

Po Leung Kuk

Vicwood K.T. Chong

Sixth Form College

School Report

2024-25

PLK Vicwood K.T. Chong Sixth Form College

School Report 2024-25

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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, Pragmatic 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 the Incorporated Management Committee (by 31/8/2025)

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

Ms. Amanda T. W. HO, JP

Supervisor :	Ms. Amanda T. W. HO, JP
Sponsoring Body Manager :	Mrs. Laverna J. L. CHAN TONG
Sponsoring Body Manager :	Dr. Patrick W K CHAN
Sponsoring Body Manager :	Mr. Timothy CHAN
Sponsoring Body Manager :	Ms. Loretta LAM
Sponsoring Body Manager :	Mr. Nathan AU
Sponsoring Body Manager :	Mr. Mars LAM
Alternate Sponsoring Body Manager :	Ms. Gigi LAI
Ex-Officio Manager (Principal) :	Mr. YAU Man Kwong
Teacher Manager :	Ms. LUI Ho Ting
Alternate Teacher Manager :	Ms. CHAN Yee Wan
Parent Manager :	Ms. YEUNG Po Yan
Alternate Parent Manager :	Ms. YU Yunzhen
Independent Manager :	Mr. KAM Wai Keung
Alumni Manager :	Mr. WONG Shun Kit

3. Class Structure

Secondary 4	6 Classes
Secondary 5	6 Classes
Secondary 6	6 Classes

4. Subjects Offered

Compulsory Subjects:

Chinese Language	English Language	Mathematics
Citizenship & Social Development	Physical Education	Integrated Arts (S4 & S5)

Elective Subjects:

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

5. School Facilities

The Sixth Form College's teaching facilities have always been well above standard. Electronic blackboards have been installed in classrooms to facilitate teaching and learning. Campus facilities and environment are enhanced regularly for the optimization of students' school life.

Teaching Facilities

- 25 Classrooms
- 3 Science Laboratories
- 1 STEAM Room
- 1 Integrated Arts Room
- 1 Geography Room
- 1 Humanities Room
- 1 Language Centre
- 2 Computer Rooms
- 1 Multimedia Learning Centre
- 1 Library

Amenities

- Hall
- Canteen
- Social Workers' Room
- Campus TV Studio
- Student Union Office
- Roof-top Garden and Covered Play Areas
- Multi-purpose Court
- Busking Area
- Medical Room
- Counselling Room
- Student Activity Centre
- Tea House

6. School Characteristics

- a. A broad and comprehensive curriculum offering 12 NSS elective subjects
- b. Comprehensive student development through Other Learning Experiences
- c. Small group English speaking classes
- d. Mentor system
- e. English-rich environment
- f. Online library access
- g. Independent Student Union
- h. Study rooms
- i. Medium Class size
- j. Good rapport between members of the school
- k. Low student-teacher ratio
- l. Easy access to IT facilities

Evaluation of the Annual School Plan 2024-25

Major Concern 1: Nurturing Responsible Learners with Global Outlook

Focus 1: Equipping students with knowledge and generic skills to create linkage to our society and the world

1. To develop students' awareness towards local and global issues under different learning areas

The College's subject panels adopted various strategies such as reviewing teaching contents and learning materials, conducting student-centred activities in class to allow students to interact and collaborate with their learning partners for the development of generic skills as well as arranging learning experiences on different levels to widen students' exposure. The English Language Panel integrated literature and articles focusing on current local and global events in the themed unit studies as suggested by the textbook publishers. Debate tournaments were also hosted in which research on contemporary issues was encouraged and presentation skills were developed. For elective subjects such as Tourism and Hospitality Studies, school-based teaching materials catering students' specific needs were developed to foster teaching and learning the subject. Different materials were used to create more interesting learning for students, including local and global case studies and research to foster self-directed learning motives. Students have shown positive reactions towards these learning methods. Generic skills such as problem solving in the investigation of social problems locally and globally (e.g. poverty, discrimination) were further enhanced through the school-based assessments in the subject Health Management and Social Care. Handouts for students are tailored based on the curriculum suggested by the Education Bureau and the past papers of the HKDSE exam. Students were prepared to approach different kinds of questions with particular reference to the common mistakes made by candidates.

Subject-based learning activities were organised by the Citizenship and Social Development Panel to allow students to learn more about our place and the world from different perspectives. The learning experiences included the visit to Sha Tau Kok Frontier Closed Area, a tour to Stanley to learn about Battle of Hong Kong, visiting Hong Kong Palace Museum and a history & culture tour on Hong Kong Island. The active participation and positive responses by students encouraged the continuous implementation in the coming years.

The Chinese History Panel administered different workshops and visits for students in respective forms. Both S4 & S5 students taking this elective subject were arranged to visit Hong Kong Museum of the War of Resistance and Coastal Defence, while S5 students were arranged to Hong Kong Heritage Museum for 「言歸証傳」巡迴展覽, Hong Kong Museum of History for 「香港面面觀」、「秦漢文明展」, and Dinosaur Parlour organised by the Antiquities and Monuments Office. Students were also encouraged to participate in activities and competitions in and outside school, including 歷史四維遊網上閱讀比賽, 國史教育中心舉辦「第七屆中國歷史人物選舉」and inter-class competitions 中秋香港古蹟有獎問答比賽 and 2025 蛇年吉祥燈謎 for the entire school. Other activities include workshops on archaeology, movable typography (活字印刷), sealing wax (火漆) and numismatics (錢幣鑑賞) and regular visits to cemetery, permanent and themed exhibitions in museums. Students were excited to have participated in the mentioned activities which fostered their learning and enhanced their interest in the subject. It is expected that they could have their interests diversified and extended their experiences to learning about local knowledge and even the world development.

As a usual practice, the Business, Accounting and Financial Studies (BAFS) Panel encouraged students to participate in the “HSBC x JA Company Programme” to gain practical knowledge on how to run a business. A visit to Investment Education Centre was also arranged to get students to know more about the profession. Certain students taking Economics were prepared to participate in the “Hong Kong Committee for Pacific Economic Cooperation Youth Programme (HKC-PECC) 2024-2025, Model PECC – Innovating PECC through Youth Voices”. Students went through a series of seminars, workshops and a 24-hour case study and a team of our school was shortlisted as 1 of the 11 teams to represent one of the PECC Member Committees to conduct research and develop policy recommendations on a designated topic, and to later on present their findings and recommendations under a simulated setting of PECC meeting. This was an invaluable for participating students where they could deepen their understanding on regional economic development and cooperation. Cross-subject cooperation also took place with Tourism and Hospitality Studies Panel where a fun fair was held in school. The event was initiated by students taking the 3 elective subjects and they displayed the ability in holding school-based events. This could help to develop students’ organizational skills and communication skills with peers. Students also presented and developed a sense of responsibility throughout.

Various learning opportunities were offered by the Tourism and Hospitality Studies Panel for students taking the subject. A visit to the Harbour 8 Degree for site visit and dining etiquette workshop was held for S5 students. Positive feedback from students was received with the majority of respondents have expressed “strongly agree” on “The visit provided practical insights beyond classroom learning” and “This visit effectively facilitated my study in THS”. Similar visits were recommended for future students. The visit appeared to be effective in facilitating learning in THS and broadening the horizon of students. Disney's Foundations for Career Success, a program under the Youth Education Series of the Hong Kong Disneyland was arranged for S4 students. However, due to the inclement weather on the event day, the visit would have to be postponed to November in 2025/26 for the same targeted students. Through site visits students could better understand the operation and job nature in the hospitalities industry which can foster the development of students’ career prospects and encourage early career planning for students who are interested in working in the related field.

2. To cultivate students to be independent learners with world vision and positive attitudes

The Chinese Language Panel optimized self-learning materials to enrich students’ learning experiences. School-based revision materials were created to assist our pre-DSE candidates to plan and prepare better for their public exam. Project learning took place regularly for S4 students in which students were engaging in the tour and serious in completing the tasks required. Students were also highly encouraged to participate in contests of different kinds and some of them were awarded as shown in the award list in the later part of this report. Students were also encouraged to conduct independent research projects or presentations on topics related to global issues. It was hoped that book clubs could be established to promote novels and/or any other reading materials from diverse perspectives that address societal and global themes, where discussion could be fostered. This would have to be strengthened next academic year.

Similar approach was conducted by the Citizenship and Social Development Panel. Students were rewarded after reading designated materials to enrich the knowledge on international issues. However, the participation rate was not as satisfactory as expected. It was suggested the promotion of this scheme should be reinforced next year.

The Chinese History Panel started an initiative to engage students with supplementary reading materials, however, students showed a preference for looking up interesting facts of the subject or

trivia online instead. The books borrowed were primarily examination-oriented reference materials. To make it up, students taking the subject were provided with diverse learning experiences. Collaborating with external parties, they were given opportunities to learn how to organize activities through opportunities to lead and participate in various school events, which may be either class-based (e.g. Introducing museum artifacts and historical elements with the integration of lesson contents) or whole-school in nature, such as organizing a voting activity on "Old Hong Kong Stories". The aim was to subtly broaden students' horizons, not just theoretically, but also practically – encompassing skills such as problem-solving, information retrieval, design, and reporting. Students in general like the activities arranged by the panel and provided positive feedback after the completion of these events. Some individual students even visited museums on their own during their free time.

Other subject panels also developed self-learning materials and tasks which were available on online learning platforms. Students could make use of the resources to keep track of learning based on their individual progress. Students in general were positive towards the approach. For panels like Geography, teaching notes and questions were developed for blended learning. Students were encouraged to complete pre-lesson tasks for better preparation. Graded worksheets were also designed to cater students with diverse abilities and learning pace. To further broaden students' horizons and enrich their learning with geographical issues, newspaper clips and case studies were supplemented for learners to explore current issues related to the field. Students had to work on the tasks, applying research skills and communication skills, for instance, and gave a group presentation.

Apart from incorporating online learning materials into the schemes of work and encouraging students to complete self-reading tasks, the Health Management and Social Care Panel arranged visits to some social care organisations, such as NGOs specializing on environmental protection, community service as well as visiting elderly home. Relevant tasks were developed to assist students' learning throughout. Positive values such as empathy was developed throughout the encounters and communication skills were polished as they would have to complete a reflective journal at the end of the learning experiences through administering questionnaires or carrying out interviews with the elderly.

Focus 2: Widening students' vision and exposure in three tiers: the community, our country and global perspectives

1. To enhance students' knowledge and sense of belongings towards our country and broaden the scopes of global understandings beyond class

A cultural exchange was conducted with our sister school 深圳市鹽田高級中學 on video production. Since it was challenging to compromise a date for visiting the sister school this academic year, our Campus TV team produced a video clip and shared with students at the sister school on how their school lives were and what their jobs were as a journalist in the team. To strengthen students' understanding and appreciation of different educational systems and school cultures between our home country and Hong Kong, the College signed contracts with 3 more schools in Chinese Mainland this year, namely 常熟市實驗中學, 南寧市第四中學 as well as 佛山市南海區金石實驗中學 as connected by the school sponsoring body. It is hoped that the school network could be extended and the bonding and connection with schools in Chinese Mainland could be enhanced. The annual study tour under Citizenship and Social Development was arranged for S5 students as a usual practice. The 2-day tour to Nansha and Qianhai allowed students to learn about the national and economic development of our motherland and visit iconic places such as 廣州永慶坊 and 黃埔軍校. Some students also joined the Po Leung Kuk Affiliated Schools Cultural Heritage and Connections: Guangxi-Hong Kong Study Tour where students displayed their sports talents through activities and got to understand more about the learning environment in China.

Coinciding with the year the World Expo took place, the College took this precious opportunity to arrange a school study tour to Osaka, Japan for students to participate in this global event which is held every 5 years. The theme of the expo centred on "Designing Future Society for Our Lives", focusing on life, health and technology issues. Students' feedback was positive as the visit widened their perspectives in global outlook, discovered possible technological advancement for future life betterment, and allowed them to appreciate the pavilions uniquely designed by every participating nation showcasing their contributions on the topics. Students were also introduced the traditional arts of Japanese culture during the immersive tour of a secondary school in Japan. They had hands-on experiences at calligraphy (Shodo) and learned the graceful rituals of the tea ceremony (Chado) from passionate student guides, while experienced coaches introduced them to martial arts like Kendo and Aikido. Beyond the activities, students bonded with their Japanese peers, exchanging

cultural insights and forging new friendships. In general, students expressed admiration for Japan's strong commitment to environmental awareness and discipline, noting how these values were evident in both school life and public behavior. They were particularly impressed by the innovative technologies showcased at the Expo and the diverse cultural exhibits that highlighted each country's uniqueness. Interactions with local students revealed a remarkable level of politeness and responsibility, which left a positive impression. Overall, the study tour was a memorable experience for all participants.

2. To create opportunities for students to acquire knowledge about our country and the community through experiential learning activities

Collaborating with the School Social Workers, the Social Service Club arranged a wide array of community service opportunities for students to participate. Examples included paying a visit to Wellness Club (an organization promoting mental health and holistic well-being), organizing activities for students in PLK Mr. & Mrs. Chan Pak Keung Tsing Yi School (a school offering special education), volunteering in Kwong Wah Hospital, participating in events such as 2025 「鄰舍團年飯 x 青年鄰舍節」 and 「鄰舍第一 . 送米助人」 as voluntary helpers, as well as organizing booths and displays to raise the general public's concern for mental health. Through these valuable experiences, students were exposed to the community outside school and had the community awareness increased. The visit to Wellness Club provided valuable insights in promoting mental health and holistic well-being as the organization's commitment to facilitating recovery and community living was evident. Students were able to develop leadership and communication skills throughout and the visit to the special school was particularly impactful as they realized there are indeed a lot of needy in society and it was a blessing that they were able to make some efforts and offer help. These kinds of outreach experiences were successful as students' sense of empathy was boosted.

A multitude of learning activities were arranged by different subject panels to enhance nationhood. Apart from the regularly-scheduled CSD tour, the subject panel arranged several exploration activities such as visiting 駐香港部隊展覽中心 at Stonecutters Island and the National Security Exhibition Gallery at the Hong Kong Museum of History with students' active participation and positive feedback. Learning opportunities were also increased by collaborating with external parties, such as Home Affairs Department (Yau Tsim Mong) who hosted 國家憲法日油尖旺青年座談會, aiming at enriching students' knowledge towards our country. Collaborating with other subject panels, an experiential workshop on biodiversity in China was organised to allow students to

understand more about our country's ecological security. To get to know the splendid aspects of our country and to secure our culture, Chinese New Year Cultural Day (co-organised by Chinese Language, Chinese History and Chinese Literature Panels) and Cultural Immersion Day were held before the festival and during post-exam period respectively to further students' knowledge on Chinese culture (regarding traditional festivals and rituals, for instance) and make them understand it is every one's responsibility to preserve and pass on our traditions and cultural heritage. Cultural inclusiveness was also promoted on campus for both Chinese and non-Chinese speaking students displayed understanding and respect towards each other's cultures.

By utilizing community resources, students not only had their scope of learning widened, their knowledge acquisition of our country and sense of belonging to our nation was also strengthened. From visiting the exhibitions on national security in Hong Kong Museum of History and participating in cultural workshops in Hong Kong Palace Museum, to understanding Sung Wong Toi MTR station and visiting different religious places (such as cemeteries, temples and mosques), students' understanding and affection towards our country was enhanced, and the inclusiveness of our culture was also appreciated. Learning beyond classrooms, students were provided with numerous opportunities to explore the connection between our country and the place we are living in.

Major Concern 2: Promoting Positive Values leading to Students' Flourishing Life

Focus 1: Using GROW (Growth Mindset, Resilience, Opportunities and Well-being) as a framework to enhance students' potential self

1. To foster students' Growth Mindset and Resilience through structural programme during OLE lessons

School-based themed lessons on mental wellness were added to the Other Learning Experiences (OLE) schedule to enhance students' well-being. Topics including positive relationships, self-improvement, goal setting and personal development, building resilience as well as positive values and gratitude were covered. Through integrating the well-being series into the programme, students' mental health concerns were prioritized and they were also equipped with essential skills and knowledge. By focusing on these key topics, the school established a supportive environment that promotes mental health, resilience, and positive relationships throughout the academic year.

2. To enhance students' leadership and sense of achievement by providing various Opportunities

A batch of Career Ambassadors were trained and participated in various activities to enhance their awareness of life planning, acquire more information on life planning, and disseminate relevant knowledge to their peers. These activities include:

- Acting as speakers for the "Multiple Pathways 101" talk
- Participating in the Greater Bay Area Career Exploration Tour organised by the Education Bureau
- Involvement in the CLAP@JC Joint School CLD Club and its affiliated programmes

Two Career Ambassadors delivered an introductory talk on multiple pathways to S4 students in April. This session provided students with a preliminary understanding of the fundamental entrance requirements for local universities and introduced them to various online resources for career planning. The initiative received positive feedback from students, with the prize-winning quiz particularly praised for fostering engagement and active participation. 30 S4 and S5 students, along with Career Ambassadors and four CLP teachers, participated in the tour to Dongguan, where they visited the toy manufacturing industry and a culinary institute. Students provided generally positive feedback, gaining a better understanding of entrepreneurial opportunities and policy support in the Greater Bay Area. This experience has broadened students' perspectives on potential career development in Chinese Mainland. A S4 student was selected as a JSCLD Ambassador and will undergo training to plan career development activities both in and outside school. These activities aim to inspire students' interest in career development, provoke curiosity, and encourage self-reflection and deeper understanding of personal career aspirations. Additionally, this year's Joint School KOL Incubation Programme focused on producing a video featuring a parent sharing their career experiences. 3 Career Ambassadors represented the school in the interview and filming process.

GROW model was integrated in prefect training and peer mentoring in the Discipline Committee. Prefects were found to have greater confidence and more positive attitude in carrying out their duties and handling challenging tasks. They also demonstrated improved self-discipline, collaboration and were more committed to their school duties and their identity. Young Mentors were recruited and trained as in previous years and joined the Leadership Training Camp in the beginning of the school year. They also contributed to various school events, such as the Welcome Day for S4 newcomers, our regularly held Happy Tuesday activities as well as the Big Sister and Big Brother Programme in which they had to get along with some S1 students from our through-train junior secondary college for

activities. Students demonstrated noticeable improvement in leadership and communication skills throughout their active participation in planning and executing the events.

More than 130 students joined school sports teams and participated in inter-school competitions throughout this academic year. From the feedback given by the sports team members, they indicated that they enjoyed the training and were eager to learn more from the coaches. Students provided feedback highlighting the need for improved defensive training and consistent coaching. They expressed a desire for more practice time, and a stronger focus on discipline and team attitude. They were eager to learn and improve within a supportive environment. Students were also provided opportunities to engage in services for school events, such as the annual Parents Day and Speech Day. Improved confidence and competence in leadership skills among participating students were seen. The Student Union successfully organized several events this year, including inter-class football and basketball competitions, Christmas celebration, and a singing contest. The executive members were dedicated and eager to serve. Additionally, some non-Chinese speaking (NCS) students formed a cultural exchange club to promote the diverse cultures of different races and foster unity among every one on campus, which was certainly a positive step towards promoting unity in diversity. In the second term, an intensive course for Campus TV team members was arranged and students learnt how to become all-round journalists. The course included writing scripts, photography, interviewing skills, and article writing. Students had a great opportunity to interview elite athletes during the OLE period and participate in various study tours for recording and reporting in which they enjoyed a lot the process and embraced the sense of accomplishment when the products were completed.

3. To improve students' Well-being through activities beyond classroom

Activities promoting well-being were held weekly in general throughout the school year. Positive atmosphere and learning culture was cultivated on campus through a variety of workshops and competitions, such as the making of rabbit lantern, square origami, anti-drug activities, red paper (fai chun) writing, KTC 3-point shooter (basketball shooting match), teacher-student soccer match, cheering station, etc. and the atmosphere was further uplifted with the presence of Mobile Softee (the ice cream truck) on Well-being Day. Students' participation was active overall and this Happy Tuesday series became a regular feature of the school.

Other than teaching and learning taken place in regular classrooms, different subject panels initiated distinctive methods to arouse students' interest towards the subjects. Students were highly

encouraged to take part in any possible contests, such as online reading and cultural video competitions, of which students' efforts could be easily recognized with certificates and awards. Through working with peers, together they acquired knowledge of different aspects with enhanced confidence and a positive impact towards perception on oneself. Interactive in-school activities were also held to relieve students' stress and induce delightful atmosphere on campus. Examples were the exhibitions of retro toys and food in Hong Kong, and the election of favourite characters of the old times.

Cross-disciplinary cooperation was also regarded as an effective way in arranging fruitful learning experiences for students beyond classroom. Collaborating with committees such as the STEAM Committee and Environmental Protection Club, the Health Management and Social Care Panel organized "Health day" and a visit to "kNOw Carbon house". Some environmental protection handcraft were produced by the participants and students' awareness towards physical wellness was raised through learning more about the intake of nutrients. The Science Society cooperated with the Chemistry Panel to arrange an activity named Crystal Growing after school. S4 students were invited to join the activity and storm glasses were successfully made. Another activity held was about making Rock Candy. Both S4 and S5 interested students experienced the production of Tanghulu using fruits and melted candy. 4 S6 Biology students formed a team and joined the "Hong Kong Biology Literacy Award" jointly organized by the Hong Kong Association for Science and Mathematics Education and the Education University of Hong Kong. 2 members were awarded 'Merit' in the competition. Mai Po Nature Reserve visit was arranged in July to enrich students' learning experience while enjoying the beauty of nature. S4 Biology students participated in this activity to have their conservation awareness for nature and scientific investigation skills fostered as well as their civic and national education values raised.

An extensive range of outside-class learning experiences were also arranged during the post-exam activities to foster students' engagement in activities, establishing positive relationships with peers, strengthening their sense of achievement as well as catering their emotional wellness. Musical aesthetics workshops on Kalimba and Tank Drum as well as Indoor Rowing and fitness activities alike were arranged for students which were found welcoming as they could get themselves refreshed while learning new things. STEAM workshops like 3D printing and the making of bubble bath balls were organised and both students and teachers enjoyed a lot during the drone soccer match. Workplace exploration programmes allowed students to understand different industries for a better life planning, while the busking team performances helped build a vibrant school environment.

Focus 2: Fostering a positive and engaging environment and atmosphere

1. To build competence and confidence for teachers (in pastoral role)

A school-based positive education programme was conducted in March to enrich teachers' knowledge on the topic and ignite their ideas on guiding students especially when they were conducting Mentor Periods. Teachers were also arranged to participate in a joint-school programme on children protection issues in June. Positive feedback was received and programmes alike would be arranged in the coming year. Materials for Mentor Periods, in particular the Well-being series were reviewed and revised to be more user-friendly and appealing to students; and at the same time, the experienced teachers were assigned to pair up with some novice teachers in the same class, so as to ensure the duties were carried out comprehensively and beginner teachers could build up their confidence gradually through observation and interaction with their more experienced colleagues.

2. To cultivate a culture of appreciation by sharing and displaying among the school

Having participated in the exchange of past papers among Hong Kong schools, students taking Chinese History were able to appreciate students' work through analyzing the question types. Students' artwork was displayed on campus to recognize students' efforts and nurture the sense of appreciation. In general, students were given opportunities to look at the positive sides of both their peers' and seniors' work on other subjects throughout their learning journey in which they made use of test papers and assignments. Through commenting and appreciating others' work, students also realized the aspects for their own improvement.

Students' participation in both on-campus and off-campus activities, as well as their personal achievements, was systematically recorded in the eClass system. These were presented in the form of a Student Learning Portfolio. Students would be able to utilise their past experiences documented in the Student Learning Portfolio as a reference when applying to higher education institutions. Students should be encouraged to input their activity and achievement data into the eClass system more proactively.

3. To establish a campus based on the principles of co-creation and co-construction for parents, teachers and students

Professional sharing sessions, both intra- and inter-school (with our junior secondary college) were conducted as a usual practice for various subject panels and committees. The atmosphere of continuous development and genuine sharing was fostered and the effectiveness was found satisfactory in general during co-planning and peer lesson observations. Form level meetings also took place every month for teachers of core subjects to report teaching and learning progress and the sharing of good practice was regarded as the most precious part.

With the focus of equipping parents with knowledge of positive education, a seminar titled “Strategies on Boosting Happiness and Well-being in Family” was arranged for parents and an online self-learning course on guiding children’s positive emotions was also organised this year. Communication among the parents and stakeholders of the school was enhanced through annual activities like “Breakfast with the Principal” and joint-school barbeque activity day, in which parents got to know more about the school’s mission and operation while the Principal and teachers could get to understand the students more and the views on school policies from the parents’ perspectives. Workshops initiated by the Parent-Teacher Association were as well arranged throughout the academic year, aiming at strengthening the bonding and enhancing the communication among parents. Well-being workshops such as the creation of fragrance flower stand, fondant planet cake, lip balm and blessing knots for our S6 students. Parents’ involvement was further enhanced with their support on the provision of ice cream truck on Well-being Day as well as their participation on Christmas Celebration Day. The activities received positive feedback and the ex-co members of the Parent Teacher Association agreed that similar arrangements would be made next school year.

2024-25 Scholarships and External Awards Winners

2024/25 Po Leung Kuk Scholarship (Outstanding academic achievements and excellent conduct)	5A Lam Lok Yeung	
Ng Teng Fong Scholarship 2024	5A Ng Cheuk Hon	
2024/2025 保良局何玉清兒童及教育基金獎助學金 (獎學金)	5A Ng Cheuk Hon	
2024/25 學年保良局伍繼宜伉儷紀念教育基金獎學金 (學業成績出眾)	5A Lam Lok Yeung	
2024/25 學年保良局伍繼宜伉儷紀念教育基金獎學金 (成績有顯著進步)	5A Li Shun	
2024/25 學年保良局伍繼宜伉儷紀念教育基金獎學金 (學業成績出眾)	5A Ng Cheuk Hon	
2024/25 學年保良局伍繼宜伉儷紀念教育基金獎學金 (成績有顯著進步)	5A Wong Fei Fei	
2024/25 學年保良局吳辛靜珊紀念獎助學金	5A Ng Cheuk Hon	
2024/25 學年保良局黎麗卿進步獎學金	5B Chan Kevin	
Harmony Scholarships Scheme 2024/25	5C Gurung Esneeb Raj 5C Montemayor John Wilmar Boado 5D Mahsan-Fatima 5D Mohammad-Shoaib Bisma 6D Mohammad-Shoaib Bibi Rida 6D Dilnoor Sandhu	
Outstanding Ethnic Minority Student Award Scheme 2025	4P Kaur Gurveer 4P Rayan Sajed 5C Montemayor John Wilmar Boado 5D Mahsan-Fatima 5D Mohammad-Shoaib Bisma	
香港青少年愛國主義教育基金會舉辦「慶祝中華人民共和國成立 75 周年首屆情繫中華香港青少年作文暨朗誦大賽」	三等獎	5A 吳梓茵
	優秀獎	5A 楊媛媛
香港文藝教育協會主辦天馬盃 2024-2025 全港中英文硬筆書法比賽 (中文組硬筆書法組)	銀獎	5A 黃卓桐
	銅獎	5A 黃梓晴 5A 吳卓瀚
《愛·傳·承》第四屆全港徵文比賽	優異獎	5D 陳泰霖
文學之星 (中國中學生作文大賽 - 香港賽區)	優異獎	5F 劉玉苓
106 期校園創作擂台陣： 6B 余城熹《模仿缺乏個性》 6F 何文灝：《這一次離別，使我永遠難忘》刊登於中學生文藝月刊 158 期		

“SOW in Love” Letter Writing Competition (Senior Secondary Division)	Commendable Award	5A Lam Hiu Lok
76th Hong Kong Schools Speech Festival (English Speech)	1 st place	5D Mohammad-Shoaib Bisma
	2 nd place	5D Mahsan-Fatima
	Certificate of Merit	4P Chan Tanyatorn 4P Gurung Eliza 4P Gurung Parina 4P Gurung Priya 4P Gurung Rishan 4P Mangalinao Rhaiza Jane 4P Rayan Sajed 4P Thapa Noren 4S Tam Chi Yan Anson 5C Lin Yingying
	Certificate of Proficiency	4C Chan Ho Sum 4L Chow Tsz Yau
機甲大師青少年對抗賽國際線 (香港站)	分組殿軍	5A 胡旻希 5B 陳俊希 5C 劉梓浩 5C 方高健 6B 張展浩 6B 黃慶吉
Hong Kong Secondary School IT Knowledge Challenge	Silver Award	5E Wu Hai Hong
2025 香港學界生物創科	傑出 STEAM 學生獎	5A 胡旻希 5C 方高健 5C 劉梓浩
Hong Kong Biology Literacy Award	Merit Award	6A Zhao Zefung 6D Dilnoor Sandhu
「歷史四維遊」全港中學生網上閱讀計劃	「挑戰版」嘉許獎	5D Mok Wing Leong 5F Lau Yuk Ling
	「普及版」嘉許獎	5E Dong Kam Ue 5F Or Chi Yan Alex
2025 Asia Pacific Outstanding Cultural & Artistic Competition – Putonghua Recitation	Champion	5C Lin Yingying
2025 Asia Pacific Outstanding Cultural & Artistic Competition - Vocal Music Secondary	1st Runner-up	
World Championship Singing Contest 2025 「VOICE OF HEAVEN」 - Senior Secondary	Silver Award	
2024 年全國跆拳道俱樂部聯賽總決賽傳統品勢 (個人) 青年女子組	第二名	5F Ng Wing Sum
「大灣盃」跆拳道國際系列賽 (澳門站) 青年組女子 B 組個人品勢	第二名	5F Ng Wing Sum
	第一名	
青年組 A 組混合團體 (3 人)	第一名	

青年組女子 A 組團體品勢	第一名	5F Ng Wing Sum
青年組 A 組品勢隊際賽	第一名	
青年組 A 組混合團體 (5 人)	第二名	
2024-25 HKSSF Inter-school Volleyball Competition (Girls)	2nd Runner-up (Girls A Grade Division 3 Kowloon 2)	<u>Girls Volleyball Team</u> 5A Mui Chin Hang 5B Lin Xiu Fen 5B Lo Lok Yan Nicole 5D Wong Tsz Yan 5E Pong Tin Yan 5E Lau Tsz Yau 6C Siu Hoi Wun Venus 6D Aquino Abigale Villanueva 6D Limbu Apechya 6D Limbu Sekmurihangma 6F Cheung Ka Yi
2024-25 HKSSF Inter-school Table Tennis Competition (Boys)	Champion (Boys A Grade Division 3 Kowloon 3)	<u>Table Tennis Team</u> 5C Tse Chi Cheung 5E Chow Wai Hin 5F Wong Tik Hong
Hong Kong Youth Woodball Championship 2024	1st Runner-up (Boys Team Stroke)	5A Chan Yu Fai 5A Ng Cheuk Hon 5A Zhang Jun Tao 5B Woo Man Hei 5B Yung Chung Ki 5F Or Chi Yan Alex 6B Ngai Lok
	2nd Runner-up (Girls Team Stroke)	5A Wong Fei Fei 5A Wong Tsz Ching 5B Chu Tin Yan
	3 rd Runner-up (Boys Senior Single Stroke)	6B Ngai Lok
Tai O Woodball Open 2024	2 nd Runner-up (Boy's Freshman Single Stroke)	5A Ng Cheuk Hon
	1 st Runner-up (Secondary & Primary School Team Fairway Competition)	4L Law Wing Shan 5A Chan Yu Fai 5A Ng Cheuk Hon 5A Wong Fei Fei 5A Wong Tsz Ching 5A Woo Man Hei 5A Zhang Jun Tao 5B Chu Tin Yan

68th Sports Festival Hong Kong Woodball President Cup 2025	2nd Runner-up (U19 Youth Girls Single Stroke)	4L Law Wing Shan
	2nd Runner-up (U19 Youth Girls Double Stroke)	4L Law Wing Shan 5A Wong Fei Fei
	3 rd Runner-up (U19 Youth Mixed Double Stroke)	5A Ng Cheuk Hon 5A Wong Tsz Ching
Beat Drug Fund KTC Woodball Tournament 2025	2 nd Runner-up (Girls Team Stroke)	4C Lau Sum Yi 4L Law Wing Shan 5A Wong Fei Fei 5A Wong Tsz Ching
	2 nd Runner-up (Boys Team Stroke)	5A Chan Yu Fai 5B Woo Man Hei 5E Chan Chun Yee 5F Or Chi Yan Alex
2024-25 HKSSF Inter-school Swimming Competition	Champion (Boys A Grade Division 3 Kowloon 3)	4K Chan Kin Tsun 4F Lam Tsz Yeung YY 4C Lai Tsun Kit Jack 5A Chan Yu Fai 5E Wong Wai Ho Henry 5F Lo Ko Fung 6C Chu Tsz Kin 6C Man Cheuk Nam
	3 rd Runner-up (Boys A Grade 50m Back Stroke)	6C Man Cheuk Nam
	1 st Runner-up (Boys A Grade 100m Back Stroke)	
	Champion (Boys A Grade 50m Butterfly)	4F Lam Tsz Yeung YY

	Champion (Boys A Grade 200m Individual Medley)	4F Lam Tsz Yeung YY
	Champion (Boys A Grade 4x50m Medley Relay)	4K Chan Kin Tsun 4F Lam Tsz Yeung YY 6C Chu Tsz Kin 6C Man Cheuk Nam
PLK Affiliated Secondary Schools Joint Swimming gala 2024-25	2nd Runner-up (Boys Senior Team)	4F Lam Tsz Yeung YY 5F Lo Ko Fung 6C Chu Tsz Kin 6C Man Cheuk Nam
	Champion (Boys Senior 50m Butterfly)	
	Champion (Boys Senior 50m Breast Stroke) 1 st Runner-up (Boys Senior 100m Free Style)	4F Lam Tsz Yeung YY
PLK Affiliated Secondary Schools Joint Sports Day 2024-25	Champion (Girls Senior Long Jump)	4L Zhou Ling Wei Laura
	Champion (Girls Senior 800m)	
	3 rd Runner-up (Girls Senior 100m)	4S Lee Lok Tung Richelle
	3 rd Runner-up (Girls Senior 200m)	5A Mui Chin Hang Chelsi
	2 nd Runner-up (Boys Senior 110m Hurdles)	4L Tang Po Shing
	3 rd Runner-up (Boys Senior Shot Put)	5F Li Yuk Yin
2024-25 HKSSF Inter-school Athletic competition Girls A Grade 800m	Champion	4L Zhou Ling Wei Laura

<p>The 13th Inter-school Dragon Boat Championships</p> <p>Mixed Championship (Small Boat) - Gold Plate</p>	<p>Champion</p>	<p>4C Lai Tsun Kit Jack 4S Lo Wing Sze Grace 5C Luk Tsun Hei 5D Wong Tsz Yan 5E Lau Tsz Yau 5E Pong Tin Yan 5E Li Yui Pan 5E Lau Ching Fung 5F Kwok Lai Yin 5F Lo Ko Fung</p>
<p>2024/25 Racially Friendly Campus Recognition Scheme - Racially Friendly Campus Champion</p>	<p>Po Leung Kuk Vicwood K.T. Chong Sixth Form College</p>	
<p>2024/25 Racially Friendly Campus Activity Award of the Year (Bronze Award)</p>		

Financial Summary as at 31 August 2024

Balance B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)

\$13,320,178.25

I. Government Funds

Income \$ Expenditure \$

(1) EOEBG Grant

(a) School Specific Grant			
Administration Grant	3,374,922.67	3,134,148.99	
Capacity Enhancement Grant	519,497.00	322,592.50	
Composite Information Technology Grant	521,032.00	499,953.00	
Air-conditioning Grant	472,389.00	252,065.52	
School-based Speech Therapy Administration Recurrent Grant	8,415.00	8,410.50	
School-based Management Top-up Grant	52,596.00	63,700.00	
(b) Non-School Specific Grant			
	1,919,802.41	3,544,101.83	
<i>Sub-total :</i>	6,868,654.08	7,824,972.34	(\$956,318.26)

(2) Teacher Relief Grant

3,168,180.00 3,476,438.80 (\$308,258.80)

(3) Teacher Training Grant - special education needs (SEN)

14,400.00 14,400.00 \$0.00

(4) Student Activities Support Grant

68,900.00 68,900.00 \$0.00

(5) Outside EOEBG Grant

Committee on Home-School Co-operation Project	45,978.00	45,978.00	
Grant Account for Fringe Benefits under NET Scheme	22,966.00	22,966.00	
Cash Grant for School-based After-school Learning and Support Programmes	100,800.00	94,200.00	
Other Recurrent Grants (Government Rent & Rates)	365,000.00	365,000.00	
Enhanced Additional Funding - Support for NCS Students	1,019,029.00	1,059,320.96	
Learning Support Grant for Secondary Schools	253,998.00	378,560.16	
Diversity Learning Grant - Other Programmes	126,000.00	125,732.10	
Diversity Learning Grant - Applied Learning Courses	604,110.00	614,010.00	
Fractional Post Cash Grant	418,368.00	452,675.00	
Moral and National Education Support Grant	0.00	0.00	
Student Grant for Applied Learning Chinese (ApL (C)) (2023-25 cohort)	67,000.00	67,000.00	
Information Technology Staffing Support ITSS Grant	333,812.00	502,141.03	
Grant for the Sister School Scheme	162,994.00	161,875.00	
Promotion of Reading Grant	54,332.00	52,185.00	
Life-wide Learning Grant	953,045.00	935,271.00	
School Executive Officer Grant	580,738.52	384,059.09	
Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs	105,191.00	108,317.50	
One-off School-based Speech Therapy Set-up Grant	21,038.00	0.00	
Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	0.00	40,121.00	
One-off Grant for Mental Health at School	60,000.00	20,477.70	
One-off Grant for Mental Health of Parents and Students	20,000.00	3,807.00	
One-off Grant on Parent Education (Secondary)	200,000.00	0.00	
One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	0.00	
One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	150,000.00	0.00	
Grant from Beat Drugs Fund Supported Programme	25,000.00	25,000.00	
Beat Drugs Fund	90,000.00	90,000.00	
<i>Sub-total :</i>	6,079,399.52	5,548,696.54	\$530,702.98

(6) Other Grant

Employer's contributions to Provident Fund/Mandatory Provident Fund Scheme for Non-teaching Staff	304,247.91	304,247.91	
Salaries Grant	37,202,042.46	37,202,042.46	
<i>Sub-total :</i>	37,506,290.37	37,506,290.37	(\$0.00)

II. School Funds (General Funds)

Income \$ Expenditure \$

Subscriptions	540,136.80	335,671.06	
Approved Collection for Specific Purposes	93,000.00	242,032.00	
Student Union Account	10,425.00	2,330.00	
<i>Sub-total :</i>	643,561.80	580,033.06	\$63,528.74

Total surplus/(deficit) for 2023/24 school year

(\$670,345.34)

Accumulated Surplus as at the end of 2023/24 school year

\$12,649,832.91

PLK Vicwood KT Chong Sixth Form College
Report on DLG-funded Other Programmes (Gifted Education and Network Programme)
2024-25

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Mathematics	Mathematics Enrichment Class: Power of Mathematics	<ul style="list-style-type: none"> To bring together gifted learners in an environment conducive to learning Mathematics To explore the happy, approachable and practical world of mathematics 	<ul style="list-style-type: none"> 9 S6 students 15 S5 students Nominated by the Mathematics Panel based on students' internal examination results 	1.5 hours x 20 lessons from Sep 2024	<ul style="list-style-type: none"> Gifted learners can fulfill their intellectual and affective needs It can nurture a passion for mathematics through exciting challenges 	Coordinator of Gifted Education Team & Mathematics Panel Head	<p>The attendance was good (over 88%).</p> <p>Over 75% of participants agreed or strongly agreed that the class atmosphere was good. The tutor can provide students with appropriate materials to broaden their mathematical horizons. The tutor can increase students' interest in learning mathematics by introducing some additional knowledge into the school, which can enable students to actively participate in classroom activities.</p>	28,350

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Chinese Language	Chinese Enrichment Class: Exploring Chinese Writing	<ul style="list-style-type: none"> To equip students with knowledge in different writing genres To enrich students' repertoire in Chinese writing and improve their content and organization 	<ul style="list-style-type: none"> 23 S6 students Nominated by the Chinese Panel based on students' academic performance 	1.5 hours x 9 lessons from Sep 2024	Students can complete the writing assignments	Coordinator of Gifted Education Team & Chinese Panel Head	The attendance was excellent (around 90%). Over 80% of participants agreed that the tutor is able to help them address their problems in Chinese writing and they were able to be equipped with more knowledge about the subject. The tutor can provide students with appropriate materials to enhance their Chinese writing skills. Over 90% of participants agreed the atmosphere of the class was good. The teaching material is beneficial for strengthening their skills to write articles that address the topic.	12,757.5

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Biology	Biology Enrichment Class: Mastering Biology	<ul style="list-style-type: none"> To broaden students' perspective in the application of biological knowledge and concepts in daily life and unfamiliar situations To help students develop an understanding of current issues and developments in biology 	<ul style="list-style-type: none"> 13 S6 students 7 S5 students Nominated by the Biology Panel based on students' competence in Biology 	1.5 hours x 18 lessons from Sep 2024	<ul style="list-style-type: none"> Students can construct concept maps in various topics Students can complete task-based worksheets Students can prepare summary notes in key topics 	Coordinator of Gifted Education Team & Biology Panel Head	<p>The attendance was good (88.3%).</p> <p>Over 60% of participants agreed that the tutor is able to help them address their problems in Biology. Students' knowledge was broadened in various perspectives and they developed skills in acquiring and organizing learned knowledge.</p> <p>The student reported that the tutor provided effective skills along with well-prepared materials. The tutor delivered clear lessons, which helped the student gain a better understanding of concepts.</p>	14,206.5

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Physics	Physics Enrichment Class: Keystone for Modern Physics – Understanding Particles and Wave	<ul style="list-style-type: none"> To enable students for understanding the important role of physics in nature To broaden students' horizon on different applications of classic theory of physics in modern world 	<ul style="list-style-type: none"> 13 S5 students 10 S6 students Nominated by the Physics Panel based on students' academic performance 	1.5 hours x 20 lessons from Sep 2024	Students will be able to demonstrate high order thinking in Physics problems involving Classic Mechanics and Wave Theory	Coordinator of Gifted Education Team & Physics Panel Head	The attendance was excellent (over 85%). Over 80% of participants agreed that they were able to be equipped with more skills and knowledge about Physics. Students could understand the important role of physics in nature. They showed understanding in various concepts and principles that can be applied in the modern world. The tutor effectively provides students with appropriate resources to broaden their scientific understanding and fosters a positive learning environment.	41,895

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Cross-KLAs	Enrichment courses organised by tertiary institutions and other academic organisations	<ul style="list-style-type: none"> To let students acquire advanced knowledge in the subject domain To provide students with an immersive educational experience with other secondary students 	<ul style="list-style-type: none"> 3 S4-S6 students Nominated by related subject panels / self-nomination 	As fixed by tertiary institutions and academic organisations (throughout the school year)	Completion of the programme	Coordinator of Gifted Education Team	Students took part in Spring Program, Summer Program and Winter Program for the Gifted and Talented at CUHK. They were able to broaden their horizons and further develop their potential in the related fields, including human anatomy, architecture, and writing. They also became more confident in achieving their own goals.	10,510

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Physical Education	Physical education course (network programme)	<ul style="list-style-type: none"> To provide students with a comprehensive understanding of the scientific principles and theories underlying physical activity, exercise, and their impact on human health and wellness To provide diversified learning experience for students and develop their career aspirations 	<ul style="list-style-type: none"> 1 S5 student Nominated by the Physical Education Panel based on the student's talent in sports and enthusiasm in studying PE elective 	Sep 2024 – Jul 2025	Completing PE theory lessons and practical training on Saturdays for preparing to take the DSE exam in 2026	Physical Education Panel Head	The student demonstrates enthusiasm for physical education and aims to pursue a career in this field. Instructor feedback indicates steady progress, reflected in improved exam scores.	4,800

Report on DLG-funded Other Programmes (Gifted Education and Network Programme) / 2024-25 / Last updated: 12 September 2025

Domain	Programme	Objectives	Targets (no./level/selection)	Duration/ Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (HKD\$)
Administration	Employment of 0.24 Assistant Teacher	To better coordinate the work arising from offering the gifted programmes	S5-S6 students	Sep 2024 – Aug 2025	<ul style="list-style-type: none"> Pre-programme and post-programme support Other administrative and coordination work 	Coordinator of Gifted Education Team	The assistant teacher facilitated coordination for gifted classes on Saturdays. The Gifted Education Team members agreed that having an assistant teacher significantly alleviated their workload, including tasks such as preparing attendance registers and supervising gifted class participants.	69,358.8

School-based After-school Learning and Support Programmes 2024/25 s.y.
School-based Grant - Programme Report

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

Staff-in-charge: Mr. Fa Chung Kam

Contact Telephone No.: 23905010

A. The number of students (counted by head) benefitted under the Grant is 20 (including A. 8 CSSA recipients, B. 10 full grant recipients under the SFA schemes and C. 2 half grant recipients under the SFA scheme under school's discretionary quota).

B. Information on Activities to be subsidized/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Rowing Team Training Fee	1	2	0	100%	Whole year	\$1,728.00	Questionnaire		
Cross Country Team Training Fee	1	3	1	100%		\$14,979.17	Questionnaire		
Woodball Team Training Fee	5	1	1	100%		\$18,597.26	Questionnaire		
Football Team Training Fee	1	4	0	100%		\$2,750.00	Questionnaire		
Total no. of activities:									
@No. of man-times	8	10	2		Total Expenses	\$38,054.43			
**Total no. of man-times	20								

Note:

* Types of activities are categorized as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

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 involvement		✓				

D. Comments on the project conducted*Problems/difficulties encountered when implementing the project**(You may tick more than one box)*

- unable to identify the eligible students (i.e. students receiving CSSA, full grant recipients under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____);
- the quality of service provided by partner/service provider not satisfactory;
- instructors inexperienced and student 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 EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

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

With the subsidy, parents and students are now more eager and engaged in participating in various after-school activities, as the burden of participation fees is no longer a concern for them.

**Report on the Use of the Student Activities Support Grant
2024-2025 School Year**

Appendix 4

I. Financial Overview

A	Allocation in the Current School Year:	\$63,700.00
B	Expenditure in the Current School Year:	\$40,029.47
C	Unspent Amount to be Returned to the EDB (A – B):	\$23,670.53

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	4	\$3,086.47
Full-grant under the School Textbook Assistance Scheme	25	\$23,111.22
Meeting the school-based financially needy criteria	8	\$13,831.78 (capped at 25% of the total allocation for the school year)
Total	37	\$40,029.47

(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 (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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									
1	Badminton team training	Others, please specify: ✓	2	\$675.00			✓		
2	Table tennis team training	Others, please specify: ✓	1	\$975.04			✓		
3	Boys' volleyball team training	Others, please specify: ✓	4	\$10,515.88			✓		
4	Girls' volleyball team training	Others, please specify: ✓	8	\$27,423.55			✓		
5	Student visit (Investor and Financial Education Council - FinEd Hub)	Others, please specify: ✓	22	\$440.00		✓			✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			37	\$40,029.47					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
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									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			37	\$40,029.47					

1: 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.

Contact Person (Name & Post):	Mr. Fa Chung Kam (Teacher)
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姊妹學校交流報告書 2024 /2025 學年

學校名稱：	保良局莊啟程預科書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	陳詠雯老師、王佩珊老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	深圳市鹽田高級中學
2.	常熟市實驗中學
3.	南寧市第四中學
4.	佛山市南海區金石實驗中學
5.	

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

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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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	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input checked="" type="checkbox"/>	其他(請註明):交流影片拍攝及製作	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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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	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	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%)	HK\$30000
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$59430
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	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%)	HK\$
N7	<input type="checkbox"/>	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%)	HK\$
N8	<input checked="" type="checkbox"/>	其他(請註明):交流影片工作坊	HK\$24000
N9	<input type="checkbox"/>	學年總開支	HK\$113,430
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i>
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 在與深圳市鹽田高級中學商議後，由於 2024-2025 學年沒有合適的日期可供安排，故未能到訪該校。本校學生已完成錄影拍攝及製作的訓練，可以影片形式與姊妹學校互作分享。
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	__160__人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	__17__人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	__177__總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	__3__總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	__1__總人次

備註：

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2024/25學年 學習支援津貼支出項目報告

學校名稱: 保良局莊啟程預科書院

上學年可保留的累積盈餘:	HK\$71,932.91
本學年總撥款:	HK\$283,744.00
本學年可用金額(總收入)	HK\$355,676.91
本學年總支出:	HK\$283,066.00
本學年年終末累積津貼餘款:	HK\$72,610.91
餘款佔本年度撥款的百分比(%):	26%

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 (例如如有特殊教育需要學生人數及其類別、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
聘請教學助理二名	協助融合教育活動的推行、按需要提供入班支援、協助處理文書工作、聯絡家長及製作/蒐集教材	不適用	由2017年9月至 2018年8月	校內有特殊教育需要的學生及家長	教師問卷	-----	費用總數: \$161,437 x 2 = \$322,874
專注力提升小組	提升學生的專注力及執行技巧,從而提升學習表現	XXX中心	節數/次數:每組5節(2組) 每節時數:2小時 總時數:20小時	特殊教育需要的學生人數及類別:3名自閉症學生,5名注意力不足/過度活躍學生	教師觀察 學生問卷 家長問卷	學生在課堂學習上專注力提升,部分成績有進步。	費用總數:14,000
聘請輔導員一名	協助融合教育活動及學習支援的推行、按需要提供小組支援、協助處理文書工作、聯絡家長及協調各種專業外購服務	不適用	由2024年9月至 2025年8月(部分薪金由其他津貼支出)	校內有特殊教育需要的學生及家長	老師觀察及回應 / 學生及家長回應	學生輔導員協助SSW和EP培訓SEN學生(包括IEP),以提高他們解決問題的能力。她也幫助超過80%的特殊教育需要學生參加課後支持小組(例如中文閱讀小組和其他密集課程)。學生的學習動機和學習技能方面取得了個人進步。	HK\$161,700.00
校本言語治療服務	推行個別及小組形式的支援計劃,從而提升學生的言語、溝通和學習能力。	Hong Kong Community Speech Therapy Centre	節次/次數:13節 每節時數:4小時 總時數:52小時	特殊教育需要學生人數及類別:4名自閉症學生,6名讀寫障礙學生,1名語障學生,1名注意力不足/過度活躍學生 家長人數:	老師及輔導員觀察及回應 / 學生問卷 / 家長回應	ST為SpLD和SLI或任何語言問題上有特殊需求的學生設計了各種培訓計劃,為每位學生展示進度並準備評估報告。總體上他們的溝通技巧、發音和言語流利度有所提高。	HK\$46,540.00
話劇小組	透過戲劇元素如角色塑造、演繹、即興創作等進行自我探索,從而提升人際溝通能力與應對能力	Purple Theatre	節次/次數:7節 每節時數:1小時15分鐘 總時數:8小時45分鐘	特殊教育需要學生人數及類別:3名自閉症學生,1名讀寫障礙學生,1名語障學生 家長人數:	老師及輔導員觀察及回應 / 學生問卷 / 家長回應	上學期出席率不太穩定,由於中六開始study leave,而中四及中五同學興趣不大,故影響整體出席率	HK\$4,900.00
臨床心理學家	幫助學生理解和識別情緒症狀並修正他們的行為以提高個人適應能力	香港青年協會-Wellness Plus	節次/次數:6節 每節時數:4小時 總時數:24小時	特殊教育需要學生人數及類別:2名精神健康學生,4名情緒不穩學生 家長人數:1名	社工觀察及回應 / 學生及家長回應	臨床心理學家為需要情感支持的學生及其家長提供專業建議。90%的學生在處理情緒方面表現出進步。	HK\$23,520.00
咖啡小組	讓學生了解咖啡產業的發展及咖啡製作技術	Coffee public limited	節次/次數:12節 每節時數:1小時 總時數:12小時	特殊教育需要學生人數及類別:2名自閉症學生,4名讀寫障礙學生,1名注意力不足/過度活躍學生	老師及輔導員觀察及回應 / 學生問卷 / 家長回應	舊有學生中90%已學會如何成功沖泡咖啡,並不斷提升所學的技術。新的參加者則需要更多練習機會,學生出席率穩定。	HK\$19,200.00
社交小組	透過小組增強日常生活中的人際溝通能力與應對能力	香港青年協會-Wellness Plus	節次/次數:6節 每節時數:4小時 總時數:24小時	特殊教育需要學生人數及類別:3名自閉症學生,2名讀寫障礙學生,1名語障學生	老師及輔導員觀察及回應 / 學生問卷 / 家長回應	從我們學校社工的觀察來看,學生的社交能力得到了提升。	HK\$26,400.00
物資							HK\$806.00

註:如學校能提供運用「學習支援津貼」聘請額外支援教師/教學助理的費用(薪金+強積金供款)的資料,請填寫。

總額 HK\$283,066.00

有特殊教育需要非華語學生支援津貼

學校名稱：Po Leung Kuk Vicwood K.T. Chong Sixth Form College

2024/25學年報告

支出細項如下：

上一個學年餘款 (a)：	HK\$ 86,008.50
本學年有特殊教育需要非華語學生支援津貼的總額 (b)：	HK\$ 106,769.00
本學年可運用的津貼總額 (c) = (b) + (a)：	HK\$ 192,777.50
本學年總支出 (d)：	HK\$ 115,500.00
本學年盈餘 (e) = (c) - (d)：	HK\$ 77,277.50
盈餘超出上限 (本學年津貼總額) 的款額 (f) = (e) - (b)：(*如顯示紅色銀碼代表盈餘超出上限)	HK\$ -

成效檢討：

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 • 全職華語助理半名	協助融合教育活動的推行，提供課後支援及情緒支援	不適用	不適用	特殊教育需要學生人數及類別:10 家長人數: 10	老師/學生/家長回應	學生更加積極參與活動及訓練小組, 社交技術有提升	115500

註：如學校能提供運用「有特殊教育需要非華語學生支援津貼」聘請額外支援教師/教學助理的費用(薪金+強積金供款)的資料，請填寫。

總額

115,500

保良局莊啟程預科書院

「校本言語治療行政經常津貼」School-based ST Admin Grant
2024-2025 財務報告

項目	金額 (\$)	備註
截至上學年年終(即 8 月 31 日) 可保留的(a) 累積盈餘	0	
2024/25 學年的第一期撥款 (b)	8500	
預計 2024/25 學年的第二期調整撥款 (c)	0	
總收入 (d) = (a)+(b)+(c)	8500	

支出:

項目	金額 (\$)	備註
1. 訓練用品 (小組物資, 相機)	7501	
2. 文具及印刷	814.8	
總支出 (e)	8315.8	

收支:

項目	金額 (\$)	備註
預計本學年年終累積津貼餘款 (f) = (d)-(e)	184.2	
餘款佔本年度應得撥款百分比(%) (g) = (f) / [(b) + (c)] x 100%	2.2 %	

學校: 保良局莊啟程預科書院

一筆過校本言語治療設置津貼

One-off School-based Speech Therapy Set-up Grant

2024-2025 財務報告

項目	金額 (\$)	備註
截至上學年年終(即 8 月 31 日) 可保留的(a) 累積盈餘	21038	
<u>2024-25</u> 一筆過校本言語治療設置津貼 (b)	0	
總收入 (c) = (a)+(b)	21038	

支出:

項目	金額 (\$)	備註*
小組物資 (透明口罩, 說話訓練教材)	2663.8	
文具及活動物資	1639.2	
總支出 (d)	4303	

收支:

項目	金額 (\$)	備註
預計本學年年終累積津貼餘款 (e) = (c) - (d)	16735	因為主要統籌學校(大坑東宣道小學)一直未能聘請言語治療師到職, 教育局言語治療服務組督學亦建議可先添置必須要的物資, 待校本言語治療師正式到職才按其需要購買相關合適設置, 例如購置打印機, 電腦
餘款佔本年度應得撥款百分比(%) (f) = (e) / [(c) + (d)] x 100%	80 %	

Po Leung Kuk Vicwood K.T. Chong Sixth Form College
Report on the Use of the Life-wide Learning Grant
School Year 2024/25

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
			Level	Number of Participants						I	V	P	S	C	
1.1 Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes															
1.	Activities / Workshops / Seminars for Students	Sept 2024	S4-S6	33	19979	605.4	E1 E6	Values Education / Leadership Training	Activities held were found successful in nurturing students' leadership and positive values.		✓	✓			
2.	CLP Programmes for F.6 Students	6 Dec 2024	S6	129	15000	116.3	E1	Careers & Life Planning	The evaluation results indicate high satisfaction levels among participants. Students agreed that the event helped improve their interview skills and enhanced their understanding of employer expectations.						✓

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
3.	CLP Programmes for F.4 & 5 Students	Oct 2024	S4-5	262	84267	321.6	E1	Careers & Life Planning	Workshops were well-received by students and effectively contributed to their career planning and readiness.					✓
4.	Workplace Exploration Programmes	July 2025	S4-S6	50	5676	113.5	E1 E2	Careers & Life Planning	Students and teacher escorts agreed that they were able to get to know more about different industries.					✓
5.	Coach Fees for Visits / Outings	Whole year	S4-S5	262	14700	56.1	E2	Careers & Life Planning	Expenses were spent to enable the smooth operation of activities and outings.					✓
6.	OLE Activities	Whole Year	S4-S6	391	109680	280.5	E1 E5	Extra-Curricular Activities	Students were encouraged to participate in the various art, drama, and sports programs offered. These engaging activities were highly enjoyed and served as valuable sources of learning for most participants.		✓	✓	✓	✓

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
			Level	Number of Participants						I	V	P	S	C	
7.	Activity Days	30 Jun 4 July	S4 S5	262	28214	107.7	E1 E5	Extra-Curricular Activities	Musical aesthetics workshops on Kalimba and Tank Drum as well as Indoor Rowing and fitness activities alike were arranged for students which were found welcoming as seen from students' keen participation.		✓	✓			
8.	Extra-curricular Activities	Whole Year	S4-S6	391	54780.48	140.1	E1 E5	Extra-Curricular Activities	We offered various opportunities outside class to encourage student participation. Students enjoyed the games and were able to strengthen their generic skills through these activities.		✓	✓	✓	✓	
9.	Mentor Day - Activity Fee	30 Sep 2024	S4-S6	391	72160.5	184.6	E1	Guidance & Counselling	S4 & S5 students liked the activity and the function was well organised.	✓	✓				
10.	Mentor Day - Transport	30 Sep 2024	S4-S6	391	13700	35.0	E2	Guidance & Counselling	S4 & S5 students liked the activity and the function was well organised.	✓	✓				

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
11.	Young Mentor Programme	Whole Year	S4-S6	80	7441.1	93.0	E1	Guidance & Counselling	Student leaders were trained to serve to help other students to adapt to the new school environment and organise activities for their peers.	✓	✓			
12.	Talk/Seminar	14 May 2025	S4-S6	70	4000	57.1	E6	Guidance & Counselling	A seminar and exhibition about mental health has been organised to students. Majority of the participants agree that the activities can help them to be more concerned about mental health.	✓	✓			
13.	Leadership Training Activities & Retreat Day	24 Jan 2025	S4-S6	391	31511.7	80.6	E1	Guidance & Counselling / Leadership Training	Retreat day (wellbeing day) has been arranged for the whole school. The activities helped students relieve stress on that day.	✓	✓			
14.	Orientation Programme (YMS) Activities	Aug 2025	S4	160	376	2.35	E1	Guidance & Counselling	New S4 students were welcomed. They were able to get familiar with the school and they found the programme useful.	✓	✓			

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences					
			Level	Number of Participants						I	V	P	S	C	
15.	School Teams Training	Whole year	S4-S6	130	181491.72	1396.1	E1 E5 E7	Physical Education	Active members from Forms 4 to 6 regularly participated in various school team competitions and training sessions. Throughout the year, they gained valuable extracurricular experience, learning key values like cooperation, respect, and sportsmanship.		✓	✓			
16.	Sports Day	4 Oct & 7 Oct 2024	S4-S6	391	16681	42.7	E1 E7	Physical Education	The two-day Sports Day, co-organized with PLKTNKJSC, was successfully held at Kowloon Bay Sports Ground. Every student actively participated, taking on roles either as athletes competing in the events or as student officials facilitating the track and field activities. This widespread involvement showcased high motivation		✓	✓			

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
									and truly embodied the sportsmen's spirit of active participation and excellence.					
17.	Club Activities				6014.3			Chinese History		✓	✓			
	問答比賽—來認識我們的古蹟（古物古蹟 2024 年巡禮）	23 Oct 2024	S4-S6	391	986	2.5	E1	Chinese History	學生學習興趣及知識得提升。我國文化配合國情教育得推廣。	✓	✓			
	國史教育中心舉辦「第七屆中國歷史人物選舉」	Nov 2024	S4-S6	391	1243.9	3.2	E1	Chinese History	豐富了學生文化知識。提升學生學習興趣。	✓	✓			
	蛇年吉祥慶元宵·燈謎競猜	15 Feb 2025	S4-S5	262	715	2.7	E1	Chinese History	提升同學的學習興趣及知識。我國文化配合國情教育得推廣。	✓	✓			
	歷史四維遊—網上閱讀比賽	Feb 2025	S4-S6	45	351	7.8	E1	Chinese History	提升學生學習興趣、知識及理解文言的能力。我國文化配合國民教育得推廣。	✓	✓			
	香港文化博物館—「言歸証傳」巡迴展覽	14 Mar 2025	S5	8	1600	200	E2	Chinese History	配合課程及國民情教育，學生理解中國香港的發展及與國家的關係。	✓	✓			

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
	參觀香港歷史博物館—「香港多面睇」展覽及恐龍會客室	20 May 2025	S5	8	500	62.5	E2	Chinese History	配合課程及國民情教育，學生理解中國香港的發及與國家的關係。配合國民教育—學生理解中國香港吸引人們多元的文化。豐富同學們知識—中國香港有恐龍及考古的方法。	✓	✓			
	參觀香港歷史博物館「天下一統—陝西秦漢文明展」及完成習作	25 May 2025	S5	8	618.4	77.3	E1 E2	Chinese History	配合課程，豐富同學本科知識。配合國民教育：學生明白中國香港與國家關係源遠流長。	✓	✓			
18.	Science Club Activities	Term 2	S4 – S6	59	2596	44	E1 E2	Biology	Two experiments were designed and arranged by students for promoting science. Students, both participants and committee members, enjoyed the process. A field trip was arranged for the S4 students. Students found the hands-on experience on ecology appealing. 4 students have formed a	✓				

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
									team and joined the “Hong Kong Biology Literacy Award. 2 students have been awarded ‘Merit’ in the competition.					
19.	創意寫作班	27-29 May 2025	S4	14	4800	342.9	E6	Chinese Language	Over 80% of students agreed that the course content effectively enhances their creative writing skills.	✓	✓			
20.	寫作賞析班	Apr-May 2025	S5	18	4800	266.7	E6	Chinese Language	Over 80% of students agreed that the course content effectively enhances their writing analysis ability.	✓	✓			
21.	中華傳統技藝欣賞	4 Jul 2025	S4 S5	262	11000	42.0	E5	Chinese Language	Over 80% of students agree that the activity has helped enhance their understanding of Chinese culture.	✓	✓	✓		
22.	Extra-curricular Activities	Nov 2024 -Jul 2025	S4-S5	40	7662.2	191.6	E2	Chinese Literature	Students were engaged in the learning activities beyond classrooms which enhanced their interest and	✓	✓	✓		

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
									knowledge in literary appreciation.					
23.	Extra-curricular Activities: Lunch Time Fun Fair	May 2025	S4 - S6	80	993	12.4	E1	Economics	Student's participation rate is satisfactory and the comments from students are generally positive.	✓	✓			
24.	Pre-S4 Summer Bridging Programme	Aug 2025	Pre-S4	160	48960	306	E5 E6	English Language	A survey was done after the programme and over 80% of the programme attendees expressed satisfaction with the teachers' performance and a majority of them found the content useful.	✓	✓			
25.	English Speaking Competition	Whole year	S4-6	15	2310	154	E1	English Language	Students obtained brilliant results in the 76 th HK Schools Speech Festival. One student won first place, one got 2 nd place and ten received certificates of merits and 2 received certificates of proficiency.	✓	✓			✓

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
26.	Field Trip - Transport & Travelling	3 Jul 2025	S4-S5	10	812	81.2	E2	Geography	Expenses were spent to enable the smooth operation of the field trip of which students were engaged in the learning experiences.	✓		✓		
27.	Health Activities	27 May 2025	S4-S5	262	1600	6.1	E1	Health Management & Social Care	Students' awareness towards a healthy lifestyle was raised and the participation in the activity was encouraging.	✓			✓	
28.	Extra-curricular Activities	27 Sep 2024	S4-S6	40	500	12.5	E2	Physics	Students enjoyed the seminar and they asked questions actively in the Q&A session	✓			✓	✓
29.	Disney's Foundations for Career Success	11 July 2025 (Postponed to 21 Nov 2025)	S4	25	12125	485	E1	Tourism & Hospitality Studies	As the government announced the suspension of school on 21 July 2025, due to the weather concern, the event is postponed to 21 Nov 2025 after the rescheduling with the service provider.	✓				✓

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
30.	Transport & Travelling	14 July 2025	S5	19	500	26.3	E2	Tourism & Hospitality Studies	Tour bus fee was spent to a workshop and site visit at the Harbour Plaza 8 Degrees. Students responded positively on learning more about the hotel industry after the visit.	✓				✓
31.	Student Activities (Visit)	7 Jul 2025	S4	140	33000	253.7	E1 E2 E6	Cross-Disciplinary (STEAM)	This event can strengthen students' understanding related to the use of GenAI and AI industry in China & HK. More similar visits could be arranged next year.	✓				✓
	Competition	17 Jul 2025	S4-S5	7	823.4	117.6	E2 E6	Cross-Disciplinary (STEAM)	The Robotic competition significantly boosted students' engagement and successfully cultivated STEAM skills. It is strongly recommend to continue this impactful activity next year.	✓				✓
32.	Training Courses for Students	14-30 Apr 2025	S4-S5	20	1894.4	94.7	E1 E7	Cross-Disciplinary (STEAM)	Training Courses alike should continue in the future as they are crucial for nurturing talent/Maker and can be further developed to explore	✓	✓			✓

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical & Aesthetic Development S: Community Service C: Career-related Experiences				
			Level	Number of Participants						I	V	P	S	C
									subjects such as Biology and Chemistry.					
33.	IDEAS Extended Curriculum: Class Activities & related materials	Whole year	S4	140	36100	257.9	E1	Cross-Disciplinary (STEAM)	The curriculum in general sparked students' interest in creative problem-solving through exposure to emerging technologies. Hands-on use of Python, 3D printing, and AI effectively developed students' practical 21st-century skills.	✓			✓	
34.	Video Clip Production Course	Whole year	S4-S5	20	20161	1008.1	E1 E5	Campus TV	Campus TV team members found the course effective in polishing their photography skills. Their work quality for the school production is enhanced.	✓	✓			✓
		Sub-total of Item 1.1			856309.8									

No.	Name, Brief Description / Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses* (Please input the code(s), e.g. E2, E5)	Domain	Evaluation Results	Essential Learning Experiences						
			Level	Number of Participants						I	V	P	S	C		
1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons																
1.	Osaka World-Expo Study Tour	30 Jun–4 Jul 2025	S4 & S5	40	364093	9102.3	E3	Cross-Disciplinary (Others)	The study tour concluded with highly positive evaluations, confirming its overall success in enriching students' experiences. Participants reported the experience effectively facilitated learning and deepened their understanding of world culture and society through visits like the World Expo. Similar educational trips are recommended to be arranged in the future.	✓	✓	✓	✓	✓		
				4	36409	9102.3	E4									
Sub-total of Item 1.2					400502											
Expenses for Category 1					1256811.8											

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

No.	Item	Purpose	Actual Expenses (\$)
1.	STEAM Team Training Equipment	To purchase related equipment that would be used in STEM education promotion programme	9381
2.	Campus TV Equipment	To conduct life-wide learning activities; to enrich students' interest & experiences in video production	47075
3.	Camera Equipment for Campus TV		51604
		Expenses for Category 2	108060
		Expenses for Categories 1 & 2	1,364,871.8

Category 3: Number of Student Beneficiaries

Total number of students in the school:	391
Number of student beneficiaries:	391
Percentage of students benefitting from the Grant (%):	100

* 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	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

保良局莊啟程預科書院
運用推廣閱讀津貼報告書
2024-2025 學年

1. 目標成果檢討：（例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等）

The Reading scheme aimed at helping students develop the habit of reading through reading books/e-books and magazines/e-magazines of different themes like health, history, science etc. following the suggested list by the EDB. The Chinese e-books (Hyread) and English e-books (Lightsail) were the two main sources of e-books. Majority of the F.4 and F.5 students achieved a higher Lexile level. The increase in Lexile levels was more explicit in 4E/F classes. In classes E and F, students read books up to their standard and developed the kind of confidence in reading English books and they gradually improved their English reading ability as reflected by their increased Lexile level.

2. 策略檢討：（例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等）

Students might have spent more time on answering the quiz instead of reading the book wholeheartedly.

Therefore, students' reading rate, accuracy rate, the Lexile level of the books read should be checked during lessons, and the oral assessment is important to check their understanding of the books.

第二部分：財政報告

	項目*	實際開支 (\$)
1.	購置圖書	-聯合電子出版電子書- \$ 18,000
	✓ 實體書	
	✓ 電子書	
2.	網上閱讀計劃	Lightsail: \$39,750
	<input type="checkbox"/> e 悅讀學校計劃	
	✓ 其他計劃： <u>Lightsail English e-reading program</u>	
3.	閱讀活動	
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：_____	
		總計 \$57,750
		結餘 -\$456

* 請在適當方格內加上「✓」號或以文字說明。

保良局莊啟程預科書院
2024-2025 年度
「推廣中華文化體驗活動津貼」財務報告

推廣中華文化體驗活動一筆過津貼總額	\$300,000
2024/25 年度已使用的推廣中華文化體驗活動津貼合共	\$49,000
德育及國民教育科支援津貼結餘 (截至 31/8/2025)	\$251,000

活動	津貼來源	金額
1. 中華文化攤位 (1/11/2024)	推廣中華文化 體驗活動津貼	\$5,000
2. 新春文化日 (7/2/2025)	推廣中華文化 體驗活動津貼	\$44,000
	共	\$49,000

Report on the Use of One-off Grant for Promotion of Sports Ambience
and MVPA60 in Schools **2024/25**

	Area	Item / services bought	Actual Expenses (\$)
1	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	/	/
2	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/competitions	/	/
3	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	/	/
4	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	/	/
5	To purchase or upgrade PE/sports equipment in the school	3 Indoor rowing machines with standard leges & PM5 1 set (4 pcs 2m*10m) outdoor turfs	\$36,600 \$6800
6	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	/	/
7	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	/	/
	Expenses spent:		\$ 43400
	Budget left:		\$106600

Report on the Expenses

1. Indoor Rowing Program

Last year, we significantly enhanced our school's fitness offerings by acquiring 3 indoor rowing machines. This purchase was driven by the goal of promoting trendy, accessible fitness across students.

- **Curriculum Integration:** The machines were successfully integrated into our Physical Education (PE) curriculum, allowing all students to learn the fundamental techniques and benefits of rowing as a low-impact, full-body workout.
- **Competitive Team Launch:** We successfully launched the school's Indoor Rowing Team. This elite group consisted of eight core members who are committed to regular, weekly training sessions. The team culminated its season by participating in the inter-school indoor rowing competition, demonstrating strong performance and commitment.

2. Fifth-Floor Facility Innovation

We completed a facility upgrade on the 5th Floor Open Area of our College. To create a more versatile and comfortable training environment, we installed a set of high-quality artificial outdoor turf. This new turf allows us to introduce specialized training for low-impact sports, specifically golf and woodball, maximizing the functional use of the space.

Ongoing and Future Development

Continued Team Development

We are committed to the continued development of the Indoor Rowing Team, focusing on scouting and nurturing students with diverse athletic talents. Our aim is to expand training opportunities and increase participation numbers in upcoming year.

Potential Facility Expansion

The use of the 5th Floor turf will be continually monitored. Future plans include expanding the artificial turf area, contingent upon demonstrated positive student

interest and consistent engagement in both the training activities (golf and woodball) and using the space as a recreational rest area.

保良局莊啟程預科書院
2024-2025 年度
「德育及國民教育支援津貼」運用報告

已使用的德育及國民教育科支援津貼合共	\$40,523
德育及國民教育科支援津貼結餘 (截至 31/8/2025)	# \$274,509.60

活動	津貼來源	金額
1. 促進生態安全活動	德育及國民教育科支援津貼	\$4,850
2. 展板製作	德育及國民教育科支援津貼	\$243
3. 添置移動國旗旗桿	德育及國民教育科支援津貼	\$8,500
4. 中四及中五級參觀國家安全展覽 旅遊車費用	德育及國民教育科支援津貼	\$8,400
5. 添置新國旗	德育及國民教育科支援津貼	\$150
6. 中華文化「禮」工作坊	德育及國民教育科支援津貼	\$12,000
7. 參觀香港戰爭博物館旅遊車費用	德育及國民教育科支援津貼	\$1,400
8. 教師及家長國民教育講座	德育及國民教育科支援津貼	\$4,980
	共	\$40,523

由於 2023/24 學年的津貼結餘金額乃 \$315,032.60，因此減去 2024/25 學年已使用的德育及國民教育科支援津貼 \$40,523，結餘為\$274,509.60。

保良局莊啟程預科書院
2024-25 年度
教育局「支援推行高中公民與社會發展科的一筆過津貼」運用報告

津貼範疇	目標和策略	實際開支
1. 支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費用	◆ 資助學生參與本地的學習活動（例如：參與比賽、體驗學習的報名費、交通費和住宿費用），以提升其學習本科的能力和興趣。	0*
2. 資助學生參加由學校舉辦在本地或內地的校本學習活動費用和交通費	◆ 資助學生參與校本學習活動（例如：參觀展覽、實地考察、體驗學習營等），以提升其學習本科的能力和興趣。	\$109,770.4
3. 發展或採購相關的學與教資源（例如：參考書、刊物、多媒體及電子教學材料等）	◆ 提升學與教效能	\$131,055.6
4. 資助學生參加內地考察／交流活動的費用	◆ 提升學生對國家的認識 ◆ 提升其學習本科的能力和興趣	\$8,605
總開支金額		\$ 249,431
津貼餘款		\$ 0

* 此項範疇之開支由其他各項津貼支付

Donations (2024-2025)

	Name of Donors	Items	Purposes of Donation
1	保良局董事會成員	盆菜一席 (十二位用) 總值: \$2,980	屬校教職員/持份者享用, 以凝聚聯歡
2	譚毓楨小姐 (保良局副主席)	電影門票 14 張:《誤判》 ~ \$110@x 14 (百老匯 Premiere Elements) 總值: 約 \$ 1,540	屬校教職員/持份者享用, 以凝聚共歡
3	香港中國旅遊出版社	雜誌月刊: 「中國旅遊」(十期) (由 535 期至 546 期) 總值: \$ 350	存放圖書館, 以供學生借閱
4	譚毓楨小姐 (保良局副主席)	電影門票 10 張:《誤判》 ~ \$105@x 10 (影藝戲院 JP 銅鑼灣) 總值: 約 \$ 1,050	屬校教職員/持份者享用, 以凝聚共歡
5	Great Entertainment Group	「香港摩天輪」門票 30 張 總值: \$ 600	供學生享用, 讓其在繁忙的學習之餘, 放鬆心情

6	中華基督教會基真小學	書籍一本: 「山野生蹤 ----- 優秀的孩子」 總值: \$ 128	存放圖書館, 以供學生借閱
7	香港迪士尼樂園	標準門票 18 張 = (\$759@x 18 張) 總值: \$13,662	供本校學生享用, 以凝聚歡樂
8	新中國史出版社	<賽雷三分鐘漫畫中國共產黨歷史>五本及免費教育支援, 包括一節介紹書本講座 = (漫畫每本人民幣四十八元 X 5) 總值: CNY¥ 240	漫畫存放圖書館, 以供學生借閱
9	保良局	「凝皓教育挑戰盃 (中國香港 vs 曼聯)」門票 ~ \$10@x 17 張 總值: 約 \$ 170	供學生享用, 讓其在繁忙的學習之餘, 放鬆心情
10	譚毓楨小姐 保良局副主席	演唱會門票 5 張: 《翁倩玉 Judy Ongg Thank you for your smile 香港演唱會》 ~ \$1,000@ x 5 pcs 總值: 約 \$ 5,000	屬校教職員/持份者享用, 以凝聚共歡

11	譚仔雲南米線	譚仔雲南米線優惠卷 20 套 (每套內含 8 張優惠卷, 每套價值\$319) * (\$319@ x 20 套) 總值: 約 \$ 6,380	屬校教職員/持份者享用, 以凝聚共歡
12	保良局李兆忠優質教育基金	資助購買及安裝 9 部電子白板 總值: \$237,330	增繕學校設備, 以提升及改善學習環境