



Po Leung Kuk Laws Foundation College School Report

2024/2025

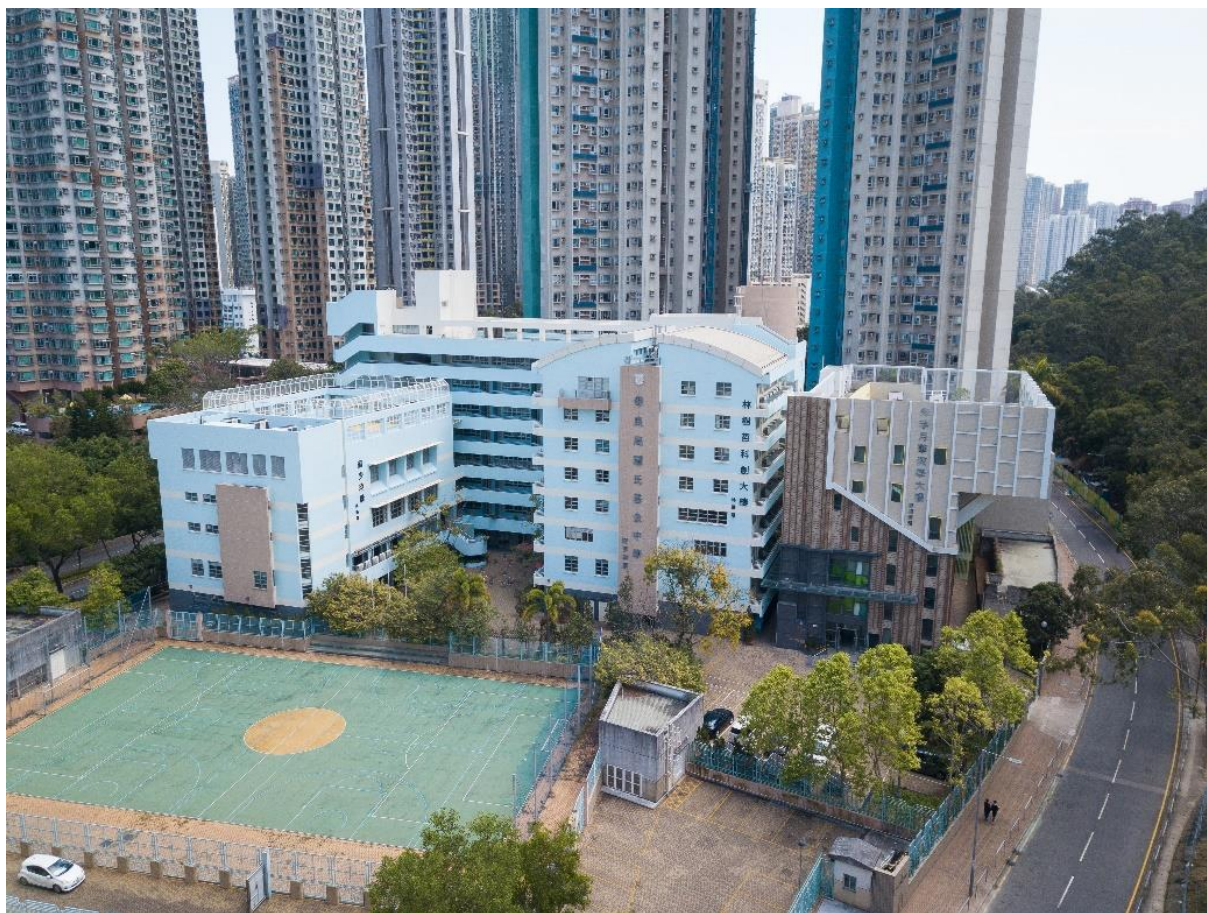
Address: 8 To Lok Road, Tseung Kwan O, Hong Kong

Tel: 2701 8778 Fax: 2701 3866

Website: <http://www.plklfc.edu.hk>

Table of Contents

- (A) Our School
- (B) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (C) Student Performance
- (D) Financial summary and donations
- (E) Appendices



(A) Our School

1. Belief and mission

1.1. Our belief

We strongly believe that

- the overall aims of education for the 21st Century should be enabling every student to attain all-round development and to be equipped with life-long learning capabilities;
- our priority should be enabling students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment;
- all students are unique and their potential and multiple intelligence can be fully developed if ample opportunities are duly provided; and
- the development of our students' multiple intelligence helps to strengthen their confidence and to bring out their giftedness.

1.2. Our mission

We commit ourselves

to creating a loving and harmonious learning environment which helps our students

- develop self-esteem and optimism;
- pursue knowledge and truths, accept multi-cultures and have a world vision;
- think creatively and cope with changes;
- undertake the responsibility to serve families, individuals and communities;
- better understand Chinese history and culture; and
- be concerned with the development of our country.

We strive

to create a professional environment to

- encourage professional collaboration and cultivate the culture of quality assurance;
- make good use of educational research to enhance teaching and learning, and also to promote our teachers' professional development; and
- facilitate an innovative curriculum development in response to the needs of students and social changes;

for developing an effective partnership network among our school, our students' families and the community towards the accomplishment of the vision of "all-round development for students".

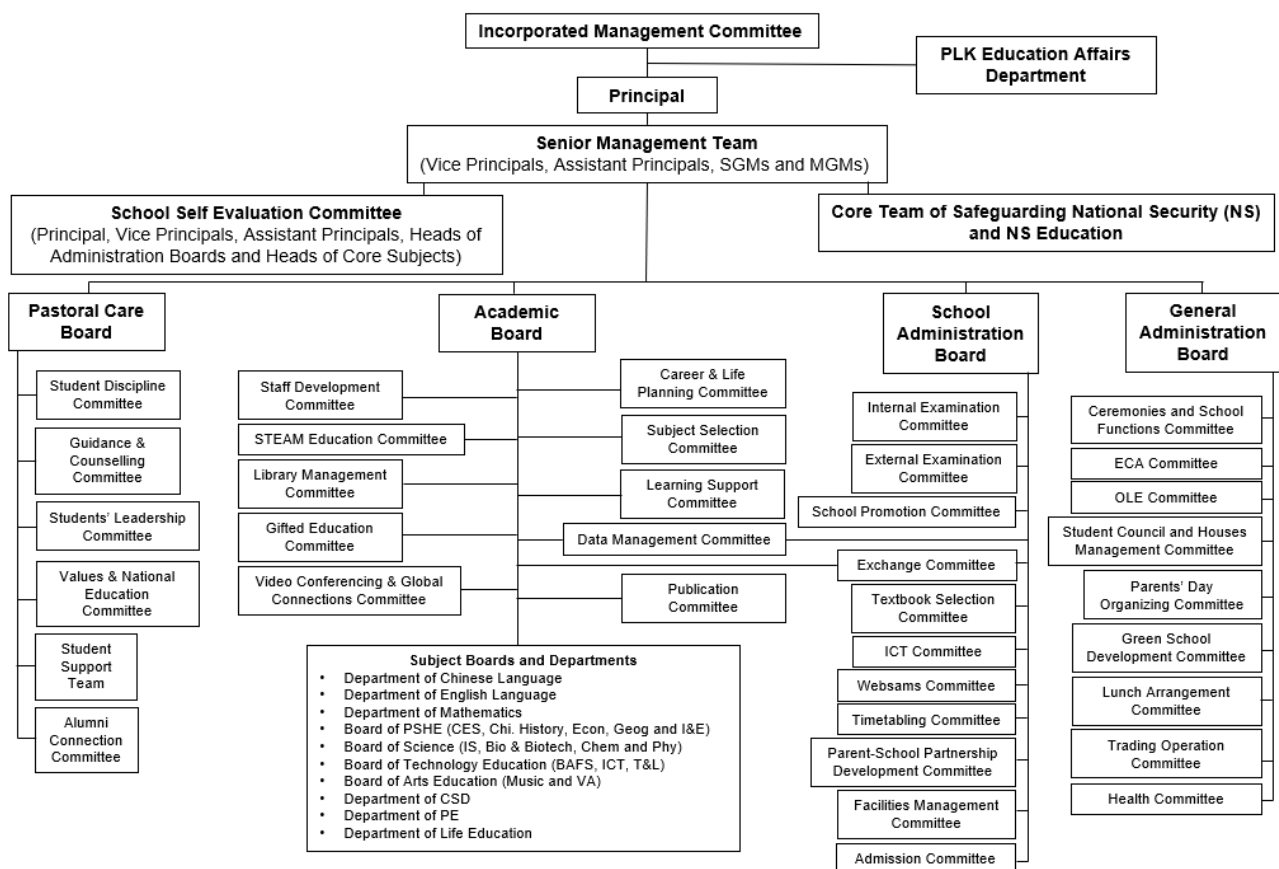
2. School structure

2.1. Organizational structure

Po Leung Kuk Laws Foundation College was founded in 2004. It is a direct subsidy co-educational Anglo-Chinese secondary school managed by Po Leung Kuk. A symmetrical class structure from S1 to S6 is adopted where there are five classes in each form, amounting to 30 classes in total.

Different boards and committees are established in order to further strengthen the learning and teaching of the school and stretch the potential of our students:

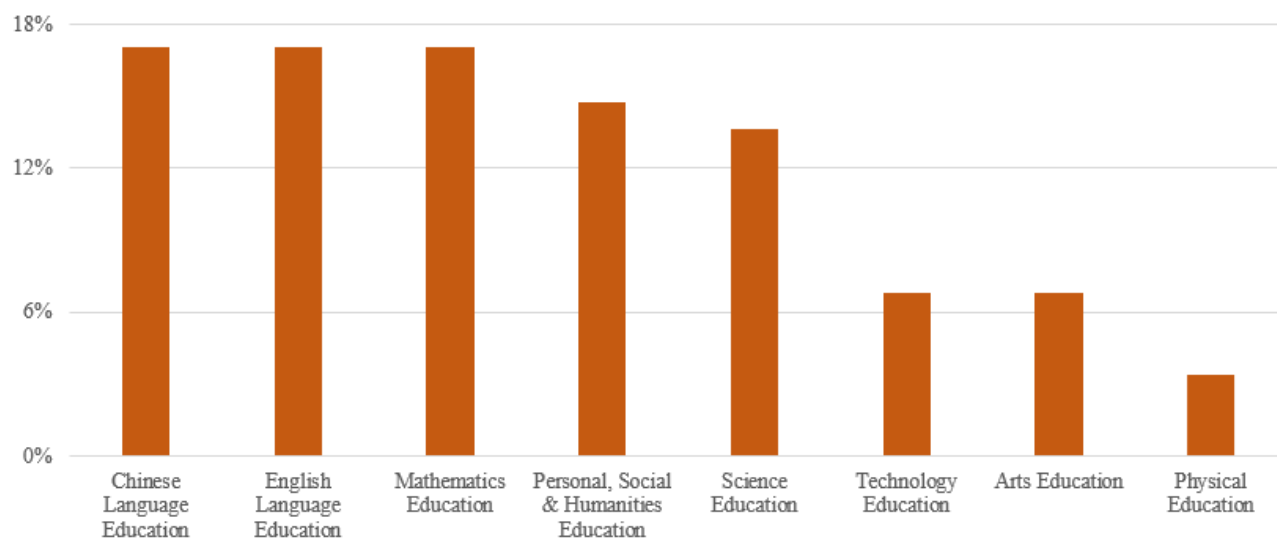
Organizational structure



2.2. Learning and teaching

Our school curriculum, structured to maintain both breadth and balance, is designed to cater for students' different needs, abilities and interests. The eight Key Learning Areas (KLAs) advocated by the Curriculum Development Council, Education Bureau, forms the backbone of our school curriculum. A strong emphasis on (1) “the central role language plays in learning” and (2) “a coherent, progressive, diversified, and career-oriented curriculum conducive to the whole-person development of senior secondary students” serves to ensure a smooth transition from primary to secondary school, and to prepare students for lifelong learning and career development.

Time allocation for the eight KLAs



Our Junior Secondary Curriculum consists of (the following subjects, i.e.) Chinese Language, English Language, Mathematics, Integrated Science, Biotechnology, Geography, Citizenship, Economics and Society (CES), Innovation and Entrepreneurship, Chinese History, Computer and Information Technology, Technology and Living, Music, Visual Arts, Physical Education and Life Education.

In planning the senior secondary subjects to be offered, the school conducts multiple surveys with S3 students in order to understand their preferences in subject selection. Based on the findings, the structure of subjects offered is developed to meet the needs of students. The implementation of the block-timetabling system enables senior form students to select any electives from all streams. Without the limitations of streaming, students can maximize their potentials through accessing various combinations of elective subjects.

Our Senior Secondary Curriculum includes:

Core subjects

Chinese Language, English Language, Mathematics, Citizenship and Social Development (CSD)

Elective subjects (Each student takes 2 to 3 electives subjects.)

Mathematics Module 2 (M2), Biology, Chemistry, Physics, Chinese History, Geography, Economics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Technology and Living, Music, Visual Arts, Applied Learning.

Other Learning Experiences

Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development, Physical Development (including Physical Education lessons for senior form students)

Language permeates the whole curriculum both as a vehicle for learning and as an object of study in its own right. English is the medium of instruction (MOI) for our formal curriculum except for Chinese Language, Chinese History and Life Education. Putonghua is the MOI of Chinese Language and Chinese History in Junior forms; while Cantonese is the MOI of Life Education.

As language is the key to learning, maximizing accessibility and enjoyment is of utmost importance. Students' language development is cultivated (in our school) through various ways:

- integrating elements of debate, drama and literature into the language curricula;
- organizing activities, such as exchange programmes with overseas schools;
- hosting inter-house drama, debate and public speaking contests;
- inviting international artists, athletes and professionals from around the globe to give seminars and interact with our students, which helps raise students' language proficiency by providing students with rich and authentic language learning experiences.

The two streams of our Arts Education curriculum, Music and Visual Arts, play an important role for developing students' creativity and contributing to their whole-person development. Our music education is not mandated for the small number of music talents, but to all students. We encourage our students to gain a wide range of meaningful music experiences through participating in creating, performing and listening to music so as to develop music performance skills, acquire musical knowledge, and cultivate positive values and attitudes. Our Visual Arts curriculum aims to broaden students' perspectives through exploring arts from various cultures.

As a “through-train” secondary school, we strive to build on the excellent achievements of our affiliated primary school, Po Leung Kuk Luk Hing Too Primary School.

2.3. House system and Student Council

Our students are divided into four Houses, i.e. Red, Yellow, Blue and Green, to promote the virtues of maintaining a positive attitude, fair play and sportsmanship in school events:

- Students can represent their houses to compete in inter-house competitions and develop a sense of team and belonging.
- It is also an alternative platform to expand students' social circles and foster friendships.
- Teachers are also allocated to different houses and they act as mentors to facilitate students' whole-person development.

The Student Council, founded in 2007, has been formed to grant students authority, obligations and rights to help build a better school environment. We believe that students, as one of the key stakeholders of this school, should be given autonomy and responsibility to voice out, participate in and manage school events / functions. We believe that a better learning atmosphere, a sense of belonging and a spirit of democracy should be created and exercised with substantial enthusiasm and cooperation among teachers and students.

2.4. Facilities

2.4.1. Main facilities

Our school has a millennium school campus encompassing about 6,600 m². With the school-wide optical fiber (network) and wireless network, all classrooms, laboratories and special rooms are connected to the Internet and equipped with Apple TVs, computers, projectors, visualizers and cloud servers to facilitate learning and teaching. To promote e-learning and STEAM education, new facilities such as 3D printing and VR technologies are provided to arouse students' interest in learning and engage them with more "hands-on" investigations.

The DiagCor Biotechnology Laboratory, Integrated Science Laboratory, Physics Laboratory, Chemistry Laboratory, Stem Cell Science Laboratory, Law Cheuk Ecology Laboratory, Fashion and Textile Room and Innovative Cookery Room offer an excellent learning environment for experiments and practical lessons. Workstations are also set up in Lau Chan Siu Po Library to provide opportunities for independent studies as well as collaborative small-group learning.

The two Computer Rooms equipped with Multimedia Learning Centre (MMLC) facilities are available for students to use during lunch hours and after school, whereas large-scale lectures and video conferences can be held at the So Sau Lin Lecture Theatre cum Video Conference Centre.

2.4.2. Chu Lee Yuet Wah Academic Building

The Chu Lee Yuet Wah Academic Building (completed in 2018) is a recent enhancement to the school's facilities. The swimming pool hall is a double-volume space located on G/F and 1/F; classrooms and staff facilities are on 2/F and 3/F; a Fitness Centre and a Multimedia Studio are located on 4/F; and the rooftop basketball court is built on 5/F.

a. Swimming Pool Hall

The design of the Swimming Pool Hall reflects an aesthetic interpretation of the fluidity of water. The movement of water is expressed in curvatures which were then incorporated into the curved ceiling design. The pool can enhance the curriculum development of Physical Education.

b. Fitness Centre

From the latest models of treadmills to the best resistance-training machines, students are exposed to a new world of Physical Education with state-of-the-art equipment, which help instill a habit of healthy living and fitness training in our students.



c. Multimedia Studio

The Multimedia Studio supports the curriculum development of Music and Information Technology and Communication. More opportunities will be provided for students to pursue excellence in Music. Students are exposed to diversified music learning experiences, be it from the string orchestra or the brass band or the orchestra. In addition, the studio provides a platform for collaborative learning and STEAM education.

d. Cantilevered Basketball Court

The basketball court was re-installed/constructed on the rooftop of the New Annex and cantilevered beyond the floors for a more spacious sports ground. With its elevated height, the view is also broadened, creating a sense of openness.

2.5. School Advisors

Our school advisors are:

- 郭愛克院士 (中國科學院院士、中國科學院腦科學與智慧技術卓越創新中心研究員、中國科學院神經科學研究所研究員、中國科學院生物物理研究所研究員、中國科學院大學生命科學學院榮譽講席教授、中國科學院上海微系統與資訊技術研究所研究員)
- Professor Ken Kin-Lam YUNG (Associate Vice President (Research) and Chair Professor of Biology and Neuroscience, The Education University of Hong Kong)
- Professor Raymond Chuen-Chung CHANG (Professor, School of Biomedical Sciences, LKS Faculty of Medicine, The University of Hong Kong)

2.6. Incorporated Management Committee

Our Incorporated Management Committee (IMC) was formed in June 2008. There are altogether 14 registered School Managers, which consist of Teacher Managers, Alumni Managers and Parent Managers, with covenants to operate the school in an efficient and proper manner and in accordance with the Education Ordinance, Hong Kong Special Administrative Region.

3. Staff members

3.1. Teachers and supporting staff

Teaching staff (including NET and librarian)	75
Supporting staff, e.g. teaching assistants, social workers, counsellor, laboratory technicians, laboratory attendant, IT technicians, administrative staff, janitors etc.	36

3.2. Academic qualifications of teachers

<u>Qualifications</u>	<u>No. (Percentage)</u>
Doctoral Degree	6%
Master Degree (one or more than one)	42%
Bachelor Degree (one or more than one)	100%
English Teachers meeting Language Proficiency Requirement	100%
Putonghua Teachers meeting Language Proficiency Requirement	100%
Postgraduate Diploma/ Postgraduate Certificate/ Bachelor Degree in Education	81%

3.3. Teaching experience (including Principal)

Teaching experience (years)	Percentage
0 – 4	43%
5 – 9	13%
10 or more	44%
Total	100%

3.4. Continuing Professional Development of Principal

Appendix 1 shows the details of the principal's professional development.

(B) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To fully utilize students' learning possibilities, unleash their full capabilities, and maximize their academic accomplishments

Achievements

In the 2024/25 academic year, our school placed strong emphasis on broadening students' educational encounters by involving them in a wide range of academic activities and competitions. These experiences enriched their learning opportunities, expanded their knowledge base, and allowed them to explore their interests in both academic and non-academic domains. Through active participation, students not only deepened their subject knowledge but also cultivated essential skills such as creativity, collaboration, and critical thinking, enabling them to shine across diverse fields at both local and international levels.

Our school also made significant progress in gifted education, providing students with numerous opportunities to excel. The three-tier framework from the Education Bureau was implemented, which further strengthened our programs. Our school-based pull-out program in science continued to advance, with a stronger focus on inquiry-based learning to develop students' critical scientific thinking skills. This effort was recognized when two of our science teachers received the Educational Research Award (2023/24) for their project demonstrating how inquiry-based science education enhanced students' understanding. This recognition reflects the solid foundation we have built for our science program.

Beyond the classroom, a wide range of off-campus experiences enabled students to engage in dynamic activities and broaden their horizons. 32 students joined a field trip focused on the ecology of the Sichuan Giant Panda. In addition, 6 students participated in the Ocean Park Penguin Breeding Program, while others proudly presented their research at the Youth Conference of Caretakers of the Environment International (CEI) in Mexico City.

During the summer, 10 students visited the Laboratory of Neurodegenerative Diseases at the Faculty of Medicine, HKU. They attended a laboratory meeting where PhD students shared their findings and gained hands-on experience with advanced experiments. Furthermore, 24 of our students conducted research on prostate cancer detection and proudly won a gold medal at the 2024 International Genetically Engineered Machine (iGEM) competition in Paris.

Students from the Neuroscience Club also pursued advanced research opportunities. They studied cell culture of rat brain stem cells in our Stem Cell Science Laboratory, and during the summer holidays, 10 students attended Dr. Raymond Chuen-Chung Chang's Neurodegenerative Diseases Laboratory in the School of Biomedical Sciences at The University of Hong Kong to gain research

experience in Alzheimer's disease. In addition, the club initiated its own wet-lab project with the aim of participating in the upcoming neuroscience conference to be held in the United States.

Our students also excelled in music and the arts. 6 members of our school orchestra proudly delivered outstanding performances at the Taiwan International Music Competition, where they won First Prize in the category of sextet performance in the high school division. They also earned the Outstanding Award (Ensemble) – Gold Medal and were selected for the Performers' Adjudication Award in the Music Composition Competition organized by the Education Bureau. In visual arts, 1 student won the Champion award and another received a Merit in the 香港·色彩城市繪畫比賽 2025, while 2 students achieved second runner-up in the Junior Division of the 第九屆全港學界「中史解碼」——電子賀卡設計比賽. In recognition of their exceptional leadership and artistic talent, 2 students were also nominated by the principal to join the Hong Kong Academy for Gifted Education (HKAGE).

Our students actively participated in a variety of educational activities and exchange programs. They excelled in diverse inter-school and district events, receiving recognition for their exceptional abilities and commitment to excellence.

Learning activities / competitions / awards:

- Our school research team got a Gold Medal in the iGEM competition 2024.
- Our school orchestra got First Prize in the string sextet competition in high school division in the Taiwan International Music Competition.
- One student got the Outstanding Award for Secondary School Group in the To Paint a Beautiful Tseung Kwan O Drawing Competition 2024.
- Our table tennis team got the boys' team and boys' doubles championships, and placed fourth in the girls' team and girls' doubles in the 保良局「乒乓」同慶建國 75 周年屬校錦標賽
- Twenty students joined the INNOGALA 2024 organized by the Hong Kong District Subsidy Scheme Schools Council.
- Ten students went to the Neurodegenerative Diseases Laboratory in the School of Biomedical Sciences, Faculty of Medicine, The University of Hong Kong, supervised by Dr. Raymond Chuen-Chung Chang to gain research experience in Alzheimer's disease.
- Two students participated in the Young Astronaut Training Camp 2025 organized by Space Museum.
- One student participated SCMUN 2025 Global Conference Leadership Camp co-organized by the City University of Hong Kong.
- One student got Gold Award, one student got Silver Award and four students got Bronze Award in the Cisco Networking Academy HK & Macau Cisco Networking Skills Competition 2024.
- Five students got the First Place in the HKU STEAM Competition organized by the University of Hong Kong.

- One student got the First Place in A.I. Knowledge Quiz and Distinction in project presentation in TRYEngineering on Campus in Hong Kong 2025 organized by the City University of Hong Kong and Saint Francis University.
- One student got 一等獎 and three students got 三等獎 in 全國青少年語文知識大賽「菁英盃」比賽（總決賽）.
- One student got 少年作家獎 in 大學文學獎 organized by the Hong Kong Baptist University.
- One student got the Champion in the HKICPA Accounting and Business Management Online Quiz Competition 2025 (S4 Basic Level)
- Our table tennis team got the boys' team and boys' doubles Championships, and placed Fourth Place in the girls' team and girls' doubles in the 保良局「乒乓」同慶建國 75 周年屬校錦標賽.
- Our students got boys Overall Champion in the Inter-School Football Competition Division Three (Kowloon Three)
- Our students got boys C grade Second Runner Up in the Inter-School Volleyball Competition (Division three).
- Our students got boys Overall Fourth Place in the Inter-School Swimming Competition and Overall Champion in the Po Leung Kuk Joint Secondary Schools Swimming Competition.
- Our students got Overall Second Place in the Po Leung Kuk Joint Secondary Schools Athletics Meet.
- Four students were awarded certificate of commendation in the 24th Sai Kung District Outstanding Students Award.

Exchange programs:

- Shenzhen, China – Greater Bay Area Career Exploration Tour, 20 September 2024
- Sichuan and Chongqing, China – 慶祝中華人民共和國成立七十五周年 – 川渝國情發展考察團, 10-15 October 2024
- Guangzhou, China – Guangzhou Arts and Culture Tour, 18-20 December 2024
- Sichuan, China – Geography Sichuan Giant Panda Ecology Field Trip, 15-19 January 2025
- Hat Yai, Thailand – Thailand Exchange Tour, 17-21 January 2025
- Kazakhstan – 'Belt and Road' Kazakhstan Study Tour, 17-25 February 2025
- Wroclaw, Poland – Poland Exchange Tour, 10-17 April 2025
- Guangxi, China – PLK Guangxi exchange tour, 6-9 May 2025
- Foshan, China – Foshan Table Tennis Training Camp, 23-26 June 2025
- Dongguan, China – Badminton Training Camp, 25-29 June 2025
- Zhongshan and Zhuhai, China – Mainland Study Tour of Citizenship and Social Development, 8-9 July 2025

- Mexico City, Mexico – Youth Conference of Caretakers of the Environment International, 29 June – 5 July 2025
- Guangzhou, China – EdUHK Youth Science Research Learning Program: Immersive Neuroscience Research Learning Workshop and Lecture at Guangzhou Jinan University, 21-23 July 2025

In addition to the competitions mentioned above, our students excelled in the HKDSE 2025, achieving outstanding results with exceptionally high credit and distinction rates.

- All students got an attain in Citizenship and Social Development.
- The percentage of students achieving Level 2 or above exceeded Hong Kong's average of all candidates (Day Schools) in the following subjects: Chinese Language, English Language, Mathematics (Compulsory Part), Mathematics (Extended Part – Algebra and Calculus), Biology, Business, Accounting and Financial Studies (Accounting) (BAFS), Chemistry, Chinese History, Economics, Geography, Information and Communication Technology (ICT), Physics, and Visual Arts.
- The percentage of students achieving Level 5*/5** exceeded Hong Kong's average of all candidates (Day Schools) in the following subjects: English Language, Mathematics (Compulsory Part), Mathematics (Extended Part – Algebra and Calculus), Biology, BAFS, Chemistry, Chinese History, Economics, ICT, Physics and Visual Arts.
- In the HKDSE 2025, 2 students achieved 5** in 5 subjects, 2 students achieved 5** in 4 subjects, 3 students achieved 5** in 3 subjects. In addition, 46 students attained either two or more Level 5*/5** or three or more Level 5*/5** results.
- Our students achieved a total of 107 Level 5*/5** in the HKDSE 2025. Many of the students received JUPAS offers of highly competitive programs such as Medicine and Surgery, Quantitative Finance and Risk Management Science, Law, Pharmacy, Speech-Language Pathology, Artificial Intelligence, Radiography, Physiotherapy, and Occupational Therapy.
- One student successfully received a firm offer for his desired university program at the Hong Kong Polytechnic University through the School Nominations Direct Admission Scheme (SNDAS) before the HKDSE results were released.

In order to enrich the core learning elements of the junior secondary curriculum, different subjects introduced targeted measures to enhance students' generic skills, learning motivation, and self-regulated learning attitudes. In English Language, Microsoft Teams was adopted as a learning platform through its AI reading and speaking functions. Students were able to read aloud passages, answer related questions, and receive instant feedback with scores and suggestions for improvement. Features such as the "Reading Coach" helped students identify words they could not pronounce or understand, ensuring mastery before submission. The option to resubmit assignments encouraged students to strive for better performance, while the platform also fostered pre-lesson preparation and digital literacy skills. In addition, new textbooks were adopted with

clearer layouts and more cognitively demanding reading and grammar exercises, supporting both higher-order thinking and self-regulated revision.

For Chinese Language, several measures were implemented to optimize learning outcomes. Writing instruction was strengthened by increasing lesson time for each unit, integrating pre-learning materials, and refining the error correction and bonus schemes. Classical Chinese learning was reinforced through intensive training sessions that emphasized interpretation skills and detailed note-taking. Supplementary exercises on language fundamentals were introduced to further consolidate students' knowledge base. In parallel, remedial classes continued under the guidance of experienced teachers to support students who had not yet reached the expected standard. Furthermore, the department invited senior Chinese assessment experts to conduct professional workshops for teachers, enriching pedagogical strategies and sharing assessment insights. All these initiatives aimed to enrich and optimize the Chinese Language curriculum and strengthen methodologies to improve student performance. The effectiveness of these measures was reflected in the HKDSE 2025 results, where students achieved a higher rate of credit-to-distinction levels.

To further enhance interdisciplinary learning and support the development of core learning elements, STEAM education was promoted through a cross-disciplinary project in the Secondary One Science curriculum on Chinese medicinal herbs. Science teachers collaborated with Chinese and Computer and Information Technology teachers to design and facilitate the learning activities. Students explored the classification, components, and properties of different herbs, used image recognition tools to identify herb species, and created Chinese paintings to appreciate the aesthetic and cultural significance of Chinese medicine. The project effectively integrated science, technology, and art, fostering students' self-directed learning, appreciation of Chinese traditions, and holistic development.

Our school continued to strengthen the curriculum for National Security Education through a variety of activities. Students participated in the Basic Law Quiz Competition 2024/25, the Territory-wide Inter-school National Security Knowledge Challenge 2024/25, and 維護國家安全——全民問答挑戰賽, which enhanced their legal knowledge and reinforced the importance of safeguarding national security. They also joined the Mainland Exchange Programme for Junior Secondary and Upper Primary Students in Nanjing (16–19 January 2025), organized by the Education Bureau, where site visits and exchanges deepened their understanding of Mainland China's history and culture while strengthening their awareness of cultural preservation. In addition, a visit to the National Security Exhibition Gallery at The Hong Kong Museum of History allowed students to view official exhibits showcasing the nation's achievements and security initiatives. Collectively, these experiences broadened their horizons and nurtured their knowledge, sense of identity, and responsibility in safeguarding the country.

With the rapid development of artificial intelligence, the workforce and education landscape are undergoing dramatic changes. It is therefore essential for students to keep pace with these changes, equip themselves with necessary skills, and discover their own interests and strengths. To this end, the promotion of the VASK framework—Values, Attitudes, Skills, and Knowledge—has been emphasized. Widely applied in career development and talent identification in Hong Kong, this framework assesses an individual’s holistic profile beyond academic qualifications.

To adequately prepare our students, we encourage Secondary 1 to Secondary 6 students to cultivate a life-planning portfolio that optimizes their potential and supports them in achieving their aspirations within established parameters. A wide range of activities was organized throughout the year to inspire students in their study and career planning, while external programs offered them valuable exposure to current workforce trends and admission requirements.

A variety of programs and activities were also offered to broaden students’ horizons and strengthen career exposure. A day trip to Shenzhen in September 2024 provided Secondary 4 students with deeper insights into career development in Mainland China. Specific Junior Achievement (JA) programs were successfully implemented for Secondary 4 to Secondary 6 students, while Secondary 4 students also joined a JA program during the post-examination period. SuperPass activities were arranged for Secondary 6 students in early December and during Sports Day. In addition, Secondary 4 and Secondary 5 students actively participated in a range of Other Experience Activities, significantly enhancing their skills and career readiness.

Collaboration with external partners, including CLAP, Towngas, and Metro Medicines, created further opportunities for internships and work experience. These programs received highly positive feedback from students and provided valuable hands-on learning. Moreover, Secondary 6 students participated in the Greater Bay Area Working Immersion programs, which broadened their career perspectives and opened up more opportunities in Mainland China.

Reflection

In the 2024/25 academic year, students were provided with ample opportunities to participate in a wide range of academic, cultural, and experiential learning activities. These experiences inspired them to broaden their horizons, enriched their learning journeys, and nurtured essential skills such as creativity, collaboration, and critical thinking. Students demonstrated strong performance in gifted education, curriculum enrichment, career and life planning, and national security education, with notable achievements in both local and international competitions. The higher credit-to-distinction rate in the HKDSE 2025 further reflected the effectiveness of these initiatives and the steady progress of curriculum development. Building on this momentum, our school will continue to inspire students to realize their potential while nurturing the adaptability and vision required to flourish in future learning environments.

Feedback and Follow-up
As education continues to evolve with the rapid advancement of artificial intelligence, there is potential to integrate AI more fully into teaching and learning. This can support students in developing stronger habits of reflection and self-directed learning, encouraging them to take greater ownership of their studies and equipping them with skills essential for lifelong growth. Our school remains committed to inspiring and guiding students towards excellence while cultivating responsibility and a strong sense of belonging to the community and the nation.

Major Concern 2: To drive learning and teaching effectiveness to new heights through innovation and continuous refinement

Achievements

Our school is dedicated to fostering a strong professional learning community through continuous teacher development. Well-structured staff development sessions are held every Friday, offering a wide range of opportunities for professional growth.

In the 2024/25 academic year, whole-school activities included a talk on Mandatory Reporting of Child Abuse and National Security and Education delivered by Mr. Tang Ka-piu, BBS, JP, and Chairman of the Legislative Council Committee, a training workshop on positive education, a health and wellness aromatherapy workshop, and LHT–LFC through-train meetings. In addition, department-based initiatives such as co-planning sessions and collaborative lesson preparation were conducted to enhance teaching effectiveness and support learner diversity through e-learning. Committee meetings, including new teacher induction and class teacher meetings, further promoted professional exchange and collaboration among teachers.

A total of 610 lesson observations were conducted, with each teacher observing an average of eight lessons. Before each observation, teachers were required to establish clear areas of focus for the lesson. In response to the school's direction to promote e-learning, it was noted that many lessons emphasized the effective use of IT tools and educational apps. Teachers shared valuable insights on these approaches, facilitating constructive professional exchange and continuous improvement in teaching and learning.

Staff development sessions also provide opportunities for subject teachers to collaboratively plan junior form lessons incorporating e-learning. Feedback from both students and teachers indicates that these lessons were positively received. Students found the lesson objectives clear, were actively engaged, and benefited from the use of IT tools and e-learning applications. Teachers reported that the teaching methods effectively engaged students, e-learning tools were well integrated, and collaborative activities were beneficial. Many teachers also indicated that they would apply similar strategies in their own lessons. Overall, the findings demonstrate the effectiveness of e-learning in enhancing student engagement, understanding, and practical teaching practices.

Our school also worked closely with our through-train primary school to strengthen curriculum continuity. Three joint subject meetings were held between the subject departments of both schools to formulate action plans, fostering greater alignment and ensuring the quality and consistency of students' learning outcomes.

Our school provides strong support for new teachers through a structured mentoring and induction program. New teachers are paired with experienced colleagues who act as mentors, with

opportunities for reciprocal lesson observations to encourage mutual learning. Induction workshops are also organized during staff development sessions, allowing experienced teachers to share their expertise and insights while providing new teachers with practical strategies and guidance. Feedback from teacher surveys indicates that the induction workshops conducted as part of staff development were valuable.

The elements of National Security Education and Values Education in different subject departments have been reviewed and updated in accordance with the latest National Security Education framework.

Reflection

In the 2024/25 academic year, our school advanced its efforts to enhance teaching and learning through e-learning and structured professional development. Collaborative lesson planning, mentoring for new teachers, and lesson observations contributed to more effective teaching practices and greater student engagement. The integration of IT tools and e-learning strategies in classrooms became increasingly evident, and feedback from both teachers and students highlighted the positive impact on learning experiences and understanding. Moving forward, our school will focus on embedding AI to enrich teaching practices and learning outcomes.

Feedback and Follow-up

Throughout the academic year, the school implemented a variety of initiatives to strengthen teaching effectiveness. Building on these efforts, the next phase will involve developing teachers' skills in applying AI to learning and teaching, encouraging reflective practice and professional sharing of AI experiences, promoting collaboration and the development of shared AI resources, and updating Subject Curriculum Frameworks across all KLAs and Citizenship and Social Development to keep National Security Education up to date.

Major concern 3: To further nurture a positive school culture and school norm through Other Learning Experiences and ECA.

Achievements

To develop self-discipline, law-abiding, sense of responsibility and value education.;

Significant strides were made in cultivating students' moral character through structured disciplinary frameworks and value-based initiatives. The introduction of a disciplinary detention class reduced behavioral incidents. This program emphasized accountability through reflective exercises and restorative practices.

Complementing this, our tiered merit award scheme recognized punctuality, law-abiding and responsibility, community service, and personal improvement, distributing over 200 awards at termly ceremonies and increasing positive behavior participation. Morning assemblies became pivotal platforms for value education, with teachers delivering biweekly narratives on integrity and empathy, aligning with APASO data showing sustained excellence in **Honesty (Q-116)** at the **85th percentile**, **Morality (Q-105)** at the **63th percentile**

To increase students' sense of national identity and promote national education;

National education was elevated through symbolic rituals and cross-curricular integration. The establishment of a certified flag-raising team—trained by two instructors accredited by the Hong Kong Flag Guards Association and Junior Police Call—ensured weekly ceremonies were conducted with precision. These were enriched with themed talks (Speech under the Flag), contributing to a 100% participation rate among S5 students in national events. APASO data reflects strengthened national identity, with **National Identity-Responsibility, Obligation (Q-116)**, **National Identity-Proud, Love (Q-116)**, **National Identity-National Flag, Anthem (Q-116)** consistently scoring **116 (85th percentile) over three years**. Furthermore, Almost of S5 students joined Mainland exchange tour to Zhuhai, deepening cultural appreciation.

Another key approach was organizing S4 exchange tours, where our students visited Shanghai and Hangzhou City to learn about the Chinese culture, history and traditions. The students returned with a deeper appreciation for the diversity, as well as a stronger connection to their national identity.

To cultivate students' different skills and abilities

Leadership capabilities were honed through strategic external partnerships and immersive experiences. A series of Leadership Program with The Growth Factor equipped 40 students with crisis management and project design skills. A training camp was organized from 21//2/25-22/2/25.

Furthermore, the inaugural Exploration Week exemplified skill diversification:

S2 students engaged in poverty immersion for low-income families (95% reported heightened empathy in reflections); Senior students served as logistics coordinators at the Asia Marathon (亞洲越野賽) and Harbour Race Hong Kong (維港渡海泳) receiving commendations for operational

efficiency.

To create a positive school culture and enriched school life

The cultivation of a nurturing and vibrant school environment was significantly advanced through institutional partnerships and purpose-driven programs. Our collaboration with Po Leung Kuk's Positive Education Program provided foundational training, with all teachers completing two intensive workshops on positive education frameworks and Expressive Therapy. This professional development equipped educators to implement the "Reward a Good Deed" initiative strategically, guiding students to discern how, when, and whom to assist through case studies like "Ethical Dilemmas in Community Service."

APASO Data Sense of Belonging to School (Q-109) maintained excellence at 72th percentile and Stakeholder Survey showed teacher perception at 4.1 of School Climate showed a success indication.

To promote mental health among our colleagues and students

Holistic wellbeing was prioritized via targeted interventions and stakeholder engagement, our school has made concerted efforts to support the wellbeing of our entire community. A key initiative in this regard has been the organization of a series of mental health workshops targeting different stakeholder groups.

For our students, the workshops focused on topics such as stress management, building emotional resilience, and cultivating positive self-image. Facilitated by qualified counselors, these interactive sessions provided students with practical coping strategies and encouraged open dialogue around mental health. Recognizing that teachers and parents play a pivotal role in shaping students' wellbeing. APASO data addressed that Student Affect (No Anxiety) (Q-score: 105, 63rd percentile). Furthermore, Physical Education embedded yoga and breathing exercises into the curriculum, 3 lessons were organized to our senior form students.

Reflection

Our holistic approach to cultivating national identity has yielded exemplary outcomes, as evidenced by APASO's National Identity (Q-116) sustaining the 85th percentile (score: 116) for three consecutive years—a testament to the efficacy of our flag-raising rituals, CSD tours and Mainland tour (Exploration Week). Similarly, Life Meaning and Honesty both scored Q-116 (85th percentile), reflecting success in value education through disciplinary detention classes and merit award schemes.

However, critical gaps persist in student wellbeing. Despite high national pride, Positive Affect languished at Q-92, signaling inadequate emotional buoyancy. This correlates with the observation from teachers, suggesting our rigorous frameworks require counterbalancing with intentional joy cultivation.

Feedback and Follow-up

Building upon our foundational progress, the following evidence-based enhancements will be prioritized in 2025/26 to address critical wellbeing gaps while leveraging existing strengths:

1. Moral-legal Consciousness Partnership-with Hong Kong Police Force:

- Junior Police Call: Officers co-facilitate case studies on cyber ethics/consequences (aligning with Law-abiding curriculum).
- Law-abiding workshops: Simulate evidence analysis to tangibly demonstrate justice principles.

2. Fortifying Positive Education & Belonging

- Deepen "Exploration Week" Social-Emotional Focus: Redesign S1-S3 activities to prioritize collaborative play.
- Embed Po Leung Kuk's Positive Education: Train 100% teachers in "Strengths Spotting" techniques to document student affirmations.

(C) Student Performance

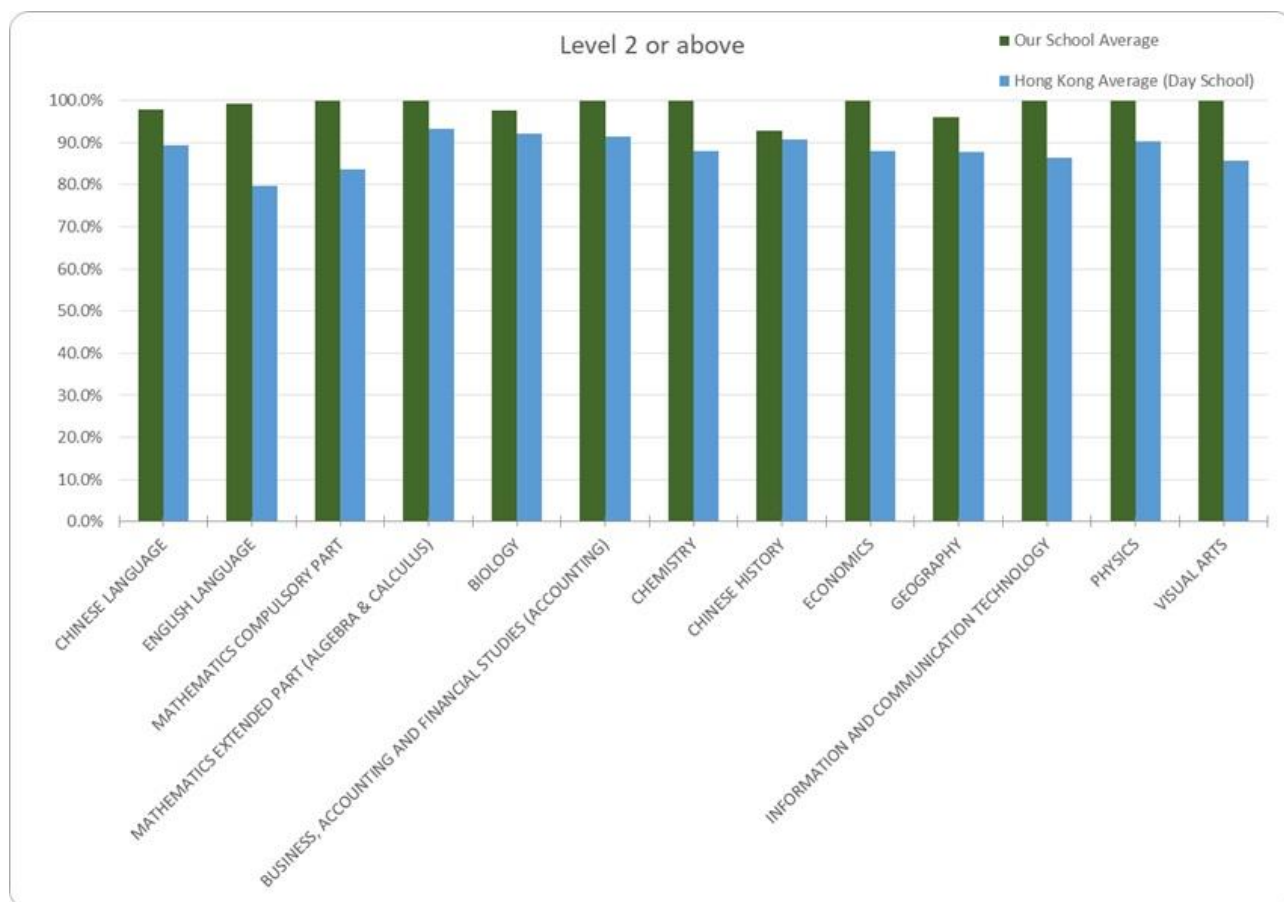
1. Student participation in inter-school events

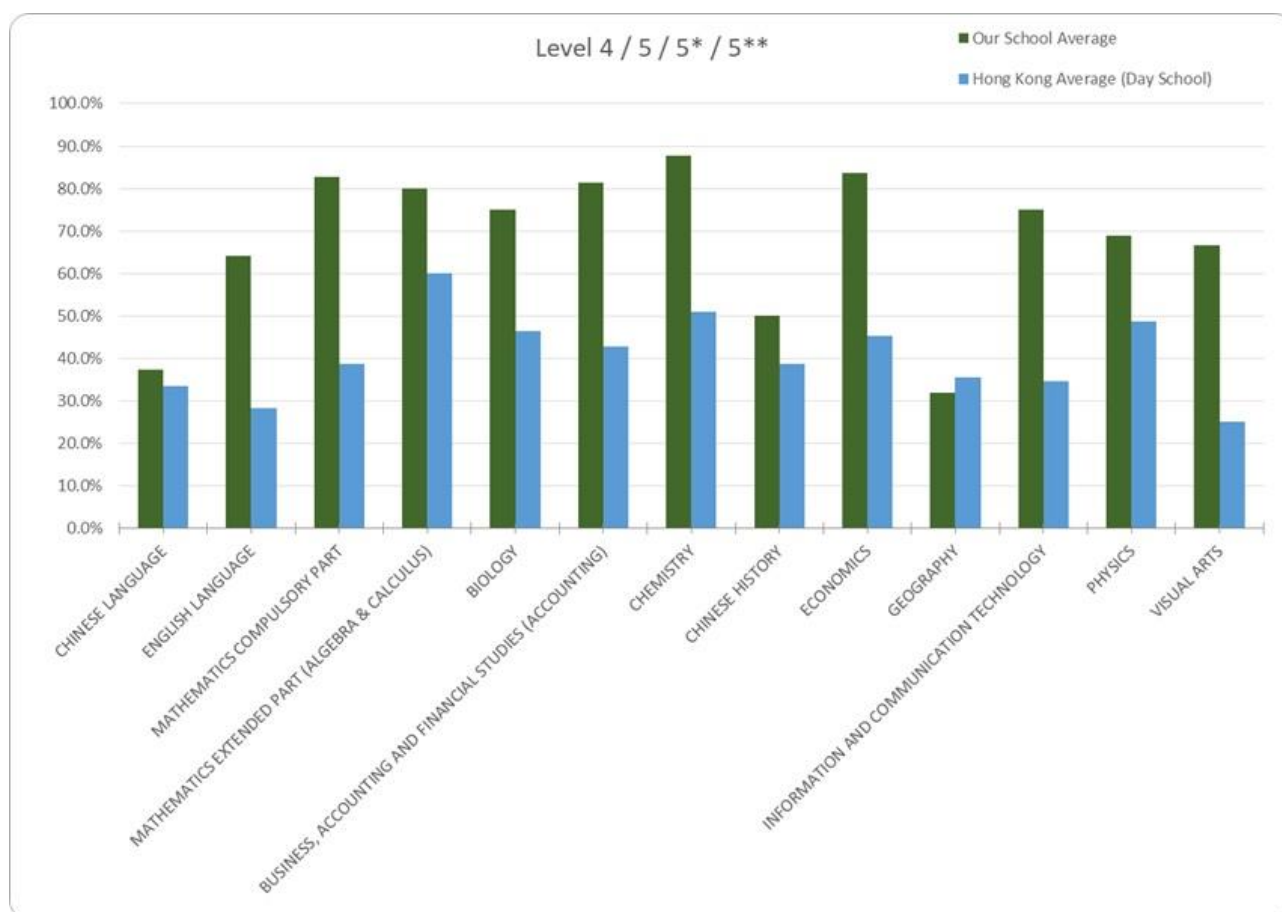
Our students actively took part in various inter-school events. Appendix 2 shows the prizes awarded to our students in this academic year.

2. Results of public assessments

2.1. Hong Kong Diploma of Secondary Education (HKDSE) Examination 2025

The following are subjects in which our students attained more Level 5**/5*/5 than the Hong Kong Average: English Language, Mathematics, Mathematics Extended Part (Algebra & Calculus), Biology, BAFS, Chemistry, Chinese History, Economics, ICT, Physics and Visual Arts.





3. Scholarships and fee remission

a. School scholarships and fee remission

School scholarships and fee remissions are granted through the deduction of the Tuition Fee, and the total amount that any student can get should not exceed the total Tuition Fee for that year.

Appendix 3 shows the guidelines for the Academic Scholarship (Pre-S1, S1 – S5), Subject Scholarship, Music Scholarship, Sports Scholarship, Visual Arts Scholarship, HKDSE Scholarship, International English Language Testing System (IELTS) Scholarship, Putonghua Proficiency Test (PSC) Scholarship and Scholarship for International Conferences and Competitions.

b. HKDSE Scholarship

Students who achieve a 5** are awarded a scholarship of HK\$2,000 for each HKDSE subject, while those who achieve a 5* are awarded a scholarship of HK\$1,000 for each HKDSE subject. Appendix 4 shows the list of students who are awarded the HKDSE Scholarship.

c. External scholarships

Appendix 5 shows the list of students who are awarded external scholarships.

(D) Financial summary and donations

Appendix 6 shows the financial summary for the academic year 23/24. Appendices 7 and 8 show the records of donations (monetary and tangible items, respectively) in this academic year. The rest appendices show the reports of the following Education Bureau financial resources in this academic year.

Financial resource	Appendix
• Capacity Enhancement Grant	9
• Career and Life Planning Grant	10
• Diversity Learning Grant	11
• Life-wide Learning Grant	12
• Learning Support Grant	13
• Promotion of Reading Grant	14
• Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	15
• One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	16
• Student Activities Support Grant	17
• Grant for the Sister School Scheme	18
• One-off Grant for Promotion of Self-directed Language Learning (English Language)	19
• 推廣自主語文學習（普通話）一筆過津貼	20



The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedication to Serving
the Community



Vision

Children are nurtured, Youngsters are educated
Adults are supported to contribute
Elderly are cared for
The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation.
In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,
educating the young and nurturing their morality,
providing recreation to the public, caring for the environment,
passing on the cultural inheritance and
bringing goodness to the community

Values

Fine traditions, Accommodate the current needs
People-oriented, Care and appreciation
Sound governance, Pragmatism and innovative
Integrity, Vigilance
Optimal use of resources, Cost-effectiveness
Professional team, Service with heart



Po Leung Kuk Laws Foundation College**Appendix 1****Principal's Continuing Professional Development 2024/25**

(Third Year in the 3-year Cycle of 2022-2025)

Date	Title of CPD Activity	Activity Organizer	Core Area(s) of Leadership involved *						CPD Hours counted		
			I	II	III	IV	V	VI	Structured Learning	Action Learning	Service to Education and the Community
October 2024	International Conference of Society for Neuroscience	Society for Neuroscience		✓				✓		24	
October 2024	Seminar on Mandatory Reporting of Child Abuse and National Security Education	Po Leung Kuk Schools in Tseung Kwan O			✓		✓		2		
October 2024	Visit to Robotics & Artificial Intelligence Laboratory, The Chinese University of Hong Kong, Shenzhen	PLK Laws Foundation College		✓				✓	3		
November 2024	Symposium of Future Science Prize Week	The Hong Kong Academy of Sciences		✓					2		
November 2024	Seminar on “AI for Science Education” Funding Programme	The Education Bureau		✓		✓			2		
November 2024	Visit to Southern Medical University, Guangzhou	PLK Laws Foundation College		✓				✓	3		
November 2024	Briefing Session on the "Three-tier School-based Emergency Mechanism"	The Education Bureau	✓						2		
December 2024	2024 Constitution Day Seminar	The HKSAR Government and the Liaison Office of the Central People's Government in the HKSAR	✓						1		
December 2024	South China Morning Post Hong Kong Principals' Forum	South China Morning Post	✓		✓				4		

December 2024	Exchange and visit to schools in Guangzhou	PLK Laws Foundation College		✓		✓		✓	6		
January 2025	Global Chinese Academy for Science Education Research Conference	The Education University of Hong Kong		✓					2		
January 2025	Po Leung Kuk Secondary Schools' Principals Professional Exchange Tour	Po Leung Kuk		✓		✓		✓	12		
January 2025	"Scientific and Research Learning for Youth: Popular Science Series" Lecture	The Education University of Hong Kong						✓	1		
January 2025	Seminar on Early Identification and Intervention for Suspected Child Maltreatment Cases and Preventive Work	The Education Bureau			✓				3.5		
January 2025	Seminar on the Learning and Teaching Resources of National Geography	The Education Bureau		✓			✓		2		
February 2025	Mandatory Reporting of Child Abuse Ordinance - Talks for Management of Institutions (Education Sector)	The Education Bureau	✓						1		
February 2025	School-based National Security Talk	PLK Laws Foundation College	✓						1		
February 2025	Seminar on School Complaint Handling: Concerns related to Personal Data (Privacy) Ordinance	The Education Bureau			✓				2		
February 2025	"Set Sail for Hong Kong - International Assessments" Ceremony and seminar	The Education Bureau	✓						1		
March 2025	Seminar on BAFS "Entrepreneur Stories" : The Heritage of a Traditional Cake Shop	The Education Bureau		✓					1.5		
March 2025	Visit to Jockey Club College of Veterinary Medicine and Life Sciences	City University of Hong Kong		✓				✓	3		
April 2025	IT Security online training workshop	Po Leung Kuk				✓			1		
May 2025	Visit and exchange tour to Guangxi	Po Leung Kuk		✓	✓			✓	21		
June 2025	Briefing Session on the Life-wide Learning and	The Education Bureau				✓			2		

* I. Strategic direction & policy environment	II. Learning, teaching & curriculum	III. Teacher professional growth & development
IV. Staff & resources management	V. Quality assurance & accountability	VI. External communication & connection to the outside world

Submitted by: Dr. SUEN Ka Chun _____ Date: _____
(Name of Principal) (Signature)

Endorsed by: _____ Date: _____
(Name of Supervisor) (Signature)

Appendix 2

Name of Competition	Award	Organization
全港即興創意寫作比賽2022-2023	優秀隊伍	香港青年協會
全港即興創意寫作比賽2022-2023	優秀隊伍	香港青年協會
全港即興創意寫作比賽2022-2023	優秀隊伍	香港青年協會
全港即興創意寫作比賽2022-2023	優秀隊伍	香港青年協會
Cisco Networking Academy HK & Macau Cisco Networking Skills Competition	Silver Award	AiTLE
Cisco Networking Academy HK & Macau Cisco Networking Skills Competition	Bronze Award	AiTLE
Cisco Networking Academy HK & Macau Cisco Networking Skills Competition	Bronze Award	AiTLE
Cisco Networking Academy HK & Macau Cisco Networking Skills Competition	Appreciation Award	AiTLE
Cisco Networking Academy HK & Macau Cisco Networking Skills Competition	Appreciation Award	AiTLE
粵港澳大灣區青少年藝術展演 2023 (弦樂團少年組)港澳賽區	一等獎	廣東省粵港澳合作促進會
粵港澳大灣區青少年藝術展演 2023 (弦樂團少年組)港澳賽區	第一名	廣東省粵港澳合作促進會
粵港澳大灣區青少年藝術展演 2023 (弦樂團少年組)	金獎	廣東省粵港澳合作促進會
粵港澳大灣區青少年藝術展演 2023	大灣區文化融匯院校證書	廣東省粵港澳合作促進會
聯校音樂大賽 2023 中學合奏 (弦樂)	金獎	JSMA
聯校音樂大賽 2023 中學小組合奏 (弦樂)	銀獎	JSMA
"Embracing a Low-carbon World" Leadership Programme	Certificate of participation	THE HKFYG Leadership Institute
"Embracing a Low-carbon World" Leadership Programme	Certificate of participation	THE HKFYG Leadership Institute
"Embracing a Low-carbon World" Leadership Programme	Certificate of participation	THE HKFYG Leadership Institute
Young Astronaut Training Camp 2023	Best Camper Performance	The Leisure and Cultural Services Department and the Chinese General Chamber of Commerce
Inter-school Swimming Competition	Girls A Grade 100M Free Style 2nd	HKSSF
Inter-school Swimming Competition	Girls A Grade 50M Back 3rd	HKSSF
Inter-school Swimming Competition	Girls A Grade 50M Breaststroke 2nd	HKSSF
Inter-school Swimming Competition	Girls A Grade 100M Breaststroke 2nd	HKSSF
Inter-school Swimming Competition	Girls B Grade 100M Breaststroke 4th	HKSSF
Inter-school Swimming Competition	Girls B Grade 50M Breaststroke 4th	HKSSF
Inter-school Swimming Competition	Girls C Grade 50M Breaststroke 3rd	HKSSF
Inter-school Swimming Competition	Girls C Grade 100M Breaststroke 4th	HKSSF
Inter-school Swimming Competition	Girls A Grade 4X50M Medley Champion	HKSSF
Inter-school Swimming Competition	Girls C Grade 4X50M Medley Champion	HKSSF
Inter-school Swimming Competition	Girls A Grade Champion	HKSSF
Inter-school Swimming Competition	Girls C Grade 3rd	HKSSF
Inter-school Swimming Competition	Girls Overall Champion	HKSSF
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Freestyle 4th	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Breaststroke Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Breaststroke 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Backstroke 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 50M Freestyle 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 50M Breaststroke Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 100M Breaststroke Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 50M Breaststroke Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 50M Butterfly 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 100m Breaststroke 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 50M Breaststroke 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 100M Breaststroke 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 50MButterfly 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 50M Backstroke Champion	Po Leung Kuk

PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 100M Freestyle Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Junior 50M Backstroke 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Butterfly 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 100M Freestyle 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 50M Butterfly 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 50M Backstroke 3rd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 50M Backstroke 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 100M Freestyle Chmapion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 100M Breaststroke 4th	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Gilrs Junior 4X50M Freestyle Relay 4th	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 4X50M Freestyle Relay 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Senior 4X50M Freestyle Relay 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior 4X50M Freestyle Relay Cham	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Junior 4th	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girl Senior Chmapion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Junior 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Senior Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Girls Overall 2nd	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Boys Overall Champion	Po Leung Kuk
PLK Affiliated Secondary Schools Joint Swimming Gala	Overall Champion	Po Leung Kuk
2022-2023 中國中學生作文大賽	銀獎	香港中華文化促進中心
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Boys A Grade 3rd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Girls A Grade 2nd Runner-up	HKSSF
Hong Kong Olympiad in Informatics 2023/24	Honourable Mention (Senior Group)	HKACE
Hong Kong Olympiad in Informatics 2023/24	Bronze Medal (Junior Group)	HKACE
Inter-school Athletics Competition	Boys A Grade 100M 3rd Runner-up	HKSSF
Inter-school Athletics Competition	Boys A Grade 400M 1st Runner-up	HKSSF
Inter-school Athletics Competition	Boys A Grade Long Jump Champion	HKSSF
Inter-school Athletics Competition	Boys B Grade High Jump 1st Runner-up	HKSSF
Inter-school Athletics Competition	Boys C Grade High Jump 1st Runner-up	HKSSF
Inter-school Athletics Competition	Girls A Grade High Jump 1st Runner-up	HKSSF
Inter-school Athletics Competition	Girls A Grade Long Jump 2nd Runner-up	HKSSF
Inter-school Athletics Competition	Girls C Grade 800M 1st Runner-up	HKSSF
Inter-school Athletics Competition	Girls C Grade High Jump 2nd Runner-up	HKSSF
Inter-school Athletics Competition	Girls C Grade 4X100M Relay Champion	HKSSF
第六十屆學校舞蹈節	甲級獎	香港學界舞蹈協會有限公司
全港青少年進步獎	進步嘉許獎	杜葉錫恩教育基金
全港青少年進步獎	進步嘉許獎	杜葉錫恩教育基金
全港青少年進步獎	進步嘉許獎	杜葉錫恩教育基金

中電新世代新動力獎勵計劃	嘉許狀	香港青年協會
中電新世代新動力獎勵計劃	嘉許狀	香港青年協會
中電新世代新動力獎勵計劃	嘉許狀	香港青年協會
第24屆世界華人學生作文大賽（香港區賽）	二等獎	第24屆世界華人學生作文大賽
第24屆世界華人學生作文大賽（香港區賽）	三等獎	第24屆世界華人學生作文大賽
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Boys C Grade Champion	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-school Badminton Competition	Grils C Grade 2nd Runner-up	HKSSF
Inter-secondary schools competition - BOCHK Archery Cup	third place	The Schools Sports Federation of Hong Kong
全國青少年語文知識大賽「菁英盃」現場作文 初賽(香港賽區)	三等獎	中國青少年語言文化學會
全國青少年語文知識大賽「菁英盃」現場作文 決賽(香港賽區)	三等獎	中國青少年語言文化學會
全國青少年語文知識大賽「菁英盃」現場作文 總決賽(深圳賽區)	一等獎	中國青少年語言文化學會
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
Caretakers of the Environment International Sweden 2024	Certificate of participation	Caretakers of the Environment International
The 23rd Sai Kung District Outstanding Students Award	Ten Outstanding Students Trophy	西貢文化中心及西貢區校長會
The 23rd Sai Kung District Outstanding Students Award	Certificate of Commendation	西貢文化中心及西貢區校長會
HKU AI Tutoring on English Writing Upgrade Award Scheme	Bronze Award	The University of Hong Kong
Youth Omakase Hackathon competition	Most Sustainable Award	Farmacy
Youth Omakase Hackathon competition	Most Desirable Award	Farmacy
Model United Nations Conference 2024	Participation	St. Paul's Co-educational College
Video Production Competition in HSBC Financial Planners Programme	Outstanding Analysis Award	Boys' & Girls' Clubs Association of Hong Kong (BGCA)
Video Production Competition in HSBC Financial Planners Programme	Outstanding School Award	Boys' & Girls' Clubs Association of Hong Kong (BGCA)
Sino Junior Reporter Program	Participation	SCMP Young Post
The iGEM competition 2023	Silver Medal	iGEM
The INNOGALA 2023	Participation	The Hong Kong District Subsidy Scheme Schools Council
Gain research experience about Alzheimer's disease at the Neurodegenerative Diseases Laboratory in the School of Biomedical	Participation	Faculty of Medicine, The University of Hong Kong
International Biology Olympiad	Silver Medal	IBO
International Biology Olympiad	Bronze Medal	IBO
The Hong Kong Physics Olympiad 2024	Honourable Mention	EDB
The Astronomical Training Program	Excellence Award	Physics Department of Chinese University of Hong Kong and Hong Kong Astronomical Society
The Astronomical Training Program	Certificate of Achievement	Physics Department of Chinese University of Hong Kong and Hong Kong Astronomical Society
The Young Astronaut Training Camp	Participation	Space Museum
Hong Kong Olympiad in Informatics 2023/24	Honourable Mention	EDB
Hong Kong Olympiad in Informatics 2023/24	Bronze Medal	EDB
Cisco Networking Skills Competition 2024	Gold Award	Cisco Networking Academy HK & Macau

Cisco Networking Skills Competition 2024	Silver Award	Cisco Networking Academy HK & Macau
Cisco Networking Skills Competition 2024	Bronze Award	Cisco Networking Academy HK & Macau
Student of the Year Award	Merit	South China Morning Post and The Hong Kong Jockey Club
2024 Hong Kong Secondary School IT Knowledge Challenge	Silver Award	Hong Kong Institute of Information Technology
“F1 in Schools” Hong Kong Development Class Competition	Outstanding Performance Award	Hong Kong Productivity Council (HKPC)
Harvard Book Prize 2024	Awarded	Harvard Club of Hong Kong Education Fund
2023粵港澳大灣區故事演講大賽 (香港賽區)	Four Champions, two First Runner Up and two Second Runner Up	香港教育發展協會
全國青少年語文知識大賽「菁英盃」現場作文決賽(香港賽區)	Third Prize	中國青少年語言文化學會
全國青少年語文知識大賽「菁英盃」現場作文總決賽(深圳賽區)	First Prize	中國青少年語言文化學會
第24屆世界華人學生作文大賽(香港區賽)	Second Prize	香港教育工作者聯會
第24屆世界華人學生作文大賽(香港區賽)	Third Prize	香港教育工作者聯會
76th Hong Kong Schools Music Festival	Gold award (Flute Solo)	Hong Kong Schools Music and Speech Association
76th Hong Kong Schools Music Festival	Silver award (Liuqin Solo柳琴獨奏)	Hong Kong Schools Music and Speech Association
76th Hong Kong Schools Music Festival	Bronze award (Zhongruan Solo中阮獨奏)	Hong Kong Schools Music and Speech Association
IdeaGO Ideathon 2023	Entered Final	JYC Girls Impact Foundation
The “Love Our Home, Treasure Our Country” Po Leung Kuk Table Tennis Competition	Boys Champion	Po Leung Kuk
Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala	Overall Champion	Po Leung Kuk
Po Leung Kuk Affiliated Secondary Schools Athletics Meet	Overall First Runner-up	Po Leung Kuk
Inter-School Swimming Competition	Girls A Grade Champion	HKSSF
Inter-School Swimming Competition	Girls C Grade Second Runner-up	HKSSF
Inter-School Swimming Competition	Girls Overall Champion	HKSSF
Inter-secondary schools BOCHK Archery Cup	Third Place	中國香港射箭總會
23rd Sai Kung District Outstanding Students Award	Ten Outstanding Students Trophy	Co-organised by the Sai Kung Cultural Centre Community Development Foundations Limited, the Sai Kung District Secondary School Heads Association, and the Sai Kung Cultural Association for Youth
23rd Sai Kung District Outstanding Students Award	Certificate of commendation	Co-organised by the Sai Kung Cultural Centre Community Development Foundations Limited, the Sai Kung District Secondary School Heads Association, and the Sai Kung Cultural Association for Youth
HKU Academy for the Talented	Selected member	Hong Kong University
Volunteer Service in the HKFYG “Easy Volunteer” Programme	Bronze, Silver or Gold Award	HKFYG
CUHK Student Health Captain Award Scheme	Certificate of Commendation	Chinese University of Hong Kong
75th Hong Kong Schools Speech Festival 2023	129 Merit Certificates and 33 Proficiency Certificates	Hong Kong Schools Music and Speech Association

保良局羅氏基金中學

獎學金章則

目的

按教育局規定，直資學校每年須將學費收入的 10% 撥作獎學金或設立學費減免計劃。設立保良局羅氏基金中學獎學金的目的，旨在嘉勉及鼓勵本校學業成績優異的學生追求卓越。

管理架構

校長每年應根據此章則的規定，於學年初制定獎學金名額及預算交校監審批後，學校按照經審批名額發放獎學金後，再將名單提交法團校董會備案。而沒有名額上限的獎學金，即中一新生學業獎學金、三項公開試獎學金及「國際學術會議／比賽」獎學金則由校長/遴選委員會按每項申請，交校監審批後，再提交法團校董會通過。

獎學金類別及發放形式

甲. 學業獎學金(校內) (以按月扣減學費的形式發放)

根據學生全學年總成績，各級制定成績次第名單。中一至中五學業獎學金：

名次	1 - 3	4 - 6	7 -10	11 - 25
獎學金	100%	50%	25%	20%

由於學業獎學金(校內)一向以按月扣減學費的形式發放，中六畢業生由於已有公開試獎學金及學科獎學金，中六級畢業時的學業獎學金(校內)應予取消。

乙. 中一新生學業獎學金(小六升中一) (以按月扣減學費的形式發放)

根據獲取錄學生原校小六*全學年總成績批核，在入讀該年發放：

名次	1 - 3	4 - 6	7 -10	11 - 25
獎學金	100%	50%	25%	20%

*獎學金只適用於小六開設 4 班或以上學校的學生

丙. 科目獎學金（以現金形式發放）

初中學生在中、英、數、科學、社會科學、科技教育等必修科（不包括音樂、體育、視覺藝術）；高中四個主修科（中、英、數、公民與社會發展），全年成績名列全級首三名的學生每人可獲港幣\$1,000 元的獎學金。

高中選修科全年成績名列全級第一名的學生可獲港幣\$1,000 元的獎學金（假如該班人數少於 10 人，不設科目獎學金）。

丁. 體育獎學金（以現金形式發放）

i) 個人獎項

獎項	金額(獲獎人數)
一等獎	\$2,000 + 獎座(1)
二等獎	\$1,500 + 獎座(1)
三等獎	\$1,000 + 獎座(1)
四至十三等獎	\$500 (10)
獎座	\$1,500 (只供 3 位獲獎者——一至三等獎)
預算支出	\$11,000

ii) 團體獎項

獎項	金額(獲獎隊伍)
傑出校隊*	\$2,000 (10)
預算支出	\$20,000

*傑出校隊須符合以下資格：

- (1) 於來年維持在第一組別作賽，或在第二/第三組別學界賽事中取得團體前四名，或在聯校賽事中(參賽學校不少於十二間)取得團體前四名；及
- (2) 每年獲獎隊伍上限為 10 隊，隊伍須經學校課外活動組及體育組老師商議後提名。如申請隊伍超過 10 隊及比賽成績相近，則會以甲、乙、丙組成績作比較。

戊. 音樂獎學金（以現金形式發放）

獎項	金額(獲獎人數)
一等獎	\$2,000 + 獎座(2)
二等獎	\$1,500 + 獎座(2)
三等獎	\$500 (22)
優異獎	\$300 (10)
獎座	\$2,000 (只供 4 位獲獎者 — 一至二等獎)
預算支出	\$23,000

己. 視藝獎學金（以現金形式發放）

獎項	金額(獲獎人數)
一等獎	\$4,000 + 獎座(1)
二等獎	\$3,000 + 獎座(1)
三等獎	\$2,000 + 獎座(1)
四至二十等獎	\$300 (17)
獎座	\$1,500 (只供 3 位獲獎者 — 一至三等獎)
預算支出	\$16,600

庚. 公開試獎學金（以現金形式發放）

i) 中六文憑試(HKDSE)獎學金(由 2011/12 年度開始適用)

學生必須在該學年中六文憑試(HKDSE)中取得 332A (中文 3 級或以上、英文 3 級或以上、數學 2 級或以上、公民與社會發展科獲達標等級)，才可憑中六文憑試每科摘 5**級獲獎學金港幣\$2,000；每科摘 5*級可獲獎港幣\$1,000。如學生未能取得 332A 成績但仍於同年獲香港本地教資會資助院校取錄修讀學士學位，在獲得校長推薦後仍可獲取中六文憑試(HKDSE)獎學金。

ii) International English Language Testing System (IELTS) (以現金形式發放)

學生考獲 IELTS-7.0-7.4，可獲資助該考試費用港幣\$300；
學生考獲 IELTS-7.5-7.9，可獲資助該考試費用港幣\$500；
學生考獲 IELTS-8.0，可獲資助該考試費用港幣\$2000；
學生考獲 IELTS-8.5，可獲資助該考試費用港幣\$2000 及港幣\$1,000 元獎學金；
學生考獲 IELTS-9.0，可獲資助該考試費用港幣\$2000 及港幣\$2,000 元獎學金。
附加條件：須在四份卷別中均取得 6.5 或以上的成績。

學生須提交「IELTS 獎學金」申請表。每名學生在學期間最多只能獲發一次「IELTS 獎學金」。

iii) 國家語委普通話水平測試 (以現金形式發放)

學生考獲二級乙等，可獲資助該考試費用港幣\$500；
學生考獲二級甲等，可獲資助該考試費用港幣\$1,000；
學生考獲一級乙等，可獲資助該考試費用港幣\$1,000 及港幣\$1,000 元獎學金；
學生考獲一級甲等，可獲資助該考試費用港幣\$1,000 及港幣\$2,000 元獎學金。

學生須提交「國家語委普通話水平測試獎學金」申請表。每名學生在學期間最多只能獲發一次「國家語委普通話水平測試獎學金」。

辛. 「國際學術會議／比賽」獎學金

頒發條件：

- 該國際學術會議於香港境內或境外進行，但參賽單位中有超過 50%是來自香港以外的地區；
- 本校學生參加該國際學術會議／比賽，須經校方推薦和報名；
- 獎學金以現金及歸墊方式頒發，每位學生的獎學金上限按國際學術會議／比賽的地點而定：

本地：港幣\$2,000

亞洲：港幣\$4,000

亞洲以外地區：港幣\$6,000

(如參加學生人數眾多，整項活動的最高撥款額為本地港幣\$10,000、亞洲港幣\$40,000、亞洲以外地區港幣\$60,000，並以較少者為撥款準則。)

應用範圍：

- 機票（或前往當地的跨境交通費用）；
- 會議／比賽註冊費及住宿費；

遴選準則、批核及發放程序：

- 學生獲主辦該國際學術會議／比賽大會正式接納報名後，才具申請資格。
- 獎學金遴選委員會成員包括校長、一位主任和一位家長教師會代表；
- 遴選準則包括學生的主動性、行動計劃、會議／比賽的性質和回港後的報告及跟進項目等；
- 校長根據遴選委員會的推薦，制定獲頒獎學金的名單，向法團校董會作出推薦和尋求批核。
- 獎學金以歸墊方式（學生須提交支出單據正本），並於學生完成整項活動後才發放。

壬. 黃學仁大律師校友獎學金

i) 學業進步獎學金（以現金形式發放）

學業進步獎學金的設立是為了表揚成績有顯著進步的學生，鼓勵他們繼續努力，持續進步。

每學年中一至中五級學業表現有顯著進步及操行均在甲-（A-）級或以上的學生（每級兩名，共十名）可獲港幣\$1,000 元獎學金。獲獎細則如下：

年級	細則	獎學金
中一至中五	(1) 上學期及下學期總平均分之差額（上學期分數對差額計算有不同比重*）、 (2) 全年總平均分須高於 50 分及 (3) 操行均在甲-（A-）級或以上。 * 計算比重： 上學期總平均分 50 至 55.00，差額比重 x1.0； 上學期總平均分 55 以上至 60.00，差額比重 x1.2； 上學期總平均分 60 以上至 65.00，差額比重 x1.4； 上學期總平均分 65 以上至 70.00，差額比重 x1.6； 上學期總平均分 70 以上至 75.00，差額比重 x1.8； 上學期總平均分 75 以上，差額比重 x2.0。 學生須提交「黃學仁大律師校友學業進步獎學金」申請表或由本校教師提名。	港幣\$1,000 元 (每級兩名)

ii) 卓越畢業生獎學金（以現金形式發放）

卓越畢業生獎學金為鼓勵有優秀學業成績、出色課外活動表現和豐富社會服務經驗的中六畢業生而設。

應屆中六畢業生須於校內中四全年、中五全年及中六上學期在學業成績取得首二十五名、操行均在甲-(A-)級或以上，並積極參與課外活動及社會服務（學生須提交相關證明文件）才具申請資格。學生須提交「黃學仁大律師校友卓越畢業生獎學金」申請表。評審委員會由校長、副校長、助理校長及校外評審員組成。每學年一至三名卓越畢業生可獲港幣\$3,000 至\$5,000 元獎學金*、獎座及證書嘉許，得獎榮譽亦會在學校「羅氏菁華堂」展示。

* 如當屆選出一至兩名卓越畢業生，每位可獲港幣\$5,000 元獎學金；如當屆選出三名卓越畢業生，每位可獲港幣\$3,000 元獎學金。每學年最多頒發港幣\$10,000 元獎學金。

獎學金的頒獎及程序

- 一. 除學業獎學金(校內)、科目獎學金、體育獎學金、音樂獎學金及視藝獎學金外，其他獎學金均由校長/遴選委員會按能完全符合上述每項獎學金的條件制定獲頒獎學金的名單，向法團校董會作出推薦。(請參照獎學金章則第二項管理架構)
- 二. 不論學生是否已獲其他獎學金，如本校各級學生能符合本章則一項或多項的獎學金條件，校長都可以提名推薦。
- 三. 如獲獎學生未能於下一學年就讀本校，該學生將不獲發獎學金（中六學生除外）。

章則的修訂

本章則如需修訂，將由校長提出，呈法團校董會批核。

Item	Name	Number of 5**	Number of 5*	Amount (\$)
1	SZE W.G S.	5	1	11,000.0
2	LAU N. S.	5		10,000.0
3	CHAN H. S.	4	1	9,000.0
4	CHAN Y. S.	4	1	9,000.0
5	HUNG S. C.	3	1	7,000.0
6	LAI H. C.	3	1	7,000.0
7	LEE S. L.	3	1	7,000.0
8	SUNG H. L.	2	3	7,000.0
9	LAM P. Q.	1	4	6,000.0
10	CHEUNG P. H.	1	3	5,000.0
11	WONG K. Y.	1	3	5,000.0
12	CHENG S. T.		4	4,000.0
13	KWONG C. W.		4	4,000.0
14	LAM N. C.		4	4,000.0
15	CHONG C. Y.		3	3,000.0
16	FU K. H.		3	3,000.0
17	SHIH H. C.	1	1	3,000.0
18	WONG Y. H.	1	1	3,000.0
19	YONG K. W.	1	1	3,000.0
20	CHAN K. S.		2	2,000.0
21	CHEUNG C. L.		2	2,000.0
22	CHEUNG K. S.		2	2,000.0
23	LAI K. H.	1		2,000.0
24	LAI K. L.		2	2,000.0
25	LI C. K.	1		2,000.0
26	TANG H. Y.		2	2,000.0
27	TANG Y. C.		2	2,000.0
28	YEUNG C. H.		2	2,000.0
29	CHAN L. C.		1	1,000.0
30	CHAN Y. C.		1	1,000.0
31	CHOW C. H.		1	1,000.0
32	CHOW C. L.		1	1,000.0
33	HAI W. L.		1	1,000.0
34	HON H. N.		1	1,000.0
35	HSIEH H. N.		1	1,000.0
36	LEE C. W.		1	1,000.0
37	LEE S.		1	1,000.0
38	LEUNG H. N.		1	1,000.0
39	LUI Y. K.		1	1,000.0
40	O K. H.		1	1,000.0
41	PUN Y. Y.		1	1,000.0
42	TSANG L. T.		1	1,000.0
43	WONG C. T.		1	1,000.0

Appendix 5

班別	學生姓名	獎助學金名稱	金額
6J	蔡同學	尤德爵士紀念基金高中學生獎	1,000.00
6J	宋同學	尤德爵士紀念基金高中學生獎	1,000.00
1S	陳同學	保良局中學獎學金	1,000.00
2V	葉同學	保良局中學獎學金	1,000.00
3J	陳同學	保良局中學獎學金	1,000.00
4V	黃同學	保良局中學獎學金	1,000.00
5V	劉同學	保良局中學獎學金	1,000.00
6J	宋同學	保良局中學獎學金	1,000.00
4S	黎同學	保良局王月仙助學金	1,000.00
5J	林同學	保良局王月仙助學金	1,000.00
4S	莊同學	保良局王月仙助學金	1,000.00
5S	黃同學	保良局王月仙助學金	1,000.00
4V	黃同學	保良局王月仙助學金	1,000.00
4J	葉同學	保良局何玉清兒童及 教育基金助學金	1,000.00
4V	林同學	保良局何玉清兒童及 教育基金獎學金	1,000.00
4V	林同學	保良局福珍獎助學金	1,000.00
4V	黃同學	保良局福珍獎助學金	1,000.00
5S	黃同學	保良局福珍獎助學金	1,000.00
5J	岩同學	保良局福珍獎助學金	1,000.00
5N	黃同學	保良局福珍獎助學金	1,000.00
6J	宋同學	保良局郭少明及郭羅桂珍伉儷助學金	18,000.00
6J	宋同學	保良局顏禧強伉儷獎學金	5,000.00
6J	蔡同學	保良局顏禧強伉儷獎學金	5,000.00
6J	蔡同學	保良局獎學金 (HKDSE)	4,000.00
6J	宋同學	保良局獎學金 (HKDSE)	4,000.00
6S	余同學	保良局獎學金 (HKDSE)	2,000.00
6V	黃同學	保良局獎學金 (HKDSE)	2,000.00

Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2023 / 2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.28%	N.A.
School Fees	N.A.	18.61%
Donations, if any	N.A.	0.20%
Other Income, if any	0.85%	6.06%
Total	75.13%	24.87%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	78.39%	
Operational Expenses (including those for Learning and Teaching)	11.89%	
Fee Remission / Scholarship ¹	2.44%	
Repairs and Maintenance	2.26%	
Depreciation	4.61%	
Miscellaneous	0.41%	
Total	100%	
Surplus/Deficit for the School Year [#]	2.50 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	10.62 months of the annual expenditure (*)	
[#] in terms of equivalent months of annual overall expenditure		
[*] including deduction of the net book value of New Annex Building		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Appendix 7**Donations**Name of donor

保良局粵劇發展基金

Description of donation

Cash subsidy for Cantonese Opera activities

\$

54,400.00

54,400.00

To : DEO(558044) /SI

致 西貢區分區教育主任 / 高級督學

Appendix 8

Record of donations received by schools

學校接受捐贈紀錄

(Quarterly Return for the period ending *~~November~~/February/~~May~~/August)(2024/25 年度截至*~~十一月~~/~~二月~~/~~五月~~/八月底為止的每季匯報)

Name of donor 捐贈者/機構名稱	Donor's relation with school 捐贈者/ 機構 與學校的 關係	Description and value of donation 所捐贈款項/物品 的說明及其價值	Whether the donation is solicited 該捐贈是否 由 校方向捐贈 者/機構 提出	Date of receiving donation 接受捐贈的日期	Purpose of donation 捐贈的用途	Date of Approval by IMC 法團校董會批 核日期
徐慧芝女士	本校替代家長校董	梨 80 個 及 水蜜桃 19 個 適逢敬師節及中秋節，捐贈者希望為本校教職員送上應節水果 (梨 (約\$15/個 x 80 個 = \$1,200) 及 水蜜桃 (約\$84/個 x 19 個 = \$1596)) 以上物品於現時市場上總價值約為 \$2,796。	不是	10/9/2024	贈送給本校教職員作應節食品	10/9/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025) 中報告)
香港中文大學社會學系	没有	《三代人》(1 本) 每本港幣 \$188 合共港幣\$188 商務印書館(香港)有限公司	不是	20/9/2024	供師生閱讀	20/9/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025) 中報告)

大灣區青年發展促進會	沒有	「Inno4life 創意文化及科技創新展覽 2024」入場門票 (200 張) 每張港幣\$50， 合共港幣\$10,000	不是	26/9/2024	贈送給學生作參與展覽用途	26/9/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025)中報告)
孔憲中教授	沒有	《孔子之美德主義：十二達德(新解)》(2 本) 每本港幣 \$188 合共港幣\$376 商務印書館(香港)有限公司	不是	30/9/2024	供師生閱讀	30/9/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025)中報告)
升出版有限公司	沒有	《七月風暴 八月大戰》(1 本) 每本港幣 \$98 合共港幣\$98 升出版有限公司	不是	10/12/2024	供師生閱讀	10/12/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025)中報告)
香港浸會大學中醫藥學院	沒有	《中醫不切西瓜》(2 本) 每本港幣 \$70 合共港幣\$140 突破出版社	不是	16/12/2024	供師生閱讀	16/12/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025)中報告)
香港地方志中心	沒有	《美麗香港—自然之旅》(1 套 5 冊，共 2 套) 每套港幣 \$490 合共港幣 \$980 聯合出版集團	不是	16/12/2024	供師生閱讀	16/12/2024 (已於 2024/25 年度第二次法團校董會會議 (20/2/2025)中報告)

香港科技大學華南研究中心	沒有	《香港非物質文化遺產系列-- 大坑舞火龍》 (1 本) 每本港幣 \$148 《香港非物質文化遺產系列-- 西貢坑口客家舞麒麟》 (1 本) 每本港幣 \$148 合共港幣 \$296 聯合出版集團	不是	17/2/2025	供師生閱讀	17/2/2025 (將於 2024/25 年度第三次法 團校董會會議 (19/6/2025)中 報告)
葉劉淑儀 新民黨主席	沒有	《Regina's English Works for You 8》(1 本) 每本港幣 \$108 合共港幣\$108 天地圖書有限公司	不是	27/2/2025	供師生閱讀	27/2/2025 (將於 2024/25 年度第三次法 團校董會會議 (19/6/2025)中 報告)
灼見名家傳媒有限公司	沒有	《中國走中國式現代化道路，保證人類 文明的持續發展及進步》(1 本) 每本港幣 \$168 合共港幣\$168 灼見名家傳媒有限公司	不是	15/3/2025	供師生閱讀	15/3/2025 (將於 2024/25 年度第三次法 團校董會會議 (19/6/2025)中 報告)
迪士尼樂園	沒有	「迪士尼樂園」門票 18 張 每張門票票價為港幣\$669 合共為港幣\$12,042	不是	15/4/2025	贈送給本校學生作 入場用途	20/5/2025 (將於 2025/26 年度第一次法 團校董會會議 (17/10/2025)中 報告)

ProEvents 國際文娛管理有限公司	沒有	「凝皓教育挑戰盃（中國香港 vs 曼聯）」門票 (20 張) 每張港幣\$10， 合共港幣\$200	不是	29/5/2025	贈送給學生作參與體育活動用途	29/5/2025 (將於 2025/26 年度第一次法團校董會會議 (17/10/2025) 中報告)
交通銀行	沒有	《交通銀行民國歷史貨幣典藏冊》(1 本) 每本港幣約 \$1,000 因冊本內之歷史貨幣面值與現時面值計算不同，難以比對，故估算冊本價值約為港幣 \$1,000 合共港幣約\$1000 交通銀行	不是	12/6/2025	供師生鑑賞	12/6/2025 (將於 2025/26 年度第一次法團校董會會議 (17/10/2025) 中報告)
黃學仁大律師	本校校友校董	港幣\$20,000 元	不是	15/7/2025	捐贈作「黃學仁大律師校友獎學金」並頒發予得獎學生	20/9/2025 (將於 2025/26 年度第二次法團校董會會議 (日期待定) 中報告)

陳慈恩女士	本校舊生	果籃 (1 個) 果籃內容包括： 日本桃禮盒- 1 盒 日本芒果禮盒- 1 盒 日本香印- 1 包 日本陸奧大蘋果- 2 盒 日本超甜柑- 1 盒 日本蜜瓜- 1 個 車厘子禮盒- 1 盒 超大甜梨- 2 個 超大粒藍莓- 1 盒 以上果籃於現時市場上總價值約為 \$3,000。	不是	16/7/2025	贈送果籃予學校全體教職員	16/7/2025 (將於 2025/26 年度第一次法 團校董會會議 (17/10/2025)中 報告
-------	------	--	----	-----------	--------------	---

*Please delete as appropriate

請刪去不適用者

School Chop

學校蓋章

Note : Nil return is required
 註 : 縱無捐贈，亦須填報

Name of School : 保良局羅氏基金中學
 學校名稱

Name of Supervisor :
 校監姓名

Signature of Supervisor :
 校監簽署

Date :
 日期

Evaluation on the use of Capacity Enhancement Grant 24/25

Major areas of concern	Implementation Plan and Evaluation	Expenditure
To help the administration work from both Mathematics and Information and Communication Technology (ICT) teachers.	One full-time Teaching Assistant for Information and Communication Technology (ICT) and one for Mathematics have been employed for 12 months and 11 months respectively. The non-teaching workload, for example, document-scanning, preparing/ purchasing materials for activities etc., of Mathematics and ICT teachers could be relieved. The Teaching Assistant for ICT has also assisted the technical maintenance and trouble-shooting of IT equipment in school. With their assistance, teachers can focus on the design of learning and teaching materials and organizing learning activities. The Heads of Departments of Mathematics and ICT were satisfied with the performance of their Teaching Assistants according to their reports.	\$670,844.40
To help the development of orchestra	The school orchestra used the CEG grant to subsidize the extra rehearsal fee of two conductors (Dr. William So and Mr. Tan Willy). The attendance of the students was >90%. The conductors efficiently managed the ensemble, keeping students focused and engaged during rehearsals. They have satisfactory performance in their duties particularly in the development of the orchestra.	\$38,200.00

PLK Laws Foundation College
Annual Report (2024/2025) on Life Planning Education and Career Guidance Service

Appendix 10

Objectives:	Strategies:	Monitoring:
Recruitment ✧ To implement a comprehensive Life Learning Scheme in school	✧ To employ and assign a teacher/teaching staff to evaluate, plan and carry out the programs	✧ Activities were organized accordingly, with evaluations
Subsidy for programs launched in 2024-2025 ✧ To maximize the opportunities for students' engagement in career exploration and personal growth ✧ Work with OEA Committee, Life Education and Pastoral Care Board	✧ To organize Great Bay Area Careers Exploration Tour and/or activities ✧ To carry out post-exam activities related to career and personal growth aspects ✧ To work with Pastoral Care Board ✧ To work with Subject Selection Committee ✧ To work with other organizations ✧ To implement EDB 'My Life Planning Portfolio' and e-lessons with Life Education Teachers ✧ To use google classroom as a means of communication for S3-S6 students	✧ A day trip to Shenzhen was organized for S4 students in September 2024, providing them with a deeper understanding of career development in Mainland China. ✧ A JA program was conducted for S4 students during the post-exam period. ✧ SuperPass activities were organized for S6 students in early December, as well as during Sports Day. ✧ Specific JA programs were successfully implemented for S4 to S6 students this year. Students are encouraged to participate in at least one activity during their senior years. ✧ S4 and S5 students actively participated in various OEA activities, which significantly enhanced their career exposure and improved their skills. ✧ The EDB 'My Life Planning Portfolio' was introduced in S2 Life Planning lessons. CLP lessons by EDB were conducted by topic in S1

		and S2 Life Education lessons. ✧ Materials were regularly uploaded to Google Classroom for reference and application, providing an effective way to communicate important information to students.
Subsidy for annual school-based activities ✧ To encourage students to understand himself/herself in order to plan their study path ahead and build up their portfolio	✧ To use FUTURE as a framework for S1-S6 students ✧ To apply future skills as our themes of our talks and activities ✧ To emphasize VASK in junior forms ✧ To implement EDB Life Planning e-lesson in S1-S3 Class Teachers Period ✧ To have a good start in the first 3 days ✧ To encourage S1-S6 students to set goals on Sep 1-3 ✧ To carry out individual or group consultation ✧ To further develop further develop self-regulated reading schemes connecting students' academic engagement and career development. ✧ S4 Subject Selection Exercises ✧ S4-S6 Careers Exploration Activities ✧ S5 Academic Day ✧ Join JA YDC Funding Scheme for Youth Life	✧ Consecutive lessons were arranged for S1-S3 Life Education, focusing on more thematic topics. Sharing sessions from external organizations and alumni were incorporated, receiving positive feedback. The VASK framework was implemented in the lessons. ✧ A survey was conducted among S1 and S2 students, revealing strong interest in university programs. ✧ Goal-setting exercises were successfully completed, with merits awarded to students who achieved their goals based on assessments and feedback from class teachers. ✧ Collaborative programs were developed with external partners, such as CLAP, Towngas, and Metro Medicines. More internships and work experience opportunities were provided for senior students, which received positive feedback. It is recommended that additional work-experience-

	Planning Activities (2022-2025) ✧ Join Towngas programs	related programs be organized for students. ✧ S6 students participated in Greater Bay Area Working Immersion programs, which opened up more job opportunities and exposure in Mainland China. ✧ A series of S4 Subject Selection Exercises were conducted successfully, with increased parent attendance at consultation sessions. It is suggested that more information be provided to parents, including JUPAS admission scores and score calculators.
Principal Nominations and Pre-University Admission	✧ To maximize students' potential for securing interview opportunities, whether through conditional or direct offers.	✧ Students attended the Tsinghua University Admission Talk, where our top S6 student received an offer from Tsinghua University to major in Law. ✧ In the SNDAS program, another student was awarded a direct offer from PolyU for the BEng (Hons) Scheme in Aviation Engineering. ✧ Additionally, 10 students were nominated to join the I.Elite program offered by HKUST. Students were also nominated for JUPAS SPN, HKAPA SPN, and other SPN schemes. ✧ Furthermore, students were nominated for various scholarships offered by HKSAR, PLK, HKJC,

		CityU, and others. Details can be referred to in the attached list.
Miscellaneous	✧ To support teachers or students	Resources and updated information were delivered to students, teachers and parents. More collaborations can be done with our alumni.

(1) School Report (main concern: Objectives of LPE)

學校週年報告 2024/25 (關注點:生涯規劃教育的目標)

With the rapid development of AI, the workforce and education landscape are undergoing dramatic changes. It is essential for students to keep pace with these changes, equip themselves with necessary skills, and discover their own interests and strengths. Therefore, the promotion of the VASK framework—Values, Attitudes, Skills, and Knowledge—is important. This framework is used in career development and talent identification, particularly in Hong Kong, to assess an individual's holistic profile beyond just qualifications. To adequately prepare our students, we encourage S1 to S6 students to cultivate a life-planning portfolio that optimizes their potential and helps them achieve their aspirations within established parameters. A wide range of activities has been organized to inspire students in their study and career paths. To broaden their horizons, students are encouraged to participate in activities organized by external organizations to gain insight into current workforce trends and admission requirements. This year, one S6 student successfully gained admission to his desired university program through SNDAS, which is encouraging news for both him and our school. To facilitate additional early admissions and nominations, students are urged to actively engage in more university programs focused on career development. This proactive involvement can enhance their chances of securing suitable JUPAS programs and offers. We hope that our students can become pre-scholars, with a clear mission and vision for their future. Continuously, students are expected to participate in a wider range of activities, especially university programs, to further understand themselves. It is crucial for students to maintain a positive outlook toward their future and strive to maximize their employment opportunities through strong academic performance.



**Diversity Learning Grant – Gifted Education Programme
Programme Evaluation Report 2024/25**

Our school had organized various school-based pull-out activities to develop students' talents and potentials, according to the year plan of the Diversity Learning Grant.

- Students participated in the 39th Youth Conference of Caretakers of the Environment International 2025, held from 30 June to 4 July 2025 in Mexico City, Mexico. During the seven-day conference, they presented their research on sustainable seafood and visited historic and cultural sites such as Teotihuacan. In addition to academic activities, cultural events were featured, allowing students to explore local markets, enjoy performances, and learn about the food and traditions of different regions.
- Our iGEM team participated in the 2024 iGEM Competition in Paris. The team successfully transformed the pENTR1A-PSMA-GFP, pENTR1A-PSMA-Gluc, and BAX genes for treatment on two cancer cell lines, MLLB-2 and PNEC30, to inhibit their growth rate or eliminate the cancer cells. The investigation was carried out in our DiagCor Biotechnology Laboratory. These results were presented at the iGEM Jamboree from 23–26 October 2024, where our team won the gold medal.
- 43 students attended an inaugural seminar at EduHK, featuring Professor So Kwok-Fai, an Academician of the Chinese Academy of Sciences and a former professor at the University of Hong Kong. Professor So inspired students by sharing his experiences in scientific research. The seminar gave students a chance to learn about advanced technology and recent developments in neuroscience. Professor So spoke about his important work on optic nerve and spinal cord regeneration, highlighting his publication of over 500 papers and 46 patents. In his lecture, 'Lifestyle and Mental Health,' Professor So emphasized the importance of mental well-being. He encouraged students to incorporate mental health into their lives, just as they do with physical health. After his talk, a Q&A session allowed students to ask questions and gain insights into scientific exploration.
- Students gifted in Chinese joined the Chinese Debate and Speech Team and participated in a range of competitions, including the Wai Chak Wun Yu Community Debate Competition 2024/2025 and the Equal Opportunities Cup Inter-School Debate Competition 2024/2025. The team received the Best Participation School Award at the 2025 Hong Kong Inter-School Speech Competition on the Constitution and the Basic Law.
- Several students participated in the HKFYG Public Speaking Contest.

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

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

No.	Item	Purpose	Actual Expenses (\$)
1	Athletics Team material	School Team Practice	2,120.00
2	Badminton Team material	School Team Practice	1,490.00
3	Scout material	Scout activities	15,664.29
4	Girl Guide material	New coy materials	6,697.00
5	PE Material	To promote different sports activities in school.	33,323.95
6	Flag Pole material	Flag Raising Team	507.91
7	Counselling activity PC expenses	Counselling materials	119.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$59,922.15
Expenses for Categories 1 & 2			\$1,032,760.79

Category 3: Number of Student Beneficiaries

Total number of students in the school:	978
Number of student beneficiaries:	978
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	
Post of Contact Person for LWL:	

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

上學年可保留的累積盈餘: (a) \$65,470.40

本學年總撥款: \$ (第一期撥款) (b) + \$ (第二期撥款)(c) = \$1,384,920.00

本學年可用金額(總收入): \$ (d) [(a)+(b)+(c)] 1,450,390.40

本學年總支出: \$ (e) 1,481,509.50

本學年年終末累積津貼餘款: \$ (f) [(d)-(e)] -31,119.10

餘款佔本年度撥款的百分比(%): (g) [(f) / [(b) +(c)]x100%] -2.25%

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括 活動/上課總時數 或每小時所需的平均費用)	服務對象 (例如有特殊 教育需要的 學生人數及 其類別、家 長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
1	全職輔導員 1 位	負責舉辦共融活動, 輔導有特殊教育需要的同學	N/A	2024 年 9 月至 2025 年 8 月	全校同學	定期檢視工作表現及年終考績	該輔導員能有效協助學生穩定情緒及舒緩壓力。輔導員也在平日了解學生的學業、社交, 以至家庭方面的情況, 提供適切的協助及輔導, 並與任教老師及家長溝通, 從而協助學生面對困擾及壓力。此外, 該輔導員亦在校推行不同訓練小組, 幫助同學成長。	\$418,860.00
2	全職教學助理 1 位	負責協助舉辦共融活動、社交訓練、專注力訓練小組; 入班支援; 家長聯絡	N/A	2024 年 9 月至 2025 年 8 月	全校同學	定期檢視工作表現及年終考績	教學助理有效處理組內繁重的文書工作, 另協助舉行共融活動、測考調適安排及監考, 讓統籌及組員老師能有效籌劃各項支援服務。	\$244,849.50

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
							教學助理協助照顧有特殊需要學生，能讓教師更有效地教學。	
3	到校臨床心理支援服務	診斷較複雜個案學生的問題與需要，負責個別輔導有較嚴重特殊教育需要的學生個案，或為學生及其家長提供個別諮詢與心理治療。	東華三院何玉清教育心理服務中心	總時數: 120	十名有精神健康的特殊教育需要學生	年終服務檢討會議	十位學生曾經接受服務，整體接受服務的學生現情況穩定。	\$174,000.00
4	情緒支援服務	為更全面地照顧特殊學習需要學童，並為有關學童提供個別輔導。	香港小童群益會	2024 年 9 月至 2025 年 8 月	全校同學	年終服務檢討會議	負責社工有效地提供即時的精神健康支援及轉介服務，並成功建立家校合作的橋樑。	\$550,000.00
5	社交技巧小組	1.提升學生換位思考，觀察別人的表情、動作、說話語氣等，了解其情緒的能力 2.透過洞察別人的認知觀點和情緒，推測其心智狀態(包括:信念、願望、意圖等)，從別人的角度看世界，明白其認知觀點 3.能解讀別人心中的意思，詮釋別人的說話及理解別人的行為表現，繼而預計別人下一步的行動，並調節自己作出合宜的回應	Hong Kong Sheng Kung Hui Welfare Council Limited	2 組，每組 10 節， 每節 1 小時	特殊教育需要的學生人數及類別：每組 6 名中一及中二有自閉傾向的同學	導師觀察、同學參與及回饋	The trainer is highly experienced. She was able to respond to the group dynamics and adjust strategies in real-time while also fostering a positive group atmosphere.	\$38,000.00
6	表達藝術治療小組	透過繪畫、音樂、戲劇和舞蹈等創意藝術媒介，讓學生	基督教家庭服務中心	8 節，每節 1.5 小時	八位有特殊教育需要或情緒	導師觀察、同學參與及回饋	負責導師能營造安全的環境及和諧的氣氛，使學生迅速投入小組。	\$15,400.00

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要的學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
		在一個舒適和安全的空間中創作，抒發內心的感受，提高自我覺察的能力，從創作過程中認識自己，促進自主能力及自我效能感。學生可以藉著非語言的表達方式，建立與外界溝通的橋樑，減少孤立感和被邊緣化，並在小組分享的平台中建立互信和支援網絡。			需要的中一及中二學生		導師能準確察覺學生情緒，於小組後與校內協作人員報告狀況，以便於校內繼續跟進	
7	執行功能小組 - 舞蹈動作治療師	1.提升學生自我調節情緒和避免情緒波動的能力，以便完成任務和達到目標 2.學習控制或減低衝動方法，能先考慮清楚情況及後果再作行動 3.透過洞察別人的認知觀點與自己的觀點，從而作自我檢討	香港明愛	2 組，每組 10 節，每節 1 小時	特殊教育需要的學生人數及類別：6 名中一級有自閉傾向/及專注力不足的同學	導師觀察、同學參與及回饋	Difference from traditional EF groups, The trainer led the students in activities by using dance movement therapy to release their energy and improve their executive functioning such as emotional control, time management, and prioritization. The students are willing to join again in the coming academic year.	\$40,400.00
							總額	\$1,481,509.50

Report on the Use of the Promotion of Reading Grant

Appendix 14

24/25 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

This year, we aimed to promote reading through organizing various reading activities with the subject departments. Accordingly, we acquired reading materials to cater to the specific activities and subject needs to magnify the influences to our students. Hopefully, the reading materials and activities would encourage students to read more. The reading activities we held in 2024-2025 are as follows:

a. Library Reading Bonus Scheme 2024-25 [圖書館閱讀獎勵計劃]

After 2-year implementation, the Bonus scheme is getting on quite well. We will institutionalize the scheme as a perpetual library activity for students in the years to come.

Throughout the past two years, we have received quite an overwhelming response from students and giving merits as bonus provided positive reinforcement to students and encourage them to read more.

Students need to fill in their reading record forms from the duration of 1 September 2024 to 3 June 2025 and hand it in to the librarian teacher on before 5 June 2025. This year, we have received 30 pieces of record from students. 16 students are eligible to grant Gold metal, 4 silver and 10 Bronze respectively.

b. Value Education

With the help of Pastoral Care Board, the school library has organized a series of events under the framework of Values Education. The first one is featuring “On Friendship” in October 2024. We had a mini book fair on this theme and broadcasted a film “Ron’s Gone Wrong” which glorify the value of friendship and how peer influence played a role on the journey of growth for teenagers.

In March 2025, we launched the “Values Education Series II and “On Family Value and Empathy” was the main theme. We recommended a S1 students to share after reading “The Great Earthquake of Tangshan” by Qian Gang. Again, a mini book fair and video screening about the natural disaster were also parts of the event. These activities gave students an all-round learning experience to their school life and help them develop positive value system in their growing process.

c. National Security Education Resources Corner

To coordinate with the Social Science Department, the library is establishing the National Security Education Resources Corner in this year. The Contemporary Modern China Collection has well developed. We will keep flourishing the corner by acquiring more reading materials in the years to come.

d. Book Introduction [好書推介]

This year, we will continue to introduce good read to students. To enhance the connection with the subject departments, we would coordinate the Book Introduction event with various departments. The Chinese Department nominated Keigo Higashino (東野圭吾老師) to be the Author of the Year. We have launched a perpetual book fair which showcased the masterpieces of Mr. Higashino throughout the year.

Meanwhile, we also broadcasted the television series “Galileo” during the lunch period and video clips which illustrated the achievements of Mr. Higashino in the publication field. Chinese Department launched a prized book report writing competition during the same period.

For English Department, teachers of English Elite team appointed members to help introduce their favorite books to students during the assembly in regular base. The library has acquired already the recommended books as library collection. The librarian would go one step further to interview the members to share their reading experiences to students in the next academic year.

e. Mid-day Oasis [午間心靈綠洲]

This year, we have broadcasted 4 films which synchronize with the book fairs under the themes in the area of moral education, special occasion and events. It generated a relaxing and harmonious atmosphere in the library and to create a “Comfort Zone” for students during the breaks and after school.

f. Laws Forum [羅氏講堂]

This year, we had two series of Laws Forums. The first one was featuring “Advertising and Creativity” and we have invited a veteran advertisement producer to share his experiences on how to create an influential, popular and persuasive ads. The guest speaker also encouraged youngsters to pursue their dreams with courage and confidence.

Another series of forum went in April 2025. This time, we cooperated with the Science Department and the science teachers has proudly invited Professor Lam Hon Ming, a Life Science expert from the Chinese University of Hong Kong, to share his journey of becoming a soybean researcher.

The seminar coordinated the unit “Discovering Soybean Through Scientific Inquiry” in the junior form Biotechnology curriculum. And the school library held a book display, featuring “Biotechnology and Sustainable Development” from 7 April to 16 April 2025. It showcases a wide range of books covering the areas of biotechnology, plant growing, farming, and various titles under the category of Integrated Science.

We had an overwhelming response and students borrowed books and joined the games and activities eagerly in the book fair.

Professor Lam came back again in June 2025 to help organize a sharing session held by students. S3 students showcased what they found in the research projects and it deepened their impressions on their works on a more profound level.

g. Cross-subject Activities

As a tradition, we joined the Chinese New Year Carnival and we were responsible for a booth about “Handmade Candle Cupcake”. It was also a fund-raising activity of donating the proceed to the local charity group.

Meanwhile, the library organized two book fairs on two Parents’ days in January and May 2025 respectively. We also invited “Magazine International” to coordinate the 2nd book fair for us. The company received a satisfactory response to it.

It was a practice for the library to subscribe Newspapers (Both in Chinese and English) for teachers and students. It provided a comprehensive and resourceful information pools for teachers and students in teaching and learning.

h. Facilities and Hardware Development

To facilitate with the development of e-reading, we have acquired 66 pieces of Kindles and over a hundred English e-books to go with them. We propose to work with the English department by setting policy of how to utilize the e-book readers to promote reading.

Meanwhile, we helped created Classroom Reading Corner for junior-form classes during the year. Each class has about 35-40 pieces of books. It gave some convenience to students and they can keep the books after reading. We would flourish the classroom reading corner by introducing more books with different disciplines in the coming year.

i. Library Collection Development

We acquired DSE past papers, books, magazine and periodicals and newspaper subscription to teacher and students as previous years. For the library collection, we started to weed out the outdated items after 20-year development of the library. In addition, the library committee revised our acquisition policy. It aims to make our library collection to go with the curriculum development and to be more updated for supporting teaching and learning.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

With the help and support of the Reading committee, definitely the library is on the right track on promoting reading and supporting teaching and learning. Almost all the activities are subject-related and the teachers from various departments gave us a lot of constructive advices and chances of cooperation.

Finally, we can have the chance to cooperate with ECA, Student Council, and other non-teaching groups such as career development. The library also targets to hold more activities outside the campus and let students have more different learning experiences.

保良局羅氏基金中學
「公民與社會發展科津貼」運用報告

Appendix 15

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)			
		2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i.	發展或採購相關的學與教資源	4,999		354	1,400
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動		21,355.63	48,665	140,436
iii.	舉辦和公民科課程相關的校本學習活動		23,280	38,200	114
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動				
v.	其他（請註明）：		456 (隨團老師電話卡)	502 (隨團老師電話卡和物資)	650.8 (隨團老師電話卡和物資)
	總開支金額	280,412.43			
	津貼餘款	19,587.57			

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

☐ 已全數用完

☒ 尚有餘款，須退回教育局的款額 **\$19,587.57** 元。

☐ 尚有餘款_____元，將予以取消。【官立學校適用】

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼 運用報告(2024-2025年度)

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

	範疇	實際開支金額 (\$)
i.	發展或採購與體育／運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育／運動相關的體育活動套件和輔助工具	
ii.	舉辦或資助學生參與多元化的體育活動／運動相關的學習活動／比賽	\$8,022
iii.	舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動 ³	
iv.	舉辦與運動相關的活動，讓學校不同的持份者（包括教師及家長）與學生一同參與	
v.	購置或改善學校的體育／運動器材	
vi.	發展／優化有關發展活躍及健康校園／「MVPA60」的政策	
vii.	聘用額外的非教學人員或教練／以採購服務形式，協助學校推動校園體育氛圍和「MVPA60」	\$49,600
viii.	其他（請註明）	
總開支金額 ⁴ ：		\$57,622
津貼餘款： \$92,378		

：

³ 舉辦或資助學生前往內地或海外參加與體育／運動相關的學習交流或考察活動的開支金額合共不得高於\$45,000（即津貼的 30%）。

⁴ 支援學校推動校園體育氛圍及「MVPA60」一筆過津貼的總金額為 15 萬元，總開支金額不應多於 15 萬元；而購買獎品的支出不宜超過總開支金額的 10%。

附件二（續）

2. 截至 2027 年 8 月 31 日為止，「支援學校推動校園體育氛圍及「MVPA60」一筆過津

☐ 已全數用完。

☐ 尚有餘款_____元，須退回教育局

。[資助學校（包括特殊學校）、按位津貼學校及直資學校適用]

☐ 尚有餘款_____元，將予以取消。

[官立學校適用]

貼：

（請於適當的方格內加上「✓」號）

3. 聲明

i.	本校已遵守教育局通函第 73/2024 號所述的運用原則和使用範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
ii.	本校已備存獨立的帳目，妥善記錄「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」的收支項目。所有支出項目均具備單據證明，所有活動的財務紀錄和單據、帳簿、收據、支款憑單及發票等會由本校保存至少 7 年，以作會計及審核用途；
iii.	本校會在每學年完結後的規定期內，向教育局呈交經審核周年帳目報告（如適用）報告內會記錄津貼的總收支。如經審核周年帳目所述的實際餘款與上述的不符，本校會盡快通知教育局跟進；及；
iv.	本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。本校須退回不屬於「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」的資助項目款項予教育局。

校監／校長簽名：_____

校監／校長姓名：_____

學校名稱：_____

聯絡電話：_____

日期：_____



學校蓋章

*請刪去不適用者

學生活動支援津貼 運用報告

24-25學年

Appendix 17

(一) 財務概況

A	本學年獲發撥款：	\$19,500.00
B	本學年總開支：	\$19,434.00
C	須退還教育局餘款 (A - B)：	\$66.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	2	\$3,875.00
學校書簿津貼計劃 - 全額津貼	11	\$11,837.00
校本評定有經濟需要	4	\$3,722.00 (上限為全學年津貼金額的25%)
總計	17	\$19,434.00

[註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	體育訓練班(曲棍球、射箭、田徑、足球、籃球、乒乓球、游泳、排球)	體育	13	\$45,080.00			✓		
2	樂器班(鋼琴、色士風、銅管、笛子、小結他、長笛、)	藝術	13	\$85,365.00			✓		
3	拉坯創作室	藝術	1	\$1,364.00			✓		
4	中一迎新教育營	營類	1	\$230.00		✓			
5	3日2夜成長營	營類	1	\$758.00		✓			
6	舞蹈學會	藝術	1	\$1,400.00			✓		
7	陶藝班	藝術	1	\$1,364.00			✓		
8	氣槍射擊	體育	1	\$400.00			✓		

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
9	空手道班	體育	1	\$200.00			✓		
10	K-POP課程	藝術	1	\$9,462.00			✓		
(如空間不足，請於上方插入新行。)									
第1項總開支			34	\$145,623.00					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1	上海杭州之旅	交流	1	\$2,600.00		✓			
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			1	\$2,600.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			35	\$148,223.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 (姓名、職位)：	李奕瑜(SGM)
-------------------	----------

姊妹學校交流報告書
24/25 學年

Appendix 18

學校名稱：	保良局羅氏基金中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	黃詩敏老師

本學年已與以下姊妹學校進行交流活動：	
1.	佛山市南海外國語學校、佛山市南海外國語高級中學
2.	
3.	
4.	
5.	

本校曾舉辦的學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

管理層面 達至預期目標程度	C1☑ 完全達到	C2☐ 大致達到	C3☐ 一般達到	C4☐ 未能達到
------------------	----------	----------	----------	----------

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
------------------	----------------------------------	---	----------------------------------	----------------------------------

丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☒ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
------------------	----------------------------------	---	----------------------------------	----------------------------------

丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☒ 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	---

監察/評估方法如下:		
編號	☐	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☒	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明):

全年財政報告:			
編號	☐	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$72,070
N2	☐	在香港合辦姊妹學校交流活動的費用	/
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	/
N4	☒	視像交流設備及其他電腦設備的費用	HK\$24,735
N5	☒	交流物資費用	HK\$470
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	/
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	/
N8	☐	其他(請註明):	/
N9	☒	學年總開支	HK\$97,275
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☒	有關交流活動的層面 <i>[如適用，請註明]</i> 能涉及不同年級的學生，可將所見所聞回饋全校學生
O2	☐	有關交流活動的形式/內容 <i>[如適用，請註明]</i>
O3	☐	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	__17__人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	____人次
P3	☒	本校學生參與交流的總人次	__310__總人次
P4	☒	本校教師參與交流的總人次	__5__總人次
P5	☒	本校學校管理人員參與交流的總人次	__5__總人次

備註：
/

Po Leung Kuk Laws Foundation College
One-off Grant for Promotion of Self-directed Language Learning (English Language)
24/25 Report on the Use of the Grant

The English Department has looked into using the above-mentioned grant of \$200,000. Our department has looked into services provided by several publications, ilearner, Pearson and Aristo. Several pieces of writing by our students have been given to each company as trials. However, currently, their reports generated are not on par with our expectations.

More publishers will be looked into the coming academic year so that a decision can be made.

As at 31 August 2025

Funds spent: \$0

Remaining Balance: \$200,000

2024-25 推廣自主語文學習（普通話）一筆過津貼報告

是年度所舉辦的普通話活動，沒有運用自主語文學習一筆過津貼。

項目	預算	支出	對象
普通話歌唱比賽	0	0	全體學生
普通話演講活動	0	0	全體學生