

PLK HKTA YUEN YUEN PRIMARY SCHOOL

School Report

2024/25



School Report 2024/25

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1. Our School

i. The Kuk's Spirit

The 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
organisation. In the Kuk's Spirit to do good deeds with benevolence.
Dedicated in protecting the young and the innocent, caring for the elderly
and the underprivileged, aiding the poor and healing the sick, educating
the young and nurturing their morality, providing recreation to the public,
caring for the environment, passing on the cultural inheritance and
bringing goodness to the community.
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, Pragmatic 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 關愛感恩
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. Our School

ii. School Vision and Mission

OUR SCHOOL VISION 願景

We believe that our children have unlimited potential. We are committed to fostering their :
我們相信本校學生潛能無限，能達致：

- Academic Excellence
學業精進
- Talents and Gifts
盡展潛能
- Love, Respect, Diligence and Integrity 愛敬勤誠
- Upright Morals and Virtues
明道立德

OUR SCHOOL MISSION 使命

- To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential.
我們致力提供不同學習經歷及機會以幫助學生發掘及盡展潛能
- To create an inviting community that is conducive for learning and growth.
我們致力提供優良的學習環境及設備以促進學生的學習效能
- To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society.
我們致力建立關愛校園，讓學生能抱持正面的人生態度，建立堅毅不屈的精神，並在愛與關懷的環境下茁壯成長，成為一個能為社會作出貢獻的良好公民。

1. Our School

iii. School Overview

PLK HKTA Yuen Yuen Primary School has been managed by Po Leung Kuk under the Direct Subsidy Scheme (DSS) since 2005. Our aim is to provide an inspiring and stimulating environment for our students to explore their interests and discover their potential. With our ever-evolving school-based curriculum, we design engaging and meaningful learning experiences to equip our students with the knowledge and skills to confidently face the challenges they may encounter throughout life. Supported by our positive and loving school culture, our children learn to be passionate and resilient as they flourish both in and out of our school community.

Key Features:

RICH ENGLISH LEARNING ENVIRONMENT - English is the medium of instruction for all of our lessons, with the exception of our Chinese and M&M (Morals and Multi-Intelligence) curriculum, which are taught in Putonghua.

LEARNING IS FUN! - Our school-based curriculum is designed to focus on engaging learning experiences. Students acquire knowledge and skills through participation, inquiry, collaboration and direct experience.

CO-TEACHING - Most of our lessons are co-taught by two educators, allowing for a dynamic and flexible learning environment. This collaborative approach enables us to design more engaging and effective lessons that cater to the diverse needs of each student, fostering personalized and meaningful learning experiences.

HOMEWORK POLICY - While homework plays a valuable role in reinforcing classroom learning, we believe it is equally important for students to have ample time to read independently and engage in extracurricular activities. At YYPS, we intentionally assign less homework than many other local schools to support a more balanced and holistic approach to education. As a general guideline, students in Primary 1 to Primary 3 are expected to spend approximately 45 to 60 minutes on homework each day, while those in Primary 4 to Primary 6 typically spend between 60 to 90 minutes daily.

CLASS SIZE – 4 classes per grade; 33 students per class

INVITATIONAL EDUCATION (IE) - As an IE school, YYPS aims to support our students' growth by creating a community that promotes care, respect, trust and optimism. Through careful implementation of the 5Ps of IE (People, Places, Policies, Programs and Processes), we hope to forge an environment where students are excited to learn.

1. Our School

iv. Major Concerns for 2024/27:

1. To implement new and improved strategies for catering to the diverse learning
2. To promote positive attitudes within our school community

2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To implement new and improved strategies for catering to the diverse learning

Achievements

In alignment with the School Development Plan and Annual School Plan, the school made significant progress in enhancing curriculum design, teaching strategies, and support systems to address diverse learning needs.

To strengthen students' knowledge across key learning areas, the school redesigned learning tasks and assessments using Bloom's Taxonomy, promoting higher-order thinking. Cross-curricular co-planning and peer lesson observations were conducted across core subjects, including Chinese, English, Mathematics and General Studies.

Professional development was a key driver of success. Over 95% of teachers participated in STEAM-themed workshops, and 48.4% completed the Basic Course in Special Educational Needs. Teachers' perception of professional development rose to 3.99, exceeding the territory-wide median (KPM 4). 80% of teachers agreed that the workshops equipped them with the necessary skills to design differentiated learning tasks, directly enhancing students' generic skills such as problem-solving and collaboration.

Technology integration played a transformative role. AI tools and interactive whiteboards were introduced to enhance teaching and learning. While the Annual School Plan highlighted their integration in Key Stage 2 classrooms, in practice, all classrooms at YYPS are equipped with interactive whiteboards, ensuring equitable access to digital learning tools across all year levels. 80% of students reported improved self-directed learning, communication, and teamwork—supporting both language development and information literacy.

Student performance and engagement also improved. Teachers rated teaching effectiveness at 4.19 (KPM 11), and curriculum and assessment perception rose to 4.12 (KPM 10). Attendance rates averaged 97.5% (KPM 23), reflecting a commitment to learning and contributing to a healthy lifestyle.

Support for students with special educational needs was expanded through co-teaching and adaptive technologies, ensuring inclusive access to learning and fostering confidence across diverse learner profiles.

Reflection

The evaluation process revealed several factors that facilitated success. Teacher engagement in professional development and collaborative planning was consistently high, and the school's investment in curriculum innovation and technology integration yielded positive outcomes. Students responded well to AI-enhanced learning environments, and the co-teaching model provided flexibility in addressing individual learning needs.

However, challenges remain. While differentiated instruction was widely adopted, some students with special educational needs require more targeted support. The integration of adaptive technologies, though impactful, varied across classrooms, leading to inconsistencies in student experience. Additionally, parental involvement in learning support discussions was limited, highlighting an area for further development.

The school's experience this year underscores the importance of structured planning time, ongoing professional learning, and responsive feedback mechanisms. These elements are essential to sustaining inclusive and effective learning practices.

Feedback and Follow-up

Building on this year's achievements and reflections, the school will implement a series of follow-up measures to further support students in achieving the seven learning goals of primary education.

Curriculum planning will continue to emphasize Bloom's Taxonomy and cross-subject integration, ensuring students develop deep understanding and critical thinking across key learning areas. Language skills will be strengthened through targeted support for NCS students and the use of AI-assisted tools to enhance communication and expression.

To foster generic skills, experiential learning and collaborative projects will be expanded, supported by digital platforms and interactive technologies. Reading and information literacy will be promoted through curriculum-wide reading initiatives and optimized use of BYOD resources. The school will also maintain its focus on student wellness, encouraging active participation and healthy habits through a balanced homework policy and physical education programs.

National identity and positive values will be further embedded into classroom learning and whole-school activities, ensuring students develop a strong sense of belonging, empathy, and civic responsibility.

These measures will inform the planning of the 2025/26 Annual School Plan, guiding the school's continued commitment to whole-person development and excellence in education.

Major Concern 2 : To Promote Positive Attitudes Within Our School Community

Achievements

Throughout the 2024/25 school year, the school made significant strides in cultivating a positive and emotionally supportive learning environment. Building on the foundation of the Moral and Multiple Intelligence (M&M) curriculum, the school introduced a comprehensive positive education program aimed at enhancing mental well-being and fostering values such as empathy, resilience, and responsibility.

The program was delivered through seminars, workshops, and printed materials, reaching students, teachers, and parents. Evaluation data indicated strong

stakeholder support, with 85% of teachers and parents affirming that the initiatives improved their awareness and capacity to support students' emotional development. These efforts translated into measurable improvements in student well-being, as reflected in the APASO and KPM data: the Positive Affect score increased from 89 to 100, and the No Negative Affect score rose from 104 to 107.

To reinforce school spirit and a sense of belonging, the physical campus was enhanced with visual and spatial elements that reflect the school's values. These modifications were positively received in stakeholder surveys and contributed to a more welcoming and inclusive atmosphere.

Experiential learning was a key strategy in promoting positive attitudes. Students engaged in hands-on activities designed to develop character and interpersonal skills, both within the classroom and through out-of-school programs co-organized with external partners. These experiences helped students internalize values and apply them in real-life contexts.

The school also deepened its commitment to national education. Whole-school cultural activities were organized to promote appreciation of Chinese heritage, and sister school exchanges with mainland institutions were expanded. These initiatives supported the development of students' national identity, with KPM scores in this domain improving from 85 to 100.

These achievements directly supported the learning goals of positive values and attitudes, national identity, language skills, and healthy lifestyle, while also contributing to students' generic skills and information literacy through integrated and experiential learning.

Reflection

The school's efforts to promote positive attitudes were met with encouraging results. The integration of positive education into the curriculum and school culture was well received by stakeholders, and students responded positively to experiential learning opportunities. The use of APASO and KPM data provided valuable insights into students' emotional development and helped guide program adjustments.

However, challenges remain. While the M&M curriculum has been effective, there is a need for deeper integration of values education across all subjects. Some students continue to struggle with emotional regulation and social confidence, indicating the importance of sustained support and targeted interventions. Additionally, while national identity scores improved, further efforts are needed to ensure that cultural appreciation is meaningfully embedded in everyday learning.

The school recognizes that promoting positive attitudes is an ongoing process that requires collaboration among teachers, parents, and external partners. Continuous evaluation and reflection will be essential to maintaining momentum and ensuring that strategies remain responsive to students' evolving needs.

Feedback and Follow-up

To build on this year's progress, the school will continue refining the M&M curriculum and embed values education more deeply across all subjects. The positive education program will be expanded to include more in-depth workshops, classroom activities, and parent engagement initiatives. Experiential learning opportunities will be increased, with a focus on developing empathy, resilience, and civic responsibility.

National education will remain a priority, with thematic projects, sister school exchanges, and integration of national security education across subjects. The school will also strengthen its use of APASO and KPM tools to monitor student progress and inform timely adjustments to programs.

These follow-up actions will guide the development of the 2025/26 Annual School Plan and School Development Plan, ensuring that students continue to grow in character, confidence, and cultural awareness, in alignment with the seven learning goals of primary education.

Student Performance

YYPS students demonstrate a consistently positive attitude toward learning and school life. They are respectful, motivated, and actively engaged in both academic and non-academic pursuits. The school's emphasis on holistic development has cultivated a culture of perseverance, collaboration, and self-

confidence among students, who thrive in a caring and inclusive environment.

Academically, students have achieved outstanding results across various domains. In the 2025 TOEFL Junior examination, Primary 5 students attained an average score of 843 out of 900, equivalent to the English proficiency level of Secondary 2 or 3 students. Six students achieved a perfect score, and the school was honored with the TOEFL Best of the Best School Award, recognizing YYPs as one of the highest-scoring schools in Hong Kong.

The 2024/25 Secondary School Place Allocation (SSPA) results were equally impressive. 98% of students were admitted to their first-choice secondary school or an English-medium institution, and 100% were placed within their top three choices. Many graduates were accepted into prestigious schools reflecting the academic excellence and strong character nurtured at YYPs.

Beyond academics, students excel in a wide range of non-academic areas. In music, the school's choirs and orchestra earned top honors in local and international competitions, including Gold Awards at the Hong Kong Inter-school Choral Festival, Champion titles at the Hong Kong Schools Music Festival, and a Silver Award at the Taipei International Choral Competition.

In sports, YYPs students achieved remarkable success, including Overall Champion in Track and Field, A Grade Boys Champion in Swimming, and Boys Overall Champion in Fencing at district and affiliated school competitions. The school's dance teams also garnered multiple accolades, such as Gold Awards and Best Performance Awards in elite competitions and the Overall Champion title in the Hong Kong Interschool Breaking Competition.

In STEAM education, students won awards in robotics, coding, and innovation challenges, including the Overall Champion in the Matatabot Coding Challenge, Innovation Award in the City I&T Grand Challenge, and Gold Award in the RoboMaster Parade.

These achievements reflect the school's commitment to nurturing well-rounded individuals who excel academically, artistically, athletically, and socially. YYPs will continue to provide diverse learning experiences to support students in achieving the seven learning goals of primary education and becoming

confident, capable, and compassionate citizens.

The following list summarizes the achievements of our students. Whether in performances, competitions, or other activities, students at YYPS are encouraged to challenge themselves and try new things.

MUSIC AWARDS
2025 Taipei International Choral Competition
Category A1: Children's Choir Age Under 13 - Silver Award
77th Hong Kong Schools Music Festival
<u>Team Awards:</u>
Junior Choir New Territories Region Choir Finals - Champion
Junior Choir Foreign Language - 1st Place
Junior Choir Chinese Language - 1st Place
Church Music Age 9 or under - 1st Place
Senior Choir Foreign Language - 1st Place
Senior Choir Chinese Language - 1st Place
Church Music Age 13 or under - 1st Place
<u>Individual Awards:</u>
1st Places: 10, 2nd Places: 24, 3rd Places: 33
Hong Kong Joint School Music Competition 2025 (JSMA)
Symphony Orchestra - Gold Award

Hong Kong Inter-school Choral Festival 2025 (HKICF)

Junior Choir - Gold Award, The Best Presenter Award

Senior Choir - Gold Award

LANGUAGE AWARDS

76th Hong Kong Schools Speech Festival

Team Awards:

P1-2 Putonghua Choral Speaking Team - 1st Place

P3-4 English Harmonic Speaking Team -1st Place

P5-6 English Harmonic Speaking Team -1st Place

Improvised Dramatic Scenes - 2nd Place

Individual Awards:

1st place: 10, 2nd place: 24, 3rd place: 33

UNSDGs Debating Competition

Champion, Best Speaker Award

HK Secondary Schools Debating Competition

2nd Place

第十五屆全港小學校際辯論賽

亞軍、最佳辯論員：8次

學校戲劇節

傑出劇本獎

傑出演員獎

傑出整體演出獎

傑出導演獎

傑出合作獎

STEAM AWARDS

PLK & HKU Little Forest Heroes: AI Robot Rescue Challenge

Champion x1

Silver Award x1

Outstanding Presentation Award

Best Engineering Design

International Youth Tech Olympics 2024 Matatabot Coding Challenge

Overall Champion

City I&T Grand Challenge

Innovation Award

National Stability; Familial Peace AI Drawing Competition

Silver Award & Merit

The RoboMaster Challenge (Tuen Mun)

Robomaster Parade Coding Design Challenge - Gold Award

Hula Drone Challenge - 1st and 2nd Runner-up

Robot Fighting (Battle Ace) Challenge - Merit Award

DANCE AWARDS

61st Schools Dance Festival

Hip Hop Dance Team: Honors Award and Choreography Award

Folk Dance Team & Trio: Highly Recommended Award

Dance for Health: Honours Award

Hong Kong Elite Dance Competition 2025

Street Dance: Gold Award and Best Performance Award and Overall Best Performance Award

Oriental Trio & Group: Silver Award

53rd Hong Kong Open Dance Contest

Street Dance: Gold Award and Best Performance Award

Chinese Dance: Silver Award

Dance World Cup Hong Kong Qualifying Match 2024

Chinese Dance Team: Gold Award and 1st Place

Folk Dance Team: Silver Award and 2nd Place

Folk Dance Trio: Merit Award 4th Place

Hong Kong Inter-school Cheering Competition 2025

1st Runner-up

The 1st Hong Kong Interschool Breaking Competition

Overall Champion, Crew Battle 1st Place, Choreography 2nd Place

2025 Hong Kong Breaking Ranking R2

U13 – 2nd Place, 3rd Place, 4th Place and Top 8

2025 Hong Kong Breaking Ranking R3

U13 – 3rd Place & Top 8 x3

SPORTS AWARDS

HKSSF All Hong Kong Primary School Sports Award Scheme

Girls - Gold Award

Boys - Silver Award

Po Leung Kuk Affiliated Primary Schools Track and Field Competition

Overall Champion

Po Leung Kuk Affiliated Primary Schools Swimming Competition

Overall 2nd Place

Po Leung Kuk Primary Schools Fencing Competition

Boys Overall Champion

HKSSF Tuen Mun District Inter-Primary School Competitions - Track and Field

Overall Champion x2

1st Runner-up x2

3rd Runner-up x1

HKSSF Tuen Mun District Inter-Primary School Competitions – Basketball

Boys 1st Runner-up

HKSSF Tuen Mun District Inter-Primary School Competitions – Swimming

Overall Champion x3

2nd Runner-up x3

HKSSF Tuen Mun District Inter-Primary School Competitions – Badminton

Girls Team - Champion

Boys Team - Merit Award

HKSSF Tuen Mun District Inter-Primary School Competitions – Tennis

Merit Award

24/25 Cathay Po Leung Kuk Inter-Primary Schools Touch Tournament (Rugby)

Girls Plate First Runner-up

Boys Cup 2nd Runner-up

All Hong Kong Inter-Primary Schools Fencing Competition

Boys Grade A Team - Merit Award

Report on Use of Capacity Enhancement Grant**Introduction**

This report serves to review the implementation and outcomes of the Capacity Enhancement Grant (CEG) initiatives at PLK HKTA Yuen Yuen Primary School during the 2024-2025 school year. The primary objectives were to reduce teachers' workload, enhance teaching effectiveness, and provide adequate IT support.

Overview of Strategies and Implementation**1. Recruitment of 2 Support Staff (SS)**

Objective: To alleviate teachers' workload by handling non-teaching tasks.

Implementation: Two Support Staff were recruited in September 2024.

Tasks Performed:

Stocked teaching aids.

Prepared teaching materials.

Arranged classroom activities.

Managed attendance records for extracurricular activities (ECAs).

Conducted Saturday duties related to school affairs.

Outcome:

Feedback collected at the year-end staff meeting indicated that 80% of teachers felt their workload had decreased due to the support provided by two support staff.

2. Recruitment of 1 Teacher Assistant (TA)

Objective: To reduce the burden of lesson substitution and non-teaching duties.

Implementation: A Teacher Assistant was recruited in September 2024.

Tasks Performed:

Substituted lessons when teachers take leaves

Assisted in Visual Arts lessons.

Helped prepare teaching materials.

Outcome:

Teachers reported that the TA significantly alleviated their workload, with 80% agreeing that the support was beneficial.

3. Recruitment of 2 Information Technical Support Staff (ITSS)

Objective: To provide adequate IT support for teaching staff.

Implementation: Two IT Support Staff were hired in September 2024.

Tasks Performed:

Offered IT support during lessons and school activities.

Assisted in managing school IT infrastructure.

Outcome:

80% of teachers expressed satisfaction, indicating that lessons and activities ran smoothly with the assistance of ITSS.

Budget Review

Actual Budget:

Income: \$933,240

Balance brought forward from 2023-2024: \$0

Expenditure: Recruitment of 2 Supporting Staff, 1 Teacher Assistant (50% of the salary), 2 ITSS

$\$315,403.20 + \$111,384.00 + \$563,169.6 = 989,956.80$

Balanced carry forward to next year: $\$933,240 - 989,956.80 = (\$56,716.80)$

*The projected deficit will be covered by school funds.

Summary of Benefits

Teacher Workload Reduction: The recruitment of support staff effectively reduced the non-teaching responsibilities of teachers, allowing them to focus more on lesson planning and delivery.

Improved Classroom Management: Teachers reported enhanced classroom organization and efficiency, contributing to a more positive learning environment.

Enhanced IT Support: With dedicated IT personnel, teachers felt more confident in integrating technology into their lessons, leading to improved student engagement.

Conclusion

The initiatives funded by the Capacity Enhancement Grant have resulted in significant positive outcomes for both teachers and students at PLK HKTA Yuen Yuen Primary School. The overall feedback from staff indicates that the support provided has made a meaningful impact on teaching effectiveness and workload management. Moving forward, the school will continue to assess the outcomes of these roles and make necessary adjustments to further enhance the educational experience. The financial deficit was successfully managed through school funds, ensuring the sustainability of these enhancements for the next academic year.

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
2024-2025 學年

Appendix 2

第一部分：成效檢討

	項目名稱	成效 / 結果
1.	購置圖書	今年運用所有津貼的預算 HKD 22,000 購買中英文實體圖書，加入本校圖書館藏中。
	☐ 實體書	
	☐ 電子書	
2.	網上閱讀計劃	繼續原用本校已購買的網上電子圖書及其平台服務。
	☐ e 悅讀學校計劃	
	☐ 其他計劃：_____	
3.	閱讀活動	本校在 2425 學年中舉辦圖書日。此活動由中、英課及圖書館協辦。活動包括漂書、話劇、攤位遊戲及書角扮演。此活動有效提醒生學閱讀興趣及學校閱讀氣氛。
	☐ 聘請作家、專業說故事人等進行講座	
	☐ 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	
	☐ 支付學生參加閱讀活動或比賽的報名費	
	☐ 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	本年度舉辦了中文閱讀獎勵計劃及借閱龍虎榜。共有 161 位學生參加了中文閱讀獎勵計劃及得獎。借閱龍虎榜分別為銅獎，銀獎及金獎，共有 97 位。

第二部分：財政報告

	項目名稱	實際開支 (\$)
1	購置圖書	\$22,000
	☒ 實體書	
	☐ 電子書	
2.	網上閱讀計劃	\$0
	☐ e 悅讀學校計劃	
	☐ 其他計劃：_____	
3.	閱讀活動	\$0
	☐ 聘請作家、專業說故事人等進行講座	
	☐ 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	
	☐ 支付學生參加閱讀活動或比賽的報名費	
	☐ 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	\$6088
	總計	\$28088
	津貼年度結餘	\$5000

*請以✓選或以文字說明。

姊妹學校交流報告書

24/25學年

Appendix 3

學校名稱:	保良局香港道教聯合會圓玄小學		
學校類別:	小學	負責老師:	高夢潔

本學年已與以下內地姊妹學校進行交流活動:

1.	深圳市南山區深灣小學
2.	杭州文瀾小學
3.	北京市豐台區藝術實驗小學
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下:

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (已舉辦)

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

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面（已舉辦）

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

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面（已舉辦）

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

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面（未舉辦）

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下：

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

全年財政報告：

編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$112725
N2	☒	在香港合辦姊妹學校交流活動的費用	HK\$6308.5
N3	☐	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的20%)	不適用
N4	☐	視像交流設備及其他電腦設備的費用	不適用
N5	☐	交流物資費用	不適用
N6	☐	在香港進行交流活動時的茶點開支(註：不可超過學年津貼額的2%)	不適用
N7	☐	老師的一次入出境簽證的費用(註：不可超過學年津貼額的1%)	不適用
N8	☐	其他(請註明)：	不適用
N9	☒	學年總開支	HK\$119,033.5
N10	☐	沒有任何開支	不適用

反思及跟進：

編號	☒	內容
O1	☒	有關交流活動的層面：除觀課和參與課堂外，可以參加更多形式的學校活動，例如體藝、主題日等活動。
O2	☒	有關交流活動的形式/內容：可以更多樣化，例如線上交流，同做一個專題研習等。
O3	☒	有關交流活動的時間安排：可放在第三學期，我校有大型活動的時候，邀請姊妹學校學生參加，體驗我校文化活動。
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	☐	其他(請註明)：

交流參與人次：

編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	110人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	36人次
P3	☒	本校學生參與交流的總人次	146總人次
P4	☒	本校教師參與交流的總人次	70總人次
P5	☒	本校學校管理人員參與交流的總人次	6總人次

備註：

**Report on the Use of the Life-wide Learning Grant
24/25 School Year**

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences: (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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	Sports Day (Equipments, medals and gifts)	Mar 2025	P1 - 6	769	\$8,000	\$10.40	E1	Physical Education	Students were provided other learning opportunities. Students gained experience in participating in different activities on sportsground.		✓	✓		
2	Sports Team Competition Fee (Swimming, Badminton, Table Tennis, Basketball, Football, Track and Field) an athlete card fee of competitions	Whole year	P3 - 6	300	\$12,000	\$40.00	E5	Physical Education	Students' performance in the competition is very outstanding this year. Students were encouraged to participate in physical activities by regular sports teams training.		✓	✓		
3	PE Swimming Lessons	Whole year	P1-6	770	\$100,000	\$129.87	E1	Physical Education	Students benefit from in-school swimming instruction, which saves commuting time and allows lessons to proceed seamlessly.	✓				
4	Swimming Gala (Medals and gifts)	Term 3	P4-6	373	\$2,652	\$7.11	E5	Physical Education	Students from Primary 4 to Primary 6 enthusiastically participated in this year's swimming gala and thoroughly enjoyed the experience. The event offered them a dynamic platform to showcase their aquatic skills in a friendly and encouraging atmosphere. Cheers from peers and teachers alike added to the vibrant energy as students engaged in various races and fun challenges.		✓	✓		
5	Swimming Award Scheme	Whole year	P1-6	770	\$3,000	\$3.90	E5	Physical Education	The swimming award scheme served as an effective motivator, encouraging students to improve their performance during lessons.		✓	✓		
6	Subsidy of TOEFL Jr.	Term 3	P5	126	\$6,600	\$52.38	E7	English Language	Students performed well in the test and the analysis is useful for school curriculum evaluation.		✓	✓		
7	Dance Team Competition Fee	Whole year	P1-6	90	\$15,331	\$170.34	E7	ECA	Students impressed with outstanding performances in this year's dance competition, earning well-deserved recognition for their talent and teamwork.	✓	✓	✓		
8	Other Competition Application Fee	Whole year	P1-6	80	\$0	\$0.00	E6	Physical Education	Students' performance in the competition is very outstanding this year.	✓		✓		✓
9	Choir	Whole year	P2-6	150	\$130,000	\$866.67	E1	Arts (Music)	Students could develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts.	✓	✓			
10	School Activities (Variety Show \$50,000, Graduation Ceremony \$10,000, etc.)	Whole year	P1-6	770	\$60,000	\$77.92	E1	ECA	Students not only had fun but also explored various forms of experiential learning through the activities offered					
11	STEAM Days	Term 3	P6	117	\$7,500	\$64.10	E1	Cross-Disciplinary (STEM)	All students participated and enjoyed the activities. They acquired the different transferable generic skills through the STEAM Day.					
12	Chinese Day	February	P1-6	773	\$10,000	\$12.94	E1	Values Education	Students enjoyed the activities and experienced different Chinese cultures, especially enjoying the Ku Fu Performance and traditional Chinese food.					
13	Chinese Debate	Term 2-3	P5-6	10	\$20,000	\$20,000.00	E1	Chinese Language	Students were able to generate effective critical thinking into primary issues in the given topic. They performed well and got awards from competitions.					
14	P6 Graduation Camp	May 2025	P6	117	\$13,200	\$113,200.00	E1	ECA	Students participated enthusiastically in the practical activities organized during the camp.					

**Report on the Use of the Life-wide Learning Grant
24/25 School Year**

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
15	Project Camp	Oct 2025	P1-6	68	\$10,000	\$10,000.00	E5	D & C	Students had a great time participating in the hands-on activities provided during the project camp.	✓				
16	New Extra-curricular Activities	Whole year	P1-6	15	\$10,000	\$666.67	E1	ECA	Students were offered additional opportunities to broaden their learning experiences.			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				5,298	\$408,283.00									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Canada Study Tour	13-24 April 2025	P5-6	24	\$5,400.00	\$200.00	E3	English Language	Students were provided other learning opportunities. Students learnt the culture, customs and other aspects of another country. Feedback from students were positive.	✓	✓			
2	New Zealand Study Tour	15-25 June 2025	P5-6	28	\$5,200.00	\$200.00	E3	General Studies	Students were provided other learning opportunities. Students learnt the culture, customs and other aspects of another country. Feedback from students were positive.	✓	✓			
3	Senior Choir Overseas Tour	July 2025	P4-6	60	\$60,000	\$1,000.00	E3	Music	Students were provided other learning opportunities. Students learnt the culture, customs and other aspects of another country. Feedback from students were positive.	✓	✓			
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				112	\$70,600.00									
Expenses for Category 1				5,410	\$478,883.00									

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

No.	Item	Purpose	Actual Expenses (\$)
1	App	Teaching and Learning	\$21,436.84
2	Twinkl (English)	Teaching and Learning	\$8,744.51
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$30,181.35
Expenses for Categories 1 & 2			\$509,064.35

Category 3: Number of Student Beneficiaries

Total number of students in the school:	773
Number of student beneficiaries:	773
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Vivian Tam
Post of Contact Person for LWL:	PSM (ECA Coordinator)

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

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

二零二四/二五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：社工陳彥霖姑娘

聯絡電話：24501588

A. 校本津貼實際受惠學生人數(人頭) 50 名(包括 A. 領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：16 名及 C. 學校使用酌情權而受惠的清貧學生人數：34 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						
挪亞方舟本地遊	0	10	15	100%	26/6/2025	13,022	/	天祥旅遊	
海洋公園自然體驗班	0	6	19	100%	18/6/2025	5,853	/	香港海洋公園	
活動項目總數：_42_____									
@學生人次	0	16	34		總開支	18,875			
**總學生人次	50								

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)**

2024-2025 學年 學生活動支援津貼 運用報告
保良局香港道教聯合會圓玄小學

(一) 財務概況

A	本學年獲發撥款：	\$7,350.00
B	本學年總開支：	\$7,350.00
C	須退還教育局餘款 (A - B)：	\$0.00

(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	0	\$0.00
學校書簿津貼計劃 - 全額津貼	15	\$7,350.00
校本評定有經濟需要	0	(上限為全學年津貼金額的25%)
總計	15	\$7,350.00

[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)				
					價值觀 教育	智能發展 (配合課程)	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	樂器班	藝術 (音樂)	7	\$3,430.00			✓		
2	游泳班	體育	4	\$1,960.00			✓		
3	足球班	體育	1	\$490.00			✓		
4	騎馬班	體育	1	\$490.00			✓		
5	升旗隊	德育、公民及國民教育	1	\$490.00	✓				
6	畢業營	價值觀教育	1	\$490.00	✓				
(如空間不足，請於上方插入新行。)									
第1項總開支			15	\$7,350.00					
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									

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)				
					價值觀 教育	智能發展 (配合課程)	體藝發展	社會服務	與工作有關 的經驗
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
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									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			0	\$0.00					
總計			15	\$7,350.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

學生活動支援津貼聯絡人（姓名、職位）：	陳彥霖(社工)
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Template for Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2023/2024 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	81.63%	N.A.
School Fees	N.A.	13.80%
Donations, if any	N.A.	%
Other Income, if any	N.A.	4.57%
Total	81.63%	18.37%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	71.14%	
Operational Expenses (including those for Learning and Teaching)	15.25%	
Fee Remission / Scholarship ¹	0.66%	
Repairs and Maintenance	8.12%	
Depreciation	4.83%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year *	0.8 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year *	10.78 months of the annual expenditure	
<i>* in terms of equivalent months of annual overall expenditure</i>		

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

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

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

Appendix 8

保良局香港道教聯合會圓玄小學

接受捐贈項目紀錄表 (9/2024 ~ 8/2025)

2024/2025

[illegible]