

PLK HKTA YUEN YUEN PRIMARY SCHOOL  
ANNUAL SCHOOL REPORT

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2020-2021



# Annual School Report 2020/2021

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## 1.1 About Po Leung Kuk

### Po Leung Kuk's Spirit 保良精神

Mutual Respect  
相互尊重  
United Effort  
團結合力  
Benevolence  
延展愛心  
Charitable  
行善助人  
Gratefulness and  
Recognition  
感恩知德

### Dedication to serving the Community 造福社群的奉獻精神

### Vision 願景

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

幼有所育，少有所學，壯有所為，老有所依，貧寡孤困殘病者皆有所望

### Mission 使命

To be the most prominent and committed charitable organization. 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.

成為最傑出、最具承擔的慈善公益機構，發揮保良精神，以善心建善業，致力保赤安良，護老扶弱，助貧健診，培德育才，揚康樂眾，實踐環保，承傳文化，造福社群

### Values 價值觀

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

秉承傳統 與時並進  
以人為本 關心感恩  
優良管治 務實創新  
廉潔奉公 安不忘危  
善用資源 注重本益  
專業團隊 愛心服務

## 1.2 School Vision & Mission

### School Vision

We believe that every child in our school can achieve the following goals:

- Academic Excellence
- Explore their Potential
- Love, Respect, Diligence and Integrity
- Grasp Principles and Cultivate Virtue

### School Mission

- We love our children
- We care about our children
- We offer an excellent learning environment and ideal facilities to enhance effective and enjoyable learning
- We provide various learning experiences and opportunities to encourage them to develop their potential

## 1.3 School Motto

Love, Respect, Diligence, Integrity; Understanding Tao, Establishing Virtue

## 2. Major Concerns

- 2.1 Enhance cross-curricular teaching and learning
- 2.2 Incorporate moral education into all subjects
- 2.3 Provide every student with opportunities to develop his/her potential

### 3. School management and organization

\* Align with school major concern.

|    | Strategies / Task   | Time Scale      | Success Criteria  | Methods of Evaluation   | Result   | Follow up  |
|----|---|-----------------|---|---|--|--|
| A. | PLK S.F. Lee Creative & Technology Education Development Fund -Campus TV Equipment & Activities                   | 09/2019-08/2021 | Create videos to publish via Campus TV YouTube channel  | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program completed.   | Will submit final report to PLK in October, 2021   |
| B. | Animation as Teaching & Learning Materials for Moral Education in Primary Schools                                 | 02/2020-04/2022 | Successfully install and create scripts for animation videos  | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | Teacher workshops were held in March, 2021.                                    | Will start when students workshop can be held at school                                    |
| C. | Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)                          | 09/2019-07/2021 | Successfully create some learning and teaching materials and use in lessons to differentiate the students' learning | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program completed  | Will continue to use and revise the materials created without the funding from the program |
| D. | Po Leung Kuk Football Development Fund: Football Training Plan in YYPs  | 09/2020-08/2021 | Successfully purchase equipment or employ coaches   | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program deadline has been postponed to 2021-2022 due to school suspension. | Will start the activities next year  |
| E. | Po Leung Kuk Dr. Eleanor Kwok Beauty Generation Table Tennis Development Fund: Table tennis Training Plan in YYPs | 09/2020-08/2021 | Successfully purchase equipment or employ coaches   | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program deadline has been postponed to 2021-2022 due to school suspension. | Will start when the activities can be held according to EDB guideline                      |

|    |   |                 |  |   |  |   |
|----|---|-----------------|--|---|--|---|
| F. | Po Leung Kuk S.F. Lee Creative and Technology Education Development Fund: Establish interactive learning classrooms to improve teaching effectiveness | 09/2020-08/2021 | Successfully install Apple TV in classrooms                        | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | <p>Apple TVs were installed in the classroom.</p> <p>Teachers have user guideline.</p> <p>The program deadline has been postponed to 2021-2022 due to the school suspension.</p> | The program will be continued next year.  |
| G. | Enhance Teaching & Learning Via Big Data  | 09/2019-06/2021 | Successfully install & incorporate it into training and lessons    | <ul style="list-style-type: none"> <li>Feedback from teachers</li> </ul>                  | Postponed due to the school suspension   | Will start when the activities can be held according to EDB guideline.                              |
| H. | QEF QTN: Integrated Self-directed Learning Approach to School-based STEM Development  | 09/2020-07/2021 | Self-directed learning Develop curriculum                          | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program completed  | Will continue to improve and develop self-directed learning curriculum without the funding support. |
| I. | QEF QTN: Facilitating STEM Education in Upper Primary through Robotic Activities  | 09/2020-07/2021 | P5 students can successfully build robots.                         | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program completed  | Will continue to organize Robotic Activities for students without the funding support.              |
| J. | QEF QTN: STEM Maker Education Centre  | 09/2020-07/2021 | Organize activities and training for students and hold a STEAM day | <ul style="list-style-type: none"> <li>Feedback from the teachers and students</li> </ul> | The program for P5 students was completed.   | STEM activities will be organized for P6 students in 2021-2022.                                     |

|    |   |                 |   |  |   |  |
|----|---|-----------------|---|--|---|--|
| K. | Using Virtual Desktop Infrastructure to Enhance Teaching and Learning Effectiveness   | 09/2020-08/2021 | Proposal will be approved & renovation plan of the computer room can be launched. | <ul style="list-style-type: none"> <li>Feedback from the teachers</li> </ul> | The application has been withdrawn. Our school started the renovation plan and the new computers will be delivered to our school. | Software will be installed in new computers and keep in the computer room. |
| L. | Remodeling of Music Room and Activity Room: Proposal has been submitted in Sept, 2019 | 2021 Summer     | Proposal will be approved & renovation work is done.                              | <ul style="list-style-type: none"> <li>Feedback from the teachers</li> </ul> | The proposal was rejected by QEF.   | The renovation work will start next year.                                  |

#### 4. Teaching and Learning

##### 4.1 English

\* Align with school major concern.

|    | Strategies / Task   | Time Scale               | Success Criteria  | Methods of Evaluation  | Result   | Follow up   |
|----|---|--------------------------|---|--|--|---|
| A. | <p>Updated P.6 English Curriculum</p> <ul style="list-style-type: none"> <li>- Teachers will get reference from the UK National Curriculum and adopt a new curriculum in our school.</li> </ul> | <p>Sept 20 – June 21</p> | <p>Students will be asked to do a previous assessment after the first term. Average of the students should score higher than the previous in the same assessment paper.</p> | <p>1. Assessment scores<br/>2. Teachers' observation</p>             | <p>Due to the busy schedule, students did the previous assessment during post exam period. Students scored lower than the previous year. According to the observation of the teachers, some tasks might not be appropriate for assessment and the task in U4 should be modified as it was a bit bland and students were unmotivated.</p> | <p>Curriculum Team and the Panel Team will follow up on the adaptation of the rubrics for the tasks that were difficult to be assessed and modify the U4 writing.</p> |
| B. | <p>New Reading Program for Rotation and Whole</p>   | <p>Sept 20 – June 21</p> | <p>Complete P.1-P.6 Reading Focus Framework</p>   | <p>-Teachers' Observations<br/>-Project Document<br/>-Evaluation</p> | <p>Overall teachers agreed that it was a good start to restructure or reading curriculum. During the pandemic, teachers were not able to conduct rotations. Instead, teachers spent more time on guided reading with</p>   | <p>We should update the frequency of changing skills within the grade and unit and a policy of how to utilize Raz in class and at home should be adopted. In</p>      |



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|----|---|-------------------|---|--|--|--|
|    |   |                   |   |  | <p>the whole class.</p> <ul style="list-style-type: none"> <li>• The frequency of changing skills in focus should be lowered</li> <li>• RAZ need to be at the forefront of our reading and RC work</li> <li>• Students should be motivated to read on RAZ e.g. P6 have made it into a fun weekly competition on the amount read, avatar design, etc.</li> <li>• RAZ books can be also used for content to support text type or other lesson topics not just for reading and comprehension skill</li> </ul> | <p>addition, scheme to encourage students to read can be promoted and set up at school.</p>    |
| C. | Develop P.2 - P.3 teaching plans and materials for more-able and less-able students (PEEGS Program) | Sept 19 – June 21 | <p>i. Lesson plans and teaching materials of 6 units of P.2 and P.3 should be developed.</p> <p>ii. 60% of Primary 2 to 3 students will improve their</p> | <p>-Teachers' Observation</p> <p>-Feedback will be collected from core team members, other level English teachers in P.2 and</p> | <p>Teachers found the program was quite effective and adaptable.</p> <ul style="list-style-type: none"> <li>• The program helped teachers to start making differentiated</li> </ul>  | <p>We would promote this to all grades through grade level meeting and lesson observations</p> |

|    |                                      |                   |   |  |   |  |
|----|--------------------------------------|-------------------|---|--|---|--|
|    |                                      |                   | <p>confidence and skills in writing.</p> <p>iii. Writing assessment results of over 60% of students at Primary 2 to 3 will improve by at least 5% in 1 year's time.</p> <p>iv. All English teachers involved will enrich their knowledge in the teaching of writing to cater for learner diversity.</p> <p>v. All English teachers involved will apply new teaching methods e.g. strategies to cater for learner diversity to English teaching at Primary 2 to 3.</p> | <p>P.3 and students through questionnaire survey to be conducted by the end of each term.</p> <ul style="list-style-type: none"> <li>-Students' performance will be observed and the effectiveness of the materials will be reviewed.</li> <li>-Assessment scores for writing examinations will be analyzed and used to evaluate the effectiveness of the writing programme in each term.</li> </ul> | <p>materials and lessons was started last year and continued this year</p> <ul style="list-style-type: none"> <li>teachers were satisfied with the results and recommend all grades to follow suit</li> </ul> |  |
| D. | Develop an On-going Speaking Rubrics | Sept 19 – June 21 | <p>Teachers try out using the new On-going Speaking Rubrics.</p> <p>Teachers design activities based on the rubrics.</p>  | <ul style="list-style-type: none"> <li>-Teachers' Observations and Survey</li> <li>-Project Document</li> <li>-Evaluation &amp; Report about students' performance</li> </ul>  | <p>With two thirds of school online, it was very difficult to prepare any group work.</p>   | <p>This plan will be carried on to the year 21-22.</p> |

#### 4.2 Chinese

##### \* 配合學校關注事項

| 策略/工作   | 時間表 | 成功準則   | 評估方法                | 結果   | 跟進                                   |
|---|-----|--|---------------------|--|--------------------------------------|
| <p>1. 善用電子學習平台<br/>配合學校發展電子學習，以四年級作為試點，老師將在課堂上利用電子平台與學生互動，學生表現得以即時獲得數據，進而評估學生的學習表現。</p> | 全學年 | <p>1. 70%教師認為電子教學能更有效評估學生學習效果。<br/>2. 70%學生喜歡用電子平台學習，認為更能提升學習的積極性。</p>   | 教師問卷<br>學生問卷        | <p>四年級共有五位老師，4位老師認為能夠更有效評估學生學習效果，佔80%<br/>70%學生認為使用電子學習平台能使他更積極學習中文。</p>                     | <p>配合學校政策，繼續鼓勵老師使用電子平台評估學生的學習效能。</p> |
| <p>2. 推廣閱讀<br/>推行閱讀護照計劃，鼓勵學生閱讀不同類型的書籍。</p>  | 全學年 | <p>1. 有一半學生參加此計劃<br/>2. 有三分之一學生能拿到基本獎勵。<br/>3. 70%教師認為閱讀護照能有效鼓勵學生閱讀。</p> | 教師問卷<br>閱讀護照<br>記錄冊 | <p>疫情關係，未能推行。</p>  | 來年繼續                                 |
| <p>3. 開拓校本教學特色，重建識字教材<br/>一二年級在識字的基礎下，加入組詞元素，增加識字量。</p>                                 | 全學年 | <p>1. 70%教師認為學生組詞能力和識字量都提升了。<br/>2. 校本識字紀錄冊</p>                          | 教師問卷                | <p>此計劃推行不理想。<br/>由於疫情關係，沒有設計相關工作紙或課後練習。一年級功課種類多，時間緊，今年學生詞彙少，組詞不及以前學生，暫時看不到成效<br/>課堂時間緊湊。</p> | <p>改在課堂進行，及在工作紙上設計相關練習。</p>          |

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| <p>4. 發展高小銜接課程<br/>四五年級學生開始學習文言文，六年級加強學習文言文的篇章。</p>                            | <p>全學年</p> | <p>1. 70%教師認為讓學生多接觸文言文能提升閱讀文言文的能力。</p>                      | <p>教師問卷</p>                  | <p>由於疫情，教學時間不足，所以教師把重心放在追趕課文上，文言文沒有作為重點學習內容。</p>  | <p>高小銜接課程需要持續性發展，未來重點將放在文言文和文學性較強的文章上。</p> |
| <p>5. *提升自主學習：<br/>5.1 在預習過程中，加入 KWL（已知-想知-學會）學習元素<br/>5.2 用六何法自設問題，深化提問技巧</p> | <p>全學年</p> | <p>1. 預習工作紙中能顯示這些學習元素<br/>2. 70%教師和學生認為 KWL 和六何法能有效引發思考</p> | <p>教師問卷<br/>學生問卷<br/>工作紙</p> | <p>36%的教師使用過這兩種閱讀策略。<br/>47%的教師只用六何法。<br/>10%的教師用 KWL 策略。<br/>合共超過 80%故師使用這兩些策略。<br/>86%的教師認為這些策略能引發學生思考。</p> | <p>將引入更多的策略分佈在各年級，同時提升教師的教學專業。</p>         |
| <p>6. *跨學科教學<br/>與 M &amp; M 課推行跨科合作，各級都有個主題與中文科緊扣。</p>                        | <p>全學年</p> | <p>1. 70%教師認為跨科活動更能善用課堂時間。</p>                              | <p>課堂報告<br/>教師問卷</p>         | <p>疫情關係，M&amp;M 上課時間完全不足夠，無法完成跨科工作。</p>   | <p>來年繼續</p>                                |

2020-2021 中文科非華語班本年度目標：

| 策略/工作   | 時間表        | 成功準則                   | 評估方法                                 | 負責人   | 所需資源  |
|---|------------|------------------------|--------------------------------------|---|---|
| <p>1. 重整課程 (與理工大學合作)<br/>1.1 改用教育局提供的非華語生中文學習教材套(小一)<br/>1.2 調適校本教材 (小二至三)<br/>1.3 與理大重整課程 (小四)</p> | <p>全學年</p> | <p>70%教師認為新課程更適合學生</p> | <p>教師問卷<br/>會議記錄<br/>共同備課<br/>觀課</p> | <p>所有 NCS 教師都認同新的課程更適合非華語生的需要。<br/>小一：<br/>改用教育局提供的課程</p> | <p>小一、小二用書最後可以入詞語總表，方便學生溫習。<br/>小三的寫作教材仍需</p> |

|  |  |  |   |   |
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|  |  |  | <p>，由我們教師為教科書的課文加入拼音。調整後，學生表現較往年好。字詞量增多了，詞彙量增加提升學生閱讀能力，句式及課文貼近學生生活經驗，提高學習興趣。</p> <p>小二：<br/>     二年級學生剛開始學習EDB教材時覺得很長，比我們原來的課文長，但是後來第二課時已經習慣。學生很喜歡教材的圖畫，會對著圖畫認字，組詞，有助於學生識字。課文學生在閱讀時，覺得很有成就感，因為所有字詞和語法在整個單元學習完後他們可以順利朗讀。二年級的文章的難度和長度已經可以幫助學生適應小三的學習難度。</p> | <p>要調整，貼近學生的學習需要。</p> <p>明年仍需跟進小四的課程調適，作最後定稿及第三學期用書的編製。</p> |
|--|--|--|---|---|

|  |            |   |                      |  |   |
|--|------------|---|----------------------|--|---|
| <p>2. 善用電子學習平台</p> <p>2.1 善用 Flipgrid 提升學生說話能力</p> <p>2.2 善用 Nearpod/Quizlet 作課堂的鞏固</p> <p>2.3 利用 QR code 製作聆聽練習</p> | <p>全學年</p> | <p>1. 二至六年級每學期至少有一次說話課用分享平台與同學作出互動</p> <p>2. 二至六年級每學期至少有一篇課文用上 Nearpod/Quizlet 鞏固學習。</p> <p>3. 一至六年級每學期利用 QR code 至少完成一篇聆聽練習</p> <p>4. 70%教師認同網上學習平台有助學生學習。</p> | <p>教師問卷<br/>學生問卷</p> | <p>小三：課題重新編排後，能針對課文的語法點，重點教授學生，學生較易理解課文。同時把超剛的詞語刪去，更適合非華語生學習。</p> <p>小四：本年5月展開課程的調整，暫時完第一、二學期初稿。</p>   | <p>高小可以增加使用電子平台，可以利用電子平台放電子功課(如 nearpod/ blooket) , 使課堂的延伸。</p> |
|  |            |   |                      | <p>本學年教師曾採用不同的電子平台 (Flipgrid, Quizlet, Nearpod, Jamboard, Blooket, JeopardyLabs, Kahoot!) 準則 1-4 均達標。</p> <p><b>QR code 聆聽練習：</b><br/>由於課程內容的改變，部分聆聽的內容與我們的教授內容不同，故部分練習不適合新課程使用。</p> |   |

|   |            |  |                                       |  |   |
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| <p>3. 推行伴讀計劃 (與理工大學合作)</p> <p>3.1 訓練本地生為伴讀大使</p> <p>3.2 邀請大學生到校為外籍生伴讀</p> | <p>全學年</p> | <ol style="list-style-type: none"> <li>1. 學生出席率達 70%。</li> <li>2. 外籍生能閱讀 5 本以上的中文圖書</li> <li>3. 70%教師認為伴讀計劃能有效鼓勵學生閱讀</li> <li>4. 70%學生認為伴讀計劃能有助學習中文</li> </ol> | <p>活動出席紀錄</p> <p>教師問卷</p> <p>學生問卷</p> | <p>由於疫情關係，本年度沒有進行伴讀計劃。理工大學改為提供了網上伴讀的計劃。小一至小二進行了 6 次，小二至小四進行了 4 次。及後，我們也開辦了 6 節的閱讀小課堂，由我們的教師教授，平均出率達 80%。教授小一至小四的教師都認同伴讀計劃/閱讀小課堂均有鼓勵學生閱讀。</p> | <p>伴讀計劃及閱讀小課堂明年將繼續推行。</p>                                     |
| <p>4. 加強中文說話能力</p> <p>4.1 推廣課後朗讀計劃</p> <p>4.2 利用 Flipgrid 作課後分享</p>       | <p>全學年</p> | <ol style="list-style-type: none"> <li>1. 70% 學生能完成課後朗讀手冊，並得到獎勵</li> <li>2. 學生能利用 Flipgrid 進行最少一次分享</li> <li>3. 70%教師認同活動有助學生學習</li> </ol>                     | <p>活動出席紀錄</p> <p>教師問卷</p>             | <p>課後朗讀計劃：<br/>由於疫情關係，學生間要保持適當的社交距離，而且學生小息時不建議離開教室，所以沒有推行課後朗讀計劃。<br/><b>利用 Flipgrid 作課後分享</b>：<br/>每級最少一次讓學生在 flipgrid 平台上分享短片。</p>          | <p>明年繼續。<br/>flipgrid 的使用率需要提高，建議每一篇文章都加入一次 flipgrid 的分享。</p> |

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| <p>5. 對中國傳統文化加深認識</p> <p>5.1 外遊活動</p> <p>5.2 試後中國傳統文化活動</p> <p>5.3 中文日(與本地中文班合辦)</p> | <p>全學年</p> | <p>1. 安排一次本地旅程，以提升學生中華文化/香港歷史的認識</p> <p>2. 70%學生能完成外遊活動工作紙</p> <p>3. 舉辦最少一次中國傳統文化活動</p> <p>4. 70%學生認為活動能有效地幫助學生認識中華文化/香港歷史</p> | <p>活動出席紀錄</p> <p>教師問卷</p> <p>學生問卷</p> | <p>由於疫情關係，本年度外遊活動取消。</p> <p><b>試後中國傳統文化活動</b></p> <p>： 整體來說，這次活動的主題合適，活動精彩，效果不錯。活動時，學生都很開心，很投入，吃食物時也能守規矩。</p> <p>我們總結出以下的建議：</p> <p>1. 時間安排方面，可以提前開始策劃，準備，以致招覽義工等。另外，活動時間可考慮延長，增至半天或一天的活動，讓學生有更多的時間及空間，學生先認後吃，感受中國的傳統文化。</p> <p>2. 人手安排方面，活動是只有兩位老師負責</p> | <p>明年會否進行外遊，需視乎疫情而定。</p> <p>中國傳統文化活動舉辦頗成功，明年在試後繼續做同類文化活動。</p> |
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|  |  |  | <p>維持秩序及打點一切，人手比較緊張，建議明年舉辦同類活動時可增加人手，若所有任教NCS的中文老師都能幫忙帶領活動，效果將更好。而學生義工方面也可以多請一些，學生義工一對一帶領低年級非華語生去玩，盡量讓本地生和外籍的說中文。</p> <p>3. 籌備時間的方面，活動前應安排最少兩位老師作準備，場地佈置與安排物資。</p> <p>4. 活動設計方面，每個活動都很好，尤其是書法、茶和低年級的手工。如果明年時間多，可以請高年級的學生設計遊戲。</p> <p>5. 義工要多加培訓，及提醒家長及學生義工本次活動的用語應為中</p> |  |
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|  | 全學年 | 70% 學生參與最少一次校內 / 校外的中文活動 / 比賽 | 活動出席紀錄 / 參加比賽紀錄 | <p>文。另外，學生義工得一提前開會在場地練習一遍，並提醒 NCS 學生應有的態度，尊重食物及吃完東西後自行清理垃圾。</p> <p>校外比賽：<br/>學生參加了繪本創作比賽、EDB 的非華語寫作及才藝比賽(1 名六年級生取得季軍)。<br/>校內比賽：<br/>學生積極參與，共選出 12 份優秀的作品。</p> | <p>明年可以舉辦更多的校內比賽，給學生機會展示自己的習成。</p> |
| <p>6. *鼓勵外籍學生參與校內/校外的中文活動/比賽</p> <p>6.1 舉辦校內中文書法比賽</p> |     |                               |                 |  |                                    |

#### 4.3 Mathematics

\* Align with school major concern.

|    | Strategies / Task   | Time Scale | Success Criteria   | Methods of Evaluation  | Result  | Follow up  |
|----|---|------------|--|--|---|--|
| A. | To promote the authentic purpose of using Mathematics in daily life | Whole year | All grades should have done one practical assessment at least one time during the school year. Each practical assessment weighs 5% of a quiz when the written parts weigh 95%.                 | Quiz paper   | No grade completed it due to the pandemic and most of the quizzes are cancelled.  | We will keep this task next year.  |
| B. | To enhance teaching and learning.                                   | Whole Year | Math teachers will test on students' previous Math knowledge in all quizzes and assessments. This section weighs <b>5-10%</b> . More than one topic should be included.                        | Quiz paper   | All grades completed it except P1 since there was not much previous knowledge could be tested in the quiz and assessment. | We will keep this task for next year.  |
| C. | To enhance e-learning and self-learning                             | Whole Year | All P1-6 students use Google Classrooms for lesson preparation and self-study (by uploading the teaching videos, PPT. All pre-lesson preparation notes (PowerPoint slides) are completed in P3 | PowerPoint Slides made by Math teachers<br>Students' participation in Google Classroom | All P1- 6 grades used Google Classroom, especially during the zoom lessons.   | We will try our best to use Google Classroom, like what P3 did this year (took videos, created questions, etc) |

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| D. | To keep students' interest in learning Math.   | 2 <sup>nd</sup> term or 3 <sup>rd</sup> term/<br>post exam period | to P6.<br><ul style="list-style-type: none"> <li>STEAM Day/Week will be held in post exam period.</li> </ul>   | Participation of students  | Steam day was held in P6.<br><br>For other grades, Math Month was held in class, instead of doing in the lobby like previous years. Students were well-participated and it was easier for them to do the math month questions in class. | Steam day may be held in other grade as well in the post exam period. |
| E. | To arise students' interest in learning Math and gain more self-confidence. To provide students with a chance of handling more challenging tasks | Whole year  | Students will take part in at least 6 competitions in the school year. Among these 6 competitions, students are selected by Math teachers and students apply these competitions through Yuen Yuen Primary School | Participation of teachers and students   | 11 math competitions were joined, 5 of them were cancelled or postponed. 6 competitions were joined in total.   | We plan to join more Olympiad Math competitions next year.            |
| F. | To enhance teacher's professional development in Math  | Whole Year  | <ul style="list-style-type: none"> <li>Every Math teacher attended at least one Math professional</li> </ul>   | <ul style="list-style-type: none"> <li>All Math main teachers observed a lesson among the grade they teach at</li> </ul> | Peer lesson observation: 17 out of 19 teachers have done the peer   | We may invite guest from Modern Publisher to come to school           |

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|    |   | <p>program, talk or activity throughout the whole school year.</p> <ul style="list-style-type: none"> <li>• They need to finish at least one peer lesson observation in Math lesson.</li> <li>• Math teachers have used different types of questions to guide students thinking critically their lessons as stated in the Math Lesson Observation Forms.</li> <li>• Math co-teacher teaches one Math topic in every term.</li> </ul> | <p>least one time.</p> <ul style="list-style-type: none"> <li>• All Math main teachers attended Math related workshop, course or seminar at least one time.</li> <li>• All co-teachers teach one Math topic in every term for students in their grades.</li> <li>• All teachers should have asked one kind of higher order thinking questions in their lesson observed.</li> </ul> | <p>observation.</p> <p>About 80% of the main teacher attended the seminar.</p>   | <p>next year for the professional program training.</p>  |
| G. | Cross curricular Activities & Project based * | <p>Sept 20–<br/>June 21</p> <p>Complete 1 project or activity with another subject in one junior and senior grade.</p>   | <ul style="list-style-type: none"> <li>• Teachers' Observations</li> <li>• Project Document</li> <li>• Evaluation</li> </ul>   | <p>P2 shopping day was cancelled this year due to pandemic.</p> <p>Other grades also could not complete this due to the lack of teaching time.</p> | <p>We will keep this task for next year.</p> <p>We will plan to select some topics, use project based learning to replace the core worksheets.</p> |

#### 4.4 General Studies

\* Align with school major concern.

|    | Strategies / Task   | Time Scale | Success Criteria  | Methods of Evaluation | Result  | Follow up  |
|----|---|------------|---|-----------------------|---|--|
| A. | At least one Cross-department Activity / Project / Outing with other Departments<br>* <b>Strengthening cross-curricular collaboration across all subject areas</b>  | Whole Year | At least one GS topic in each grade is integrated with other subjects each year | Google form           | Except P1 & P2, all other grades completed the task | We will keep this task for next year.  |
| B  | Open door policy / peer observation at least once in a year in order to increase the understanding of how other subjects are taught and look into the possibilities of cooperation.<br>* <b>Strengthening cross-curricular collaboration across all subject areas</b> | Whole year | 80% of teachers finish at least one open door / peer observation in each year   | Google form           | 73% of teachers finished this task.                 | Due to COVID-19, normal face to face lessons were less than before.<br>Teacher found it difficult to have peer observation because of the tight teaching schedule after school resumption. |
| C. | Continuous professional development training (not only GS subjects) for teachers.<br>* <b>Strengthening cross-curricular collaboration across all subject areas</b>   | Whole year | 100% of teachers have at least one training in each year                        | Google form           | 73% of teachers finished this task.                 | Internal training by panel heads or GS teacher sharing are planned to achieve a higher rate next year.   |
| D. | eLearning – Apply the flipped class approach in teaching.<br>As GS department includes teachers of many different subjects, it is expected that they bring this approach to their   | Whole year | At least one trial of the flipped class approach per term in each grade.        | Google form           | All grades completed the task.                      | More details of flip class approach will be further implemented next year. Teacher   |

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|  | <p>own department.</p> <ul style="list-style-type: none"> <li>* Strengthening cross-curricular collaboration across all subject areas</li> <li>* Educate students about digital citizenship</li> </ul> |  |  |  |  | <p>Training on this approach will be focused next year.</p> |
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#### 4.5 Physical Education

\* Align with school major concern.

|   | Strategies / Task  | Time Scale  | Success Criteria   | Methods of Evaluation  | Result   | Follow up  |
|---|--|---|--|--|--|--|
| A | <p>General performance enhancement of motor skills by curriculum renewal:</p> <ul style="list-style-type: none"> <li>● To redesign the curriculum plan and put emphasis on fundamental movement (Key Stage 1) and eight major sports skills (Key Stage 2) e.g. athletics, aquatics, gymnastics, dance, ball games, racket sports, fitness and rope skipping.</li> <li>● To launch swimming ladder program</li> </ul> | <p>Whole year</p> <p>2<sup>nd</sup> &amp; 3<sup>rd</sup> term</p> | <p>Over 80% students are able to acquire the basic motor skills</p> <p>Over 80% students are able to achieve 1+ level up after 12 swimming lessons</p> | <p>PE motor skills assessment</p> <p>Swimming assessment and students' swimming performance record</p> | <p>Due to the pandemic, only 4 sports skills could be taught in F2F lessons. Students generally were able to acquire the skills as more than 90% students got B or above in assessment.</p> <p>Swimming program was cancelled due to pandemic.</p> | <p>Curriculum will be revised in order to provide more diversified lessons for students.</p> <p>Swimming program will be carried out if swimming lessons resume to normal.</p> |
| B | <p>Organizing various co-curricular physical activities:</p> <p>To provide physical activities during recess e.g. four square, rope skipping, ball games in order to emphasize MVPA60</p>  | <p>Whole year</p>   | <p>Over 60% of students join recess activities</p>   | <p>Record of the number of participants during recess</p>  | <p>Students were not allowed to have any physical activities due to the pandemic.</p>  | <p>Hopefully recess activities can be carried out when school resumes to normal next year.</p>   |



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|   | <p>To join Active School Program</p> <p>To organize inter-class competition during post exam period.</p> <p>-</p>  | <p>2<sup>nd</sup> &amp; 3<sup>rd</sup> term</p> <p>3<sup>rd</sup> term</p> | <p>Over 80% students are satisfied with the lessons</p> <p>Over 80% students are satisfied with the lessons</p> | <p>Lesson observation, questionnaires</p> <p>Lesson observation questionnaires</p> | <p>Martial lessons provided by Active School were successfully conducted during zoom lessons. More than 80% of students enjoy the lessons.</p> <p>Games Day was organized during post exam period. All students and teachers participated in this event. They enjoyed this event a lot.</p> | <p>We are going to join the Active School Program again. Specific sports skills lesson will be arranged which is aligned with the curriculum designed. Some colleagues gave constructive suggestions by submitting google form survey. Game Day will probably be held in the same format if social distancing policy still exist.</p> |
| C | <p>Integration of learning activities with different subjects:</p> <ul style="list-style-type: none"> <li>To implement dance unit in P.1 – 5 curriculum by collaborating with music department e.g. Christmas Dance (P.1-3), folk dance (P.4&amp;5)</li> </ul> | <p>Term1 &amp; 3</p>   | <p>N/A</p>  | <p>Observation</p>   | <p>Due to social distancing policy and school suspension, the planned learning activities were</p>  | <p>Same activities will be planned for next year.</p>   |

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|   |   |            |  |  | cancelled.   |  |
|   | <ul style="list-style-type: none"> <li>• To design swimming ladder program booklet with VA</li> <li>• To collect fitness data and interpret data with Math knowledge and skill</li> </ul>                                   | Term 1 &3  | <p>Over 50% students are willing to join the activities</p> <p>Over 80% students are able to interpret the body composition and fitness data</p> | <p>Collection of students' artworks</p> <p>Fitness assessment</p>  |  |  |
| D | <p>Development of consistent class routines and safety guidelines:</p> <ul style="list-style-type: none"> <li>• To renew safety guidelines for PE teachers</li> <li>• To enhance co-teacher's role in PE lessons</li> </ul> | Whole year | <p>100% PE teachers know safety guidelines</p> <p>100% PE teachers are able to assist main teacher's lessons</p>                                 | <p>Observation</p> <ul style="list-style-type: none"> <li>• Injuries record and PE panel, observation</li> </ul> | All PE teachers read the safety guidelines. We kept the injury record updated once students got injured. | Same guidelines will be used for upcoming years. |

#### 4.6 Music

\* Align with school major concern.

|    | Strategies / Task   | Time Scale | Success Criteria   | Methods of Evaluation  | Result   | Follow up   |
|----|---|------------|--|--|--|---|
| A. | Workshops for Orff pedagogy strategies and vocal technique will be arranged for music teachers. | Whole year | Teachers will be able to plan and conduct lessons utilizing learned pedagogy strategies  | <ul style="list-style-type: none"> <li>Observation by Head of Music Department</li> <li>Observations and Feedback of teachers and students.</li> </ul>                             | <ul style="list-style-type: none"> <li>With COVID persisting, we could not allocate sufficient time for PD. We have planned to put more emphasis on this target next year</li> </ul> | <ul style="list-style-type: none"> <li>Orff PD sessions are organized in summer before the next academic year</li> <li>More PD will be arranged later</li> </ul>  |
| B. | Maintain operations of ECA during COVID-19 pandemic   | Whole Year | <ul style="list-style-type: none"> <li>Operations for Vocal Class, Choirs, Instrument Classes, Orchestra will be adjusted and maintained even during pandemic/school suspension</li> </ul> <p>When F2F training is not possible, online training on Zoom will be conducted</p> | <ul style="list-style-type: none"> <li>PPIE will be observed by Head of Music Department</li> <li>Observations and Feedback of teachers and students will be collected.</li> </ul> | <ul style="list-style-type: none"> <li>We were able to carry out music activities such as choir, online instrument classes, and musical by the end of the year</li> </ul>            | <ul style="list-style-type: none"> <li>We will initiate a string ensemble in replacement of orchestra next year</li> <li>String instrument classes will be changed to F2F</li> <li>Musical and Choir will continue next year</li> </ul> |
| C. | Preparation and participation in the Taipei International Choral Competition                    | Whole Year | <ul style="list-style-type: none"> <li>Prepare and qualify for the Taipei International Choral Competition</li> <li>Enhance student</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluation of teachers and coaches</li> <li>Performance at the TICC</li> </ul>  | <ul style="list-style-type: none"> <li>The tour was cancelled due to COVID</li> </ul>  | <ul style="list-style-type: none"> <li>We will observe the pandemic situation and decide on</li> </ul>  |

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|    |  |        | <ul style="list-style-type: none"> <li>motivation and enjoyment in choir training and performance</li> <li>Broaden student horizons in international competitions</li> <li>Attempt to achieve Silver or Gold Award at the competition</li> </ul> | <ul style="list-style-type: none"> <li>Observations and Feedback from students, teachers and parents</li> </ul>  |   | whether we can initiate competition tours again   |
| D. | Microbit Project: Cross-curriculum Activity with ICT/STEM (P4)       | Term 1 | <ul style="list-style-type: none"> <li>Coordinate with P4 ICT/STEM teachers to carry out cross-curriculum assessment</li> <li>Merge together P4 Ensemble assessment (melody writing) with microbit code-writing assignment</li> </ul>            | <ul style="list-style-type: none"> <li>Observations and Feedback of P4 teachers and students will be collected.</li> <li>PPIE will be observed by Head of Music Department</li> </ul>      | <ul style="list-style-type: none"> <li>Students were able to complete the Microbit project in Term 1</li> </ul>                                 | <ul style="list-style-type: none"> <li>It was rather difficult to evaluate the effectiveness of our marking criteria for this project due to the complexity of cross-curriculum. We will evaluate and improve our marking process for next year.</li> </ul> |
| E. | Ukulele Project: Cross-curriculum Activity with ICT/STEM and VA (P6) | Term 3 | <ul style="list-style-type: none"> <li>Coordinate with P6 ICT/STEM teachers to carry out cross-curriculum activity</li> <li>Students will build a ukulele during ICT/STEM lessons, paint the instrument during VA</li> </ul>                     | <ul style="list-style-type: none"> <li>Observations and Feedback of P4 teachers and students will be collected.</li> <li>PPIE will be observed by Head of Music/ICT&amp;STEM/VA</li> </ul> | <ul style="list-style-type: none"> <li>We arranged a 2 day STEAM day for students to build and design their own ukulele and have a 1</li> </ul> | <ul style="list-style-type: none"> <li>STEAM day was too rushed. The quality of the learning process was inconsistent due to the short time frame we had. Next year</li> </ul>  |

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|  |  |  | <p>lessons and learn to play the instrument during music lessons</p> <ul style="list-style-type: none"> <li>- A final performance/assessment will be arranged to showcase the instruments and the skills/processes students have developed</li> </ul> |  | <p>hour ukulele music lesson to play their instruments</p> <ul style="list-style-type: none"> <li>- After STEAM day, students were encouraged to write a project report to discuss their findings</li> </ul> | <p>we plan to spread out this project across term 3 so that students will have more time to consolidate their learning for this activity.</p> |
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#### 4.7 Visual Arts

\* Align with school major concern.

|    | Strategies / Task  | Time Scale           | Success Criteria  | Methods of Evaluation  | Result   | Follow up               |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
|----|--|----------------------|---|--|--|-------------------------|-------------|----|----------|----|---------------------|----|---------------|----|----------------|----|----------|----|----------|---|
| A. | Enhancing cross-curricular collaboration across all subject areas*<br>Cross curricular Projects / Activities                                 | Whole year           | At least one project or activity per year   | Observation record of participants   | Some projects were cancelled or timeline was changed due to Zoom lessons in 20/21 school year.<br><br>Cross curricular artworks were done in 20/21 school year :<br><table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>Intergraded</td> </tr> <tr> <td>P1</td> <td>4 VA, GS</td> </tr> <tr> <td>P2</td> <td>7 VA, GS, Eng, Math</td> </tr> <tr> <td>P3</td> <td>4 VA, GS, Eng</td> </tr> <tr> <td>P4</td> <td>1 VA, GS, Math</td> </tr> <tr> <td>P5</td> <td>1 VA, GS</td> </tr> <tr> <td>P6</td> <td>2 VA, GS</td> </tr> </table> |                         | Intergraded | P1 | 4 VA, GS | P2 | 7 VA, GS, Eng, Math | P3 | 4 VA, GS, Eng | P4 | 1 VA, GS, Math | P5 | 1 VA, GS | P6 | 2 VA, GS | Will continue next year and will work close with other teams, especially with ICT in different STEAM projects |
|    | Intergraded  |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P1 | 4 VA, GS   |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P2 | 7 VA, GS, Eng, Math  |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P3 | 4 VA, GS, Eng  |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P4 | 1 VA, GS, Math   |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P5 | 1 VA, GS   |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| P6 | 2 VA, GS   |                      |   |  |  |                         |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| B. | Educate students about digital citizenship*<br>Organize design and drawing competition in school (ICT STEM)                                  | 2 <sup>nd</sup> Term | Over 80% of students take part in this competition  | Observation and record of participants   | About 85% P1-P3 students took part and submitted artwork.<br>Only 50% P4-6 students took part in those competitions.   | Will continue next year |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |
| C. | Integrating the moral value of respect into curriculum<br>1. Appreciate and respect different kinds of art and culture in Visual Art Lessons | Whole year           | Over 80% of students are satisfied with the activities and joined the discussion during the lesson. | <ul style="list-style-type: none"> <li>Observation of the process and achievement</li> </ul> | Due to the anti-epidemic measures, some peer appreciation and art and culture appreciation lessons were canceled.  | Will continue next year |             |    |          |    |                     |    |               |    |                |    |          |    |          |   |

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|  | 2. Appreciate and respect others artwork in Visual Art lessons |  |  |  |  |  |  |

| Provide every student with opportunities to develop his/her potential in VA |   |   |   |  |   |                         |  |
|---|---|---|---|--|---|-------------------------|--|
|   |   | 1 <sup>st</sup> Term / 2 <sup>nd</sup> Term   | Over 80% of students participation                          | Record of participants, Observation      | Due to the anti-epidemic measures in school, the VA camp was cancelled.<br>The art school team - Art Pioneers could only have Zoom lessons instead of face to face activities.                                      | Will continue next year |  |
| D.  | Provide programme for VA gifted students          | Whole year                                    | Renew the artworks at least 1 a year                        | • Observation                            | All art work displays along the staircase were changed to show case of students works.  | Will continue next year |  |
| E.  | Honor the works of the students around School     | Whole year                                    | Renew the artworks at least 1 a year                        | • Observation                            | All art work displays along the staircase were changed to show case of students works.  | Will continue next year |  |
| F.  | Provide different Art ECA for students            | 2 <sup>nd</sup> Term and 3 <sup>rd</sup> Term | Over 80% of participants are satisfied with the activities. | • Observation                            | Art school team - Art Pioneers, stained glass workshop and fee-charging VA group were held via ZOOM.  | Will continue next year |  |
| G.  | Organize design and drawing competition in school | Whole year                                    | Over 80% of students take part in this competition          | • Observation and Record of participants | 2 design and drawing competitions were organized this year.<br>Both digital citizenship poster and handbook design competitions had 70% participants. More junior students took part in those than senior students. | Will continue next year |  |
| H.  | Organize design and drawing competition in school | Whole year                                    | Over 80% of students take part in this competition          | • Observation and Record of participants | 3 drawing competitions were organized. However, the last 2 competitions had very low participation rate (around 10 %) due to school suspension.   | Will continue next year |  |

#### 4.8 ICT & STEM

\* Align with school major concern.

|    | Strategies / Task  | Time Scale | Success Criteria   | Methods of Evaluation | Result   | Follow up   |
|----|--|------------|--|-----------------------|--|---|
| A. | Cross ICT / STEM Project with other subjects<br>* Strengthening cross-curricular collaboration across all subject areas  | Whole Year | At least integrate one ICT / STEM project with other subjects each year          | Google form           | All grades integrated at least one ICT&STEM Project with other subjects.   | We will continue implement cross-curricular / theme-based learning next year.   |
| B. | Open Classroom / Peer observation at least once in a year in order to increase the understanding of how other subjects are taught and look into the possibilities of cooperation.<br>* Strengthening cross-curricular collaboration across all subject areas | Whole year | 100% of teachers finish at least two Open Classroom / peer observation each year | Google form           | Due to COVID-19, normal face to face lessons were less than before. Teachers found it difficult to have peer observation because of the tight teaching schedule after school resumption. | We will put more focus on teachers professional development through open classroom and peer observation in a more systematic way. |
| C. | Continuous professional development training (not only GS subjects) for teachers.<br>* Strengthening cross-curricular collaboration across all subject areas   | Whole year | 100% of teachers have at least one training each year                            | Google form           | All teachers attended at least one training related to ICT&STEM.   | We may provide more professional development training for teachers next year.   |
| D. | Implement / emphasis the value of digital citizenship into our teaching content.<br>* Enhancing students' awareness of digital citizenship   | Whole year | At least one unit in our ICT & STEM curriculum implements / emphasizes the       | Google form           | All grades implemented at least one unit in our ICT & STEM curriculum about the digital citizenship.   | We may continue to incorporate the value of digital citizenship in each grade next year.  |



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|----|--|------------|---|-------------|---|--|
| E. | <p>Students' learning interest and motivation in ICT &amp; STEM Education</p> <p>* Enhancing students learning interest and motivation</p>   | Whole year | <p>digital citizenship.</p> <p>Hold at least one recess / post-exam activities for each grade each year</p> <p>At least 90% of students enjoy learning ICT &amp; STEM</p> | Google form | <p>Post-exam activities were prepared for all grade students. STEAM days were held for P5 and 6.</p>      | <p>Due to COVID-19, recess activities could not be held for students. We may arrange some recess activities next year.</p> |
| F. | <p>Structured Implementation of the new ICT &amp; STEM curriculum</p> <p>*Enhancing the teaching and learning effectiveness and efficiency of the ICT &amp; STEM curriculum</p>                      | Whole year | <p>Feedback and evaluation by teachers</p>  | Google form | <p>Teaching and learning efficiency can be further enhanced via catering for learning difference.</p>     | <p>We may put more focus on catering learning differences next year.</p>   |
| G. | <p>Expansion of ICT &amp; STEM Enhancement Program</p> <p>*Increasing the class size to 40 students, which separates into 4 teams, 10 students each team at most</p>                                 | Whole year | <p>Observation of mastery and achievement outcomes of the enhancement program</p>   | Google form | <p>There were 8 different enhancement teams and programs with no less than 70 students.</p>               | <p>We may continue provide more program to further unleash students potential.</p>   |
| H. | <p>Broadening horizons of ICT &amp; STEM enhancement team members by sending them to a local / overseas STEM exchange / outing</p> <p>* Enhancing students' horizons of ICT &amp; STEM education</p> | Whole year | <p>Student will develop showmanship, confidence, motivation and self-efficacy through participating</p>   | Google form | <p>Due to COVID-19, local and overseas exchange program or outing could not be arranged for students.</p> | <p>We may provide outing and overseas STEM exchange program for students next year.</p>                                    |

#### 4.9 Library

\* Align with school major concern.

|    | Strategies / Task   | Time Scale | Success Criteria  | Methods of Evaluation  | Result   | Follow up  |
|----|---|------------|---|--|--|--|
| A. | <p>Support teaching and learning</p> <ol style="list-style-type: none"> <li>1. Invite teachers and students to make purchase suggestions for enriching the collection of school library as well as supporting teaching and learning.</li> <li>2. Books related to the curriculum themes (e.g. STEM, the moral value of respect) will be purchased and displayed so that students can read and borrow them from library.</li> <li>3. Co-teach library lesson with Chinese teacher to promote stronger Chinese reading atmosphere in school.</li> </ol> | Whole year | <p>80% of the suggestions for purchases will be bought.</p> <p>Create thematic book display to arouse student's interest to the new books.</p> <p>At least 50% in school will do book sharing in Chinese.</p> | <ul style="list-style-type: none"> <li>• Library catalog records</li> <li>• Student borrowing record to curriculum related new books</li> <li>• Teacher observation</li> </ul> | <p>Collected the list of purchase suggestions from teachers and students.</p> <p>Around 80% items of suggested list for purchase were brought.</p> <p>Most of the new books have been displayed in prominent position and displays were made on the wall to promote new books.</p> <p>Many students did book sharing in Chinese, but the co-teach Chinese teachers were lacking of chance to promote Chinese reading due to the shorten lesson time.</p> | <p>Will be more systematic to collect the list and purchase suggestion from teachers and students.</p> <p>Make sure we promote English and Chinese reading equally in library lessons.</p> |
| B. | <p>Create reading and sharing culture at school and foster students' good reading habit through various library activities.</p> <ol style="list-style-type: none"> <li>1. Reading Award Scheme</li> <li>2. Book Fair</li> <li>3. Ebook sharing forum (Google classroom and school library website)</li> <li>4. Book Exchange</li> </ol>   | Whole year | <p>70% of students have participated in the activities.</p>   | <ul style="list-style-type: none"> <li>• Activity record</li> <li>• Observation</li> <li>• Reading passport record</li> </ul>  | <ol style="list-style-type: none"> <li>1. The Online Reading Award has been launched and there were 149 students got the reading award.</li> <li>2. Due to the pandemic situation, the book fair on parent's day was suspended.</li> <li>3. P1 to P3 students got much higher level of respond to reading award, online book</li> </ol>  | <p>Reading Award will be continued next year.</p> <p>More reading promotion with library activity for P4 to P6 students will be held.</p> <p>For example F2F</p>                           |

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|     | <p>5. Author Talk</p> <p>6. Book club</p>  |  |  | <p>sharing forum and online book club.</p> <p>4. Due to the rules under pandemic situation, students couldn't exchange books with each other.</p> <p>5. Due to the pandemic situation, author talk had been suspended.</p> <p>6. Book passport activity with English and Chinese department has been postponed to next school year.</p> | <p>book club as an ECA for senior students.</p> <p>Resume book fair on parent's day, book exchange and author talk next year.</p> <p>Discuss the schedule of the reading passport with English and Chinese panel groups.</p> |
| *C. | <p>Student librarians</p> <p>1. More library skill training before library open in the beginning of academic year.</p> <p>2. Monthly librarian training in lunch period to agitate librarian's performance.</p> <p>3. Hold an "Outstanding Student Librarians Award" and award conduct point to those who achieve over 80% attendance, to recognize their effort and contribution to the library's daily operation, to support them within a respectful atmosphere.</p> <p>4. Organize training camp for student</p> | <p>Whole year</p> <p>Three student librarians will be awarded the "Outstanding Student Librarians Award"</p> <p>90% of librarians will be awarded conduct point in each term</p> <p>70% of librarians take part in the camp. Over 80% participants are</p> | <ul style="list-style-type: none"> <li>● Activity record</li> <li>● Questionnaire</li> </ul> | <p>Due to the pandemic situation, the library was remained closed, only open for library lesson. No single student librarian was recruited this year.</p>   | <p>Outstanding Student Librarians Award scheme will be continued in 2021-2022 school year.</p> <p>Will continue to organize different kinds of training activities for student librarians next year.</p>                     |

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|  | librarians in order to cultivate their collaborative leadership skills. |  | satisfied with the activity. |  |  |
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5. Discipline and Moral Education

\* Align with school major concern.

|    | Strategies / Task   | Time Scale             | Success Criteria                                    | Methods of Evaluation                  | Result            | Follow up   |
|----|---|------------------------|---|--|-------------------|---|
| A. | Students keep a tidy and hygienic classroom daily to reduce janitors' workload and students know how to respect their own classroom and those who help them.<br>At the end of the day, will ask the janitor to suggest the best classroom and they will get a chance to go down to the OCP to have one recess the next day. | During epidemic period | Janitors' feedback                                  | Questionnaire to teachers and students | -Did not complete | -Due to COVID, we will postpone this to this coming year. |
| B. | Janitor's Day<br>Regarding the above activity, we will encourage students to respect janitors as their helpers at school about cleaning their classroom. Students will write a card to show appreciation to the janitor who is responsible to their floors.   | October to December    | Over 90% return their card to janitors of the floor | Questionnaire to teachers and students | -Did not complete | -Due to COVID, we will postpone this to this coming year. |
| C. | Helper's Day/Guardians'<br>- Since most students are taken care of by their helpers or guardians such as grandpas or grandpa moms. We will encourage students to show their appreciation to their helpers/guardians by writing a card during the M & M session.   | October to December    | Over 90% return their card to helpers or guardians. | Questionnaire to teachers and students | -Did not complete | Due to COVID, we will postpone this to this coming year.  |

|    | Strategies / Task  | Time Scale     | Success Criteria  | Methods of Evaluation                   | Result  | Follow up                                       |
|----|--|----------------|---|---|---|---|
| D. | Handbook checking<br>- Random check handbooks once a month.  | Whole year     | 90% students who were checked should write the handbook properly with all the signatures inside every page. | Questionnaires                          | Checked once in October 2020 only                         | Will continue to do in 2021-2022                |
| E. | <ul style="list-style-type: none"> <li>Reinforce the voice level chart to all teachers and students again. Encourage teachers and students to follow the level inside during all daily routines</li> </ul>   | Whole year     | 90% teachers and students agree that the suitable voice level is applied at the end of the school year.     | Questionnaire<br>Feedback from teachers | -90% teachers agreed that they used the voice level chart | Will keep it for the 2021-2022 year             |
| F. | To provide students with a welcoming campus<br>“Big Brother and Big Sister” scheme, Caring Ambassadors scheme, Stars of the Month, Secret Angel program, Guess Who, Board Game Play Room, Music Station, etc   | After epidemic | Fewer students complain about each other and the relationship between teachers and students is improved     | Feedback from teachers.                 | -Did not complete   | -Due to COVID, we will postpone to coming year. |
| G. | <p>Boost self-confidence of senior grade students</p> <p>-Students are trained to provide different services for school (e.g. tour guide, big brothers and big sisters, caring ambassadors, reading angels)</p> <p>- A camp will be provided to train caring ambassadors and Big Brothers and Big Sisters.</p> | Whole year     | Students are able to fulfil their duties and their self-confidence is enhanced.                             | Questionnaire<br>Feedback from teachers | -Did not complete   | -Due to COVID, we will postpone to coming year. |

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| H. | Self-management Program for P.3 students.<br>An overnight camp to enhance P.3 students' self-care skills.  | December   | Students can finish the tasks that are assigned.   | Questionnaire   | -Did not complete | -Due to COVID, we will postpone to coming year. |
| I. | Enhance P.4 – P.6 students' resilience. Sunshine Kids Program for P.4 – P.6 students on the attitude of facing problems and problem solving skills   | Whole year | 80% of students have positive feedback.  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaire</li> </ul>  | -Did not complete | -Due to COVID, we will postpone to coming year. |
| J. | Render support to students with special needs <ul style="list-style-type: none"> <li>• Program of attention skills training, Chinese literacy training, social skills training, emotion management training are introduced. Speech Therapy Service and Educational Psychology Service are provided.</li> </ul> | Whole year | Students have improvements regarding their trained areas. Students with special needs receive suitable assessment and interventions. | <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Verbal feedback from parents, students and teachers.</li> </ul> | -Did not complete | -Due to COVID, we will postpone to coming year. |
| K. | Enhancement of parent-child relationship <ul style="list-style-type: none"> <li>• Parent-child day camp and activities are introduced for junior and senior grades separately. A parent-child volunteer team is introduced.</li> </ul>   | Whole year | Parent-child relationship is improved and has more positive communication  | <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Observation</li> </ul>  | -Did not complete | -Due to COVID, we will postpone to coming year. |
| L. | Enhancement of parent education<br>A series of parents' groups or talks are organized, to enhance their parental skills.   | Whole year | Parents are able to utilize the skills they learned.   | <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>   | -Did not complete | -Due to COVID, we will postpone to coming year. |
| M. | Sing National Anthem on the first  | Whole      | Students can behave  | <ul style="list-style-type: none"> <li>• Feedback from teachers.</li> </ul>   | -National Anthem  | Will keep it                                    |

|    | school day of each month.  | year       | well in the ceremony.  |  | and flag raising ceremony were done once a month  | for the 2021-2022 year              |
|----|--|------------|--|--|---|-------------------------------------|
| N. | <p>*M&amp;M period</p> <ul style="list-style-type: none"> <li>Every Thursday there will be an 'M&amp;M' period for a program related to Moral and Multi-intelligence Education.</li> <li>Teachers will talk about different topics in the lesson.</li> </ul> <p>Guests and organizations will be invited to give students talks or shows based on digital citizenship.</p> | Whole year | Most students can tell what they have learned in the M&M period. | <ul style="list-style-type: none"> <li>Feedback from teachers and students.</li> </ul> | <p>Students were able to learn about moral topics during M&amp;M class activities.</p> <p>The Educational talks were cancelled due to covid 19.</p> | Will keep it for the 2021-2022 year |
| O. | <p>*Cross-curricular activities</p> <ul style="list-style-type: none"> <li>Work with Chinese teachers, let our students finish group projects. Project topics are related to Chinese curriculum. e.g animation script writing in moral topics, etc.</li> </ul>   | Whole year | Incorporate moral education into Chinese subjects                | <ul style="list-style-type: none"> <li>Feedback from teachers and students.</li> </ul> | <p>Only some cross-curriculum activities were held due to timetable arrangement.</p>  | Will keep it for the 2021-2022 year |
| P. | <p>Improvement of discipline in hall during M&amp;M periods</p> <p>- M&amp;M teachers from the Discipline team and other M&amp;M teachers will remind our students to behave well in the hall.</p>   | Whole year | Students can behave well in hall                                 | <ul style="list-style-type: none"> <li>Questionnaire to teachers</li> </ul>            | <p>Students did not have M&amp;M lessons in the hall due to the social distancing measures and arrangements.</p>                                    | Will keep it for the 2021-2022 year |

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| Q. | <p>*Development of teaching and learning material for Moral Education in school<br/>發展德育校本教材</p> <ul style="list-style-type: none"> <li>- Develop animation as teaching and learning material for Moral Education in our school</li> <li>- cooperate with the animation company and our school Campus TV Team, let our students use new technology for creating videos for M&amp;M teaching and learning.</li> </ul> <p>Renew teaching materials.</p> <ul style="list-style-type: none"> <li>-Teaching materials from NGO, new textbooks, PLK and government are references for renewal</li> </ul> | Whole year | <p>Teachers and students feedback</p> <p>At least one ECA activity involving animation.</p> | <ul style="list-style-type: none"> <li>• Questionnaire to teachers</li> <li>• Students' work</li> </ul> | Cancelled due to the social distancing measures and arrangements. | Will keep it for the 2021-2022 year |
|----|--|------------|---|---|---|-------------------------------------|



## 6. Extra-Curricular Activities

\* Align with school major concern.

|   | Strategies / Task   | Time Scale  | Success Criteria   | Methods of Evaluation  | Result  | Follow up   |
|---|---|---|--|--|---|---|
| A | To set regulation to reduce clash and ensure the safety:<br>-All subject panels need to decide all activities for the year as early as possible.  | Whole year  | 70% teachers agree that clashes among students reduced.  | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Teacher observation &amp; feedback</li> </ul>  | More than 70% teachers agreed with it.  | School will keep it next year.  |
| B | Organizing school extra-curricular activities which are held by teachers for the whole school year including: uniform groups, school teams and interest groups to enhance students' all-round development of spirit, mind and body. | In 2 <sup>nd</sup> & 3 <sup>rd</sup> school terms | i. One student activity<br>ii. Completed activities<br>iii. Students gain knowledge and learning experience from these activities. | <ul style="list-style-type: none"> <li>• Student participation &amp; feedback</li> <li>• Teacher observation &amp; feedback</li> </ul>   | Since half-day timetable has been used through the year, learning groups were not held. Uniform groups and some school teams like swimming team, basketball team and volleyball team had no training this year. | ECA will be held before classes, after school or on Saturdays next year if half-day school will be continued. |
| C | Inviting other companies to organize fee-charging extra-curricular activities including: Mini-Tennis, Magic, Artistic Gymnastic, Soccer, some activities about STEM, etc to   | Whole year  | i. Completed activities<br>ii. Students gain knowledge and learning experience from these  | <ul style="list-style-type: none"> <li>• Completed activities</li> <li>• Student participation</li> <li>• Teacher observation &amp; feedback</li> <li>• Questionnaire</li> </ul> | 9 fee-charging activities were arranged, but 4 were cancelled due to the  | Some activities are good to be taught on Zoom, like drawing lessons and                                       |

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|   | provide students with opportunities for character formation and realization of potential.   |            | activities.   |   |  | <p>pandemic. 5 fee-charging activities on Zoom were organized.</p> <p>More school teams will resume the trainings next year.</p> | <p>Magic. Dancing class is better to be taught face-to-face. Hopefully there are more fee-charging activities next year.</p> |
| D | Participating in inter-school & external competitions including: Dance, Music, and Speech Festivals; Sports Day; Swimming Galas; and drawing competitions. School teams have been set up.               | Whole year | Students are encouraged and subsidized by school to join more external competitions and performances. | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Student achievements</li> <li>• Teacher observation &amp; feedback</li> </ul>           | <p>Our school obtained various prizes in different competitions, except the sports competitions because most of them had been cancelled.</p> | <p>Our school teams will resume the trainings next year.</p>   | <p>More school teams will resume the trainings next year.</p>  |
| E | Organizing field trips in and outside Hong Kong to visit museums or other attractions and for cultural exchange. Local and overseas trips are organized for outstanding students for the award schemes. | Whole year | Students participate in the activity.   | <ul style="list-style-type: none"> <li>• Student participation &amp; feedback</li> <li>• Parent feedback</li> <li>• Teacher observation &amp; feedback</li> </ul> | <p>Field Trips and overseas trips were cancelled due to the pandemic.</p>  | <p>We may try to organize more field trips next year, but not overseas trips.</p>  | <p>We may try to organize more field trips next year, but not overseas trips.</p>  |
| F | Special theme days, cross curricular activities and interactive hands-on learning programs are held to cultivate students' generic skills and to enrich, enlarge and extend                             | Whole year | Students participate in the activity.   | <ul style="list-style-type: none"> <li>• Student participation &amp; feedback</li> <li>• Parent feedback</li> <li>• Teacher observation &amp; feedback</li> </ul> | <p>Two special theme days, Christmas Celebration and Chinese Day,</p>  | <p>Similar approaches will be applied if there is school suspension</p>  | <p>Similar approaches will be applied if there is school suspension</p>  |

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|  | <p>students' classroom learning through various learning experiences, as well as understand different cultures around the world</p> |  |  |  | <p>were held online with YouTube Video and class meeting on Zoom. Other theme days were organized at school successfully.</p> | <p>again. We will remind everyone to keep the social distance when organizing activities at school under the pandemic situation.</p> |
|--|---|--|--|--|---|--|

保良局香港道教聯合會圓玄小學  
姊妹學校交流報告書  
2020/21 學年

內地姊妹學校名稱/締結日期：北京舞蹈學院附中豐台實驗小學 (2019) / 深圳市寶安區立新湖外國語學校 (2019 年) / 深圳市南山區海濱實驗小學 (2019 年) / 寧波市行知實驗小學 (2018 年) / 雲南昆明市明通小學 (2018 年) / 南沙金隆小學(2013 年)/浙江海曙中心小學(2012 年)/武漢育才小學(2010 年)

第一部分：交流活動詳情

| 項目 | 交流項目名稱及內容                    | 預期目標 | 評估結果 | 反思及跟進       |
|----|------------------------------|------|------|-------------|
|    | 本學年由於受新冠肺炎疫情影响，所有姊妹學校交流活動取消。 |      |      | 來年似乎疫情再做跟進。 |

第二部分：財政報告

| 項目                | 交流項目 | 支出項目 | 費用 |
|-------------------|------|------|----|
| 1.                |      |      |    |
| 本年度津貼結餘為\$156,035 |      |      |    |

# 由學校支付指由學校經費（政府津貼）項目支付

第三部分：聲明

1. 本報告書已獲本校法團校董會/校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及  
以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。

**Po Leung Kuk Hong Taoist Association Yuen Yuen Primary School  
Report on Use of Capacity Enhancement Grant (2020 – 2021)**

Means by which teachers have been consulted: Staff meeting

| <b>Task Area</b>   | <b>Major area of concern</b>  | <b>Time Scale</b>  | <b>Strategies/Tasks</b>  | <b>Benefit Anticipated</b>         | <b>Success Criteria</b>  | <b>Method</b>  | <b>Resources</b>  | <b>People Responsible</b> |
|--|---|--|--|------------------------------------|--|--|---|---------------------------|
| Recruitment of 2 Supporting Staff to relieve teaching staff from non-teaching duties                           | To reduce the workload of the teachers in general so that teaching can be more focused on catering for individual differences by using a student-centered teaching approach | From September 2020 onward till the end of the academic year | <ul style="list-style-type: none"> <li>Assist in the stocking of teaching aids.</li> <li>Assist in the preparing teaching aids and materials</li> <li>Assist in the classroom activities</li> <li>Saturday duties of school affairs</li> </ul> | Teachers overall workload relieved | 70% of teachers agree that the workload of the teachers is reduced in general. | Feedback on teaching and learning at year-end staff meeting. | Salary of 2 Supporting Staff for 12 months and MPF contribution: =\$290,346.14        | Ms Sunny Chan             |
| Recruitment of 2 teacher assistants to relieve teaching staff from lesson substitution and administrative work | To reduce teachers' lesson substitution rate and administrative work.   | From September 2020 onward till the end of the academic year | <ul style="list-style-type: none"> <li>To employ 2 0.5teacher assistants to substitute lessons when the teachers are sick and help the administrative work</li> </ul>  | Teachers overall workload relieved | 70% of teachers agree that the workload of the teachers is reduced in general. | Feedback on teaching and learning at year-end staff meeting. | 50% Salary of 2 Teacher assistants for 12 months and MPF contribution : =\$195,300.00 | Ms Sunny Chan             |

| Task Area  | Major area of concern   | Time Scale   | Strategies/Tasks  | Benefit Anticipated                             | Success Criteria   | Method   | Resources  | People Responsible |
|--|---|--|---|---|--|--|--|--------------------|
| Recruitment of 2 TSS to provide IT support for teaching staffs | To provide IT support for teaching staffs so that lessons and activities can be held smoothly | From September 2020 onward till the end of the academic year | <ul style="list-style-type: none"> <li>To employ 2 TSS at the start of the school year to provide IT support for teachers during lessons and activities.</li> </ul> | School activities and lessons can run smoothly. | 70% of teachers agree that lessons and activities can be held smoothly with the IT support | Feedback on teaching and learning at year-end staff meeting. | Salary of 2 TSS for 12 months and MPF contribution: = \$393,913.80 | Ms Sanny Chan      |

**Budget:**

Income: \$1,114.00 x 783 students (assume \$1,114 per student per annum) = \$872,262.00

Balance brought downward from previous year: \$6,137.40

Expenditure: Recruitment of 2 Supporting Staff, 2 0.5 Teacher Assistants, 2 TSS

\$290,346.14 + \$195,300.00 + \$393,913.80 = \$879,559.94

Balanced carry forward to next year: \$872,262.00 + \$6,137.40 - \$879,559.94 = (\$1,160.54)\*

\* The projected deficit will be covered by school funds.

保良局香港道教聯合會圓玄小學  
運用推廣閱讀津貼報告書  
2020-2021 學年

第一部分：成效檢討

|    | 項目名稱   | 成效 / 結果  |
|----|--|--|
| 1  | 購置圖書<br><input checked="" type="checkbox"/> 實體書<br><input checked="" type="checkbox"/> 電子書   | 本學年，加購入網絡電子書 100 本。價錢為 HKD9900. 其餘的 HKD12100 都已購買中、英文圖書，加入本校圖書館藏中。                   |
| 2. | 網上閱讀計劃<br><input checked="" type="checkbox"/> e 悅讀學校計劃<br><input type="checkbox"/> 其他計劃：_____  | 繼續原用 e 悅讀學校計劃的不收費計劃，讓學生能在圖書館未能開放期間有更多在家閱讀的機會及選擇。                                     |
| 3. | 閱讀活動<br><input type="checkbox"/> 聘請作家、專業說故事人等進行講座<br><input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動<br><input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費<br><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<br>其他：閱讀獎勵計劃及借閱龍虎榜獎品 | 由於疫情關係，未有邀請任何作家到臨學校。   |
| 4. |  | 雖然今學年學校圖書館只是在第三學期有有限度開放，但仍有多名學生參加了今年的閱讀獎勵計劃。有 147 名學生得獎。本年度購買閱讀獎勵計劃的禮物金額為 HKD3093.7。 |

第二部分：財政報告

| 項目名稱 |   | 實際開支 (\$) |
|------|---|-----------|
| 1    | 購置圖書  | \$22000   |
|      | <input checked="" type="checkbox"/> 實體書               |           |
|      | <input checked="" type="checkbox"/> 電子書               |           |
| 2.   | 網上閱讀計劃  | \$0       |
|      | <input checked="" type="checkbox"/> e 悅讀學校計劃          |           |
|      | <input type="checkbox"/> 其他計劃：_____                   |           |
| 3.   | 閱讀活動  | \$0       |
|      | <input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座  |           |
|      | <input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動 |           |
|      | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費            |           |
|      | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程       |           |
| 4    | 其他：閱讀獎勵計劃及借閱龍虎榜獎品                                     | \$3093.7  |
|      | 總計  | \$25093.7 |
|      | 津貼年度結餘  | \$5906.3  |
|      | (不敷支出由學校政府經費支付)                                       |           |

\*請以✓選或以文字說明。



二零二零/二一學年校本課後學習及支援計劃  
校本津貼 - 活動報告表

學校名稱： 保良局香港道教聯合會圓玄小學

負責人姓名： 社工張允學姑娘

聯絡電話： 2450 1588

- A. 校本津貼實際受惠學生人數(人頭) \_\_\_\_\_名 (包括 A. 領取綜援人數： \_\_\_\_\_名及 B. 學生資助計劃全額津貼人數： \_\_\_\_\_名及 C. 學校使用酌情權而受惠的清貧學生人數： \_\_\_\_\_名)
- B. 受資助的各項活動資料

| *活動名稱/類別  | 參加合資格學生人數# |   |   | 平均出席率 | 活動舉辦時期/日期 | 實際開支(\$) | 評估方法(例如:測驗、問卷等) | 合辦機構/服務供應機構名稱(如適用) | 備註(例如:學生的學習及情意成果) |
|-----------|------------|---|---|-------|-----------|----------|-----------------|--------------------|-------------------|
|           | A          | B | C |       |           |          |                 |                    |                   |
| 舞台魔術班     |            |   |   |       |           | 0        |                 |                    | 由於疫情，活動取消         |
|           |            |   |   |       |           |          |                 |                    |                   |
|           |            |   |   |       |           |          |                 |                    |                   |
|           |            |   |   |       |           |          |                 |                    |                   |
| 活動項目總數： 0 |            |   |   |       |           |          |                 |                    |                   |
| @學生人次     |            |   |   |       | 總開支       | 0        |                 |                    |                   |
| **總學生人次   | 0          |   |   |       |           |          |                 |                    |                   |

備註:\*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、體育活動、自信心訓練、義工服務、歷史活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A)+(B)+(C)的總和

# 合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生。

|           |   |             |  |   |  |  |  |  |
|-----------|---|-------------|--|---|--|--|--|--|
| I<br>校園文化 | 十分滿意<br>滿意<br>尚滿意<br>有待改善   | a)          | 領導層支持「學生支援維」推動「全校參與」模式融合教育，建構校本共融文化                                      | ✓ |  |  |  |  |
|           |   | b)          | 教職員能接納有特殊教育需要的學生並願意承擔支援的責任   | ✓ |  |  |  |  |
|           |   | c)          | 學生朋輩間能接納彼此的獨特性及個別差異  | ✓ |  |  |  |  |
|           |   | d)          | 學校與家長有良好的伙伴關係，經常溝通以了解學生的進度   | ✓ |  |  |  |  |
|           |   | II<br>學校政策  |  |   |  |  |  |  |
|           |   | a)          | 領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效   | ✓ |  |  |  |  |
|           |   | b)          | 學校資訊透明度高，並已在學校報告及學校網頁內清楚闡明校本融合教育政策，所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展 | ✓ |  |  |  |  |
|           |   | c)          | 已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並定期會符合教育局訂定的培訓目標                               | ✓ |  |  |  |  |
|           |   | d)          | 靈活地統合和調配資源，確保資源善用以便為學生提供適切的支持服務  | ✓ |  |  |  |  |
|           |   | III<br>支援措施 |  |   |  |  |  |  |
| a)        | 教師能透過課堂教學或利用教育高提供的評估工具，及早識別學生的特殊教育需要                              | ✓           |  |   |  |  |  |  |
| b)        | 已成立「學生支援組」(或相關組別)，並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施 | ✓           |  |   |  |  |  |  |
| c)        | 已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效                                     | ✓           |  |   |  |  |  |  |
| d)        | 「學生支援組」能與科維協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等               | ✓           |  |   |  |  |  |  |
| c)        | 透過專業交流，提升教職員的教學技巧   | ✓           |  |   |  |  |  |  |
| 1)        | 採用多元化教學策略(如協作教學、合作學習)以促進學生的學習                                     | ✓           |  |   |  |  |  |  |
| e)        | 按學生的需要而訂立多元化的評估調適策略   | ✓           |  |   |  |  |  |  |
| h)        | 為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃                                    | ✓           |  |   |  |  |  |  |

(一) 本校在照顧有特殊教育需要學生方面的情況如下：(請在適當的方格內加上「✓」)

保良局香港道教聯合會圓玄小學  
「全校參與」模式照顧有特殊教育需要的學生  
年終檢討表  
(2020 / 2021 學年)

(直接資助計劃學校適用)

附錄二十五

## (二) 2020 / 21 學年「學習支援津貼」財政報告 (參考樣本)

上學年可保留的累積盈餘: \$ 80,649(a)

本學年總撥款: \$ 421,159(第一期撥款)(b) + \$ 235,193(第二期撥款)(c) = \$ 656,352

本學年可用金額(總收入): \$ 737,001(d) = (a) + (b) + (c)

本學年總支出: \$ 623,592.3 (e)

支出鉅項如下:

| 項目                             | 金額 (\$)   |
|--------------------------------|-----------|
| 1. 增聘全職和/或兼職教師                 | 522,792.3 |
| 2. 增聘教學助理                      | 100,800   |
| 3. 外聘專業服務                      | 0         |
| 4. 購置學習資源                      | 0         |
| 5. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動 | 0         |
| 6. 其他: (請列明: )                 |           |

本學年年終累積津貼餘款: \$ 113,408.7 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%): 17.3% (g) = (f) / [(b) + (c)] x 100%

| 文憑項目名稱 | 服務目的<br>(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) | 推行時間<br>(包括活動/上課總時數或每小時所需的平均費用) | 服務對象<br>(例如有特殊教育需要的學生人數及其類別、家長人數) | 學習目標<br>(如適用) | 成效檢討<br>(如適用) | 實際支出  |
|--------|--|---------------------------------|-----------------------------------|---------------|---------------|-------|
| 1.     |  | 節數/次數:<br>每節時數:<br>總時數:         | 特殊教育需要的學生人數及類別:<br>家長人數:          |               |               | 費用總數: |
| 2.     |  | 節數/次數:<br>每節時數:<br>總時數:         | 特殊教育需要的學生人數及類別:<br>家長人數:          |               |               | 費用總數: |

### (三) 家校合作

- 本校透過下列途徑讓家長清楚知悉學校為學生提供的支援：
  - 派發學生支援摘要
  - 為需要加強支援的學生訂定結構化的支援方案／個別學習計劃
  - 在學校報告及學校概覽中清楚列明支援措施及服務
  - 「學生支援組」定時與家長檢視學生的學習進展
  - 其他，請註明：( )

2. 本校恆常與家長溝通的機制，包括：

- 通告
- 家長日
- 家長培訓
- 家長面談
- 學生支援摘要
- 學生評估／進展報告
- 其他（請列明：( )

### (四) 支援有特殊教育需要的非華語學生(如適用)

- 本校為有特殊教育需要的非華語學生提供以下支援：
- 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
  - 運用「有特殊教育需要非華語學生支援津貼」外購專業服務
  - 協助翻譯
  - 推動共融文化活動以建構共融校園
  - 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
  - 其他，請註明：( )

### (五) 本校在推行融合教育方面仍須加強或改善的地方是：

(如有需要，請參考《照顧學生個別差異~共融校園指標》)

(a) 共融校園文化方面：

由於新入職教員和插班生比較多，校方可以繼續著力推行不同活動，例如歡迎/歡送會，提升各持份者對學校的歸屬感。

(b) 共融政策方面：

學校宜設立「學生支援小組」協調各項支援工作，實行集體承擔。

(c) 共融措施方面：

**(六) 轉交有特殊教育需要小六學生資料往中學的情況(小學適用)**

1. 本校在本學年轉交有特殊教育需要小六學生(不包括「成績擱淺」的小六學生)的相關文件(如醫療報告、評估報告/摘要、學生支援摘要、簡要的學習記錄和教學建議等)至其將入讀中學的情況如下：

|                         |       |        |
|-------------------------|-------|--------|
| (a) 本學年有特殊教育需要小六學生數目    | (a) 9 | (100%) |
| [=(b)+(c)]              |       |        |
| (b) 家長同意轉交相關文件往中學的學生數   | (b) 6 | (66%)  |
| (c) 家長不同意轉交相關文件往中學的學生數目 | (c) 3 | (34%)  |

2. 本校在下學年曾採取下列措施鼓勵家長同意轉交其子女的特殊教育需要資料：

- 接觸有關家長，解釋轉交其子女特殊教育需要資料的重要性
- 舉辦家長教育活動，當中讓有關家長明白轉交其子女特殊教育需要資料的重要性
- 安排家長分享經驗，讓有關家長明白轉交其子女特殊教育需要資料的重要性

其他(請註明)：

校長簽署：

校長姓名：Isang Bik Har

學校名稱：PLK HKTA Yuen Yuen Primary School

日期：31<sup>st</sup> July, 2021

1 適用範疇包括：中文 / 英文 / 數學 / 科學 / 地理 / 歷史 / 藝術 (音樂 / 藝術 (視聽) / 藝術 (其他)) / 體育 / 常識 / 公民與社會發展 / 跨學科 (STEM) / 跨學科 (其他) / 憲法與基本法 / 國家安全 / 德育、公民及國民教育 / 價值觀教育 / 資優教育 / 領袖訓練等，如活動不屬於上述所列範疇，請自行填寫該活動所屬範疇。

2 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

1

| 編號 | 活動簡介及目標 | 範疇<br>(請參考附註<br>例子) | 受惠學生<br>人次 | 開支<br>(\$) | 主要學習經歷<br>(請於適用方格加上✓號，<br>可選擇多於一項) |        |      |         |
|----|---------|---------------------|------------|------------|------------------------------------|--------|------|---------|
|    |         |                     |            |            | 知識技能<br>(預習/學習)                    | 態度與價值觀 | 社會服務 | 參與的團隊活動 |
| 1  | 游泳班     | 體育                  | 1          | 700        |                                    |        | ✓    |         |
| 2  | 跆拳道班    | 體育                  | 1          | 696        |                                    |        | ✓    |         |

1. 本地活動：資助有經濟需要的學生參與不同學科/跨學科/課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種主要學習經歷

## (三) 活動開支詳情

| 學生類別          | 受惠學生人數 | 資助金額    |
|---------------|--------|---------|
| 綜合社會保障援助      | 2      | \$ 1750 |
| 學校書簿津貼計劃—全額津貼 | 6      | \$ 4196 |
| 校本評定有經濟需要     |        | \$      |
| 總計            | 8      | \$ 5946 |

(註：此項應等於(一)B「本學年總開支」)  
(上限為全學年津貼金額的25%)

## (二) 受惠學生人數及資助金額

| 類別                | 金額      |
|-------------------|---------|
| A 本學年獲發撥款：        | \$ 5950 |
| B 本學年總開支：         | \$ 5946 |
| C 須退還教育局餘款 (A-B)： | \$ 4    |

## (一) 財務概況

保良局香港道教聯合會圓玄小學  
學生活動支援津貼 運用報告  
2020-2021 學年

全方位學習聯絡人(姓名、職位)：張允寧(社工)

| 編號                                    | 活動簡介及目標       | 範疇<br>(請參考附註<br>例子) | 受惠學生<br>人次 | 開支<br>(\$) | 基礎學習經歷<br>(請於適用方格加上✓號，<br>可選擇多於一項) |          |    |      |    |
|---------------------------------------|---------------|---------------------|------------|------------|------------------------------------|----------|----|------|----|
|                                       |               |                     |            |            | (符號說明) 閱讀/書寫                       | 數學/科技及知識 | 體藝 | 社會服務 | 其他 |
| 3                                     | 敲擊樂班          | 藝術(音樂)              | 1          | 700        |                                    |          | ✓  |      |    |
| 4                                     | 鋼琴班           | 藝術(音樂)              | 1          | 700        |                                    |          | ✓  |      |    |
| 5                                     | ICT&STEM 校外課程 | 跨學科<br>(STEM)       | 3          | 2275       | ✓                                  |          |    |      |    |
| 6                                     | 圍棋班           | 棋類活動                | 1          | 875        |                                    |          |    | ✓    |    |
|                                       |               |                     |            | 第1項總開支     | 5946                               |          |    |      |    |
| 2. 境外活動：資助有經濟需要的學生參與境外活動/境外比賽         |               |                     |            |            |                                    |          |    |      |    |
| 1                                     |               |                     |            |            |                                    |          |    |      |    |
| 2                                     |               |                     |            |            |                                    |          |    |      |    |
| 3                                     |               |                     |            |            |                                    |          |    |      |    |
| 4                                     |               |                     |            |            |                                    |          |    |      |    |
| 5                                     |               |                     |            |            |                                    |          |    |      |    |
|                                       |               |                     |            | 第2項總開支     |                                    |          |    |      |    |
| 3. 資助有經濟需要的學生購買參與全方位學習活動所必需的基本學習用品及裝備 |               |                     |            |            |                                    |          |    |      |    |
| 1                                     |               |                     |            |            |                                    |          |    |      |    |
| 2                                     |               |                     |            |            |                                    |          |    |      |    |
| 3                                     |               |                     |            |            |                                    |          |    |      |    |
| 4                                     |               |                     |            |            |                                    |          |    |      |    |
|                                       |               |                     |            | 第3項總開支     |                                    |          |    |      |    |
|                                       |               |                     |            | 總計         | 5946                               |          |    |      |    |

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools      Appendix 7**  
**Final Report**

| Key evaluation questions   |   |
|--|---|
| Parts  |   |
| <p><b>(i) Part B - SWOT Analysis related to the learning and teaching of English</b></p> <p style="text-align: center;">Weaknesses and threats</p>   | <p>✚ One of our school main concern is to cater learner differences. The school-based project helped both teachers and students greatly in this aspect. In this project, our teachers had to meet regularly to plan and develop different materials in order to cater for the students' needs. Through these meetings, more materials and strategies were being adopted. For students, they were also benefit by the carefully planned resources. In the future we would like to extend this idea to all the grade and arrange more staff development training focusing on how to design teaching materials for different ability learners and questioning skills.</p>  |
| <p><b>(ii) Part E - How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?</b></p> <p style="text-align: center;">Column #1</p> <p style="text-align: center;">Proposed school-based English Language curriculum initiatives</p> | <p>✚ In the first year, it was very challenging as everyone was trying to cope with the sudden change due to Covid-19. We ought to extend our project for one more year. Luckily the core team worked very well to do their very best to continue this program. Although the team were not able to do any filming during the school suspension and Zoom lessons, they were able to make it up in the second year and finished the project as how it was planned. We had made a set of materials that could be used in the lessons in the first year and modify them according to the feedback from the teachers in the second year. As they were doing the project, they were more aware of the needs of the students and how different scaffolding ideas could really help a student learn. Teachers were very positive and agreed that the program is effective and practical in the classroom. The only challenging part to our teachers were how they could give differentiated instructions and conduct parallel teaching in a very small classroom as students would get distracted easily. Fortunately, we always had two teachers in a class, so teachers could take another group of students out when needed. Overall, we believed the project is very successful.</p> <p>✚ The school were able to complete all project materials as planned. The core team had reviewed their plan according to the success criteria and agree that the expected outcomes were achieved. Teachers also shared their experience to other English teachers during the English subject meeting and we have set a goal to extend this project to other grades this year as part of our goal to cater learning differences which also aligns with our school main concern.</p> |
| <p style="text-align: center;">Columns #4 to 6</p> <p style="text-align: center;">Expected outcomes/Deliverables/Success criteria</p> <p style="text-align: center;">Sustainability</p> <p style="text-align: center;">Methods of progress-monitoring and evaluation</p>     |   |



**Grant Scheme on Promoting Effective English Language Learning in Primary Schools**  
**Final Report**

**(A) Name of School: Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School (File Number: A / B / C / D\* 078)**

**(B) School Information and Approved Curriculum Initiatives**

Please tick (✓) the appropriate boxes.

| Name of Teacher-in-charge         | School Phone No   |
|-----------------------------------|---|
| Approved Curriculum Initiative(s) | <input type="checkbox"/> Enrich the English language environment in school through conducting activities* and/or developing quality resources*<br><input type="checkbox"/> Promote reading* or literacy* across the curriculum<br><input type="checkbox"/> Enhance e-Learning<br><input checked="" type="checkbox"/> Cater for learning diversity<br><input type="checkbox"/> Strengthen assessment literacy                                    |
| Approved Usage(s) of Grant        | <input type="checkbox"/> Purchase learning and teaching resources (printed books/e-books/Others* (please specify: _____))<br><input checked="" type="checkbox"/> Employ supply teacher(s)<br><input type="checkbox"/> Employ teacher(s) who is/are proficient in English<br><input type="checkbox"/> Employ teaching assistant(s) who is/are proficient in English<br><input type="checkbox"/> Procure services for conducting _____ activities |

**Self-evaluation of Project Implementation**

| Criteria  | Performance indicators   | #Self-evaluation (Please put a ✓ in the appropriate box.) |  |                    |   |
|---|--|---|--|--------------------|---|
|   |  | Yes (Fulfilled) ←   | → No (Not fulfilled)   | No (Not fulfilled) |   |
| <b>Efficiency</b><br>(Cost-effectiveness: production and execution of project deliverables, resources deployment and beneficiary size)  | <ul style="list-style-type: none"> <li>Deliverables such as learning and teaching resources of acceptable quality are produced, deployed and used as well as quality English language activities are organized as scheduled.</li> <li>Supply teacher are suitably deployed to achieve the intended goals.</li> <li>Target groups as stipulated in the approved plan have benefitted from the project.</li> </ul>   | 4   | 3  | 2                  | 1 |
|   |  | ✓   | Justifications:<br><ul style="list-style-type: none"> <li>100% of the project deliverables were completed and executed by the end of the project year.</li> <li>The teacher hired under the Scheme was deployed as pledged. She taught some other subject lessons so each of the core team members could have 2-3 lessons free to plan and meet for the project.</li> <li>The supply teacher took up a total of 28 lessons per week and the core team took up the project development duties as set out in the plan.</li> <li>A total of 12 teachers and 264 students have benefitted from the approved curriculum initiatives.</li> </ul> |                    |   |
| <b>Effectiveness</b><br>(Goal achievement: improvement of students' language skills, teachers' understanding of new curriculum requirements - Major renewed emphases in the Updated English Language Curriculum and use of evaluation | <ul style="list-style-type: none"> <li>Both observable (such as mastery of target language skills) and measurable outcomes (such as improvement as reflected by formative and/or summative assessment results) are achieved.</li> <li>Teachers demonstrate a good understanding of new curriculum requirements<sup>†</sup> in lessons, co-planning meetings and material development process.</li> <li>Monitoring and evaluation tools are effectively deployed for continual course corrections and outcome improvement.</li> </ul> | 4   | 3  | 2                  | 1 |
|   |  | ✓   | Justifications:<br>The school had conducted surveys to both teachers and students, the result showed that:<br><ul style="list-style-type: none"> <li>100% of P.2 and P.3 teachers participating in the review meeting agreed that the program was helpful to our target students.</li> <li>Over 85% of the students found those materials were helpful for them to finish their assigned tasks.</li> <li>Lesson observation was carried out for every unit and over 90% of target level teachers could apply related instructional strategies effectively.</li> </ul>  |                    |   |

| Criteria                                |   | Performance indicators  | #Self-evaluation (Please put a ✓ in the appropriate box.)  |   |                                    |  |
|---|---|---|--|---|------------------------------------|--|
| instruments for ensuring effectiveness) | <p><b>Impact</b><br/>(Broader and longer-term effects on curriculum enhancement, learning atmosphere and teachers' professional capacity)</p> | <ul style="list-style-type: none"> <li>Curriculum initiative(s) implemented has/have added value to the existing English Language curriculum.</li> <li>Curriculum initiative(s) implemented has/have fostered a professional sharing culture among English teachers, resulting in enhanced capacity.</li> <li>The English language learning environment has been enriched and students are more motivated in learning English.</li> </ul> | <p>Yes (Fulfilled) ←</p> <p>4</p> <p>✓</p> <p>Justifications:<br/>           ✧ The core team consisted of the English panel chairs, target level coordinators and a couple of grade experienced teachers. Members planned, oversaw and led projects from ideation through to completion. They developed materials for the programme and shared teaching ideas with teachers in weekly co-planning meetings. They also provided new teachers with additional support (e.g. co-teaching) to enhance overall program effectiveness.<br/>           ✧ The planning meetings have helped increase the co-planning in the grade. The core teams are also very experienced in teaching and familiar with the Teachers were able to discuss different strategies and scaffolding ideas. This really benefited on how we could promote this idea to other grades.<br/>           ✧ The core team also shared their experience on differentiating teaching materials with other English teachers in the English subject meeting.</p> | → | <p>No (Not fulfilled)</p> <p>1</p> |  |
|   |   | <ul style="list-style-type: none"> <li>Project goals set are in close alignment with the school's major concerns and teachers'/students' needs.</li> <li>Proper mechanisms (e.g. regular project review meetings) are in place to ensure that project activities and outputs are consistent with the</li> </ul>   | <p>Yes (Fulfilled) ←</p> <p>4</p> <p>✓</p> <p>Justifications:<br/>           The whole program aligned with one of the school's major concerns- Catering learner differences. This program was aimed at providing additional</p>   | → | <p>No (Not fulfilled)</p> <p>1</p> |  |

| Criteria  | Performance indicators  | #Self-evaluation (Please put a ✓ in the appropriate box.)  |                    |   |   |                    |   |   |   |   |   |  |  |  |
|---|---|--|--------------------|---|---|--------------------|---|---|---|---|---|--|--|--|
|   | <p>overall goal and the attainment of the objectives.</p>   | <p>help to higher ability and lower ability learners when doing writing. When we set our goals for this project, the core team sat down with the panel team to discuss the expected outcomes, such as what we should achieve and how many materials teachers should develop every unit. The core team met every week to plan and evaluate the students' learning progress. The core team also reported the effectiveness of the project and the feedback collected from the grade teachers to the panel regularly.</p>   |                    |   |   |                    |   |   |   |   |   |  |  |  |
| <p><b>Sustainability</b><br/>(Continuation of a project's goals, principles, and efforts to achieve desired outcomes)</p> | <ul style="list-style-type: none"> <li>Newly-developed materials are consistently used after the implementation of approved curriculum initiatives and fully integrated with the existing English Language curriculum.</li> <li>Related students'/professional development activities are conducted after the project period for sustaining the benefits obtained.</li> </ul> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Yes (Fulfilled)</th> <th style="width: 25%; text-align: center;">←</th> <th style="width: 25%; text-align: center;">→</th> <th style="width: 25%;">No (Not fulfilled)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Justifications:<br/>In the coming years, we are planning to continue our plan and will extend this to other grades. The core team will serve as seed teachers and support the development of similar programme in other levels. During grade level meetings, teachers will discuss teaching strategies and develop materials which could cater students' learning differences. The newly developed materials are saved in the school drive and being adopted in the following school years. Teachers are using nearly-acquired instructional strategies in the classrooms.</p> | Yes (Fulfilled)    | ← | → | No (Not fulfilled) | 4 | 3 | 2 | 1 | ✓ |  |  |  |
| Yes (Fulfilled)   | ←   | →  | No (Not fulfilled) |   |   |                    |   |   |   |   |   |  |  |  |
| 4   | 3   | 2  | 1                  |   |   |                    |   |   |   |   |   |  |  |  |
| ✓   |   |  |                    |   |   |                    |   |   |   |   |   |  |  |  |

| <b>Other details</b>  |  |
|---|--|
| <p>Issues or problems encountered during the reporting period which have impacted on the progress of the project and how they were/will be dealt with</p> |  |
| <p>Other areas that the core team would like to raise which are not covered above</p>   |  |
| <p>Good practices identified (if any)</p>   | <p>Our school is not willing to share good practices with other schools.</p>   |
| <p>Successful experience (if any)</p>   | <p>We successfully raised the awareness the need of catering for students' diverse learning needs and enhance the teachers' professional capacity.</p> |


Remarks:

\* Please delete as appropriate.

# Rating scale

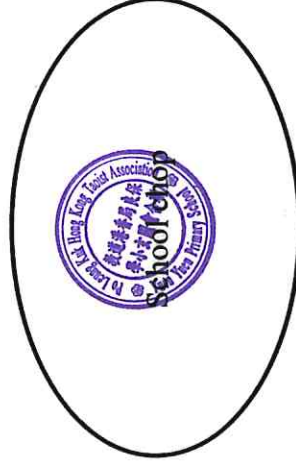
| Score | Rating Scale   |
|-------|--|
| 4     | Related indicators have been completely fulfilled.                                   |
| 3     | Related indicators have been largely fulfilled.                                      |
| 2     | Related indicators have been adequately fulfilled but corrective actions are needed. |
| 1     | Related indicators have not been fulfilled.  |

+ For details, please refer to pages 6-9 of the English Language Education Curriculum Guide (Primary 1 - Secondary 6) (2017) [https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE\\_KLACG\\_P1-S6\\_Eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf)

Signature of Principal: 

Date: 28<sup>th</sup> September, 2021

Name of Principal: Ms. Tsang Bik Har



**PLK HKTA Yuen Yuen Primary School**  
**Life-wide Learning Grant**

**Report on the Use of the Grant**

**2020-2021 School Year**

| Domain   | Brief Description of the Activity   | Objective   | Date         | Target Student (Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses | Essential Learning Experiences<br>(Please put a tick in the appropriate boxes) more than one option can be selected: |   |   |   |
|--|---|---|--------------|---|--|----------------------|--------------------|--|---|---|---|
|  |   |   |              |   |  |                      |                    | I  | M | P | S |
| <b>Category 1</b>  |   |   |              |   |  |                      |                    |  |   |   |   |
| <b>organise / participate in life-wide learning activities</b> |   |   |              |   |  |                      |                    |  |   |   |   |
| <b>1.1</b>   | <b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b> |   |              |   |  |                      |                    |  |   |   |   |
| PE   | Swimming program  | To enhance students' motivation for learning swimming, to create a positive learning environment aligning with school-based swimming curriculum and to help students developing important life-skills through | March - June | P.1 - 6   | Due to the pandemic, the program has been suspended this year. | 0                    | 0                  |  |   |   |   |

|       |                    |                            |                 |      |  |                                 |   |  |  |  |  |  |  |  |
|-------|--------------------|----------------------------|-----------------|------|--|---------------------------------|---|--|--|--|--|--|--|--|
| Music | Pied Piper Program | systemic swimming program. | February - June | P3-6 | Due to COVID, no new cards / recorders were purchased for the program. | 0                               | 0 |  |  |  |  |  |  |  |
|       |                    |                            |                 |      |  | <b>Expenses on Item 1.1 \$0</b> |   |  |  |  |  |  |  |  |

|     |   |  |             |      |   |        |    |   |  |  |  |  |  |  |
|-----|---|--|-------------|------|---|--------|----|---|--|--|--|--|--|--|
| 1.2 | <b>Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b> |  |             |      |   |        |    |   |  |  |  |  |  |  |
| PE  | Games Day   | <ul style="list-style-type: none"> <li>- To provide sports learning opportunity for students and improve home-school relationship</li> <li>- To promote sportsmanship within students</li> <li>- To develop positive competition atmosphere in school</li> <li>- To develop the spirit of 'Sport for All'</li> </ul> | 11 December | P1-6 | Whole school students were beneficial from this activity. | \$8139 | E1 | ✓ |  |  |  |  |  |  |



|       |               |  |  |  |                     |  |  |           |    |   |  |  |  |  |  |
|-------|---------------|--|--|--|---------------------|--|--|-----------|----|---|--|--|--|--|--|
| ECA   | School Picnic |  |  |  | 15 January          | P1-6   | Due to the epidemic situation, it has been cancelled.  | 0         | 0  | 0 |  |  |  |  |  |
| VA    | Art Day Camp  |  |  |  | Term 2 (TBC)        | 20 students from P1-3<br>20 students from P4-6 | Due to the epidemic situation, it has been cancelled.  | 0         | 0  | 0 |  |  |  |  |  |
| Music | Musical       |  |  |  | Term 2 -<br>3 (TRC) | 40 students from P3-6                          | The musical program has been modified. Instead of performing a live show, we will now video shoot a condensed version of the performance. On top of the 3rd installment of our Cinderella production (19-20) that is yet to be paid an additional cost of 40,000 will be incurred for video recording and editing. | \$100,000 | E1 | ✓ |  |  |  |  |  |

|            |  |  |                             |   |  |          |    |   |   |   |
|------------|--|--|-----------------------------|---|--|----------|----|---|---|---|
| ICT & STEM | STREAM / MASTER Days   | - To enhance students' learning motivation and experience in Cross-curricular activities through arranging a STREAM or MASTER Days for students with the following disciplines' involvement<br>1. ICT & STEM<br>2. Mathematics<br>3. Reading<br>4. Music<br>5. Visual Arts | Term 3 (Post-exam Activity) | Whole School (P1 - P6)  | The STEAM Day has been held on 16, 28 & 29 June. All participating students enjoyed the activities and learnt a lot from the STEAM Days. | \$16,900 | E1 | ✓ | ✓ | ✓ |
| ICT & STEM | 3 days Biotech Tasting Programme (Program Fees)                            | - To enrich students' learning experience in the development of biotechnology education through the "3-day Bio-Tech Tasting Programme"   | Term 3                      | 24 students in Primary 5  | All participating students enjoyed the Biotech Tasting Programme and learnt a lot from the Programme.                                    | \$7,200  | E1 | ✓ | ✓ | ✓ |
| ICT & STEM | DNA Program in Heung To Middle School (Coach Fees)                         | - To enrich students' learning experience in the development of biotechnology education through the "DNA Program - STEM Maker Classroom" in Heung To Middle School   | Term 1 / 2                  | Whole Grade in Primary 6  | Due to the epidemic situation, the program has been suspended  | 0        |    |   |   |   |
| PE         | Track and field, volleyball and basketball school teams training programme | To provide the learning opportunities to further develop these sports skills and enable the development of leadership and teamwork skills and encourages students to   | Whole year                  | All team members of T&F, volleyball and basketball teams (120 students) | Due to the epidemic situation, the program has been suspended.   | 0        |    |   |   |   |



|  |  |   |                                 |  |  |  |  |  |  |  |
|--|--|---|---------------------------------|--|--|--|--|--|--|--|
|  |  |   |                                 |  |  |  |  |  |  |  |
|  |  | Putonghua speaking environment<br>- To foster the education and cultural exchange between Hong Kong and China |                                 |  |  |  |  |  |  |  |
|  |  |   | <b>Expenses on Item 1.3 \$0</b> |  |  |  |  |  |  |  |

|            |                             |   |                            |  |  |                          |    |   |  |  |
|------------|-----------------------------|---|----------------------------|--|--|--------------------------|----|---|--|--|
| <b>1.4</b> | <b>Others</b>               |   |                            |  |  |                          |    |   |  |  |
|            | Competition Application Fee | -To provide other learning opportunities for students   | Whole year                 | Team Members                             | The competitions for team members we joined were either free of charge or cancelled. | 0                        | 0  |   |  |  |
|            | Subsidy of TOEFL Jr.        | To provide an opportunity for the students to assess their English ability through a worldwide standardized test. | April/ May (1920 and 2021) | P.5                                      | 124 students participated in the test and scored the average of 835 marks.           | \$7700+ \$8680 = \$16380 | E6 | ✓ |  |  |
|            |                             |   |                            | <b>Expenses on Item 1.4 \$16,380</b>     |  |                          |    |   |  |  |
|            |                             |   |                            | <b>Expenses for Category 1 \$148,619</b> |  |                          |    |   |  |  |

| Domain   | Item  | Purpose   | Actual Expenses (\$)                                      |
|--|---|---|---|
| <b>Category 2</b><br>To procure equipment, consumables or learning resources for promoting LWL |   |   |   |
| ICT & STEM   | IT Equipment: 20 Laptops and Battery charging carts<br>(ICT & STEM is a new subject in 2020-2021)                             | ICT & STEM Equipment for lesson uses (P1 - P6)                      | \$99,200  |
| ICT & STEM   | STEM Equipment: Laser Cutter (500x300mm, 40W Co2Tube) with Smart Smoke Purifier<br>(ICT & STEM is a new subject in 2020-2021) | ICT & STEM Equipment for lesson and enhancement team uses (P1 - P6) | \$25,415<br>( \$48,900 - \$23,485 )                       |
| PE   | Mats, trolleys, air pumps, spike shoes, basketball balls  | For teaching and training   | \$4845  |
| English  | Twinkl, Brairopop   | For teaching and learning   | \$21241.92 (Twinkl)+<br>29960 (Brairopop) =<br>\$51201.92 |
| eLearning  | IT Equipment: 14 Webcams  | Online teaching and learning  | \$3,290   |
| M&M  | Shelves   | Teaching students about personal hygiene                            | \$0   |
| M&M  | Books and materials about China   | Getting to know more about China                                    | \$0   |
| <b>Expenses for Category 2</b>   |   |   | <b>\$183,951.92</b>                                       |

|  |                     |
|--|---------------------|
| <b>Expenses for Categories 1 &amp; 2</b> | <b>\$332,570.92</b> |
|--|---------------------|

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

| Code for Expenses | Description  |
|-------------------|--|
| E1                | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, <b>learning materials, activity materials, etc.</b> )      |
| E2                | Transportation fees  |
| E3                | Fees for non-local exchange activities / competitions (students)   |
| E4                | Fees for non-local exchange activities / competitions (escorting teachers)   |
| E5                | Fees for hiring expert / professionals / coaches   |
| E6                | Fees for students attending courses, activities or training organised by external organisations <b>recognised by the school</b>                  |
| E7                | Purchase of equipment, instruments, tools, devices, consumables  |
| E8                | Purchase of learning resources (e.g. educational softwares, resource packs)  |
| E9                | Others (please specify)  |
| COVID             | Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak |

**Number of Student Beneficiaries**

|   |      |
|---|------|
| Total number of students in the school:               | 784  |
| Number of student beneficiaries:                      | 784  |
| Percentage of students benefiting from the Grant (%): | 100% |

Contact Person for Life-wide Learning (Name & Post):

Liza Lam (CD)

Template for Reporting DSS Schools' Annual Financial Position  
Financial Summary for the 2019 / 2020 School Year

| INCOME (in terms of percentages of the annual overall income)                                   |  |
|---|--|
| Government Funds  | Non-Government Funds                         |
| DSS Subsidy (including government grants not  | 82.6%  |
| subsumed in the DSS unit rate payable to schools)   | N.A.   |
| School Fees   | 13.2%  |
| Donations, if any   | 0.7%   |
| Other Income, if any  | 3.5%   |
| <b>Total</b>  | <b>82.6%</b>                                 |
| <b>EXPENDITURE (in terms of percentages of the annual overall expenditure)</b>                  |  |
| Staff Remuneration  | 72.6%  |
| Operational Expenses (including those for Learning and Teaching)                                | 19.9%  |
| Fee Remission / Scholarship <sup>1</sup>  | 0.5%   |
| Repairs and Maintenance   | 1.4%   |
| Depreciation  | 5.6%   |
| Miscellaneous   | 0.0%   |
| <b>Total</b>  | <b>100%</b>                                  |
| <b>Surplus/Deficit for the School Year #</b>  | <b>4.43 months of the annual expenditure</b> |
| <b>Accumulated Surplus/Deficit in the Operating Reserve* as at the End of the School Year #</b> | <b>9.78 months of the annual expenditure</b> |
| * excluding the N.B.V. of the additional school building  |  |
| # in terms of equivalent months of annual overall expenditure                                   |  |

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

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<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.  
 It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

As at 31/August/2021

保良局香港道教聯合會圓玄小學  
接受捐贈項目表(9月2020至8月2021)

| 接受日期     | 捐贈者                | 捐贈項目  | 價值(\$)     | 用途     |
|----------|--------------------|---|------------|--------|
| 2020年9月  | 郭羅桂珍主席千金           | 中英文圖書5套(\$580/套共\$2900)<br>電子平台帳戶10個(\$220/個共\$2200)  | 港幣5100元    | 供學生使用  |
| 2020年9月  | 正向教育計劃             | 「泡泡頭、磚磚頭」繪本2本(\$38/本)   | 港幣76元      | 供學生傳閱  |
| 2020年9月  | 鄧李壁廷總理             | 佩氏驅蚊噴霧100ml 10支(\$71.9/支)   | 港幣719元     | 預防蚊患   |
| 2020年9月  | 鄧李壁廷總理             | 威露士酒精搓手液1L 6支(\$160/支)  | 港幣960元     | 防疫物資   |
| 2020年9月  | 丁偉晉及丁偉航家長<br>丁健華先生 | Good Mask 成人口罩 7000個(35個/盒共200盒 \$45/盒)   | 港幣9000元    | 防疫物資   |
| 2020年9月  | 外界捐贈(保良局轉贈)        | 成人外科口罩 13盒共390個(\$2.6/個共\$1014)<br>中童外科口罩 16盒共480個(\$2.6/個共\$1248)  | 港幣2262元    | 防疫物資   |
| 2020年9月  | 鄧宣宏雁總理             | 月餅1盒  | 港幣0元       | 供教職員享用 |
| 2020年9月  | 顧東華總理              | Labo 搓手液 50ml 125支(\$18/支)  | 港幣2250元    | 防疫物資   |
| 2020年10月 | 外界捐贈(保良局轉贈)        | SDB Clean Shots 70% Hand Sanitizer 1.5ml<br>14盒(250片/盒共3500片 \$50/22片)  | 約港幣7954.54 | 防疫物資   |
| 2020年10月 | 新頤藥業科技集團有限公司       | 中童口罩 2000個(50個/盒共40盒 \$0)   | 港幣0元       | 防疫物資   |
| 2020年10月 | 外界捐贈(保良局轉贈)        | 成人口罩 35盒共1050個(30個/盒 \$45/盒共\$1575)<br>中童口罩 10盒共300個(30個/盒 \$78/個共\$780)  | 港幣2355元    | 防疫物資   |
| 2020年10月 | 威萊集團(威露士)          | 自動酒精搓手液機3組(\$1128/組共\$3384)<br>免洗酒精搓手液原味 1L 6支(\$180/箱/6支共\$180)<br>萬用消毒殺菌噴霧 500ml 12支(\$160/箱/12支共\$160)<br>消毒殺菌噴霧 450ml 12支(\$400/箱/12支共\$400)<br>冷氣機清潔消毒劑 500ml 12支(\$400/箱/12支共\$400)<br>免洗酒精搓手液原味 20ml 816支(\$10/支共\$8160) | 港幣12684元   | 防疫物資   |
| 2020年11月 | 外界捐贈(保良局轉贈)        | 成人口罩 450個(30個/盒15盒 \$45/盒共\$675)<br>中童口罩 300個(30個/盒10盒 \$68/盒共\$680)  | 港幣1355元    | 防疫物資   |
| 2020年11月 | AMJ2 陳靖琦 Kaylcy 家長 | 中童口罩 12000個(30個/盒共400盒 \$100/盒)   | 港幣40000元   | 防疫物資   |
| 2020年11月 | 教育局                | 中童口罩 2050個(50個/盒共41盒 \$0)   | 港幣0元       | 防疫物資   |
| 2020年11月 | 林頌鎧議員              | Chun Hing Holz Anschlag 5 Blade +<br>Sanwei Rubbers Racket Set 16個(\$264/個共\$4224)<br>Chun Hing ABS 2 Star Table Tennis Ball<br>288個(72個/盒 \$134.4/盒共\$537.6)   | 港幣5120元    | 增添體育設備 |



|             |   |  |   |           |                   |
|-------------|---|--|---|-----------|-------------------|
|             |   |  | Chun Hing Ball Catcher 2 個 (\$70.4/個 共\$140.8)<br>Racket Case 16 個 (\$13.6/個 共\$217.6)            |           |                   |
| 2020 年 11 月 | 香港鐘表業總會<br>(陳正欣副主席轉介)                     |  | 網絡數據卡(50GB 本地數據) 56 張 (\$128/張)   | 港幣 7168 元 | 協助學生學習            |
| 2020 年 12 月 | 蔡燕琪家長                                     |  | 捐款\$70  | 港幣 70 元   | 津貼學校活動            |
| 2020 年 12 月 | 賀鈺仁家長                                     |  | 捐款\$70  | 港幣 70 元   | 津貼學校活動            |
| 2020 年 12 月 | A Love Recycle (HK) Ltd.                  |  | 2 手辦公室傢俱 6 套<br>屏風、寫字枱及地櫃 (\$0)<br>2 手兩座位布梳化 1 張 (\$0)<br>2 手單座位布梳化 1 張 (\$0)<br>2 手細茶几 1 張 (\$0) | 港幣 0 元    | 添置辦公室傢俱           |
| 2020 年 12 月 | 民政事務處 (保良局轉贈)                             |  | 成人口罩 750 個 (50 個/盒 共 15 盒 \$0)  | 港幣 0 元    | 防疫物資              |
| 2020 年 12 月 | 郭港泉校監及郭少明先生伉儷                             |  | 成人口罩 1350 個 (15 個/盒 共 90 盒 \$49/盒)  | 港幣 4410 元 | 防疫物資              |
| 2020 年 12 月 | 保良局董事會                                    |  | 盒菜券 2 張 \$3200<br>禮品包 2 個 (食品飲品) \$0  | 港幣 3200 元 | 支持慈善活動            |
| 2020 年 12 月 | ASP2 尹迎茵家長                                |  | 成人口罩 1200 個 (12 個/盒 共 100 盒 \$42/盒)   | 港幣 4200 元 | 防疫物資              |
| 2020 年 12 月 | 曾紀華獎學金                                    |  | 「小正與怪老頭的故事」100 本<br>禮品包 16 份:<br>每份 10 個口罩、1 張書籤及 1 本熱食券 (\$0)                                    | 港幣 0 元    | 供學生借閱<br>基層家庭抗疫援助 |
| 2020 年 12 月 | 保良局社會服務部                                  |  | 成人口罩 900 個 (30 個/盒 30 盒 \$45/盒 共\$1350)<br>中童口罩 600 個 (30 個/盒 20 盒 \$68/盒 共\$1360)                | 港幣 2710 元 | 防疫物資              |
| 2021 年 1 月  | 教育局                                       |  | 成人口罩 250 個 (\$0)<br>小童口罩 2300 個 (\$0)   | 港幣 0 元    | 防疫物資              |
| 2021 年 1 月  | E Life Trading International Ltd          |  | KILLBACS Hand Sanitizer<br>30 支 (@\$12.4 共\$372)  | 港幣 372 元  | 防疫物資              |
| 2021 年 1 月  | 香港浸會大學                                    |  | 演講費   | 港幣 2500   | 津貼教職員活動           |
| 2021 年 2 月  | 九龍地域校長聯會<br>香港島校長聯會<br>新界校長會<br>威萊集團(威露士) |  | 自動泡沫洗手機 共 90 部 (每部\$99.9)   | 港幣 8991 元 | 防疫物資              |
| 2021 年 3 月  | 外間捐贈 (保良局轉贈)                              |  | 成人口罩 450 個 (\$675)<br>小童口罩 300 個 (\$324)  | 港幣 999 元  | 防疫物資              |
| 2021 年 3 月  | 外間捐贈 (保良局轉贈)                              |  | 小童口罩 240 個 (\$624)  | 港幣 624 元  | 防疫物資              |

As at 31/August/2021

|         |                         |   |            |        |
|---------|-------------------------|---|------------|--------|
| 2021年3月 | 外間捐贈(保良局轉贈)             | 成人口罩 6000 個 (\$0)   | 港幣 0 元     | 防疫物資   |
| 2021年3月 | 新界校長會                   | 小童口罩 1600 個 (\$0)<br>中童口罩 3200 個 (\$0)<br>成人口罩 800 個 (\$0)                        | 港幣 0 元     | 防疫物資   |
| 2021年4月 | 外間捐贈(保良局轉贈)             | 中童口罩 650 個 (\$1664)<br>成人口罩 900 個 (\$1944)  | 港幣 3608 元  | 防疫物資   |
| 2021年4月 | 港協暨奧委會與夢成真有限公司          | 2018-2019 奧運日運動服 共 37 件 (\$0)   | 港幣 0 元     | 送贈學生   |
| 2021年4月 | 利奧紙品集團(香港)有限公司          | 毛公仔 9 箱 (\$0)   | 港幣 0 元     | 送贈學生   |
| 2021年4月 | 校友(2015年畢業生張琅韶)         | YAMAHA 直身鋼琴 1 部 (\$21,000)<br>Lyon & Healy - Prelude 40 (Ebony) 豎琴 1 部 (\$26,000) | 港幣 47000 元 | 增添校園設備 |
| 2021年5月 | 教育局                     | 成人口罩 500 個 (\$0)<br>中童口罩 10350 個 (\$0)  | 港幣 0 元     | 防疫物資   |
| 2021年6月 | 保良局香港道教聯合會<br>圓玄小學家長教師會 | 臭氣紫外線圖書消毒櫃<br>1 部 (\$7,280)   | 港幣 7280 元  | 增添校園設備 |
| 2021年6月 | 外間捐贈(保良局轉贈)             | 成人口罩 830 個 (\$0)<br>中童口罩 650 個 (\$0)<br>(沒有盒裝未能確認售價)                              | 港幣 0 元     | 防疫物資   |
| 2021年7月 | COE3 梁甄洵家長              | 對講機(Motorola T38)<br>共 28 部 \$320/部 (\$8960)                                      | 港幣 8960    | 增添校園設備 |
| 2021年8月 | 外間捐贈(保良局轉贈)             | 中童口罩 650 個 (每盒 50 個\$128, 共\$1664)<br>大人口罩 900 個 (每盒 50 個\$118, 共\$2124)          | 港幣 1664 元  | 防疫物資   |