School Annual Report

2021 – 2022

ealous effort pursued supremacy

teadfast belief crested sagacity

PLK Tong Nai Kan JS College

25th ANNIVERSARY

Our Mission :
Achieving Academic Excellence
Nurturing Potential Talent

Kenneth C.K. Wong
Principal
Po Leung Kuk Tong Nai Kan Junior Secondary College

我們的使命：
追求卓越
啟發潛能

黃仲奇校長
保良局唐乃勤初中書院

The Kuk's Spirit

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1. Our School

1.1 The Vision of the School

In the pursuit of educational excellence, the school seeks to establish an environment on campus conducive to an enjoyable and effective teaching and learning atmosphere. By embracing a rich life together, teachers and students work in partnership to mutually encourage each other and instill the spirit of life-long learning.

1.2 The Mission of the School

The school is committed to providing high quality education to enhance students' bi-literacy and tri-lingualism, to develop students' higher order thinking skills, and to foster students' multi-intelligence. As a caring community, the school values and promotes the growth of the whole person so as to enable the student to become a responsible citizen and make a positive contribution to the local and global community. The school motto of Love, Respect, Diligence and Honesty embodies the school ethos.

1.3 Long Term Objective of the School

The school aims to

1.3.1 promote successful, enthusiastic and inspirational teaching and learning,
1.3.2 enhance students' language proficiency,
1.3.3 strive to develop students' potential with multi-intelligence and creativity, and
1.3.4 foster students' self-discipline and nurture students' sense of responsibility.

1.4 School Motto

Love
Respect
Diligence
Honesty

1.5 Brief Introduction of the School

The school was established in September 1997 and initially located in a temporary school site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 1999 – 2000, the school received a generous donation from Mr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which was the fourteenth Po Leung Kuk grammar school. In November 2006, our school was permitted by EDB to be a through-train aided school to Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in the year of 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building of the school premises is a well-equipped seven-storey block. It has 27 classrooms, 2 IT Labs and a Fab Lab (iMac Lab), 3 Science Laboratories of which one is the Physics Lab, one is the Chemistry Lab and one is our Tony Tong Bio-Tech Lab, a Geography Lab, a Technology Lab with Smart Home Research Centre, a Living Technology Lab, a Visual Art Room and a Music. It has 3 multi-purpose activity centres, an Irene Yu library, a hall, a life-planning centre, an Irene Yu lecture theatre, a covered playground, an enclosed cafe and 2 basketball courts. All rooms are air-conditioned, connected by an optical fibre network and are installed with laser projectors and glass wall which help foster the diversified educational development of our school.

1.6 Class Organization

Level	S1	S2	S3	Total
No. of Classes	6	6	6	18
Total Enrolment	150	162	151	463

2. Our Teachers

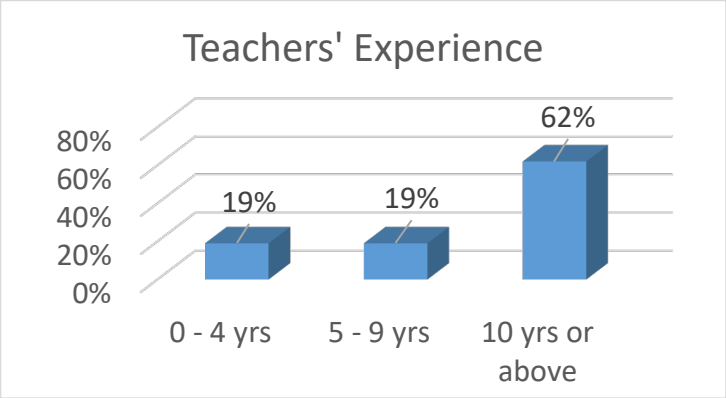
2.1 Staff Establishment

In this academic year, there were 48 teachers (including 1 NET), 3 teaching assistants, 2 social workers, 1 educational psychologist, 2 laboratory technicians, 4 administrative assistants, 2 clerical assistants, 2 accountants and 4 janitors working for the school.

2.2 Teachers' Qualifications

Qualifications of teachers	Percentage (%)
Teachers with master degrees or above	52
Teachers with bachelor degrees or above	100
Teachers with professional training	85
English Teachers meeting Language Proficiency Requirement	100
Putonghua Teachers meeting Language Proficiency Requirement	100

2.3 Teachers' Experience



2.4 Teachers' Development

The school lays strong emphasis on the continuous professional development of teachers. Therefore, our staff attended seminars, workshops or courses offered by the Education Bureau, local universities and other educational organizations. In the year 2021-2022, the total time for teachers' continuous professional development of our teachers was 2981.9 hours and the average hour per teacher was 63.4 hours.

To enhance the quality of learning and teaching, lesson observations by the assistant vice-principals, AC panels, subject panel heads and MOI-focused lesson observations were conducted. There were peer lesson observations among teachers in the school within the Professional Exchange Month held each term. This aims to encourage and support the sharing of best practice and build awareness about the impact of teaching in their own subject or the different ones. Full-scale inter-school lesson observations with teachers in PLK Vicwood K.T. Chong Sixth Form College was affected by the face-to-face class suspension and half-day school arrangement under the pandemic. However, subject representatives from the Sixth Form College were still invited for lesson observation at our school to foster the exchange between the two schools.

To strengthen teachers' professionalism, three staff development days were organized in this academic year. Workshops and trainings on different aspects were arranged so that teachers could be better equipped with the knowledge, skills and strategies to match with the school's development directions. In enhancing teaching and learning, a seminar on catering students with special education needs was conducted. There was also a workshop on STEM. Teachers could learn more about STEM and have more understanding about the development of STEM in our school. Five extra sessions of IT training were arranged for teachers to equip all members of staff for the implementation of e-Learning and BYOD. Workshops on life planning were arranged to help teachers know how to better support our students' whole-person development.

3. Our Learning and Teaching

3.1 Language Policy

The school has adopted English as the medium of instructions for all EMI subjects to prepare students for the senior forms in Po Leung Kuk Vicwood K.T. Chong Sixth Form College. To strengthen students' mastery of English language, a range of measures has been implemented such as the use of English in all the learning materials and assignments in all the EMI subjects.

An 'English Fortnight' has been organized in school every month to familiarize students with the English curriculum of teaching and learning environment. During the Fortnight, English is used in daily conversations between teachers and students. Extra English activities are also organized by the English departments as well as those students who have been selected as English Ambassadors for the academic year.

3.2 MAKER Curriculum

To assist students in developing employability skills required to cope with the changing world, the school has launched a new school-based MAKER Curriculum to replace the ACT Curriculum this year. In the MAKER Curriculum, five key sills are highlighted, namely Mathematical modelling skills, Analytical skills, Knowledge management skills, Entrepreneurship and Research skills. A total of 3 assembly sessions were arranged as MAKER course in each form to deliver these skills to students. On top of that, these skills are infused into different subjects under Integrated STEM, Integrated Humanities, and Integrated Arts in the curriculum. Through this curriculum, students can display the skills learned and let their creativity takes flight.

3.3 Teaching Methods/Strategies

To facilitate the development of E-learning, the school has fully implemented BYOD. The Apple Books and Keynotes created by teachers were adopted in lessons to stimulate students' learning interests and self-learning ability. Besides, all subjects have adopted Flipped Classroom since 2015. Students were required to prepare lessons at home and provide feedback and conclusion during lessons. This helped to cultivate students' self-learning habits, enhance self-learning ability, and increase teaching effectiveness.

During the suspension of face-to-face classes, our teachers have created many video clips for the lessons so that students can continue their studies at home. We also provided real time tutorials for the students after school so that they can catch up with the curriculum.

3.4 Reading Scheme

To enhance students' learning ability, the Academic committee and the library have organized a reading activity named 'Joy of Reading' to encourage students read books outside the curriculum. By holding monthly reading theme and organizing award reading activities, we cultivate students' reading habit, helping them grow and care about the school and the community.

3.5 Project Learning/STEM Research Thesis

To instill students with life-long learning skills as well as the nine-generic skills, project-based learning (PBL) has been introduced in our school since 2007/08 school year. Echoing the school's development in STEM education, "Smart Campus" is chosen as the theme of this year's PBL. Students were engaged in project studies which aimed at improving the work and life of different stakeholders at school.

The Graduation Thesis program was revamped into a STEM Research Thesis program this year, to get in line with the new MAKER Curriculum introduced. Under the guidance of teachers, Form 3 students had an in-depth study on an issue in the society and they then designed a STEM-related solution to the problems they identified.

Despite the face-to-face class suspension, both PBL and Research Thesis work continued under the online setting. Students successfully completed their work and shared the findings with their peers on the Presentation Day in June.

3.6 Enhancement and Consolidation Measures

To enhance students' academic results in public and school exams, the Academic Committee has organized a series of elite and remedial courses to cater for students' needs.

There are after-school on-line tutorials for students. Teachers of all subjects are responsible for remedial courses and after-school tutorials according to students' levels and needs. Enhancement courses with knowledge outside academic syllabus are arranged for elite students. Professional tutors from service providers are recruited. All of them cater for students with different ability levels.

3.7 e-Learning / IT in education

The school has successfully built an IT learning and teaching environment in which computers and the peripherals have been made readily accessible to teachers and students. The BYOD policy implemented in School Year 2020/21 bring our IT in education to the next level. To support the BYOD policy, a wide variety of hardware has been installed in all classrooms and in the campus, including Laser projectors, visualizers and iPads. There are also 4 Mac computers installed in the library. The WiFi coverage has reached almost every corner of the school. 4 TVs and 8 all-in-one computers have been set up in the canteen. Every teacher has been provided with a Macbook Pro and an iPad.

iPads have been set up outside classrooms and admin application is launched for showing the class info and students could book classrooms for after school tutorials.

All the above IT equipment has certainly helped enhance the teachers' teaching to become more interesting, effective and efficient. Fab Lab contains 37 iMac computers, 2 sets of 3D scanners and 2 sets of 3D printers for creative training. Campus TV and Lecture Theater have been developed and this could help to enhance students' video making and editing skills.

3.8 Learning Support Team

Learning Support Team, led by the Special Educational Needs Coordinator (SENCO), is restructured under the Academic Committee this year. The team consists of members from different language subjects, AC, DGC and CGC, social workers and educational psychologist, to look into the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs. Regular meetings have been held to review relevant school policies, discuss students' learning progress and needs of those students.

3.9 Gifted Education

Gifted education in our school continues to develop in accordance with the Three-tier Implementation Model suggested by the EDB.

In Level 1, the school has joined the EDB Gifted Education School Network to collaborate with the EDB and other schools on catering the affective needs of gifted students. Open lessons were conducted in Chinese, English and Science subject, where teachers would hold pre- and post-observation sharing with EDB officers and teachers from other network schools.

In Level 2, there is a pull-out program. Various school teams were organized to offer training to gifted / more-able students in different areas. There were altogether more than 30 teams under 3 main streams, namely academic stream, aesthetic stream, and sports stream, with trainings provided by our teachers and hired coaches / instructors. Different subject school teams have continued to join various competitions that are held during the pandemic. Members from the biotechnology school team continued to assist the running of the 3-day biotechnology taster workshop for primary students, as well as a teacher training workshop this year.

In Level 3, there are some external programmes, such as outdoor activities and overseas / cross-border tours. However these external programmes were restricted during the pandemic and there was no specific activities under Star Program this year, other than nomination of students to join external programs. This year, 2 students have completed their studies in the HKUST Dual Program in Math and Chemistry respectively.

3.10 Support for Non-Chinese Speaking students

To support NCS students' in Chinese language learning, a school-based Chinese language curriculum has been designed and developed. NCS students are not required to take Putonghua lessons, instead, they are provided with Chinese language consolidation training. Further Chinese language learning activities and tasks, such as story creating activities and dictations, are arranged to strengthen their language foundation and arouse their interest in learning the Chinese language.

In Social and Cultural Studies lessons, split-class arrangement is in place for NCS students, where English is used as the medium of instruction for the class. The subject content, including syllabus, assignments and assessments are the same as local students, even though those are in English.

In Chinese History lessons, the lack of prior knowledge in Chinese History is the biggest hurdle to NCS students in learning the subject. Therefore, issues would be taught to NCS students in a special way, with reference made to current events so as to facilitate their understanding. Small group teaching for NCS students also makes it easier to teach them the historical timeline through storytelling.

For tests and examinations, a different set of paper will be provided for NCS students in Chinese Language and Chinese History. In Social and Cultural Studies, the papers are set in English, with the same content as local students.

To further promote an inclusive atmosphere in the school, a "Cultural Journey Carnival" was held on 29 – 30 June. Game booths and cultural experience activities were arranged at lunch time. More than 100 students participated in the activities and feedback from participants was very positive.

3.11 Support for Special Education Need

Under a whole-school approach of supporting students with SEN, diversified pedagogies, homework accommodation, special examination arrangement and school-based curriculum are arranged for students according to their needs.

With resources from Learning Support Grant and the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs, additional teachers were hired to facilitate the split class arrangement and after-school tutorials in core subjects, which allowed better catering for students' needs. Individual and group speech therapy services were arranged for students with speech and language impairment. Speech therapist also advised teachers and parents on how to support the students in classroom and at home. Various intervention groups were organized by our social workers and educational psychologist to enhance students' needs in different areas, such as emotional awareness and management, communication skills, interpersonal skills, and positive psychology. Individual Educational Plans were also arranged for students in need. Special learning resources were purchased to facilitate NCS students with SEN to learn the Chinese language.

A meeting for Form 1 parents on "Measures on supporting students with ADHD/ASD in their learning and assessment" was held in September and a post-group parents' talk was arranged in July to facilitate parents' understanding on how their children were supported at school.

At the school level, our educational psychologist held two professional development workshops for teachers to enhance their teaching strategies to better help SEN students and early identification of students' mental health needs.

3.12 Life-wide Learning Experence

In order to let students learn outside the classroom, Life-Wide Learning Day is carried out in both the first and second terms every year. Subject departments in the same faculty work together to arrange the most appropriate activities for students. Activities such as fencing, African Drum Arena, visits to Tai Kwun, Hong Kong Museum of History, Civic Education Resources Centre, Basic Law Library, Hong Kong Maritime Museum, Hong Kong Housing Society, Sky 100, THEi, Science Park, etc. are arranged for students this year. It helps enrich students' learning experience and consolidate what they have learnt in different subjects.

4. Support for Student Development

4.1 School Ethos & Support of Students

Our teachers are committed to their work and displayed a caring attitude towards students. Coupled with the emphasis on discipline and counseling, it is believed students will be endowed with morals and virtues.

To promote students' self-disciplinary spirit, the Discipline and Guidance Committee has implemented an effective punishment and reward conduct mark system with school rules clearly stipulated. Also, the well-structured prefect system helps students develop better leadership skills and responsibility. To recognise students' whole year performance and achievement, 'Outstanding Conduct Awards', 'Conduct Improvement Awards' and 'Outstanding Prefect Awards' will be given to students annually.

Through the regular video meetings between class teacher and students during the lesson suspension period, students had developed the ability to face adversity. They could also develop a sense of responsibility and engage in self-reflection. To help students build up some proactive and positive attitudes, the 'Breakthrough Program' was implemented in all forms for students to set targets in learning. Academic improvements are regularly inspected by class teachers.

The whole-school counseling approach was launched by the 'Stand By Me - Mentor System' to foster the holistic development of students. Each teacher is a mentor of four to five S.1 students. Teacher mentors express their care towards students through delivering cards, little gifts, and having gatherings regularly.

To provide pastoral care and guidance for students, a system of dual class teachers is in place. Being the persons who have day-to-day contact with students, class teachers are at the front-line in the delivery of pastoral care service. Class teachers of the same level meet regularly to share matters of concerns regarding students' progress on various aspects so as to identify problems at an early stage and intervene early if necessary.

Joint effort and shared information among teachers and professionals are vital in identifying students' need of help and offering appropriate assistance. The Discipline and Guidance Committee works closely with quality support from the social worker team. Regular meetings are held in order to give students the greatest attention. Individual counselling services, group programs and mass student support programs are offered by the social workers. In addition, the educational psychologist provides professional support to teachers and students on matters relating to learning and pastoral care services.

To develop students' proper moral values, virtues and positive views of life, a Moral Education Session is being held every Wednesday. MCNEC members or Class teachers share a specific topic like moral and national education, goal setting, life planning and sex education etc. Some other programmes like Service Learning, Healthy School Scheme, Green School programme and Assembly Session are held within the whole school year. It helps students understand more about themselves and their responsibility to their home country, family, society and the world.

Our school was honorably awarded the Honour Award in "2021 Caring School Award Scheme".

4.2 Extra Curricular Activities

To broaden the vision and life-long capabilities of our students through life-wide learning, our school offered students a variety of opportunities to learn outside the classroom. Departments and subjects planned and held various life-wide learning activities throughout the year. The activities aimed at providing outside classroom learning experience for students to deepen their understanding of the history, culture, science, technology and urban/rural as well as career developments. Due to the pandemic to provide a safe and hygienic learning environment, some of the activities were organized inside school through the learning experiences in VR and video of the scenes. The students' responses were positive and they mentioned that school could continue these kind of activities each year.

In 2021-22, we had organized 12 interest classes in the ECA Sessions but due to the pandemic, S1 interest classes were cancelled. For gifted education, we had more than 70 academic & non-academic ECA teams and clubs in total. Specifically, we had arts and cultural teams, sports teams, classes in physique series, classes in interest series, teams in services series, academic school teams, and classes in academic series. In terms of hours, all students of our school, accumulated around 1500 hours ECA learning time in total. In average, around 3 hours ECA learning time for each student in 2021-2022 academic year.

For the Creativity Thinking Team, a total of 15 students joined the Drone Presentation Project and all recevied certificate. 3 out of 15 students got the A.O.P. China certificate level. The team participated in "Odyssey of the Mind 2022" and won the Hong Kong Regional Competition Champion.

4.3 Services and Community

Other Learning Experiences (OLE) is an essential learning progress for the students, and therefore a whole school community service learning was carried out. Through different kinds of community services, students gained different learning experiences, learnt how to serve others and show their care for those in need at the same time.

For the whole school community service, all students in the school had a chance of being trained and participating in different social services. Form One students participated in visiting the young children online, Form Two students participated in meeting the elderly in person and Form Three students participated in visiting the disabled online. In the process we could see how caring our students were. Most of the teachers and social workers gave positive feedback on the students' performances.

Besides the whole school community service, about all Form Three students participated in the Po Leung Kuk Flag Day held on 17th August 2022. All students joined the Po Leung Kuk Charity Dress Special Day to raise fund for the school and Po Leung Kuk as well.

Through those activities, students gained different learning experiences and learnt how to serve others and show their care for those in need at the same time. They also learnt various activity-planning skills. Their self-confidence as well as communication skills could be strengthened and they could also be made aware of their role and responsibility in the society.

Our school has close links with parents through formal and informal communication channels to report on students' progress. The well-established Parent Teacher Association serves as a bridge between the school and parents. It had launched several home-school cooperation activities throughout the academic year. Parents participated actively and help in organizing various activities. Through collaboration and joint efforts, we gave the best support to our students.

Parents are one of the important stakeholders who monitor all school policies and decision-making. The representatives of the PTA attend the Trading Operation Committee (TOC) meetings and School Council Meetings. All parents can express their opinions regarding school policies through "A Genuine Discussion between Parents and the Principals".

Our PTA has sponsored different school events, for example, the Joyful Fruit Day and Form 3 Farewell Party. However, due to pandemic and school suspension, Sports Day and Joint-school Activity Day were cancelled.

In recognition of students with significant advances in academic or moral aspects, the PTA offers a 'Significant Progress Award' in each class to students who have shown significant progress in study and academic performance, character and conduct, attendance and punctuality or other learning experiences.

5. Evaluation on Major Concerns and Key Projects by Subjects and Committees

5.1 Achievements and Reflection of Major Concerns

Major Concern 1: Developing School-Based Curriculum

Achievements

- 中國語文文化及歷史學系

  中國語文科部 - 本年度於停課期間，無論是讀文教學、寫作教學、實用文教學，還是文言文教學方面，教師都製作了大量教學影片，並上載至 Schoology 網上學習平台，供學生學習。本科設計校本課外閱讀課程，推廣「閱讀寶藏」，每一個練習均增設引導及思考性題目，提升學生閱讀能力及興趣；同時，本科設計廣泛閱讀資料冊，提升學生閱讀能力及興趣。另外，本科設計及推廣「輕談國學歌風雅」，每一個練習均設有不同的文化知識題目，提升學生了解中國文化傳統。

  本科教師設計了與課程有關的 Keynotes 及 Pages，為學生提供自主學習的機會。同時，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot 練習，於課堂上使用，以提升學生的學習興趣。本科參加了教育局語文教學支援組「語文教學支援服務—中國語文」，為中一至中三學生設計了寫作教學活動，教學設計能使學生有較具體之掌握。

  中國歷史科部 -本年度在校本課程及評估中各級均加入基本法的教學，有助加強學生了解基本法條文及國民身份的權利與義務。本年度以網上教室進行歷史資料題分析教學，有助加強學生歷史資料分析能力。校本自學課程除基本法外，亦發展 AR 中國歷史歷代版圖 APP 開發，有助加強學生認識國家珍貴文化及文明成就善用網上教室，改善四節課堂的情況。使用本科津貼將近完成 AR 中國歷史歷代版圖 APP 開發工作及已完成購置非華語學生書籍。
- Faculty of English

  Department of English - Our School-Based curriculum continues to be refined. The department continues the strategy of stressing vocabulary and grammar learning with school-based materials to cater for learner diversity
- Faculty of STEM

  Department of Mathematics - New JS Math syllabus was successfully implemented in S.2 classes in 2021/22. A set of lesson worksheets and homework worksheets had developed. The sequence of topics taught in each form were re-arranged in this academic year. Some topics have refined for the self-study purposes and served as a bonus part for the bridging between junior and senior secondary mathematics curriculum. Value education was embedded in the subject teaching and learning. The techniques in answering MC questions had been taught so that students could develop senses to discriminate impossible ones and having options to solve a problem. Introduction of MAKER Curriculum. Elements of Maker Curriculum were introduced in the subject's assignment. Bilingual assignments and cross-faculty MAKER assessments were designed for each form.

  Department of Science - The goal of biotechnology teaching is to promote the students' interest in science subject and make the science subject more related to their daily life such as the importance of cleaning their hands, the application of DNA technology and the use of antibiotics. All the experiments were closely related to our daily life. This year, we collaborated with Living Technology to enhance the students learning experience. LT applied the equipment that used to be utilized in science subject to teach food science. Fat content from potato chips and other snacks was determined by the students and they were more aware the total energy from food. All the six experiments in biotechnology curriculum were delivered in this year. Through those experiments the science team understood the students' ability more, the team can improve the whole curriculum to cater for the students' needs. The QEF give us an opportunity and resource to enhance our curriculum. We are going to publish our curriculum and promoted to all the senior primary schools and junior secondary schools. Elements of MAKER curriculum was incorporated in the subject's assignment. The Department has also assisted in designing the MAKER Course on the part of analytical skills.

  Department of Information & Technology Studies - Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T. Integrate the curriculum with Maths (number systems). Elements of MAKER curriculum were incorporated in the subject's assignment. The Department has also assisted in designing the MAKER Course on the part of research skills and information literacy.
- Faculty of Humanities

  Department of Geography - Geography has become a part of the Integrated Humanities starting from this year for better promotion of interdisciplinary learning. Two outing activities, a visit to Tai Kwun and a visit to Hong Kong Maritime Museum, were held with History Department on Life Wide Learning Days this year. The geography curriculum has fine-tuned according to the "Curriculum Framework of National Security Education in Hong Kong - Geography" announced by EDB.

  Department of History - New S2 curriculum has developed, amendment had been made according to teachers' feedback. Worksheets for S1 were amended. During school suspension, e-learning was adopted, students learnt through videos, keynotes, exercises, prepared by teaches via google classroom.

  Department of Economics - School based curriculum including the content of Economics and resources can build up the fundamental knowledge for students studying Economics.

Department of Finance and Accounting - School based version textbook including the content of Business, Accounting and financial studies can build up the fundamental knowledge for students studying BAFS.
會及文化教育科部-配合新高中通識教育課程的改變，建構社會及文化教育課程，目的是培養積極價值觀和生活態度、深化對一國兩制的認知、拓展世界觀。製定相關教學用書、教材及學材，確保符合校方有關要求。按教育局「香港國家安全教育課程框架」更新課程。因應非華語學生需要，開展以英語為教學語言的課程。

- Faculty of Sports Science
  Department of Physical Education - Complete multiple online classrooms (swimming, water safety, track and field, physical fitness, sports trauma, Olympic history). The department had organized a Fencing experience event. A famous fencing coach ,Mr. Lam Hin Chung, Antonio ,was invited to our school to introduce fencing and demonstrate some fencing techniques. During the activity, students not only have a basic understanding of fencing, they could also try some simple exercises, including footwork and attacking skills. Students also carried out a series of physical activities. The students responded enthusiastically and actively participated in various activities. They all found it interesting and fun.
- Academic Committee
  School-based key learning areas have been developed. The school has successfully produced a variety of online teaching materials, instructional videos and online exercises to develop "Bring Your Own Device" (BYOD) teaching. School-based faculties were developed to promote interdisciplinary learning. Development plans and targets were set up. Value education was embedded in all subject curriculum. The school-based Social and Cultural Studies curriculum is successfully constructed. The curriculum aims at developing students' positive values and attitude towards life, to deepen students' understanding of one country and two systems, and to broaden their worldview horizon. Interdisciplinary MAKER curriculum has been carried out. Elements of MAKER curriculum was embedded in different subjects' assignment, and MAKER course was designed and carried out.
- Academic & Staff Development Committee
  STEM was set as the topic for the Project based learning for S2 classes and Research thesis for S3 classes. Students learnt a lot about STEM in the process of the project and the thesis. Teachers in STEM subjects paired with another teacher lead students into carrying out the project and the thesis regarding STEM education and related pedagogy. The STEM Task Force is established. Although some activities could not be carried out due to the restrictions under the pandemic, Task Force members have offered many ideas on the STEM Education development of the school.
- Moral, Civic and National Education Committee
  Work with other subjects, Social & Cultural Studies, Integrated Humanities- Geography, Integrated Humanities- History, Chinese History, and Integrated Humanities- Economics to establish the whole curriculum of the key learning area of PSHE. It involves the aspects of Basic Law, The Belt and Road Initiative, National Identity and Global Citizenship, Chinese Foreign Policy and Moral Education. The national education curriculum has revised and a national education session was held at least once per month to raise the students' awareness of their national identity and the Basic Law.
  Through the activity on Life Wide Learning Days, students have learnt more about different aspects of our motherland - China. Regular Real-time Flags Raising ceremony is held every Friday and before three special occasion (1 July, 1 Oct and 1 Jan). The Civic Ambassadors and two classes were invited to join the ceremony.
- Careers and Guidance Committee
  Fine tune the curriculum of Life Planning Mentorship Program according to student needs. Most students actively participated in the lessons. Students' responses for the lessons were positive and they reflected that the program is useful in nurturing them to build up good learning attitudes and habits. Furthermore, students reflected that the books and reference materials were useful in helping them understand more about themselves, know more about the NSS subjects, different study pathways and careers, and make individual plans. Life Planning Education Enrichment Program – In-class workshops. 2 to 3 workshops were held in each Form during Wednesday Moral & Value Education Periods or other morning class teacher periods. It was conducted by the outsourced service provider with the support of class teachers. Different foci were carried out in different Forms, such as Selection of Elective Subjects in S3 and Good and Bad Habits in S1. The feedback from teachers and students were positive.

Reflections

- 中國語文文化及歷史科系

  中國語文科部 - 本年度，本科教師設計了一些與課程有關的 Keynote 及 Pages，能提供學生自主學習的機會。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習，於課堂上作更有學習成效的討論。本科教師繼續設計不同的 Kahoot！練習，以提升學生學習興趣。來年，本科同事會繼續優化電子學習材料，製作電子學習自學教材庫，提昇學生自主學習的能力。

  中國歷史科部 -來年藉著國家安全法已實施，校本課程更重於教導學生認識國家和國家安全的重要性及世界就國家安全的相關的發展。因網課的關係，網上教學以九個歷史時期形式進行，使教學內容更成功達致。來年會於各課題上進行網上教學加強學生對歷史資料的能力指標。善用網上教室，改善四節課堂的情況。因停課及疫情、境外考察活動取消，希望來年可續辦。

- Faculty of English

  Department of English - Teaching schedule was still very tight under the pandemic situation and part of the curriculum needed to be taught online. However, the whole curriculum was completed.

- Faculty of STEM

  Department of Mathematics - Due to face-to-face lesson suspension, the students' foundation in Mathematics was not enough. The curriculum in each form has been amended in order to help students in understanding the Math concepts in an easier way. According to the curriculum reform, we have reviewed the exam papers, assessment methods, curriculum content announced by EDB.

  Department of Science – This was the first year we introduce the antibiotic experiment to the students. Both F1 and F3 practiced the antibiotic experiment. An interesting finding in this practical was, some of the students were able to discover the function of "Control" which was a huge step for the science subject. We spent years to try to let the students understand what control is, this experiment enabled us to complete this mission. There are still a lot of science technology that we can share with students. However, IS can only provide 2 practical lessons in each year. By cross-over with other subjects, we could be able to deliver more science knowledge to the students. We are planning more for the coming year.

  Department of Information & Technology Studies - Cross-curricular collaboration with other STEM Departments has been smooth. As students' foundation in coding was not enough, the drone programming part was not yet introduced into the syllabus. More concepts on programming will be introduced in Form 2 syllabus next year.

- Faculty of Humanities

  Revised the curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB. Newer edition of textbooks will better fit the "Curriculum Framework of National Security Education in Hong Kong - Geography" announced by EDB with update examples and China current information.

- Faculty of Sports Science

  Department of Physical Education - In the future, students will be strengthened in the field of sports science knowledge using QR code for motion analysis and training methods. Continue the ability descriptions and strengthen reading ability to enable students to better master their own level.

- Academic & Staff Development Committee

  Non-STEM teachers were not very familiar with the topic at the beginning and it has become a big burden for STEM teachers. The contributions of Task Force members have been valuable to the school's STEM Education development.

- Moral, Civic and National Education Committee

  More activities of National Education could be held in the coming future. Learning 'Basic Law', 'National Security Law' and foreign affairs of China is a good way to let students know more about our motherland. More opportunities are provided for all students to learn more about 'Basic Law' and 'National Security Law'. 'Basic Law Ambassadors' program is a good resource for national education activities. 'National Education' talk which was cancelled this year due to the pandemic will be held again next year to let students know more about National Education. More classes will be invited to join the Real-time Flag Raising Ceremony next year.

- Careers and Guidance Committee

  Class teachers play a very important role in conducting the Life Planning Mentorship Programme. Students will participate more actively if class teachers are able to motivate their students more. Due to the pandemic, some of the S3 LP Mentorship lessons were changed to video sharing by the Form Career Teacher. It had affected the effectiveness of the program since some students may need some direct guidance and accompany by class teachers in their life planning learning. Due to the epidemic and half school day arrangement, some of the workshops from the Life Planning Education Enrichment Program were divided into 2 sessions on different days. However, the time was too short for delivering the messages. Under the pandemic and suspension of face-to-face lessons, many plans or activities were cancelled such as the JA Programs and Career Talks.

Major Concern 2: Enhancing students' performances

Achievements

- 中國語文文化及歷史科系

  中國歷史科部 -善用 Moxtra 平台，即時調整教學，除有助優化教學外，亦能統一評改的準則，處理日常科目的情況，有效提升學與教。科任教師已進行互相觀課，亦都討論和檢視觀課內容，提升學與教效能。本科成功探討提升學生自習動機方法：復課前中一至中三級均試用 Google Form 進行了測考前溫習。
- Faculty of English

  Department of English - We have developed and used a new marking grid for writing, which is adapted from the HKDSE. All writing tasks are assessed with the new marking grid. Such grid has also been applied in speaking assessments and tasks. By using the new grid, teachers and students will understand how to achieve in the HKDSE . Various tutorials were conducted at different times to cater for learner diversity. Students' improvement is phenomenal.
- Faculty of STEM

  Department of Mathematics – Improve students' reading ability. Organize cross-KLA reading scheme with Science and History Department in S2 during the 2nd term after school resumed. Most students submitted and completed their works properly. Analysis of the internal assessment results were made after every assessment like uniform test and examination. Those are done for the optimization of learning assessment and feedback, the enhancement of learning and teaching effectiveness, and the evaluation of students' academic performance. AQP analysis for the whole assessment paper was adapted in the uniform test and exam papers throughout the year. All homework worksheets were designed with ability indicator in the curriculum. Strengthen support for different learning groups. A Math Gifted Education Training Program with refined curriculum for each form was arranged for Math elite students. The team have a total of 30 members. A total of 10 Math elite students were selected from each form to join the team. The program was carried out by Math teachers and out-sourced organization throughout the year with systematic trainings to inspire the members to explore their potentials. Name list of Math School Team members who are promoting to KTC S4 was sent to Math Department of KTC in 9/2021 in order to provide continuous support and education to the gifted. Under the COVID-19 epidemic, Math School Team won over 50 prizes in various mathematical competitions in territory-wide and regional levels. To improve students' ability to self-directed learning . All homework worksheets were designed with learning summary, hints or guidelines to facilitate learning consolidation. Homework adjustments for SEN students were set in the Math Subject Handbook at the beginning of the academic year. To promote self-directed learning by using e-learning, consolidate students' learning habits and cater for students' learning diversity. Self-study resource database were created and 30% of the teaching videos of teaching examples were uploaded to Google Classroom to consolidate students' learning habits. Flipped Classroom were created, and teaching videos were uploaded to Google Classroom to promote self-directed learning.

  Department of Science - Biotechnology curriculum was designed for general education. For gifted students, we have organized a biotech research team for them to further their studies. The team nurture the gifted science students in a systematic way and strongly encouraging and arranging students to participate in international or local competitions. This year, we organized some STEAM related workshops and visit to our students.

  Department of Information & Technology Studies - Problem-solving approach has been adopted in the assessment of the subjects for a few years and more emphasis is placed on practical tasks. The effect has been good. Ability indicators are incorporated into all the worksheets to show students' level of achievement in the topic. AQP was used to analyze students' performance in tests and exams. Data and statistics are incorporated into the feedback keynotes to help students better understand their performances. Self-learning materials are prepared with videos, keynotes and additional online resources. It will be given to all forms so students can review all topics they learn in the subject at any time.
- Faculty of Humanities

  Department of Geography - The subject has reviewed the curriculum and revised the design of the work. Ability indicators for each coursework/question type are added, students can check their learning performance in detail, and they could be guided to revise step by step in order to improve their learning efficiency and academic results. Ability indicators for the revised geography curriculum were added in all the revised design of homework worksheets. In-depth assessment feedbacks were done for examinations to list out students' possible errors in detailed marking schemes, markers' reports and feedback keynotes. Subject meetings were held to review student performance in papers for adjusting the teaching focus and discussing follow-up measures for enhancing students' performances. AQP was used for evaluating the quality of assessment papers in UT and Exam. BYOD policy allows students to input the AQP data, which has saved the data input time for the teachers. A set of lesson notes and homework were designed with bonus questions for catering the diverse needs of students. More than 30% of Class and Form-based self-study resource databases were set up for improving students' self-directed learning ability. Form-based self-directed learning activities were done once per term in Google Classroom.

Department of History - Refine of the internal assessments result evaluation system, the use of analysis data has improved. After each UT and Exam, students' performance was analyzed by AQP, which could reflect the learning outcome. More ways to consolidation, such as study kits, vocab list, etc. to enhance students' performance.

Department of Economics - Revision notes and past papers have been distributed to students before examination for revision. The AQP developed by HKEAA was utilized in the subject for using data for feedback in the assessments. Support to students was devised based on the data, for example, concepts that needed to be revisited and question types which required more attention and exercises on.

社會及文化教育科部 -課堂中更有系統地融入各項電子教學工具及平台，例如 Mentimeter、Kahoot 等，學生反應不俗。本科繼續利用考評局的 AQP 平台作測考分析，利用數據找出學生的強弱項，在課堂及其後的測考跟進，並配合 BYOD 政策，學生能協助其測考成績數據，有助簡化過程。非華語學生抽離學習，課程以全英語授課，以照顧其語言能力。科任教師因應有特殊教育需要的學生的學習表現作教學上的調適。建立自主學習資源庫及網上教學平台內容，有利學生自主學習的意識和能力。

- Faculty of Sports Science

  Department of Physical Education - In 2021 – 2022, the School Sports Teams consist of ice hockey, basketball, volleyball, football, table tennis, badminton, swimming, athletics & cross country teams. Our sports teams have participated in Po Leung Kuk Affiliated Secondary Schools Sports Award Scheme, PLK Inter-school Table-Tennis competitions and HKSSF Inter-school Swimming and 3on3 Basketball competitions. Most of Inter-school competitions have been cancelled due to COVID-19.
- Academic Committee

  Ability indicators are incorporated into all the subjects' assignments. Students can reflect their learning performances in detail, they could be guided to revise step by step to improve learning efficiency and academic results. AQP was used to analyse students' performance in tests and exams. Data and statistics are incorporated into the feedback keynotes to help students better understand their performance. Self-learning database are prepared with videos, keynotes and additional online resources by all subjects.
- Academic & Staff Development Committee

  A workshop was held on 27th Oct 2021 by our school's education psychologist to help enhanced teachers' understanding on catering for the needs of SEN students.
- Careers and Guidance Committee

  An individual life planning report of each student was given to S1-3 students and parents via class teachers. Student's top dream job, good and bad habits, 3 preferred jobs, interest in elective subjects and 1st term academic results were shown in the individual reports to facilitate students' understanding about themselves, to help parents understand their children and to let both parents and students have a concrete direction on planning for a brighter future. Class teachers could discuss the career paths with parents and students during class teacher periods, individual meetings and Parents' Day.

  A Google Classroom was created for all S3 students, class teachers and career teachers to facilitate the self-directed learning in life planning. Information regarding the four seminars on further studies, alumni sharing on the selection of electives, EDB parents' seminar on senior secondary curriculum and some videos for the Life Planning Mentorship Program and Life Planning Education Enrichment Program were put in the Google Classroom for students to reach at their convenience and easy reference. Both students and parents gave very positive feedback for having the S3-CGC Google Classroom as they can easily reach the information at their own pace.

Reflections

- Faculty of English

  Department of English - Given its clarity to teachers and students, this grid should be refined and be used in assessments so as to align the whole curriculum. The RAT submission/vaccination record protocol made tutorial arrangement more complicated.

- Faculty of STEM

  Department of Mathematics – Due to the half school day arrangement and the epidemic, the cross-KLA activity with History department was cancelled. Focused feedbacks and keynotes were given to students for academic improvement throughout the year. Teaching strategies for advancement in the teaching and learning were discussed in form subject meetings for follow-ups. Under the COVID-19 epidemic and half school day arrangement, some of the Math School Team trainings were cancelled, however we managed to provide 10 training sessions for students and they reflected that the trainings were useful and had raised their mathematics standards and had polished their skills. Due to the COVID-19 epidemic, the number of competitions offered by organizations were less than before and less students are available to join the competitions due to the Special Holiday arrangement. Improve students' ability to self-directed learning. Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing practice. Class subject teachers could fine tune the worksheets to further cater for the learning diversity for their own classes. 30% of the database were prepared and S3 topics is not yet ready as the new JS Math syllabus will be implemented in S.3 in 2022/23. The marks of Flipped Classroom were counted in the Continuous Assessment and students would do the questions seriously. It was found that it is a very good way to cater the learner diversity by learning online and to promote self-regulated learning.

  Department of Science - Through a series of research works and training, many students are more devoted in the research work. Due to the pandemic, we are more focused on the collaboration with the HK university to enhance the students interested in the science subject development. It is true that we opened more opportunities for the students e.g. cancer patient imagine analysis with HKU dentistry department and medical school. Students who were not strong in wet lab could still join and have contributed to different research work. And the environmental study of seagrass in Hong Kong allowed the student to understand the importance of environmental protection and biodiversity.

  Department of Information & Technology Studies - AQP data could provide a clearer picture for finding students' strengths and weaknesses in the paper. The ability indicators basically only reflected the score in real practice in the subject with no additional information to the original score given in the worksheets. A specific proportion of the assessment paper will be allocated to test students' coding concepts in order to strengthen their foundations.

- Faculty of Humanities

  Department of Geography – Reminders and postpone of deadline were arranged to encourage students to complete the S1 cross-curricular reading scheme. The quality of work from students were diverse. A few students haven't submitted finally. Subjects review the curriculum and revise the design of the work, ability indicators for each coursework/question type are added, students can reflect their learning performance in detail, they could be guided to revise step by step to improve learning efficiency and academic results. The AQP statistics that generated still were difficult for colleagues to study, which were not able to fully utilize the data in assessments' analysis. Amendment on Class and Form-based self-study resource databases is needed for next year due to further amendment of the curriculum to better fit the "Curriculum Framework of National Security Education in Hong Kong - Geography" announced by EDB. Response rate of the Form-based self-directed learning activities still has room to improve.

  Department of Economics - More Support is needed for low motivation students to enhance their overall academic performance. The system will continue to be used in the next year. Hopefully teacher can make better use of the data in feedback for teaching.

  社會及文化教育科部 - 本科大部分同事已掌握 AQP 平台的運作，日後可再研究如何更有效善用數據找出學生表現的強弱項，以作跟進。能力及學習動機較高的非華語學生能明顯受惠於英語課程，成績表現平穩。能力較弱的特殊需要學生即使得到調適，在學習表現上亦未見有太大改善。持續因應科技的發展，引入合適的電子教學平台及工具以充實課堂教學。

Major Concern 3: Strengthen student morality. To enable students to be informed and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society

Achievements

- 中國語文文化及歷史科系
  中國語文科部 - 本科設計及推廣「輕談國學歌風雅」，每一個練習均設有不同的文化知識題目，提升學生了解中國文化傳統
- Faculty of English
  Department of English - All units of our current curriculum have national elements added. One news commentary assignment also has national related topic involved. Students can learn more about what companies in China are working on 5G technology, food banks, eco-friendly shopping habits, etc.
- Faculty of STEM
  Department of Science - Topics related to scientific invention and discovery and conservation are added to the subject curriculum and the MAKER curriculum.
  Department of Information & Technology Studies - Topics related to information literacy, proper use of internet and network security are added to the subject curriculum and the MAKER curriculum.
- Faculty of Humanities
  Department of History - Students showed interest in the topics related to China and HK history, such as intangible cultural heritage and they have shown respect to Chinese culture.
  社會及文化教育科部 -推廣校訓及「保良精神」，於中一加入《認識保良局》之單元，把校訓及「保良精神」融入於課程中。強化學生品德，培養正面價值觀和態度、尊重社會上的多元性，營造健康正面的校園氣氛，如中一級加入《寰宇一家》和《建立價值觀》兩個單元；中二級加入《權利與義務》章節(香港及中國公民)；中三則有《可持續環境》及《公共衛生》單元(世界公民意識) 。推廣《憲法》和《基本法》教育，培養學生認同國民身份，認識祖國及珍視中華文化中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《一國兩制及基本法》及《國安法》的單元；另加入《大灣區發展》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節。
- Faculty of Sports Science
  Department of Physical Education -完成及使用了奧運發展理論課教材套，當中就國家於奧林匹克運動會中的成就作出解說，繼續進行了國家隊賽事影片觀賞，讓學生體現了國家體育成就及學習到觀看體育賽事時的正確態度。上下學期均進行了各一次體適能教學單元，讓學生建立健康的生活模式，從而明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻。
- Academic Committee
  The curriculum revision of Chinese History and constructed the Social and Cultural Studies were successfully carried out to promote the education of the Constitution and the Basic Law. Curriculum of different subjects covered the elements of 'understanding the motherland'.
- Academic & Staff Development Committee
  A Joint-school National Security Education Workshop was held on 27th Oct 21. Po Leung Kuk Lee Shing Pik Secondary College and Po Leung Kuk Lo Kit Shing (1983) College joined us in the workshop. The workshop was conducted by the officials from the Education Bureau. They introduced the rationale, curriculum framework of the national security education. Exemplars on incorporating the elements into the existing curriculum were given.

Reflections

- Faculty of English
  Department of English - Students are engaged in the lessons if video clips are given. They could understand the materials easily and facilitate the discussion afterwards.
- Faculty of STEM
  Department of Science - Further topics on Biotechnology and Renewable Energy development in China will be added to the curriculum.
  Department of Information & Technology Studies - As the class suspension has affected the teaching schedule, new topics cannot be introduced this year. Further topics on technology development in China, e.g. supercomputers and their application, fintech, AIoT and Blockchain will be added to the curriculum.
- Faculty of Sports Science
  Department of Physical Education - 有助強化國民身份認同，珍視國家體育發展的重大成就，來年會製作以國家體育發展及成就為主題之理論課教材套。國家隊賽事影片觀賞有助學生體現了國家體育成就及學習到觀看體育賽事時的正確態度。繼續透過聯校水運會/運動會、學校運動會及外出參觀活動，教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀。有效透過體適能的教學單元，讓學生建立健康的生活模式，從而明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻。定期進行體適能測試及身體測量指標測試讓學生建立健康的生活模式，成為體迫強健的國民。
- Discipline and Guidance Committee
  Classroom management activities and value education sessions were carried out in order to promote positive values, such as integrity, responsibility, abidance, diligence and united effort, aim at strengthen students' morality. Healthy school program activities, anti-drug video talks were carried out to promote healthy lifestyle.

Major Concern 4: Enhancing the professional development of teachers

Achievements

- Faculty of English

  Department of English - Taking advantage of the full implementation of BYOD, the department has been able to utilize Schoology and apps on iPad to assist teaching and learning in and out of the classroom. We continue to develop and create our bank of educational videos, Books and other teaching materials like Kahoot games. Teachers are more familiar with e-learning and e-teaching.
- Faculty of STEM

  Department of Mathematics – Math Department successfully invited Dr. Poon Kin Keung, Assistant Professor of Mathematics & IT at the Education University of HK to be our subject consultant. Math Department joined a QEF project "The Advanced Program for Promoting STEM Education through Learning and Teaching Mathematical Modeling and its Applications 2021-2024" as a participating school via International Mathematical Modeling Challenge Committee (Zhonghau) Limited. Review and monitor learning and teaching materials by using e-sign in Moxtra.

  Department of Science - An AR apps has been developed for the teaching of Biotechnology. Both teachers and students can use this apps to self-learn the topics they are interested in. This apps is separated into two parts, one is the use of 15 apparatus and the other is the details of 12 experiments. This apps is not only for teaching biotech subject, it can also be used for teaching living technology subject. Participate in cooperation/support projects of tertiary institutions / Education Bureau. Our Biotechnology curriculum was invited by QEF to consolidate a teaching material for all the senior primary and junior secondary school.

  Department of Information & Technology Studies - New teaching methods and lesson designs were continuously explored. Nearpod lessons were designed and tried out in the subject. Teachers attended seminars on national security and curriculum development of the subject and shared the contents at Department meeting.
- Faculty of Humanities

  Department of Geography - Some IT teaching materials such as Keynotes were successfully prepared. Google Earth (AR) was used in lessons to facilitate teaching and learning. With the help of the Class and Form-based self-study resource databases, blended/mixed teaching mode can be carried out for improving the teaching effectiveness. Geography Department successfully invited Dr. Lincoln Fok, Associate Professor of Department of Science and Environmental Studies at the Education University of HK as our subject consultant.

  Department of Economics - Teachers have attended various IT trainings. We have set up google classroom as our subject online teaching platform. Most teachers have used this online platform for learning. Ipad has been used during lesson to enhance more interactive learning activities.

  社會及文化教育科部 -參與本校資優教育專業學習社群及電子教學專業學習社群，並於課上加入不同的電子教學策略：如 Kahoot!Mentimeter。善用 Google classroom 作同儕及觀課分享交流，並與同級同事共用分享電子教材。科同事參加有關《憲法》、《基本法》、《香港國安法》等進修及講座。
- Academic Committee

  BYOD is fully implemented, blended teaching and learning was carried out, positive feedback was collected from students. IT teaching materials, such as Keynote, Books were prepared by subjects. Learning and teaching materials were reviewed and monitored. The circulation and endorsement of the school-based "Learning & Teaching Materials, Learning Activities and Lesson Design Setting Record" were checked. Teachers were encouraged to participate in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law.
- Academic & Staff Development Committee

  A workshop on STEM training was held on 28th Jan 2022. It helped to facilitate teachers' work in leading students' PBL & Research Thesis. Teachers involved could experience more STEM activities. Professional exchange month was carried out in both terms. Full-scale inter-school lesson observation with the Sixth Form College could not be conducted due to the class arrangements under the pandemic. Subject representatives from KTC were invited to join the Professional Exchange Month in 2nd Term to foster the exchange between the two schools. Mutual Lesson Planning was coordinated as routine. The induction scheme for new teachers was carried out smoothly. Training course information was sent to teachers regularly as routine. Joint-school Staff Development Day was successfully held in the 2nd Term for the two schools to exchange on the latest development of subjects and performance of S3 students who will be promoted to KTC next year.
- Careers and Guidance Committee

  Professional development in Life Planning with structural training for careers teachers by EDB. A Form Career Teacher has successfully completed the 100-hour structural life planning training course this year. Each Career Teacher joined at least three seminars regarding Career Planning in the school year. By joining the courses and seminars, our Careers Teachers could acquire updated knowledge regarding Careers and Life Planning. Three Life Planning teacher's trainings were given to related S1 – S3 class teachers to help them in the understanding of the utilization of the individual report so that they can help students with subject selection and self-improvement.

Reflections
● Faculty of English Department of English - This helps a lot in the sense that students can revise any part of the curriculum at their own pace. Given the materials are ready, the next step should be systematically catalogue them so that it can be easily accessed. Teachers are also getting more experienced with e-learning teaching. ● Faculty of STEM Department of Science - Not all teachers are familiar with the new biotech curriculum. The apps that we developed has helped them to self-learn the use of apparatus and experiments. This is a good way for the professional development of teachers. In the coming year, the consolidation of biotech teaching materials will offer a new challenge for the science team. ● Faculty of Humanities Department of History - Teachers who teach more than one subject has heavy workload and therefore it is difficult for them to join the PD beyond school time. Department of Economics - Different types of apps should be used by teachers to enhance the interactive teaching and learning. 社會及文化教育科部 -一些原定參加的比賽項目及與友校的觀課交流計劃均因為疫情的關係而未能如期舉行。校本學生人才庫有助甄選合適的學生參加不同的比賽項目，可加以利用。

5.2 Key Projects Taken by Subject Faculties

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Chinese Language	
1. 建構具特色的校本課程	● 本年度於停課期間，無論是讀文教學、寫作教學、實用文教學，還是文言文教學方面，教師都製作了大量教學影片，並上載至 Schoology 網上學習平台，供學生反復學習及溫習，部份自律性學生成績因而得到顯著提升。 ● 本科設計校本課外閱讀課程，推廣「閱讀寶藏」，每一個練習均增設引導及思考性題目，提升學生閱讀能力及興趣；本科亦設計廣泛閱讀資料冊，提升學生閱讀能力及興趣。另外，本科設計及推廣「輕談國學歌風雅」，每一個練習均設有不同的文化知識題目，提升學生了解中國文化傳統。 ● 此外，本科教師設計了與課程有關的 Keynote 及 Pages，為學生提供自主學習的機會。同時，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot！練習，於課堂上使用，以提升教與學的效能。 ● 本年度本科參加了教育局語文教學支援組「語文教學支援服務——中國語文」，為中一至中三學生設計了寫作教學活動，教學設計能使學生對寫作有較具體之掌握。學生能力有所提升。
2. 優化評估系統，提升學與教效能	● 本年度，中文科利用 AQP 系統分析學生語文知識能力，於上下學期測考開設語文運用卷，分析學生表現，以及改善教學質素。教師發現學生的語文基礎知識弱，在課程設計上再加以調整，期望能作針對性的改善方案。
3. 發揮學生潛能，加強資優教育，系統化培育不同方面資優學生、積極鼓勵及安排學生參與國際性及全港性比賽	● 本年度中文科及普通話科盡力推動學生參與校外比賽，學生於多個比賽取得獎項。 ● 在中文寫作方面，學生的表現理想： o 在中國語文菁英計劃 21-22，1 位同學獲得銅獎 o 在中國中學生作文大賽（文學之星）中，1 位同學獲得全國三等獎 o 在基本法徵文比賽中，1 位同學獲得亞軍 o 2021-22 全國青少年語文知識大賽「菁英盃」作文入圍賽(初賽)，5 位同學獲得二等獎，3 位同學獲得三等獎。2021-22 全國青少年語文知識大賽「菁英盃」作文入圍賽(決賽)，1 位同學獲得一等獎，4 位同學獲得二等獎，3 位同學獲得三等獎 在疫情影響、多個比賽取消的情況下，學生能取得多個獎項，實在難得。 ● 在朗誦比賽方面，本科仍積極推動學生在安全的環境下參與校外比賽，並於多個比賽中取得佳績： o 於第73屆香港學校朗誦節中，1位同學獲得亞軍，4位同學獲得季軍，有13位同學獲得優良獎狀，7位同學獲得良好獎狀 o 第十八屆「校園拔萃盃」全港青少年朗誦．文學．藝術交流大賽，1位同學獲得金獎，3位同學獲得銀獎 o 第六屆「夫子盃」演講比賽1位同學獲得季軍，1位同學獲得優異獎 o 2022香港學界朗誦公開賽暨第十六屆BNCL證書朗誦比賽，1位同學獲得冠軍，3位同學獲得亞軍，1位同學獲得季軍 o 香港學界朗誦公開賽暨第四屆「專業精英盃」朗誦比賽，1位同學獲得亞軍，1位同學獲得季軍 o 「紫荊文化盃」—— 首屆全港中小學中國文化普通話比賽，1位同學獲得亞軍，1位同學獲得季軍，4位同學獲得優良獎狀 ● 在演講比賽方面，學生的表現理想： o 第六屆「夫子盃」演講比賽中，有 1 位同學獲得季軍，有 1 位同學獲得優異獎，有 3 位同學獲得參與獎狀
4. 優化教學條件，提供優質教學	● 本科已邀請香港浸會大學持續進修學院學術課程統籌韓仰泓女士繼續擔任本科顧問。 ● 本科教師設計了與課程有關的 Keynote 及 Pages，為學生提供自主學習的機會。於停課期間，無論是讀文教學、寫作教學、實用文教學，還是文言文教學方面，教師都製作了大量教學影片，並上載至 Schoology 網上學習平台，供學生學習。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習，於課堂上作更有學習成效的討論。本科教師亦設計了不少 Kahoot!練習，以 Pop-Quiz 形式於課堂上使用，以提升學生的學習興趣。 ● 同時，我們要求能力高的學生自行製作筆記，能力稍遜的學生完成筆記工作紙，以助便回家溫習。教師亦會於班內評選製作認真的筆記加以表揚。
5. 提供適切支援，提升學生學術表現	● 本科負責教師繼續完善非華語課程修訂，為非華語學生提供合適的課程及支援。 ● 此外，本科老師為成績未達要求學生進行合適支援，透過網上平台，為學生進行線上補課，訓練學生答題技巧。本科全體中文科老師全年進行了合共不少於 160 次的補課。 ● 同時，為加強對資優學生的培育，本科負責教師於本年度繼續參加了本校的資優教育學習圈，並持續推行 3 層資優教育，為資優學生提供學習支援。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Putonghua	
1. 建構具特色的校本課程	● 本年度於停課期間，無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片，並上載至 Schoology 網上學習平台，供學生學習。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習。 ● 此外，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot！練習，於課堂上使用，以提升學生的學習普通話興趣。
2. 優化評估系統，提升學與教效能	● 本年度，普通話科從聆聽、說話、語音拼讀、網上語音評估四方面評核學生普通話能力，教師能更全面掌握學生的學習成效。當中聆聽卷目改為多項選擇題，有助教師檢視及分析學生表現，提升教學質素。
3. 發揮學生潛能，加強資優教育，系統化培育不同方面資優學生、積極鼓勵及安排學生參與國際性及全港性比賽	● 本年度雖然受到疫情的影響，普通話科仍積極推動學生在安全的環境下參與校外比賽，並於多個比賽中取得佳績。 ● 朗誦方面： o 第 73 屆香港學校朗誦節中，有 2 位同學取得季軍，5 位同學獲得優良獎狀，1 位同學獲得良好獎狀 o 第十八屆「校園拔萃盃」全港青少年朗誦・文學・藝術交流大賽中，有 1 位同學獲得金獎，3 位同學獲得銀獎 o 2022 香港學界朗誦公開賽暨第十六屆 BNCL 證書朗誦比賽，1 位同學獲得冠軍，3 位同學獲得亞軍，1 位同學獲得季軍 o 香港學界朗誦公開賽暨第四屆「專業精英盃」朗誦比賽，1 位同學獲得亞軍，1 位同學獲得季軍 o 「紫荊文化盃」—— 首屆全港中小學中國文化普通話比賽，1 位同學獲得亞軍，1 位同學獲得季軍，4 位同學獲得優良 ● 演講方面： o 第六屆「夫子盃」演講比賽中，有 1 位同學獲得季軍，1 位同學獲得優異獎
4. 優化教學條件，提供優質教學	● 本科已邀請香港浸會大學持續進修學院學術課程統籌韓仰泓女士繼續擔任本科顧問。 ● 本科於停課期間，無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片，並上載至 Schoology 網上學習平台，供學生學習。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習
5. 提供適切支援，提升學生學術表現	● 為加強對資優學生的培育，本科負責教師於本年度繼續參加了本校的資優教育學習圈，並持續推行 3 層資優教育，為資優學生提供學習支援。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History – Chinese History	
1. 發展具特色的校本課程	• 本年度在各級均加入基本法的教學內容，有助加強學生了，並進行《基本法》校內比賽，增強同學了解《基本法》條文及國民身份的權利與義務。現時藉國家安全法實施，校本課程重於教導學生認識國家和國家安全的重要性及世界就國家安全的發展。 • 本年度以網上教室進行不同方式的教學。例如教導學生從不同的歷史事件中以加強學生對歷史資料分析能力。因停課的關係，網上教學以歷史資料題形式進行，使目標更成功達致。來年如有網課將會於各課題上進行加強學生對歷史資料學習的能力指標。
2. 優化評估系統，提升學與教效能	• 因社會的發展，對政治問題的敏感度，引致教學、擬卷和製作習作時有機會被誤解有政治原因，影響正常的教學工作。因此科目教師必須嚴守《校本學習材料設計政策及程序》，在設計教學材料時按照相關程序，以防不慎發出不正確之訊息，影響正式教學的運作。 • 小測、統測及考試，已設基礎及高階的部份，比例 8：2，亦加大了歷史資料分析和題目，以配合高中選修科的需要，來年繼續進行。 • 科主任與組員已進行互相觀課，雙方討論和檢視觀課內容，提升學與教效能。若個別科任老師課堂與科主任課堂重疊情況，相關老師會呈交教學內容及拍攝課堂影片作交流。 • 上、下學期各級均進行了測考前補課，反應良好，各級參加人數都超過二十人，有參與補課的學生明顯比沒有參與的學生成績表現較好。來年繼續。 • 學生答題錯別字情況不太嚴重，但仍要嚴格執行專有名詞不能錯別字，讓學生認識更多歷史的專有名詞。
3. 優化跨學科語文學習	• 跨學科（體育科）閱讀計劃理想，因在開始進行閱讀計劃已強調習作的等級是會在成績表上顯示的，加強學生認真態度。
4. 優化教學條件，全面推行電子學習，提供優質教學	• 校本自學課程除《基本法》外，亦發展 AR 中國歷史歷代 版圖 APP 開發，有助加強學生認識國家珍貴文化及文明成就。
5. 發揮學生潛能，加強資優教育。舉辦本科活動，提供其他學習經歷的機會	• 本科與中文科系合作參加「基本法徵文比賽」，成績理想。3B 林溱穎同學獲得初級組亞軍 • 中史校隊成員 2B 王菲菲同學在國家安全法網上比賽獲選為知識王
6. 適切支援，提升學生學術表現	• 持續為非華語及 SEN 學生提供學習支援。本科設計校本中國歷史課程及教材透過 EDB 設計的教材，檢視及改善現有課程、教學及評估策略，並持續優化本科的學習支授工作，並在科目手冊作出每年更新。

Key Project	Evaluation
Faculty of English - English Language	
1. Life-Wide Learning Day The English Drama Activity	The English Drama Activity offered some intensive speaking practices for our Form Two students. The native English-speaking tutors prepared booklets, playscripts, PowerPoint slides and videos in the lesson. Students were able to act out the scenes in the playscript. Students enjoyed the drama activity as shown in the questionnaires. The materials and games prepared matched with the teaching syllabus and students' ability. Students learnt the speaking skills from the games and activities. They could also successfully act with emotions and produced a drama performance at the end of the session.
2. Gifted Education **Debate Team, Speech Team, Writing Team** • Designing tailor-made curriculum for the 3 school teams • Establishing school-based gifted education curriculum aiming at raising and exploring students' potential • Encouraging and arranging for students to participate in at least 1-5 local or international competitions or assessments • Assisting individual gifted students to participate in local/international competitions • Regular training sessions were conducted before the competition throughout the year	Speech: Under the gifted education, the three school teams namely the Speech Team, Debate Team and Writing Team had won over forty-eight prizes and received over sixty certificates of merits in competitions under the Covid-19 pandemic. - In the 73rd Speech Festival, two students received 1st runner up, one student received 2nd runner up, and a total of twenty-five merits with seven students received over 85/90 and one proficiency certificates received. - For the Story Telling competition - Guangdong - Hong Kong – Macao: three students received champions, four students received 1st runner up, one student received 2nd runner ups and all the others received Merit. - For the Solo Verse competition - Guangdong - Hong Kong – Macao: three students received Champion, two students received 1st runner up, four students received 2nd runner up and all others received Merit. - In Asia Pacific Talent Migrants: two students received Excellency, eleven students received Gold medal, eight students received silver medals and seven students received bronze medal. The means of using video taking for solo verse and storytelling is new for teachers and students. More training in learning how to take the video better is needed and the use of campus TV is recommended for better acrostic effects for the videos. Debate: Students were actively involved in the debate competitions this year. We have 8 new members this year. They were tied in one and lost one in the first term but we won both competitions in the second term. The first round our team compete against Yan Chai Hospital No. 2 Secondary School and we won. The second round with HHCKLA Buddhist Leung Chik Wai college and we won both. Students did well in both competitions. The students were thrilled about that, however, we need to train up new members for next year because of promotion to senior forms and emigration. Writing: In the "Good people, good deeds" writing competition, all participated students received certificates of participation. Some writing competitions were cancelled due to the special holidays arrangement announced by EDB in March.
3. Running school-based English tutorials to support newly arrived children in learning English effectively • Held on Saturdays • Duration: 1 hour for each period • 8 to 10 participants in each class • Teachers work with tutors to design tailor-made curriculum, teaching and learning materials	Forty-four students were selected to join the tutorials based on their UT results. Tutorials started from November till April and a total of ten lessons have been conducted for each student. Two experienced tutors were hired for the tutorials, and they have provided useful teaching and learning materials and activities. Positive student feedbacks were received and their academic improvements were shown in their examination results. Since there were only a few NAC, those students who need more basic knowledge training were also selected for the tutorials. Attendance for all classes was satisfactory.

Key Project	Evaluation
Faculty of STEM - Mathematics	
1. Maths School Team	A Math Gifted Education Training Program with refined curriculum for each form was arranged for the Math elite students. The team has a total of 30 members with 10 Math elite students selected from each form. The program was carried out by our Math teachers and an out-sourced organization throughout the year with systematic trainings to inspire the members to explore their potentials. Under the COVID-19 epidemic and half school day arrangement, most of the trainings were done through online conference mode. Despite the cancellations of some competitions and the changed mode of trainings, students' attendance in Math School Team was good. The students reflected that the trainings were useful and their mathematics standards and skills have raised. This year, our team members won over 50 prizes in various mathematical competitions in territory-wide and regional levels, such as • Silver Award in Asia International Mathematical Olympiad Open Contest 2022 • 3rd Class Award in the Hua Xia Cup (Southern China Region) Mathematical Olympiad Competition 2022 Semi-final • 3rd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition 2022 Semi-final • Bronze Awards in the Thailand International Mathematical Olympiad 2022 • Bronze Awards in Hong Kong Elite Selection of Mathematical Olympiad for Team Hong Kong 2022
2. Maths Club	Mathematics Club was formed by a group of S1 to S3 students who are interested in Mathematics. Two whole school math contests "Candy Guessing" and "Logic Master" were carried out at the end of each term via electronic platform. However, most of the planned activities were cancelled due to the COVID-19 epidemic and half school day arrangement.
3. Developing the school-based Curriculum	The new JS Math syllabus was successfully implemented in S.2 this year. A new set of lesson worksheets and homework worksheets were developed. The sequence of teaching the topics in each form were re-arranged this year. Furthermore, the topics for the self-study have been added as a bonus part for all forms in order to strengthen the bridging between junior and senior secondary mathematics curriculum. Value education was embedded in the subject teaching and learning. By teaching students the techniques in answering MC questions, students developed senses to discriminate impossible ones and having options to solve a problem.
4. Amending the design of homework worksheet	All homework worksheets were designed with learning summary, hints or guidelines to facilitate learning consolidation. Class subject teachers then fine tune the worksheets for their own classes to cater for the learning diversity if necessary. Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing practice.
5. Promoting cross-curricular learning	Cross-KLA reading scheme was conducted with History and Science departments for S2 during the 2nd term. However, due to the half school day arrangement and the epidemic, the cross-KLA activity with History department was cancelled.

6. Applying various teaching pedagogies with flexibility	In order to create a more interactive teaching and learning environment, flipped classroom and e-learning were carried out in all classes in the year, especially during the face-to-face lesson suspension period. Kahoot!, Nearpod and other Math app were widely used in lessons in the 2nd term in school to facilitate teaching and learning. By using those e-learning tools and apps, students are able to learn the Math knowledge and concepts in a fun and interactive way. This practice also caters for the learner diversity and promotes self-regulated learning to the students. Furthermore, google classrooms were set for each class for all students.
7. Cooperating with tertiary institutions and professional bodies	Math Department successfully invited Dr. Poon Kin Keung, Assistant Professor of Mathematics & IT at the Education University of HK to be our subject consultant. Math Department joined a QEF project "The Advanced Program for Promoting STEM Education through Learning and Teaching Mathematical Modeling and its Applications 2021-2024" as one of the participating school via International Mathematical Modeling Challenge Committee (Zhonghau) Limited.
8. Encouraging and arranging students to participate in local / international competition	Four groups of S2 students participated the 2021/22 Statistical Project Competition for Secondary School Students organized by the Hong Kong Statistical Society and Education Bureau under the guidance by their teacher consultants. All of them got positive feedbacks from the organizers.

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Science)	
1. Science Competition	Our students have participated in various competitions and gained satisfactory results. Each competition had provided students different chances to learn from and enable them to explore their potential. Most of the students found the competition of things creating and project making interesting and challenging even though those competitions it required a lot of time and efforts.
2. Life-wide Learning activities	This year, we organized a lot of STEAM related visits, seminars and workshops for our students. (a) Visiting the LKS Faculty of Medicine, The University of Hong Kong (b) Juvenile Horsehoe Crab Rearing Programme – STEAM project exhibition All of the above programmes aim to provide STEAM learning experience for students and deepen their understanding of the STEAM development in HK and around the world. The students' responses were very positive and they hoped that school could continue these activities each year.
3. Biotechnology Development (a) Horseshoe crab raring programme -Promoted environmental protection and conservation work in Hong Kong (b) Seagrass biodiversity in HK -Collaborate with HKU to promote environmental protection and biodiversity in HK (c) Biodegradation of plastic using superworm - Collaboration with CityU of Hong Kong that DNA samples were shared with CityU and this project was the materials for product development, conference, thesis and paper writing (d) Cancer patient image analysis - A collaboration with HKU medical school and dentistry department	(a) Live horseshoe crabs were kept in the lab during the time of experiment. The students are very excited about keeping living organisms in the laboratory. It supposed to be a good experience for them to take the responsibility to husbandry the horseshoe crab. In this year, a STEAM project was created on the rearing programme. Student produced an animation to promote the environmental protection of HSC. (b) The School of Biological Science at the University of Hong Kong invited us to assist in a seagrass biodiversity in HK. It is a relatively easy to handle research project for secondary school students. Seeing students lack confidence in handling difficult research project, we started from an easy one. On top of that, HKU postgraduate students came to give our students lecture for this research study. (c) Similar to last year, our students performed the exposure in our biotech laboratory. This year the students try a new plastic from a surgical mask. The students needed to collect all the physical and chemical parameters from the experiment. They learnt what a control experiment was and the importance of keeping all the data in record. The most important experience the students gained was patience because the experiment might not be successful in one exposure. If the worm dies, they need to re-start the experiment again. (d) We were invited to collaborate with HKU medical school and dentistry department since we introduced biotechnology in our science curriculum. Our students learned the new development of medical research and have had chances to participate in it. We are planning to make this as a long term collaboration on medical research.
4. E-Learning	In order to provide a more interactive learning environment for the students, S.1 classes used the books application of iPad to explore the following topics: For S.1"State of matters", "Density" and "Energy", for S.2 "Eye defects", "Common Acid and Alkalis", "Neutralization" and " Photosynthesis" and for S.3 "Enzymes functions" and "Atomic structures". Besides, a lot of different e-learning games such as Kahoot! were designed for each lesson to arouse the interests of students, especially the low-motivation ones. An AR apps for teaching of Biotechnology was developed. Both teachers and students can use this apps to self-learn the topics they would like to know. This apps is separated into two parts, one part is the use of 15 apparatus and the other part is the details of 12 experiments. This apps is used not only in biotech subject, living technology subject can also use this app for teaching. Teachers designed and utilized elearning for students incorporated with some self-learning activities which enhanced their understanding of the key concepts by themselves with different pace in the class lessons. Teachers can cater more with different speed for students and it seemed more effective and involvement for less-able students.

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Information & Technology Studies)	
1. Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T	Adaptive syllabus was developed in S1 with D&T. Students learnt required programming skills in ITS and they brought to manipulate hardware in D&T lessons. It is a great success in this development. The technological knowledge and skills (for-all) can be shared among different STEM subjects. A cross-subject project using presentation software to introduce their production process in D&T lessons will be done by students.
4. Integrate the curriculum with Maths	Syllabus on Number systems (originally in S2 Maths – Laws of indices) has been implemented in S2 and S3. S2 : Binary number system. S3 : Sign-and-magnitude and 2's Complement
5. Shifting the mode of assessment (more practical and more problem-solving)	More and more shifted from factual based to problem-solving based assessment. A game-based programming platform was introduced in S1. Hopefully this can become a bridge to train students from blocky to text-based programming. Besides factual knowledge to cater DSE study pathway, more STEM or critical thinking mind was introduced to the curriculum. Students with logical minds may find this subject enjoyable.
6. Practical exercise and examination	Office automation tools were taught in each form in order to serve the project learning. S1: Microsoft Word, Keynote (iPad) S2: Google Slides, Keynote, Microsoft Excel S3: iMovie, Microsoft Excel (Advanced) Students are also taught how to use the software on iPad. This arrangement helped them familiarize with applying the skills on different platforms and allowed more flexibility in the teaching arrangements.
7. Developing STEM Gifted education	The robotics team has won a Champion and a 2nd Runner-up in the Sham Shui Po District Primary and Secondary School Robot Design Competition.
8. Online Classroom	Building on experiences, the online classrooms were well managed, and teachers and students could make good use of the platform to facilitate teaching and learning of the subject.
7. Life-wide Learning Day	Visits were arranged to extend students' learning beyond the classroom. 40 Form 3 students visited 5G Lab @ SKY100 in the 1st Term to learn about and experience the latest development in technology. They also took part in a 5G motor car workshop. In the 2nd Term, 40 Form 3 students visited the Hong Kong Science Park. They visited SenseTime, the HKSTP Experience Centre and joined a coding lesson to learn how to make an app with AI function.

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Living Technology)	
1. Design Competitions in school (a) Phone Bag Design Competition (b) Backpack Design Competition	(a) Most of the students finished their phone bags. However, some didn't understand how to do the needlework required for making a phone bag. With the implementation of BYOD, students can make good use of pre-recorded videos to complete the phone bag. It is recommended to keep the same practice in the next academic year. (b) Making patchwork is quite difficult for some students. With the help of pre-lesson videos, students learnt before attending to the real face-to-face lessons, and they watched the videos again if needed during lessons. It helped speed up the whole process. All students (except some who had absented for a long time) could finish making the backpack. Some of the students could even make another drawstring back for the iPad. This kind of practice should be kept in the next academic to build up students' self-learning skills.
2. Visits and other learning experience (a) Visit to Tao Heung Museum of Food Culture (b) Visit to subject related organization	(a) Activity cancelled due to COVID-19 pandemic (b) Activity cancelled due to COVID-19 pandemic
3. Making products for sale at the CoolSTEAMaker@TNK	The activity was cancelled due to COVID-19 pandemic. This activity idea will be used for the same activity that will be held next year.
4. Life-wide Learning Day	Two Life-wide learning Days have been successfully done in cooperation with the science department. It is recommended to have the same kind Life-wide Learning day for next year

Key Project	Evaluation
Faculty of STEM - Integrated STEM(Design & Technology)	
1. Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T	Cross subject curriculum was developed in S1&2 with D&T. Students acquire coding knowledge in ITS and apply on A.I. application development and hardware manipulation in D&T. S1 students went through a Keynote project (SBA) in ITS as an introduction to their production process of a wooden box in D&T lessons.
2. Integrate the curriculum with Maths and Science	To strengthen the bonding between STEM subjects, some topics from Maths and Science were integrate into D&T syllabus, and examined in their subject bonus parts. S1: Orthographic Projection (Maths: TSA content) S2: Ohm's Law (Science)
3. Development in wood working syllabus	S2 wood working lesson were re-designed. A design concept and different types of adhesives between different materials have been introduced. Soldering technique on electric components has also been included into the syllabus
4. Developing STEM Gifted Education	The robotics team has won a Champion and a 2nd Runner-up in the Sham Shui Po District Primary and Secondary School Robot Design Competition.
5. Life-wide learning day	Visits were arranged to extend students' learning beyond the classroom. 40 Form 3 students visited 5G Lab @ SKY100 in the 1st Term to learn about and experience the latest development in technology. They also took part in a 5G motor car workshop. In the 2nd Term, 40 Form 3 students visited the Hong Kong Science Park. They visited SenseTime, the HKSTP Experience Centre and joined a coding lesson to learn how to make an app with AI function.

Key Project	Evaluation
Faculty of Humanities – Social & Cultural Studies	
1. 發展具特色的校本課程 (華語及非華語學生雙軌課程)	建構並持續檢視課程及教材內容，以確保能符合教育局及校方的指引及要求，而中一及中三已完成基礎中英文課程及課業設計及傳簽。現有課程涵蓋以下部份: 1. 保良精神教育：於中一加入《認識保良局》之單元 2. 價值教育：中一級加入《寰宇一家》和《建立價值觀》兩個單元；中二級加入《權利與義務》章節(香港及中國公民)；中三則有《可持續環境》及《公共衛生》單元(世界公民意識) 3. 國民及國情教育：中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《一國兩制及基本法》及《國安法》的單元；另加入《大灣區發展》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節 華語學生的全英語課程已於學年內完成，內容與華語生的中文課程完全一致，以照顧其語言能力。能力及學習動機較高的非華語學生表示以英語學習會比中文學習較易掌握。
2. 優化評估系統	本科繼續利用考評局的 AQP 平台作測考分析，利用數據找出學生的強弱項，在課堂及其後的測考跟進。配合 BYOD 政策，學生能協助其測考成績數據，有助簡化過程。本科同事已大致熟習 AQP 平台的運作，日後可再研究如何更有效善用數據找出學生表現的強弱項，以作跟進。
3. 資優教育發展	配合校本學生人才庫的發展，本年度本科與中國歷史科挑選有潛質的中一學生加入校隊，效果理想。 在第一層全班式資優教育發展中，本年度本科亦繼續參與教育局資優教育教師網絡，惟主要的觀課交流活動略受影響而未見施行。部分校隊擬定參加的部分比賽亦因疫情關係未能如期進行。
4. 校內活動及全方位學習活動	19/10/2021 配合中史科部舉辦《百年當代中國歷史》校內展板，約有 50 位同學參加；而 6/6/2022 則與 MCNEC 合作，舉辦《國家安全》教育展覽。本科部設計工作紙，要求全體學生完成，並計算本科自主學習分數。 戶外研習日方面，上學期 3A 班參與關於香港房屋協會的參觀，另 3B 及 3C 兩班則參觀基本法圖書館。因受疫情影響，下學期外出參觀活動人數受疫苗通行証所限，3D-F 班有個別同學未能參與基本法圖書館的參觀活動；惟整體而言，學生反應尚算理想。
5. 建立科本自主學習資源庫	本年已為各級建立電子學習資源庫 (Google classroom)，級負責人按時上載學材，並已完成不少於 30%的資源更新。未來會持續優化。

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Geography)	
1. Promote interdisciplinary learning.	• Cooperated with History Department in both terms on life-wide learning days for outings to Tai Kwun and the Hong Kong Maritime Museum to foster interdisciplinary learning. Feedback from students and teachers are positive and they reflected that the visits broadened their horizon and let them have more insights in the correlations between subjects • Co-operated with Social and Cultural Studies Department for a Field work competition. 4 of the S3 students joined the competition and gained valuable experiences. • A cross-curricular reading scheme was carried out in S1 2nd term with the Social and Cultural Studies Department. Most students submitted their works. The quality of work from students were diverse.
2. Revise the curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB	• The geography curriculum was fine-tuned according to the "Curriculum Framework of National Security Education in Hong Kong - Geography" announced by EDB. • In reference to the syllabus, there is a wide coverage relates to the NSE framework, especially S2. However, some information in the textbooks is outdated and cannot reflect the latest facts and situations in a China's geographic issues. Therefore, a new edition of S1-3 textbooks are needed next year to accommodate the NSE framework on geography.
3. Improve the academic materials for students	• A set of lesson notes and homework were set with challenging questions to foster students' learning and academic performance. However, re-development of learning materials are needed next year for the implementation of new edition of textbooks. • A cross-curricular reading scheme was carried out in S1 2nd term with the Social and Cultural Studies Department to foster students' reading ability. • AQP is used in every major assessment, UT and Exams, to assess the quality of the assessment papers. • Ability indicators were added in all pieces of homework. Students can check their learning performance in detail for knowing how to improve their learning efficiency and academic results. • Marker reports were prepared in every major assessment for students' improvement. • Subject form meetings were conducted after Exams to evaluate Ss performance and fine-tune the teaching strategies for improving academic performance of students.
4. Promote self-directed learning	• Self-learning curriculum and bonus questions were set in exams to enhance students learning motivation. • E-learning and self-directed learning (Kahoot! flipped classroom) were conducted in google classrooms and lesson. • Class and Level-based Google Classrooms, which serve as self-learning resources database, were set this year to facilitate students' self-directed learning. Lesson notes, videos and useful information were put in google classrooms. There were continuous updates throughout the year. Students are used to use the Google Classrooms and reflected that those are useful to their leaning. However, re-development is needed in next year to meet the needs of the new edition of textbooks.
5. Strengthen student morals, cultivate positive values and attitudes	• With the syllabus, nine priority values and attitudes were embedded in the curriculum. • Five S2 classes joined the online quiz competition on Nature Rescue by Green Power. 53 students got the Certificate of Appreciation
6. Promote the professional development of teachers and enhance the effectiveness of learning and teaching	• Teachers used the blended teaching mode with the help of different teaching strategies and IT equipment. • Google Earth (AR) is used in all levels to facilitate the learning of the subject and the teaching and learning effectiveness. • Form coordinators checked the teaching materials each year.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(History)	
1. New curriculum development	• New curriculum for S2 was carried out this academic year. Fine-tune for S1 curriculum has been done, based on experience and students' performance. Value education elements were promoted. • MAKER curriculum is developed, students' performance was satisfactory. Self-learning exercise were revised to cope with the new syllabus. Ability indicators were added in all worksheets.
2. Online learning	• Building on experiences, the google classrooms were well managed. Teachers and students could make good use of the platform to facilitate teaching and learning of the subject, especially for self-learning. • Self-learning database (1st phase) has been developed.
3. Life-wide Learning Days	The departments of Integrated Humanities - History and Geography jointly organized a visit for a total of 40 S2 students to 'Tai Kwun' on 1st term Life Wide Learning Day. For the 2nd term Life Wide Learning Day, a total of 40 S2 students from other classes were arranged to visit Hong Kong Maritime Museum. These visits were arranged to educate students about the historical development of Hong Kong so that they can develop a concept on sustainable development, and apply it in new situations and contexts.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Economics)	
1. Revising the curriculum	The school based curriculum including the content of economics and resources can build up the fundamental knowledge for students studying Economics. Revised curriculum allows students to have more opportunities in studying the background of Hong Kong economics.
2. Participate the program of Alibaba jump starter, youth financial planner and 2021 前海粵港澳青年創新創業大賽香港賽區（中學組）	We have joined various activities and competitions to enrich the experience of our students. The volunteers from commercial sectors are invited to have a few online lessons with our students regarding the innovative products. Students have finished a project of business proposal on innovative products.
3. Reading scheme: Financial studies (Join with Integrated Humanities – FA)	F.3 students were assigned to read a book relating to financial studies called "making senses of money. The selected book is especially designed for secondary school students to learn the basic idea of finance. As we have limited lessons, it is unable for the subject to cover all the essential elements. This book can help students in understanding some basic ideas of finance in a more interesting way. The marking criteria was set to assess the students' understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students' file for reference.
4. Participate financial education online quiz competition (Join with Integrated Humanities – FA)	All F.3 students are invited to participate the online quiz competition. Our students have shown their talents and confidence in competing with other schools in the competition. Moreover, the students' efforts and enthusiasm for the competition has enriched their knowledge and experience. Through those different competitions, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they have learnt in school.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Finance & Accounting)	
1. Revising the curriculum	The school-based version textbook including the content of Business, Accounting and financial studies can build up the fundamental knowledge for students studying BAFS. The amendment on accounting parts allow students to have more opportunities in studying financial education.
2. Participate the program of Alibaba jump starter, youth financial planner and 2021 前海粵港澳青年創新創業大賽香港賽區（中學組）	We have joined various activities and competition to enrich the experience of our students. The volunteers from commercial sectors are invited to have a few online lessons with our students regarding to the innovative products. Students have finished a project of business proposal on innovative products.
3. Reading scheme: Financial studies	F.3 students were assigned to read the book relating to financial studies called “making senses of money. The selected book is especially designed for secondary school students to learn the basic idea of finance. As we have limited lesson, it is unable for the subject to cover all the essential elements in BAFS. This book can help students to understand some basic ideas of finance in a more interesting way. The marking criteria was set to assess the students’ understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students’ file for reference.
4. Participate financial education online quiz competition	All F.3 students are invited to participate the online quiz competition. Our students have shown their talents and confidence in competing with other schools in the competition. Moreover, the students’ efforts and enthusiasm for the competition has enriched their knowledge and experience. Through those different competition, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they have learnt in school.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Integrated Arts(Visual Art)	
1. Exhibitions and Activities	No exhibition was held at the MTR Community. Art Galleries application assessment process was temporarily suspended by MTR.
2. School teams (a) Drama Team	The Drama Team members have joined the Hong Kong School Drama Festival 2021/22. Two students were awarded the Awards for Outstanding Performer in Hong Kong School Drama Festival 2021-22. The Award recipients: 2E (14) GURUNG SAMIR 2E (20) LIMBU NUGAY HANG PAHIM The School Dram Team was awarded the Award for Outstanding Cooperation and Award for Outstanding Script.
(b) Dance Team	This year the Dance team training has been cancelled due to the coronavirus pandemic.
(c) Visual Arts	The Visual Arts team members participated in the following competitions : • The Wharf Hong Kong Secondary School Art Competition 2021-2022 The Visual Arts Team members and the Chinese orchestra members have performed a cross-disciplinary art and Chinese music performance at Chinese Traditional Performing Arts Show in the Mei Foo Community Hall on 13 November 2021. The Visual Arts Team members and the School Orchestra members have performed a cross-disciplinary art and music performance in Ocean Park on 1 January 2022.
(d) Photography Team	Photography team members and Visual Arts Club members will collaborate to prepare the 25th Anniversary Art Exhibition. Students enjoy participating in competitions and exhibitions as they can benefit from these activities.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Integrated Arts(Music)	
1. Establishing school-based curriculum	E-version of the teaching and learning materials for some of the topics have been developed this year so as to match up with the implementation of BYOD. The revised curriculum provides more support for the students on the topic of music composition and sound creation (using iPad) next year.
2. Enhancing cross-curricular language learning	Cross-KLA Reading Scheme (with VA department) was enhanced this year. We will consider increasing the amount of English books used next year.
3. Strengthening the education on the gifted and exploring their potentials	One student received Certificates of Gold Award (Solo). Four students received Certificates of Bronze Award (Solo). Most students were interested in joining Hong Kong Schools Music Festival this year due to the arrangement of replacing live performance by the video submission mode. School music teams join the JSMA competition. Some students were selected to perform at Ocean Park, community hall and school hall. Many competitions and performances were cancelled due to class suspension.

Key Project	Evaluation
Faculty of Sports Science - Physical Education	
1. **Life-wide learning Day**	Physical Education Department had organized a Fencing experience event. A famous fencing coach, Mr. Lam Hin Chung, Antonio, was invited to our school to introduce fencing and he had demonstrate some techniques in fencing. During the activity, students not only have a basic understanding of fencing, they could also try some simple exercises, including footwork and attacking skills. Students also carried out a series of physical activities during the event. The students responded enthusiastically and actively participated in those activities. They all found it interesting and fun. We have a very pleasant morning.
2. Gifted Education	School Sports Teams have been formed. In 2021-2022, the Sport Teams include ice hockey, basketball, volleyball, football, table tennis, badminton, swimming, athletics & cross country. Our sports teams have participated in the Po Leung Kuk Affiliated Secondary Schools Sports Award Scheme, the PLK Inter-school Table-Tennis competitions and the HKSSF Inter-school Swimming and the 3 on 3 Basketball competitions. Most of the Inter-school competitions have been cancelled due to COVID-19.
3. Sports teams achievement	- HKSSF Inter-school Swimming Competitions Boys C Grade 50m Butterfly and 100m Free Style Champion. Boys B Grade 50m and 100m Back Stroke Champion. - A.S. Watson Group Hong Kong Student Sports Award A.S. Watson Group Hong Kong Student Sports Award

5.3 Key Projects Taken by Committees

<table>
<tr><th>Key Project</th><th>Evaluation</th></tr>
<tr><td colspan="2">Academic Committee (AC)</td></tr>
<tr><td>1. Developing School-based Curriculum</td><td>School-based Key Learning Areas (KLAs) have been developed. Development plans and targets have been set up. Value education has been embedded in all subject curriculum. All newly designed school-based STEM curriculum was developed last year. However, most of the cross-KLA / curricular learning activities were cancelled or postponed due to the pandemic.
The school-based Social and Cultural Studies curriculum has successfully been constructed, which aims at developing students' positive values and attitude towards life, to deepen students' understanding of one country and two systems, and to broaden their worldview horizon.</td></tr>
<tr><td>2. "Flying High Scheme"-Whole School Award Scheme
This AC, DGC and ECCAC incentive program aimed at encouraging students to make good use of their spare time for self-study, join extra-curricular activities and maintain good self-discipline.</td><td>Apart from implementing the academic and disciplinary award scheme, 'The Flying High Scheme' award has encouraged students to learn actively. The Flying High Scheme included various academic, extra and cross-curricular activities and disciplinary aspects, and targeted students who performed well across different areas.
Affected by class suspension, the Flying high Scheme was suspended this year.</td></tr>
<tr><td>3. S2 Project Learning and S3 STEM Research Thesis</td><td>Project learning and Research Thesis was held from November to June this academic year. Both programs were STEM-themed this year. In the Project Learning, it was under the "Smart Campus" theme, students were required to study an issue at school, while the S3 students looked at broader issues in the society. Under teachers' guidance, students were able to design solutions using STEM concepts and skills to the problems they identified. Both programs completed satisfactorily. Students presented their findings to peers on the Presentation Day held in June 2022.</td></tr>
<tr><td>4. Reading to learn
(a) 'Joy of Reading' - a points-rewarding system
(b) Everyday a 30 minute-reading session
(c) Book recommendations during morning assemblies twice a week (cancelled due to COVID-19)
(d) Themed book exhibition twice per year (one exhibition is held due to COVID-19)
(e) Monthly Reading Scheme
(f) Online Reading
(g) Subjects Reading Scheme</td><td>'Joy of Reading' is a points-rewarding system that has been carried out for 14 years. The whole-school accumulated reading points are increasing year by year showing that students' interest in reading has been successfully motivated and cultivated.
The total reading points for different forms:
<table>
<tr><th>Form</th><th>No of Classes</th><th>Total Points</th></tr>
<tr><td>S.1</td><td>6</td><td>10,691</td></tr>
<tr><td>S.2</td><td>6</td><td>16,616</td></tr>
<tr><td>S.3</td><td>6</td><td>10,061</td></tr>
<tr><td>Total</td><td>18</td><td>37,370</td></tr>
</table>
Number of books borrowed:
<table>
<tr><th>Month</th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th><th>Jan</th><th>1st Term</th></tr>
<tr><td>No of Books</td><td>124</td><td>96</td><td>5044</td><td>285</td><td>6</td><td>1,015</td></tr>
</table>
<table>
<tr><th>Month</th><th>Feb</th><th>Mar</th><th>Apr</th><th>May</th><th>Jun</th><th>2nd Term</th></tr>
<tr><td>No of Books</td><td>0</td><td>0</td><td>0</td><td>95</td><td>215</td><td>310</td></tr>
</table>
We have implemented everyday reading sessions since 2008-09, it has created a collective reading environment and a daily reading habit among our students. We have arranged different reading activities in the reading sessions, including a Free Reading Session, Library Activity Session, and KLA Reading Session. In addition, book recommendations during morning assemblies twice a week and Thematic Reading Promotion was held monthly. However, due to the suspension of school, some reading sessions and the book recommendations during morning assemblies have been cancelled this year.</td></tr>
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5. **Peer lesson preparation and lesson observation program** (a) Peer lesson preparation and review sessions after lessons (b) Lesson observation at different levels	In order to promote communication and teaching enhancement among teachers, peer lesson preparation activities in each form for each subject have developed so that teachers could share their teaching methods and their designed learning activities. We also set up review sessions after lessons to reflect on teaching difficulties and blind spots in learning. We had a 'professional exchange' month with SFC this year. Lesson observation at different forms have helped the exchange of teaching experiences, communication and collaboration between teachers of both JSC and SFC. This enabled teachers to gain a better understanding of their own strength and areas that may require improvement and thus, enhance the quality of learning and teaching of both schools.
6. **Assessment for learning** (a) In-depth materials and exercises (b) Focused revision on students' weaker topics (c) Item analysis	To enable students to discover their strengths and weaknesses in every subject, in-depth materials and exercises have been prepared to further develop students' strengths. Revision had been done focusing on students' weaker topics. Item analysis was carried out in every part of tests and examinations. To assist subject teachers in the understanding of each student's performance and ability. On top of that, AQP was carried out and PD for teachers was arranged by ASDC this year.
7. **Developing various teaching pedagogies** (a) e-Learning (b) Flipped Classroom	BYOD is fully implemented, the feedback from teachers and students were positive. Blended teaching and learning was carried out during the face-to-face classes suspension period this year. E-Learning Learning Circle was established to foster professional exchange among teachers on e-Learning pedagogies and lesson design this academic year. Some teachers have to design and create two Books this year. The main purpose of creating Books is to provide more opportunities for students to learn and consolidate their subject knowledge anytime, anywhere. This helps enhance their self-learning ability. Besides, all subjects have adopted the use of Flipped Classroom to increase students' learning effectiveness. The introduction of Flipped Classroom was satisfactory, students were willing to complete the preparation works before lessons and students could have deep discussions during lessons.
8. **Life-wide Learning Day**	Life-Wide Learning Day was carried out in both the first and second term this academic year. Subject departments in the same faculty worked together to arrange a series of activities for students. Activities such as fencing, African Drum Arena, visits to Tai Kwun, Hong Kong Museum of History, Civic Education Resources Centre, Basic Law Library, Hong Kong Maritime Museum, Hong Kong Housing Society, Sky 100, THEi, Science Park, etc. are arranged for students. It helped to enrich students' learning experiences and consolidate what they have learnt in different academic and non-academic subjects.

Key Project	Evaluation
Discipline and Guidance Committee (DGC)	
1**. Leadership Trainings** (a) Trainings and sharing sessions were held for school prefects throughout the year (b) Positive Sports Education Programme will be held in July and August	All the leadership trainings planned aim to help students building up their self-esteem, their sense of responsibility and their sense of achievement. However, all leadership trainings and sharing sessions this year were suspended due to the pandemic. A Positive Sports Education Programme specially designed for enhancing students' resilience and increasing their confidence through cooperative trainings. This programme was successfully launched in August 2022.
2. Healthy School Programme	Drug test, health talks, board displays and game booths were held throughout the year, except the FTF classes suspension period, to promote a drug-free culture on campus and foster a healthy development of students' lifestyles. Our school will continue to join the Healthy School Program in 2020-2023.
3. Mental Health activities	During FTF classes suspension period, online counselling and sunshine calls were conducted to cater for students' mental needs. In order to help teachers and students to know the importance of mental wellness, to set goals for the second term, and to prepare for the challenges in the future, a Retreat Day was held on 22nd April 2022. Under the pandemic, the activity was held in the form of online meeting on Moxtra

Key Project	Evaluation
Extra-Curricular & Creative Activities Committee (ECCAC)	
1. House Activities	We have successfully organized the executive committee of the three Houses, and an Inter-House volleyball and football matches were held before classes were suspended due to the COVID-19 pandemic. About 60 students participated in the said events.
2. Other Learning Experience (Non-academic stream)	In 2021-22, all the students were assigned "ONE STUDENT ONE ART/SPORT." In the ECA interest class session this year, only four sessions of the 12 interest classes in the first term were organized and S1 students interest class were suspended due to the pandemic. We had more than 70 academic & non-academic ECA teams and clubs in total. Specifically, we had arts and cultural teams, sports teams, classes in physique series, classes in interest series, teams in services series, academic school teams, and classes in academic series. In terms of hours, all students of our school, have accumulated around 1500 hours ECA learning time in total. In average, around 3 hours ECA learning time for each student in 2021-2022 academic year.
3. 'A Student, A Duty' Program	All students were assigned at least one duty in "A Student A Duty Programme". The duty list was updated in 1st term and 2nd term. Students' duties records were issued on their annual report card.
4. Service Teams	This year we had successfully organized Girl Guides Team. Around 10 students joined the team. We had 4 meetings throughout the year. St. John Ambulance got a total of 20 new members and they had 9 gatherings throughout the year which included three online gatherings. Scout got 48 members including 15 S1 students. The Scouts had won several awards, namely one Chief Scout Award, four Scout Advanced Awards, eight Scout Standard Awards and six Scout Pathfinder Awards.
5. Creative Thinking Team	The Creativity Thinking Team has 15 students. They had joined the Drone Presentation Project project and all recevied certificate. A total of 3 out of 15 students got the A.O.P. China Certificate Level. The team participated in "Odyssey of the Mind 2022" and won the Hong Kong Regional Competition Champion.

Key Project	Evaluation
Careers Guidance Committee (CGC)	
1. Life Planning Mentorship Program (S.1-3)	It was carried out through class teachers with a total of 4 sessions for S1 and S2 respectively and a total of 6 sessions for S3 in the year. Topics included time and stress management, study methods, career and jobs, HKDSE, senior form elective subjects' selection and university entry requirements. With the cooperation of class teachers, activities were completed according to the plan and time frame with amendment. Students actively participated in the sessions, especially when there were interactive activities and rewards. Students reflected that they liked the aptitude tests the most and the tool book 'Find Your Color of Life' helped them to gain better self-understanding and conduct subjects selection for senior forms.
2. Career-related Experiences	This year, only one outing to the Hong Kong Maritime Museum was held in the 1st Term. Through this outing, students understand more about the Hong Kong's maritime growth and its related careers. To promote the career information to students, a team of career ambassadors from S.1 to 3 students was formed. Careers Guidance Committee actively promotes the seasonal HKU Taster programs to students and encourages them to join the programmes. These programmes can broaden their horizon in exploring different careers and further their learning pathways of the professions. Also, video shows on introducing different careers and learning pathways were broadcasted in the morning assemblies. A mini book exhibition was held in the Careers & Education Corner in the school library to give students more insight on the ways of learning, jobs and further studies. With different kinds of career-related experiences, students reflected that all these activities were very helpful and enriched their exposure on different careers in a fun way.
3. Seminars and activities on PS3 further studies and NSS elective subject selections	Four Parents' Talk (Talk 1: SFC Expectations, Talk 2: NSS and Subject Selection, Talk 3: Other PS3 Education Pathways, Talk 4: Promotion to SFC Seminar) for students and parents were held this year. Due to the epidemic, the talks were conducted through different modes such as through online videos, live broadcasting, face-to-face and video sharing in Google Classroom. All participants reflected that the parents' talks were helpful and useful for them to plan for their future. Due to the pandemic, the visit to VTC Youth College was cancelled.
4. Life Planning Education Enrichment Programme	An individual report of each student was given to class teachers for issuing to students and parents. Class teacher could discuss the results with parents on Parents' Day and Parents' Meeting. A Talk on Life Planning was given to S3 students and parents in 2nd term for educating them how to better prepare themselves or their children in S4 selection of elective subjects. Three teacher trainings were given to S1-3 class teachers. Teachers were equipped with the skills on how to use the individual reports to help students in the selection of subjects and self-advancement.
5. Professional Development in Life Planning	One of the Form Career Teachers has successfully completed the 100-hour structural life planning training course this academic year. Each Career Teacher joined at least three seminars regarding life planning. By joining the training courses and seminars, our Career Teachers could acquire the updated knowledge regarding Careers and Life Planning. Three Life Planning teacher's trainings were given to related S1 – S3 class teachers so that they can help students in life planning.

Key Project	Evaluation
Moral, Civic and National Education Committee (MCNEC)	
1. **Service learning** Service Learning for this year was planned as below. <u>Form One</u> - Visiting kindergarten kids online <u>Form Two</u> - Visiting the elderly in person <u>Form Three</u> - Visiting the disabled online	S2 classes completed the face-to-face Service Learning. The activities were held in December 2021 and January 2022. The feedback was positive from both our students and the elderly. Due to the pandemic, S1 and S3 classes conducted the Service Learning online. Students from S1, S2 and S3 have been trained and participated in social services visiting the kindergarten kids, elderly and disabled online. The class teachers and social workers have given positive feedback on the students' performance. Most students gave positive feedback in the questionnaire. Through the activities, students gained different learning experiences and learnt how to serve others and showed their care for those in need at the same time. They also learnt various activity-planning skills and strengthened their self-confidence as well as communication skills.
2. National Education Session A national education session was held at least once per month to raise the students' awareness of their national identity. Students were taught about the etiquette needed for the National flag raising ceremony with practices regularly for special occasions.	National education lessons were conducted once per month on all face-to-face normal school days. Content of Basic Law mainly was taught and some specific topics have been used for special occasions like Constitution Day in December and National Security Education Day in April. Together with the national education lessons, some other activities were carried out for the Constitution Day and National Security Education Day like National flag-raising ceremony, Online Q&A competition and exhibition about National Security Law.
3. Healthy Campus Scheme A series of programs and activities were planned to be held throughout the year to promote healthy life and the anti-drug theme. Activities like anti-drug talks, training day camp and over-night camp, game booths, health tests and drug tests, were planned in and outside the school to promote healthy life.	Talk for S1 was held in July successfully. Game booths and an exhibition were held during the post-exam period. Due to the pandemic, some activities outside school like day camp and overnight camp were cancelled. Nevertheless, students generally gave positive feedback towards the activities held in school.
4. Green School Scheme	A series of programs and activities were carried out to make our school greener, for example, moral education lessons with green topics conducted in the morning assemblies. Making green living teaching materials, meeting with student representatives to discuss the green school policy and Green workshops for both students and teaching staff were all held this year. However, due to the pandemic and school suspension, some activities were cancelled. Through these activities, students' awareness of their roles in protecting the earth were aroused and they have learnt how to practice green living in their daily lives.

Key Project	Evaluation
Information Technology Committee (ITC)	
1. Campus TV	All the recordings of Good Book recommendations and training sessions were cancelled due to the suspension of face-to-face lessons and all school activities.
2. IT ambassadors (A-student-a-duty program)	• A-student-a-duty program (IT ambassadors) has provided a good learning opportunity for students to be responsible for IT duties. IT ambassadors are requested to monitor, assist and manage the computers in the classrooms, which has been a great help to teachers. • Trainings for the IT ambassadors were not be able to carry out due to the face-to-face class suspension. • Since the implementation of BYOD program in the second term, the committee could educate the IT ambassadors to familiarize with the iPad manipulation in order to help their peers to get to know more about the operation of iPads.
3. Providing a stable IT environment	ITC has provided a stable IT environment for teachers and has provided many learning opportunities for students. a. All the home rooms and split classes has been installed with new short-throw laser projectors, visualizers and Apple TV 4K. b. The operation of school website and app is stable. The students and parents can get access to our school information easily. c. School communication App: The school, parents and students can have better communication by using x.TNKJSC, teachers used the App to do online lessons during the suspension of face-to-face lessons. d. E-notice and ePayment system: With the help of SchooLink, parents can check and sign the eNotice at anytime and at anywhere. The white label version of the SchooLink App will be ready for use in the coming academic year. e. Websams: A platform for the school to manage student information and communicate with EDB. f. Other IT infrastructure : - Replacement of one new floor switch and the domain server has been completed. - The services have been migrated to the new Window server 2021. - A new paper cut server has been set up with some improvement in printing and scanning services.
4. Provision of cloud based services	• The provision of different Google services, especially the Google Drive and Team Drive services allowed teachers to access to the required document at anytime and at anywhere. • Trainings were provided to students and staff so that they can get used to the cloud services.
5. The school-based admin app	• The lesson substitution module is working smoothly and operated by GO staff assigned. • There were a few amendments and improvement for the Display App and the resources booking system in this academic year, the App was refined and better suits the school needs. • A few test runs were done for the inventory module for the admin App, fine-tuning was still in progress. Training will be provided to teachers once the system is ready.
6. Application of different funding	• Application of PLKLSC QEF on the improvement on facilities in conference room has been approved, and the installation of AV equipment and ceiling mic have been completed in February 2022. • Application of PLKLSC QEF on the setting up of VR Lab has been submitted.

Key Project	Evaluation
Environment & Resources Management Committee (ERMC)	
1. Routine Maintenance and Inspection of campus facilities such as water tanks, air-conditioners, security system, town gas system, electricity system and fire alarm system etc.	The operation of our school can be done smoothly through coordinating the facilities maintenance well. Collect the relevant information and investigate the possibility of renewal and enhancement of all systems were in place. Making Record Booklet to record the whole-year operation and maintenance of all systems so the team members can conduct an analysis of the operation of systems at the year end. The MR and ER items were required to be under supervision by the school.
2. Additional Construction - Green school 2.0 - Self-study kiosk - Room 121 – New Life-planning Centre - Room 120 – New Conference Room	Our school has successfully applied to participate in the "Green School 2.0 - Smart Energy Saving Scheme", and has received funding and assistance from the Electrical and Mechanical Services Department to replace all air conditioners and install a real-time energy monitoring system to promote the concept of green school and energy saving. The system have been installed in the 2021-22 financial year. Under "Green School 2.0 - Smart Energy Saving", EMSD will follow up the entire process of energy saving projects, including conducting site inspections and technical assessments, drawing up the design of real-time energy management systems, procuring equipment, installing and conducting system tests, etc. All expenses related to the above energy saving projects (including system capital expenditure, installation costs and professional service fees, etc.) will be covered by "Green Campus 2.0 - Smart Energy Saving". Also, all the construction work of room 120,121 and self-study kiosk had completed on time and the temporary measures have given the least impact to school. It is important to balance between the progress of work and operation of the school in order to minimize the negative impact of the construction works on the operation of the school.
3. Anti-mosquito measures	The information was released to students, parents and staff through Moxtra. The effectiveness was improved. More anti mosquito spraying will be expected in the coming year.
4. Lease of school venues to HKU space and EdU	The operation of leasing was smooth. Suspension of classes had affected the lease income of the school. Besides, a lengthy process for HKU space in settling the leasing bill made a delay of money reimbursement.
5. Garden maintenance	The garden maintenance provided better environment for students. As the suppliers usually come only twice a month, janitors were suggested to involve in irrigating the plants.

Key Project	Evaluation
Student Affairs Committee (SAC)	
1. TNK Star Award Scheme	• A total of 7 students applied for TNK Star (2021) this year. They were assessed by the judging panel before their selection as the "TNK Star". Finally, 3C NG Tin Wing ,3A CHEN Ho Hin, 2A Lo Lok Yan Nicole and 2A SHEK Wing Hon won the award. • We will continue to promote TNK Star next year. Teachers are suggested to encourage some students to apply for the TNK Star. Our committee made a final decision to accept the team competition as the judging criteria.
2. Student Union **(a) Establishment of Student Union** **(b) Provide routine service to students and organize various activities and competitions** i) Classroom notice board decoration competition ii) Inter-class competition iii) Students' welfare iv) TNK Talent Show v) Publication of Student Union Newsletter vi) Joyful Fruit Week vii) Form 3 farewell party viii) Lunch with Vice-Principal ix) Chatting with Principal **(c) Organize students activities and competitions with other subject faculties or committees** i) Relay on sports day (with PE) ii) Promotion of Monthly Themes (with DGC and MCNEC) iii) Inter-class competitions (with DGC and MCNEC)	**(a) Establishment of 21-22 Student Union** i) The election of the new Student Union Cabinet was completed smoothly. Around 67% of the students voted for the new Student Union Cabinet. ii) As all members in the Student Union Committee members are from junior forms, they lack experience in organizing activities. Teachers need to play an important role in the Student Union. Clear instructions are needed. iii) Due to the pandemic situation in Hong Kong, most activities were cancelled. **(b) Provide routine service to students and organize various activities and competitions** i) Classroom notice board decoration competition Most of the classes successfully decorated their own classroom boards on time. All students voted for the best decoration. The theme of board decoration was "Against COVID-19". The process was smooth. ii) Inter-class competition All competition were cancelled due to the pandemic situation. iii) Students' welfare Students' welfare supposed to be provided in the SU Office was cancelled due to the pandemic. It is presumed that such service would resume in the next academic year. iv) TNK Talent Show There were a variety of performances in the contest this year, for example, singing, dancing and playing musical instruments. The whole talent show ran smoothly and the atmosphere was good. The show finished on time. v) Publication of Student Union Newsletter The publication was cancelled due to the pandemic situation. vi) Joyful Fruit Week The Student Union obtained the sponsor from PTA and successfully applied for the funding (maximum $2,000) from Hong Kong College of Cardiology and the Department of Health. There were two activities in total during the week for the promotion of Joyful Fruit Week. In order to promote a habit of eating more fruit regularly and encourage more students to participate in the Joyful Fruit events in school. An array of promotional activities, including organizing fruit quiz at classrooms and tasting delicious fruits were organized. vii) Form 3 farewell party The farewell party was completed in July. PTA members sponsored each student $30 for the farewell party. Form 3 students from different classes shared their school life to teachers. Hence, they prepared different performances and video clips to show their gratitude for teachers. Class teachers were invited to give encouraging speeches to their students. Both teachers and students enjoyed the activity. viii) Lunch with Vice-Principal The lunch was cancelled due to the pandemic situation. ix) Chatting with Principal The chat was cancelled due to the pandemic situation.

	(c) Organize student activities and competitions with other subjects and committees i) Relay on sports day (with PE) The relay was cancelled due to the pandemic situation ii) Promotion of Monthly Themes (with DGC and MCNEC) This activity was jointly organized with DGC and MCNEC. Our committee did the promotions in September and October. Students understood more about various ethical virtues through the promotion of monthly themes. Student Union helped promote the themes through drama and videos in morning assemblies. iii) Inter-class competitions (with DGC and MCNEC) Discipline Week and Cleanliness Week were held to promote the respective virtue. Students performed well in both competitions.
4. Health Promotion Team Setting up and executing health-related procedures	• A thorough process of protective measures and routines such as the use and cleaning of protective screens in all venues on campus at all times. The use of recycle bags for switching classrooms and reminders all around the campus as well as follow-up work like screen repairment and disciplinary actions against violation of procedures were in place due to the continuous risk of the pandemic situation. • We have implemented a comprehensive strategy of measures to suppress transmission of COVID-19 in our school. • A whole-school vaccination programme was launched continuously, in which more than 90% students have taken 2 doses of vaccination.

Key Project	Evaluation
Public Communication and Ceremony Committee (PCCC)	
1. School Open Day and Admission Talk	Different sessions of admission talks were provided in our plan, good responses by the public. However, the School Open Day and Admission Talk were cancelled due to pandemic.
2. CoolSTEMaker Festival	In order to promote the STEM Education and Maker Culture to our students, the CoolSTEMaker Festival was planned to hold on March 2022. However, it was cancelled due to pandemic.
3. 3-day Bio-Tech Taster Program and Bio-Tech Workshop for Principals	In order to promote our school to the public, two 3-day Bio-Tech Taster Programme were held in November to December 2021 and July 2022 respectively. Primary 5 and 6 students from PLK Chee Jing Yin Primary School and PLK HKTA Yuen Yuen Primary School joined the Taster Programme. The feedback from the participants were positive. They found the programme useful and interesting. However, another 3-day Bio-Tech Tester Programme and Bio-Tech Workshop for Principals were cancelled due to pandemic.
4. Fund raising activities	All the fund-raising activities except Christmas Dress Casual Day were cancelled due to the pandemic in 2021-2022 and the economic situation in the society.
5. PTA matters	The 18th PTA Annual General Meeting was held on 5th November 2021. New PTA committee members of the year 2021-2022 were elected. According to the 9th Alternate Parent Manager Bi-election and the PTA Special General Meeting, which was held in October 2021 and May 2022 respectively. Mr. Mack Chi Wa was nominated as the Alternate Parent Manager. Various activities were held during the school year, such as "A Genuine Discussion Between Parents and the Principals" and Parents' Talks. Due to the pandemic, the Parents' Talk were held via online on 1st and 2nd term Parents' Day respectively. Participants enjoyed the activities very much and the feedback was positive. Due to the pandemic in 2021-2022, the PTA dinner gathering, Joint School Activity Day were cancelled.
6. Alumni matters	The 17th Annual General Meeting cum Alumni Gathering was held on 14th January, 2022 to provide the members an opportunity to better understand the association's affairs. Teachers attended in school while alumnus attended online. Teacher-Alumni Gathering was cancelled due to the pandemic. Alumni Invitation 4X100m Relays were cancelled due to the pandemic and so do the Alumni, Teachers and Students Soccer Games, Dodgeball and Board Games.

Key Project	Evaluation
Academic and Staff Development Committee (ASDC)	
1. Develop STEM education via Project based learning and Research thesis	• Project based learning and Research thesis on the topic of STEM education were completed. They provided valuable experience to our students throughout the process.
2. Develop STEM Education – STEM Task Force	• STEM Task Force was established to help foster the development of STEM Education in the school. Although some activities could not be carried out due to the restrictions under the pandemic, Task Force members have offered many valuable ideas on the STEM Education development to the school.
3. STEAM Study Tour to Germany and visit to Sister Schools	• Overseas and cross-border exchange programs were not feasible under the travel restrictions in the pandemic. • Remote conferences with sister schools can be considered in the future if the travel restrictions are in place.
4. To enhance the interface with the NSS curriculum and the collaboration between our school and SFC	• Full-scale inter-school lesson observation with the Sixth Form College could not be conducted due to the class arrangements under the pandemic. Subject representatives from KTC were invited to join the Professional Exchange Month in 2nd Term to foster the exchange between the two schools. • Joint-school Staff Development Day was successfully held in the 2nd Term for the two schools to exchange on the latest development in light of the curriculum reform. • Mutual understanding among teachers of the two schools was enhanced through different professional exchange activities. • Joint-School Fun Fun Day was cancelled due to the change in class arrangements during face-to-face class suspension.
5. Staff Development	• Professional exchange month was carried out in both terms. The last couple of days of the exchange in the 1st Term were affected due to face-to-face class suspension. • A workshop was held on 27/10/2021 by our school's education psychologist to help enhance teachers' understanding on catering for the needs of SEN students. • A workshop on STEM training was held on 28/1/2022. It helps facilitate teachers' work in leading students' PBL & Research Thesis. Teachers involved could experience more STEM activities.
6. Caring for the environment	• A Green School Activity was included in the Staff Development Day to draw teachers' attention on environmental protection education.
7. Staff Union	• Matters such as Educators' Liability Insurance, preparation of Christmas cards for our school supervisor and managers, different staff gatherings, group purchase and election matters were coordinated by the Staff Union team to foster a harmonious atmosphere among members of the School and facilitate general administrative work. • Ice-cream and dessert treats for teachers were carried out for teachers to enjoy some relaxing time.

Key Project	Evaluation
Financial Committee (FC)	
1. To raise the awareness of teachers and staff members to comply with all the policies, procedures and requirements set by the Finance Committee	The committee has laid down clear and solid policies, procedures and sufficient guidelines which help all the staff members to comply with all the financial requirements from IMC, PLK and EDB.
2. Manage the operation of fund	Use the Google Form collect all the funding programmes are kept in file and record in future.
3. Quotation team	Try to organize the Coach Bus quotation next academic year to facilitate the convenience in organizing outing activities.

6. Performance of Students

6.1 Scholarships

Name of the Scholarships	No. of Students
Tong Nai Kan Scholarship For Excellence	10
Ting Lok Memorial Scholarship	3
2022 "Rising Star-Upstream Scholarship"	2
Ms. Tsui Mei Ki Grants 2021-2022	2
Ms. Tsui Mei Ki Outstanding Talent Award 2021-2022	1
Wong Se Khun Memorial Scholarship	7
2021-2022 PTA Significant Progress Award	18
Hong Kong Association of Youth Development Scholarship - SSP District Branch	6
Po Leung Kuk Ho Yuk Ching Children & Education Fund	2
Po Leung Kuk Scholarship	6
Po Leung Kuk Wong Yat Sin Scholarship	5
Po Leung Kuk Lai Li Hing Best Improved Scholarship	3
Po Leung Kuk Wu Ho Wing Ching Memorial Educational Fund Grant	6
Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship	1
Chan Kee Hwa Scholarship	1

6.2 External Awards

6.2.1 Academic

Competitions / Events	Results	Team(s)/Students(s)
Thailand International Mathematical Olympiad Heat Round 2021-2022 (Hong Kong Region)	**Bronze Award**	1A WONG HEI LONG 2A CHU TIN YAN 2A LAU SIU HEI 2A LIU ZHUOQIAN 2B SU HAOLONG 3A TSANG STEPHANIE P 3B LEUNG CHI SING 3B LEUNG LAP HANG
Pan-Asia Pacific International Mathematics Invitation Competition 2022 (Heat Round)	**2nd Class Award**	3E TSUI KA HO
	3rd Class Award	1A TSE HIU TUNG 1A WONG HEI LONG 1B FANG HO NAM 1B LEE MAN POK 1B MACK CHUN HO 1B SIU KEI SHUN 1B ZENG WEIJIE 1C TAM CHI YAN ANSON 1C ZHANG YUI HEI 3A CHAN HO HIN 3B CHEUNG CHI WAI 3B FAN TO MING 3B LEUNG LAP HANG
Elite Selection of Mathematical Olympiad for Team Hong Kong 2021-2022	**Bronze Award**	2B CHEUNG LONG YIN
"The best 4D Frame Design Award" at Hong Kong Creative Maths ＆ Science 4D Frame Competition 2022	**The best 4D model design**	3D SIU HOI WUN 3D CHEUNG HOI LAAM
"Love Planet, Leave No Trace" cum Hydroponics Competition	**Gold Award**	2D YAU LAP HANG
	Silver Award	2C CHAN YIN KA Alumni NG KA CHUN
	Bronze Award	2A LIN XIUFEN Alumni CHAN PAK HONG
Odyssey of the Mind (Hong Kong) Regional Tournament 2022	**Champion**	2A LO LOK YAN NICOLE 2A SHEK WING HON 2D LAU KI YAN 2E LIN CHUN YIP 3D CHEUNG HOI LAAM 3D SIU HOI WUN VENUS 3D TSANG HO LONG
Sham Shui Po District Primary and Secondary School Robot Design Competition (Garbage Cleanup Match (Secondary))	**Champion**	2F MAI KIN CHUNG 3A CHEUNG CHIN HO 3A IP KAI TUNG 3C TSE YUK TIN 3C WONG HING GUT
Sham Shui Po District Primary and Secondary School Robot Design Competition (Obstacle Avoidance Match (Secondary))	**Second runner-up**	2F MAI KIN CHUNG 3A CHEUNG CHIN HO 3A IP KAI TUNG 3C TSE YUK TIN 3C WONG HING GUT
Play and learn about the "Basic Law" Series of activities	**1st Runner-Up**	3B LAM JUN WING

The 2021-22 National Youth Chinese Writing Competition "Jing Ying Bei"	**2nd Class Honour**	2A LIANG WEIBO 2B CHEUK KEI CHING 2B LO PEI YING 2C WU YUE TONG 2E WU ZIYIN
	3rd Class Honour	2B SU TSZ HONG 3B LAM JUN WING 3B WONG CHUN YIN
China Secondary School Students Composition Competition	**3rd Class Award**	3C NG TIN WING
The 73rd Hong Kong Schools Speech Festival (Cantonese Solo recitation)	**1st runner up**	3D WONG KING FUNG
	2nd runner up	1A LAW WING SHAN 1A MAK HOI CHING
Bauhinia Culture Cup - 1st Hong Kong Primary and Secondary School Chinese Culture and Putonghua Competitions	**1st runner-up**	2C WU YUE TONG
	2nd runner-up	2E WU ZIYIN
"Campus Drawing Cup" for the 18th Hong Kong Youth Recitation- Literature-Art Exchange Competition Award Solo Verse Speaking	**Gold Award**	3D LI CHI KING TONY
	Silver Award	2A FEI NGA HEI 2B FONG KO KIN 2E WU ZIYIN
2022 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation Competition	**Champion**	3D LI CHI KING TONY
	1st runner up	2B FONG KO KIN 2C WU YUE TONG 2E WU ZIYIN
	2nd runner up	2A FEI NGA HEI
The 73rd Hong Kong Schools Speech Festival (PTH Solo Recitation)	**2nd runner up**	2B FONG KO KIN 2C WU YUE TONG
The 6th Fuzi Chamber Public Speaking Contest	**2nd Runner-up**	2C WU YUE TONG
	Merit Award	2E WU ZIYIN
The 73rd Hong Kong Schools Speech Festival (English Solo Verse Speaking)	**1st Runner-up**	2C LO CHUN YUI 3D WONG KING FUNG
	2nd Runner-up	1C KAUR GURVEER
Hong Kong Speech Contest 2022 (storytelling)	**Gold Award**	1C KAUR GURVEER 2B LIN YINGYING 2C LO CHUN YUI 3C DILNOOR SANDHU 3C LIMBU APECHYAA 3D WONG KING FUNG
	Silver Award	2A FEI NGA HEI 2C ALIZA SHAN 2C MAHSAN-FATIMA 3C AQUINO ABIGALE VILLANUEVA
	Bronze Award	1C AGHA SYYEDA MUNEEBA 1C LEE POK HIM 2B LI MING PAN 2C ERNO MATTHEW RAEBURN MANIMTIM 2C MOHAMMAD-SHOAIB BISMA 3C DELENA SOPHIA GABRIELLE C
	Excellence Award	1C MANGALINAO RHAIZA JANE 1C RAYAN SAJED

Hong Kong Speech Contest 2022	**Gold Award**	1C LEE POK HIM 2C LO CHUN YUI 3C AQUINO ABIGALE VILLANUEVA 3C DELENA SOPHIA GABRIELLE C 3C LIMBU APECHYAA
	Silver Award	2B LI MING PAN 2C ERNO MATTHEW RAEBURN MANIMTIM 3C DILNOOR SANDHU 3D WONG KING FUNG
2021 Guangdong-HK-Macao Bay Area (Speech Contest) Competition	**First Honor**	1C LEE POK HIM 2B LIN YINGYING 3C DILNOOR SANDHU
	Second Honor	1B SIU KEI SHUN 3D WONG KING FUNG
	Third Honor	1C AGHA SYYEDA MUNEEBA
2021 Guangdong-HK-Macao Bay Area (Storytelling) Competition	**First Honor**	1C MANGALINAO RHAIZA JANE 2A FEI NGA HEI 3D WONG KING FUNG
	Second Honor	1C KAUR GURVEER 2B LIN YINGYING 2C LO CHUN YUI 3B LEUNG HEI TUNG
	Third Honor	3C DELENA SOPHIA GABRIELLE C

6.2.2 Cultural Activities

Competitions / Events	**Results**	**Team(s)/Students(s)**
Hong Kong School Drama Festival 2021/22	**Award for Outstanding Cooperation**	1A FAN TO LAI 1A TAM TSZ KIU 2C MAHSAN-FATIMA 2E ENKLEZE KEROLOS ADEL KADOUS MAHFOZ 2E GURUNG RIDEM 2E GURUNG SOLAN 2E SHAH AYSHA 2E SHAZAD KOMAL 2E THAPA SIDDHANTH
	Award for Outstanding Performer	2E GURUNG SAMIR 2E LIMBU NUGAY HANG PAHIM

6.2.3 Sports

Competitions / Events	Results	Team(s)/Students(s)
Run For Scout 110	**Gold Award**	2A LO LOK YAN NICOLE 2E LIN CHUN YIP 3D SIU HOI WUN VENUS
	Apperiation (10km) Award	2D YAU LAP HANG 3C TSE YUK TIN 3D LAI CHUNG YIN
	Apperiation (3km) Award	1A CHAN TIN WING 1B MACK CHUN HO 2B WONG TSZ CHING
Inter-School Swimming Competition	**BoysC 50M Butterfly Champion**	1E LAM TSZ YEUNG Y Y
	BoysC 100M Freestyle Champion	1E LAM TSZ YEUNG Y Y
	BoysB 50M Backstroke Champion	3A MAN CHEUK NAM
	BoysB 100M Backstroke Champion	3A MAN CHEUK NAM
Hong Kong Flight Simulation Invitational	**Championship**	2A LO LOK YAN NICOLE

6.2.4 Community Services & Youth Uniformed Groups

Competitions / Events	Results	Team(s)/Students(s)
Outstanding Group Award Scheme 2021	Outstanding Group	Scout
Outstanding Group Award Scheme 2021	Outstanding Group	Venture Scout

6.3 Student Participation in School Activities and Social Services

6.3.1 Internal & Joint School Activities

Month	Activity	Club/Subject Faculty or Department/Committee
September	S2 & S3 Parents' Night	PCCC
	Moral Education – Information Literacy Education	ITC
	National Education - National Security	MCNEC
	Moral Education – All about Love	SAC
October	EMI Week	Faculty of English
	National Education – National Day	MCNEC
	Moral Education – All about Love	SAC
	National Education – Basic Law	MCNEC
	Civic Education – Low Carbon Living	MCNEC
	Moral Education – Theme of the Month	SAC
	S3 Student & Parents Seminar 1: Preparation on promoting to SFC	CGC
	ECA Recruitment Week (Academic Clubs, School Teams, Interest Classes)	ECCAC
November	EMI Week	Faculty of English
	PTA AGM	PCCC
	Moral Education – Theme of the Month	DGC
	National Education – Basic Law and Courtesy	MCNEC
	Moral Education – Information Literacy Education	ITC
	S3 Job Simulation Day (3A, 3B, 3C)	CGC
	S2 MAKER Course	AC
	Life-Wide Learning Day	AC
December	Moral Education – Theme of the Month	DGC
	Moral Education – Sex Education	SW
	Civic Education – Green Christmas	MCNEC
	National Education – Basic Law and Constitution Day	MCNEC
May	EMI Week	Faculty of English
	S3 MAKER Course	AC
	Moral Education – Information Literacy Education	ITC
	National Education - National Security	MCNEC
	National Education – Basic Law	MCNEC
	Moral Education – Green School Activity	MCNEC
June	EMI Week	Faculty of English
	S1 MAKER Course	AC
	Project Based Learning Presentation Day (S2)	AC
	Research Thesis Presentation Day (S3)	AC
	Civic Education – Be a responsible citizen	DGC
	Civic Education – Green School Activity	MCNEC
	National Education – HKSAR Establishment Day	MCNEC
	S3 Student & Parents Seminar 2-4	CGC
	S3 Job Simulation Day (3D, 3E, 3F)	CGC
	School Dress Special Day	MCNEC
	Life-Wide Learning Day	AC
July	S1 & S2 Job Simulation Day	CGC
	Healthy Campus Talk	MCNEC/DGC
	National Education – Inter-class Basic Law Competition	Chinese History
	S3 Farewell Party	SAC
	Parents' Day & Talk	PCCC
August	PLK Flag Selling Day	MCNEC

6.3.2 Life-wide Learning Activities

Month	Activity	Subject Faculty or Department/ Committee	Form
September	"Young IMPACT MAKERS" Programme – Be a Y.I.M. Orientation Day	Faculty of STEM	S.3
October	"One Hundred Years of National History" Exhibition	Chinese History	S.1-3
November	Introductory workshop of Juvenile Horseshoe Crab Rearing Programme	Science	S.3
	Fencing Experiential Event	Physical Education	S.1
	African Drum Arena	Music	S.1
	Civic Education Activity - 'Walking to School' movie appreciation and sharing sessions	Chinese	S.1
	English Drama Activity	Faculty of English	S.2
	"Tai Kwun - Heritage and Arts" Learning Activity	Faculty of Humanities	S.2
	Hong Kong History Learning Activity	Chinese History	S.2
	Hong Kong Housing Learning Activity	Faculty of Humanities	S.3
	Basic Law Learning Activity	Faculty of Humanities	S.3
	STEM Workshop (Remote Race Car Assembling and Experiment) and Visit SKY100 SmarTone "5G Lab"	Faculty of STEM	S.3
	Food Science and Food Safety: "Rainbow noodles" DIY Workshop at Technological and Higher Education Institute of Hong Kong	Faculty of STEM	S.3
	Chinese Traditional Performing Arts Show	Faculty of Creative & Performing Arts	S.1-3
	Book Fair	Library	S.1-3
	Halloween party	Faculty of English	S.1-3
December	The 11th Young Financial Planners Programme - Meeting the Financial Secretary	Finance & Accounting	S.3
	A Visit to the Medical School, University of Hong Kong	Science	S.3
	Christmas Performance at Ocean Park	Music	S.1-3
	Learning & Teaching Expo 2021	Faculty of STEM	S.2-3
May	Civic Education Activity	Chinese	S.1
	Drama Workshop - Drama and Society	Visual Art	S.1
	Fencing Experiential Event	Physical Education	S.1
	Hong Kong Maritimes Learning Activity	Faculty of Humanities	S.2
	Hong Kong History Learning Activity	Chinese History	S.2
	English Drama Activity	Faculty of English	S.2
	Food Science Talk and Workshop	Faculty of STEM	S.3
	STEM Workshop (Thunkable Coding) and HKSTP Learning Activity	Faculty of STEM	S.3
	Basic Law Learning Activity	Faculty of Humanities	S.3
	Chinese Traditional Costume Activity	Chinese	S.1-3
June	Cultural Journey Carnival	Learning Support Team	S.1-3
	Students music concert: Romance of Germany	Music	S.2
	CPA Talk	Faculty of Humanities	
	Traditional Chinese Cultural Activities	Chinese	S.1-3
July	The Juvenile Horseshoe Crab Rearing Programme	Science	S.2
	The Leadership Experiential Day @ Credit Suisse	Faculty of STEM	

6.3.3 Social Services

Month	Activity	Club / Committee / others	Form
December	1. Pre-service Training - Understanding the elderly services and learning the skills in communicating with the elderly	MCNEC / SW	S.2
	2. Service Learning – Meeting the elderly and playing ganmes with them face-to-face	MCNEC / SW	S.2
January	1. Service Learning – Meeting the elderly and playing ganmes with them face-to-face	MCNEC / SW	S.2
June	1. Pre-service Training - Understanding the needs of young children and learning the skills in communicating with them	MCNEC / SW	S.1
	2. Service Learning – Meeting with young children and playing games with them online	MCNEC / SW	S.1
	3. Pre-service Training - Understanding the disabled and learning the skills in communicating with them	MCNEC / SW	S.3
	4. Service Learning - Meeting with disabled and playing games with them online	MCNEC / SW	S.3
	5. Dress Special Day	MCNEC	S.1-3
August	1. PLK Flag Day	MCNEC	S.3

7. Financial Summary

7.1 Government Funds and School Fund

Government Funds and School Funds	Income ($)	Expenditure ($)
I. <u>Government Funds</u>		
(1) Expanded Operating Expenses Block Grant (EOEBG)		
(a) School Specific Grant		
- Administration Grant	3,217,565.25	3,427,292.93
- Capacity Enhancement Grant (CEG)*	500,800.00	679,800.00
- Composite Information Technology Grant (CITG)*	432,428.00	292,001.36
- Air-conditioning Grant	499,128.00	499,128.00
- SB Educational Psychology Service	109,517.00	153,990.05
- SB Management Top-up Grant	50,702.00	50,702.00
- SBSS for Schools with Intake of Newly Arrived Children	-	-
Sub-total	4,810,140.25	5,102,914.34
(b) Non-School Specific Grant		
Basic Baseline Per Class Provision:	1,658,299.36	
- Composite F&E Grant		1,087,328.00
- Consolidated Subject Grant		30,905.00
- Lift Maintenance Grant		228,000.00
- Recurrent English Language Grant		2,174.80
- Training & Development Grant		-
- SBM Supplementary Grant		-
- School and Class Grant		1,015,500.66
- Whole School Approach to Guidance and Discipline		-
(c) Income not from Grants		
- Income from hire of school premises	424,168.00	
- Other income	83,480.50	
Sub-total	2,165,947.86	2,364,908.46
Total from EOEBG	6,976,088.11	7,467,822.80
(2) Other Grants (including Home-Sch Co-op Project Grant, CCFAP, Fractional Post Cash Grant(FPCG)*, School-based Support Grant for NCS, School-based After-school Learning and Support Programmes, Student Activities Support Grant, Life-wide Learning Grant, Sister School Exchanges Grant*, Promotion of Reading Grant*, Teacher Relief Grant, IT Staffing ITSS Grant*, Learning Support Grant*, School Executive Officer Grant, etc.)	8,120,616.40	8,485,599.05
Total from Government Funds	**15,096,704.51**	**15,953,421.85**
II. <u>School Funds</u>		
(1) General Fund/Student Affairs/Subscriptions	600,820.50	1,125,042.06
(2) Tuck shop rental	64,200.00	-
(3) Approved Collection for Special Purposes*	145,335.00	53,788.20
(4) Donations*	308,638.60	290,629.60
(5) Po Leung Kuk Education Fund*	495,620.00	511,520.00
(6) Quality Education Fund	983,800.00	983,800.00
(7) Loan repayment	-	470,000.00
(8) Others (including hire of school premises, subsidies from scholarship grant, Healthy School Programme, Sales of Electricity to CLP Project etc.)	1,894,444.00	1,300,447.20
Total from School Funds	**4,492,858.10**	**4,735,227.06**

7.2 Composite Information Technology Grant (CITG)

Implementation Plan	Amount ($)
Internet Service	33,200.00
IT-related equipment/consumables/maintenance	221,705.71
Software and licenses	37,095.65
Total	**292,001.36**

7.3 Capacity Enhancement Grant (CEG)

Implementation Plan	Amount ($)
Employ a 1.0 full time Mathematics and IT Teacher	418,200.00
Employ a 0.7 full time Mathematics & Science Teacher	261,600.00
Total	**679,800.00**

7.4 Fractional Post Cash Grant (FPCG)

Implementation Plan	Amount ($)
Employ a 0.3 full time Mathematics and Science Teacher	138,000.00
Employ a 0.4 full time Mathematics and IT Teacher	150,000.00
Employ a 0.5 full time Mathematics and Social & Cultural Studies Teacher	255,600.00
Employ a 0.1 full time English Assistant Teacher	50,400.00
Employ a 0.2 full time IT Manager	91,197.58
Total	**685,197.58**

7.5 Learning Support Grant (LSG)

Implementation Plan	Amount ($)
Employ a 1.0 full time Mathematics teacher	459,600,00
Employ a 0.2 full time English Assistant Teacher	72,420.00
Total	**532,020.00**

7.6 IT Staffing Support Grant (ITSSG)

Item	Amount ($)
Salary for IT Manager and IT Assistant	328,741.94
MPF contribution for the staff	16,044.36
Total	**344,786.30**

7.7 Promotion of Reading Grant (PRG)

Item	Amount ($)
Purchased of Books	38,213.40
Reading Activities	862.00
Total	**39,075.40**

7.8 Sister School Exchanges Grant (SSEG)

Item	Amount ($)
Purchase of iPad, MacBook and Server for exchange programme	117,490.00
Total	**117,490.00**

7.9 SBM Approved Collection for Specific Purposes

Item	Amount ($)
For Non-government subsidized ventilation and thermostat fee	
- Ventilation and thermostat Fee / Repairs and maintenance Fee	46,850.00
For House Expenses	
- House expenses	-
For Supplementary fee	
- Supplementary expenses	6,938.20
Total	**53,788.20**

7.10 Po Leung Kuk Education Fund

Item	Amount ($)
Po Leung Kuk Education Scholarship	15,711.00
Ting Lok Memorial Scholarship	900.00
Tong Nai Kan Scholarship for Excellence	13,000.00
Wong Se Khun Memorial Scholarship	2,000.00
PLK Lee Shu Fook Creative Technology Education Development Fund	213,909.00
PLK Li Shiu Chung Quality Education Fund	254,000.00
PLK Table-Tennis Development Fund	12,000.00
Total	511,520.00

7.11 Donations/Fund-Raising Activities

	Details	$
1	陳嘉儀博士捐贈港幣 710 元作為餵養馬蹄蟹及舉行校內攤位活動費用	710.00
2	深水埗西分區委員會捐贈港幣 1,000 元作為「傳統獻技匯演」表演津貼	1,000.00
3	中華電力有限公司捐贈港幣 50,000 元作為「中電教育基金」資助	50,000.00
4	社會福利署捐贈港幣 14,826.60 元作為 Smart Teens@唐中服務學習計劃資助	14,826.60
5	保良局唐乃勤初中書院 2021／2022 年度聖誕便服日籌款	17,307.00
	Total:	83,843.60

7.12 Other Donations

	Donor	Donation Item	Value($)
1	保良局	醫用口罩共 1,400 個	2,899.00
2	《珍珠奶茶》閱讀雜誌發行部	書籍《聯校消滅校園欺凌作品集》一本	110.00
3	黃仲奇先生	百佳超級市場$50 現金券 10 張及 Häagen-Dazs 雪糕現金券 10 張	1,000.00
4	黃仲奇先生	水帘洞肉桂茶共 100 克	1,000.00
5	教育局	書籍《香港志・總述：大事記》一本	628.00
6	黃曉彤女士	百佳超級市場$50 禮券共 4 張	200.00
7	趙敏明女士	百佳超級市場$100 禮券共 2 張	200.00
8	胡曉明先生	書籍《胡法光傳一生：見證香港的發展、回歸和國家改革開放》一本	188.00
9	陳細潔主席	「時代精神耀香江」之大國建造主題展免費入場門票共 20 張	-
10	楊永成先生	百佳超級市場$50 禮券共 4 張	200.00
11	保良局	「賽馬會音樂能量計劃《全為愛音樂會》」門票共 15 張	5,700.00
12	陳細潔主席	「長津湖」電影票共 3 張	不詳
13	保良局	醫用口罩共 1,400 個	2,899.00

14	梁佩芬女士	百佳超級市場$100 禮券共兩張	200.00
15	黃仲奇先生	Fujitsu UH554 i5 手提電腦共一部	13,000.00
16	華懋集團	一組五件可移動書櫃連路軌共一組	32,405.00
17	天際 100 觀景台	天際 100 免費入場門票共 47 張	8,366.00
18	張卓立先生	書籍《我們的文化根》一本	128.00
19	中華電力有限公司	中電$50 消費券共兩張	100.00
20	連先生	新型冠狀病毒快速抗原測試劑共 20 套	620.00
21	保良局	新型冠狀病毒快速抗原測試劑共 500 套	7,500.00
22	保良局	醫用口罩共 2,100 個	5,376.00
23	鄭泳舜議員	醫用口罩共 400 個及新型冠狀病毒快速抗原測試劑共 500 套	7,000.00
24	保良局	威萊（香港）有限公司 500 毫升酒精搓手液共 50 支	2,995.00
25	黃仲奇先生	美國貝蒂(Betty)朱古力軟烘曲奇共 72 盒	1,800.00
26	保良局	「長津湖」電影票共 20 張	2,380.00
27	「Share for Good 愛互送」及港區省級政協委員聯誼會	新型冠狀病毒快速抗原測試劑共 300 套	5,940.00
28	香港教育工作者聯會及富途證券	新型冠狀病毒快速抗原測試劑共 200 套	10,000.00
29	陳細潔主席	醫用口罩共 150 個、連花清瘟膠囊共 14 盒及新型冠狀病毒快速抗原測試劑共 11 套	1,642.00
30	保良局	威露士 20 毫升免洗搓手液共 458 支	4,580.00
31	香港電腦教育學會	新型冠狀病毒快速抗原測試劑共 50 套	600.00
32	保良局	抗疫物資包共 53 包 (每個禮包內有新型冠狀病毒快速抗原測試劑共 10 套、口罩共 1 盒 及 搓手液/消毒酒精共 1 支)	11,766.00
33	張賢君醫師	防疫面罩共 80 個	2,400.00
34	保良局	新型冠狀病毒快速抗原測試劑共 160 套	3,200.00
35	保良局	醫用口罩共 120 個及 30 毫升免洗搓手液共 50 支	1,730.00
36	保良局	醫用口罩共 2,100 個	5,100.00
37	萬通藥業有限公司	新型冠狀病毒快速抗原測試劑共 1,000 套	25,000.00
38	九龍地域校長聯會	新型冠狀病毒快速抗原測試劑共 1,000 套及醫用口罩共 290 個	21,160.00
39	丁健華議員	新型冠狀病毒快速抗原測試劑共 400 套	8,000.00
40	新生精神康復會	「五感體驗包」，內有情緒活動卡及茶包	-
41	保良局	「今朝更好看」慶祝香港回歸祖國 25 周年藝術名家作品展入場券共 5 張	-
42	保良局	新型冠狀病毒快速抗原測試劑共 470 套及威露士免洗搓手液共 96 支	14,820.00
43	福幼基金會、九龍地域校長聯會	保護衣共 64 件、醫用口罩共 500 個、面罩共 40 個、醫護手套共 3 盒、醫護鞋套共 24 對及搓手液共 7 支	11,383.00
44	香港海事博物館	《針路藍縷》套書	580.00

8. Evaluation of Other Plans

8.1 Evaluation of the Use of the Capacity Enhancement Grant

Program	Method of Evaluation	Success Criteria	Evaluation
Employment of a 0.7 full-time Mathematics and Science Teacher	Evaluation by the Heads of Department of Mathematics & Science	• Take up teaching workload of 1 Mathematics class and 3 Science classes. • Finish the setting of 1 quiz paper for Mathematics subject and 4 quiz papers and 3 test and exam papers for Science subject. • Hold 3 activities for Maths Club and 7 activities for Science Club. • Assist in 2 Science activities. • Take up all S1 – S3 MC markings in Tests and Exams for Mathematics subject. • Prepared e-learning teaching materials for Mathematics. • Take up the duties in the CoolSTEAMaker Festival for Mathematics subject.	• The teacher has taken up 1 Mathematics class and 3 science classes. • The teacher had set 1 quiz paper for Mathematics subject. For Science subject, the teacher had prepared 8 worksheets and set 2 exam papers with analysis and feedback consolidation. This is more than the original plan. The teacher also had finished markings 2 exam papers of whole form in a year. • The teacher had assisted in leading students to participate in a EDB Mathematics Book Report Competition in the year for Math Club. However, due to the epidemic and half school day arrangement, only 1 meeting could be held for Science Club. • The teacher had assisted the science activities in the Life-Wide Learning Day of both terms. • The teacher had complied all S1 – S3 MC markings in Test and Exams for Mathematics subject. In addition, the teacher had finished marking of Short Questions in S3 Math Test and Exams in the year. • The teacher had prepared e-learning teaching materials for Mathematics subject during the face-to-face lesson suspension period. • Due to the epidemic, the CoolSTEAMaker Festival was cancelled.

Program	Method of Evaluation	Success Criteria	Evaluation
Employment of a 1.0 full-time Mathematics and Design & Technology Teacher	Evaluation by the Heads of Department of Mathematics & Design & Technology	• Take up the teaching workload of 2 Mathematics classes and some of Design & Technology classes. • Prepare 1 Mathematics educational video. • Assist Math Club to organize 3 activities in the year. • Prepare e-learning teaching materials for Mathematics. • Train the Math Team students to participate in Mathematics Competitions. • Take up the duties in the CoolSTEAMaker festival for Mathematics subject. • Prepared 2 Books / Keynote animation for the self-learning package of Design & Technology subject. • Take up the duty of S1 Form coordinator in Design & Technology subject. • Prepare D&T teaching materials, including soft & hardcopies.	• The teacher had taken up 2 Mathematics classes and 5 Design & Technology classes. • The teacher had set 1 quiz paper for Mathematics subject instead of prepared an educational video. • Due to the epidemic and suspension of face-to face school time, the teacher had assisted in organizing 2 activities for Math Club this year. • The teacher helped in the marking of S2 and S3 Math Test and Exams in the year. The teacher had also prepared e-learning materials for Mathematics during the face-to-face lesson suspension period. • The teacher had trained Math Team (S2) students to participate in Mathematics Competitions. • CoolSTEAMaker festival was cancelled due to the epidemic. • The teacher fulfilled the teaching duty and preparation of Design & Technology teaching materials, which included teaching videos and other self-learning packages.

8.2 Evaluation of the School-based After school Learning and Support Programme

A. The number of benefited students under this programme was 717
(including A. 59 CSSA recipients, B. 228 SFAS full-grant recipients and C. 430 under school's discretionary quota)

B. Information of activities under the programme

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Gifted Education (Academic school team) Subjects include: Chinese, PTH, English, Math, Chi Hist, Integrated STEM (Science, ITS,D&T), Integrated Humanities (FA, Econ), Integrated Arts (VA,Music), PE	32	140	370	100%	1/9/2021-31/7/2022	$22,760	At least 5 hours training and 1 local or international competitions or assessments for each academic school team	Sing Tao Debate, Headstart Group Limited, Eureka Language Services Limited, Primo Learning Centre	--
Life Planning Education Enrichment Program	27	88	60	100%	1/9/2021-31/7/2022	$11,980	Students' reflection Teachers' feedback	Edvenue Limited	--
Total no. of activities: 5									
@ No. of participation counts	**59**	**228**	**430**		Total Expenses	$34,740			
**Total no. of participation counts	**717**								

* Name/type of activities are categorized as follows: tutorial service, learning skill training, language training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skill training courses.
** Total no. of participation count: the aggregate of (A) + (B) + (C)
@ Participation count: refers to the aggregate no. of benefited students participating in each activity.
# Target students: students in receipt of CSSA (A)/SFAS (B) full grant and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

Achievements of the activities conducted are rated as follows:

Please put a "✓" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills		✓				
c) Students' academic achievement		✓				
d) Students' learning experience outside the classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem	✓					
g) Students' self-management skills		✓				
h) Students' social skills		✓				
i) Students' interpersonal skills		✓				
j) Students' cooperation with others	✓					
k) Students' attitudes toward schooling	✓					
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging		✓				
p) Students' understanding of the community		✓				
q) Your overall view on students' community involvements		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project
(You may tick more than one box)

- ☐ unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- ☑ difficult to decide on the discretionary quota;
- ☐ target students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase of teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Students, teachers and parents are satisfied with the service provided.

8.3 Evaluation of the Use of the Promotion of Reading Grant

8.3.1 Evaluation of the objective

To cultivate students' reading interest, a Monthly Theme Reading Promotion has organized in which the school library provides a list of books and a series of reading activities for students. In the 2021/2022 school year, the theme of each month was as follows:

Month	Theme	Remarks
October	Chinese History and Culture	Done
November		Postponed due to Class Resumption in Phases
December	Healthy Living	Revised the theme to STEM Education
January		Cancelled due to Class Suspension
February		Cancelled due to Class Suspension
March	STEM Education	Cancelled due to Class Suspension
April		Cancelled due to Class Suspension
May	Moral Education	Revised the theme to Chinese Poetry

Due to the suspension of school, the Monthly Theme Reading Promotion was carried out in October, December, May and June. As shown in the above table. In response to different themes, thematic books were displayed in an eye-catching corner of the library to arouse students' attention. It was observed that students liked picking up books from that corner and reading them in the library during recesses and after school. Students would be awarded if they borrow books of related to the theme of that specific month. Book sharing with the library teacher was conducted. Also, an Inter-class Bookmark Design Competition was organized. The remaining themes will be introduced to students in the next academic year.

Besides, each class is required to introduce a good or new book borrowed from the school library to fellow schoolmates each year. Class representatives need to prepare a good book recommendation video which will be broadcasted to the whole school during the morning assembly. This activity could not be carried out this year owing to the suspension of school. In addition, only 5 classes in Form 3 completed their video-making this year. Hence, library teachers recommended reading related TV programmes and websites and shared them through Moxtra to promote a reading atmosphere. Students could assess to the programmes and websites at anytime and anywhere.

In the aspect of providing literary and educational activities for students, a book fair was held in the first semester. It offered students an opportunity to read more through the activity. Due to the suspension of school, not all activities planned were carried out according to the schedule.

8.3.2 Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change on the number of books borrowed by students and the scope of the reading activities)

After adopting various reading strategies throughout this academic year, the reading culture among students has been developing gradually. Although there was school suspension, students read more books compared with the previous academic year as shown in their submission of book reports.

Furthermore, different scopes of activities are held each year which can enhance the reading culture in our school. The students can also join the inter-class competitions about different reading activities. The participation of reading activities was satisfactory. Students and classes actively participated in different reading activities such as bookmark design competition and thematic books exhibition.

8.4 Evaluation of the Use of the Sister School Exchanges Grant

Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Methods	Reflection and Follow-up
Upgrade student mobile video communication equipment	• Encourage students to produce the exchange video clips for sharing. • Encourage students to prepare the exchange project for sharing.	• Sharing of exchange video clips on campus • Sharing of exchange experiences during the morning assembly	• With enough equipment, students can use the MacBook Pro to prepare the exchanging materials such as videos and movies as well as the deliverable exchanged products to share afterwards Meanwhile they can do some real time exchange with the sister schools too. At the same time, teachers and students can also use the better performance MacBook Pro to create communication learning materials to improve learning performance.
Visit Ningbo No. 15 Middle School • To hold exchange activities with sister school students, including lesson observations, seminars or debates.	• An academic exchange among students with sister school Ningbo No.15 Middle School can be organized. • A professional exchange among students with sister school Ningbo No.15 Middle School can be organized.	• Student and teacher feedback • Report the assessment results • Activity report, school report	• Due to the COVID-19 pandemic, the mainland exchange was cancelled.
Guangzu Middle School (Shenzhen) visit • To hold exchange activities with sister school students, including lesson observations, seminars or debates.	• An academic exchange among students with sister school Guangzu Middle School can be organized. • A professional exchange among students with sister school Guangzu Middle School can be organized.	• Student questionnaires • Teacher questionnaires	• Due to the COVID-19 pandemic, the mainland exchange was cancelled.

9. School Development Plan

9.1 3-year Development Plan

Major concern (with priority)	Targets	Strategies	Time scale ✓ being implemented ☑ in preparation 21-22	22-23	23-24
1. Developing and Optimizing School-based Curriculum	1.1 Reorganize the subject departments to promote interdisciplinary learning	- Reorganize the subject departments to promote interdisciplinary learning • Faculty of English, Faculty of Chinese Language & Culture and History, Faculty of STEM, Faculty of Humanities, Faculty of Creative & Performing Arts, Faculty of Sports Science - Practice teaching goals in all fields • Develop cross-faculty or subject learning experience - Develop cross-curricular language learning	✓ ✓ ✓	 ✓ ✓	 ✓ ✓
	1.2 Construct school-based comprehensive STEM curriculum	- School-based integrated STEM curriculum • Construct biotechnology curriculum in the Integrated Science • Food technology and Nutrition will be added in Living Technology • AioT and Block Chain curriculum will be added in Information & Technology Studies • Smart Home Curriculum will be included in Design and Technology, and the Robot curriculum will be optimized • Carry out interdisciplinary MAKER curriculum	 ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓	 ✓ ✓
	1.3 Construct Social and Cultural Studies curriculum	- School-based Social and Cultural Studies curriculum • Develop positive values and attitude towards life • Deepen the understanding of one country and two systems • Broaden worldview horizon • Optimize the curriculum of Social and Cultural Studies	 ✓ ✓ ✓	 ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓
	1.4 Revise the curriculum according to the subject changes announced by EDB to strengthen the bridging between junior and senior secondary curriculum	- According to the curriculum reform, review the exam papers, assessment method, curriculum content, etc. • Revise the Chinese Language curriculum • Revise the English curriculum • Revise the Mathematics curriculum -	 ✓ ✓ ✓	 ✓ ✓ ✓	 ✓ ✓ ✓
	1.5 Revise the curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB	- According to the curriculum reform, review the exam papers, assessment method, curriculum content, etc. • All subjects	 ✓	 ✓	 ✓
2. Improving students' academic performance and enhancing whole-person development	4.1 Improve the academic quality of students	- Create an atmosphere that promotes reading - Improve students' reading ability • Organize cross-curricular language learning activities • Revise and promote the cross-curricular reading plan - Broaden students' exposure to English and other languages • Organize activities in different languages • Organize different study tours - Optimize learning assessment and feedback, enhance learning and teaching effectiveness, elevate student academic performance • Optimize schoolwork and test or exam papers design • Apply ability indicator in curriculum and homework design • Adjust teaching focus and suggest specific teaching strategies according to assessment data - Strengthen support for different learning groups • Support for non-Chinese speaking students • Cater for learner diversity • Provide gifted curriculum in order to support gifted students - Strive for participating in international competitions	 ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ☑ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
	4.2 Improve students' ability to self-directed learning	- Optimize homework policy • Adapt to learning diversity - To promote self-directed learning by using e-learning, consolidate students' learning habits and cater for students' learning diversity • Subjects create self-study resource database • Adjust learning progress according to learning diversity - Organize activities to enhance students' self-directed learning	 ✓ ☑ ✓ ✓	 ✓ ☑ ✓ ✓	 ✓ ✓ ✓ ✓
	4.3 Create an atmosphere of improving academic performance	- Encouraging peer group learning - Praising students who got brilliant result • Posting top 10 list in form level • Posting top 3 list in class level - Launching incentive scheme		☑ ✓ ✓ ✓	✓ ✓ ✓ ✓
	4.4 Encourage and arrange students to participate in non-academic activities to achieve whole-person development	- Developing all aspects of whole-person education: self-directed learning, physical and artistic development, service learning, etc. Students can demonstrate their learning outcomes		✓	✓

3. Strengthening students' morality and enabling students to be an informed and responsible citizens. Cultivate students' sense of national and global identity, appreciation of positive values and attitudes in Chinese culture, and a respect for pluralism in society	3.1 Strengthen student morals, cultivate positive values and attitudes with respect for the diversity of society, and create a healthy and positive campus atmosphere	- Organize different activities to promote value education • nine priority values and attitudes: Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness and Empathy	✓	✓	✓
		- Promote school's motto and Kuk's spirits	✓	✓	✓
		- Construct the curriculum of Social and Cultural Studies	✓		
	3.2 Cultivate students' sense of national identity and appreciation of Chinese culture	- Promote the Constitution and the Basic Law • Revise Chinese History Curriculum	✓	✓	
		• Construct Social and Cultural Studies curriculum	✓		
		• Visit the Hong Kong Museum of History and the Basic Law Library	✓	✓	✓
		- Deepen the understanding of our motherland, China • Deepen the understanding of our motherland, China	✓	✓	✓
		• Organize study tours to Mainland China		☑	✓
		- Participate in and respect the flag-raising ceremony • Play and sing the national anthem, raise the national flag and the regional flag for specific days and occasions	✓	✓	✓
		- Deepen the understanding of national security • Organize activities for the "National Security Education Day"	✓	✓	✓
		• Organize or participate in other activities to deepen the understanding of national security	✓	✓	✓
4. Enhancing the professional development of teachers	4.1 Promote the professional development of teachers and enhance the effectiveness of learning and teaching	- Flexible use of multiple teaching strategies • Proper use of information technology in teaching	✓	✓	✓
		• Make good use of blended learning mode in teaching	✓	✓	✓
		• Promote self-directed learning etc	✓	✓	✓
		- Introduce and develop more information technology teaching(VR, AR)	✓	✓	✓
		- Cooperate with tertiary institutions or Education Bureau • Participate in cooperation/support projects of tertiary institutions / Education Bureau	✓	✓	✓
	4.2 Enhance teachers' professional disposition	- Organize professional development activities related to national security	✓	✓	✓
		- Strengthen the supervision mechanism	✓	✓	✓
		• Review and monitor learning and teaching materials	✓	✓	✓
		- Encourage teachers to participate in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law			
5. Maximizing the use of information technology to enhance the efficiency of teaching and learning	5.1 Strengthen teachers to use e-teaching strategies to enhance teaching	- Successfully prepare IT teaching materials in each chapter of each subject (VR/AR/Keynote/video etc.)		☑	✓
		- Flexible use of multiple teaching strategies • Proper use of information technology in teaching	✓	✓	✓
		• Make good use of blended learning mode in teaching	✓	✓	✓
		- Promote self-directed learning	✓	✓	✓

9.2 School Annual Plan

Optimizing School-Based Curriculum

Strategies / Implementation	Date	Success indicators	Evaluation strategies	Committees / Subjects-in-charge	Resources
➢ Facilitate the collaboration of faculty and subject departments	9/2022 - 6/2023	➢ Combine subjects and develop school-based faculties ➢ To hold faculty meetings to strengthen interdisciplinary learning ➢ To hold at least 5 cross-learning area/subject experiential learning activities successfully ➢ Successfully arrange at least 1 cross-curricular language learning activity / experience	➢ Review the content of the faculty meeting ➢ Collect and review documents of cross-learning area/subject experiential learning activities ➢ Collect and review documents of cross-curricular language learning activities / experiences	➢ AC ➢ All Subject Departments	➢ EOEBG ➢ Life-wide Learning Grant
➢ Optimizet school-based comprehensive STEM curriculum	9/2022 - 6/2023	➢ Optimize biotechnology curriculum in the Science ➢ Optimize the curriculum of Living Technology ➢ Optimize AioT and Block Chain curriculum in Information & Technology Studies ➢ Optimize Smart Home Curriculum and Robot curriculum in Design & Technology ➢ Optimize MAKER curriculum	➢ Review the faculty and subject plans of the Science, Living Technology, Information & Technology Studies, and Design & Technology ➢ Review the effectiveness of school-based courses through lesson observation and book inspection	➢ AC ➢ Science ➢ Living Technology ➢ Information & Technology Studies ➢ Design & Technology	➢ EOEBG ➢ Life-wide Learning Grant ➢ EDB Quality Education Fund ➢ PLK SF Lee Creative & Technology Education Development Fund ➢ Student Fee Collection
➢ Optimize Social and Cultural Studies curriculum	9/2022 - 6/2023	➢ Optimize the School-based Social and Cultural Studies curriculum ➢ Develop positive values and attitude towards life ➢ Deepen the understanding of one country and two systems ➢ Broaden worldview horizon	➢ Review the curriculum of the Social and Cultural Studies ➢ Review the effectiveness of the Social and Cultural Studies' curriculum	➢ AC ➢ Social and Cultural Studies	➢ EOEBG
➢ Optimize the curriculum according to the subject changes announced by EDB to strengthen the bridging between junior and senior secondary curriculum	9/2022 - 6/2023	➢ According to the curriculum renew, review the exam papers, assessment method, curriculum content, etc. ➢ Successfully strengthened the bridging between junior and senior secondary curriculum	➢ Review subject documents, such as teaching schedules and minutes ➢ Review the interface between junior and senior secondary curriculum through the faculty meetings	➢ AC ➢ Chinese Language ➢ English ➢ Mathematics	
➢ Optimzie the curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB	9/2022 - 6/2023	➢ According to the curriculum renew, review the exam papers, assessment method, curriculum content, etc.	➢ Review subject documents, such as teaching schedules and minutes ➢ Rewiew curriculum and courseworks for subjects	➢ AC ➢ All subject Departments	

Improving students' academic performance and enhancing whole-person development

Strategies / Implementation	Date	Success indicators	Evaluation strategies	Committees / Subjects-in-charge	Resources
➢ Improve the academic quality of students	8/2022 - 6/2023	➢ Create an atmosphere that promotes reading • Bookmarks for new book introducations distributed by librarians • Place library promotional materials on the table in the tuck shop ➢ Improve students' reading ability • more than 80% of students complete the cross-curricular reading scheme twice a year • Each students read 12 designated books in the library reading session and finish reading records • For Chinese subject-based reading scheme, not less than 80% of students participate in and complete it with a passing score ➢ Subjects review and optimize the curriculum and revise the design of the work, ability indicators for each coursework/question type are added, students can reflect their learning performance in detail, they could be guided to revise step by step to improve learning efficiency and academic results ➢ Optimize test feedback: • List students' possible errors according to the options and question types when setting exam paper, and make a detailed marking reference • After uniform test and examination, subject-form meetings will be held to review the performance of the students in each paper, adjust the teaching focus, and discuss follow-up measures • After two exams, use various data to make detailed student performance reports and give feedback by using Keynote ➢ Successfully provided appropriate support for the students who do not meet the academic requirements, inspected the current school-based and subject-based strategies as a whole. 12 tutorial lessons for Chinese, English and Mathematics were successfully arranged by AC ➢ Improvement work done on curriculum by subjects and faculties	➢ Count the number of bookmarks distrrbuted ➢ Count the number of publicity materials placed ➢ Refer to the statistics of students borrowing new books ➢ Count the number of completed cross-curricular reading scheme ➢ Review the reading records of the library reading session, 70% of students should get a passing score ➢ Collect the data of the number of participants, the number of completions and student scores in the Chinese subject-based reading scheme ➢ Revise and optimize the curriculum and ability indicators ➢ Collect and review the minutes of the subject-form review meeting after the uniform test and the exam ➢ Collect detailed reports of the student performance ➢ Collect the data of after school tutorial assigned by AC ➢ Collect subject handbooks and review the development of different learning groups	➢ AC ➢ All Subject Departments	➢ EOEBG ➢ Promotion of Reading Grant ➢ TRG
➢ Improve students' ability to self-directed learning	9/2022 - 6/2023	➢ Successfully optimize and adjust teaching materials according to the diversity of students' learning ➢ Subject Departments create self-study resource database. Complete at least 30% of the curriculum in each subject ➢ Each department successfully held at least one activity to enhance students' self-directed learning	➢ Collect and review documents related to the optimization and adjustment of teaching materials for students' learning diversity in different subjects ➢ Inspect the preparation work of the self-directed resource bank of each subject through different e-learning platforms ➢ Collect and review documents of various faculties about the activities held to enhance students' self-directed learning	➢ AC ➢ All subject Departments	➢ EOEBG ➢ Life-wide Learning Grant ➢ CITG
➢ Create an atmosphere of improving academic performance	9/2022 - 6/2023	➢ Post the list of top 10 students at all levels and top 3 at class level after tests and exams ➢ 20% of students can receive the awards in tte incentive scheme	➢ Observe students' reaction after posting the ranking ➢ Calculate the number of students geeting the awards in the academic incentive scheme	➢ AC ➢ All subject Departments ➢ Class Teachers	➢ EOEBG
➢ Encourage and arrange students to participate in non-academic activities to achieve whole-person development	9/2022 - 6/2023	➢ 80% of students participate in non-academic activities in order to develop students' potential in different fields ➢ Activities will cover all aspects of whole-person education : self-directed learning, physical and artistic development, service learning	➢ Review students' participation ➢ Review the effectiveness of the activities	➢ ECCAC ➢ All subject Departments ➢ All committees	➢ EOEBG ➢ Liff-wide Learning Grant ➢ Student fee collection

Strengthening students' morality and enabling students to be an informed and responsible citizens. Cultivate students' sense of national identity, appreciation of positive values and attitudes in Chinese culture, and a respect for pluralism in society

Strategies / Implementation	Date	Success indicators	Evaluation strategies	Committees / Subjects-in-charge	Resources
➢ Strengthen student morals, cultivate positive values and attitudes with a respect for the diversity of society, and create a healthy and positive campus atmosphere	9/2022 - 6/2023	➢ Organize activites to promote value education, in line with the following value and directions: perseverance, respect for others, responsibility, national identity, commitment, integrity, care fro others, law-abidingness and empathy. ➢ Organize activities to promote school motto and kuk spirit.' ➢ Organize visits to Po Leung Kuk Museum ➢ Organize "Positive Energy Community Service Learning Scheme".	➢ Collect and review documents about promoting value education activities ➢ Collect and review the documents about organizing activities to promote school motto and "Kuk's Spirit" ➢ Collect and review the documents of the Positive Energy Community Service Learning Scheme ➢ Review the curriculum of Social and Cultural Studies ➢ Review the effectiveness of the Social and Cultural Studies in strengthening students' moral character, cultivating positive values and attitudes, etc. by lesson observation, review of homework design and book inspection, etc.	➢ AC ➢ MCNEC ➢ Social & Cultural Studies	➢ EOEBG
➢ Cultivate students' sense of national identity and appreciation of Chinese culture	9/2022 - 6/2023	➢ Optimize the curriculum of Chinese History and the Social and Cultural Studies to promote the education of the Constitution and the Basic Law ➢ Organize visits to Hong Kong Museum of History and the Basic Law Library ➢ Opimize the Curriculum of different subjects covered the elements of 'understanding the motherland' ➢ Play and sing the national anthem, raise the national flag and the regional flag for specific days and occasions regularly ➢ Organize activities for the "National Security Education Day" ➢ Organize other activities to deepen the understanding of the national security	➢ Collect and review the curriculum design of Chinese History and Social and Cultural studies to review the education of the Constitution and the Basic Law ➢ Collect and review documents about organizing visits to the Hong Kong Museum of History and the Basic Law Library ➢ Collect and review the curriculum of different subjects ensure they covered the elements of 'understanding the motherland' ➢ Observe students performance while playing and singing the national anthem, raising the national flag and the regional flag for specific days and occasions ➢ Collect and review the documents about organizing activities for the "National Security Education Day" event ➢ Collect and review documents about organizing other activities to deepen the understanding of the national security	➢ AC ➢ ASDC ➢ All Subject Departments	➢ EOEBG ➢ Life-wide Learning Grant ➢ Sister School Exchanges Grant

Enhancing the professional development of teachers

Strategies / Implementation	Date	Success indicators	Evaluation strategies	Committees / Subjects-in-charge	Resources
➢ Promote the professional development of teachers and enhance the effectiveness of learning and teaching	9/2022 - 6/2023	➢ Organize training to support teachers with IT skills ➢ Participated in at least one university / Education Bureau cooperation / support scheme	➢ Questionnaire to collect information on IT teaching and training ➢ Collect and review the documents of the cooperation / supporting scheme of tertiary institutions / Education Bureau	➢ AC ➢ ASDC ➢ All Subject Departments ➢ ITC	➢ EOEBG ➢ Life-wide Learning Grant CITG
➢ Enhance teachers' professional disposition	9/2022 - 6/2023	➢ Review and monitor learning and teaching materials ➢ Encourage teachers to participate in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law	➢ Collect and review documents regarding national security activities held for the staff ➢ Check the circulation and endorsement of the school-based "Learning & Teaching Materials, Learning Activities and Lesson Design Setting Record" ➢ Collect the number of hours staff participating in advanced studies related to the Constitution, the Basic Law, and the Hong Kong National Security Law	➢ AC ➢ ASDC ➢ All Subject Departments	

Maximizing the use of information technology to enhance the efficiency of teaching and learning

Strategies / Implementation	Date	Success indicators	Evaluation strategies	Committees / Subjects-in-charge	Resources
➢ Promote the professional development of teachers and enhance the effectiveness of learning and teaching	9/2022 - 6/2023	➢ Successfully prepared IT teaching materials for all topics, e.g. Keynote, VR/AR for subjects. ➢ Teachers can use a mixed teaching model to promote teaching effectiveness (such as "flipped classroom") ➢ Overall teachers' average marks of 'IT teaching" in Student Evaluation for all teachers reached 3 (out of 4)	➢ Collect and review the teaching materials designed such as Keynote, VR/AR, etc. ➢ View the teaching effectiveness of the Blended teaching through lesson observation ➢ Collect data of the student evaluation in "e-learning" teaching mode ➢	➢ AC ➢ ASDC ➢ All Subject Departments	➢ EOEBG ➢ Life-wide Learning Grant ➢ CITG

10. Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been developing their potential enormously since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high quality education for our students.

Appendix I School Report (Simplified Version)

PO LEUNG KUK TONG NAI KAN JUNIOR SECONDARY COLLEGE ANNUAL REPORT

Principal
Mr. Wong Chung Ki
B.Eng.(UST), PGCE, Cert. INSTEP(HKU), M.Ed (CUHK)

The school was established in September 1997 and initially located in a temporary school site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 2000 – 2001, the school received a generous donation from Mr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which is the fourteenth grammar school of Po Leung Kuk. In November 2006, our school was permitted by EDB to be a through-train aided school of Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in the year of 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building of the school premises is a well-equipped seven-storey block. The project of New Annex renovation, Irene Yu's library and Tony Tong's Biotechnology laboratory were completed on 2019. It has 24 classrooms, a debate room, 3 multi-media classrooms, a self-study room and a dance room, together with an English corner, Fab Lab, life planning training centre, a student union room, 2 science laboratories, a biotechnology laboratory, a library, a geography room, a design & technology lab, a living technology lab, a visual art room and a music room. Besides these facilities, it has a multi-purpose activity centre, a lecture theater, a hall, a covered playground, 2 basketball courts and a campus TV room. All rooms are air-conditioned, connected by an optical fibre network and equipped with glass-wall and laser projectors, all of which help foster a diversified educational environment in our school.

Academic Results and learning support

Our school has already established a through-train arrangement with the Sixth Form College. As a junior college that connects to an EMI senior college, we not only have to consolidate our students' foundation in academic knowledge, but also need to develop their language abilities and other generic skills. On top of that, we need to guide and help them to build up healthy learning attitudes and habits so that we can ensure their smooth transition into senior college, where they can continue to do well academically and grow up healthily.

Due to the epidemic, the teaching of this school year has been affected. In order to boost academic standard of students and to lay a solid foundation for their future studies, more intense after school tutorials for Chinese, English and Mathematics were arranged. With both teachers' and students' hard work, student's learning performance improved in examinations. Despite the impact of the epidemic, our students are still winning awards in different academic fields, which is encouraging.

Learning Support Team, led by the Special Educational Needs Coordinator, consisting of members from language subjects, AC, DGC and CGC, social workers and educational psychologist, the Team looked at the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs and held regular meetings to review relevant school policies, discuss students' learning progress and needs of these students. For students with special educational needs, suitable arrangements, including homework modification, assessment accommodation or individual educational plans, are given to provide the needed support. Through the whole-school approach, diversified teaching techniques and school-based curriculum, more support and assistance can be given to students with adjustment problems and learning difficulties.

Discipline, Counseling and Inculcation of Morals and Virtues

To promote students' self-disciplinary spirit, the Discipline and Guidance Committee implemented an effective punishment and reward conduct mark system with school rules clearly stipulated. Also, the well-structured prefect system helped students develop better leadership skills and responsibility.

Through the classroom management activities, students developed the ability to face adversity, built a sense of responsibility and engaged in self-reflection. To help students build up proactive and positive attitudes, the 'Breakthrough Program' was implemented in all forms for students to set targets in learning. Academic improvements are regularly inspected by class teachers.

The whole-school counseling approach was launched by the 'Stand By Me - Mentor System' to foster the holistic development of students. Each teacher is a mentor of 4-5 S1 students; mentors express their care towards students through delivering cards, little gifts, and having tea gatherings regularly.

To provide pastoral care and guidance for students, a dual class teachers system is in place. Class teachers of the same form meet regularly to share matters of concern regarding students' progress on various aspects in order to identify problems at an early stage and intervene early if necessary. To promote mental health among students and to provide support students under the pandemic, online counselling, sunshine calls, Online Retreat Day and online mental health talks were carried out during the face-to-face classes suspension period.

The Discipline and Guidance Committee works closely with the social worker team for quality support. Regular meetings are held in order to give the greatest care to students. Individual counselling services, group programs and mass student support programs are offered by the social workers. In addition, the educational psychologist provides professional support to teachers and students on matters relating to learning and pastoral care services.

Our school was honorably awarded the Honour Award in '2021 Caring School Award Scheme'.

Moral, Civic and National Education Committee had held a variety of activities such as Healthy School Scheme, Service Learning, Moral Education in assemblies and class teacher periods to develop students' proper moral values, virtues and positive view of life. With respect to civic education, Charity Dress Special Day and Green School Scheme which involved recycling and energy-saving activities were held, Civic and Environmental Ambassador Schemes were also the key projects organized to raise students' awareness of civic culture. Finally, to raise students' national awareness and build up a sense of national identity, National Education lessons, National anthem singing and flag raising ceremony, 'Basic Law Ambassadors' Scheme, Inter-class 'Basic Law' Competition, online webinars, other activities of 'Constitution Day' and 'National Security Education Day' were held. Through the aforementioned activities, students can understand more about themselves, their relationship and responsibility with their family, society, country and the world.

Life Planning Activities

To help students broaden their horizons and understand their needs for further studies in different stages, the Life Planning Mentorship Program conducted by class teachers was organised for students. Throughout the event, students had a better self-understanding, career exploration and life planning.

Careers Guidance Committee also conducted several talks on post-secondary Three studies for parents and students and adopted the Careers Ambassadors Program. The activities not only helped students know more about the working world and information regarding further studies, but also helped them develop a solid foundation for their life planning.

On top of that, the Life Planning Education Enrichment Program was held this year with in-school Job Simulation activities and in-class workshops for S1 to S3 to further enhance the students' career-related experiences. Three professional training sessions on life planning were given to teaching staff in the year to foster their knowledge and skills in carrying out life planning for students.

Extra-curricular Activities

To broaden the vision and life-long capabilities of our students through life-wide learning, our school offered students a variety of opportunities to learn outside the classroom. Departments and subjects planned and held various life-wide learning activities throughout the year. The activities aimed at providing outside classroom learning experience for students to deepen their understanding of the history, culture, science, technology and urban/rural as well as career developments. Due to the pandemic, some of the activities were organized inside school through the VR learning experiences and video of the scenes. The students' responses were positive and they mentioned that school could continue these activities each year.

In 2021-22, we had organized 12 interest classes in the ECA Sessions but due to the pandemic, we had to cancel S1 interest classes. For gifted education, we had more than 70 academic & non-academic ECA teams and clubs. Specifically, we had arts and cultural teams, sports teams, classes in physique series, classes in interest series, teams in services series, academic school teams, and classes in academic series. In terms of hours, all students in our school had accumulated a total of around 1500 hours ECA learning time. In average, around 3 hours ECA learning time for every student in the 2021-2022 academic year.

For the Creativity Thinking Team, 15 students joined the Drone Presentation Project and received certificate. 3 out of 15 students got the A.O.P. China certificate level. The team participated in "Odyssey of the Mind 2022" and won the Hong Kong Regional Competition Champion.

The following are some of the awards received in various competitions:

1. Lu Wenqian was awarded Gold Award in the 2020-2021 Chinese Secondary School Student Composition Competition (Hong Kong Division)
2. Siu Yan Yi was awarded 2nd Class Award in The 16th Chinese Secondary School Student Composition Competition (China Division)
3. Yau Lap Hang was awarded Gold Award in the "Love Planet, Leave No Trace" cum Hydroponics Competition
4. Chan Yin Ka, Ng Ka Chun were awarded Silver Award in the "Love Planet, Leave No Trace" cum Hydroponics Competition
5. Lin Xiufen and Chan Pak Hong were awarded Bronze Award in the "Love Planet, Leave No Trace" cum Hydroponics Competition
6. Wong Hei Long, Chu Tin Yan, Lau Siu Hei, Liu Zhuoqian, Su Haolong, Tsang Stephanie P, Leung Chi Sing, Leung Lap Hang were awarded Bronze Award in Thailand International Mathematical Olympiad Heat Round 2021-2022 (Hong Kong Region)
7. Wu Yue Tong was awarded 2nd Runner-up in the 6th Fuzi Chamber Public Speaking Contest
8. Wu Ziyin was awarded Merit Award in the 6th Fuzi Chamber Public Speaking Contest
9. Lam Jun Wing was awarded 1st Runner-Up in Play and learn about the "Basic Law" Series of activities
10. Mai Kin Chung, Cheung Chin Ho, Ip Kai Tung, Tse Yuk Tin and Wong Hing Gut were awarded Champion in Sham Shui Po District Primary and Secondary School Robot Design Competition (Garbage Cleanup Match (Secondary)
11. Mai Kin Chung, Cheung Chin Ho, Ip Kai Tung, Tse Yuk Tin and Wong Hing Gut were awarded Second runner-up in Sham Shui Po District Primary and Secondary School Robot Design Competition (Obstacle Avoidance Match (Secondary))
12. Li Chi King Tony was awarded Gold Award in "Campus Drawing Cup" for the 18th Hong Kong Youth Recitation. Literature·Art Exchange Competition Award Solo Verse Speaking
13. Fei Nga Hei, Fong Ko Kin and Wu Ziyin were awarded Silver Award in "Campus Drawing Cup" for the 18th Hong Kong Youth Recitation. Literature·Art Exchange Competition Award Solo Verse Speaking

14. Tsui Ka Ho was awarded the 2nd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition 2022 (Heat Round)
15. Tse Hiu Tung, Wong Hei Long, Fang Ho Nam, Lee Man Pok, Mack Chun Ho, Siu Kei Shun, Zeng Weijie, Tam Chi Yan Anson, Zhang Yui Hei, Chan Ho Hin, Cheung Chi Wai, Fan To Ming and Leung Lap Hang were awarded 3rd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition 2022 (Heat Round)
16. Liang Weibo, Cheuk Kei Ching, Lo Pei Ying, Wu Yue Tong, Wu Ziyin were awarded 2nd Class Honour in The 2021-22 National Youth Chinese Writing Competition "Jing Ying Bei"
17. Su Tsz Hong, Lam Jun Wing, Wong Chun Yin were awarded 3rd Class Honour in The 2021-22 National Youth Chinese Writing Competition "Jing Ying Bei"
18. Lo Chun Yui, Wong King Fung were awarded 1st Runner-up in The 73rd Hong Kong Schools Speech Festival (English Solo Verse Speaking)
19. Kaur Gurveer was awarded 2nd Runner-up in The 73rd Hong Kong Schools Speech Festival (English Solo Verse Speaking)
20. Wong King Fung was awarded 1st runner up in The 73rd Hong Kong Schools Speech Festival (Cantonese Solo recitation)
21. Law Wing Shan and Mak Hoi Ching were awarded 2nd runner up in The 73rd Hong Kong Schools Speech Festival (Cantonese Solo recitation)
22. Fong Ko Kin and Wu Yue Tong were awarded 2nd runner up in The 73rd Hong Kong Schools Speech Festival (PTH Solo Recitation)
23. Li Chi King Tony was awarded Champion in 2022 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation Competition
24. Fong Ko Kin, Wu Yue Tong, Wu Ziyin were awarded 1st runner up in 2022 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation Competition
25. Fei Nga Hei was awarded 2nd runner up in 2022 Hong Kong Academic Recitation Open Competition and the 16th BNCL Certificate Recitation Competition
26. Lo Lok Yan Nicole, Shek Wing Hon, Lau Ki Yan, Lin Chun Yip, Cheung Hoi Laam, Siu Hoi Wun Venus and Tsang Ho Long were awarded Champion in Odyssey of the Mind (Hong Kong) Regional Tournament 2022
27. Wu Yue Tong was awarded 1st runner-up in Bauhinia Culture Cup - 1st Hong Kong Primary and Secondary School Chinese Culture and Putonghua Competitions
28. Wu Ziyin was awarded 2nd runner-up in Bauhinia Culture Cup - 1st Hong Kong Primary and Secondary School Chinese Culture and Putonghua Competitions
29. Ng Tin Wing was awarded 3rd Class Award in China Secondary School Students Composition Competition
30. Kaur Gurveer, Lin Yingying, Lo Chun Yui, Dilnoor Sandhu, Limbu Apechyaa, Wong King Fung were awarded Gold Award in Hong Kong Speech Contest 2022 (storytelling)
31. Fei Nga Hei, Aliza Shan, Mahsan-Fatima, Aquino Abigale Villanueva were awarded Silver Award in Hong Kong Speech Contest 2022 (storytelling)
32. Agha Syyeda Muneeba, Lee Pok Him, Li Ming Pan, Erno Matthew Raeburn Manimtim, Mohamm Ad-Shoaib Bisma and Delena Sophia Gabrielle C were awarded Bronze Award in Hong Kong Speech Contest 2022 (storytelling)
33. Mangalinao Rhaiza Jane and Rayan Sajed were awarded Excellence Award in Hong Kong Speech Contest 2022 (storytelling)

34. Lee Pok Him, Lo Chun Yui, Aquino Abigale Villanueva, Delena Sophia Gabrielle C and Limbu Apechyaa were awarded Gold Award in Hong Kong Speech Contest 2022
35. Li Ming Pan, Erno Matthew Raeburn Manimtim, Dilnoor Sandhu and Wong King Fung were awarded Silver Award in Hong Kong Speech Contest 2022
36. Lee Pok Him, Lin Yingying, Dilnoor Sandhu were awarded The first n 2021 Guangdong-HK-Macao Bay Area (Speech Contest) Competition
37. Siu Kei Shun, Wong King Fung were awarded The second in 2021 Guangdong-HK-Macao Bay Area (Speech Contest) Competition
38. Agha Syyeda Muneeba was awarded The third in 2021 Guangdong-HK-Macao Bay Area (Speech Contest) Competition
39. Mangalinao Rhaiza Jane, Fei Nga Hei, Wong King Fung were awarded The First Place in 2021 Guangdong-HK-Macao Bay Area (Storytelling) Competition
40. Kaur Gurveer, Lin Yingying, Lo Chun Yui And Leung Hei Tung were awarded The Second Place in 2021 Guangdong-HK-Macao Bay Area (Storytelling) Competition
41. Delena Sophia Gabrielle C was awarded The third place in 2021 Guangdong-HK-Macao Bay Area (Storytelling) Competition
42. Fan To Lai, Tam Tsz Kiu, Mahsan-Fatima, Enkleze Kerolos Adel Kadous Mahfoz, Gurung Ridem, Gurung Solan, Shah Aysha, Shazad Komal and Thapa Siddhanth were awarded Award for Outstanding Cooperation in Hong Kong School Drama Festival 2021/22
43. Gurung Samir, Limbu Nugay Hang Pahim were awarded Award for Outstanding Performer in Hong Kong School Drama Festival 2021/22
44. Lo Lok Yan Nicole, Lin Chun Yip, Siu Hoi Wun Venus were awarded Gold Award in Run For Scout 110
45. Yau Lap Hang, Tse Yuk Tin, Lai Chung Yin were awarded Appreciation (10km) Award in Run For Scout 110
46. Chan Tin Wing, Mack Chun Ho, Wong Tsz Ching were awarded Appreciation (3km) Award in Run For Scout 110
47. Lam Tsz Yeung Y Y was awarded BoysC 50M Butterfly Champion in Inter-School Swimming Competition
48. Lam Tsz Yeung Y Y was awarded BoysC 100M Freestyle Champion in Inter-School Swimming Competition
49. Man Cheuk Nam was awarded BoysB 50M Backstroke Champion in Inter-School Swimming Competition
50. Man Cheuk Nam was awarded BoysB 100M Backstroke Champion in Inter-School Swimming Competition

Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been developing their potential enormously since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high quality education for our students.