

PLK HKTA YUEN YUEN PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2021-2022



Annual School Report 2021/2022

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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 Catering for Individual Differences
- 2.2 Professional Development of Teachers

Major Concern: Catering for Individual Differences

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Result	Follow up
Students will be provided with suitable assistance and guidance in accordance with their abilities and learning needs, so that they can develop their potential to the full.	<p>To implement school-based measures to cater for learner differences by</p> <ol style="list-style-type: none"> engaging teachers in learning communities to <ul style="list-style-type: none"> enhance professional sharing and development develop and coordinate the corresponding teaching strategies conducting studies of students' learning diversities through data analyses of their test and examination results offering pullout and / or off-site programmes for high and low achievers 	<p>-Over 70% of subject panels have conducted or engaged their panel members in professional sharing or development, and in developing or coordinating teaching strategies.</p> <p>-The data of students have been studied and analysed.</p> <p>- Over 70% of participating students find the programmes</p>	<p>-Check related records and minutes</p> <p>-Sharing</p> <p>-Assessment analysis records</p> <p>-Survey</p> <p>-Survey &</p>	<p>-Term 2</p> <p>-After each summative assessment</p> <p>-October</p> <p>-whole year (target students may swap each term based on performance)</p>	<p>1. All subject panels have conducted or engaged their panel members in professional sharing or development at least once.</p> <p>2. All subject teachers have studied and analysed the students performance according to the assessment analysis records</p> <p>3, 4 More than 70% of students think the programmes</p>	<p>Professional development workshops will be continued.</p> <p>Teachers will revisit the topics if the students' performance on the certain topics is not satisfactory.</p> <p>Pullout</p>

	4. Arrange small class teaching in lessons	helpful and useful to cater for their learning needs. -Over 70% of participating students find the programmes helpful and useful to cater for their learning needs.	teachers' feedback		and small class are useful and helpful to cater for their learning needs.	programmes and small class will be kept for next year.
Students' learning diversities are well catered for.	<p>To adopt suitable teaching strategies in classroom to cater for learning diversities, subject teachers are to</p> <ul style="list-style-type: none"> tailor the materials, teaching strategies and learning environment according to the learning needs of students with different abilities set graded questions and exercises for students of diverse abilities 	<p>-Over 70% of teachers have adopted the related teaching strategies</p> <p>-Over 70% of students find their learning abilities well enhanced in lessons and assignments</p>	<p>-Lesson observation for appraisal</p> <p>-Worksheets</p>	<p>-Term 2 & 3</p> <p>-Whole Year</p>	<p>All teachers adopted their teaching strategies according to the individual differences.</p> <p>All subject teachers have reviewed the worksheets and set graded questions in the worksheets or the task they assigned.</p>	Teachers are encouraged to join the related course.

	<ul style="list-style-type: none"> ask high order thinking questions in class and set bonus questions in assignments for high-achieving students provide students with different exposures and / or learning experiences to enhance their learning 	-Over 70% of students find their learning enhanced with tailor-made exposures and learning experiences	-Survey & teachers' feedback	-Whole Year -Term 2 & 3	All teachers have asked challenging questions for high ability students. More than 70% of students find the different learning experiences can enhance their learning.	More cross-curricular activities or field trips will be arranged.
	To help transfer students better prepared for and adapted to learning in school through the <ul style="list-style-type: none"> adaptation programme orientation programme 	-Over 80% of new transfer students find the programmes useful to enhance their learning and adaptability	-Survey & teachers' feedback	-around a month once transfer students start school	All new transfer students can adapt quickly to the new environment and they are happy with their new school life.	These programmes will be kept next year.

Major Concern: Professional Development of Teachers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Result	Follow up
Newly-joined teachers will understand their professional roles, demonstrate professional values and conduct, and keep abreast of the latest developments in education policies and practices for application in teaching as appropriate.	To arrange an induction training programme for new teachers to cater for their needs of professional growth	All newly-joined teachers agree that the induction training is beneficial for their professional development	Attendance Sheets	August, 2021	All newly-joined teachers agree that the induction training is beneficial for their professional development	Induction training will be continued next year.
Formulate a professional development plan according to their professional development needs or under the guidance of the school, and complete the training programmes and training hours within their first three years of service.	To hold at least 2 training sessions with all newly-joined teachers to discuss about their professional roles and daily practices in teaching and learning in each term	At least 90% of the newly-joined teachers agree that the training is helpful for them to adopt the teaching and learning environment and culture in Yuen Yuen Primary School	Survey (Google Form)	Each Term	All newly-joined teachers agree that the training is helpful for them to adopt the teaching and learning environment and culture in Yuen Yuen Primary School	Induction training will be continued next year.

	To encourage all newly-joined teachers to complete 30 hours of core training within the first three years of service, and not less than 60 hours of elective training based on individual professional development needs.	At least 90% of the newly-joined teachers complete no less than 6 hours of core training and 20 hours of elective training based on individual professional development needs	Review the “Records of Teachers’ CPD Activities” through the EDB eServices	Whole Year	75% of the newly-joined teachers completed at least 20 hours of elective training and 40% of them completed at least no less than 6 hours of core training.	Newly joined teachers will be encouraged to join more EDB TCS program in the future.
Enhance professionalism for In-service Teachers through building a professional learning community to promote professional interflow and to align with the full implementation of the all-graduate teaching force policy under which all teachers are required to shoulder more diversified professional duties.	To arrange subject-based professional development training to teachers to enhance teachers’ subject-based content and pedagogical knowledge	All 8 subject departments (Chi, Eng, Math, GS, Music, PE, VA & ICTS) arrange at least 1 workshop	Attendance Sheets	Term 1, 2021/22	All 8 subject departments (Chi, Eng, Math, GS, Music, PE, VA & ICTS) arrange at least 1 workshop. Total of 18 workshops were arranged by different subjects.	Professional development training will be continued next year.

Assist in-service teachers to plan their individual professional development plans more systematically, cultivate a reflective culture in the teaching profession, align with the school development, and enhance the quality of learning and teaching.	To arrange whole-school professional development training to teachers to enhance teachers' content and pedagogical knowledge of the latest developments in education policies and practice	Arrange at least 1 whole school Teacher Professional Development Training with each of the following issues: - National Security - eLearning - Co-teaching	Attendance Sheets	Term 1 & Term 2, 2021/22	3 National Security workshops, 3 personal growth related workshops, 1 eLearning workshop and 1 Co-teaching workshop were arranged.	Professional development training will be continued next year.
	To encourage all in-service teachers to spare a minimum of 30 hours to take part in the two major categories of professional development activities, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues" in each three-year cycle	At least 35 of the in-service teachers complete no less than 6 hours of core training which includes: - Teachers' Professional Roles, Values and Conduct - Local, National and International Education Issues*	Review the "Records of Teachers' CPD Activities" through the EDB eServices	Whole Year, 2021/22	All the in-service teachers complete no less than 6 hours of core training which includes: - Teachers' Professional Roles, Values and Conduct Local, National and International Education	Our school will continuously encourage colleagues to participate in various training program.

					Issues*	
Enhance the efficiency of catering for individual learner differences, in response to the major concern of “Catering for Individual Learner Differences”	To arrange at least 3 Teacher Professional Development Workshops related to catering for individual learner differences	80% of the teachers agree that the workshop and co-planning sessions can further enhance teachers’ professionalism in Catering for Individual Learner Differences	Survey (Google Form)	Term 2, 2021/22	More than 80% of the teachers agree that the workshop and co-planning sessions can further enhance teachers’ professionalism in Catering for Individual Learner Differences	Professional development training will be continued next year.
Assist newly-joined teachers to adopt new environment, implementing new curriculum, dealing with classroom management and discipline, using information technology in education, individualizing student programs and	Mentor has to observe the mentee's lesson at least once a month. Before the lesson observation, the mentor should let the mentee know clearly the focal points of the lesson observation.	90% of the mentors have observed the mentee’s lesson at least 3 times in a term, mentors should complete the Google Form	Survey (Google Form)	Term 2 & Term 3, 2021/22	Less than 90% of the mentors have observed the mentee’s lesson at least 3 times in a term, mentors should complete the Google Form	Mentoring program will be arranged in a more systematic manner in the coming years.

<p>coordinating extracurricular activities</p> <p>To support the professional and personal growth of newly-joined teachers and provide professional- development opportunities for the mentor teacher.</p>	<p>Mentor should provide feedback to the mentee after observing the lesson. In addition, mentors should mark down the improvements in a provided Google Form. The improvements should be the focal points of the next lesson observation, which has to be reviewed after the next lesson observation.</p>	<p>90% of the mentees agree that the mentoring program is beneficial for their professional development and help to enhance their teaching and learning efficiency and effectiveness</p>	<p>Survey (Google Form)</p>	<p>Term 2 & Term 3, 2021/22</p>	<p>More than 90% of the mentees agree that the mentoring program is beneficial for their professional development and help to enhance their teaching and learning efficiency and effectiveness</p>	<p>Lesson observation will be continued in the coming year.</p>
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保良局香港道教聯合會圓玄小學

姊妹學校交流報告書

2021/22 學年

內地姊妹學校名稱/締結日期：杭州市文瀾小學（2022）/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
1.	與深圳市海濱實驗小學舉行「與姊妹學校手拉手」活動、觀看短片「慶祝香港回歸 25 週年」	--我校學生觀看姊妹學校升旗禮，學習升旗禮儀 --我校學生觀看姊妹學校祝福香港的短片，體會內地同香港的緊密相連	--學生反應熱烈，學生表示希望將來能有機會有更多親身的交流體驗。	---將來可考慮繼續進行同類型活動
2.	我校老師應昆明市明通小學的邀請參加雲南省教育廳主辦、昆明市教育體育局和昆明市教育對外合作交流中心承辦的「中外教育評價國際研討會」	--通過參會學習借鑒國內外教育評價理念、模式、方法，交流分享提升教育評價的先進經驗和成功做法，推動教育合作。	--與會學校包括內地各類優秀的學校、香港、海外的中小學，通過各學校、教育界資深校長及老師的發言交流，能夠了解海內外教育現狀，學習到科學、專業、客觀的經驗，有利於推動教育合作。	---將來可以考慮參加類似的教育研討活動，學習海內外學校的優秀經驗，促進教育合作交流。
3.	同廣州南沙金隆小學合作參加「2022 年粵港澳學生誦讀中華經典美文表演大賽暨粵港澳姊妹學校中華經典美文誦讀比賽」活動	--以短片剪輯的方式參賽，促進和姊妹學校的交流合作，加深學生對粵語朗誦的認識。	--學生積極參與，雖然疫情無法親自和姊妹學校同台表演，但是亦通過剪輯的形式完成表演，體驗新奇，希望以後有更多交流。	---建議以後可以考慮參加此類文化交流活動，共同合作。

4.	同寧波海曙中心小學學生進行「一封回信」的活動。	--我校學生給寧波海曙中心小學的同學的書信寫一份回信，介紹學校、香港地標，對姊妹學校和兩地有基本的認識。	--兩個學校的學生皆積極參與，積極為彼此介紹自己的學校、本地特色。	---將來如有機會希望可以與交流團的形式，親自體會。
2.	北京舞蹈學院附中豐台實驗小學邀請我校學生與該校學生作筆友，但出於疫情原因，暫時沒有實行。	--促進兩地學生交流。	--未實行	--將來如有機會可以請高年級同學參與此活動

本學年參加交流活動的總人次如下：

學生：全校學生

老師：共 16 人

校長：共 1 人

第二部分：財政報告

項目	交流項目	支出項目	費用	備註
1. 同廣州南沙金隆小學合作參加「2022 年粵港澳學生誦讀中華經典美文表演大賽暨粵港澳姊妹學校中華經典美文誦讀比賽」活動	--共同參加美文朗誦比賽 --兩地同學分別朗誦同一美文（錄影） --剪輯合成同一節目參賽	購買器材及拍攝剪輯費用	\$214,700	
2. 與杭州市文瀾小學締結姊妹學校啟動儀式	--線上締結姊妹學校 --加強與內地學校的合作			
3. 參加參加雲南省教育廳主辦、昆明市教育體育局和昆明市教育對外合作交流中心承辦的「中外教育評價國際研討會」	--線上參會學習，瞭解國內外教育評價理念、模式、方法 --探討推動教育合作			

4.	與深圳市海濱實驗小學舉行「與姊妹學校手拉手」活動和觀看短片「慶祝香港回歸 25 週年」	--互相投影播放升旗短片，學習和交流升旗禮儀 --錄影/剪輯學生觀看「慶祝香港回歸 25 週年」的課堂活動			
			共:	\$ 214,700	
津貼項目結餘： \$ 313,162- \$ 214,700 = \$ 98,462				\$ 98,462	

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
5. 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。

PLK HKTA Yuen Yuen Primary School
Report on Use of Capacity Enhancement Grant (2021-2022 school year)

Means by which teachers have been consulted: At staff meeting

Task Area	Major Area(s) of Concern	Time Scale	Strategies/Tasks	Benefit Anticipated	Success Criteria	Method	Resources	People Responsible
Recruitment of 2 Support Staff (SS)	To reduce the workload of the teachers on non-teaching work so that teachers can be more focused on teaching and lessons design	09/2021 - 08/2022	<ul style="list-style-type: none"> Assist in stocking of teaching aids Assist in preparing teaching materials Assist in arranging classroom activities Assist in checking the attendance records of the ECAs Saturday duties of school affairs 	Teachers overall workload will be relieved	70% of teachers agree that the workload of the teachers has been reduced	Feedback on teaching and learning at the year-end staff meeting	Salary of 2 Support Staff for 12 months and MPF contribution: =\$263,071.94	Ms. Janice Chan
Recruitment of 1 teacher assistant (TA)	To reduce teachers' lesson substitution rate and non-teaching duties of teachers		<ul style="list-style-type: none"> Substitute lessons when teachers take leaves Assist in library lessons Assist in preparing teaching materials 				50% Salary of 1 Teacher assistant for 12 months and MPF contribution : =\$88403.21	

Recruitment of 3 Information Technical Support Staff (ITSS)	To provide IT support for teaching staff so that lessons and activities can be held smoothly		<ul style="list-style-type: none"> • Provide IT support for teachers during lessons and activities • Assist in managing school IT 	School activities and lessons will be able to run smoothly	70% of teachers agree that lessons and activities can be held smoothly with the support of ITSS		Salary of 3 TSS for 12 months and MPF contribution: =\$577424.13	
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Budget:

Income: \$877,500.00

Balance brought downward from previous year: \$0

Expenditure: Recruitment of 2 Supporting Staff, 1 Teacher Assistant & 3 ITSS

$\$263,071.94 + \$88403.21 + \$577424.13 = \928899.28

Balanced carry forward to next year: $\$877,500.00 - \$928899.28 = (\$51,399.28)^*$

* 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
2021-2022 學年

第一部分：成效檢討

	項目名稱	成效 / 結果
1	購置圖書	已購買約 HKD22000 實體中、英文圖書，加入本校圖書館藏中。
	<input checked="" type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	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。
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	由於疫情關係，未有邀請任何作家到臨學校。
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	本年度本校圖書館進行翻新工程，故閱讀獎勵計劃未能有效地實行。
4.	其他：閱讀獎勵計劃及借閱龍虎榜獎品	

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 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	\$0
	總計	\$22000
	津貼年度結餘	\$22000 (不敷支出由學校政府經費支付)

*請以✓選或以文字說明。

二零二一/二二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： 社工張允寧姑娘 聯絡電話： 24501588

A. 校本津貼實際受惠學生人數 (人頭) 43 名 (包括 A. 領取綜援人數： 4 名，B. 學生資助計劃全額津貼人數： 14 名及 C. 學校使用酌情權而受惠的清貧學生人數： 25 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						
扭扭氣球班	0	1	9		9/6/-28/7/2022	3,600	/	魔術嵐才藝中心	
趣味雜耍班	1	2	7		13/6-1/8/2022	4,000	/	魔術嵐才藝中心	
舞台魔術班	0	1	9		13/6-25/7/2022	3,600	/	魔術嵐才藝中心	
迪士尼動畫教室	4	13	1		20/7/2022	9,545	/	香港迪士尼樂園	
活動項目總數： <u>4</u>									
@學生人次	5	17	26		總開支	20,745			
**總學生人次	48								

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、自信心訓練、義工服務、歷奇活動、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

C.計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適 用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績			✓			
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作			✓			
k) 學生對求學的態度		✓				
l) 學生的人生觀			✓			
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- ☐ 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- ☐ 難以甄選合適學生加入酌情名額；
- ☒ 合資格學生不願意參加計劃(請說明原因：學生已安排其他活動)；
- ☐ 伙伴/提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☐ 活動的行政工作 明顯地增加了教師的工作量；
- ☐ 對執行教育局對處理撥款方面的要求感到複雜；
- ☐ 對提交報告的要求感到繁複、費時；
- ☐ 其他(請說明)：_____

- E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？（可選擇是否填寫）

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
(2021 / 2022 學年)

I	校園文化	十分			有待
		滿意	滿意	尚可	改善
a)	領導層支持「學生支援組」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	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概覽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,並預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援服務		✓		
III	支援措施				

a)	教師能透過課堂教學或利用教育局提供的評估工具,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」能與科組協作,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		✓		
e)	透過專業交流,提升教職員的教學技巧		✓		
f)	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		✓		
g)	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		✓		

2021 / 22 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 : \$ 113,408.70 (a)
 本學年總撥款 : \$ 464,965 (第一期撥款) (b) + \$ 143,918 (第二期撥款) (c) = \$ 608,883
 本學年可用金額(總收入) : \$ 722,291.70 (d) = (a) + (b) + (c)
 本學年總支出 : \$ 602,449.71 (e)

支出細項如下：

項目	金額 (\$)
1. 增聘全職和/或兼職教師	554,449.71
2. 增聘教學助理	
3. 外購專業服務	48,000
4. 購置學習資源	
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	
6. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 119,842 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%)： 19.6% (g) = (f) / [(b) + (c)] x 100%

支援項目 名稱	服務目的 (例如:分班或小組 教學/共融活動、讀 寫訓練、社交訓 練、培養專注力等)	推行時間 (包括活動/上課 總時數或每小時所需 的平均費用)	服務對象 (例如有特殊教育需要 的學生人數及其類 別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
1. 中文讀寫小組(初小)	讀寫訓練	節數/次數: 24 每節時數: 1 總時數: 24	特殊教育需要的學生 人數及類別: 6/SPLD 家長人數:			費用總數: 19,200
2. 中文讀寫小組(高小)	讀寫訓練	節數/次數: 24 每節時數: 1 總時數: 24	特殊教育需要的學生 人數及類別: 6/SPLD 家長人數:			費用總數: 19,200
3. AD/HD小組	培養專注力	節數: 12 每節時數: 1 總時數: 12	人數及類別: 5/AD/HD			96.00

(三)家校合作

1 本校透過下列的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:

- | | |
|--|--|
| <input checked="" type="checkbox"/> 通告 | <input checked="" type="checkbox"/> 電話/電子平台 (eClass) |
| <input checked="" type="checkbox"/> 家長日 | <input type="checkbox"/> 學生支援摘要 |
| <input type="checkbox"/> 家長培訓 | <input checked="" type="checkbox"/> 學生評估/進展報告 |
| <input checked="" type="checkbox"/> 家長面談 | <input type="checkbox"/> 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: 推廣共融文化

(b)共融政策方面: 加強各學科照顧個別學習差異

(c) 共融措施方面：多利用校外資源，促進學生積極學習。

(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「成績稍遜」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) 8 (100%)
[= (b)+(c)]

(b) 家長同意轉交相關文件往中學的學生數目 (b) 6 (75%)

(c) 家長不同意轉交相關文件往中學的學生數目 (c) 2 (25%)

2. 本校在下學年會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 : 曾碧霞

學校名稱: 保良局香港道教聯合會圓玄小學

日期: 6/9/2022

學生活動支援津貼 運用報告

2021-22 學年(一) 財務概況

A	本學年獲發撥款：	\$9,800.00
B	本學年總開支：	\$5,950.00
C	須退還教育局餘款 (A - B)：	\$3,850.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	3	\$2,400.00
學校書簿津貼計劃 - 全額津貼	5	\$3,550.00
校本評定有經濟需要	0	(上限為全學年津貼金額的 25%)
總計	8	\$5,950.00

[註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動：資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	美術班	藝術（視藝）	1	\$800.00			✓		
2	鋼琴課	藝術（音樂）	2	\$1,420.00			✓		
3	田徑訓練	體育	1	\$710.00			✓		
4	圍棋班	藝術（其他）	1	\$800.00			✓		
5	STEM 課程	跨學科（STEM）	3	\$2,220.00	✓				
第 1 項總開支			8	\$5,950.00					
2. 境外活動：資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
第 2 項總開支			0	\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1									
2									
第 3 項總開支			0	\$0.00					
總計			8	\$5,950.00					

全方位學習聯絡人（姓名、職位）：	張允寧 (社工)
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Po Leung Kuk Hong Kong Taoist Association Yuen Yuen Primary School
Report on the Use of the Life-wide Learning Grant
2021-2022 School Year

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Modern Dance in Practice Project - The finale performance “Dancing In The Sun 2022”	Physical and Aesthetic Development	9 July 2022	P.3	19	All students participated and enjoyed the activity and gained performance experience on stage.	\$2,431.12	E2 & E1			✓		
2	Mural Project	Aesthetic Development	Jul-Aug	P.1-P.6	720	Due to the epidemic situation, the Mural is not finished yet. P1, P4 & P6 students participated and enjoyed the activity	\$2,495.41	E1			✓	✓	
3	School Picnic		Due to the epidemic situation, it has been cancelled.	/	/	/	\$0	/					
4	Inter-class Dodgeball Competition	Physical and Aesthetic Development	5 August	P.6	120	All students participated and enjoyed the activity.	\$391	E7			✓		

5	School Training Teams -Track & Field team (\$114,800) -Basketball team (\$72,790) -Badminton team (\$94,600) -Swimming team (\$91,560) (Badminton court \$14,105 Basketball court \$720)	Physical and Aesthetic Development	Whole Year	Whole school	106	Students have improved their performance through training.	\$388,575	E1+E5			✓		
6	Competition Application Fee (T&F + Table Tennis + Badminton + Basketball+Soccer) (2220 + 1268 + 876 + 600)	PE	whole year	Team Members	90	more than 80 students joined various sports competitions	\$4,964	E1					
7	Swimming program	PE	Due to the epidemic situation, the program has been postponed.	Whole school	/	/	\$0	/					
8	STREAM / MASTER Days	ICT&STEM	Term 3	P6	120	All students participated and enjoyed the activities.	\$14,690	E1	✓				
9	3-day Bio-Tech Tasting Co-organized School Programme	ICT&STEM	Term 3	P5	24	All students participated and enjoyed the activities.	\$7,200	E1+E6	✓				✓
10	DNA Program in Heung To Middle School (Coach Fees)	ICT&STEM	Combined with the 3-day Bio-Tech Tasting Co-organized School Programme			/	\$0	/					

11	P.4 Drama Outing - Walking the Amazon	English	Term 1	P4	140	All participants enjoyed the activity.	\$10,720	E1	✓				
12	P5 TOEFL Jr. Test	English	Term 3	P5	120	/	\$8,400	E1	✓				
13	P.1 Drama - The Gruffalo	English	Term 1	P1	132	All participants enjoyed the activity.	\$13,746	E1 & E2	✓				
14	Musical	Music	Term 2-3	P.3-6	40	The musical program has been modified. Instead of performing a live show, we will now video shoot a condensed version of the performance.	\$284,000	E1 & E5			✓		
15	Choir	Music	Whole year	P.2-6	150	Students could develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts	\$158,000	E1 & E5			✓		
16	Pied Piper Program	Music	Due to the epidemic situation, the program has been cancelled.	/	/	/	\$0	/					
17	Art Day Camp	VA	Due to the epidemic situation, the camp has been cancelled.	/	/	/	\$0	/					
18	National Security Education (Flag guards training, outing, etc)	D&C and all subjects	Whole year	/	/	/	\$4,260	E7					

				Expenses on Item 1.1			\$899,872.53						
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons												
1	New Zealand Study Tour	/	Due to the epidemic situation, it has been cancelled.	/	/	/	\$0	/					
2	Canada Study Tour	/	Due to the epidemic situation, it has been cancelled.	/	/	/	\$0	/					
3	Kentucky Study Tour	/	Due to the epidemic situation, it has been cancelled.	/	/	/	\$0	/					
4	China School Exchange Programmes	/	Due to the epidemic situation, it has been cancelled.	/	/	/	\$0	/					
				Expenses on Item 1.2			\$0						
				Expenses for Category 1			\$899,872.53						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Wireless HD Video Transmission System	Moral, Civic and National Education	Broadcasting activities, e.g. flag raising ceremony, education talk	\$4,030
2	LED Interactive Whiteboard	Cross-Disciplinary	Support eLearning needs. Make the teaching and learning easier and convenient. Make the lessons efficient.	\$49,990
3	Rechargeable batteries	Cross-Disciplinary	Support Infrared handheld microphone in classroom	\$6,912
4	Twinkl	English	Online teaching Resource	\$21,241.92
Expenses for Category 2				\$82,173.92
Expenses for Categories 1 & 2				\$982,046.45

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

Code for Expenses

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	751
Number of student beneficiaries:	751
Percentage of students benefiting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Liza Lam, CD

Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2020 / 2021 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	81.5%	N.A.
School Fees	N.A.	15.9%
Donations, if any	N.A.	0.1%
Other Income, if any	N.A.	2.5%
Total	81.5%	18.5%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.6%	
Operational Expenses (including those for Learning and Teaching)	9.8%	
Fee Remission / Scholarship ¹	0.8%	
Repairs and Maintenance	2.6%	
Depreciation	6.2%	
Miscellaneous	0.0%	
Total	100%	
Surplus/Deficit for the School Year #	3.72 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve* as at the End of the School Year #	12.93 months of the annual expenditure	
* The figure includes an estimated expenditure to be expedited in the 2022/23 school year.		
* excluding the N.B.V. of the Swimming Pool Complex with a long-term loan		
# in terms of equivalent months of annual overall expenditure		

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

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

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

保良局香港道教聯合會圓玄小學

接受捐贈項目紀錄表 (9/2021 ~ 8/2022)

2021/2022

接受日期	捐贈者	捐贈項目	價值 (\$)	用途
2021 年 9 月	屯門區地區主導行動計劃	驅蚊液 30ml 800 支 (\$12/支)	\$9,600	預防蚊患
2021 年 11 月	香港賽馬會慈善信託基金	賽馬會音樂能量計劃《全為愛音樂會》門票 18 張(\$380/張)	\$6,840	支持局方活動
2021 年 11 月	外間捐贈 (保良局轉贈)	中童口罩 650 個 、大人口罩 900 個	\$3,968	增添學校設備
2021 年 12 月	教育局	成人口罩 250 個 、中童口罩 5350 個	\$0	增添學校設備
2022 年 1 月	新界社團聯會	搓手液 180 支、洗手液 84 支	\$5,220	增添學校設備
2022 年 2 月	鄧宣宏雁校董	300 套金速檢測套裝	\$4,500	增添學校設備
2022 年 2 月	保良局	20 個快速檢測套裝	\$780	增添學校設備
2022 年 3 月	離島扶輪社	15 盒中童口罩	\$1,500	增添學校設備
2022 年 3 月	保良局	140 個口罩	\$280	增添學校設備
2022 年 3 月	香港教育工作者聯會	200 盒快速檢測套裝	\$6,000	增添學校設備
2022 年 4 月	新界校長會	2400 個口罩	\$3,000	增添學校設備
2022 年 4 月	中聯辦教科部	130 盒新冠病毒抗原快速測試劑	\$2,080	增添學校設備
2022 年 4 月	威萊 (香港) 有限公司	50 支酒精搓手液	\$2,995	增添學校設備
2022 年 4 月	外界經保良局捐贈	1300 個成人口罩及 900 個小童口罩	\$5,632	增添學校設備
2022 年 4 月	大華國際(集團)有限公司李三元先生	300 盒快速檢測包	\$6,000	增添學校設備

2022 年 4 月	丁酉年陳細潔主席 經保良局捐贈	150 個口罩、14 盒連花瘟膠囊、 11 盒快速測試	\$1,422	增添學校設備
2022 年 4 月	保良局	4 套立式紅外線體溫探測儀	\$560	增添學校設備
2022 年 5 月	威萊集團經保良局捐贈	755 支免洗搓手液	\$9,060	增添學校設備
2022 年 5 月	香港教育工作者聯會	300 個兒童口罩、200 個 KN95 口罩、 100 套新冠快速測試套裝	\$1,100	增添學校設備
2022 年 5 月	新界校長會	1000 套新冠快速測試套裝	\$4,500	增添學校設備
2022 年 5 月	丁健華家長	2000 套新冠快速測試套裝	\$9,000	增添學校設備
2022 年 5 月	香港社區抗疫連線 經保良局捐贈	160 套新冠快速測試套裝	\$720	增添學校設備
2022 年 5 月	莊預科校友張小姐 經保良局捐贈	120 個兒童口罩、40 支 50ml 搓手液	\$309.5	增添學校設備
2022 年 5 月	愛的家 經保良局捐贈	900 個中童口罩、1300 個成人口罩	\$5,632	增添學校設備
2022 年 5 月	鄧卓謙家長	8000 個小童口罩、10000 個成人口罩、216 盒蓮花清瘟膠囊、300 盒金花清感顆粒、 1000 劑快速測試劑	\$9,880	增添學校設備
2022 年 6 月	福幼基金會	80 件保護衣, 10 盒(每盒 50 個)N95 口罩, 63 個面罩, 3 盒 (每盒 100 個)醫護手套, 23 對醫護鞋套, 6 支搓 手液	\$7,626	增添學校設備
2022 年 8 月	WEY4 梁甄洳 家長	對講機(Motorola)	\$3,200	增添學校設備

2022 年 8 月	愛的家經保良局捐贈	對講機(Motorola)	\$5,632	增添學校設備
2022 年 8 月	學生 JAM3 溫嘉恩家長	600 套新冠快速測試套裝	\$6,000	增添學校設備