

Po Leung Kuk Mrs. Ma Kam Ming-  
Cheung Fook Sien College  
Annual School Report  
2021/2022

### **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.

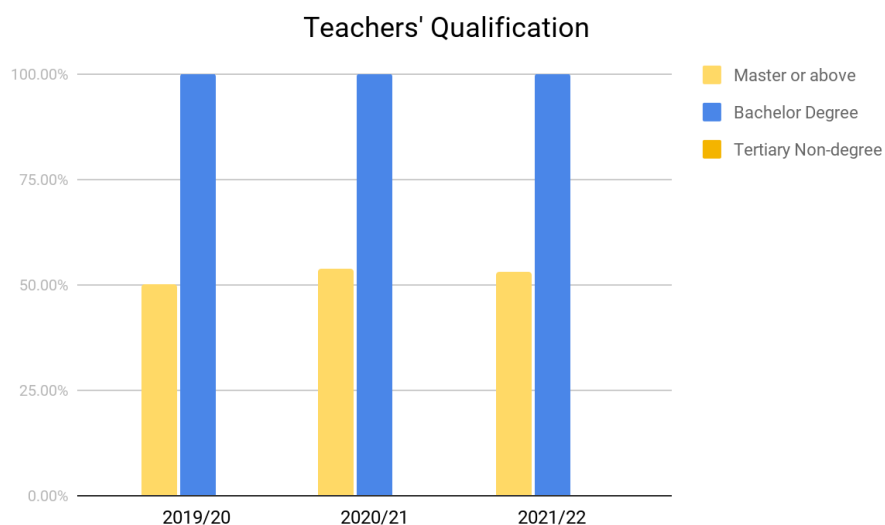
## Number of Operating Classes and Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Boys	46	54	62	47	53	47	305
No. of Girls	74	65	47	56	61	52	349
Total No. of Enrollment	120	119	109	103	114	99	664

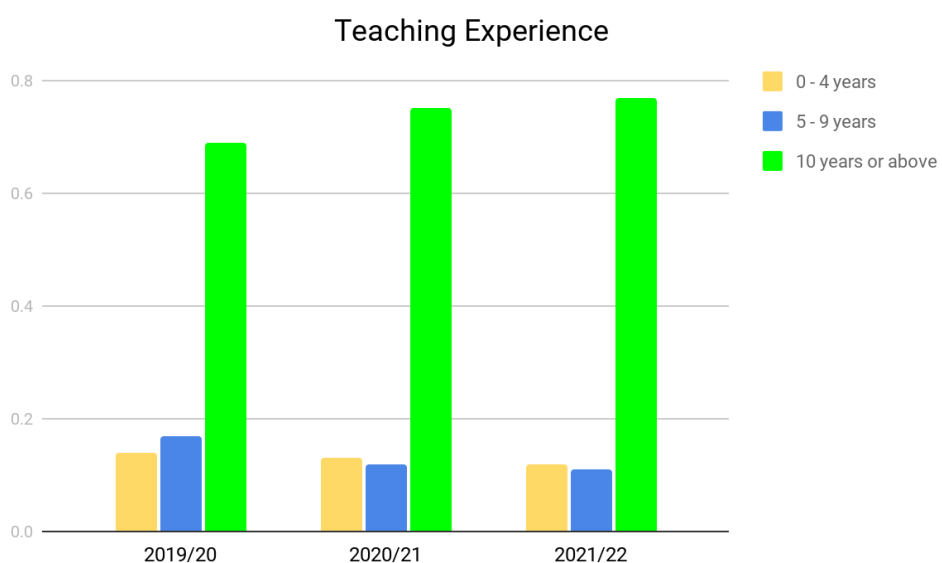
## Students' Attendance and Number of Dropouts

Leave	S1	S2	S3	S4	S5	S6
Attendance Rate	98.2%	99.7%	99.3%	97.5%	98.8%	98.8%
No. of Dropouts	0	3	4	1	2	0

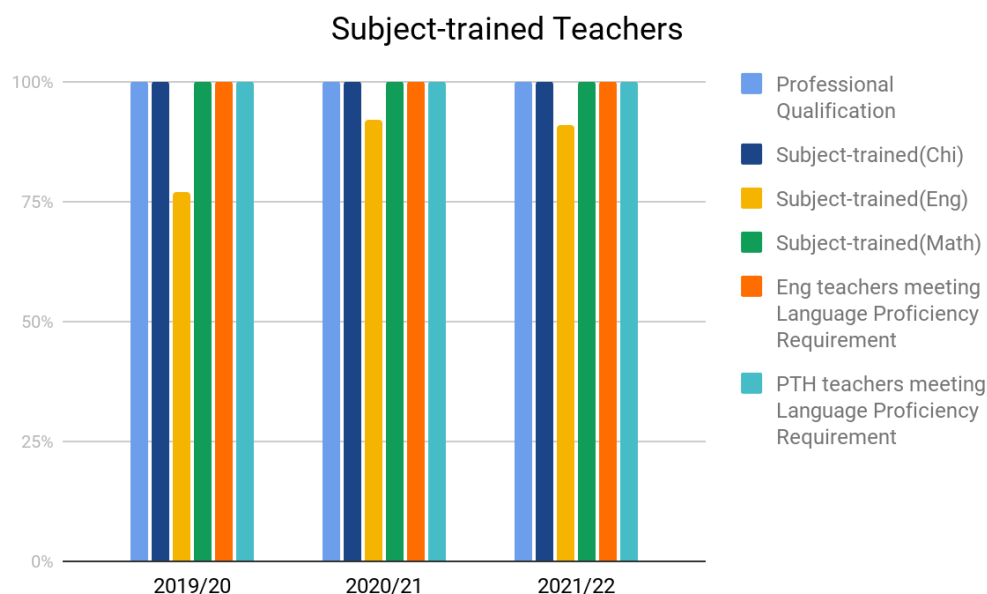
## Teachers' Qualifications



## Teaching Experience



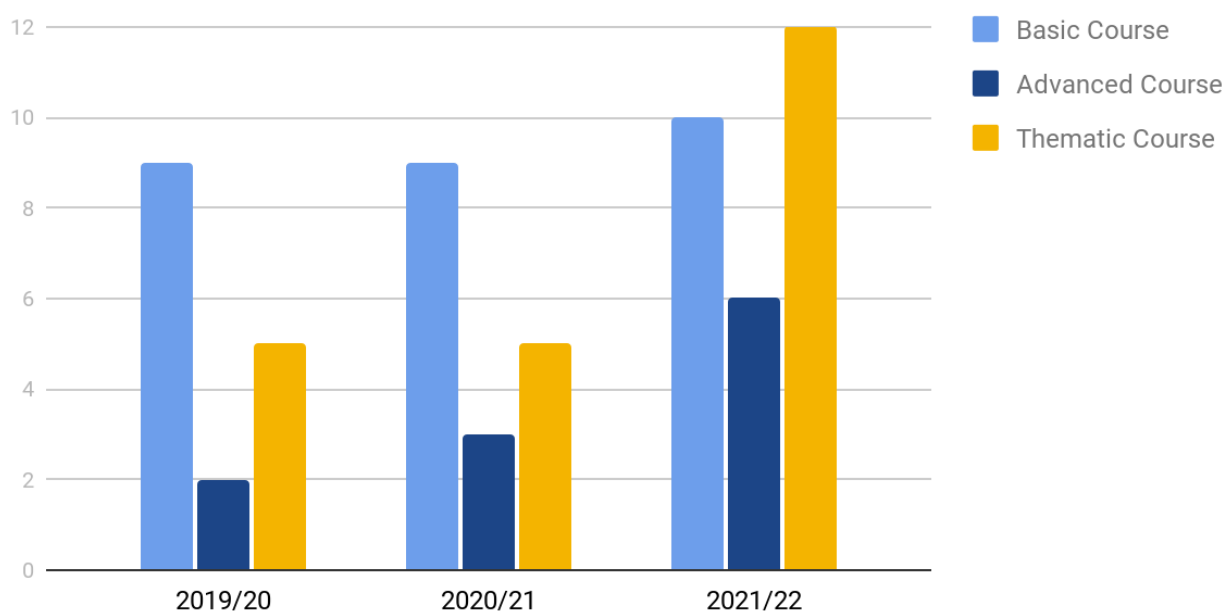
## Subject-trained Teachers



## Number of Continuing Professional Development Hours

	Average no. of CPD hours per teacher	No. of CPD hours of the Principal
2019/20	37.7	117
2020/21	34.4	7
2021/22	43.6	109

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



## 2. Evaluation of Annual School Plan

Overall, Major Concern 1 aims to promote self-directed learning in the school in order to increase the overall learning and teaching effectiveness. There are three intended outcomes to achieve for Major Concern 1 in the 3-year school development plan:

1. To provide a resourceful environment to support SDL
2. To develop structured SDL time in senior forms
3. To strengthen teachers' proficiency in SDL

### Major Concern 1 : Promoting self-directed learning

Achievements
<p>(1) To provide a resourceful environment to support SDL</p> <ul style="list-style-type: none"> <li>● The success criteria were mostly met.</li> <li>● The use of evaluation tools in S1 and S4 have been enhanced. Learning objectives were stated in the S1 to S4 scheme of work, class diary and homework. Most target students (80% S1 and 85% S4 students) knew the learning objectives of each lesson. Based on questionnaires, about sixty percent of S1 and S4 students developed habits to record the learning process and use the evaluation tools to evaluate the learning progress on a regular basis.</li> <li>● The resources to support SDL have been enhanced. Subjects enhanced the SDL resources in Google Sites and taught students to use the resources. 59% S1 and 44% S4 students used the SDL resources in Google sites regularly.</li> <li>● The uses of tiered assignments have been enhanced. Subjects indicated the level of difficulty in tiered assignments to facilitate the students to use the evaluation tools and SDL materials such that they could attempt higher level questions. Most students (81% S1 and 93% S4 students) attempted NICER/SUPREME level questions regularly.</li> </ul> <p>(2) To develop structured SDL time in senior forms</p> <ul style="list-style-type: none"> <li>● The success criteria were mostly met.</li> <li>● The lesson time was reallocated to release curriculum time to provide SDL lessons. Regular SDL lessons were provided to S4 2X classes.</li> <li>● The SDL Team was formed to design the SDL lessons.</li> <li>● SDL skills were taught in the SDL lessons. About fifty percent of S4 students applied the skills learnt in the SDL lessons in their learning regularly.</li> </ul> <p>(3) To strengthen teachers' proficiency in SDL</p> <ul style="list-style-type: none"> <li>● The success criteria were met.</li> <li>● Workshop about SDL organized by a professional organization was provided to the teachers.</li> <li>● Good practices of Math, Chem, BAFS, T&amp;H, Geog and SDL were shared in the staff development day.</li> </ul>
Reflection
<p>(1) To provide a resourceful environment to support SDL</p> <ul style="list-style-type: none"> <li>● The unexpected special vacation and prolonged half-day classes affected the continuity and reduced the lesson time for teachers to help the students to develop a regular habit of recording the learning process and use appropriate evaluation tools to reflect on their learning.</li> <li>● The regular reflection time incorporated in the curriculum time (at the end of each day) was canceled because of the half-day face-to-face class arrangement. It affected the implementation of strategies helping students to develop regular reflection habits.</li> <li>● The increasing possibility of resumption of whole-day face-to-face classes provided opportunities for teachers and students to have more effective interaction to develop regular habits.</li> </ul>

(2) To develop structured SDL time in senior forms

- The unexpected special vacation and prolonged half-day classes affected the implementation of the SDL lessons.
- New members will be recruited to join the SDL team. More structural and well-designed materials will be developed.
- The professional capacity of teachers in developing SDL lessons and materials is yet to be enhanced. Professional support will be sought from external organizations to support the development of the SDL materials.

(3) To strengthen teachers' proficiency in SDL

- We have started to accumulate successful experiences. To share the good practices of SDL, lesson observations will be arranged across different KLAs in the next academic year. The focus is on the implementation of SDL.

Overall, under Major Concern 2, it is aimed to help students to consolidate 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 is cultivated.
3. Social bonding and participation are strengthened.

### **Major Concern 2 : Consolidating a clear and positive identity**

#### **Achievements**

##### **(1) Strengthen class management**

- More than 80% of students agree that respect and tolerance for differences are crucial for individual success and that respect and tolerance for differences are fundamental for strengthening social bonding.
- All classes devised a plan for class enhancement scheme and a class-based activity plan as scheduled.
- More than 70% of S1 and S4 students were happy with the school life in the transition year.
- More than 80% of students strengthened their sense of belonging through the class supreme cup activities.
- Activities of the school year could align to the main theme of the year.
- While S1 and S4 students' adaptation to school life being on our regular agenda, strengthening students' mental health has been gaining more of our attention and resources.
- In addition to the regular activities like drafting class charters (100%) and decorating class boards (themes: law-abidingness and perseverance), the annual Christmas Talent Show was resumed after two years of suspension and there were Happy Fridays (i.e. half-day OLE activity day) organized by the classes themselves to enhance their sense of belonging, develop their leadership and coordination skills and enrich their knowledge beyond classroom. Some adventure-based activities like abseiling were organized regardless of difficulties in the pandemic.

##### **(2) Refine cross-curricular activities arrangements**

- The success criteria were met.
- Most of the club activities resumed in the afternoon while some inter-house ball games have been adapted to meet the pandemic requirements in order to expand the room for extra-curricular activities for the students.
- Thanks to the concerted efforts aforementioned, students were also encouraged to take part in more inter-school competitions achieving a lot of prizes like a champion in a computer programming inter-school competition and a lot of championships in a district level aquatic meet.
- 85% of student leaders agreed the handbook helped them to organize and manage the activities.
- About 70% students agreed the enriched CCAC and/or OLE activities let students shine in their area.
- More than 70% student leaders agreed the handbook could help them to organize and manage their teams and activities.
- More than 70% students agreed the Friday activities could weave the social fabric of campus.

##### **(3) Strengthen professional development**

- A workshop on the topic 'Nurturing clear and positive identity' was organized in September 2021. More than 70% of class teachers agreed that they understood more about the topic.
- 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. More than 70% of teachers agreed that they benefit from peer sharing. The meetings helped to predict, analyze, respond and record the students' needs and strategies to respond to them on a form basis. 70% of teachers agreed that the form-based analysis and record help their pastoral care tasks.

- Sharing sessions were organized to enrich teachers' mastery of skills to facilitate the students to be positive individuals through regular meetings.

### Reflection

#### (1) Strengthen class management

- Training for chairperson and members of class associations can be enhanced to upgrade the leadership of the junior form student leaders.
- Some classes have more research on the themes (law-abidingness and perseverance) and could learn more from the board decoration. It may be better to share this finding with class teachers in the first form meeting and launch a programme to secure a more in-depth understanding of the target moral values.

#### (2) Refine cross-curricular activities arrangements

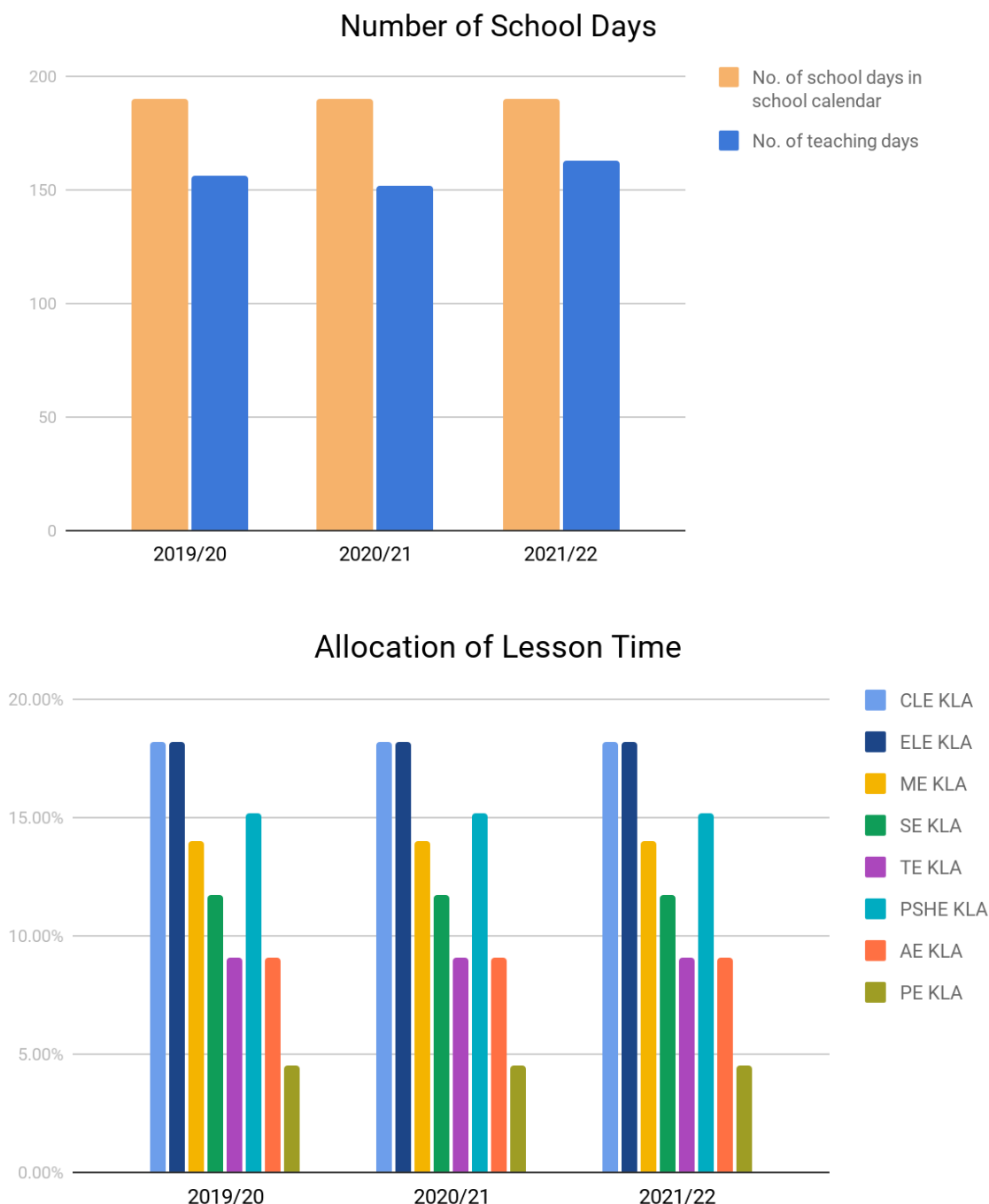
- In face of lots of uncertainties over the pandemic development and measures, there were lots of adaptations and contingencies for CCA arrangements to ensure more opportunities could be given to the students.
- Handbook, as part of our strategic infrastructure set-up, has been widely recognised as an effective means for the knowledge management. The next stage should be the micro skills in implementation. Student leader training program provides a platform to the participants to enhance their self-motivation, strengthen their communication and collaboration skills.

#### (3) Strengthen professional development

- More formal and informal professional dialogue took place in the campus. Thanks to the pastoral care form meeting, it is obvious that teachers are more equipped to explore the personal growth needs of the students and are more capable of solving the problems of the students.
- The learning from the workshops has enriched the language of the professional dialogue, which has been revisited and recycled in the pastoral care meetings and parent meetings. This has set the groundwork for the next topic of professional development in pastoral care domain: handling suicidal cases. Workshop on this topic should be introduced next school year when normalcy is going to be in full swing.

### 3. Learning and Teaching

#### Number of School Days and Allocation of Lesson Time



#### Co-Curricular Activities

The CCAC facilitates 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, 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 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 Inclusive Education**

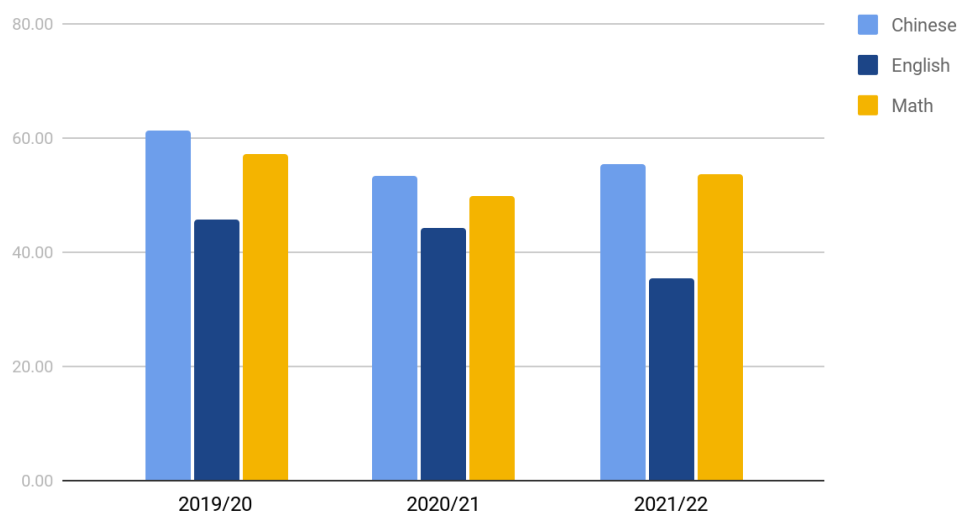
To better cater for students having special educational needs (SEN), the SEN Support Team (SENST) was established in our school. With reference to the 3-Tier Intervention Model, students are provided with various levels of assistance according to the severity of their learning difficulties. For instance, 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.

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

## 5. Our Students

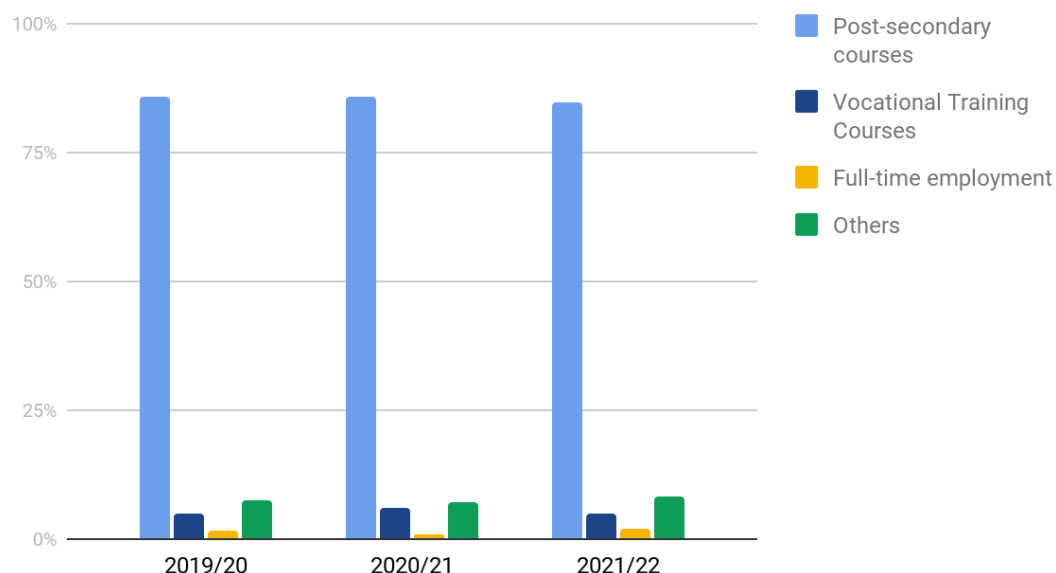
### Pre-S1 Hong Kong Attainment Test Results



### Hong Kong Diploma of Secondary Education Examination

		2019/20	2020/21	2021/22
Statistics for satisfying the general entrance requirements for local four-year undergraduate programmes	Our School	47.5%	54.9%	40.4%
	Day School	42.1%	42.3%	42.9%
Statistics for eligibility to sub-degree programmes / relevant civil service appointments	Our School	83.3%	85.9%	84.8%
	Day School	71.2%	72.4%	71.3%

### Further Studies and Employment Statistics of Our Graduates



## Students participation in intercollegiate projects and uniform teams

	S1-3			S4-6		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Total no of students participate in intercollegiate projects	45	60	30	64	40	34
Total no of students participate in uniform groups and social service groups	47	37	57	20	40	13

## Major Prizes and External Awards

### Academic Awards:

Contests / Competitions	Prizes / Awards
73rd Hong Kong Schools Speech Festival S5 Girls Solo Verse (Non-Open)	1st Runner-up
73rd Hong Kong Schools Speech Festival S1 Girls Solo Verse (Non-Open)	1st Runner-up
"Start the day full of energy" Slogan Design Competition organized by The Mental Health Department of the Education Bureau	2nd Place
The 14th English Radio Drama Competition 2022	Merit

### STEAM:

Contests / Competitions	Prizes / Awards
Master Code Coding Competition - Minecraft (Secondary Schools Section) organized by the Hong Kong EdCity and Microsoft	Champion

### Sports:

Contests / Competitions	Prizes / Awards
2021-22 Islands District Badminton Competition	Boys single (MF group) 2nd runner-up
MVPA60 Virtual Shoot Competition	Girls' Senior MVPA 3-Point Shooting: Champion 6th place  Boys' Senior MVPA 3-Point Shooting: Overall Champion Champion 3rd runner up 8th place 9th place 10th place  Boys' Senior MVPA Free Throw Shooting: 3rd runner up
2021-22 Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Athletic Meet	Boys 1st Runner up of Boys' B Grade Javelin 1st Runner up of Boys' C Grade 400m

	<p>Winner of Boys' C Grade High Jump 1st Runner up of Boys' C Grade High Jump</p> <p>Girls 3rd Runner up of Boys' A Grade Long Jump 1st Runner up of Girls' C Grade 800m 3rd Runner up of Girls' C Grade 400m 1st Runner up of Girls' C Grade Discus 1st Runner up of Girls' C Grade High Jump Winner of Girls' C Grade Shot Putt 2nd Runner up of Girls' C Grade Shot Putt 3rd Runner up of Girls' C Grade Long Jump</p>
2021-22 Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Badminton Competition	1st runner-up for Boys Team (Grade A)
2021-22 Tsuen Wan & Islands Secondary Schools Area Committee Inter-School Swimming Championships	<p>Boys 1st Runner-up of Boys' A Grade 100m Freestyle Winner of Boys' A Grade 200m Freestyle 1st Runner-up of Boys' A Grade 200m Freestyle Winner of Boys' B Grade 100m Breaststroke Winner of Boys' B Grade 50m Backstroke 1st Runner-up of Boys' B Grade 200m Freestyle Winner of Boys' C Grade 200m Freestyle Winner of Boys' C Grade 50m Backstroke</p> <p>Girls 3rd runner up of Boys' A Grade 50m Backstroke Winner of Girls' B Grade 100m Freestyle Winner of Girls' B Grade 200m Breaststroke 2nd Runner-up of Girls' B Grade 100m Backstroke Winner of Girls' C Grade 50m Breaststroke 2nd Runner-up of Girls' C Grade 100m Breaststroke 2nd Runner-up of Girls' C Grade 50m Freestyle 3rd runner up of Boys' C Grade 50m Freestyle</p>

#### Arts & Drama:

Contests / Competitions	Prizes / Awards
Tung Chung Eco-Shoreline Creative Competition Junior Secondary Category	Merit

Infrastructure . Conservation@Tung Chung West" Hoarding Decoration Design Competition	Junior Secondary Category: Champion First Runner-up Second Runner-up Merit  Senior Secondary Category: Merit
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## 6. Annual Financial Report

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$13,406,867.06		
	Income \$	Expenditure \$
<b>I. GOVERNMENT FUNDS</b>		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,247,004.00	3,986,392.85
- Capacity Enhancement Grant	642,934.00	0.00
- Composite Information Technology Grant	564,088.00	536,524.27
- School-based Educational Psychology Service Grant	109,517.00	96,250.90
- Air-conditioning Grant	608,763.25	186,165.96
- School-based Management Top up Grant	50,702.00	61,200.00
- School-based Speech Therapy Administration Recurrent Grant	8,112.00	8,112.00
Sub-total:	6,231,120.25	4,874,645.98
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,233,619.53	
- School & Clas Grant Expenses		1,936,097.53
- Lift Maintenance Grant Expenses		157,154.00
- Composite FE Grant Expenses		767,740.10
- Programme Fund WS Grant Expenses		4,688.10
- Air Cond Grant for prep room of lab		10,158.72
Sub-total:	2,233,619.53	2,875,838.45
(2) Grant Accounts Outside EOEBG	5,543,150.50	4,620,981.72
<b>II. SCHOOL FUNDS</b>		
• Tong Fai	106,862.00	
• Donation (Note)	227,500.00	
• Profit from Sale of Exercise Books and School Uniforms	3,640.95	
• Tuckshop Rental Received	19,122.60	
• Other Income Received	451,713.12	
• City Lion Scholarship Bank Interest	18.00	
• Expenditure		640,660.44
Sub-total :	808,856.67	640,660.44
Total:	14,816,746.95	13,012,126.59
Total Surplus at the school year end 21/22 (Unaudited as at 31.10.2022)		\$15,211,487.42

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

## 2021/2022 學校接受捐贈項目

日期	內容	\$	捐款人	用途
7/9/2021	「愛的家」V99 成人口罩22盒(每盒50片; 彩色) \$118	\$2,596.00	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
7/9/2021	「愛的家」V99 中童口罩10盒(每盒50片; 蜜桃粉紅) \$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
23/9/2021	申請接受家長教師會之捐贈 \$16,390	\$16,390.00	本校家長教師會	資助本校舉辦學習支援活動
9/11/2021	「愛的家」成人口罩1,050個(5個1包, 共210包; 深粉紅色) x \$2.56	\$2,688.00	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
9/11/2021	「愛的家」中童口罩500個(25個1包, 共20包; 熊仔花紋) x \$2.6	\$1,300.00	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
3/12/2021	天際100香港觀景台門票 25張 x \$198	\$4,950.00	香港升旗隊總會經香港教育工作者聯會黃楚標中學許校長轉贈本校	讓師生俯瞰香港壯麗的景色
5/1/2022	《這裏是中國》及《這裏是中國2: 百年重塑河山》書籍各1本 \$468 + \$398	\$866.00	聯合出版(集團)有限公司	讓師生認識中國的地理面貌及社會發展
22/2/2022	Lyher Novel Coronavirus (COVID-19) Antigen Test Kit (Colloidal Gold) for self-testing (新型冠狀病毒快速測試劑) 20劑 x \$31	\$620.00	蔡繼有學校的一位家長連先生經本局教育事務部轉贈屬校	供師生員工需要時用
11/3/2022	4G流動數據上網卡(一年有效期; 總流量達120G) 10張 x \$428	\$4,280.00	中手遊科技集團有限公司及中國移動香港有限公司贊助, 經香港科創義工聯盟轉贈	供東涌、元朗及深水埗區的有需要中小學學生使用
24/3/2022	Fluorecare COVID-19 Ag Test Kit (新型冠狀病毒快速檢測劑) 500劑 x \$15	\$7,500.00	莎莎美麗人生慈善基金經本局教育事務部轉贈屬校	供師生員工需要時用
28/3/2022	「愛的家」成人口罩1,500個(5個1包, 共300包; 彩色) 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
28/3/2022	「愛的家」中童口罩1,000個(5個1包, 共200包; 彩色) x \$2.56	\$2,560.00	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
12/4/2022	酒精搓手液(Walch Hand Sanitizer) 500 毫升50支 x \$59.9	\$2,995.00	威萊(香港)有限公司 (WL Centralin (HK) Co.) 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
25/4/2022	古箏、書籍、精品等	\$9,765.00	歐陽崇勳先生	用作教學及嘉許用途
25/4/2022	KF94成人口罩150個 (10個1包，共15包) x \$5	\$750.00	丁酉年陳細潔主席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
25/4/2022	蓮花清溫膠囊14盒 x \$48	\$672.00	丁酉年陳細潔主席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
25/4/2022	BioWin Novel Coronavirus (COVID-19) Antigen Test Kit (Colloidal Gold) (由 Changzhou Biowin Pharmaceutical Co., Ltd 製造) 快速測試劑11劑 x \$20	\$220.00	丁酉年陳細潔主席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
27/4/2022	「同窗共濟」祝福行動捐贈抗疫物資禮包 (Fluorecare快速檢測劑10支、Goeido 成人口罩1盒 (50個)及 WeWa Pinkfong Baby Shark 50ml 搓手液/消毒酒精1支) 56個 x \$290 (10x\$15 + \$100 + \$40)	\$16,240.00	保良局舉辦籌募活動，向校董、家長、校友等呼籲捐款用作購買抗疫物資	予有需要的學生提供抗疫防疫物資
28/4/2022	Hecin 2019-nCoV Antigen Test Kit (colloidal gold method) (由Guangdong Hecin Scientific, Inc.製造) x 280劑 x \$20 = \$5,600  Labnovation SARS-CoV-2 Antigen Rapid Test Kit (immunochromatography) (由Labnovation Technologies, Inc.製造) x 720 劑 x \$70 = \$50,400	\$56,000.00	土木工程拓展署東涌新市鎮擴展(西)工程團隊	為本校學生提供抗疫防疫物資
3/5/2022	威露士免洗搓手液 20 毫升 562支 x \$12	\$6,744.00	威萊集團經本局轉贈屬校	為本校學生提供抗疫防疫物資 (每位學生一支)
5/5/2022	成人抗疫物資包 (每包有成人外科口罩40個、KN95 口罩5個、快速檢測2劑、蓮花清瘟口罩爆珠1盒、連	\$52,500.00	由中華全國青年聯合會、香港中聯辦青年工作部等中央部門和全港抗疫義工同盟牽	支援確診或有抗疫物資需要的兒童及青少年家庭

日期	內容	\$	捐款人	用途
	花清咽抑菌噴劑25毫升1支、連花清瘟膠囊1盒、大灣區資訊通1本、灣區新活新里程單張1張、青年卡邀請1張、慰問信1張、抗疫包單張1張、環保袋1個) 175個 x \$300		頭推動募集多家本港和內地機構捐款及捐助物資，而香港青年聯會聯同近100個團體成立「青少年抗疫連線」，合作推動活動「青少年抗疫連線 - 童心抗疫You and Me」	
13/5/2022	Core Tests COVID-19 Ag Test (新型冠狀病毒快速檢測劑) (由Core Technology Co., Ltd.) 32盒 (每盒5劑;共160劑) x \$250	\$8,000.00	香港社區抗疫連線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
19/5/2022	兒童口罩120個(SAFE Masks) (40個一盒; 獨立包裝) x \$2.5	\$300.00	保良局莊啟程預科書院校友張小姐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
19/5/2022	免洗搓手液50支 (Adeusion Hand Sanitizer 50ml) x \$10	\$500.00	保良局莊啟程預科書院校友張小姐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
19/5/2022	「愛的家」成人口罩1,500個 (25個1包，共60包; 粉紅色) 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
19/5/2022	「愛的家」中童口罩1,000個 (5個1包，共200包; 灰色) x \$2.56	\$2,560.00	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
22/6/2022	「同窗共濟」祝福行動的第二批抗疫物資 (Flowflex SARS-CoV-2抗原快速測試劑112盒(1盒5劑，即560劑)、威露士免洗搓手液20 毫升112支) =(560 x \$17.5) + (112 x \$12) = \$11,144	\$11,144.00	保良局舉辦籌募活動，呼籲校董、家長、校友等捐款用作購買抗疫物資	予有需要的學生提供抗疫防疫物資
4/8/2022	「愛的家」成人口罩1,500個 (5個1包，共300包; 紅藍間白色及黃綠格) 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
4/8/2022	「愛的家」中童口罩1,000個 (5個1包，共200包; 動物花紋口罩) x \$2.56	\$2,560.00	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
Total		\$227,500.00		

保良局馬錦明夫人章馥仙中學  
2021/2022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	2022/2023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 (2021/2022)

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	04／2022	\$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

二零二一至二零二二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	72	80%		16,950	問卷	-	
書法班	6	80%		600	問卷	Kwok Shuk Kwan	
魔術班	1	100%		100	問卷	Hong Kong Education Services Centre	
			總開支	\$17,650			

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  
2021-2022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"> <li>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。</li> <li>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。</li> </ul>	2022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	2021-2022年度有3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3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。	\$1975+\$3160+\$3160=\$8295

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"> <li>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。</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>資助中四級修讀視覺藝術科的學生。</li> <li>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。</li> </ul>	2021年9月至2022年8月	<ul style="list-style-type: none"> <li>100%參與工作坊的學生掌握意念構想及製作作品的技巧。</li> <li>100%學生於作品集上運用到所學的技巧創作作品。</li> </ul>	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"> <li>提升學生對生物多樣性學的認識</li> <li>提升學生對研習生態學的興趣及研習能力</li> </ul>	<ul style="list-style-type: none"> <li>數量：20</li> <li>級別：S.5</li> <li>甄選方式：對生態學有濃厚興趣及能力之學生</li> </ul>	2021年9月至2022年8月	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"> <li>提升學生對研習生物科技的認識及興趣</li> </ul>	<ul style="list-style-type: none"> <li>數量：43</li> <li>級別：S.5&amp;6</li> <li>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</li> </ul>	2021年9月至2022年8月	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  
2021-2022  
學習支援津貼報告

本學年撥款：\$456329.5

本學年總支出：\$499140.7

上學年結餘：\$59498

本學年結餘：\$16686.8

本學年可用金額合共：\$515827.5

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。	390197
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16節共16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。	18288
音樂藝術治療	透過音樂作為媒介，讓學生表達自身情感，協助舒緩壓力及讓學生建立支援網。	全年8節共8小時	8人	教師觀察、機構提供的報告	外購服務質素良好，學生能舒緩情緒。	8000
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8節共8小時	8人	教師觀察、機構提供的報告、參加者意見	導師經驗比較淺，有時候照書讀。	7120
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。	14700
社交小組	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8節共8小時	6人	教師觀察、機構提供的報告	學生初時較害羞，但後期投入，亦期待玩遊戲，可加長每堂時數。	7200
SEN執行技巧訓練	提升社交溝通能力、紀律、解難能力及自我形象。	全年10節共10小時	6人	教師觀察、機構提供的報告	學生反應一般，導師的帶領技巧一般，未能引領良好互動。	9800

3D打印筆創作	以3D打印筆創作不同作品。	全年7節共7小時	8人	教師觀察、參加者意見、機構提供的報告	學生十分投入參與，學生認為有助提升專注力。	7680
編程班	本課程由淺入深教授各學員 micro:bit 編程的重點及技巧，透過不同練習，讓學生發揮創意，製作出各式各樣的生活發明，實踐 STEM 教育理念。	全年8節共8小時	8人	教師觀察、參加者意見	學生同意課堂有趣，同意課堂可以提升邏輯思維面授較易跟進學習進度。	12000
思想決定專注訓練程	提升SEN+NCS學生生活技能。	全年15節共15小時	1人及其家長	教師觀察、參加者意見、機構提供的報告	面授課時，能有放教導學生。疫情關係，後期改為網課，導師在網課方面遇到較大困難，設備和教學內容都有改善的空間。	14700
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	整個學年	全校學生	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。	1658.4
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	能按老師指示，為語障學生提供恰宜機會表達己見。	1687.5
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				6109.8

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  
2021/22 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	2021年9月-2022年8月	S1-S2	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	\$153,320	E5	*		*		

					積極，以此認識和學習演奏樂器的基本技巧。							
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	2021年9月-2022年8月	S3-S5 (樂團團員)	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。	\$12,600	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	2021年9月-2022年8月	S1-S5 (樂團團員)	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。	\$21,450	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"	2021年9月-2022年8月	S1-S6	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。	\$174,432	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	2022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	2021年9月-2022年8月	S1-S5	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。	\$5,866	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。	2021年9月-2022年8月	S1-S6	本年度大部份學會均如期進行活動，學生反應積極，出席率達70%以上。 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。	\$110,810.47	E1			*	*	
				第1.2 項總開支		478,478.47						

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)	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	2022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	*	*		*
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	\$478,478.47					

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	\$478,478.47					

*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：	664
受惠學生人數：	664
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

2021-2022 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	
	<input checked="" type="checkbox"/> 實體書	\$22199.02
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input checked="" type="checkbox"/> e 悅讀學校計劃	(免費)
	<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  
2021/22 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							

保良局馬錦明夫人章馥仙中學  
支援推行高中公民與社會發展科的一筆過津貼  
2021/22 學年

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	預算金額 (\$)	實際開支金額 (\$)	備註
i.	發展或採購相關的學與教資源	5000	6690	公民科購置書商的網上資源庫，並善用相關的資源為藍本，應用在絕大部份的評估中，支援日常的學與教。  購置了教圖出版社網上資源庫一年使用權限，絕大多數評估皆按該出版社的資源為藍本作修改。
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	95000	0	因疫情關係，本年度未能安排相關的教學交流或考察活動，故沒有相關支出。
iii.	舉辦和公民科課程相關的校本學習活動			
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			
v.	其他（請註明）：			
	總金額	100000	6690	