

Po Leung Kuk Mrs. Ma Kam Ming-
Cheung Fook Sien College
Annual School Report
2020/2021

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

School 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.

Vision and Mission

To become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence.

Our students and teachers strive for excellence and living out the values of a learning organisation.

Our School

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.

After the completion of the new wing in 2006, there are 30 classrooms, 5 tutorial rooms and various special rooms. These include, a multi-function room, geography room, music room, art room, design and technology room and a number of science laboratories, including a STEAM laboratory. Students can also enjoy different activities in the school hall, basketball court and covered playground.

There are also three information technology rooms: computer room, multimedia learning centre, 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.

Over 60,000 various types of books and video CDs are available in the library. Students can also use the computers in the library to access various educational software or search for other learning resources.

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 PLKCFSS was established in 2012. Committee members of the IMC include the sponsoring body manager, independent manager, school principal, teacher manager and parent manager.

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

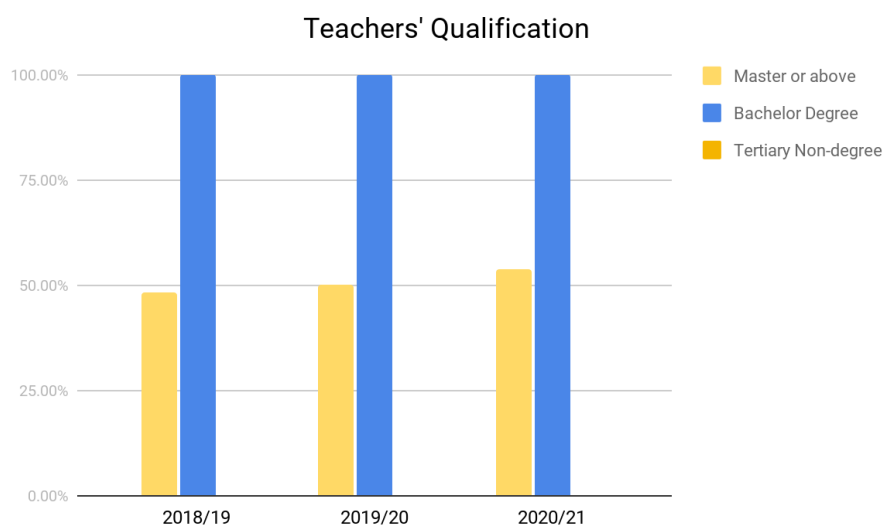
Number of Operating Classes and Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Boys	54	65	47	53	48	48	315
No. of Girls	65	50	56	61	52	65	349
Total No. of Enrollment	119	115	103	114	100	113	664

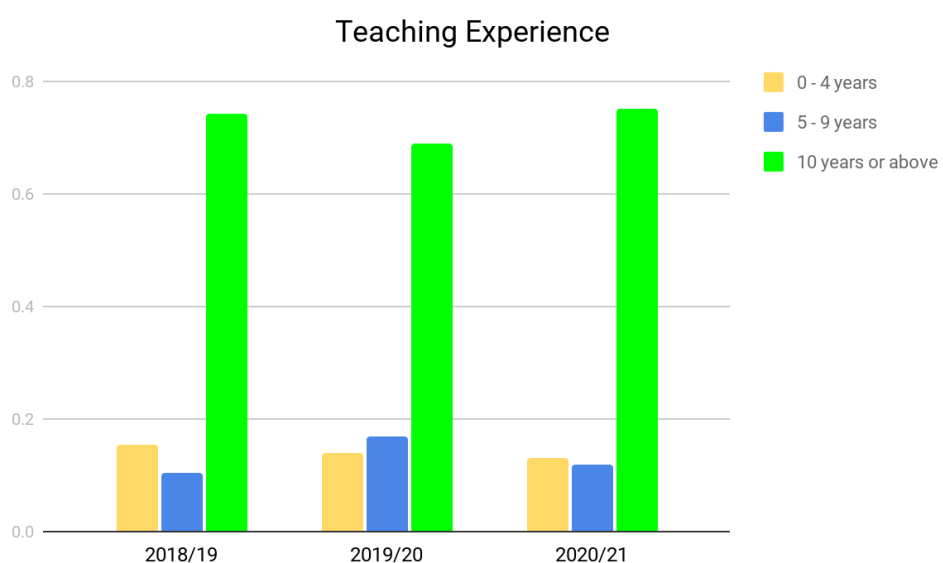
Students' Attendance and Number of Dropouts

Leave	S1	S2	S3	S4	S5	S6
Attendance Rate	95.9%	98.8%	99.1%	98.6%	97.1%	97.0%
No. of Dropouts	7	4	6	8	0	0

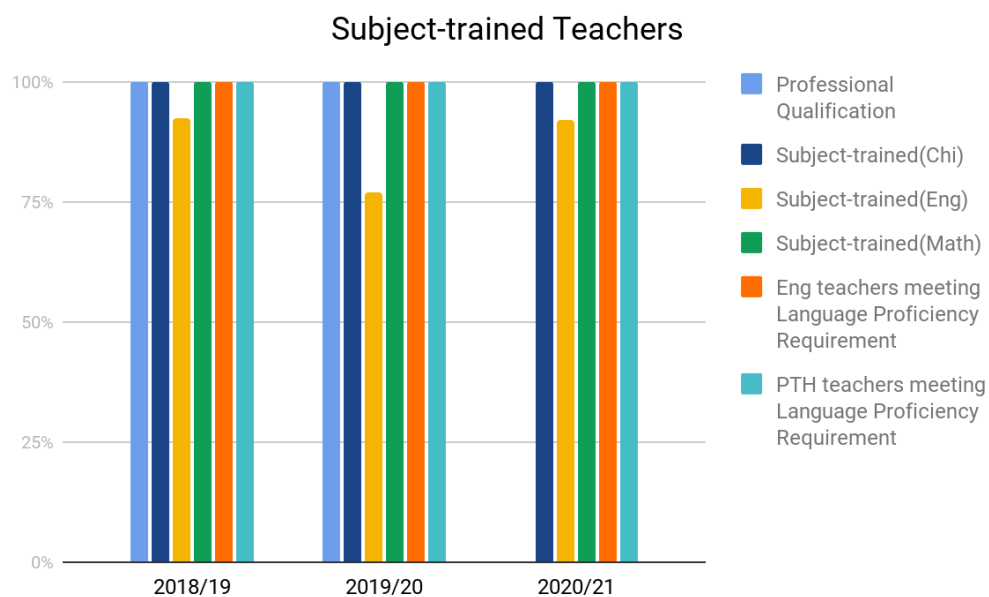
Teachers' Qualifications



Teaching Experience



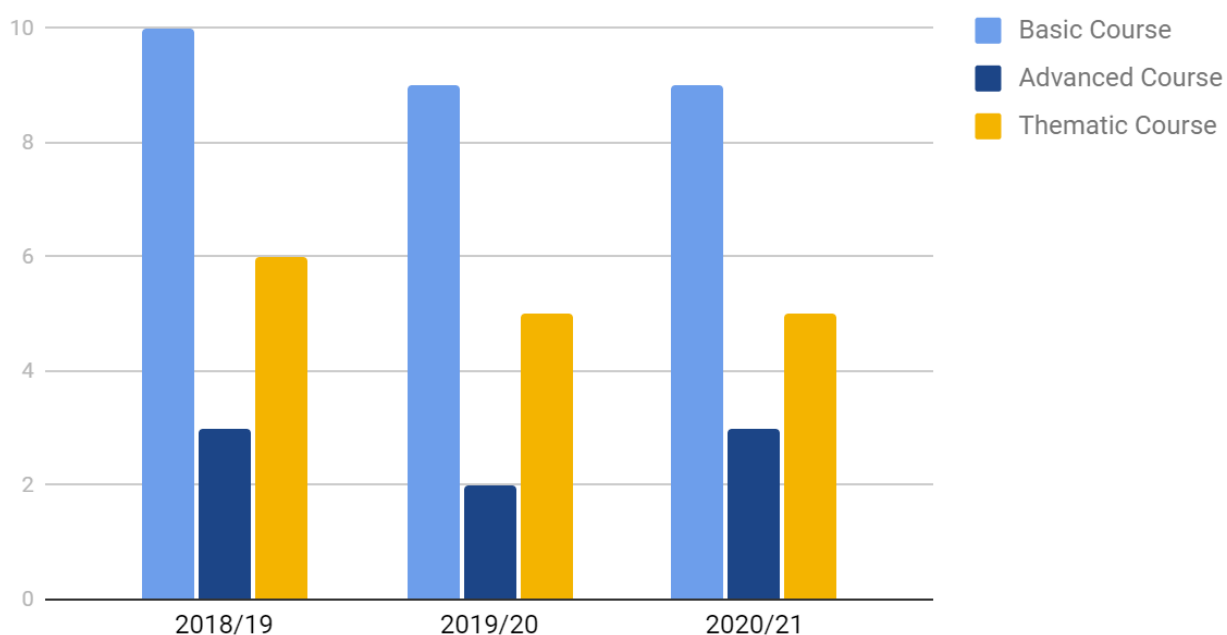
Subject-trained Teachers



Number of Continuing Professional Development Hours

	Average no. of CPD hours per teacher	No. of CPD hours of the Principal
2018/19	58.1	208.5
2019/20	37.7	117
2020/21	34.4	7

Number of Teachers Received Professional Training on Catering for Students with Special Educational Needs



2. Evaluation of Annual School Plan

Overall, Major Concern 1 aims to develop assessment literacy in the school in order to increase the overall learning and teaching effectiveness. There are four intended outcomes to achieve for Major Concern 1 in the 3-year school development plan:

1. Shared clarity about learning is developed with students.
2. Meaningful homework and assessments are used more effectively to improve teaching and learning.
3. Teachers' assessment literacy is strengthened.
4. Students are empowered to engage themselves in assessment practices in monitoring and regulating individual learning.

Major Concern 1 : Developing assessment literacy

Achievements
<p>(1) Shared clarity</p> <ul style="list-style-type: none"> ● The success criteria were met. ● The learning objectives were indicated in the schemes of work of all subjects from S1 to S3. ● 93% of S1, 85% of S2 and 88% of S3 students were well aware of the learning objectives of each lesson. ● S1 to S2 students were informed of the learning objectives in lesson, homework and Class Diary. <p>(2) Meaningful homework</p> <ul style="list-style-type: none"> ● The success criteria were mostly met. ● Subjects adopted tiered assignments in S1-2 and S4-5. 90% of S1, 92% of S2, 95% of S4 and 86% of S5 students know which level (e.g. Supreme, Nicer, etc.) to choose when doing tiered assignments. ● Reports on the Exam of most subjects showed both quantitative and qualitative data. ● From book inspection, most subjects taught students to use various methods including scores in subject folders, teachers' feedback, rubrics, exemplars to reflect on their learning. ● 81% of students can use assessment data to understand their learning progress. ● 55% of S1 students show and explain their works to their parents. <p>(3) Teacher development</p> <ul style="list-style-type: none"> ● The success criteria were met. ● Good practices of English, Chinese, Economics, Chemistry, Chinese History, Visual Art and ICT were shared in panel meetings and staff meetings. ● 93% of teachers are confident in giving tiered assignments to students. ● 93% and 96% of teachers can use quantitative assessment data and qualitative assessment data to identify students' strengths and weaknesses respectively. ● Good designs of homework from subjects were collected and shared. <p>(4) Student empowerment</p> <ul style="list-style-type: none"> ● The success criteria were partially met. ● 84% of students know how to evaluate their learning. Students can use various means including feedback from teachers, rubrics, exemplars, assessment data, self-assessment or peer assessment tools, tiered assignment, subject Google Sites and revision notes to evaluate their learning. ● 48% of students did reflection on learning on a regular basis. Regular face-to-face reflection time could not be implemented because of the epidemic. ● 72% of S2 students tried to complete a self-directed learning cycle (from planning, implementation to evaluation and having another plan)

Reflection

(1) Shared clarity

- The indication of learning objectives can be extended to S4 to S6 in the next school development cycle.

(2) Meaningful homework

- As for tiered assignments, most subjects could indicate the level of difficulties in the instructions, the parts/questions. Some subjects could use standard notations to label tasks with “Foundation Level”, “NICER Level” or “Supreme Level” in tiered assignments.
- The use of exemplars could be further promoted to continue next year.
- More subjects became more familiar with connecting the discussion of exam results with teaching and assessment objectives and identifying specific areas for improvements and further action.

(3) Teacher assessment literacy

- Due to the pandemic, a number of measures were not carried out as planned. For example, assessment design presentations could be done in face-to-face arrangement. Instead, the good designs were collected and shared with teachers.

(4) Student empowerment

- Due to the prolonged class suspension or half-day classes, the regular reflection time could not be implemented. It was difficult for students to sustain the habit of reflection on learning on their own at home. Only 48% of students reflected on their learning on a regular basis.
- To further facilitate students to reflect on their learning and adjust their learning, it was suggested that self-directed learning should be promoted.

Overall, under Major Concern 2, it is aimed to help students to develop a clear and positive identity. There are three intended outcomes to achieve for Major Concern 2 in the 3-year school development plan:

1. Students’ self-efficacy is developed.
2. The atmosphere of pursuit of individual success, excellence and dreams are cultivated.
3. The social bonding and participation are strengthened.

Major Concern 2 : Developing a clear and positive identity

Achievements

(1) Strengthen class management

- S1 and S4 Pastoral Care meetings discussed the details of the students’ adaptation to school life to cater for the needs of the students in this pandemic.
- The main theme was clearly followed.
- 70% of the classes have drafted their Class Charters. They have also completed their Classroom Improvement Plans. Their Charters and Plans are to be displayed in the classrooms. Some classes could integrate their board decoration task into the life education lesson and successfully enriched their classroom environment.
- As for the whole-school activities, the Christmas Celebration has been organized online.
- Most of the inter-class activities have been rescheduled to the Second Term.

(2) Refine cross-curricular activities arrangements

- The success criteria were partially met.
- Teachers gradually adapted to the new normalcy. Therefore, students could participate in different types of OLE activities online.
- Most of the club activities were adapted into an online version.

- 85% of student leaders agree the handbook can help them to organise and manage the activities.

(3) Enhance parent participation

- The success criteria were met.
- Parents Gathering for Secondary One parents and Annual Parents Meeting, which was scheduled originally in September 2020 and October 2020 respectively was merged and postponed to November 2020 due to the pandemic.
- The Annual Parents Meeting of the Parents-Teacher Association was held online on 13th November 2020 and the focus was on communication between parents and class teachers.
- Over 80% of parents who attended the online gathering agreed they understand more about the development of the Parents-Teacher Association.
- Over 90% of parents who attended the online gathering agreed the activity facilitates communication between parents and class teachers. The parents agree they know more about the daily school life of their children.
- An online talk for parents concerning positive thinking was organized. Related experience and examples were shared among parents in order to boost their skills and confidence when communicating with their children.

(4) Use of IT platforms for enhancing positivity

- The success criteria were met.
- Google Sites have been set up by more than 90% of S1 students and all S1 classes to collect their memories of school life.
- A majority of S1 students have their beloved photos posted onto the platform and they felt empowered.
- For S3, time has come for students to express their choices in Senior Secondary subjects and so S3 Class Teachers would utilize students' Google Sites as an aid for counselling and guidance.
- All in all, the activities were in good progress.

(5) Strengthen professional development

- The success criteria were not met due to pandemic measures.

(6) Promote peer observation and presentations

- The success criteria were partially met.
- Online pastoral care meetings have been established as another platform to share information, resources and experiences.
- 91.5% of students, a 5 percent increase from last year, appreciated that teachers recognize and praise their achievements. (6.4)
- 82% of students, again, a 5 percent increase from last year, expressed that they learn moral values from teachers' sharing. (6.4)

(7) Revise teacher performance appraisal system

- The new appraisal criteria for teachers' performance in co-curricular activities and pastoral care were discussed in staff meetings in 2020-2021 after the school council had finalised the version. Both criteria were endorsed in the staff meeting.

(8) Establish alumni network

- The success criteria were partially met.
- The new Alumni Association has been formed for consolidating their connection with their alma mater and there is good progress of establishing an engaging platform.
- An electronic alumni newsletter was published this school year.

Reflection

(1) Strengthen class management

- Training for chairperson and members of class associations can be introduced to enhance their leadership.
- More online inter-class competitions should be held in case the epidemic continues in order to build up the students' sense of belonging to the class.

(2) Refine cross-curricular activities arrangements

- Student leader training program provides a platform to the participants to enhance their self-motivation, strengthen their communication and collaboration skills.
- Most extracurricular activities have to be cancelled due to the class suspension. Although we have provided some activities online, students did not have enough opportunities to participate in activities to shine. Further adaptation of our current practices will be discussed.

(3) Enhance parent participation

- The Home-School Cooperation Team has set sight on developing a stronger parents networking via activities.
- The team has gathered information through questionnaires and online surveys so as to organize activities suitable for parents.

(4) Use IT platforms for enhancing positivity

- Class teachers continued to encourage their classes to share their positivity on the platforms while the Career and Further Studies Committee also continued to explore some other platforms which may be more appealing to the students in order to achieve the goal.

(5) Strengthen professional development

- CPD programs of the following topics should be conducted to further enhance teachers capacity on helping students to develop a positive and clear identity
 - Mindfulness
 - Team building

(6) Promote peer observation and presentations

- To counter the impact of the disruption to our routine caused by the pandemic, thanks to the collective efforts of the staff team, there have been adaptations and creations in these two years. Meetings and sharing sessions have taken place online whereas the new platform of Pastoral Care Meetings have been carefully engineered to operate as a platform for listening to the frontline colleagues' observation and feedback to the pastoral care policies, to communicate the rationale and expectations of the policy design from different committees to the policy implementers in a more interactive fashion, to coordinate the policies of Major Concern 2 in response to the changing needs and circumstances; and to collect feedback for the fine-tuning current practices and designing policies in future. It proved effective in the crisis in terms of staff development and responding to the changing needs of the students.
- More informal professional dialogue in the campus took place in this school year too. It reflected the willingness of the staff team to adapt to the evolving circumstances and their readiness to take coordinated actions to assist the personal growth of our students.

(7) Revise teacher performance appraisal system

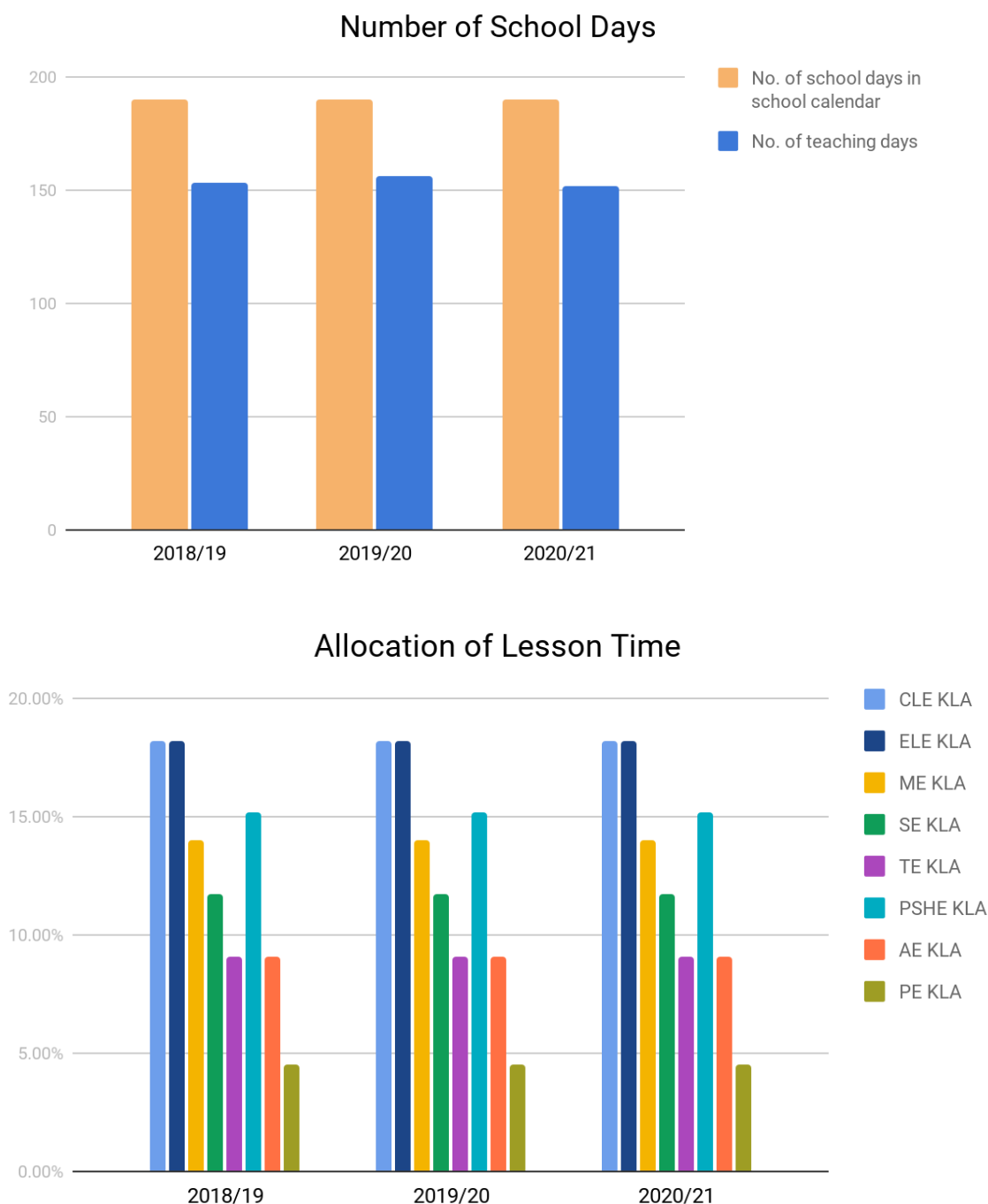
- After the confirmation of new appraisal form and criteria, the School Council as well as the pastoral care branch have been given a clearer and professional direction to using the appraisal as a boost to the professional development aligning to our shared mission, missions of the T-standards and the external school review. The new appraisal form will be designed accordingly and used next year.

(8) Establish alumni network

- A wide array of activities will be held in the coming year to enlarge and enhance the alumni network:
 - To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating networking events
 - To provide and disseminate information regarding their Alma Mater, its graduates, faculties and students to the alumni.

3. Learning and Teaching

Number of School Days and Allocation of Lesson Time



Co-Curricular Activities

CCAC facilitates the students' different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through their participation in different activities such as the Christmas talent show, annual school picnic, debate competitions, school tours and field trips, students can learn to work independently, to communicate effectively, to cooperate with other people and in addition to enrich their life experience. Students are given various opportunities to organise activities like PSHE week, Little Entrepreneur, they will gain first-hand experience of programme planning and leadership, thus enabling themselves to discover and develop their potential.

4. Support Measures

Students Counselling

Personal growth is of utmost importance. Through various schemes, we integrate all students into school life smoothly. Furthermore, we work closely with parents to nurture appropriate values. Activities and schemes are carried out throughout the year to achieve the above mentioned goal, including S1 Guidance Day, Peer Guidance Program, Life Education, Behavior Reward System, Parents' gathering and Parents' Day. Besides, our school has joined the Healthy School Program subsidized by the Narcotics Division, Security Bureau. The aim of the program is to foster students' awareness to stay away from dangerous substances and promote a drug-free community by holding different group activities.

Whole School Approach to Integrated Education

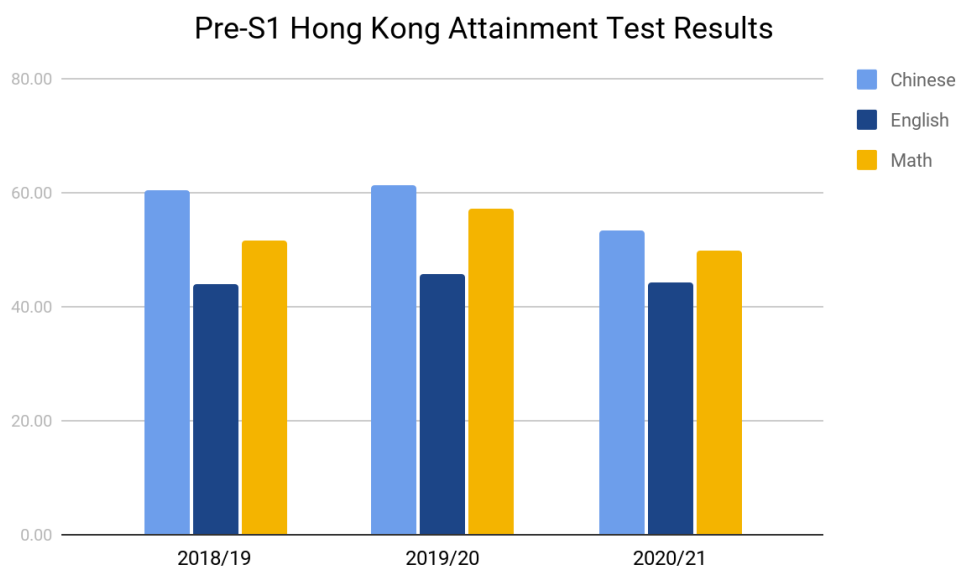
To better cater for students having special educational needs (SEN), a SEN Support Team (SENST) was established in our school. With reference to the 3-Tier Intervention Model, students are provided with various levels of assistance according to the severity of their learning difficulties. For instance, Individual Education Plans (IEP) are devised to ensure particular students can receive additional learning and counselling support they need as recommended by medical specialists.

In addition, we believe that SEN students can develop their potential and become more confident and skillful in communication and socializing under professionals' suitable guidance. 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.

SENST also actively organizes a series of experiential activities to promote the value of respecting diversity to students. We hope to increase students' awareness to the school's inclusive culture.

5. Our Students

Pre-S1 Hong Kong Attainment Test Results

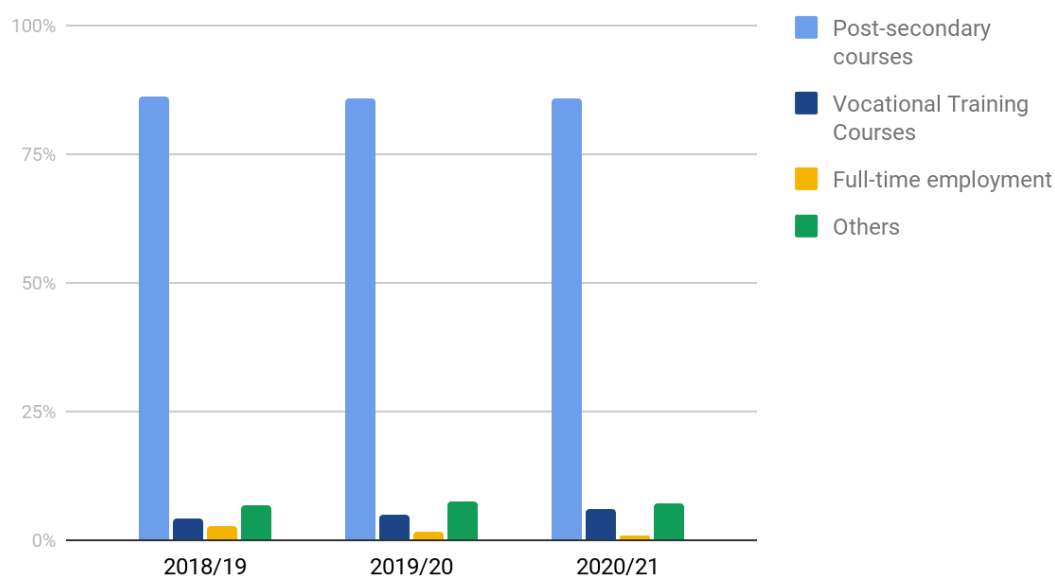


Hong Kong Diploma of Secondary Education Examination

		2018/19	2019/20	2020/21
Statistics for satisfying the general entrance requirements for local four-year undergraduate programmes	Our School	49.1%	47.5%	54.9%
	Day School	42.2%	42.1%	42.3%
Statistics for eligibility to sub-degree programmes / relevant civil service appointments	Our School	88.8%	83.3%	85.9%
	Day School	71.8%	71.2%	72.4%

Further Studies and Employment Statistics of Our Graduates

Further Studies and Employment Statistics of Our Graduates



Students participation in intercollegiate projects and uniform teams

	S1-3			S4-6		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Total no of students participate in intercollegiate projects	490	45	60	301	64	40
Total no of students participate in uniform groups and social service groups	125	47	37	210	20	40

Major Prizes and External Awards

Academic Awards:

Contests / Competitions	Prizes / Awards
Youth Impact Award 2.0	Merit Award
72nd Hong Kong Schools Speech Festival - Solo Verse Speaking Competition	First Place

Arts & Drama:

Contests / Competitions	Prizes / Awards
World Heart Day Drawing Competition	Elite and Merit Award

6. Annual Financial Report

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$14,246,972.94		
	Income \$	Expenditure \$
I. GOVERNMENT FUNDS		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,217,484.00	3,925,288.67
- Capacity Enhancement Grant	638,461.00	106,200.00
- Composite Information Technology Grant	560,166.00	580,835.66
- School-based Educational Psychology Service Grant	108,756.00	93,876.90
- Air-conditioning Grant	605,204.50	263,068.96
- School-based Management Top up Grant	50,350.00	50,000.00
Sub-total:	6,180,421.50	5,019,270.19
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,091,663.77	
- School & Clas Grant Expenses		2,456,043.33
- Lift Maintenance Grant Expenses		131,740.00
- Composite FE Grant Expenses		1,160,258.15
- Programme Fund WS Grant Expenses		8,660.10
- Air Cond Grant for prep room of lab		15,207.72
Sub-total:	2,091,663.77	3,771,909.30
(2) Grant Accounts Outside EOEBG	4,143,591.00	4,578,733.94
II. SCHOOL FUNDS		
● Tong Fai	112,506.00	
● Donation (Note)	185,587.00	
● Profit from Sale of Exercise Books and School Uniforms	1,771.60	
● Tuckshop Rental Received	20,942.20	
● Other Income Received	339,289.49	
● City Lion Scholarship Bank Interest	547.80	
● Expenditure		542,668.80
Sub-total :	660,644.09	542,668.80
Total:	13,076,320.36	13,912,582.23
Total Surplus at the school year end 20/21 (Unaudited as at 5.11.2021)		\$13,410,711.07

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

2020/2021 學校接受捐贈項目

日期	內容	\$	捐款人	用途
3/9/2020	LABO搓手液(50ml) 225支 x \$18	\$4,050.00	顧東華總理	予學生使用
14/9/2020	「愛的家」S99成人口罩22盒 x \$130	\$2,860.00	外界經本局教育事務部轉贈屬校	予學生使用
14/9/2020	「愛的家」V99Pi 中童口罩16盒 x \$130	\$2,080.00	外界經本局教育事務部轉贈屬校	予學生使用
23/9/2020	電影「麥路人」學生慈善特別場門券4張(學生及老師各2名) x \$60	\$240.00	本局董事會	予師生一同分享好戲
30/9/2020	電影「麥路人」換票證150張 x \$65	\$9,750.00	本局董事會	予師生分享好戲
25/9/2020	珮氏驅蚊爽噴霧100ml 10支 x \$71.9	\$719.00	鄧李璧廷總理	予學生使用
28/9/2020	威露士酒精搓手液1L 6支 x \$160	\$960.00	鄧李璧廷總理	為本校學生提供抗疫防疫物資
28/9/2020	SDB Clean Shots 70% Hand Sanitizer 1.5ml 14盒 (每盒250片) x \$569	\$7,966.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
7/10/2020	「愛的家」S99成人口罩59盒 x \$45	\$2,655.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
7/10/2020	「愛的家」/ V99Pi 中童口罩9盒 x \$78	\$702.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
12/11/2020	「愛的家」S99成人口罩18盒 x \$45	\$810.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
12/11/2020	「愛的家」V95 中童口罩9盒 x \$68	\$612.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
19/11/2020	網絡數據卡(50GB本地數據)70張 x \$128	\$8,960.00	經陳正欣副主席轉介，香港鐘表業總會有限公司送贈屬校	幫助有需要之學生於家中進行網上學習
19/11/2020	《歸真—詠春江志強》書籍1本 x \$118	\$118.00	經林潞副主席轉介，金輝投資有限公司董事總經理 - 吳王依雯捐贈屬校	予學生閱讀
30/11/2020	成人口罩15盒 x \$150	\$2,250.00	民政事務總署	為本校學生提供抗疫防疫物資

日期	內容	\$	捐款人	用途
1/6/2020	「愛的家」S99成人口罩15盒 x \$180	\$2,700.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
1/6/2020	便利妥3款3D立體口罩 5包 x \$88	\$440.00	中聯辦教育科技部經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
21/12/2020	Dr. Clean酒精搓手液450ml 225支 x \$28	\$6,300.00	傑志基金有限公司經本局教育事務部轉贈屬校	予有需要學生使用
13/1/2021	「愛的家」S99成人口罩36盒 x \$45	\$1,620.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
13/1/2021	「愛的家」V95 中童口罩18盒 x \$68	\$1,224.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
18/10/2020	一. 威露士自動酒精搓手液機套裝 威露士自動酒精搓手液機 x 3 組 (\$1,128一組) / 價值\$3,384 威露士免洗酒精搓手液原味 1L x 1箱 (6支) / 價值\$180 二. 校園全方位保護套裝 威露士萬用消毒殺菌噴霧 500ml x 1箱 (12支) / 價值\$160 威露士殺菌消毒噴霧450ml x 1箱 (12支) / 價值\$400 威露士冷氣機清潔消毒劑 500ml x 1箱 (12支) / 價值\$400 三. 一人一酒精搓手液計劃 威露士免洗酒精搓手液原味 20ml -附矽膠匙扣 x 17箱 (每箱48件; \$9一件) / 價值\$7,344	\$11,868.00	威萊集團(威露士)	支援學校增設防疫設備，以加強保障學生的健康，亦為學生提供抗疫防疫物資
21/12/2020	全新背囊27個 x \$650	\$17,550	Samsonite Asia Limited	予有需要學生使用
18/1/2021	香港製造成人口罩(由 Sinopharm Tech Medical Supplies Limited生產) 700盒 x 50片 x \$1.39	\$48,650	離島民政處	為本校學生提供抗疫防疫物資
2/3/2021	「愛的家」S99成人口罩18盒 x \$49	\$882.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
2/3/2021	「愛的家」V99 中童口罩(熊仔花紋) 6盒 x \$108	\$648.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
5/2/2021	河北益澤醫療器械有限公司製造的成人口罩 575包 (一包10片) [(575 x 10)/50 x \$85]	\$9,775.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資

日期	內容	\$	捐款人	用途
15/3/2021	「愛的家」成人口罩26包 (一包10片) (26 x 10 x \$2.2)	\$572.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
17/3/2021	Centralin快人一泡自動泡沫洗手機 96部 x \$100	\$9,600.00	威萊集團(威露士)	保障學校所有教職員工的健康，以減輕他們的壓力
22/3/2021	《潑染空明》書籍2本x \$98	\$196.00	胡偉民顧問經,BBS友好梁穎明先生經本局教育事務部轉贈屬下中學	予學生閱讀
30/3/2021	科廣電子(東莞)有限公司 (Broad Tech)生產的成人口罩 8盒 x \$100	\$800.00	慈善團體香港善德基金會經新界校長會轉贈	為本校學生提供抗疫防疫物資
15/4/2021	「愛的家」成人口罩44包 (5種色; 一包25片) (44 x 25 x \$2.4)	\$2,640.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
15/4/2021	「愛的家」V99 中童口罩(十彩繽紛Fun) 10盒 x \$128	\$1,280.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
27/4/2021	《真三國無雙》電影換票證 26張 x \$60	\$1,560.00	譚毓楨副主席	予師生分享好戲
17/6/2021	「愛的家」V99 Sports 雙間成人口罩120包(每包5片; 淺綠色) (120 x 5 x \$2.56)	\$1,536.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
17/6/2021	「愛的家」V99成人口罩80包 (每包5片; 熊仔花紋) (80 x 5 x \$2.16)	\$864.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
17/6/2021	「愛的家」中童口罩20包 (每包25片) (20 x 25 x \$2.3)	\$1,150.00	外界經本局教育事務部轉贈屬校	為本校學生提供抗疫防疫物資
30/4/2021	樂活博覽及亞洲素食展2021門票50張 x \$20	\$1,000.00	柏堡活動策劃 (樂活博覽及亞洲素食展2021主辦機構)	向校師生及家長推介樂活博覽及亞洲素食展2021，感受素食及綠色生活的體驗
14/7/2021	百樂原子筆600支 x \$5	\$3,000.00	陳黎惠蓮副主席轉介百樂金筆(香港)有限公司捐贈屬校	為本校學生提文具
22/7/2021	金額為\$15,000的支票	\$15,000.00	信望愛慈善基金有限公司	鼓勵學生參與「信望愛慈善基金中國歷史學科獎」活動
Total		\$185,587.00		

保良局馬錦明夫人章馥仙中學
2020/2021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	2021/2022年度 新增/改善計劃項目
聘請監考兼職助理，讓科任老師有更充裕時間批改試卷及分析成績，檢討教學成效及作教學調適。	學生助教的協助能為每位老師減少約3.5小時的監考時間，符合預期目標。	NIL	NIL

德育及國民教育支援津貼報告 (2020/2021)

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	04／2021	\$1197 x 114學生 \$1197 x 13 老師 \$2,000 消耗品	中五級	因疫情關係未能舉辦境外考察團。	\$0

**二零二零—二零二一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

計劃統籌人姓名： 梁煥儀老師

聯絡電話： 21091133

甲. 計劃的各項活動資料

活動名稱	實際受惠對象學生人數#	平均出席率	活動舉辦期間/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)
樂器班	62	80%	10/2020-5/2021	1860	問卷	-	
書法班	4	80%	10/2020-5/2021	400	問卷	Kwok Shuk Kwan	
魔術班	2	100%	10/2020-5/2021	200	問卷	Hong Kong Education Services Centre	
總開支				\$2460			

備註:

對象學生：指領取綜援/學生資助計劃全額津貼及學校使用10%酌情權的清貧學生

保良局馬錦明夫人章馥仙中學
2020-2021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
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。	<ul style="list-style-type: none"> 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。資助學生修讀上述課程的費用總額如超過預算，將以擴大的營辦津貼支付。 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。 	2021年暑假期間	100%參與學生通過課程機構評審後獲頒畢業證明書	2020-2021年度有2名學生通過香港中文大學數學系的選拔而獲取錄修讀數學英才精進課程。該2名學生已修畢該課程並於最後通過評審而取得畢業證明書。1名學生於該課程取得"Distinction"的成績；另1名學生於該課程取得"Credit"的成績。由於其中1名學生因家庭經濟狀況(綜援家庭)而獲大學豁免學費，故2020-2021年度只有1名學生向學校申請學費資助。	學校資助： \$3,950 x 80% x 1 學生 = \$3,160

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
駐校 藝術家計 劃	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 資助中四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。 	<ul style="list-style-type: none"> 2020年9月至2021年8月 	<ul style="list-style-type: none"> 100%參與工作坊的學生掌握意念構想及製作作品的技巧。 100%學生於作品集上運用到所學的技巧創作作品。 	因疫情關係，本年度相關單位沒有進行藝術家駐校計劃，故沒有動用財政預算。	\$0
生態 學習 營	<ul style="list-style-type: none"> 提升學生對生物多樣性學的認識 提升學生對研習生態學的興趣及研習能力 	<ul style="list-style-type: none"> 數量：23 級別：S.5 甄選方式：對生態學有濃厚興趣及能力之學生 	<ul style="list-style-type: none"> 2020年9月至2021年8月 	<ul style="list-style-type: none"> 學生於活動完結後以小組形式交一份考察報告及作出匯報 	因疫情關係，生物學習營被相關單位取消，故沒有動用財政預算。	\$0
生物 科技 體驗 活動	<ul style="list-style-type: none"> 提升學生對研習生物科技的認識及興趣 	<ul style="list-style-type: none"> 數量：43 級別：S.5&6 甄選方式：對生物學有濃厚興趣並具備自行進行分子生物學實驗能力之學生 	<ul style="list-style-type: none"> 2020年9月至2021年8月 	<ul style="list-style-type: none"> 參與學生完成DNA凝膠電泳或製作相關生物科技產品 	因疫情關係，本年度相關單位沒有舉辦生物科技體驗活動，故沒有動用財政預算。	\$0

保良局馬錦明夫人章馥仙中學
2020-2021
學習支援津貼報告

本學年撥款：\$407,835

本學年總支出：\$456,879.1

上學年結餘：\$108,543

本學年結餘：\$59,498.88

本學年可用金額合共：\$516,378

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(\$)
全職輔導助理兩名	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。	342,030.42
言語治療	由專業言語治療師為有言語需要的學生進行訓練及評估，提升及改善有需要學生的咬字、表達等能力。	全年12節共12小時	18人	教師觀察、機構提供的報告	訓練導師表現專業，能引導學生投入參與，學生進步明顯。	26,250
藝術訓練小組	透過藝術形式(如繪畫、音樂、戲劇等)作為媒介，讓學生表達自身情感，協助舒緩壓力及讓學生建立支援網。	全年14節共21小時	8人	教師觀察、機構提供的報告	外購服務質素良好，學生能力得以提升。	28,800
英文讀寫小組	提升讀寫障礙或是英文能力較弱的特殊學習需要學生的英文能力，學習基本的英文知識及技巧，如發音、拼音、文法等，讓學生能夠應付日常課堂內容。	全年10節共10小時	8人	教師觀察、機構提供的報告、參加者意見	訓練導師投入度一般，訓練成效不明顯。	8,500
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10節共10小時	4人	教師觀察、機構提供的報告、參加者意見	外購服務質素良好，學生能力得以提升	9,500
情緒管理小組	透過遊戲方式，讓學生認識適當的社交行為及說話技巧，從而提升社交能力及改善相處問題。而且學生亦能從社交小組中建立支援網，擴闊社交圈子。	全年10節共10小時	5人	教師觀察、機構提供的報告	訓練導師表現專業，能引導學生投入參與，學生進步明顯。	12,000
興趣成長小組	培養及發展學生學術以外興趣，透過畫漫畫加強及訓練學生創意及定力。	全年7節共7小時	4人	教師觀察、參加者意見、機構提供的報告	外購服務質素良好，學生能力得以提升	4,760

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(\$)
生涯規劃課程	透過行業體驗讓學生了解得到該行業的運作、工作情況等等，讓學生更深入了解及反思自己未來的職業方向。	未有進行	/	/	/	0
共融活動	《同心·同路·同行》在校內推廣共融關愛意識，藉此希望全校學生共同建設和諧校園，亦從中達到去標籤化。。	整個學年	全校學生	教師觀察、參加者意見	因停課關係，本學年只舉辦了一次活動，學生都能投入參與。	11,393.6
口試助理	協助有特殊學習需要學生進行三人口試小組。	共2次	7人	教師觀察	導師表現專業，耐心引起學生學習動機。	3,262.5
購置學習資源	書籍、棋、考試用品 完成計劃獎勵同學用	整個學年				10,382.6

保良局馬錦明夫人章馥仙中學
全方位學習津貼
津貼運用報告
2020/21 學年

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*)	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
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	2020年9月-2021年8月 2019年9月-2020年8月	S1-S2	因疫情關係，本年度未有舉行訓練班 因疫情關係，該學年只上了2堂樂器班	\$0 \$94,595	E5	*		*		

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	2020年9月-2021年8月	S3-S5 (樂團團員)	因疫情關係，本年度未有舉行訓練班	\$0	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	2020年9月-2021年8月	S1-S5 (樂團團員)	因疫情關係，本年度未有舉行訓練班	\$0	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"	2020年9月-2021年8月	S1-S6	因疫情關係，本年度未有舉行訓練班	\$4,320	E5			*		
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	2021年3月至4月，共三天	中四學生	因疫情關係，本年度未有舉行中四領袖訓練營	\$0	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	2020年9月-2021年7月	S1-S5	因應疫情，大部份活動均未有舉行	\$0	E5			*	*	

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。	2020年9月-2021年8月	S1-S6	因應疫情，大部份活動均未有舉行，部份活動改為網上舉行。	\$30,900	E1			*	*	
第1.2 項總開支						129,815.00						

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)	2021年6月	S4 及 S5 旅遊與款待科學生	因疫情關係，活動最終未能舉行	\$0	E3 / E4	*	*			*

地理	台灣海岸地質考察團(5日4夜)	1.學生能應用地理科的基礎知識及學科概念 2. 透過參觀當地的海岸及地質景點，學生能： a) 探究台灣海岸與地質環境的獨有特徵與價值 b) 評論人類活動對台灣海岸與地質環境的影響 c) 反思能讓台灣海岸與地質資源利用達至可持續發展的方法 3. 通過實地考察，讓學生裝備「考察/探究式學習」的技能，如定立與驗證假設、資料搜集與分析等	2021年6月	S4 及 S5 地理科學生	因疫情關係，活動最終未能舉行	\$0	E3 / E4	*	*			*
MCEC	台灣歷史文化考察團	1. 透過考察當地的歷史文化景點，讓同學了解中華文化的特色及歷史的傳承 2. 透過考察當地的自然景點，了解濕地保育的重要性 3. 透過參訪學校，了解當地的校園環境和生活文化	2021年4月	S5全體學生	因疫情關係，活動最終未能舉行	\$0	E3 / E4		*			
				第1.3 項總開支		\$0						

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

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	\$129,815.00

*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：	688
受惠學生人數：	688
受惠學生人數佔全校學生人數百分比(%)：	100%

運用推廣閱讀津貼報告書

2020-2021 學年

第一部分：成效檢討

1. 目標成果檢討：

- 本年度受疫情影響，學生大部份時間主要是在家中進行網課或分級回校進行半日面授課堂，故此影響了一些擬推行的閱讀計劃及活動，因而未能順利進行。
- 由於教育局資助了學校參加香港教育城的e閱讀計劃，故此本校無需為此支付任何費用。唯學生對e閱讀計劃的興趣不大，大多在老師要求下才會登入教育城的網頁，欠缺主動性，成效並不理想。

2. 策略檢討：

- 學生回復半日回校上課後，每日有固定的時間留校，有助推動各項閱讀活動。
- 可舉辦一些較有趣味性的活動吸引學生參加。
- 購買新書以更換破舊及過時的書籍，以吸引學生借閱。

第二部分：財政報告

	項目*	實際開支（\$）
1.	購置圖書	\$22199.02
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	(免費)
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	
	<input 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	
4.	其他：_____	
	總計	\$22199.02
	結餘	\$40214.98

* 請在適當方格內加上「✓」號或以文字說明。

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
2020/21 學年

(一) 財務概況

A	本學年獲發撥款：	\$138,450
B	本學年開支：	\$780
C	須退還教育局餘款 (A - B)：	\$137,670

(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	0	\$0
學校書簿津貼計劃 (全額津貼)	0	\$0
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%)	38	\$ 780
總計	38	\$ 780 (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	其他學習經歷(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	\$ 480	32	*		*		
聯課活動	魔術班	\$ 50	1		*			
聯課活動	書法班	\$ 250	5					
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)	\$0	0	*	*			*
地理	台灣海岸地質考察團(5日4夜)	\$0	0	*	*			*
MCEC	台灣歷史文化考察團	\$0	0		*			
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	\$0						