

Po Leung Kuk Mrs. Ma Kam Ming-
Cheung Fook Sien College
School Report
2022/2023

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.

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.

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

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

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

This year, we continued to promote self-directed learning and help students consolidate their clear and positive identity. We hope that students can learn how to gradually regulate their learning with better use of a supportive environment conducive to self-directed learning (SDL) and teachers can develop their proficiency in conducting SDL. Also, we aim to help students to develop their self-efficacy and strengthen their social bonding and participation. At the school level, we have made efforts in cultivating an atmosphere of pursuit of individual success, excellence and dreams.

School Management

A school-based management system has been in place since our school was founded. Teachers are encouraged to participate in school policymaking 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 (1/4/2023-31/3/2024)

Chairman of Po Leung Kuk Cum School Supervisor:	Mrs Winnie W L CHAN
Supervisor:	Ms Angela O K LEONG, BBS
Sponsoring Body Managers:	Mrs Winnie W L CHAN Mr Andrew NGAN Mr Timothy T C CHAN Ms Loretta Y M LAM Mr W K AU Mr C H LAM
Alternate Sponsoring Body Manager:	Ms Florence H Y CHAN
Principal (Ex-officio Manager):	Ms Joanna Y K OR
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
Independent Manager:	Mr K K MA
Alumni Manager:	Ms W Y HONG

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

Major Concern 1 : Promoting self-directed learning

Targets: To provide resourceful environment to support SDL

To develop structured SDL time in senior forms

To strengthen teachers' proficiency in SDL

Achievements
<p>This was the second year of implementation of the school development plan. Overall, Despite the continued challenges brought by the COVID-19 pandemic, our school managed to make use of available resources to help students embrace self-directed learning so that their diverse learning needs can be better catered.</p> <p>(1) To provide a resourceful environment to support Self-Directed Learning (SDL)</p> <ul style="list-style-type: none"> • The supportive SDL resources and evaluation tools have been developed and introduced from S1 to S2 and S4 to S5. The success criteria were mostly met. • The use of evaluation tools in S1-S2 and S4-S5 has been enhanced. Learning objectives are clearly stated in the scheme of work, class diary and homework. Based on questionnaires, a high percentage of target students (89% in S1, 77% in S2, 91% in S4, and 76% in S5 students) were aware of the learning objectives of each lesson. • About seventy percent of students have developed habits of recording their learning process and using evaluation tools to assess or evaluate their learning progress regularly. • The resources to support SDL have also been enhanced. Subjects have improved the SDL resources in Google Sites and successfully taught students how to utilize the resources. As a result, around sixty percent of students now use the SDL resources in Google Sites regularly. • The use of tiered assignments has been enhanced. Subjects have indicated the level of difficulty in tiered assignments and encourages the students to utilize the evaluation tools and SDL materials. These measures enable the students to attempt higher level questions. Approximately seventy percent of students have attempted SUPREME level questions on a regular basis. <p>(2) To develop structured SDL time in senior forms</p> <ul style="list-style-type: none"> • The success criteria of this goal were met. • Lesson time was reallocated to provide regular SDL lessons for S4 and S5 2X classes. • The SDL team has recruited an experienced teacher specializing in SDL, enhancing the professional capacities of the SDL team. • SDL skills have been taught during the SDL lessons. According to school-based questionnaires, more than sixty percent of students now consistently apply the SDL skills in their learning. <p>(3) To strengthen teachers' proficiency in SDL</p> <ul style="list-style-type: none"> • The success criteria were achieved. The teachers' proficiency in SDL has been strengthened through professional collaboration and sharing. • Collaboration between S1 class teachers and professional organization has been established to enhance the teachers' capacities in leading the reflection activities. • Good practices of L&S, CSD, Chemistry, Chinese and Science subjects have been shared during the staff development day. Professional workshop about SDL has been organized during the staff development day. 100% teachers were highly positive about the workshop in terms of applicability to work.
Reflection
<p>(1) To provide a resourceful environment to support Self-Directed Learning (SDL)</p> <ul style="list-style-type: none"> • Most subjects have developed clear subject covers or standard templates showing the learning objectives explicitly. Teachers are also well aware of stating the learning objectives during the lessons. These practices make students well aware of the learning objectives of each lesson. It facilitates the students to evaluate their learning outcomes accordingly. • Students used various evaluation tools including learning objectives, teachers' feedback, rubrics,

exemplars, self-assessment, peer assessment, tiered assignments, subject Google Sites, reflection framework, etc as observed in exercise book inspection and lesson observation. The diversified tools can cater for the learners' diversity.

- Some teachers utilized Google Classroom or other electronic platforms more frequently than Google Sites to organize the learning content. However, the scattered distribution of SDL resources caused some students to spend additional time adjusting and adapting.
- Some subjects have incorporated tiered assignments in all assignments. Students could assess or evaluate their learning to attempt SUPREME level of questions.
- The regular reflection time incorporated in the curriculum time was resumed after the whole-day class resumption in Nov 2022. The regular reflection time provides material time for class teachers to interact with the students and help them to develop regular reflection habits.

(2) To develop structured SDL time in senior forms

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

(3) To strengthen teachers' proficiency in SDL

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

Feedback and Follow-up

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

- Subjects will utilize Google Sites and Google Classroom effectively and integratively. This will enable students to acquire SDL materials more effectively. Additionally, promotion of the accumulation of SDL materials in the subject-specific Google Sites will take place. Student feedback will be used to enhance the SDL materials for each subject. Furthermore, the content of SDL will be further developed to higher forms to scaffold students and provide them with a broader breadth of knowledge.
- With BYOD policy, students can acquire the latest and various learning resources on the Internet. Talks on effective and ethical uses of the Internet will be provided to enhance students' **information literacy**.
- The scope and frequency of using tiered assignment can be further enhanced in some subjects. This will effectively cater to the diverse needs of the learners and accommodate their diversities.

(2) To develop structured SDL time in senior forms

- The utilization of SDL lessons will be refined to support S6 students in applying the generic SDL skills they acquired in S4 and S5. Teachers can provide timely and effective intervention to individual students during lessons. Additionally, collecting students' performance and feedback can effectively inform subject teachers about how to improve their implementation of SDL. The PIE (Plan-Implementation-Evaluation) cycle, a framework for SDL, can be further enhanced to enhance students' self-directed learning capabilities.
- Instead of solely focusing on academic aspects, the goal settings of SDL lessons can be extended to encompass long-term goals, including career and **life planning**. This approach enables students to develop comprehensive and balanced life plans.

(3) To strengthen teachers' proficiency in SDL

- Outstanding teachers will offer open lessons to share effective teaching practices. Teachers who employ successful self-directed learning (SDL) strategies can then share these practices to enhance our colleagues' proficiency in SDL. Consequently, this will equip students with the necessary SDL skills to acquire **a broader breadth of knowledge and generic skills**, enabling them to effectively cope with future changes and achieve their life plans.

Major Concern 2 : Consolidating a clear and positive identity

Targets: To develop self-efficacy

To cultivate the atmosphere of pursuit of individual success, excellence and dreams

To strengthen social bonding and participation

Achievements

This year, activities and face-to-face classes were gradually resumed and we celebrated our school's 25th anniversary, giving us more opportunities to carry out our plan to help students re-develop their identity at school through class management and multifarious activities.

(1) Strengthen class management

- Upon resumption, a varied range of activities of the school year sprang to life in strong alignment to the main themes of the year: tolerance and respect.
- The theme has been reinforced through more visuals and mention in TV programmes and school activities (e.g. Sports Day and 25th Anniversary).
- 100% classes organized class-based activities related to the moral values of the year.
- All classes devised a plan for a class enhancement scheme in September.
- Two activities were held on a class basis. One was an activity to be held in Ocean Park; the other was Happy Friday 2.0.
- Self-efficacy average score has climbed over the last four years, from 2.35(2020) to 2.44 (2023) out of 4.
- Over 90% of students agreed that respect and tolerance for differences are crucial for strengthening social bonding.
- About 90% of students agreed that teachers have trust in them and empower them in setting up the class committee and organizing the activities.
- One class committee training was organized by the previous Student Union *Siri* and 2022-2023 Student Union *Puzzle*. The main focus was to introduce the student handbook and share their experiences in organizing activities.
- S4 students have been given reference materials on building their own Google Sites. The focus was on their own interests and achievements. They were polished and published on different occasions in their class teacher time.
- S4 class representatives are encouraged to set up Padlets for classmates to share their achievements and memories. A lot of joyful and proud moments were shared.
- Four life education lessons were specially designed for the S5 this year. Majority of the students responded in the survey embedded in the lesson: persistence and resilience in taking charges in life goal pursuit is the most important.
- The SENST (Special Educational Needs Support Team) has worked on the project SMILE in collaboration with our NGO partner *Hong Kong Sheng Kung Hui Welfare Tung Chung Integrated Services*. To improve the supporting network and the reporting system, two remarkable achievements were made: (1) monitoring students' emotion has been added as the first and regular item in our regular bi-weekly staff briefing, and (2) revising the reporting and supporting procedure for those mental health cases which have not yet received medical support.

(2) Refine cross-curricular activities arrangements

- As the pandemic rules retreated, a wide variety of the class activities were organized like workshops (e.g. *My Cup Noodles Factory*), visiting the Palace Museum and cleaning beaches.
- 25th Anniversary also required each class to prepare one short performance at lunch time (it is called *Showtime!*). Classes demonstrated their creativity and unity in all the activities above.
- More than 80% of students expressed that the school has provided a diversified range of activities and opportunities for students to show their talents. In the teacher's stakeholder survey, the results echoed the same view.
- More than 80% of students expressed that the activities this year can help them develop in a more diversified manner.
- More than 90% of students agreed that our class-based activity *Happy Friday 2.0* had expanded their horizons.
- Over 80% of student leaders expressed that the CCA (Cross-curricular Activities) Handbook by CCAC can help them handle their daily operation and activity preparation.

(3) Strengthen professional development

- A workshop of 'Mindfulness' was conducted for teachers on Staff Development Day 1. More than 90% of teachers agreed that the purpose of the workshop was achieved.
- Sharing sessions by colleagues have been organized to enrich teachers' mastery of skills to facilitate the students to be positive individuals through regular Pastoral Care Form meetings. Over 90% of teachers agreed that they had benefited from the sharing.
- More than 90% of teachers agreed that the tips / advice from Committees helped me to carry out the pastoral care tasks more effectively.
- Over 90% of teachers agreed that the meetings helped them promote positivity in class, .
- Over 90% of teachers expressed that they were inspired by the meetings to commit more to the teaching profession.

Reflection

(1) Strengthen class management

- Upon resumption, with the comparatively ample material time, the ideas could reach the students more effectively. One extra class teacher time (NICER time) has been used for presenting the ideas of tolerance and respect. The class boards by the students, as a result, were able to reflect the themes and their learning of the value in this year's competition. More classes are able to present their values in the board design. They were capable of making use of pictures to demonstrate their understanding of the values. Some classes may even add in the interactive elements to engage the audience. For example, a class made an "Inclusion Chess" which enables schoolmates to embrace inclusion through playing chess. Another class also made some pockets behind some 3D clouds to carry positive quotes related to different values, which can cheer schoolmates with different needs up.
- Collective efforts with broad support and consensus among teaching staff in the 25th anniversary and Annual Athletic Meet (resumed this year) have accelerated the consolidation of the class spirits and their sense of belonging to their communities on class level, House level and whole-school level.
- Self-efficacy was also given a boost when there were a lot of alumni's success stories shared and displayed during this school anniversary year.
- Self-efficacy of staff team was also showing record-high, with a higher sense of ownership through leading the team into building consensus around taking care of students' whole-person development, formulating policies and plans with a shared vision (NICER, an acronym of numerous qualities shared by both students and teachers) in our provision of diverse learning opportunities and support services to our students.
- **Breadth of knowledge** in national history and culture was a focus this year too. Ching Ming Festival was in the spotlight to nurture students' national identity through connecting values education with some KLAs and life-wide learning activities in a complementary manner.
- Class teachers and participants of the Pastoral Care Form meetings have evolved from an implementer of school policies to dynamic participants. Some of them have become influential members of panels. They are driven and a valuable asset to our sustainable support for our continuous improvement and development for students' whole-person development and lifelong learning.
- On the other hand, students' alertness to the importance of self-management to realizing personal goals has been eroded by the pandemic years. It takes time and channeled efforts to sharpen their skills.
- Amid the return to a typical learning life after the departure from the Covid years and slightly increasing need for mental health support, Hong Kong Sheng Kung Hui Welfare Council conducted *Students' Emotional Survey* in November 2022 confirmed to us that the changes were insignificant. Educating parents, raising students' awareness of mental health matters, their ability of self-help and willingness to seek help will certainly help to mitigate difficulties in their initial stage, however. Thanks to the above two steps, the teaching staff, as well as the administrative and clerical staff, are far much more aware of mental health issues and the resulting empathy and knowledge do great help to daily assistance to the students in need.

(2) Refine cross-curricular activities arrangements

- Activities and the strategies were fine-tuned in order to facilitate the students' exposure to a wider range of activities where they may find inspiration for their future and interests of development.
- There were a number of inter-house and inter-class activities in the last term, including ball games,

inter-house games, sports days, OLE day and Happy Friday 2.0. These activities were mainly co-ordinated by student leaders.

- Apart from adjusting the activities, strategies were adapted. To make the learning and such culture sustainable, student leaders were provided with training. Student leaders took part in PLK Leadership Training Camp to pass on the spirits of Po Leung Kuk and they also took part in training as coaches to help the budding student leaders in class committees.
- Training of the class committee in singing national anthem and school song was also organized. A self-directed learning approach, as a new strategy, was adopted.
- Training for students, on the other hand, also gave us insights into staff development. Briefing and debriefing skills are the finishing touches of the design. Their role and function should be secured.
- While Happy Friday 2.0 is taking roots in our structure and culture of class management and nurturing students' leadership skills, as reflected by some teachers in teachers' appraisal meeting and pastoral care form meetings, the administrative coordination by teachers-in-charge is indispensable in balance and betterment of the choices of class-based activities.

(3) Strengthen professional development

- A workshop of 'Mindfulness' was conducted for teachers on Staff Development Day 1 to inspire teachers to incorporate the concept of mindfulness into student activities that help students reflect on their identity positively.
- Compared with last year, there is a noticeable increase (20%) in the positive responses (more than 90%) to one of the questions in our school-based survey: I benefit from peer sharing in pastoral care or staff meetings.
- 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 counseling was another area in our professional development this year. Prior to their graduation year, the S5 of this cohort have experienced a special series of life education lessons which made use of one movie to facilitate their reflection on their own life goal and the determination they possess in the pursuit.
- Both students and teachers' benefited from the programme. The programme made a strong appeal to the pupils, which came as no surprise. The programme was constructed by the Career and Further Studies Committee in collaboration with QSiP (Quality School Improvement Project) in the previous year. It was a timely move in the approaching retirement of our Career Master. External resources played a crucial role in this success story.

Concluding remarks on Major Concern 2

- Personal growth is always on the top of our agenda. Through various schemes, we integrate all students into school life smoothly.
- To promote moral values and positive attitude of a school-based curriculum through platforms of Campus TV or lessons of different subjects as well as the life education lessons, the school junior forms adopt P.A.T.H.S. to Adulthood, which is aimed at promoting the holistic development of adolescents by developing their abilities in all aspects of life, recognizing their abilities, building bonds with others, helping them develop positive beliefs in life, and setting clear goals. The senior levels pursue similar goals by engaging in discussions about moral values based on their viewing of multimedia.
- We develop our school-based moral, civic and **national education** through the use of our campus TV programmes every Wednesday, and every year we organize some cross-curricular learning activities

strongly related to current events and issues such as Ching Ming Festival in 2023. All programmes are designed to **broaden their knowledge base** on which their **healthy lifestyle and national and global identity** are constructed.

- By leveraging external resources, which include the Healthy School Program with HKSKH, mentoring programme with our alumni, our school aims at facilitating the whole-person development of students, enhancing their self-efficacy via participating in the activities.
- We have a strong belief that cordial relationships between home and school as well as a harmonious and supportive peer network will be in the best interest of the students' personal development. Activities and schemes are carried out throughout the year to achieve the above goal include *S1 Guidance Day, Peer Counseling Program, Parents' Gathering and Parents' Day*.
- 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 particular students can receive additional learning and counseling support they need as recommended by medical specialists.
- In addition, we believe that SEN students, with guidance from our professional team, can develop their potential and generic skills so that they can be more confident and skillful in communication and socializing. Extra manpower is allocated to the provision of regular after-class tuition. Furthermore, services including speech therapy, expressive arts therapy and social skills training workshops offered by external providers are made available on campus.
- The SENST also actively organized a series of experiential activities to promote the value of respecting diversity to students and an inclusive culture.
- Overall, our school strives to create a supportive and inclusive learning environment, focusing on values education, student development through cross-curricular activities, and professional growth for teachers. We aim to foster a sense of belonging, self-efficacy, and holistic development among students, while providing necessary support for those with special educational needs.

Feedback and Follow-up

- **Self-management skills, as one of the 9 generic skills**, are to be enhanced this year through more reminders and design integrated into the operation of school activities.
- Happy Friday 2.0 will reach its final stage of adjustment in this school development cycle with a clear focus on coordination of activities across the junior and senior forms to promote the **(broad and balanced) breadth of knowledge** and community service.
- As previously mentioned, briefing and debriefing, through which the takeaway of each activity is secured, will be on our radar too. Staff development and planning of activities will include time for this to enrich a variety of values (e.g. caring and respect for others) and **generic skills (self-management skills and collaboration skills)** in students.
- The **Life Planning** Committee, on the other hand, will continue to collaborate with QSIP to expand the success to the S3 of the coming cohort.
- SENST will continue to work on a **healthy lifestyle** in terms of mental health. The focus should move to the awareness of mental health among the students through some activities on an individual or form basis promoting better self-understanding, supportive peer relationships and allowing students to nurture their mental development, in particular, improving their capacity of managing their emotions.

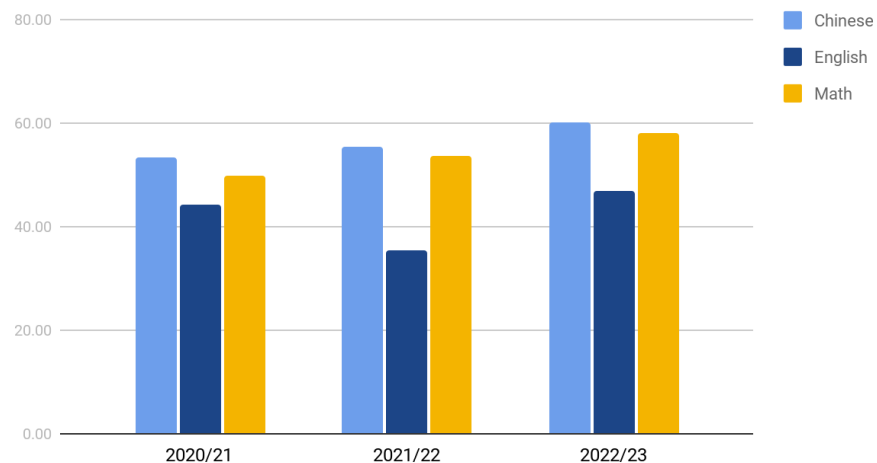
3. Student Performance

- 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**

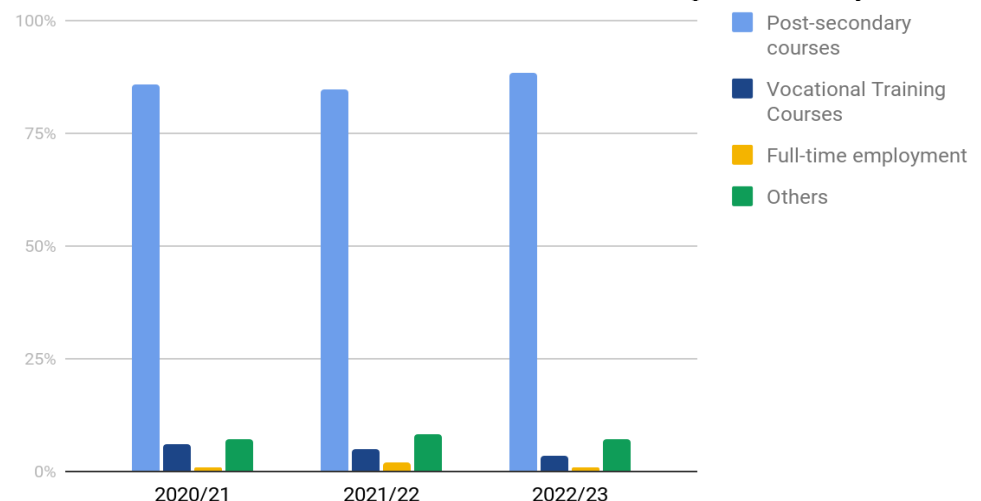


■ **Hong Kong Diploma of Secondary Education Examination**

- The percentage of meeting the general entrance requirements for local four-year undergraduate programmes is higher than the day school candidates in 2022/23. The percentages are 54.9%, 40.4% and 43.2% in 2020/21, 2021/22 and 2022/23 respectively.
- The percentages of attaining the eligibility to local sub-degree programmes/relevant civil service appointments of our school are higher than the day school candidates. The percentages are 85.9%, 84.8% and 85.5% in 2020/21, 2021/22 and 2022/23 respectively.

■ **Further Studies and Employment Statistics of Our Graduates**

- Most of our students will further their studies in the 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	
Hong Kong Secondary School Debating Competition (English)	Champion
73rd Hong Kong Schools Speech Festival S5 Girls Solo Verse (Non-Open) (English)	1st Runner-up
73rd Hong Kong Schools Speech Festival S1 Girls Solo Verse (Non-Open) (English)	1st Runner-up
The 14th English Radio Drama Competition 2022	Merit
3rd One Health COVID19 Writing Competition	Outstanding Writing Award
“Start the day full of energy” Slogan Design Competition organized by The Mental Health Department of the Education Bureau	2nd Place
Golden Bauhinia Bowl Award Penmanship Competition	Third-Class Award
STEAM	
Master Code Coding Competition - Minecraft (Secondary Schools Section) organized by the Hong Kong EdCity and Microsoft	Champion
PolyHack 2023 organized by The Hong Kong Polytechnic University	Best Chinachem Group Award
Drone Technology Competition 2022 organized by Bank of China, DJI Education and Po Leung Kuk	Champion
Artificial Intelligence and Innovation Technology Competition	Outstanding Functions and Interface Design Award
Girls Metaverse Hackathon organized by The Hong Kong Association for Computer Education	2nd runner-up
Cyber Youth Program 2022 organized by Hong Kong Internet Registration Corporation Limited	Merit
Business	
Business Excellence Contest 2022/23 organized by Hong Kong Community College of The Hong Kong Polytechnic University	Judges Commendation
Qianhai-Guandong-Hong Kong -Macao -Taiwan Youth Innovation and Entrepreneurship Competition	Outstanding Award

(ii) Non-academic performance

- Students in general are eager to explore their own potential and the world. Given a lot of opportunities, they took part in the activities in the post-pandemic era 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 25th Anniversary celebration events, Little Entrepreneur, Sports Day etc. offering them plenty of first-hand experience of programme planning and leadership, thus enabling themselves to discover and develop

their potential.

- Regardless of the impact from the pandemic, 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, students responded enthusiastically to the work of their schoolmates or teachers. The 25th Anniversary in this school year could not have been so successful but for their vibrant and proactive participation and commitment. The two guests in Sports Day, who are currently representing Hong Kong in international sports competitions, would not have been so impressed if there had not been the electrifying atmosphere and genuine and engaging reception by the students who were also joined by the alumni as part of our tradition in Sport Day. Other subject-based activities like English Day and Little Entrepreneur were able to attract the crowd in lunch and after school.
- Apart from those within the campus, students' performances outside school were equally brilliant. Their participation in MVPA60 (Sports activities supported by the Education Bureau) and some athletes swept a multitude of awards at the swimming competition, showcasing their exceptional skills and leaving a lasting impression on the audience. The championship fight of the inter-school volleyball competition and 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. Happy Friday 2.0 is organized by the classes themselves. It is not uncommon to see cleaning beaches or visiting the underprivileged on their agenda.

- Students participation in intercollegiate projects and uniform teams

	S1-3			S4-6		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
Total no of students participate in intercollegiate projects	60	30	115	40	34	135
Total no of students participate in uniformed groups and social service groups	37	57	136	40	13	40

- Major Prizes and External Awards in Sports and Arts

Contests / Competitions	Prizes / Awards
Sports	
Hong Kong Karatedo Youth Game 2022 organized by Leisure and Cultural Services Department & the Karatedo Federation of Hong Kong	2nd runner up of Girls Junior (aged 12-13)
Hong Kong Youth Athletics Age Group Championship	The 2nd runner-up of 4x400m of Girls U16
2023 Hong Kong Inter-School(Multi-Ball Style) Dodgeball Championship	The 1st Runner-up of Junior Form
Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala	Champion of Girls' Junior 50m Butterfly
Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Girls A Grade Badminton Competition (2022-2023)	Champion
Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Handball Competition (2022-2023)	The 1st runner up of GIRLS' U15

Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Handball Competition (2022-2023)	The 2nd runner up of GIRLS' U15
Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Athletic Championships (2022-2023)	<p><i>Boys</i></p> <ul style="list-style-type: none"> • The 4th place of Long Jump and High Jump (BOYS' A GRADE) • The champion of High Jump (BOYS' B GRADE) • The 1st runner up of Long Jump and High Jump (BOYS' B GRADE) • The 2nd runner up of Discus (BOYS' B GRADE) • The champion of Javelin and High Jump (BOYS' C GRADE) • The 4th place of 4x400m Relay (BOYS' C GRADE) <p><i>Girls</i></p> <ul style="list-style-type: none"> • The 2nd runner up of 400m (GIRLS' C GRADE) • The 2nd runner up of Shot up (GIRLS' C GRADE) • The 1st runner up and 2nd runner of Discus (GIRLS' C GRADE) • The 4th place of Shot Put (GIRLS' B GRADE)

Contests / Competitions	Prizes / Awards
Sports (Cont'd)	
Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Swimming Championships (2022-2023)	<p><i>Boys</i></p> <ul style="list-style-type: none"> • 2nd runner up of Boys' A Grade 50m Backstroke • 1st runner up of Boys' A Grade 100m Freestyle • 2nd runner up of Boys' A Grade 4x50m Freestyle Relay • Champion of Boys' C Grade 200m Freestyle • Champion of Boys' B Grade 200m Breaststroke • 1st runner of Boys' B Grade 50m and 100m Breaststroke • 1st runner of Boys' B Grade 50m Butterfly • 1st runner up of Boys' C Grade 50m Backstroke • 2nd runner of Boys' B Grade 50m Breaststroke • Champion of Boys' B Grade 4x50m Medley Relay • 1st runner up of Boys' C Grade 4x50m Freestyle Relay <p><i>Girls</i></p> <ul style="list-style-type: none"> • Champion of Girls' B Grade 200m Backstroke • 1st runner of Girls' B Grade 100m and 200m Freestyle • 2nd runner of Girls' B Grade 50m Backstroke • 2nd runner of Girls' B Grade 100m Freestyle and Backstroke • Champion of Girls' B Grade 4x50m Freestyle Relay • Champion of Girls' C Grade 50m Butterfly, Breaststroke and Freestyle • 1st runner of Girls' C Grade 100m and 200m Breaststroke
Islands' District Anti-drug 3 on 3 basketball competition	2nd runner-up of Boys' Junior
HKFEW Wong Cho Bau Secondary School 20th Anniversary Sports Day Friendly Inter-school Relay	HKFEW Wong Cho Bau Secondary School 20th Anniversary Sports Day Friendly Inter-school Relay

Contests / Competitions	Prizes / Awards
Arts	
75th Hong Kong Schools Music Festival (2023)	Second Place in Guitar Solo - Intermediate
Jockey Club Student Drawing Competition	Merit
Tung Chung Eco-Shoreline Creative Competition Junior Secondary Category	Merit
“Build Your Dream @ Tung Chung Reclaimed Land” Coloring Contest and Drawing Competition	Merit
Infrastructure.Conservation@Tung Chung West" Hoarding Decoration Design Competition	<i>Junior Secondary Category:</i> <ul style="list-style-type: none"> ● Champion ● First Runner-up ● Second Runner-up ● Merit <i>Senior Secondary Category:</i> <ul style="list-style-type: none"> ● Merit
The Christian The Faith Hope Love Church Yat Tung Kindergarten 20th Anniversary slogan and drawing competition	<ul style="list-style-type: none"> ● Champion ● 1st runner up ● 2nd runner up ● Merit

6. Financial Summary

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$15,211,487.42		
	Income \$	Expenditure \$
I. GOVERNMENT FUNDS		
1. EOEBG Grant		
a. School Specific Grants		
• Administration Grant	4,330,567.59	4,266,281.63
• Capacity Enhancement Grant	654,502.00	12,900.00
• Composite Information Technology Grant	574,241.00	468,673.78
• School-based Educational Psychology Service Grant	111,488.00	95,217.30
• Air-conditioning Grant	622,801.75	215,205.00
• School-based Management Top up Grant	51,615.00	62,400.00
• School-based Speech Therapy Administration Recurrent Grant	8,258.00	5,779.00
• School-based Support Scheme for Schools with Intake of Newly Arrived Children	17,691.00	0.00
Sub-total:	6,371,164.34	5,126,456.71
b. Non-School Specific Grant (Baseline Reference)		
• Income	2,486,186.33	
• School & Clas Grant Expenses		2,782,104.16
• Lift Maintenance Grant Expenses		129,890.00
• Composite FE Grant Expenses		1,533,580.94
• Programme Fund WS Grant Expenses		12,830.10
• Air Cond Grant for prep room of lab		17,464.15
Sub-total:	2,486,186.33	4,475,869.35
(2) Grant Accounts Outside EOEBG	5,821,321.00	6,758,294.90
II. SCHOOL FUNDS		
• Tong Fai	107,440.00	
• Donation (Note)	223,695.00	
• Profit from Sale of Exercise Books and School Uniforms	1,035.90	
• Tuckshop Rental Received	44,000.00	
• Other Income Received	764,350.60	
• City Lion Scholarship Bank Interest	191.14	
• Expenditure		879,800.24
Sub-total :	1,140,712.64	879,800.24
Total:	15,819,384.31	17,240,421.20
Total Surplus at the school year end 22/23 (Unaudited as at 8.11.2023)		\$13,790,450.53

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
2022/2023 年度學校接受捐贈項目

日期	內容	\$	捐款人	用途
29/8/2022 (批核日期為 2022/23 年度)	隆菲醫療 KN95 醫用防護口 罩 (由青島隆菲醫療器械有限 公司製造) 4,000 個 x \$5	\$20,000.00	燕然基金會經本局教 育事務部轉贈屬校	為本校提供抗疫防疫物 資
23/9/2022	XYRO 一次性成人防護口罩 (由廣東寶塑科技有限公司製 造) 806 盒 (每盒 50 個) x \$145	\$116,870.00	香港特別行政區政府 教育局	予有經濟需要的學生及 讓學校作應急之用
18/11/2022	「愛的家」成人口罩 1,500 個 (分別有 5/10/20/25 個 1 包; 有 彩色/花紋/淨色不同種類) 1,500 x \$2.56	\$3,840.00	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
18/11/2022	「愛的家」中童口罩 550 個 及小童口罩 450 個, 即共 1,000 個 (5 個一包, 共 200 包; 有花紋) 1,000 x \$2.6	\$2,600.00	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&7/12/2022	「同窗共濟」祝福行動獲得 黃廷芳慈善基金捐款採購 Goldsite SARS-CoV-2 Antigen Kit (Colloidal Gold 快速檢測 劑 3,015 劑 (每盒 1 劑) x \$15	\$45,225.00	保良局舉辦籌募活動 「同窗共濟」, 向校 董、家長、校友等呼 籲捐款用作購買抗疫 物資。是次捐贈獲得 黃廷芳慈善基金捐款 採購抗疫物資	為本校學生提供抗疫防 疫物資
5/12/2022	POWECOM KN95 Protective Mask (non-medical) 成人口罩 (由 Guangzhou Powecom Labor Insurance Supplies Co., Ltd. 製造) 40,100 個 (每 10 個 一包, 即 4,010 包) x \$10	\$401,000.00	香港特別行政區政府 教育局	予有經濟需要的學生及 讓學校作應急之用
9/12/2022	新型冠狀病毒(SARS-CoV-2) 抗原快速測試 (由 InTec Products. Inc. 製造) 13,635 劑 (每盒 5 劑, 共 2,379 盒) x \$10	\$136,350.00	香港特別行政區政府 教育局	予有經濟需要的學生及 讓學校作應急之用
13/12/2022	楊千嬅演唱會 2022 門票 10 張 x \$680	\$6,800.00	李何芷韻副主席轉贈 屬校	予屬校職員/學生觀看 演唱會
14/12/2022	保良局與黎炳昭藝術發展基 金聯合舉辦「美好明天」繪 畫比賽, 並獲黎炳昭先生惠 贈畫作 29 幅, 而本校獲轉贈 2 幅	\$0.00	黎炳昭先生	供師生等人欣賞

日期	內容	\$	捐款人	用途
12/1/2023	本校成功申請參與計劃，獲批捐贈金額\$100,000	\$100,000.00	香港賽馬會慈善信託基金所資助的賽馬會數碼「悅」讀計劃(「計劃」)	提升閱讀風氣
17/1/2023	690 包養生世家湯包，每包 \$15	\$10,350.00	香港關愛扶貧協會捐贈本局湯包轉贈屬校，讓屬校學生轉贈給長者	培養學生關愛助人的行為
17/2/2023	Hightop SARS-CoV-2 Antigen Rapid Test (由 Qingdao Hightop Biotech Co., Ltd.製造) 快速抗原測試 13,635 劑 (每盒 1 劑) x \$15	\$204,525.00	香港特別行政區政府教育局	予有需要的學生及讓學校作應急之用 (由 2023 年 3 月 1 日起教育局取消中學生每日回校前必須完成一次快測的要求)
23/6/2023	YAMAHA 數碼鋼琴一部	\$22,800.00	本校校長柯玉琮女士	達至「一生一藝術」是本校目標之一。為提升校園的藝術氛圍及慶賀銀禧校慶，柯玉琮校長捐贈了一部數碼鋼琴，放置於本校近大堂位置，讓學生在日常活動範圍中，輕易便可接觸並欣賞藝術美學
7/7/2023	雀巢甜筒 720 支(即 30 箱) x \$7 = \$5,040 鴻福堂飲品 30 箱(即 720 支) x \$68 = \$2,040	\$7,080.00	本校家長教師會	為慶祝 25 周年校慶，增進歡樂氣氛，來賓於學校開放日其間獲得蓋印後可獲贈雪糕或飲品
7/7/2023	香港故宮文化博物館標準門票 100 張 x \$50	\$5,000.00	民政及青年事務局	予有需要人士及莘莘學子參觀香港故宮文化博物館，欣賞來自北京故宮博物院的珍貴文物
	Total	\$1,082,440.00		

保良局馬錦明夫人章馥仙中學
2022-23 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	2023/2024 年度 新增/改善計劃項 目
聘請監考兼職助理，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 3.77 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

德育及國民教育支援津貼報告 (2022/2023)

上學年結餘：\$530,000

本學年開支：\$0

本學年結餘：\$530,000

項目	目標	策略/工作/活動簡介	時間表/ 舉行日期	所需資源	受惠學生 (級別)	評估結果	實際開 支(\$)
1	加強學生的國民身分認同及對國家的認識	透過實地考察與當地學生交流，了解國情	04/2023	\$1197 x 114 學生 \$1197 x 13 老師 \$2,000 消耗品	中五級	因疫情關係未能舉辦境外考察團。	\$0

二零二二/二三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) 259 名

(包括 A. 領取綜援人數：59 名，B. 學生資助計劃全額津貼人數：156 名及 C. 學校使用酌情權而受惠的清貧學生人數：44 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	16	0	44	75%	22 年 9 月 - 23 年 8 月	11,400	學生表現 (參與不同的表演活動)	/	一學生投入參與活動，只有短短一年的時間，於學校慶典有優異的表現。 一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。 一學生會主動籌組活動 (Band Show)，可見學生積極投入活動。
全方位學習活動 海洋公園門票及車費	42	153	0	90%	22 年 11 月 25 日	11,686	學生表現	/	
書法班	1	3	0		22 年 9 月 - 23 年 8 月	400	學生作品	/	一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。
活動項目總數：3									
@學生人次	59	156	44		總開支	23,486			
**總學生人次	259								

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活動提供意見？他們是否滿意計劃的服務？

(可選擇是否填寫)

/

保良局馬錦明夫人章馥仙中學
2022-2023 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。 	2023 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	全部 6 位學生均通 過課程評審並獲頒 畢業證書	\$11,092

課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	學生習 作	課程 / 學生表現評 核	財政支出
資優課程	透過大學開辦的多元化資優課程，為本校的資優學生提供富挑戰性的學習環境，為他們在常規課堂以外，開闢另一個學習空間，讓他們充分發掘及發揮潛能，盡展所長。	<ul style="list-style-type: none"> 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。 	2022 年 9 月至 2023 年 8 月	100%學生完成有關資優課程	<p>十位中四學生申請資助修讀中文大學提供的暑假資優課程，經篩選後，共有五個合資格的申請。</p> <p>經中大篩選後，兩位中四學生順利完成，並有一名同學取得優異成績。</p>	\$3,842

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"> 資助中四及中五級修讀視覺藝術科的學生。 鼓勵有興趣的學生報名，其中視藝科考試成績優異及曾獲校外藝術比賽獎項者獲優先推薦。 	2022 年 9 月至 2023 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。 	因為本校未有找到合適的藝術家，加上本年為疫情後首個學年，需時為學生進行較基礎的繪畫訓練，故今年未有聘請駐校藝術家。	\$0

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
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 	2022 年 9 月至 2023 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 	因為本校未獲得主辦組織抽中參與生態學習，所以未能進行生態學習營。	\$0

保良局馬錦明夫人章馥仙中學
2022-2023
學習支援津貼報告

本學年撥款：\$557 460

本學年總支出：\$446 508.82

上學年結餘：\$16 687

本學年結餘：\$127 638.18

本學年可用金額合共：\$574 147

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。	361 430.12
音樂藝術治療	透過音樂作為媒介，讓學生表達自身情感，協助紓緩壓力及讓學生建立支援網。	全年 15 節共 15 小時	6 人	教師觀察、機構提供的報告	導師表現專業，能引導學生投入參與，學生進步明顯	15 000
中文讀寫小組	提升讀寫障礙或是中文能力較弱的特殊學習需要學生的中文能力，學習基本的中文知識及技巧，如字型、讀音、閱讀理解等，讓學生能夠應付日常課堂內容。	全年 15 節共 15 小時	8 人	教師觀察、機構提供的報告、參加者意見	學生認同課堂令他們閱讀解和作文有進步。	12 750
專注力訓練班	提升學生的專注力。	全年 10 節共 10 小時	7 人	教師觀察、機構提供的報告	服務質素良好，學生能力得以提升	8 500
執行技巧訓練	提升學生的自理能力。	全年 15 節共 15 小時	6 人	教師觀察、機構提供的報告	學生進步不明顯	12 750
生涯規劃體驗項目	推廣生涯規劃理念，提供職業導向資訊、訓導及實習。	2 節共 6 小時	5 人	參加者意見	服務質素良好，學生感到有興趣	2 346

多元智能興趣班	讓學生學會與人溝通技巧、團隊精神，以及學會欣賞和尊重	全年12節共21小時	16人	教師觀察、參加者意見	能促進學生的社交技巧及自信	2 065.5
共融活動	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。 《SMILE》精神健康計劃、歷奇訓練日營及社區體驗	整個學年	全校學生 部份學生	教師觀察、參加者意見	成長課能帶出共融意識。 SMILE 體驗活動，學生都能投入參與，學到減壓技巧。日營及社區體驗能擴闊學生視野。	17 997.2
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	8人	教師觀察	能按老師指示，為語障學生提供恰宜機會表達己見。	1 890
購置學習資源	書籍、考試用品、完成計劃獎勵同學用禮物	整個學年				11 780

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
2022/23 學年

為提高透明度及根據一貫安排，學校須把經校董會／法團校董會／學校管理委員會審批的全方位學習津貼運用報告或載有全方位學習津貼運用報告的學校報告上載至學校網頁。

第1項：舉辦／參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開支 用途 *	範疇 (請選擇 適用的選項, 或自行填寫)	評估結果	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
			級別	總參與 人數						智能發展 (配合課	價值觀 教育	體藝發展	社會服務	與工作 有關的經
1.1	本地活動：在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或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													
1	樂器班	2022年9月-2023年8月	中一至中二	240	\$153,320.00	\$638.83	讓學生認識及掌握演奏樂器基本技巧	藝術（音樂）	各樂器班均有進行活動，學生以混合模式參與活動。 各樂器班每班均有70%的出席率。 各樂器班的學員表現稱職和積極，以此認識和學習演奏樂器的基本技巧。	✓		✓		
2	樂器延伸培訓班	2022年9月-2023年8月	中三至中五 (樂團團員)	45	\$12,600.00	\$280.00	提供機會予參與學生，進一步掌握演奏樂器技巧 為樂團排練提供小組技巧訓練，提高樂團訓練排練質素	藝術（音樂）	各樂器延伸培訓班均有進行活動，學生以混合模式參與活動。 樂器延伸培訓班成員全年均有70%的出席率。 各樂器延伸培訓班的學員表現稱職和積極，以此進一步提升演奏樂器技巧。	✓		✓		
3	樂團訓練	2022年9月-2023年8月	中一至中五 (樂團團員)	107	\$21,450.00	\$200.47	讓參與學生接受樂團訓練，體現團體生活 透過社區演出，讓學生能參與社會服務，培育公民責任	藝術（音樂）	各樂團均有進行活動，學生以混合模式參與活動。 各樂團均有70%的出席率。 各樂團為校園未來舉行的活動作練習，學員表現稱職和積極。	✓		✓	✓	

4	校隊訓練班	2022年9月-2023年8月	中一至中六	250	\$174,432.00	\$697.73	讓參與學生接受有系統訓練 透過校外比賽，讓學生投入參與，體現團體合作精神	藝術（體育）	整體而言，本年度大部份校隊均有進行實體訓練，學生反應積極，出席率達70%以上。 校外比賽方面，因疫情變化不定及特別假期，所以只有男子甲組羽毛球，游泳及田徑能參與比賽，並取得理想成績。籃球馬拉松比賽亦能於7-8月進行。			✓		
5	中四領袖訓練營	2023年3月至4月，共兩天	中四學生	105	\$0.00	\$0.00	讓學生能認識自己，勇於承擔，同時確立服務社會的志向；讓學生提升個人自信心及訓練獨立思考能力；增強解難、溝通技巧和決策能力；建立團隊精神	領袖訓練	因疫情關係，本年度未有舉行中四領袖訓練營		✓		✓	
6	制服團隊	2022年9月-2023年8月	中一至中五	63	\$5,866.00	\$93.11	讓學生學習團隊合作精神 透過不同的團隊活動，學生可學到不同的生活技能		各制服團隊均有進行活動，部份學生提供混合模式讓學生也可在家參與活動。 各制服團隊均有70%的出席率。 各團隊也有為校園舉行的活動提供服務，如急救服務、升旗等禮儀活動，表現稱職。			✓	✓	

7	其他學習經歷	2022年9月-2023年8月	中一至中六	664	\$110,810.47	\$166.88	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。 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。	全方位學習	本年度大部份學會均如期進行活動，學生反應積極，出席率達70%以上。 疫情關係，大部份表演場所關閉，加上限聚令，OLE活動因而取消。 Happy Friday2.0順利舉行，學生反應熱烈。			✓	✓	
(如空間不足，請於上方插入新行。)														
第1.1項總計				1,474	\$478,478.47									
1.2	境外活動：舉辦或參加境外活動／境外比賽，擴闊學生視野													
1	台灣海岸地質考察團(5日4夜)	2023年6月	中四及中五修讀地理科之學生	58	\$0.00	\$0.00	學生能應用地理科的基礎知識及學科概念 透過參觀當地的海岸及地質景點，學生能探究台灣海岸與地質環境的獨有特徵與價值；評論人類活動對台灣海岸與地質環境的影響；及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 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	學科活動	因疫情關係，活動最終未能舉行	✓	✓			✓
(如空間不足，請於上方插入新行。)														
第1.2項總計				58	\$0.00									
第1項總計				1,532	\$478,478.47									

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

編號	項目	用途	實際開支 (\$)
1			
2			
3			
(如空間不足，請於上方插入新行。)			
第2項總開支			\$0.00
第1及第2項總開支			\$478,478.47

第3項：受惠學生人數

全校學生人數：	664
受惠學生人數：	664
佔全校學生人數百分比 (%)：	100%
全方位學習聯絡人姓名	梁煥儀
職位：	老師

*** 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、營舍費用、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所舉辦之課程、活動或訓練費用
E2	交通費	E7	設備、儀器、工具、器材
E3	境外交流／比賽團費（學生）	E8	消耗品
E4	境外交流／比賽團費（隨團教師）	E9	學習資源（例如學習軟件、教材套）
E5	專家／導師／教練費用		其他（請說明）

保良局馬錦明夫人章馥仙中學

運用推廣閱讀津貼報告書

2022-2023 學年

第一部分：成效檢討

1. 目標成果檢討：

- 本年度購買了 eClass 的中英文電子書，透過 eClass 平台推動學生進行網上閱讀已初見成效，部份班別的學生已建立了網上閱讀的習慣。
- 本年度用作購買課外書的支出超過六萬元，購書量大增，為學生增添大量新的閱讀資源，有助提升學生的閱讀興趣及推動校內的閱讀風氣。

2. 策略檢討：

- 購買更多新書，吸引學生借閱，提升同學的閱讀興趣。
- 多舉辦一些較有趣味性的活動吸引學生參加。
- 加強宣傳，推動校內的閱讀風氣。

第二部分：財政報告

	項目*	實際開支（\$）
1.	購置圖書	
	<input checked="" type="checkbox"/> 實體書	\$29471.72
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	\$34960
	<input checked="" type="checkbox"/> 其他計劃： <u>eClass 網上閱讀資源</u>	
3.	閱讀活動	
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	\$2000
	<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	\$66431.72
	結餘	\$60401.28

* 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
2022/23 學年

(一) 財務概況

A	本學年獲發撥款：	\$87,750
B	本學年開支：	\$18,200
C	須退還教育局餘款 (A - B)：	\$69,550

(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	50	\$15,000
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%)	24	\$ 3,200
總計	74	\$ 18,200 (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	\$ 18000	70	*		*		
聯課活動	魔術班	\$ 100	1		*			
聯課活動	書法班	\$ 100	2					
1.3	舉辦或參加境外交流活動或比賽, 擴闊學生視野							
地理	台灣海岸地質考察團(5 日 4 夜)	\$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	\$18200	73					

保良局馬錦明夫人章馥仙中學
「公民與社會發展科津貼」運用報告

2022/23 學年

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源	\$ 4,380
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	\$ 1,896
iii.	舉辦和公民科課程相關的校本學習活動	\$ 0
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	\$ 0
v.	其他（請註明）：不適用	\$ 0
	總開支金額	\$ 6,276
	津貼餘款	\$ 287,034

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Our school was provided with additional funding by the Education Bureau in the 2022/23 school year. Support measures are as follows:

(1) Enhancing the support for learning of Chinese of NCS students in the 2022/23 school year:

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

- In-class support provided in Chinese Language lessons
 - Pull-out learning: S1 to S6
 - Co-teaching/In-class support: S3, S4, S6
 - Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials: S1 to S6
- Chinese learning groups: S1, S2, S5

(2) Creating an inclusive learning environment

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

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

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