

PLK Vicwood K.T. Chong

Sixth Form College

School Report

2020-21

PLK Vicwood K.T. Chong Sixth Form College

School Report 2020-21

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The Kuk's Spirit, Vision, Mission & Values



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

Our School

1. School Goals

Po Leung Kuk Vicwood K.T. Chong Sixth Form College aspires to be a leading aided senior secondary college in Hong Kong, providing quality senior form education. It seeks to actualize its vision by:

- (a) providing a strong academic focus, enabling students to pursue further studies in tertiary and post-secondary institutions,
- (b) encouraging the development and practice of self-respect and self-discipline in a free but responsible and democratic school environment through a series of student-oriented practices,
- (c) providing a learning environment that will foster students' seriousness towards studies, independence, critical thinking, power of analysis and effective communication in both languages.

2. Composition of Incorporated Management Committee (by 31.08.2021)

Chairman of Po Leung Kuk & Po Leung Kuk Schools' Supervisors Committee:

Ms. Daisy C.F. HO

Supervisor	Mrs. Amanda T W LEE
Sponsoring Body Manager	Mr. John TONG Chor-nam, JP
Sponsoring Body Manager	Dr. Patrick W.K. CHAN
Sponsoring Body Manager	Ms. WONG Sean Yee, GBS, JP
Sponsoring Body Manager	Ms. LAM Yee Mei Loretta
Sponsoring Body Manager	Mr. AU Wah Kwok
Sponsoring Body Manager	Mr. CHUNG Yiu Chi
Alternate Sponsoring Body Manager	Ms. CHAN Ho Yan Florence
Principal (Ex-Officio Manager)	Dr. LEE Poon Shing
Teacher Manager	Ms. LEE Wing See
Alternate Teacher Manager	Ms. CHAN Yee Wan
Parent Manager	Ms. TAM Chi Ching
Alternate Parent Manager	Ms. CHAN Yee On
Alumni Manager	Mr. WONG Shun Kit
Independent Manager	Mr. KAM Wai Keung

3. Class Structure

S4	6 Classes
S5	6 Classes
S6	6 Classes

4. Subjects Offered

Compulsory Subjects: Chinese Language English Language
 Liberal Studies Mathematics

Elective Subjects:

Chinese Literature	Chinese History
Economics	Geography
Tourism & Hospitality Studies	Biology
Chemistry	Physics
Business, Accounting & Financial Studies	Health Management & Social Care
Information & Communication Technology	Mathematics (Extended Part, Module 1)

5. School Facilities

The Sixth Form College's teaching facilities have always been well above standard. We have a cyber-campus: all teaching and some amenity areas are equipped with Internet nodes, and there are over 200 high speed computers available for student and teacher use. A video projector is installed in every classroom and special room.

Teaching Facilities

- 24 Classrooms
- 3 Science Laboratories
- 1 STEAM Room
- 2 Computer Rooms
- 1 Integrated Arts Room (with E-Blackboard)
- 1 Geography Room
- 1 Humanities Room (with Video Wall)
- 1 Language Centre
- 1 Campus TV Studio
- 3 Tutorial Rooms
- 1 Multimedia Learning Centre
- 1 library with Online Access

Amenities

- Canteen
- Multi-purpose Hall
- Counselling Room
- Multi-purpose Playground
- Roof-top Garden and Covered Play Areas
- Student Activity Centre
- Interview Rooms

6. School Characteristics

- a. Broad and comprehensive curriculum allowing more than 200 combinations of NSS elective subjects
- b. Comprehensive development in OLE
- c. Small group tutorial lessons
- d. Mentor system
- e. English rich environment
- f. Online library access
- g. Independent Student Union
- h. Study rooms open till night time
- i. Medium class size
- j. Good rapport between members of the school
- k. High teacher-student ratio
- l. Easy access to IT facilities

Evaluation of the Annual School Plan 2020-21

2019-20 was a difficult school year for both our teachers and students as classes have been suspended for several periods of time because of the social incident and the outbreak of Covid-19. The implementation of the Annual School Plan 2019-20 was seriously disturbed, affecting students' learning and other activities both in and outside of the school. Teachers also faced great challenges when conventional face-to-face classroom teaching had to be replaced by online teaching during class suspension. Teaching materials and strategies had to be revised while some teachers also had to learn how to use IT to teach, to mark, to assess and to give assignments. A lot of extra-curricular activities, moral and civic programmes as well as careers and life planning programmes were either cancelled or held online.

Major Concern 1: To enhance students' academic performance

Four targets have been set to address the first major concern: To enhance students' academic performance. They were i. Substantial improvement in DSE results ii. Empowering students to become self-directed learners iii. Creating a school environment conducive to the learning of English, Chinese, LS and science and iv. Promoting the reading culture on campus.

Target i: Substantial improvement in DSE results

Despite the good performance of several students and subjects, the overall results, in fact, were disappointing and far from satisfactory when compared with the results of the 2019 DSE exam and the territory.

There were a few students achieving remarkable results in the 2020 HKDSE exam, namely Yang Justin, who obtained three 5**, one 5* and 2 5s, Chow Hiu Yeung, who obtained three 5* and one 5 and Lai Kim Wa, who obtained one 5* and four 5s. The results in Math (Extended part: Module 1), Physics, English and Chemistry were also more than satisfactory. 54.5% (territory average: 26.9%) of the students taking Math (Extended Part: Module 1) achieved 5 or above, and the percentages in all levels except 5* were higher than the territory average. Physics has obtained a stanine score of 9 (above average value-added performance) and the percentages in level 5**, 4+, 3+ and 2+ were all higher than the territory average. Both English and Chemistry, having a stanine score of 8 (above average value-added performance), achieved higher percentages in level 3+ and 2+ than the territory average. Chemistry, Chinese Literature and Math (Extended Part: Module 1) attained 100% level 2 or above.

However, only 40.8% (57.2% in the territory and 49.4% in 2019) of the students got level 3 in Chinese and 78.8% (81.4% in the territory and 90.9% in 2019) got level 2 in Math (Compulsory). Liberal Studies attained 90.8% of level 2+, which was higher than the territory average of 87.6% but failed to get percentages higher than the territory average in all other levels. The performance of Biology, BAFS, Chinese History, Geography, ICT, Math (Compulsory) and THS was unsatisfactory with lower percentages than the territory average in all levels.

To attain the target of making substantial improvement in the HKDSE results, the strategies devised included

- 1.1.1 designing a curriculum that caters for learner diversity,
- 1.1.2 revising the schemes of work and the teaching materials for the high ability group,
- 1.1.3 preparing school-based study booklets for S6 students,
- 1.1.4 evaluating the HKDSE results by individual subject panels and make action plans for the new school year,
- 1.1.5 adopting effective teaching strategies,
- 1.1.6 providing learning support after school for high-ability, average and less-able students
- 1.1.7 implementing assessment for learning
- 1.1.8 inviting alumni to share the strategies for preparing for the HKDSE exam
- 1.1.9 implementing the Star Programme – providing extra learning support to the group of students identified to have the potential to get level 5 or above.

All the strategies have been adopted by the subject panels. However, their effectiveness may have been affected by the reduction in lesson time and the lack of a steady learning mood and atmosphere caused by the social incident in 2019 and the outbreak of Covid-19 at the end of the same year. The S6 Mock exam, held from Feb 17, 2020 to Feb 29, 2020, turned into an open book online one and students could not experience a real mock exam held in the same setting as the HKDSE's. Worse still, no students could return to school for any pre-DSE revision classes or final stage paper drilling or practice. The supplementary learning materials, including the core subject Revision Booklets, were sent to S6 students electronically.

Target ii: Empowering students to become self-directed learners

Self-directed learning schemes have been adopted by different panels to assist students with their studies by extending learning beyond the classroom, apart from the lofty goal of helping them become life-long learners. However, the epidemic outbreak has aborted some of the schemes, though it also gave more opportunities and space for students to carry out self-directed learning.

As usual, students taking Chinese Literature were encouraged to read online literary texts after class and write text reviews regularly as more than half of the texts in the DSE paper for literary appreciation were not from the textbook. Chinese History students were also reminded to study the self-learning components of the textbook, which not only enriched their knowledge about history, but also increased their interest in the subject and enhanced exam skills. The Chinese Panel, English Panel and the LS Panel all devised their own reading schemes for regular after-class reading. Most panels including Math, BAFS, THS, HMSC, Biology and Economics put additional learning materials such as videos and AL, CE and DSE past papers sorted according to topics on e-class and/or google classroom for students' own study. However, without the subject teachers' supervision or encouragement at school during the class suspension, some students did nothing on their own and engage in little learning activities, not to mention self-directed learning.

When online teaching was carried out, plenty of online self-learning materials, such as notes, powerpoint slides, videos and links were provided for students for flipped learning and post lesson revision. There were also the online reading platforms, '看漢' supplied by the Chinese Department and 'Lightsail' and 'Hyread' by the school library. The Chinese Department also enrolled students in the PTU Reading Scheme Award 2019-20, where seven students achieved the Purple Badge of Honour and eight the Blue Badge of Honour. It was found that higher ability students made better use of the given e-learning materials and the e-reading programs.

Students were also encouraged to participate in competitions, activities and self-directed learning programs organized by external organizations with a view to widening their horizons and extending learning outside the school. Although quite a number of such activities and programmes were cancelled because of the pandemic, some of our students showed enthusiasm for joining various external activities and competitions. Two groups of BAFS students, five in S4 and four in S5, joined the "WoFoo Millennium Entrepreneurship Programme XX" and one of the groups entered the semi-final and won three awards: Merit Award, the Best Business Project and the Most Innovative Project. There were also 18 students participating in the "Junior Achievement Company Programme" and 4 students in the "HKICPA Accounting and Business Management Case Competition 2019-20. The two activities allowed the students to gain a real life business experience and accounting ratios analysis experience respectively. Six students participated in The HKFYG English Public Speaking Contest 2020;

five of them obtained the *Award of Achievement - District Finalist* and one got the *Certificate of Appreciation-Good Performance*. In the English public speaking contest The Speaker 2020 held by the RTHK, two speakers were from our school, Abbie Lo and Reuben Gurung. Both of them performed remarkably, with Abbie entering the round of semi-finalists and Reuben Gurung being one of the ten finalists. 5C Saeed Ali Hassan Bin Nadeem took part in WYNG Philomathia Student Essay Contest 2020 and earned the prize of *Competition Winner*. Tse Chun Wang of 5A won the Merit Prize in 'Love Is All Around' - The 2nd Hong Kong Chinese & English Essay-Writing Competition – Chinese Division 2019-20'. Our school also obtained the Highest Participation Award in '吾土吾民 土強奮進 2019 年度中國歷史人物選舉'.

Our school's Best Self-directed Learner Award 2019-20 (3 for each core subject and 1 for each elective subject) was cancelled because subject panels could not fully implement their self-directed learning schemes as a result of the pandemic.

Target iii: Creating a school environment conducive to the learning of English, Chinese, LS and science

The rather long periods of class suspension and the need for social distancing when school resumed meant that the internal activities and competitions different panels had planned for the school year of 2019-20 had to be cancelled. Therefore, the target of creating a favourable environment for learning English, Chinese, LS and science on campus could not be accomplished.

Target IV. Promoting the reading culture at school

The school tried to promote the reading culture on campus through the reading activities and schemes organized by the library, the Reading Promotion Team and the three core subject panels, English, Chinese and Liberal Studies.

It was a pity that for the class suspension in 2019-20, nearly all offline reading activities and competitions planned were cancelled. The replacement was online reading. As said before, the reading platforms 看漢, Hyread and Lightsail were provided. Apart from online reading, S4 students were required to submit book reports on 6 books read for assessment to replace the face-to-face reading lessons. Yet, as S4 students were new members of our school and getting them to meet the reading requirements proved to be a formidable task. As a result, a lot of phone calls to parents had been made in the hope that their support could be gained in urging their children to read and submit the assignments. Despite so, in the end, the number of S4 students finishing the reading tasks was still far from satisfactory.

Major Concern 2: To transform the school into a professional learning community

There was one single target to achieve, which was to promote the collaborative culture among staff. As lessons were held online during class suspension, teachers collaborated to produce the online teaching materials and write the online tests/quizzes. There was also the sharing of how to use some IT tools and platforms for teaching, testing and marking among panel members. Online lesson observation has also been carried out by panel heads, who then shared some good practices in online lessons with colleagues in panel

meetings. All face-to-face professional development courses were cancelled during the Covid-19 outbreak and teachers were encouraged to attend relevant webinars instead.

Major Concern 3: To develop potential self and foster positive values of students

3.1 Opportunities are created to nurture students' positive attitudes and potential through different learning activities and events

3.1.1 To provide a diverse and challenging range of experience for students and to arrange activities in school and outside school to create opportunities for students to exploit their potentials in different areas.

Under the challenging circumstance in arranging activities within school hours, teachers strived their best to seek opportunities and groom our students beyond class time to join online competitions of various kinds. Examples included Chinese and English writing and speaking competitions (such as the one hosted by City University of Hong Kong) business competitions namely the HKICPA Accounting & Business Management Case Competition and the HKMA Business Simulation Competition and in the science aspect, the International Biology Olympiad - Hong Kong Contest.

Students were also selected to attend courses relevant to their studies, such as the online reading course on Ecology organized by Hong Kong ECA Masters' Association, to deepen their subject knowledge. The Extra-Curricular Activities (ECA) Committee also initiated the cooperation with the service provider to arrange the Virtual Traveler Programme for students during the Easter break. Despite the impossibility of enjoying a study tour overseas, students experienced a tour to various places where the foreign students came from and they were guided to do a similar introduction about districts in Hong Kong. Small-group field trips and other excursions were also arranged during the post-exam period in early July.

To help students explore their leadership potential, several students were nominated to participate in different leadership programmes and one student from 4A (2020-21) was successfully admitted into the HKFYG Leadership Institute Summer School for Global Leadership 2021 by the ECA Committee. The student will be invited to share with his schoolmates about his experience in the summer school, interactions with peers from other schools as well as what he has acquired and achieved during the process.

A number of English activities were cancelled or had to be conducted online. However, a number of students participated in English activities and competitions, especially writing and public speaking competitions, which have boosted their confidence in using English. In addition, different learning support classes were organized to help students nurture a positive learning attitude.

More capable students were invited by the Learning Support Team to take part in gifted classes, competitions and enrichment programmes organized by local tertiary institutions and external organizations to develop their potentials and creativity. For example, 10 English talented students took part in The HKFYG English Public

Speaking Contest 2021 organized by the HKFYG Leadership Institute. Their skills in public speaking were enhanced and gained more interest than before in the related area. 24 S5 students attended the Gifted and Talented Programme for PLK Secondary 5 Students, which widened students' horizons and deepened their understanding of career and life planning.

2020-2021 External Scholarship and Award Winners

6A 6A	Cheung Yui Hin Jeremy Wong Kit Ho	Sir Edward Youde Memorial Scholarship
5A	Luo Yijia	Ng Teng Fong Charitable Foundation
5A	Lai Hei Ching	Sir Robert Black Trust: Grants for Talented Students in Non-academic Fields
6A 6A	Cheung Man Ling Kwan Hoi Shun	Future Stars – Upward Mobility Scholarship
6A 6B 6D 6E 6E	Wong Kwok Tung Kenny Yuan Jia Yu Wong Kwan Pok Kwok Fung Ting Wong Yu Yuk	Law's Charitable Foundation Applied Learning Scholarship
4C 5A	Chung Ho Yan Luo Yi Jia	保良局獎學金
4C 5B	Chung Ho Yan Lee Mau Sum	保良局何玉清兒童及教育基金
4C 5A	Chung Ho Yan Luo Yi Jia	「保良局伍何永貞紀念教育基金」獎學金
4A 5A 5E	Zhang Wing Lai Hei Ching Au Han Yee	曾紀華紀念獎學金
4C	Chung Ho Yan	保良局黎麗卿進步獎學金
5A	Luo Yi Jia	保良局吳辛靜珊紀念獎學金

Po Leung Kuk Vicwood K.T. Chong Sixth Form College
Report on the Use of the Life-wide Learning Grant
School Year 2020/21

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses [^]	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
Category 1	To organise / participate in life-wide learning activities													
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Science Club activities (e.g. Herbarium making, bio-plastic making, leaf-bookmark making, “hot-ice” making, recycled paper making, science quiz, etc.) - To raise students’ interests in science - To foster science knowledge beyond curriculum - To develop students’ practical/problem-solving skills	Science	Lunch time on selected days	S4 – S6 Science students	---	No activities were held due to the constraint of class suspension and half-day school timetabling later in the school year.	0	---	✓	✓	✓			

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
2	Fieldwork course fee and materials - To organize various activities (such as field trips) to enhance students' learning	Geography	9/2020-7/2021	S4-S6	25	1. Mui Wo Field Studies (8/7/2021) (Successfully launched - changed to online mode due to coronavirus) 2. Field Trip to the Hong Kong UNESCO Global Geopark in Sai Kung (Called off due to coronavirus)	0	---	✓					
3	Inter-class competitions and whole school activities - To promote language learning and enrich the English environment in school	English Language	9/2020-7/2021	S4-S6	Whole school	With face-to-face class suspension, only one large-scale whole-school activity about Halloween was held but the participation and feedback was positive as students agreed it helped promote using English. Two inter-class quiz competitions were organised and students found the activities enjoyable and they enhanced English learning.	2268.9	E1	✓					

Appendix 1

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
4	Activities and/or field trips - To arouse students' interest in learning Liberal Studies - To enhance students' understanding of topics in Liberal Studies (e.g. Globalization)	Liberal Studies	Whole school year	S4-S6	7	Students joined debate competitions in online mode. All students agreed that it helped enhance language, debating, analytical and organisational skills.	1130	E1	✓					
5	Activities: OLE workshop – Hotel operation - To arouse students' interest in the subject and to enhance their understanding about the application of THS theories in the real world	Tourism Hospitality Studies	7/2020	S5	S5 THS students	By knowing more in-depth knowledge on the hotel operation, the majority of the participants expressed that they would have a serious thought on the suitability of various posts offered in a hotel when they have their career planning.	2550	E2 E6	✓					✓
6	Lunch Time Fun Fair - To enhance students' communication skills - To arouse their interests in the subject	Economics	05/2020	S4-S6	S4-S6 students	The planned activity had not been done due to the suspension of classes.	0	---	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
7	To Kwa Wan Community Tour - To allow students to understand the characteristics and history of the community and visit the local residents of different backgrounds	Health Management & Social Care	05/2020	S4-S5	S4-S5 students	The original tour was cancelled due to the pandemic yet another activity "Fruits Day" was organised in school and competitions were also conducted with enthusiastic participation and positive feedback received from students.	1395.2	E1	✓					
8	<u>中史科活動</u> 傳統節慶常識問答遊戲： - 豐富學生知識 - 宣傳傳統文化 參觀黃大仙祠： - 認識道教/本土文化 - 配合課程 考古工作坊： - 培養學生對歷史的興趣及解難能力 認識香港常識問答遊戲： - 豐富學生知識	Chinese History	Whole school year	S4-S6	Whole school & CHIS students	傳統節慶常識問答遊戲： 學生反應踴躍，全校超過80%學生參加，也認識了中史知識。 參觀黃大仙祠： 受疫情影響，未有成行。 考古工作坊： 學生喜歡這個活動，認識了考古及知悉考古要小心。 認識香港常識問答遊戲： 學生反應踴躍，全校超過	4435.4	E1 E7	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	<ul style="list-style-type: none"> - 宣傳傳統文化 參觀歷史博物館： <ul style="list-style-type: none"> - 豐富史識 - 認識史料種類 參觀跑馬地墳場： <ul style="list-style-type: none"> - 認識香港歷史、宗教史及史料觀察 - 配合課程 					80%學生參加，也認識了中史知識。 參觀歷史博物館+跑馬地墳場： 取消，改為「外聘」「互動工作坊」——明代科舉與我。								
9	<p>Hong Kong Olympiad in Informatics</p> <ul style="list-style-type: none"> - To improve students' problem-solving and programming skills 	Information & Communication Technology	11/2020	S4-S6	---	Due to the pandemic, no students are willing to take part in the competition.	0	---	✓					
10	<p>Physics Enrichment Program</p> <ul style="list-style-type: none"> - To provoke students' interest in learning Physics - To enhance students' understanding in Physics-related areas (e.g. engineering) 	Physics	8/2021	S4	20	Students were excited about understanding the scene behind cable car operations.	3800	E6	✓					✓

Appendix 1

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				Level	Number of Participants				I	M	P	S	C	
11	STEM Team Competitions (and related fee) - To increase students' exposure in STEM education - To broaden the horizon of students in STEM-related areas	STEM	3-7/2021	S4-S5	S4 & S5 STEAM team	Some students participated in a science related competition and most of them engaged and enjoyed the competition a lot.	689	E7	✓					✓
12	STEM Education Promotion Program - To promote STEM education through school-based activities (e.g. lunch time program) - To enhance students' understanding in STEM education	STEM	Whole school year	S4-S5	All S4 & S5 students	Students were encouraged to read more STEM related books under the class suspension circumstance.	1676.5	E8	✓					
13	STEMakers Program - To provoke students' interest in manufacturing and design - To provide training for students who are interested in manufacturing and design	STEM	-	-	-	The programme was suspended due to the epidemic and limitation of face-to-face lessons in school.	0	---	✓					

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				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
14	Reading Scheme - To encourage students to read more	Chinese Language	Whole school year	S4 S5	All S4 & S5 students	Students were encouraged to read more even under the class suspension circumstance. Some outstanding readers were selected to participate in the award scheme.	715	E1	✓					
15	Game booths, mini games by Chinese Society - To promote Chinese culture in a student-friendly way	Chinese Language	Whole school year	S4-S6	---	Activities could not be held due to the pandemic.	0	---	✓					
16	Early Bird Reading Scheme - To help students foster a reading habit and promote an in-campus reading culture	Cross-curriculum	Whole school year	S4-S6	---	Books purchased and reading activities conducted to promote active reading culture.	9311.5	E1	✓					
17	English Environment Enhancement Team (EEET) - To enhance the English-speaking environment and promote the use of English at the campus	Cross-curriculum	Whole school year	S4-S6	EEET members	Formed a <i>gifted learning circle</i> for some potential high achievers. Through encouraging them to take on the leadership roles and participate in different life-wide learning activities, students were able to	25256.85	E1	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
						demonstrate their talents in English public speaking and creative writing. 100% of participants found the activities and training useful, according to the year-end interview with students.								
18	Mentor Day - To provide a chance for mentors and students to know more about each other	Guidance Committee	30/09/2020	S4-S5	S4 & S5 students	In order to initiate the synergy of group interactions, Mentor Day was organized in September. Community Builders and Online Breakers including videos and mini-games were used to increase the communication between mentors and students. The feedback from both mentors and mentees was positive.	1375	E1	✓	✓				
19	Young Mentor Program	Guidance Committee	Whole school year	S4-S6	S4-S6 students	Different topics such as Self Efficacy & Bounce Back, Tea + Me Time and Challenge in May were to	5469.4	E1	✓	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	- To provide a positive school environment and release students' high pressure					allow emotional release for students' negative feelings. The effect of the activities is positive.								
20	Young Mentor Training - To foster personal development of Young Mentors including communication skills, leadership, self-confidence and self-understanding via experience learning, adventure games, group discussion, sharing, self-challenging and reflection exercises	Guidance Committee	--	--	--	The training camp was cancelled due to pandemic	0	---		✓			✓	
21	Talk / Seminar / Workshop - To widen students' horizon so as to cope better with difficulties	Guidance Committee	Whole School Year	S4-S6	All S4-S6 students	Instead of organizing talks or seminars, guest speakers from overseas were interviewed to cultivate students' growth mindset.	0	---	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
22	Retreat Day - To reduce study pressure and increase students' sense of belonging and class spirit	Guidance Committee	Whole School Year	S4-S6	All S4-S6 students	Due to the pandemic situation, the original program was cancelled and changed to online activities. Positive feedback was received from the participants.	744.2	E1		✓				
23	Orientation Program - To help new comers to deal with school life	Guidance Committee	10/08/2020	S4	S4 Students	Welcome day for new comers was held in early August. According to the feedback from the evaluation, the effect of the orientation program is good.	2981.5	E1		✓		✓		
24	3S Program - To connect students with society and promote spirit of community service	Moral & Civic Education	Whole School Year	S5	S5 students	In order to involve students in community services and promote leadership training, the 3S program for S5 students was revamped this year. It is divided into 3 parts: 1. Design Thinking Day; 2. Preparation Day; 3. Knowledge Building Day. To provide opportunities for	7920	E1	✓	✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
						the students to experience gratitude and make positive ripples, students with good performance in the 3S program were invited to join an Elite Program which was conducted in the summer holidays. They attended a 4-day training workshop before making plans to help the homeless people.								
25	Talk / Seminar / Workshop - To arouse students' civic awareness and moral values	Moral & Civic Education	05/02/2021	S4-S5	S4 & S5 Students	Online talk about environmental education was held on 5 Feb 2021 with learning materials provided by the Conservancy Association. The response from students was encouraging.	800	E1 E5	✓	✓				
26	MCE Partners Program	Moral & Civic Education	Whole year	S4-S6	All	Owing to the pandemic, series of school based MCE lessons, instead of the	1990.5	E1	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	- To promote moral and civic education through different activities for the development of positive values and appreciative attitudes among students				S4-S6 students	original activities, were provided. According to the evaluation, the feedback from participants was satisfactory.								
27	Life Education Program - To nurture positive values and attitudes and to help students build up self-confidence and enhance self-esteem	Moral & Civic Education	Whole year	S4-S6	All S4-S6 students	To promote positive education, online webinars and online video shows and teaching materials were distributed for both teachers and students by MCE Committee together with Guidance Committee.	7763.2	E1	✓	✓				
28	Healthy Campus Program - To help students develop a better understanding of themselves - To promote healthy lifestyle and desirable learning and social behaviour	Moral & Civic Education	Whole year	S4-S6	All S4-S6 students	To increase the protective factors of students and to help students develop a better understanding of themselves, different programs were conducted.	6128	E1	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
29	Green Campus - To enhance environmental awareness - To develop an environmentally friendly attitude - To promote green practices / environmental education	Moral & Civic Education	Whole year	S4-S6	All S4-S6 students	Recruitment of Green Pioneer (student member) was suspended due to the pandemic. However, Roof Top Gardening Project was still running.	1139	E1		✓		✓		
30	CLP Program for S6 students (Interview Skill Training Program) - To help students be better prepared for job and college admissions	Careers & Life Planning	11/2020-5/2021	S6	All S6 students	The students rated the program quite high. Out of a scale of 6, all aspects obtained 4.75 or above, with a 5.5 in teaching performance and 5 in overall impression. In the reflective questions, students were able to point out 3 things they had mastered, which clearly showed the achievement of the workshop objectives.	8000	E1						✓
31	CLP Programs for S4 & S5 students (Self-Understanding & Goal Setting)	Careers & Life Planning	Whole school year	S4 S5	All S4-S5 students	S5 workshop series was done in Term 1 and got very good responses from students, having a rating of	48400	E1						✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	- To help students get a clear understanding about themselves and to master goal setting skills to facilitate life planning					4.9 out of 6 in overall impression, content & message and teaching performance. The one in S4 was done in Term 2, obtaining an overall rating of 4.23 out of 6. Due to timetabling management and public hygienic concern, the series was done via video watching with online interactive activities. Teachers agreed that the students were understanding but a face-to-face mode would be more appropriate.								
32	Workplace Exploration Programs - To help students explore the workplaces of their fields of interest	Careers & Life Planning	2 nd Term	S5 students	---	All programs were cancelled due to the pandemic.	0	---						✓
33	Visits / Outings	Careers & Life Planning	Whole school year	S4-S6	Whole school	All visits and outings were cancelled due to the pandemic. Visits to some	0	---						✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	- To help students know more about study and career options of their interest					institutions were replaced by video watching.								
34	Training Activities - To develop leadership of students through various student bodies	Discipline Committee	10/2020	S4-S6	Whole school	Instead of the training activities, the Committee organised a talk on Internet Safety for students, which seemed to be a more suitable activity to be conducted under the pandemic. Students gained knowledge in the aspect and found the information useful in general.	1800	E1 E5		✓				
35	OLE – Aesthetic Activities - To develop students' aptitude in aesthetic appreciation	Extra-curricular Activities	12/2020	S4 S5	All S4 & S5 students	The scheduled arts appreciation activities at the performing venue were cancelled because of the pandemic. Another drama appreciation experience was arranged for both forms via livestreaming the performance at school.	0	---					✓	

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
36	Visits / Outings - To widen students' horizons in different aspects	Extra-curricular Activities	07/2021	Whole school	S4-S6 students	Transport fee used for outings such as the field trip to Mai Po and Film Appreciation Experience at the theatre.	2400	E2	✓		✓			
37	Extra-curricular Activities / Competitions / Training Programs - To encourage students to participate in activities & competitions outside school - To develop students' leadership - To nurture students to serve the school & community	Extra-curricular Activities	07/2021	Whole School	Around 80 students	Several learning experiences were arranged beyond class during the post-exam period in summer when the pandemic situation was more stable. Activities included the field trip to Mai Po Nature Reserve, film appreciation at Broadway Cinematheque as well as the Summer school for Global Leadership Programme for the shortlisted participant of the College. Students were enthusiastic in joining the activity and gained fruitful experiences.	34784	E1 E6	✓	✓		✓		

Appendix 1

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
38	School Team Training - To enhance sports skills of the sports team members by hiring external qualified coaches for sports team trainings	Physical Education	1/9/2020-28/5/2021	S4-S6	Sport team members	Sport team members and teachers-in-charge found it effective to have professional coaches guiding the teams for training.	53085.4	E1 E5			✓			
39	Sports Day - To promote students' participation in athletic events and sense of belonging to the school	Physical Education	25/9/2020	Whole school	---	Materials were bought for the preparation for Sports Day and other joint school sports events but unfortunately, all events were not made possible due to the avoidance of crowd gathering. The materials purchased will be used for future events.	4934	E1			✓			
40	Sports Prefect Camp - To build up team spirit and sense of belonging of sports teams and sports prefects	Physical Education	---	Sports prefects & Sports team members	---	The event was cancelled because of the pandemic.	0	---			✓			
							Expenses on Item 1.1	242,942.55						

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	South Korea Career and Cultural Exploration Study Tour	Study Tour	03/2021 – 04/2021	S5 students	Around 30	The study tour was cancelled due to the pandemic around the world.	0	---	✓		✓		✓
							Expenses on Item 1.2	0					
							Expenses for Category 1	242,942.55					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Training equipment	STEM	To purchase related equipment that would be used in STEM education promotion program	0
2	Equipment	Campus TV	To encourage increased participation in the activities organised by Campus TV	49974

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
3	3D Printer Maintenance	Arts	To encourage increased participation in IA competitions and activities	3300
4	Furniture for Language Centre	Cross-curriculum	To better equip the Language Centre for enhancing the English learning environment in school	0
			Expenses for Category 2	53274
			Expenses for Categories 1 & 2	296,216.55

^: Input using the following codes; more than one code can be used for each item.

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	465
Number of student beneficiaries:	465
Percentage of students benefitting from the Grant (%):	100 %

PLK Vicwood K.T. Chong Sixth Form College
Evaluation Report on DLG-funded Other Programmes (Gifted Education)
2020-2021

Programme Title	High-order Thinking Skills in Mathematics
Objectives	To enhance various high order thinking skills in the learning of Mathematics
Target (No./Level/Selection)	<ul style="list-style-type: none"> • S4 class: 18 students • S5 class: 17 students <p>Students nominated by the Mathematics Department based on:</p> <ul style="list-style-type: none"> • Competency in Mathematics as demonstrated in lessons and assessments • Interest in Mathematics as observed by teachers
Duration/Start Date and Venue	<ul style="list-style-type: none"> • S4 class: 3 90-minute lessons • S5 class: 3 90-minute lessons <p>on Saturdays in April and May and conducted in school classrooms</p>
Deliverables	Students would be equipped with skills learned to handle Mathematics better
Evaluation	<ul style="list-style-type: none"> • The attendance of all S4 and S5 classes was satisfactory (over 85%). • From the survey administered at the end of the programme, it was found that participants were generally satisfied with what they learned from the course (Rating: 4.0/ 5). • Students equipped with skills acquired from the classes performed better in the subject.
Expenditure	HKD 6255.9 (hiring of tutors)

Evaluation Report on DLG-funded Other Programmes (Gifted Education) / 2020-2021

Programme Title	Training for school teams / external competitions
Objectives	To develop the potentials of more capable students and prepare them for external competitions / performances
Target (No./Level/Selection)	<ul style="list-style-type: none"> • S4 - S6 elite students • Students nominated by related subject panels and committees
Duration/Start Date and Venue	After-school training session(s) throughout the year as fixed by the organizations.
Deliverables	Participation in external competitions / performances
Evaluation	<ul style="list-style-type: none"> • Students were better equipped and prepared for the competition. • 10 students took part in The HKFYG English Public Speaking Contest 2021 organised by the HKFYG Leadership Institute. • Students gained more interest than before in the related area through the training sessions and the competition.
Expenditure	HKD 800

Evaluation Report on DLG-funded Other Programmes (Gifted Education) / 2020-2021

Programme Title	Enrichment programmes offered by local tertiary education institutions / external organisations
Objectives	To further strengthen, enrich and extend students' learning capacity in various dimensions
Target (No./Level/Selection)	S4 - S6 elite students
Duration/Start Date and Venue	Throughout the year as fixed by tertiary institutions and organisations
Deliverables	Students satisfactorily complete the programmes / courses taken
Evaluation	<ul style="list-style-type: none"> • One S4 student joined the CUHK Summer Programme for the Gifted and Talented 2020. • The scope of programme selected by the student was philosophy. • The student was able to widen his horizons and explore his academic and other interests after taking the programme.
Expenditure	HKD 4870

Po Leung Kuk Vicwood K.T. Chong Sixth Form College
Evaluation Report on Use of the Capacity Enhancement Grant in 2020/21 School Year

2020-2021 Allocation

\$497,317.00

Available for this budgeting

\$497,317.00

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Used	Success Criteria	Method(s) of Evaluation	People Responsible	Evaluation
Mathematics Learning Support	To relieve teachers' workload on providing after-school learning support and non-teaching work.	To employ a Teaching Assistant to provide after-school learning support and non-teaching work support.	Teachers concentrating more on helping students to get level 3 or above in DSE.	Sep. 2020 to Aug. 2021	XXXXXX	More than 90% of the related teachers agree that the work of the Teaching Assistant can reduce their workload. 90% of the related students agree that the Teaching Assistant are helpful to their study.	Questionnaire survey	Mr. Chu .C.W.	100% teachers agreed that the work of the Teaching Assistant could reduce their workload. The TA helped them to prepare learning materials, take invigilation duties and teach remedial classes. All students of remedial classes (100%) agreed that the TA was helpful with their studies. In order to have better allocation of resources, the Principal decided to use LSG to meet the expenditure of the salary.
A 5-half-day x 3 hrs summer bridging programme for 6 classes of S4 students	To prepare S4 students for studying in an EMI school where lessons of most subjects are conducted in English.	To hire a service provider to organize and implement the 5 Half-days' Bridging Programme. The service provider should send 6 qualified English native speakers to teach the lessons.	Students will be better-prepared to study in an English-speaking classroom and have more confidence in using English both in and outside school.	Aug. 2021	XXXXXX	More than 80% of the students agree that the programme is useful.	Questionnaire survey	Ms. Chau L.C.	The Summer Bridging Programme for S.4 students, which was held from 12 to 18 August 2021, was well received. 76% of the participants rated the Bridging Programme as good or very good and 20% thought it was average. There were 5 teaching areas: English Language, Mathematics, Science, Geography and Economics. Around 70% strongly agreed or agreed that the lessons on English Language, Mathematics and Economics are useful, which are also the lessons that participants enjoyed the most in the Programme. 60% found the lessons on Science useful and more than half of the students (55%) regarded the Geography lessons useful. More than 65% strongly agreed or agreed that the class teachers were helpful and the class atmosphere was good. A number of participants pointed out that the best parts of the Programme were the class games and interacting with the native English-speaking tutors. In general, the Bridging Programme has achieved the aims of preparing S.4 students for studying in an EMI school and acquiring a basic range of working language for studying different subjects using English language.
Students Learning Support	To relieve teachers' workload in helping targeted students to get level 3 or above in DSE.	To employ 9 part-time tutors to teach after-school enhancement classes.	Teachers concentrating more on helping the low-achievers after school.	Oct. 2020 to Aug. 2021	XXXXXX	More than 90% of the students agree that the programmes are useful; 90% of the related students get level 3 or above in the coming DSE.	1. Students DSE results; 2. Questionnaire survey	Ms. Chau L.C.	Non-mandatory enhancement classes of Liberal Studies were organized for S6 students. 75% of the participants agreed the classes were useful and 83% of them obtained level 3 or above in 2021 HKDSE Liberal Studies Exam.
Total :					\$95,024.55				

Credit: \$402,292.45

School-based After-school Learning and Support Programmes 2020/21 school year Programme Report

Name of School: PLK Vicwood K.T. Chong Sixth Form College

Project Coordinator: Mr. Lam Chor Kwong

Contact Telephone No.: 23905010

A. Information on Activities under the Programme

Name of activity	Actual no. of grant beneficiaries #	Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Post Exam Activity: VTC Hotel Operation Workshop	5	100%	14/7/2021	\$1,062.50	<i>observation</i>	---	
Total Expenses				\$1,062.50			

B. Project Effectiveness

Achievements of the activities conducted to the grant-beneficiaries are rated as follows:

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

C. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAA full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and classroom management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EMB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): Most of the after-school activities cannot be held or postponed due to the pandemic.

Financial Report for Learning Support Grant (LSG) 2020/21 School Year

2020/21 Allotment: \$ 264338 (1st allotment) + \$ 128392 (2nd allotment) = \$ 392730

2019/20 Surplus: \$ 77384.6

2020/21 Total income: \$ 470115

	<u>Item</u>	<u>Objectives</u>	<u>Hire of services</u> Name of service provider	<u>Time of Implementation</u> (The total fee or hourly fee of the activity/session)	<u>Target group</u> (e.g. Number/type of SEN students, parents)	<u>Performance indicators</u> Evaluation Methods (If applicable)	<u>Evaluation of Effectiveness</u> (If applicable)	<u>Actual /average expenditure</u>
1.	Partial salaries of 1 assistant teacher (AT)	Provide after-school learning support, assist in individual coaching and SEN-related admin work	N/A	9 months starting from 1 Nov 2020	20+ students with diversified learning needs	Feedback from teachers and students, Results of questionnaire	Students showed progress in their studies; they generally responded well to the small-group academic support.	\$167450
2	School-based speech therapy services (First term)	Help SLI students improve their oral communication ability and raise their confidence in speaking with others	Primecare Psychological Wellness And Developmental Assessment Centre	Oct 2020 – July 2021 (Online mode through zoom) Total hours of service: 72 hours	15 SLI students (S4-6)	Feedback from speech therapist and students	Objectives achieved: students were much more confident in speaking with others and improved their oral communication ability.	\$49999
3.	Careers and life planning programme for S4 SEN students	Help students explore their interests and abilities and fix their life goals for further development	HKFYGs The Hong Kong Federation of Youth Groups	40-minute individual counseling sessions from June 2021 to July 2021 6 sessions in total	10 S4 SEN or suspected SEN students	Evaluation reports from the service provider and students	Objectives achieved; students learnt the skills at modifying the plans for further studies or future career and they responded better in one-on-one consultation mode	\$28000
4.	Careers and life planning programme for S5 SEN students	Help students explore their interests and abilities and fix their life goals for further development	HKFYGs The Hong Kong Federation of Youth Groups	40-minute individual counseling sessions from Feb 2021 to April 2021 6 sessions in total	10 S5 SEN or suspected SEN students	Evaluation reports from the service provider and students	Objectives achieved; students learnt the skills at modifying the plans for further studies or future career and they responded better in one-on-one consultation mode	\$28000
5.	School-based occupational therapy services	Provide visual attention and auditory attention training to students with attention processing	The Hong Kong Polytechnic University-Rehabilitation Clinic	June 2021 to Aug, 2021 8 visits for a total of 32 hours	10 SEN students with attention difficulties	Feedback from occupational therapist and students	More than 80% of students can understand much better their difficulties in sustaining attention to different tasks in daily life,	\$39600

		problem					and learnt more about how to overcome their difficulties after receiving the service		
6.	Small group tutoring program for SEN students	Help Spld students to learn Chinese better	Part-time tutors	Oct 2020 to June 2021 (zoom class)	3 S5 SEN students	Feedback from students and teachers	80% of students said they made improvement in their study skills and had a better foundation for learning Chinese	\$20500	
7.	Careers and life planning programme workshop	Help students have a better understanding about themselves, including ability, potential and limitations in order to make their individual future plans.	Part-time tutors	July 2021	20 SEN students	Feedback from students and teachers	80% of students got more exposure to know different careers and have better understanding about their potential and interests	\$ 17900	
8.	Learning materials for SEN	Enable teachers to better support their SEN students academically	N/A	Throughout the year	24 students with diversified learning needs	Feedback from teachers	Provide extra support in terms of teaching/learning aids	\$2557	
9.	Transportation for career program							\$500	
Remarks : Please provide the information of the cost (salary + MPF) of deploying additional support teacher / social worker / teaching assistant with the Learning Support Grant.								Total	\$361706
								Remaining Amount (as 31/8/2021)	<u>\$108409</u>

Plk Vicwood KT Chong Sixth Form College
Moral and National Education Support Grant
Evaluation Report on Moral and National Education Support Grant Usage
2020-21

Grant Usage	*Please refer to remark
Objective	N.A.
Target	N.A.
Date	N.A.
Venue	N.A.
Method of Evaluation	N.A.
Evaluation	N.A.
Expenditure	HKD\$0.00

*Remark: All activities about Moral & Civic Education for the academic year 2020-21 were supported by other grants and funds. Moral and National Education Support Grant would be carried forward to the year 2021-2022.

運用推廣閱讀津貼報告書

2020-2021 學年

第一部分：成效檢討：

1. 目標檢討：（例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等，檢討「營建閱讀氛圍」能否達成，是否需要調整。）

Purchase of Chinese and English ebooks (Hyread ebooks and Lightsail ebooks)

This E-book Reading Scheme aimed at helping students develop the habit of reading ebooks/books and magazines/emagazines and acquire knowledge of different themes, such as health, history, science etc. following the suggested theme list provided by the EDB. Students' good performance in the reading scheme was reflected by the better grades they achieved in their reading tasks than last year.

Students have made use of the electronic news system to read updated news and search for information.

2. 策略檢討：（例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等，檢討「營建閱讀氛圍」所用策略的成效。）

The E-book Reading Scheme was particularly useful during class suspension as students' reading progress

(whether they were reading / reading a lot or not much) could be checked during online lessons.

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第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	Chinese ebooks - \$24800
	<input type="checkbox"/> 實體書	English ebooks - \$23040
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	Electronic newscut - \$13171
	<input type="checkbox"/> e 悅讀學校計劃	Library service - \$5300
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：_____	
	總計	\$ 66311
	津貼年度結餘	\$ 2854.9

* 請以✓選或以文字說明。

保良局莊啟程預科書院
姊妹學校交流報告書
(2020 - 21 學年)

內地姊妹學校名稱: 深圳市鹽田高級中學

締結日期: 2016年11月4日

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>保良局莊啟程預科書院 - 深圳市鹽田高級中學交流活動</p> <p>1.1 本校預算於20-21下學期/試後活動期間舉辦交流團(即日來回)，帶領所有中四或中五同學探訪深圳市鹽田高級中學，除校園遊外，兩校學生會進行交流活動。</p> <p>1.2 兩校校內的學科/組別老師和同學在探訪期間互相交流，如STEM 小組。</p>	<p>兩校教師： 加強本校老師對姊妹學校的了解，如背景、辦學目標、班級規模等等；透過經驗分享及專業交流，共同促進兩校教師的專業發展。</p> <p>兩校學生： 讓兩校學生能作出初步互相認識及交流，建立適當的聯絡渠道，鞏固兩校友誼。讓本校學生認識兩地高中學制的異同。</p>	<p>在新冠肺炎疫情下原定的實體交流活動需要取消。</p>	<p>期望可於疫情緩和後，例如試後活動或暑期時分，再次前往姊妹學校進行交流活動。同時亦希望發掘除實體探訪外兩校保持聯繫的可行性及模式。</p>
2.	<p>兩校老師及學生(例如校園電視台、資優教育組)利用視像會議互相交流，以探索舉辦不同活動的可行性及成效</p>		<p>根據教育局規定在疫情下學校須實施半天上課時間表，學生不得留校超過半天；在高中緊張的課程下，老師及同學未能安排原定會議。</p>	<p>在許可的情況下，期望可於新學年下午時間與姊妹學校在網上舉行非學術交流；本校亦已於學年尾完善所需設備，方便舉行線上會議。同時期望在疫情過後，姐妹學校老師及同學能到訪本校交流，利用已置設備進行欣賞校園電視台製作、電影觀賞等活動，讓同學對各方的文化有更深認識。</p>

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
		姊妹學校活動教學助理薪金	\$ 30000	
		視像交流設備的費用	\$ 47700	
		總計	\$ 77700	

PLK Vicwood K.T. Chong Sixth Form Collge
Report on the Use of the Student Activities Support Grant
2020-2021 School Year

Appendix 9

I. Financial Overview

A	Allocation in the Current School Year:	\$78,000.00
B	Expenditure in the Current School Year:	\$637.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$77,362.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$212.50
Full-grant under the School Textbook Assistance Scheme	2	\$425.00
Meeting the school-based financially needy criteria	0	\$0 (capped at 25% of the total allocation for the school year)
TOTAL	3	\$637.50 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
<p>1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them</p>									

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Appendix 9 Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1	Post Exam Activity: VTC Hotel Operation Workshop Objective: Students learn the work procedures of front office operation and housekeeping operation through experiencing hotel work activities	Tourism & Hospitality Studies	3	\$637.50	✓				✓
2									

				Expenses for Category 1	\$637.50				
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2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

1									
2									

				Expenses for Category 2	\$0				
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3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities

1									
2									

				Expenses for Category 3	\$0				
			Total	3	\$637.50				

3

Contact Person for LWL (Name & Post): Mr. Lam Chor Kwong
Teacher

保良局

莊啟程預科書院

中國歷史科——推動中國歷史及文化的「一筆過津貼」報告

- 鑑於課程改革及疫情影響，「一筆過津貼」原擬製訂校本電子書及舉辦遊學團被迫擱置。另外，多項比賽也被取消，所以，「一筆過津貼」的使用與原本擬訂的目標不太相同。
- 為配合課程改革（提升學生對國家的向心力及欣賞國家文化），「一筆過津貼」最終添置了大量及不同元素的中國歷史及中華文化教材，讓學生能在課堂及課後以實踐的模式學習中國歷史及中華文化，並培養學生欣賞我國文化的態度，從而使中國歷史及中華文化得到推廣。
- 「一筆過津貼」總數為港幣 150,000.00。本校已經全數使用所有津貼，共使用港幣 151,089.30。（校方補貼港幣 1,089.30）（教育局通函第 44/2020 號，因疫情關係，「一筆過津貼」延長一年使用期，截至 2021 年 8 月 31 日為止）。
- 各項物資（包括消耗物資）有一定的存量，除可以舉辦大型的活動、課堂活動外，更可供本科數年可持續發展之用。
- 具體添置教材的類別，活動與學生反應：

*計劃舉辦活動的日期（即本學年未舉辦）

活動	目的	學生反應	費用	舉辦日期 (年/月)
考古工作坊	<ul style="list-style-type: none"> ● 讓學生認識考古，了解秦國兵馬俑、唐三彩等。 ● 使學生明白我國工藝水平之高超。 ● 培養學生耐性。 	<ul style="list-style-type: none"> ● 非常喜歡，「考古」的過程中，也理解到不可以太心急。 ● 這個活動最受學生歡迎。 	18,658.80 246.80	2021/ 11* 2020/ 10 2019/ 10
火漆+古錢幣鑑賞工作坊	<ul style="list-style-type: none"> ● 讓學生明白中國技術的發展及古代施政策略。 ● 讓學生以實物了解我國歷史，增加趣味性；另外，了解錢幣為「文物式史 	<ul style="list-style-type: none"> ● 學生反應踴躍，喜歡古代的竹簡。 ● 學生嘗試研究錢幣的真偽。 	9,449.00 1,310.10 237.50 371.70	2021/ 10 2020/ 10 2020/ 05

活動	目的	學生反應	費用	舉辦日期 (年/月)
不同朝代服裝展示	<ul style="list-style-type: none"> ● 介紹中國衣著文化。 ● 讓學生明白我國的民族服裝。 	<ul style="list-style-type: none"> ● 課堂更具趣味，學生也表示喜歡。 	2,928.00 4,775.00 4,134.00	2022/ 03* 2021/ 10 2020/ 05 2019/ 05 (配合教授朝代)
送贈平安包磁石	<ul style="list-style-type: none"> ● 推廣我國節慶文化。 ● 疫下祝福。 	<ul style="list-style-type: none"> ● 學生喜歡這份祝福。 	4,950.00	2021/ 05 2020/ 05
展示紮作燈+燈籠燈謎慶祝會	<ul style="list-style-type: none"> ● 推廣傳統工藝。 ● 慶祝中秋節。 	<ul style="list-style-type: none"> ● 全校共 37 個導師組別參加，反應踴躍。 ● 學生也表示紮作燈設計精美。 	4,130.10	2021/ 09
青銅器展示	<ul style="list-style-type: none"> ● 使學生明白我國工藝水平之高超。 ● 了解青銅器，再不是僅僅從書本圖片了解。 	<ul style="list-style-type: none"> ● 課堂更具趣味，學習效能更高。 ● 學生明白生活也是學習的道理。 	4,770.00 844.00	2021/ 10 2021/ 09 2021/ 05 (配合課程)
吉祥物 / 不同傳統工藝介紹	<ul style="list-style-type: none"> ● 使學生明白我國文化的包容性及多元化。 ● 培養學生自學的態度。 ● 推廣傳統工藝。 <ul style="list-style-type: none"> ■ 中國古典樂器 ■ 古國古代面譜 	<ul style="list-style-type: none"> ● 學生的文化知識得以被豐富。 	18,360.00 120.00 578.00 780.00	2022/ 05* 2021/ 12 2020/ 05 2020/ 04

活動	目的	學生反應	費用	舉辦日期 (年/月)
活字印刷工作坊	<ul style="list-style-type: none"> ● 使學生明白中國科學發展 ● 培養學生從實踐中學習 	<ul style="list-style-type: none"> ● 學生喜歡，但卻表示困難；另外，明白知識與書本應該珍惜的道理。 	223.60 2,265.30	2022/ 04* 2021/ 04
AR 互動平台 + 香港歷史 360 虛擬導賞	<ul style="list-style-type: none"> ● 配合電子教學元素，為課堂加添趣味性。 ● 讓學生明白中國文化的包容與創新性。 	<ul style="list-style-type: none"> ● 學生喜愛電子教育元素，課堂的趣味與效能大為提升。 	49,800.00 4,980.00	2022/ 01* 2021/ 12* 2020/ 06
舊香港名物認識比賽	<ul style="list-style-type: none"> ● 讓學生了解舊香港，提倡保育、珍惜的態度。 <ul style="list-style-type: none"> ■ 建築物/ 景點 ■ 玩具 	<ul style="list-style-type: none"> ● 學生對舊香港表示喜歡與讚歎。 	1,749.00 4,410.00 357.50	2022/ 03* 2020/ 09 2020/ 05
歷史人物選舉	<ul style="list-style-type: none"> ● 讓學生認識國情，了解我國歷史人物。 	<ul style="list-style-type: none"> ● 學生反應踴躍，全校超過 70% 同學投票。 	182.90 990.00	2020/11
茶具工作坊	<ul style="list-style-type: none"> ● 讓學生明白中國茶藝。 ● 明白我國文化的包容性。 ● 學習欣賞與保育。 	<ul style="list-style-type: none"> ● 未曾舉辦，學生反應未知。 	988.00	2022/ 01*

活動	目的	學生反應	費用	舉辦日期 (年/月)
專題講座	<ul style="list-style-type: none"> ● 配合課程（明代考試與清代外患） ● 豐富同學知識 ● 增加課程的趣味與互動性 	<ul style="list-style-type: none"> ● 學生知識有所增長。 ● 反應踴躍，喜歡互動工作坊。 	3,800.00 3,800.00	04/2021 06/2021
資助學生參加模擬考試	<ul style="list-style-type: none"> ● 提升公開考試的成績 	<ul style="list-style-type: none"> ● 學生認為模擬試有助他們提升文憑考試成績。 	900.00	12/2020

合計 151,089.30

Donations (2020-2021)

	Name of Donors	Items	Purposes of Donation
1	保良局 01/09/2021	「愛的家」 V 99 成人口罩 (50 pcs x 7 盒) 總值: 約 \$686	供全體師生使用, 作抗疫用途
2	黎景濠先生 (新聞教育基金) 28/08/2020	書籍兩本: 1. 勵志英語 (1) 2. 勵志英語 (2) ** 總值 \$ 156	存放英文科(Panel Library), 以供英文老師參閱
3	顧東華總理經募 04/09/2020	LABO 搓手液 (50 ml) 140 支 x \$18 總值 約 \$2,520	供全體師生使用, 作抗疫用途
4	保良局 16/09/2020	「愛的家」 S 99 成人口罩 (50pcs x 16 盒) x \$2.6@ 「愛的家」 V 99Pi 中童口罩 (30pcs x 16 盒) x \$2.6@ 總值: 約 \$3,328	供全體師生使用, 作抗疫用途

5	保良局董事會 24/09/2020	電影<麥路人> 門票 154 張 \$40 @ x 79 張 (MCL) \$50 @ x 75 張 (其他院線) 總值約: \$6,910	供教師及學生分享, 以培育年青人同理心, 注入正能量.
6	鄧李璧荳總理 25/09/2020	「珮氏驅蚊爽噴霧 100 ml」 10 枝 (\$71.9 @ x 10 pcs) 總值約: \$719	供學生作課外活動時, 防備蚊患
7	鄧李璧荳總理 28/09/2020	威露士酒精搓手液 1 L (6 枝一箱) (約 \$160@ x 6 枝) 總值約: \$960	供全體師生使用, 作抗疫用途
8	保良局 05/10/2020	「SDB Clean Shots 70% Hand Sanitizer 1.5 ml」, 13 盒 (每盒 250 片) (約 \$50/22 片, 即 \$2.3/ 片) 總值: 約 \$ 7,475	供全體師生使用, 作抗疫用途
9	保良局 08/10/2020	「愛的家」 S 99 成人口罩 (43 盒 x \$45@) 「愛的家」 V 99Pi 中童口罩 (9 盒) x \$78@ 總值: 約 \$2,637	供全體師生使用, 作抗疫用途

10	李健明先生 12/10/2020	書籍一本: <你看港街招牌 (增訂本)> 價值: \$158	存放圖書館, 以供學生借閱
11	我們一起悅讀的日子活動籌委會 14/10/2020	書籍一本: <筆端少年> 價值: \$38	存放圖書館, 以供學生借閱
12	天美學習發展中心 06/11/2020	書籍一本: <天賦 x 讀寫障礙> 價值: \$89	存放學習支援組, 以供教師參閱
13	保良局 13/11/2020	「愛的家」S 99 成人口罩 15 盒 x \$45@ 「愛的家」V 95 中童口罩 9 盒 x \$68@ 總值: 約 \$1,287	供全體師生使用, 作抗疫用途

14	同心教育基金會(香港) 16/11/2020	書籍一本: 《校長也上課》第五冊《教育同心牽》 ** 總值 \$78	存放教師資源角, 以供教師閱覽
15	UnSeen Wrestling 19/11/2020	Pure Living Surface DISINFECTANT (萬用清潔液) (500 ml x 480支) x \$40@ ** 總值 \$19,200	分發予各學生, 以利加強消毒、防疫, 作 抗疫用途
16	金輝投資有限公司董事總經理 吳王依雯 BBS 太平紳士 23/11/2020	書籍一本: 《歸真 - 詠春江志強》 ** 總值 \$118	存放圖書館, 以供學生借閱
17	香港直接資助學校議會主席 陳狄安校長 23/11/2020	書籍一本: 《直資人語》 ** 總值 \$98	存放教師資源角, 以供教師閱覽
18	譚毓楨校監 23/11/2020	優質成人口罩: 「愛的家」V 99 成人口罩 (80 盒 x \$180@)	供全體教職員使用, 作抗疫用途

		總值: \$14,400	
19	李盤勝校長 (02/12/2020)	現金 總值: \$3,000	作學校發展用途 - 按 <「李盤勝校長捐款」使用守則> 使用
20	民政事務總署 (14/12/2020)	成人口罩 12 盒 (50pcs) (價值: 非賣品)	供全體師生使用, 作抗疫用途
21	保良局董事會成員 (14/12/2020)	盆菜券 (四至六位用) (連福袋) 兩張 (\$1,600@ x 2 張) (總值: \$3,200)	屬校教職員/持份者享用, 以凝聚聯歡
22	香港教育大學 課程與教學學系 (18/12/2020)	書籍一本: <21 世紀技能與生涯規劃教育> (總值: \$380 TWD)	存放生涯規劃委員會, 以供教師閱覽

24	保良局陳黎惠蓮副主席 (21/12/2020)	盆菜券 (四至六位用) (連福袋) 一張 (總值: \$1,600)	屬校教職員/持份者享用, 以凝聚聯歡
25	陳志海先生 (22/12/2020)	書籍一本: <來生再做香港人?> (總值: \$88)	存放圖書館, 以供學生借閱
26	傑志基金有限公司 (23/12/2020)	Dr. Clean 搓手液 (450 ml) - 225 支 x \$28@ (總值 約 \$6,300)	供全體師生使用, 作抗疫用途
27	Samsonite Asia Limited (06/01/2021)	全新背囊 26 個 - 26 pcs x \$650@ (總值 \$16,900)	分發予有需要學生使用
28	鍾慧樺小姐 (11/01/2021)	書籍一本: <燃亮鬥魂 . 誰說夢想不可飛? -----香港學界與體壇精英訪談錄> (總值: \$138)	存放圖書館, 以供學生借閱

29	保良局 19/01/2021	<p>「愛的家」 S 99 成人口罩 30 盒 x \$45@</p> <p>「愛的家」 V 95 中童口罩 18 盒 x \$68@</p> <p>總值: 約 \$2,574</p>	供全體師生使用, 作抗疫用途
30	勵進教育中心	<p>「光大控股星聲講故事」計劃</p> <p>一套三本 <兒童中國歷史系列> 有聲書</p> <ul style="list-style-type: none"> - 唐宋文學家的故事 - 名書法家的故事 - 發明家的故事 <p>(\$200@ x 3)</p> <p>總值 \$ 600</p>	存放圖書館, 以供學生借閱。
31	吳錦祥醫生	<p>書籍一本:</p> <p><星星之火 --- 我的港大歲月></p> <p>總值 \$ 98</p>	存放圖書館, 以供學生借閱。

32	保良局 03/03/2021	「愛的家」 S 99 成人口罩 15 盒 x \$45@ 「愛的家」 V 95 中童口罩 6 盒 x \$68@ 總值: 約 \$1,083	供全體師生使用, 作抗疫用途
33	香港藝術館	圖錄一本: <波提切利與他的非凡時空 ---烏菲茲美術館珍藏展> 總值 \$ 385	存放圖書館, 以供學生借閱
34	保良局 17/03/2021	「愛的家」 S 99 成人口罩 260 個 x \$0.9@ 總值: 約 \$234	供全體師生使用, 作抗疫用途
35	梁穎明先生 23/03/2021	書籍兩本: <潑染空明> (\$98@X2) 總值 \$ 196	存放圖書館, 以供學生借閱

36	保良局 26/03/2021	成人口罩 (Level 1) 600 包 x 10 個 = 6,000 個/ \$3 @ 總值: 約 \$18,000	供全體師生使用, 作抗疫用途
37	香港中文大學人類學系	書籍一本: <人類學好野 -- 關於人類的, 我都想學> ** 總值 \$ 118	存放通識科 (Panel Library), 以供教師借閱
38	保良局 19/04/2021	「愛的家」 S 99 成人口罩 36 包(25 pcs) x \$108 / 50 = 900 x \$2.16@ 「愛的家」 V 99 中童口罩 10 盒 (50pcs) x \$118@ = 500 pcs x \$2.36@ 總值: 約 \$3,124	供全體師生使用, 作抗疫用途

39	中華書局(香港)有限公司 19/04/2021	書籍一本: < 香港遺美--- 香港老店記錄> 總值 \$ 188	存放圖書館, 以供學生借閱
40	保良局譚毓楨副主席 28/04/2021	電影 <真·三國無雙> 換票證 21 張 (\$60 @ x 21) 總值: \$ 1,260	供教師及學生分享
41	香港大學李嘉誠醫學院 30/04/2021	書籍一本: (\$50@ X 3) <育醫造才: 探索醫學世界 > 第六冊 ** 價值 \$ 150	存放圖書館, 以供學生借閱
42	保良局 18/06/2021	「愛的家」V 99 成人口罩 850 pcs x \$2.36@ = \$2,006 「愛的家」V 99 中童口罩 500 pcs x \$1.96@ = \$980 總值: 約 \$2,986	供全體師生使用, 作抗疫用途

43	李盤勝校長 08/07/2021	現金 總值: \$364.63	作學校發展用途 - 按 <「李盤勝校長捐款」使用守則> 使用
44	呂鈞堯顧問	8 包紙品 (A3 尺寸) 總值: \$11,765	作全體師生教與學用途
45	百樂金筆(香港) 有限公司 (保良局陳黎惠蓮副主席) 22/07/2021	原子筆 (600 支 x \$5 @) (總值約: \$ 3,000)	供教師及學生分享, 以切合師生教與學需要