition	<ul style="list-style-type: none"> ★ 1st Runner-up of Girls C Grade
"Anti-Drug and Anti-Fraud Cup" Lantau Islands District Inter-School 3-on-3 Basketball Tournament	<ul style="list-style-type: none"> ★ 1st Runner-Up of Boys' Senior Division ★ 1st Runner-Up of Girls' Junior Division
Arts	
The 15th International Zheng Contest Hong Kong Regional Trials	<ul style="list-style-type: none"> ★ Silver Award

Contests / Competitions	Prizes / Awards
77th Hong Kong Schools Music Festival (2025)	<ul style="list-style-type: none"> ★ Second Place of Zheng Solo (Junior) ★ Third Place of Graded Piano Solo (Grade Six) ★ Third Place of Di Solo (Secondary School)
Joint School Music Competition 2025	<ul style="list-style-type: none"> ★ Gold Award of Chinese Orchestra (Secondary School Group) ★ Gold Award of Piano (Intermediate) ★ Gold Award of Percussion (Secondary School Ensemble) ★ Silver Award of Choir (Challenge Group) ★ Silver Award of Piano (Senior)
Hong Kong Young Artists Drawing Competition	<ul style="list-style-type: none"> ★ Top 10 Young Painters
GACC Grove Arts & Culture Centre Competition 2025	<ul style="list-style-type: none"> ★ Champion
The 94rd World Children's Art Conference	<ul style="list-style-type: none"> ★ Merit Award
My wonderful Future World of Tung Chung"	<ul style="list-style-type: none"> ★ Winner of Junior Form ★ 2nd Runner-Up and Merit Award of Junior Form ★ 2nd Runner-Up of Senior Form
Care the Carers Campaign" 2024-25 Short Video Competition	<ul style="list-style-type: none"> ★ 3rd Runner-Up (Primary and Secondary Category)

6. Financial Summary

	Income \$	Expenditure \$
I. GOVERNMENT FUNDS		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,477,420.53	4,171,316.68
- Capacity Enhancement Grant	676,944.00	8,415.00
- Composite Information Technology Grant	593,929.00	388,004.00
- School-based Educational Psychology Service Grant	115,310.00	9,981.75
- Air-conditioning Grant	633,450.00	94,290.00
- School-based Management Top up Grant	53,385.00	66,200.00
- School-based Speech Therapy Administration Recurrent Grant	8,541.00	0.00
- School-based Support Scheme for Schools with Intake of Newly Arrived Children	55,042.00	40,917.07
Sub-total:	6,614,021.53	4,779,124.50
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,408,811.02	
- School & Class Grant Expenses		2,384,160.20
- Lift Maintenance Grant Expenses		145,690.00
- Composite FE Grant Expenses		1,517,900.30
- Programme Fund WS Grant Expenses		8,839.00
- Training & Development Grant Expenses		14,562.50
- Whole School Approach to Integrated Education Grant Expenses		13,998
Sub-total:	2,408,811.02	4,085,150.00
(2) Grant Accounts Outside EOEBG	10,090,660.00	8,029,523.46
II. SCHOOL FUNDS		
- Tong Fai	105,683.30	
- Donation (Note)	139,558.00	
- Profit from Sale of Exercise Books and School Uniforms	3,325.00	
- Tuckshop Rental Received	44,000.00	
- Other Income Received	935,390.67	
- Expenditure		974,220.99
Sub-total :	1,227,956.97	974,220.99
Total:	20,341,449.52	17,868,018.95

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
2024/2025 年度學校接受捐贈項目

日期	內容	\$	捐款人	用途
28/11/2024	經李何芷韻副主席聯繫，「保良愛心粵劇專場《龍鳳爭掛帥》」將於 2024 年 12 月 3 日（星期二）晚上 7 時 15 分假西九戲曲中心大劇院舉行。保良局獲邀成為是次活動的受惠機構，一同推廣粵劇文化。是次節目由勵君粵劇團主辦，並由深圳市粵劇團曉毅、譚蘭燕等擔綱演出經典粵劇。本校獲兩張門票 x \$380 = \$760	\$760.00	勵君粵劇團（經李何芷韻副主席聯繫）	推廣粵劇文化和感謝各屬校及家教會一直熱心支持保良局各項慈善工作
18/12/2024	14 張《誤判》電影門票 (2024 年 12 月 22 日於百老匯 Premiere Elements 電影院播放) x \$110 = \$1,540	\$1,540.00	譚毓楨副主席	供教職員觀看電影，有助啟發思考及減壓
3/2/2025	30 張「香港摩天輪」門票 x \$20 = \$600	\$600.00	Great Entertainment Group 經保良局轉贈屬校	讓學生能體驗乘搭摩天輪，觀賞香港獨一無二的天際線，並在繁忙的學習之餘，能放鬆心情
14/4/2025	18 張樂園標準入場門卷 (指定日期: 2025 年 5 月 25 日) x \$669 = \$12,042	\$12,042.00	香港迪士尼樂園 (經鍾偉棠總理聯繫)	荷蒙鍾偉棠總理聯繫，為慶祝兒童節，香港迪士尼樂園派發門票予屬下中學學生，贊助學生於 2025 年 5 月 25 日免費進入迪士尼樂園遊玩。由於門票數量有限，會優先分發予家境清貧及積極參與義工服務/活動的學生。
14/5/2025	瑞銀派發太陽馬戲團 KOOZA 門票予保良局推行正向教育之中學屬校，主要讓學生免費欣賞精彩絕倫的演出，感受歡樂氣氛。本校獲 92 張白金區門票 (指定日期: 2025 年 5 月 20 日) x \$1,298 = \$119,416	\$119,416.00	瑞銀 (UBS); 太陽馬戲團 KOOZA 之主辦單位	主要贊助應屆香港中學文憑考試學生免費欣賞精彩絕倫的演出，享受歡樂和奇幻的旅程
28/5/2025	20 張「凝皓教育挑戰盃(中國香港 vs 曼聯)」門票 x \$10 = \$200	\$200.00	保良局獲贈免費足球門票並轉贈屬校	門票優先分發予出身基層家庭的學生或有需要者，讓他們有機會觀賞精彩賽事

日期	內容	\$	捐款人	用途
9/7/2025	經譚毓楨副主席聯繫，獲其友好贈送「翁倩玉 Judy Ongg Thank you for your smile 香港演唱會」5 張門票 x \$1,000 = \$5,000	\$5,000.00	譚毓楨副主席之友好	讓校長/老師/家長等到場觀賞精彩演出
	Total	\$139,558.00		

保良局馬錦明夫人章馥仙中學
學校發展津貼
2024-25 年度 運用報告

主要工作計劃項目 及工作內容	成效評估	未能完成項目	下年度 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 2.5 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

二零二四/二五學年校本課後學習及支援計劃
校本津貼 - 活動報告表

學校名稱： 保良局馬錦明夫人章馥仙中學

負責人姓名：梁煥儀

聯絡電話：21091133

A. 校本津貼實際受惠學生人數 (人頭) 187 名

(包括 A. 領取綜援人數：11 名，B. 學生資助計劃全額津貼人數：34 名及 C. 學校使用酌情權而受惠的清貧學生人數：142 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	5		67		24 年 9 月-25 年 8 月	11,550	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，只有短短一年的時間，於學校慶典有優異的表現。 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。

*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						
書法班		4		93.4%	24 年 10 月- 25 年 6 月	400	學生作品		<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。
手工藝班		3				240			
沙頭角抗戰紀念之旅	2	6				1222.40			
旅行車費			75			1,687.50			
中四領袖訓練營	4	21				5,000			
活動項目總數： 6									
@學生人次	11	34	142		總開支	20,099.90			
**總學生人次	187								

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

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C) 的總和

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

C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

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

D. 對推行校本津貼資助活動 的意見

在推行計劃時遇到的問題 / 困難

(可在方格上 ✓ 超過一項)

N/A

- ☐ 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提供意見? 他們是否滿意計劃的服務?

(可選擇是否填寫)

Report on the Use of the Life-wide Learning Grant (2024/25)
Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a tick in the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Musical instrument classes, related extended training and orchestras training	9/2024-6/2025	S1-S5	350	\$302,380.00	\$863.94	E5	Arts (Music)	All instrumental classes have conducted activities, with each class achieving a 70% attendance rate. Participants in each instrumental class have demonstrated competence and enthusiasm, thereby gaining familiarity with and learning to perform.			✓		
2	Co-curricular Activities	9/2024-6/2025	S1-S5	600		\$0.00	E5	Arts (Others)	The overall findings are highly satisfactory, with students demonstrating commendable attendance at events. The overall attendance rate is about 72.6%. This indicates that students possess considerable interest and enthusiasm for campus activities and are willing to participate actively.			✓		
3	Sports Team Training	9/2024-6/2025	S1-S6	290	\$166,850.00	\$575.34	E5	Physical Education	Overall, the school team members responded positively, with an attendance rate exceeding 70%. In external competitions, the school team performed exceptionally well, achieving commendable results.			✓		
4	Uniformed Groups Training	9/2024-6/2025	S1-S6	50	\$6,101.60	\$122.03	E7	Citizenship and Social Development	The attendance rate of the uniformed team exceeded 80%. They actively participated in the activities, demonstrating outstanding team spirit and a selfless dedication to service.	✓			✓	

5	OLE Activities	20/11/2024	S1-S6	705	\$271,175.22	\$384.65	E7	General Studies	Over 90 % agreed that the activity day broadened horizons and enhanced students' understanding of arts and culture, Hong Kong community culture, voluntary service, and university life.	✓	✓	✓	✓	✓
6	S4 Leadership Training	20-21/9/2025	S4	130	\$132,075.00	\$1,015.96	E6	Leadership Training	Over 80% of students agreed that the leadership training camp enhanced their self-awareness, sense of responsibility, personal confidence, independent thinking skills, and fostered team spirit.	✓		✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				2,125	\$878,581.82									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				2,125	\$878,581.82									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$878,581.82

Category 3: Number of Student Beneficiaries

Total number of students in the school:	705
Number of student beneficiaries:	705
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms. LEUNG Woon Yee
Post of Contact Person for LWL:	Assistant Principal

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

姊妹學校交流報告書
2024 /2025 學年

學校名稱：	保良局馬錦明夫人章馥仙中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	彭志榮老師

本學年已與以下內地姊妹學校進行交流活動：

1.	陽江市第一中學實驗學校
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$44,145.05
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$0.00
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的20%)	HK\$0.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$226,000.00
N5	<input type="checkbox"/>	交流物資費用	HK\$0.00
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的2%)	HK\$0.00
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的1%)	HK\$0.00
N8	<input type="checkbox"/>	其他(請註明):	HK\$0.00
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$270,145.05
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
01	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 交流涵蓋教師專業發展、學生互動學習、文化體驗及教育考察等多個層面，促進兩校在辦學理念、課堂設計及校園文化上的深度連結。
02	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 活動包括雙師課堂、教學觀摩、學生破冰與共同課堂、文化交流晚餐、晚修觀察，以及參觀科技館、海上絲綢之路博物館及風箏製作等研學體驗，讓師生從多角度深化學習。
03	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] 活動於三月份進行，配合兩校學期及假期安排，運作順暢。建議來年繼續於相若時段舉行，以保持穩定性及便於協調。
04	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明] 活動經費由姊妹學校計劃津貼撥款支援，確保交流活動得以順利推行。
05	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明] 本次活動由廣東中青研旅行社有限公司承辦，行程安排妥善，具備多條具教育價值的研學路線，能有效提升學生的學習體驗。建議下年度繼續邀請投標。
06	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>0</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	20 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>600</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>3</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>3</u> 總人次

<p>備註：</p> <p>本校學生於完成與陽江市第一中學實驗學校的交流活動後，積極透過本校校園電視台平台，與全校師生分享他們在陽江的所見所聞、文化體驗以及深刻感受。透過學生們的分享，全校同學得以從不同角度了解陽江的地方風貌、人文特色及當地學生的學習生活，進一步加深彼此對兩地教育及文化的認識。</p>
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Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
Report on the Use of the Promotion of Reading Grant
School Year 2024-25

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)
 - Provided students with better reading resources through eClass English and Chinese eBooks.
 - Fostered students' interest and habit of e-reading through the eClass online reading system.
 - Spent \$57416.5 on purchasing books and e-books, enriching students' reading resources, further promoting a culture of reading in school.
2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)
 - More books have been bought to enrich the library collections for the students, developing their interests on reading.
 - New books have been purchased to replace worn and outdated books to attract students to borrow.
 - More interesting reading activities, e.g. writer talk for students, have been organized for arousing the reading atmosphere in school
 - More collaborations between departments (e.g. English and Science departments) have been organized to further promote a culture of reading across curriculum.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	\$36,416.5
	<input checked="" type="checkbox"/> e-Books	\$21,000
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> eRead Scheme	\$0
	<input type="checkbox"/> Other scheme: _____	(eClass -free of charge)
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$3,000
	<input type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> Subsidizing students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: _____	
	Total	\$57,416.5
	Unspent Balance	\$39,932.38

* Please tick the appropriate boxes or provide details.

保良局馬錦明夫人章馥仙中學
「推廣中華文化體驗活動一筆過津貼」
運用報告
2024-25 學年

使用年期：2024-25 至 2026-27

津貼總金額：\$ 300,000

本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	已推行活動項目	實際支出金額 (HK\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	舉辦人文學科周，提高學生對國家及民族的認同感和歸屬感	\$16,820.90
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	參加國家安全展的學生交通費用	\$10,500.00
iii.	舉辦或資助學生參加本地文化考察或參觀活動	不適用	\$0.00
iv.	發展有關中華文化的課程	不適用	\$0.00
v.	採購及發展中華文化學與教資源	不適用	\$0.00
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	湖南考察團 (6 日 5 夜) 北京藝術文化探索之旅	\$76,687.00
vii.	其他（請註明）：		\$0.00
		總實際支出金額 (HK\$)：	\$104,007.90
		津貼餘款 (HK\$)：	\$195,992.10

保良局馬錦明夫人章馥仙中學
支援學校推動校園體育氛圍及「MVPA60」一筆過津貼
運用報告
2024-25 學年

使用年期：2023-24 至 2026-27

津貼總金額：\$150,000

本校已運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途：

	範疇	已推行活動項目	實際開支金額
i.	發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具	智能身高體重平台 - 用於記錄和量度身體健康指標，例如身高、體重、體脂率等。	\$4,999.00
ii.	舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	不適用	\$0.00
iii.	舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動	不適用	\$0.00
iv.	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	不適用	\$0.00
v.	購置或改善學校的體育／運動器材	不適用	\$0.00
vi.	發展／優化有關發展活躍及健康校園／「MVPA60」的政策	不適用	\$0.00
vii.	聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	不適用	\$0.00
viii.	其他（請註明）：	不適用	\$0.00
		總實際開支金額：	\$4,999.00
		津貼餘款：	\$145,001.00

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
One-off Grant for Promotion of Self-directed Language Learning (English Language)
Report
Year 2024-25

Period: 2024/2025 to 2026/2027

Total Amount of Grant: \$200,000

Our school has spent the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” on the following areas:

Number of student beneficiaries:

Number of student beneficiaries:	654	Class of student beneficiaries:	24
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	Area	Details of Activities	Expenses Actual Expenses (HK\$)
i.	Procuring and/or subscribing to learning resources	A self-directed study tool, English Engine, was developed in collaboration with a local service provider. As a proof of concept, the first feature to be developed was an “English Writing Engine”. It analyzes students' scanned outlines to provide feedback, identify areas for improvement, and suggest a personalized action plan.	\$ 35,000.00
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment		\$ 0.00
iii.	Purchasing services related to learning and teaching	Trial Evidence Program: Pilot Program for S1 Grade Only - English Reading (2024-25) Evidence Program: S1 to S3 Grades - English Reading (2025-26) Students in this evidence-based learning system engaged with personalized activities, received immediate feedback, and underwent standard-setting formative assessments that visually guided their learning progress and target specific areas for improvement.	\$ 25,000.00
iv.	Others (please specify): _____		\$ 0.00
		Total Expenditure (HK\$):	\$60,000.00
		Unspent Balance (HK\$):	\$ 140,000.00

保良局馬錦明夫人章馥仙中學
「推廣自主語文學習（普通話）一筆過津貼」
運用報告
2024-25 學年

使用年期：2024/2025 至 2026/2027

津貼總金額：\$ 200,000

本校已運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

受惠學生人數：	0	受惠學生班級：	0
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	範疇	已推行活動項目	實際開支金額
i.	採購和/或訂閱學習資源	正進行研究，下學年推行。	\$ 0.00
ii.	聘請不屬編制內的普通話導師或非教學支援人員	正進行研究，下學年推行。	\$ 0.00
iii.	購買學與教相關的服務	正進行研究，下學年推行。	\$ 0.00
iv.	其他（請註明）：	不適用	\$ 0.00
		總開支金額（HK\$）：	\$ 0.00
		津貼餘款（HK\$）：	\$ 200,000.00

保良局馬錦明夫人章馥仙中學
多元學習津貼(其他課程 – 資優教育課程)
運用報告
2024-2025 年度

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	實際支出金額 (HK\$)
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。	數量：15 人 級別：中四或中五級 甄選方式： 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	2024 年 9 月至 2025 年 8 月	100%學生完成有關由大學舉辦之資優課程	13 位同學成功申請資助參加資優課程，當中十一位同學成功入選及完成資優課程	\$29,648
大學所舉辦的數學課程	提升學生的數學運算技巧和能力，擴闊學生的數學視野。	數量：9 位 級別：中四或中五級 甄選方式： <ul style="list-style-type: none"> ● 參加學生需在最近一次數學考試成績在全級頭 50%內 ● 若人數超過 9 人，按數學成績排優次(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) 	2024 年 9 月至 2025 年 8 月	100%參與學生通過課程機構評審後獲頒畢業證明書	學生已完成有關課程	\$21,780

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	實際支出金額 (HK\$)
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	數量：15 位 級別：中四 甄選方式： ● 中四級修讀視覺藝術科的學生。	2024 年 10 月至 2025 年 8 月	100%參與工作坊的學生能掌握創作技巧。（其 60%同學的繪畫技巧有明顯提升）	17 位學生完成課程起過 80% 的學生繪畫技巧明顯提昇。	\$36,550
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	數量：15 位 級別：中五 甄選方式： ● 中五級修讀視覺藝術科的學生。	2024 年 10 月至 2025 年 8 月	100%參與工作坊的學生能掌握創作技巧。（其 60%同學的繪畫技巧有明顯提升）	因未能聘請合適導師，本年度未有進行計劃。來年駐校藝術家計劃只會集中於中四級進行。	\$0.00
總實際支出金額：						\$87,978.00
						\$80,022.00

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
2024/25 學年

(一) 財務概況

A	本學年獲發撥款：	\$124,800
B	本學年開支：	\$22,319
C	須退還教育局餘款 (A - B)：	\$102,481

(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	3	\$135
學校書簿津貼計劃 - 全額津貼	114	\$19,410
校本評定有經濟需要-半免津貼 (上限為全學年津貼金額的 25%)	33	\$ 2,774
總計	150	\$ 22,319 (註：此項應等於 (一) b 「本學年總開支」)

(三) 活動開支詳情

範疇	活動簡介	開支(\$)	受惠學生人次	基要學習經歷 (請於適用方格加上 * 號，可選擇多於一項)				
				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	\$ 16,800	56	*		*		
聯課活動	旅行車費	\$ 2,745	61		*			
聯課活動	中四領袖訓練營	\$ 1,800	18					
聯課活動	書法班	\$ 50	1					
聯課活動	手工藝班	\$ 160	4					
聯課活動	沙頭角抗戰紀念之旅	\$ 764	10					

1.3	舉辦或參加境外交流活動或比賽，擴闊學生視野							
NIL								
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							
NIL								
1.5	其他							
	總計	\$22319						

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
運用報告
2024-25

1. 背景

本校於 2024-2025 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。

2. 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它一切開支

為幫助更多新來港學童及更有效地運用津貼，本校將所得津貼整合運用，並於 2024-2025 學年舉辦了以下活動：

日期	活動	內容	參與人數	支出
10-12/2024	功課輔導班	<ul style="list-style-type: none"> 教授廣東話 認識香港 功課輔導 共 20 堂	出席率：90%	2,126.70
3-5/2025	英語班	<ul style="list-style-type: none"> 口語訓練 基礎文法 寫作練習 共 15 堂	出席率：93%	27,000.00
21/6/2025	海洋學堂 (竹林隱士)	安排學生參加由海洋公園舉辦的海洋學堂，認識大熊貓的生活及保育知識。活動完結後，學生留園自由活動。	共 13 人參與	4,125.00
30/6/2025	烘焙工作坊	學生全程親手製造蛋糕，讓他們接觸香港青少年的課餘活動，更能提升滿足。學生帶製成品回家與家人分享。	共 10 人參與	4,370.00
7/2025	成績獎勵	為正面鼓勵同學學習、認真考試，派發文具、精品以作嘉許。	分別於上、下學期每科各分卷 60%或以上的同學皆可獲得獎品。 全年共 8 個學生，168 人次獲得獎品。	3,295.40

保良局馬錦明夫人章馥仙中學
NCS-SEN 津貼報告
2024-2025

上學年結餘：\$0

本學年撥款：\$106769

本學年可用金額合共：\$106769

本學年總支出：\$0

本學年年終累積津貼餘款：\$106769

於 25/26 學年，將一併使用 24/25 及 25/26 兩年所得撥款一併用於聘請輔導助理，以支援 NCS-SEN 學生。

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(\$)
不適用	不適用	不適用	不適用	不適用	不適用	0