

**Po Leung Kuk
Camões Tan Siu Lin Primary School**

Annual School Report

2022-2023

CONTENT

Item	Key Elements of the School Report	Page
(1)	The Kuk's Spirit	3
(2)	Our School	4-6
(3)	Achievements and Reflections on Major Concerns	7-12
(4)	Our Learning and Teaching	13-15
(5)	Support for Student Development	15-16
(6)	Student Performance	16-18
(7)	Feedback on Future Planning	19
Appendix I	SSPA Results 2021-2023	20-21
Appendix II	Students' Awards	22-27
Appendix III	Financial Summary	28
Appendix IV	Record of donations accepted by the School (in Chinese only)	29
Appendix V	Capacity Enhancement Grant	30
Appendix VI	School Report on Sister School Exchanges	31-32

(1) The Kuk's Spirit

The Kuk's Spirit

Mutual respect
United effort
Benevolence
Charitable
Gratefulness and
Recognition

Dedication to serving
the community

Vision

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

Mission

To be the most prominent and committed charitable
organisation.

In the Kuk's Spirit to do good deeds with
benevolence.

Dedicated in protecting the young and the innocent,
caring for the elderly and the underprivileged,
aiding the poor and healing the sick,
educating the young and nurturing their morality,
providing recreation to the public, caring for the
environment,
passing on the cultural inheritance and
bringing goodness to the community

Values

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

(2) Our School

1. School Motto

Love, Respect, Diligence and Integrity (愛、敬、勤、誠).

2. Background

Po Leung Kuk Camões Tan Siu Lin Primary School was previously known as Portuguese Community Schools, Inc., Escola Camões. It was established in the 1950s by the Portuguese Community Education and Welfare Foundation Incorporated.

Since 1996, the School has been run by Po Leung Kuk - the leading charitable organization and fundraiser of Hong Kong founded in 1878. In line with the economic growth of Hong Kong society over the past decade, the service of Po Leung Kuk had evolved from initially helping the children and women into benefiting the well-being of local public as a whole. In reflecting and meeting the needs of our society, Po Leung Kuk has succeeded in providing quality education service for the public on a non-profit making basis.

The educational service of Po Leung Kuk places a strong focus on balanced learning - morality, intelligence, physical integrity, unity and aesthetics. The curriculum can respond quickly to the latest changes and developments locally and internationally, challenging the students to have an informed view of the current issues and events that affect our world. With such vision of flexibility in mind, in the school year 2000/2001, our school has become a pioneer Direct Subsidy Scheme (DSS) primary school in Hong Kong.

Like our sponsoring body, we have no political or religious persuasions in our schools. In the belief that everyone should be able to equally enjoy freedom of expression and religion, we allow that all schools of thought and all religions can co-exist in school with no discrimination or prejudice. Our students are actively encouraged to participate in volunteering work in order to foster a sense of social responsibility to the community.

3. School Facilities

Our school campus is comprised of three buildings (Main Building, Music Complex and Sports Complex) and four covered playgrounds. In the Main Building built in 1999, there are 32 conventional classrooms, a school hall, an art room, a computer room and sports climbing facilities. In the Music Complex built in 2007, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, an art room, a campus TV studio, a multi-media language centre, special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and the Heart Space (a mindfulness room). All these facilities cater for the diverse needs of the school curriculum and the whole-person development of students.

4. School Vision & Mission

Education is about nurturing the whole child - our school embraces development of the child in the moral, intellectual, physical, social and aesthetic spheres. Developing children's potential to the fullest is an overriding aim of our school. Our school is committed to providing a caring, harmonious and stimulating environment where children are joyful and secure enough to be able to work to the best of their ability.

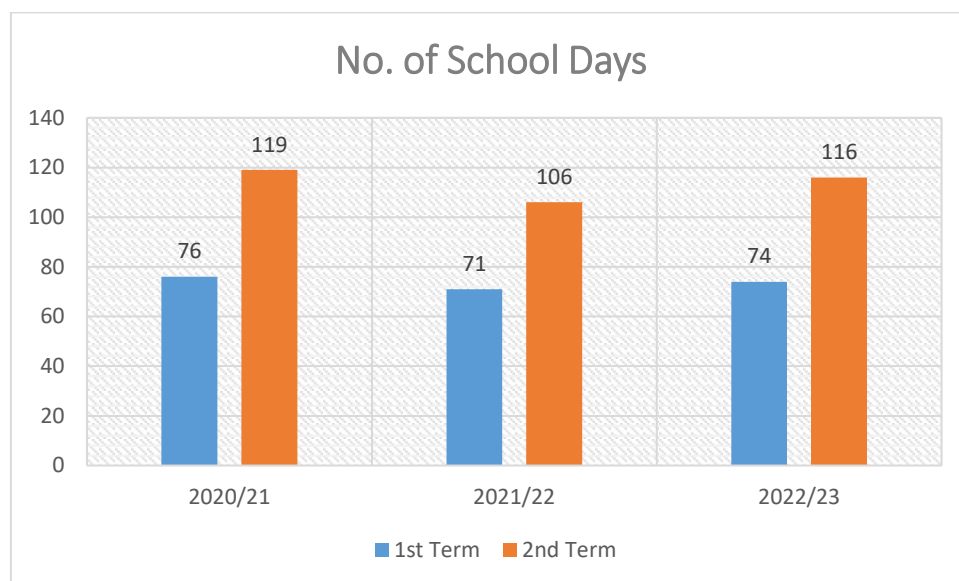
5. School Management

The School management is supervised by a board of Incorporated Management Committee (IMC) which includes members from sponsoring body (Po Leung Kuk), the Principal, teachers, parents, alumni and the public.

6. Class Organization

Po Leung Kuk Camões Tan Siu Lin Primary School is a whole day co-educational English primary school under the Direct Subsidy Scheme. There are 5 classes for each class level from P1 to P6, with a total of 30 classes and a total enrolment of 891 as of 7 September 2021. The maximum class size for P1 is 33. To cater for students' different learning needs, flexible teaching and learning strategies such as co-teaching and split classes are adopted for different subjects and class levels. In such cases, the class size may approximately range from 12 to 25 per lesson.

7. Number of active school days (test/exam days deducted)



Remarks:

2020-2021: 1st Term - no exam/test was conducted and there was school suspension due to COVID-19 pandemic.

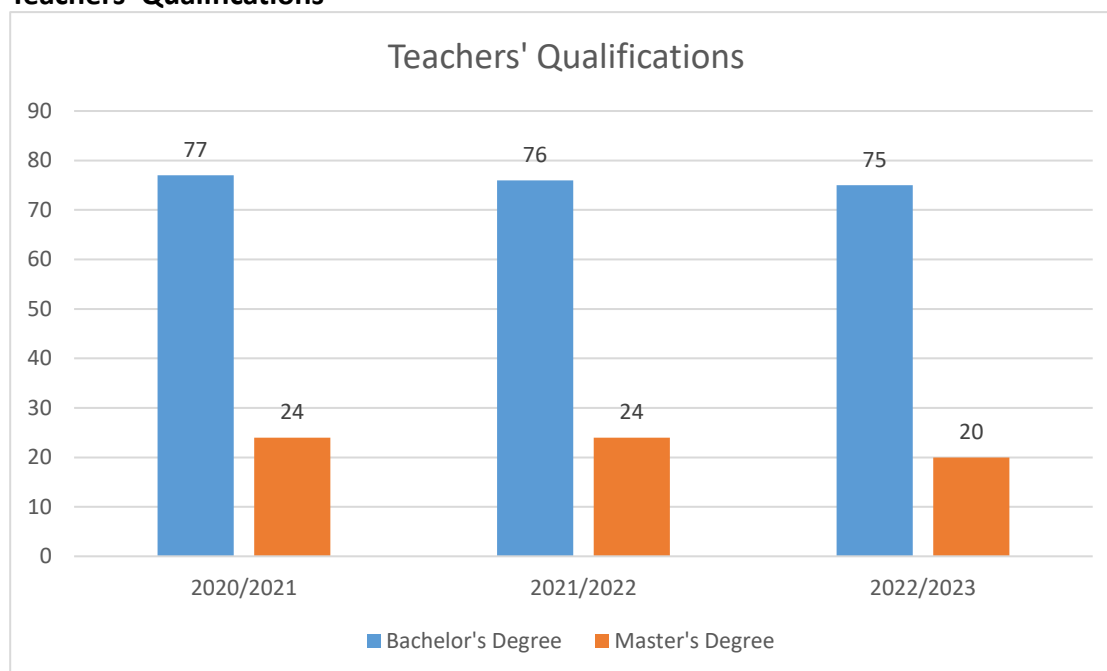
2021-2022: 2nd Term P1-5 Test in March 2022 was cancelled due to the special vacation as a result of COVID19.

2022-2023: Half day school arrangement in 1st Term (1/9 to 7/12/2022) due to COVID-19 pandemic. School resumed whole day from 8/12/2022.

8. Percentage of Lesson Time for Key Learning Areas

Subject	No. of 35-minute Lessons Per Week (School Year 2022-2023)
English	9
Chinese	7
Putonghua	2
Mathematics	7
General Studies	4
Music	2
Physical Education	2
Computer Studies	2
Visual Art	2
Third Language – French/Japanese/Spanish (P.1-3)	2
Basic French/Japanese/Spanish (P.4-6)	
Personal Growth Education/ Assemblies	1

Teachers' Qualifications



(3) Achievements and Reflection on Major Concerns

Major Concern 1: To enhance students' physical and mental well-being

1.1 To strengthen students' physical health through swimming lessons and body fitness programmes

(a) To master the survival skill of swimming

Due to the pandemic and the vaccine requirement, each class had four swimming lessons this year. Sports team trainings including swimming and triathlon were conducted for potential students while paid sports interest classes including snorkeling and stand-up paddle boarding were conducted for interested students during the summer holiday.

The swimming time trail could not be carried out due to limited lessons. Only P1, P3 and P5 class levels had swimming examinations but they mainly focused on skills instead of time.

(b) To strengthen body fitness

Two sports corners (School Hall and SAC) were set up during recess. Students participated actively in the activities, reaching the maximum permitted quota. Two newly emerged sports (Soft Dart and Chinese Billiard) were introduced to arouse students' interest in sports.

The school's internal annual fitness test was conducted and more than half of the students (570 students) got awards in the test.

The sportACT programme organized by the Leisure and Cultural Services Department was conducted together with the Camõesians GO award scheme. However, students mainly focused on the Camõesians GO award scheme instead of recording their physical exercise time in their sportACT booklets. As a result, less than 20% of students could reach the award requirement.

1.2 To equip students with better emotion management skills

(a) To implement Paws b curriculum under the Jockey Club "Peace and Awareness" Mindful School Culture Project for P3 students

A new Paws b Mindfulness Curriculum was adopted in P3 Personal Growth Education lessons to develop students' emotion management skills and the awareness of "Living in the Moment". A parents' talk was conducted by the HKU to introduce the said Curriculum to P3 parents. A set of 12 specially designed Paws b Cards were given to students for use in lessons. The cards showed different content about mindfulness and breathing exercises; they acted as a medium for students and parents to share the idea of mindfulness with others.

Very positive feedback from students and teachers was received. They enjoyed having different activities in Paw b Mindfulness lessons especially in the Heart Space. Students agreed that they learnt ways to stay focus and get back attention during Paws b lessons. In view of students' developmental needs, the theme of emotional intelligence will still be one of the foci next year.

(b) To teach P.1 to P.6 students “Breathing Exercises” to relieve stress and anxiety during Personal Growth Education (PGE) and PE lessons

Class teachers and PE teachers taught our P.1 to P.6 students the skills and techniques of doing breathing exercises to help themselves relieve stress and anxiety. More than 10 practices were done by the classes. PE teachers and other subject teachers agreed that students were calmer after doing breathing exercises. Students have formed a habit of doing breathing exercises after each PE lesson, thereby helping them mentally to get ready for the next lesson.

(c) To teach students to express their feelings and identify their emotions in a positive way through Personal Growth Education, Life Education lessons and civic talks

The topic of Emotional Intelligence was conducted by class teachers in PGE lessons. Two special talks were organized. “Sex Education” talks were conducted by ECSAF Educational Program for P.2 and P.5 students in May 2023 and “Anti-drug Education” talks were conducted by CDAC for P.3 to P.6 students in March 2023 respectively. Different life education themes were taught for different class levels. Extra topics, such as how to handle unpleasant news and how to face exam results, were included to cater for our students’ needs. Tips about anxiety relief and handling were given to students in PGE/Life education lessons, and related videos were broadcast on Camões TV.

Students agreed that they knew more about their emotions and had better emotion management skills. Class teachers reflected that students could better handle their emotions and learnt more ways to release stress.

Major Concern 2: To enhance learning and teaching effectiveness in different learning modalities

2.1 To optimize the current teaching practices and effectiveness in a blended learning mode

(a) To further enhance teaching activities in blended learning mode based on their functions and suitability for online learning and face-to-face lessons to fit students’ needs and interests.

All subject departments assigned pre-lesson self-directed learning tasks on Google/Flipped Classroom to maximize the effectiveness of class time teaching, so that there was more time for interactive learning activities, discussions and giving feedback to students during lessons. Learning continued beyond school hours with post-lesson consolidation and enrichment: task sheets, games, videos, songs, websites, and learning platforms. For example, in Math, they reported that 90% of students actively participated in Planetii for consolidation exercises. It was encouraging that most students cared about their own learning and improved on self-directed learning.

This year, all subject departments upheld the tradition of Subject Weeks during school days and post-exam period. After the resumption of whole-day school, most of the related activities were done at school while some games and good works sharing were done online. It was a perfect example of blended learning. All subject departments recounted that students were enthusiastic to join both the online and offline Subject Weeks activities.

(b) To continue exploring suitable e-platforms to facilitate interactive learning and teaching

Subject departments reported that competitive educational game platforms such as Kahoot!, Baamboozle, Gimkit, Wordwall and Plickers were well liked by students as they created a fun learning environment. Teachers also explored the use of non-game-based educational platforms. For example, Edpuzzle was used by Math department for video-based pre-lesson learning. For students' work sharing, teachers preferred platforms like Padlet, Jamboard and Google Classroom. Google Doc was also found handy in doing writing and collaborative tasks. QR codes were put on some of the worksheets for easier assistance to the learning platforms.

All subject departments agreed to continue looking for other suitable e-platforms, websites and Apps to enrich learning and teaching.

(c) To share good teaching practices among departments

Many eLearning lessons were conducted in different subjects. Different electronic resources were used, including Padlet, Quizlet, Kahoot, Nearpod, ClassDojo, Google Classroom, Apps and platforms provided by publishers. An "eLearning platform summary" was shared for use by all teaching staff.

In the subject meetings, class level coordinators and eLearning coordinators shared what they had done on eLearning throughout the year.

An eLearning sharing session was held in the 3rd IT meeting. It aimed to introduce some interesting eLearning platforms to all teaching staff and to disseminate good practices.

2.2 To reinforce students' awareness and encourage self-directed learning in blended learning mode

(a) To help students reflect on their own learning habits in the learning process

As most subject departments maintained the routine of uploading pre-lessons tasks, classwork materials and post-lesson consolidation on Google Classroom, students have developed a habit of checking these materials on their own. Some students even made good use of the "commenting function" to clarify some class matters. We are glad that students have taken up more responsibility on their own learning.

(b) To further develop students' learning skills through Bring Your Own Device (BYOD) for P.5 to P.6

All P.5 and P.6 students participated in the BYOD Programme. "Gadget+ Program" and "Self-learning Academy" were introduced to them. More than 60% of the P.5-6 students participated in the Self-learning Academy. In July 2023, P.6 students finished the whole set of learning materials in "Self-learning Academy". 26 Glass Awards, 13 Crystal Awards and 3 Diamond Awards were presented to those who completed the learning materials well and showed themselves terrific self-directed learners.

With the BYOD Programme, diverse lesson activities could be arranged.

In Chinese, students could do group projects on Google Slides and prepare presentation on their own device.

In Math, teachers made good use of Math e-learning Apps (e.g. E+ geometry 3D, Plus Point, and Geogebra) to facilitate the learning and consolidation of abstract concepts. Various sharing platforms (e.g. Nearpod, Padlet, Jamboard) were also used to enhance classroom interaction.

In English, students could easily do collaborative tasks on their own device. They could also finish their writing drafts on Google Doc for easy editing; it was also convenient for teachers to give feedback on their work via the platform.

In sum, the BYOD Programme enhanced teaching and developed students' learning skills well.

(c) To implement the self-directed online Astronomy Award Scheme

"Camõesian Astronomy Academy", a school-based self-directed online Astronomy Award Scheme, was extended from the senior levels to the junior levels this year. Altogether 18 online self-learning tasks were designed, which included learning astronomical knowledge in the Star Lab, the use of telescope and Lunar eclipse gazing, etc. More than 85% of the students joined the scheme. A badge was given if a student completed one task. In total, more than 800 badges were awarded to students this year.

Students' surveys reflected that over 80% of participating students thought that they had learnt more about astronomy, become more interested in astronomy, more capable of self-learning, more aware of the night sky and nature, and they liked this award scheme.

The above scheme was implemented at all levels so that all P.1 to P.6 students would be encouraged to enhance their self-directed learning in the blended learning mode.

Major Concern 3: To reinforce staff development

3.1 To build individual strengths and explore potential in teachers

(a) To set up a Human Resources Development Committee to conduct teacher grade structure review

After evaluation, the Human Resources Development Committee (HRDC) proposed to create a new teacher rank, namely Senior APSM (SAPSM) with the aim of strengthening school management team. The proposal was supported by the IMC.

(b) To redistribute the administrative duties among all teachers

In 2022-23, two PICs were assigned in some administrative while most of the other admin teams were assigned a second-in-charge, so that teachers could learn from each other.

After evaluation, a more comprehensive duty list with more APSMs helping in different administrative duties was worked out for 2022-23. The duties were assigned according to the strengths and potential of teachers. In addition, more than one PIC was arranged to shoulder the duties and complement each other. A second-in-charge was arranged to some teams to explore teachers' potential and further develop them.

3.2 To promote teacher professional development

(a) To encourage teachers to attend external courses and workshops to enrich professional knowledge

One teacher successfully completed the Paws B teacher training in 2022-2023. A total of 9 teachers and the School Social Worker completed an 8-week Mindfulness Course held by the Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative (JC PandA) in our school.

A total of 2 teachers were nominated to attend a 3-day course 「鞏固法治」教師培訓課程 held by Endeavour Education Centre Limited during 10-12 May 2023.

Furthermore, to facilitate teachers to enroll in courses/seminars/workshops to enrich their professional knowledge, updated information of such was provided through Weekly Memo for teachers’ reference.

(b) To widen teachers’ horizons and knowledge through organizing talks and workshops

(A) Staff Development Day

(i) 30 September 2022 - 兒情計劃

A workshop of “Understanding Children’s Anxiety” was conducted by EDB. Through activities and discussions, teachers understood more about students’ anxiety and learnt more skills to handle students’ emotion and mental health.

(ii) 28 October 2022 - Visiting the M+ Museum

Visiting the M+ Museum aimed to strengthen team spirit and improve teachers’ wellbeing. Teachers were invited to an art workshop, guiding them to focus on mental health and explore ways to handle stress.

(iii) 20 January 2023 - PLK Education Seminar about 校園「身.心」原動力

Due to seat limitation, only 47 teachers attended the Seminar in Heung Yee Kuk Building, Shek Mun, while other teachers attended the Seminar online at school.

Overall, teachers gave very positive feedback to the above diversified experiential activities.

(B) Other Ad Hoc Events

- (i) Henry Tan Sports Complex Opening Ceremony** was successfully held on 16 January 2023. We were honoured to have Dr. Choi Yuk-lin, JP, Secretary for Education, to be the officiating guest of the Ceremony. On the same day, an 8-week well-being program, “Camõesian GO”, was promoted to our students together with the sportACT programme to encourage them to do more exercise. The highlight of the day was definitely the Inter-Clan Aquatic Competition. Everyone performed very well in the competition.

- (i) On 7, 8, 9, 14 and 17 February 2023, an External School Review (ESR) was held by EDB in our school. The ESR report was eventually issued in June 2023. The ESR team has provided us with highly valuable recognition and motivating feedback on our School.

In summary, the above ad-hoc events provided us with valuable chances to widen our exposure, foster a growth mindset, and enhance our team spirit.

(c) To establish a full record of Continuing Professional Development of Teachers on e-Services Portal

In the First General Staff Meeting, the School Principal strongly advised teachers to continue to develop their professionalism to meet the new educational reforms and challenges. Teachers were also reminded to input their records of professional development on e-Services Portal. The records were found to be more systematic and updated. This would help the school to conduct review of staff development needs in the future. Compared with the previous school year, more teachers attended talks, seminars, workshops and took short courses to further equip themselves.

(3) Our Learning and Teaching

(a) Growth Mindset and Competence

Primary school life not only lays the important foundation of students' learning but also provides a great opportunity for them to explore their potential. "Growth Mindset and Competence" is what students require today. Our school puts a focus on nurturing students' multi-angle thinking, overall observation skills and effective communication.

(b) Learning to learn

Our School offers education with a holistic perspective through diversified and well-balanced academic programmes and extra-curricular activities that meet the needs and interests of all students. The school also puts great emphasis on the education of music, sport and visual arts. We aim to foster children's sensitivity and creativity. Our focus is on "learning to learn", and student growth. Our children are engaged in life-wide learning and provided with the opportunities to explore their interests and potential.

(c) School-based Curricula

Our school's subject departments have developed school-based curricula most suited to the abilities and needs of our students and the mission of our school. Co-teaching and split classes are strategically arranged to enhance teaching and learning effectiveness.

1. Multi-lingual Learning Environment

English is the medium of instruction for all subjects except Chinese Language which is taught in Putonghua or Cantonese (depending on the content). All students are required to study English and Chinese as two core languages, and French, Spanish, or Japanese as a third language.

We believe that starting to learn a foreign language at a young age plays a key role in cognitive development for our students, increases their level of language proficiency and more importantly their exposure to the culture of the people who speak those languages. Children are all playful and once they are in love with the language, they will be willing to learn it on their own.

2. English Language

In 2015-16, we got rid of English textbooks and implemented our unique English curriculum for all primary levels to cater for the learning needs of our students who are active, witty, energetic and most of all, students who like taking on new challenges. Adopting the thematic approach, our curriculum encompasses themes that are suitable, captivating and relevant to students of different year levels. Starting from P.1, we have reading and storytelling lessons in our storytelling room. Readers of different sorts, ranging from graphic novels to chapter books, are used to enhance the learning of different themes. We aim to develop our students as confident English users by providing an authentic environment for them to learn and use English on the school campus. We are committed to providing our students with excellent learning materials and enjoyable English learning experiences.

3. STEAM

Our teachers put emphasis on professional development and continue to enhance the quality of learning and teaching to strive for the vision for lifelong learning. To better prepare our students for the rapid economic, scientific and technological developments ahead, we began to implement STEM education in 2016-17.

In 2022-23, we held our STEAM Week during the post-exam period. The theme of the Week was "Space Exploration". Each student was given one of the four science models such as earth-moon-sun model, sundial, telescope and Yutu rover model with an electric motor. All students had to assemble their own model. Through the process of adjusting and assembling their science models, students not only enhanced their logical thinking skills, but also problem solving skills.

In order to put the education of sustainable development into practice, our school integrated organic gardening lessons with STEM elements into our P3 General Studies curriculum in 2017-18. Since then, our P.3 students have had an opportunity to grow their own sweet corn from seed to harvest during the first term. These lessons aim to nurture the curiosity of students about the relationship between human beings and nature, which in turn also develop a positive attitude towards this relationship. Students can also learn more about life education and values education.

4. IT in Education

Many eLearning lessons adopting different electronic resources were conducted in different subjects including English, Chinese, Mathematic, General Studies, and Computer Studies. The subject coordinators shared their experience in the meetings. Students loved eLearning lessons very much and found them interesting. Student sharing, collaboration and self-learning were further strengthened. The School will continue to explore more useful eLearning resources.

5. Project Learning

Project learning is now a common and essential learning experience for all students. It is a powerful learning strategy developed within and across the eight Key Learning Areas. We have incorporated project learning into curriculum planning for all levels. Every year, different subjects design project topics that echo the theme of the year.

Since 2011-12, we have implemented the one-year Final Year Project (FYP). All P6 students are divided into 3-6 groups and are guided by their CS, GS and English teachers to complete their chosen topics before graduation. Through the FYP, we facilitate students to enhance their independent learning capability, their generic skills and interpersonal relations. It also enables students to construct knowledge and broaden their horizons. We are proud to say that we have well-equipped our graduates to face future challenges.

6. Art Exhibition

The exhibition was held from 26 June to 3 July 2023 at Shatin Town Hall Exhibition Gallery. The theme echoed with our school year theme “Embracing Challenges”. More than 370 pieces of students’ artwork were on display. The opening ceremony was held on 26 June 2023. A well-known talented illustrator who is the founder of Venina Artworks was the officiating Guest of Honor. During the post-exam period, VA teachers led students to visit the exhibition to appreciate the exhibits. Overall, it was a great success.

7. Camões TV

Camões TV plays a special role in the learning and teaching at our school. With a vision of “Creating ideas, Connecting People”, it creates content that informs, entertains and educates. It provides students with the opportunities to use visual languages to communicate, and learn different soft skills, including communication, presentation and cooperation.

Teachers from different subjects are invited to join the Camões TV Team so that programmes are produced to facilitate subject activities and teaching. These have helped create a vivid learning ambience to the campus.

In 2022-23, more than 94 programmes were produced. There were 53 student members from P.3 to P.6. Students were able to perform Morning Live Broadcast duties independently. The Team members shared their skills and experiences during the operation and learnt from each other.

After the resumption of whole day school, a number of student-directed programs were produced. The regular weekly meet-up and training with members provided a chance for students to practise and absorb different skills of video production.

(5) Support for Student Development

(a) Collaborative Student Support Team

The Pastoral Care Team (Counselling/Discipline/Moral & Civic Education teachers) is the in-charge of the student support unit. Under the unit, the Po Leung Kuk Comprehensive Student Counselling and Guidance Service provides a full-time social worker, an educational psychologist and a speech therapist to support our school on a schedule to give advice.

The student support unit works closely with the dual-class teachers to offer students counselling and guidance services. There is a coordinator for each class level to take care of concerned students; they support the class teachers to handle the problems of students on emotional and behavioral aspects.

(b) Programmes/activities

After considering the school’s unique climate, our teachers regularly organize a lot of different programmes and activities to promote values of the individual and good character formation; cultivate a sense of social responsibility and civic awareness, positive thinking and

communication skills; strengthen team spirit and a sense of belonging towards the school; as well as fostering critical thinking and communication skills.

Programmes include the aspects of Moral & Civic Education, Life Education, Environmental Education, Student Ambassadors, Prefect Training, emotion management, Integrated Education under EDB's "Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils", National Education Programme and Hong Kong National Security Education.

(6) Student Performance

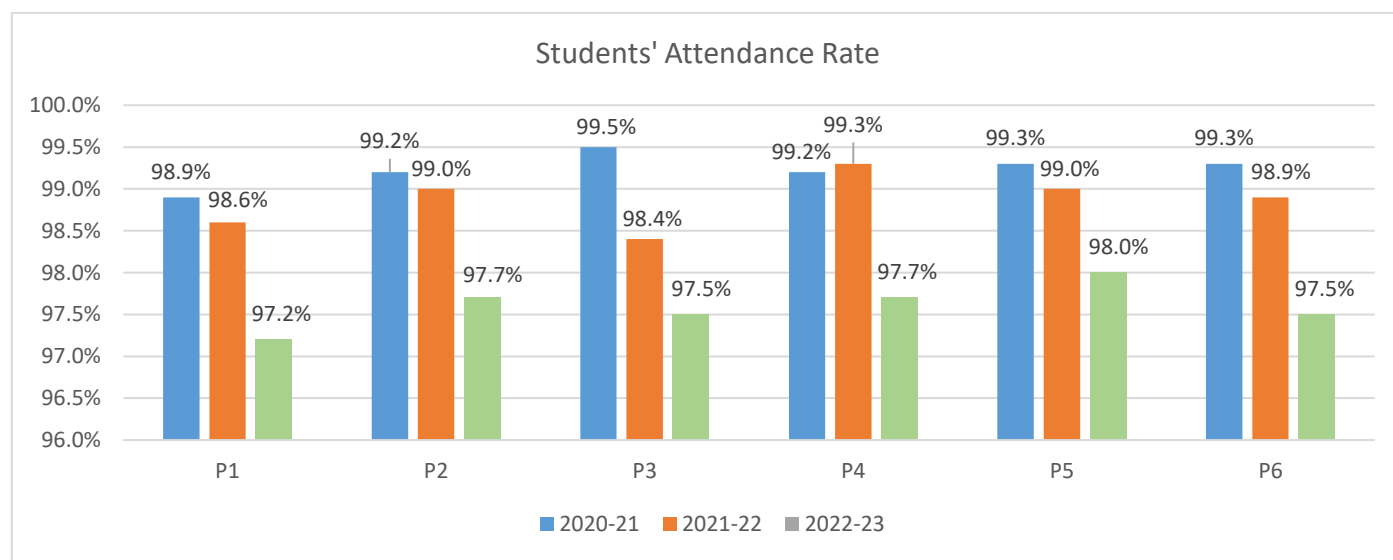
(a) Students' Academic Performance

Our students performed well in the internal assessments in 2022/2023. The result of SSPA was very satisfactory (Appendix I). Our School is not connected to any secondary schools. 86% of the P.6 students chose to take the offers from DSS secondary schools or succeeded in securing a place in the DP stage. Only 11% of the P.6 students joined the Central Allocation and most of them were allocated their first choice. After the post allocation stage, more than 66% of our students decided to take the DSS places as their final offers.

(b) Percentage of lesson time for KLAs (Primary 1 to Primary 6)

Subject	Percentage
Chinese Language Education	22.5%
English Language Education	22.5%
Mathematics Education	17.5%
General Studies Education	10%
Arts Education	5%
Physical Education	5%

(c) Students' Attendance Rate



(d) Students' Participation and Achievements in ECA

We always encourage our students to work hard and play hard. During 2022-2023, online weekly ECA was conducted from Oct to Nov due to the epidemic. Face-to-face lessons resumed in Dec 2022. We organized over 51 extra-curricular activities for students to choose from, according to their own interests. School team training was conducted for the whole year. Open competitions resumed in the 2nd term and over 600 awards were achieved in different competitions this year.

Post-exam activities were organized from 15 June to 12 July 2023. They included different competitions, Mini-Sports Days, STEAM Week, Annual Concert, Art Exhibition, sports-related talks, arts workshop, Chinese week, PTA Little Chef, iPad activities, etc. Participation of these activities helped develop students' potential and enhance their self-confidence, independence, perseverance, endurance, teamwork and sportsmanship during their primary school life. We believe that these qualities are the key for success for their future. Evaluation from teachers reflected that students did enjoy the activities and the arrangements were fine.

(e) Students' Participation and Achievements in Inter-School & Open/International Competitions

In 2022/23, 472 students participated in different open competitions, such as HK Schools Speech Festival, Music Festival, Asian English Usage Contest, etc. They received over 1300 awards, including 18 regional or international prizes outside Hong Kong, 1208 territorial awards and 113 district awards within Hong Kong. Most of them received at least 2 prizes. Please see attached highlights of Students' Award Lists at Appendix II.

(f) School teams/uniform groups/community service

Students are encouraged to serve the school and community by engaging in diverse activities. They get a better understanding of the needs of others.

1. In 2022-23, there were a total of 66 school teams, including music, sports, visual arts, Tour Guides, Student MC Teams, etc.
2. P.4 Happy Servers was organized by the Pastoral Care Team with the help of class teachers and the school social worker. All P.4 students did a distant voluntary service to celebrate Christmas with the elderly. They prepared goody bags (independent masks, towel, and biscuits), drew a Christmas card and designed a bag. Videos of performance and goody bags by each class were sent to the elderly centre before Christmas to share the joy and spread love and care. Self-evaluation showed that service targets, teachers and students gave positive feedback.
3. On 16 August 2023 (Saturday), over 256 of our students, accompanied by their parents, participated in the Po Leung Kuk Flag Selling Fundraising Day. Selling flags is a meaningful parent-child charitable activity. Children enjoyed the company, guidance and care of their parents when they were selling flags on the street. At the same time, they also learnt how to ask for a request boldly. The most important thing was that they cultivated a caring heart

about the disadvantaged in the community and understood that “it is more blessed to give than to receive”.

(g) Students’ Physical Well-being

The School Physical Fitness Award Scheme was cancelled from 2019/20 to 2021/22 due to COVID-19 pandemic. It was eventually resumed in 2022/23. For reference, the report issued by Department of Health (Student Health Service) on 15.5.2020 reflected the analysis on students’ over-weight and obesity problems for 2018/19 as follows:

	Our School (TSL)	All Schools in Hong Kong
Coverage: Total No. of students attending the Student Health Service Centre / Total No. of students x 100%	96.9%	80.3%
Percentage of overweight (including obesity) : Total No. of students classified as overweight (including obesity) / Total No. of students attending the Student Health Service Centre x 100%	13.13%	19.0%

It was noted that the percentage of the overweight (including obesity) of students did not exceed the overall percentage of all schools. The School will continue to promote healthy eating habit and regular physical exercises, and support to establish a healthy school environment so that students will put into practice a healthy living style.

(h) Enriching school life through large-scale school events/activities

Students enrich their school life by actively taking the roles as participants, performers, and helpers in school events/activities such as Subject Weeks (English, Chinese & STEAM), Thanksgiving 360°, Christmas Party, School Picnic, Art Exhibition, Annual Concert and Graduation Camp. In 2022-23, Sports Day was replaced by Mini Sports Day at school during post-exam period. Comments from teachers and students were good.

As regards Open Day, we resumed our Open day on 29 April 2023 this year after having a virtual open campus for 3 years. It was a great success. Through this opportunity, potential parents and students got to know more about our school such as our school events, subject weeks, study tours, Camões TV, Organic Garden, P.6 FYP, student performances, Art Exhibition, etc. There was a campus tour, which allowed visitors to explore our campus.

(7) Feedback on Future Planning

(a) This is the second year of the existing 3-year school development plan (2021/22 to 2023/24). The School will continue to enhance the effectiveness of teaching & learning. As each subject department has high autonomy to develop their own team and design their subject curriculum, staff development becomes more imperative. Furthermore, student physical and mental well-being will also be one of the foci in view of COVID-19 pandemic during the past three years.

(b) The following will be included under Major Concerns for 2023-2024:

MC1: To enhance students' physical and mental well-being

MC2: To enhance learning and teaching effectiveness in different learning modalities

MC3: To reinforce staff development

SSPA Results 2021-2023 (updated on 23/10/2023)

Name of Secondary Schools	中學名稱	No. of Students
BISHOP HALL JUBILEE SCHOOL	何明華會督銀禧中學	1
CREATIVE SECONDARY SCHOOL	啟思中學	1
DIOCESAN BOYS' SCHOOL	拔萃男書院	6
DIOCESAN GIRLS' SCHOOL	拔萃女書院	1
EVANGEL COLLEGE	播道書院	1
G.T. (ELLEN YEUNG) COLLEGE	優才（楊殷有娣）書院	1
GOOD HOPE SCHOOL	德望學校	3
HEEP YUNN SCHOOL	協恩中學	1
HKMA DAVID LI KWOK PO COLLEGE	香港管理專業協會李國寶中學	1
HKUGA COLLEGE	港大同學會書院	10
HOLY TRINITY COLLEGE	寶血會上智英文書院	1
JOCKEY CLUB TI-I COLLEGE	賽馬會體藝中學	1
LA SALLE COLLEGE	喇沙書院	2
LAW TING PONG SECONDARY SCHOOL	羅定邦中學	1
MARYKNOLL CONVENT SCH (SEC SECTION)	瑪利諾修院學校（中學部）	3
MARYMOUNT SECONDARY SCHOOL	瑪利曼中學	4
METHODIST COLLEGE	循道中學	1
PLK TONG NAI KAN JUNIOR SEC COLLEGE	保良局唐乃勤初中書院	1
PO LEUNG KUK LAWS FOUNDATION COLLEGE	保良局羅氏基金中學	1
PO LEUNG KUK NGAN PO LING COLLEGE	保良局顏寶鈴書院	2
QUEEN ELIZABETH SCHOOL	伊利沙伯中學	3
SKH LAM WOO MEMORIAL SECONDARY SCHOOL	聖公會林護紀念中學	1
SKH TSANG SHIU TIM SECONDARY SCHOOL	聖公會曾肇添中學	1
ST JOSEPH'S COLLEGE	聖若瑟書院	2
ST MARGARET'S CO-EDU ENG SEC & PRI SCH	聖瑪加利男女英文中小學	3
ST PAUL'S CO-EDUCATIONAL COLLEGE	聖保羅男女中學	8

ST PAUL'S COLLEGE	聖保羅書院	2
ST PAUL'S CONVENT SCHOOL	聖保祿學校	5
ST ROSE OF LIMA'S COLLEGE	聖羅撒書院	1
ST STEPHEN'S COLLEGE	聖士提反書院	1
ST STEPHEN'S GIRLS' COLLEGE	聖士提反女子中學	2
STEWARDS POOI KEI COLLEGE	香港神託會培基書院	10
TRUE LIGHT GIRLS' COLLEGE	真光女書院	1
TSUNG TSIN CHRISTIAN ACADEMY	基督教崇真中學	2
UNITED CHRISTIAN COLLEGE (KOWLOON EAST)	滙基書院 (東九龍)	2
WAH YAN COLLEGE, HONG KONG	香港華仁書院	1
WAH YAN COLLEGE, KOWLOON	華仁書院 (九龍)	1
YING WA COLLEGE	英華書院	2
Others	其他(直資/國際/海外學校)	7

Gist of Awards (2022-2023)

During the past year, our Camõesians have got a lot of awards in different spheres. We would like to share our joy with you some of the highlights here.

English

- 74th Hong Kong Schools Speech Festival - Champion: 17 students / 2nd Place: 28 students / 3rd Place: 29 students
- Asian English Spelling Competition 2022-2023 (Golden Bee Cup) (Heat Event) - Champion: 1 student / 1st runner-up: 2 students
- Asian English Usage Contest 2023 (Arch Cup) (Heat Event) - Gold Award: 16 students / Silver Award: 26 students / Bronze Award: 7 students
- Asian English Usage Contest 2023 (Arch Cup) (Final Event) - Champion: 1 student / Gold Award: 8 students / Silver Award: 17 students / Bronze Award: 12 students
- TOEFL Junior - Best of the Best Award: 1 student
- 2023 Canadian English Writing Competition (Arch Cup) Preliminary Competition - Gold Award: 11 students / Silver Award: 17 students / Bronze Award: 18 students
- 2023 Canadian English Writing Competition (Arch Cup) Semi-final Competition - Gold Award: 6 students / Silver Award: 20 students / Bronze Award: 12 students / 1st runner-up: 1 student
- 2023 Canadian English Writing Competition (Arch Cup) Final Competition - Gold Award: 11 students / Silver Award: 10 students / Bronze Award: 14 students
- English Usage Competition for Primary Schools - Gold Award: 16 students / Silver Award: 6 students
- Inter-Primary Schools Team Challenge Cup 2022 – 1st runner-up: 1 student / 2nd runner-up: 1 student / 3rd runner-up: 1 student / 4th runner-up: 1 student
- Hong Kong-Macau-Taiwan Language Competition 2022-23 Fall Preliminary Round - Gold Medal: 1 student
- GBA-HK-Macau The "Kids' Voice" Cup Speech & Story Telling Competition – Champion: 1 student / Gold Award: 1 student
- 18th On-site writing competition - Outstanding Award: 2 students / Distinction: 7 students / 3rd place: 1 student

Chinese

- 第七十四屆香港學校朗誦節 - 冠軍: 4 個 / 亞軍: 17 個 / 季軍: 23 個，包括：
(普通話詩詞獨誦) - 冠軍: 3 個 / 亞軍: 10 個 / 季軍: 12 個
(普通話散文獨誦) - 季軍: 2 個
(粵語詩詞獨誦) - 亞軍: 5 個 / 季軍: 8 個
(粵語說故事比賽) - 冠軍: 1 個

(粵語散文獨誦) - 亞軍: 1 個 / 季軍: 1 個

(粵語基督教經文獨誦) - 亞軍: 1 個

- 第十三屆全港小學校際辯論賽 (粵語辯論) - 亞軍
- 全國青少年語文知識大賽「菁英盃」現場作文 (初賽) 22-23 - 一等獎: 7 個 / 二等獎: 9 個 / 三等獎: 18 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (決賽) 22-23 - 特等獎: 1 個 / 一等獎: 6 個 / 二等獎: 13 個 / 三等獎: 12 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (總決賽) 22-23 - 特等獎: 2 個 / 一等獎: 14 個 / 二等獎: 27 個 / 三等獎: 35 個
- 第一屆「曉日春暉」兒童環境徵文及繪畫比賽 - 一等獎: 3 個 / 二等獎: 11 個 / 三等獎: 13 個 / 優秀獎: 41 個
- 大埔三育中學「第十八屆小學生中英文現場作文比賽」 - 良好獎: 3 個 / 優異獎: 3 個

Mathematics

- 2022-23 全港小學數學比賽
油尖旺區總成績 - 全場亞軍: 3 個
油尖旺區數學急轉彎 - 冠軍: 3 個
油尖旺區解難智多星 - 殿軍: 3 個
個人 - 銀獎: 3 個
- 第九屆全港小學數學挑戰賽決賽
個人賽金獎: 1 個
個人賽銀獎: 5 個
個人賽銅獎: 5 個
個人賽優異獎: 3 個
- 第五屆楊士海盃全港學界圍棋大賽
全場最佳團體獎: 22 個
初小 - 第九名: 1 名 / 第十五名: 1 個
中小組 - 第十三名: 1 名 / 第十四名: 1 個
高小組 - 第十三名: 1 名
- 第十八屆香港校際圍棋大賽
新秀組(小一) - 第八名: 1 個 / 優異: 1 個
新秀組(小二) - 第六名: 1 個
中小組 - 冠軍: 3 個

- 2023 香港小學數學精英選拔賽 - 小六組
總成績優異: 6 個
個人賽一等獎: 1 個
個人賽二等獎: 6 個
數學競賽優異: 6 個
- 2023 香港小學數學精英選拔賽
總成績 - 三等獎: 1 個
數學競賽 - 一等獎: 1 個 / 二等獎: 1 個
計算競賽 - 三等獎: 1 個
- 2022-2023 年度第十六屆全港小學數學比賽(油尖旺區) - 全場亞軍: 3 個 / 冠軍: 3 個 / 銀獎: 3 個 / 殿軍: 3 個
- 2023 第三十屆香港小學數學奧林匹克比賽 - 金獎: 15 個 / 銀獎: 16 個 / 銅獎: 7 個
- 第一屆全港小學棋藝新秀挑戰賽
學校團體精英獎 - 金獎: 3 個
學校團體得分獎 - 金獎: 9 個
圍棋初小 A 組 - 第六名: 1 個 / 第七名: 1 個
圍棋初小 B 組 - 第三名: 1 個
圍棋初小 C 組 - 第九名: 1 個 / 第十四名: 1 個 / 第十七名: 1 個
圍棋高小 A 組 - 第一名: 1 個 / 第五名: 1 個
圍棋高小 B 組 - 第十名: 1 個
- 第二十一屆香港業餘圍棋公開賽
6 至 10 級組 (F 組) - 第五名: 1 個
11 至 15 級組 (G 組) - 第七名: 1 個
16 至 20 級組 (H 組) - 第八名: 1 個
- 第二十屆香港兒童棋院盃圍棋公開賽
兒童甲組(用智) - 第八名: 1 個
- 第一屆 HKYCA 校際棋藝團體精英賽 - 團體總成績 - 第七名: 3 個
- WMI Preliminary Round 2023 - Grade 4 - Top 10 Winner: 1 student

General Studies

- 第九屆香港國際學生創新發明大賽 (高小組)
金獎: 1 個 / 銀獎: 3 個 / 銅獎: 2 個 / 優異獎: 1 個
(其他組別) - 優秀創新發明學校大獎: 1 個 / 傑出創新發明指導老師大獎: 1 個
- 獅子盃科學科技比賽 2023 Dream Bigger Fly Higher
Microsoft Flight Simulator 2020 模擬飛行 - 金獎: 5 個
X-Plane 模擬飛行 - 金獎: 2 個 / 銀獎: 3 個
- Dream Maker 香港區小學創意發明大賽 2022 (高小組)- 創意設計銀獎: 4 個
- Energy Saving Championship Scheme - Hanson Grand Award: 1 student
- 第三屆一生一發明創意設計大賽 2023
金獎: 3 個 / 銀獎: 6 個 / 銅獎: 7 個 / 優異獎: 4 個
(其他組別) - 最積極推動創新發明教師獎: 1 個 / 創新發明學校大獎: 1 個

Music

- 75th Hong Kong Schools Music Festival – 1st Place: 9 students / 2nd Place: 4 students / 3rd Place: 13 students
- Joint School Music Competition 2022 – Gold Award: 3 students / Silver Award: 4 students / Bronze Award: 3 students
- Joint School Music Competition 2023 – Gold Award: 1 student / Silver Award: 1 student

Visual Arts

- 第 11 屆世界兒童繪畫大獎賽 2022 (中童組 西畫) - 銀獎: 5 個
- 華裳聲藝服裝設計比賽 - 小學組 - 優異獎: 1 個
- 第 12 屆世界兒童繪畫大獎賽 2023 - 中童組 西畫 - 優秀獎: 3 個
- 2023 香港花卉展覽賽馬會學童繪畫比賽 - 高小組 - 冠軍: 1 個 / 優異獎: 4 個
- 「世界心臟日」香港心臟基金繪畫比賽 2022 - 小學組 - 精英獎: 1 個 / 優異獎: 4 個
- 香港中小學生"綠色殯葬"海報設計比賽 2022"回歸自然---將愛傳給下一代" - 小學組 - 優異獎: 1 個
- 古仔講古 — 古蹟校園填色比賽 - 小學組 - 優異獎: 1 個

Sports

- Eastern District Dance Festival Championships
(Under 11 Solo CR) - 1st Runner-up: 1 student
(Under 11 Solo R) - 1st Runner-up: 1 student
(Under 11 Solo CJ) - 1st Runner-up: 1 student

- (Under 11 Solo S) - Champion: 1 student
- (Under 10 CR) - Champion: 2 students
- (Under 10 R) - Champion: 2 students
- (Under 8 CR) - Champion: 2 students
- (Under 8 C) - Champion: 2 students
- (Under 8 R) - Champion: 2 students
- Prince Mini Tennis Hong Kong Annual Championship 2022 (Girl's Team) - 3rd runner-up: 3 students
- Tonghai Financial Mini Red Challenge Comp 17 - 2021/2022 - Winner: 2 students / 1st runner-up: 1 student / 2nd runner up: 2 students
- Tonghai Financial Mini Red Competition 2022 Comp 2 - 1st runner-up: 1 student
- Tonghai Financial Mini Red Competition 2022 Comp 4 - Champion: 1 student / 1st runner-up: 1 student
- Mini Red Challenge Comp 1 - 2022/2023 - Champion: 1 student
- 30th IDTA Cup International Open Championships - Champion 2 students / 1st runner-up: 2 students / 2nd runner-up: 2 students / Merit: 8 students
- ADSC Grand Open Championships - Champion: 10 students / 1st runner-up: 7 students / 2nd runner-up: 8 students / Merit: 5 students
- Asia Triathlon Youth Championship Hong Kong 2022 (Girls (2011-2012)) - Champion: 1 student
- 2022 AQUATHLON CHAMPIONSHIP – Champion: 2 students / 2nd runner-up: 2 students
- 75th Jubilee Championships – Champion: 13 students / 1st runner-up: 2 students / 2nd runner-up: 2 students / Merit: 2 students
- 2023 Asia Triathlon Cup Hong Kong - Champion: 1 student
- Mini Tennis District Inter-Primary Schools Competitions 2023 (KLN) - Champion: 1 student / 1st runner-up: 1 student
- IDTA Trophy CUM CDPA Latin Open 2023 – Champion: 11 students / 1st runner-up: 14 students / 2nd runner-up: 9 students / Merit: 11 students
- URBAN STONE BATTLE-KIDS COMPETITION 2023 BOULDER SERIES (Under 8) - 1st runner-up: 1 student
- 2022 Aquathlon Series Race 1 (Repulse Bay) (Boys 2011) - 1st runner-up - 1 student
- 2023 TriKids Duathlon Series Race 1 (Po Kong Village Road Park) (Boys 2011) - 1st runner-up: 1 student
- 2023 Aquathlon Series Race 1 (Golden Beach) (Boys 2011) - 1st runner-up: 1 student
- 校際花式跳繩錦標賽 - 冠軍: 9 個 / 亞軍: 11 個 / 季軍: 2 個
- 聯校盃-全港個人競速錦標賽 2022 - 冠軍: 13 個 / 亞軍: 10 個 / 季軍: 10 個
- 香港個人全能跳繩公開賽 2022 - 亞軍: 6 個 / 季軍: 1 個
- 全港分區小學跳繩比賽 2023 - Champion: 17 students / 1st runner-up: 17 students / 2nd runner-up: 13 students
- 「小劍神」培訓計劃選拔賽 - Champion: 1 student / 2nd runner-up: 1 student / 3rd runner-up: 1 student
- 中西區分齡網球比賽 - 女子青少年組單打(12 歲或以下) - 亞軍: 1 個
- 元朗區分齡網球比賽 2022 - 女子單打 F1 組 - 亞軍: 1 個

- 屯門區分齡網球比賽 2022 - 冠軍: 1 個 / 亞軍: 1 個 / 季軍: 3 個
- 保良局田家炳千禧小學—第十四屆劍擊邀請賽 - 冠軍: 5 個 / 亞軍: 7 個 / 季軍: 7 個
- 聯校盃 - 全港跳繩競速錦標賽 2023 (個人) - 冠軍: 16 個 / 亞軍: 9 個 / 季軍: 3 個
- 飛越啟德小神劍培訓計劃第三階段比賽 – Champion: 1 student / 1st runner-up: 1 student / 2nd runner-up: 2 students
- 香港競技疊杯運動錦標賽 2023 – Champion: 1 student / 1st runner-up: 1 student / 2nd runner-up: 2 students
- ADSC 金鑽盃亞洲錦標賽 – Champion: 16 students / 1st runner-up: 16 students / 2nd runner-up: 12 students / Merit: 10 students
- 無限盃跳繩比賽 2023 - 冠軍: 26 個 / 亞軍: 25 個 / 季軍: 15 個
- 全港小型網球校際周年錦標賽 - 冠軍: 1 個 / 亞軍: 1 個 / 全場總亞軍: 3 個
- 全港學界跳繩比賽 2023(九龍區) - 亞軍: 16 個 / 季軍: 4 個
- 中國香港游泳總會第三組第一節 (女子 8 歲以下 100 米蛙泳) - 亞軍: 1 個
- 學校體育推廣計劃 2023 簡易運動大賽 - 亞軍: 1 個 / 季軍: 1 個 / 殿軍: 2 個 / 優異獎: 2 個
- 保良局屬下小學第十七屆聯合運動會 - 亞軍: 2 個 / 季軍: 6 個
- 保良局屬下小學第十八屆聯合水運會 - 亞軍: 1 個 / 季軍: 2 個 / 殿軍: 4 個
- 2022 – 2023 年度九龍南區小學校際田徑比賽 - 亞軍: 1 個 / 季軍: 1 個
- 2022 年第十八屆香港校際體育舞蹈錦標賽 - 第二名: 1 個 / 亞軍: 3 個
- Jumper Contest 2023 表演盃 - 8 歲或以下公開組 - 冠軍: 11 個

Third Language

- The 12th French Speech Festival
- P.3 Poetry Speaking - Champion: 1 student
- P.4 Poetry Speaking - 2nd runner-up: 1 student

Others

- 油尖旺區吳錦祥小狀元獎勵計劃 - 嘉許獎: 3 個
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2022-23 - Scholarship: 3 students
- Harmony Scholarships Scheme 2022/23 - Scholarship: 3 students
- Yau Tsim Mong District Outstanding Student Award Scheme - Outstanding Student Award: 1 student

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2021/2022 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)	74.64%	N.A.
School Fees	N.A.	21.04%
Donations, if any	N.A.	0.00%
Other Income, if any	0.73%	3.59%
Total	75.37%	24.63%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	82.19%	
Operational Expenses (including those for Learning and Teaching)	11.18%	
Fee Remission / Scholarship ¹	2.21%	
Repairs and Maintenance	1.28%	
Depreciation	3.06%	
Miscellaneous	0.08%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	0.62 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	8.83 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:
Total expense of HK\$75.98 million for Henry Tan Sports Complex.

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).

保良局陳守仁小學
學校接受捐贈項目記錄冊

2022 / 2023 學年：

編號	捐贈者/ 機構名稱	捐贈者/機構 與學校的關係	*捐贈項目的說明 及其價值	*捐贈項目 是否由校方 向捐贈者/ 機構提出	*接受捐贈項目的 日期	*捐贈項目 的用途	#學校必要接 受營辦商/供 應商捐贈項 目的原因	校董會/法團校董會批准(校內 檔案編號及日期)	其後如何處 置捐贈@
1	全城有機日 2023 參觀者	沒有	全城有機日 2023 設立攤位售賣有機 蔬菜，共籌得 HK\$6,330	是	2023 年 3 月	作有機園圃發 展經費	不適用	已於 28/03/2023 由法團校董會 通過 (PLK/065/2022, 22/03/2023)	作有機園圃 發展經費
2	本校學生家長	本校學生家長	義賣學校紀念品籌款活動，共 HK\$9,510	是	2023 年 3 月	作學校發展經 費	不適用	已於 28/06/2023 由法團校董會 通過 (PLK/085/2022, 20/06/2023)	作學校發展 經費
3	開放日參觀者	開放日參觀者	開放日籌款活動，共 HK\$55,949.7	是	2023 年 4 月	作學校發展經 費	不適用	已於 06/09/2023 由法團校董會 傳閱通過 (PLK/122/2022, 30/08/2023)	作學校發展 經費
4	本校學生、舊生 及家長	本校學生、舊 生及家長	學校周年音樂會籌款活動，共 HK\$103,617.63	是	2023 年 6 月	作學校發展經 費	不適用	已於 06/09/2023 由法團校董會 傳閱通過 (PLK/123/2022, 30/08/2023)	作學校發展 經費

本人謹此聲明本校接受上述捐贈時，已符合現行教育局就香港法例第 201 章《防止賄賂條例》所發出通告的有關規定。所有捐贈均不會導致學校的政府經常津貼項目有額外開支。本人亦已根據教育局通告第 10/2016 號，接受及處理上述捐贈。

註： *捐贈包括以折扣或佣金形式給校方的饋贈。根據教育局通告第 10/2016 號，學校不得向營辦商/供應商索取捐贈或利益。

倘捐贈者為學校營辦商/供應商，此項必須填寫。

@ 註明所採購的貨品或服務及相關支出金額。

Po Leung Kuk Camões Tan Siu Lin Primary SchoolReport on Use of Capacity Enhancement Grant (2022-2023)

Major Area(s) of Concern	Strategy	No. of Staff Members employed	Grant used	Evaluation
1. To relieve teachers' workload	<ul style="list-style-type: none"> - To employ supply teachers on a need basis. - To employ teaching assistants: <ul style="list-style-type: none"> • to assist in preparing teaching materials • to provide administrative support to teachers • to assist in organizing school events and activities for students 	17	\$997,875	Comments were generally positive. Most panel heads involved found that extra manpower could relieve the workload of teachers and they were satisfied with the additional supply teachers and teaching assistants employed.

保良局陳守仁小學

2022-2023 年度

姊妹學校交流報告書

內地姊妹學校名稱: 東莞市石排鎮實驗小學（原名：石排鎮獨洲小學）

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	與姊妹學校進行簽約儀式 <ul style="list-style-type: none"> 日期：四月十九日 參與人員：周智銘校長 地點：廣州 活動進行概況： 周校長參與教育局安排之簽約儀式，雙方初步交換對未來交流方向的看法。 	<ul style="list-style-type: none"> 擴闊學校網絡 建立友誼/聯繫 初步商討未來交流方向 	活動大致能達到原定的目標	<ul style="list-style-type: none"> 由於獨洲小學於四月底由無痕集團接手管理，因此進一步的交流方向與計劃需留待新任校長上任後商討。

2.	雙方管理層進行視像會議 <ul style="list-style-type: none"> 日期：七月四日 參與人員：校長及相關管理層 活動進行概況： 雙方互相介紹自己的學校及主要行政人員，並較為深入地了解雙方在交流方向及內容的想法。 	<ul style="list-style-type: none"> 商討未來交流方向和計劃 	活動能達致原定的目標	<ul style="list-style-type: none"> 進行視像會議較不會受時間和地域所限，日後師生交流可多考慮採此方式。 計劃於下學年實地參訪姐妹學校。
----	--	---	------------	--

第二部分：財政報告

由於締結姐妹學校的日期受疫情影響而延遲至四月，以致本學年度未能開展實際的交流活動，因此未有任何開支。

津貼年度結餘與一月撥款總額相等，即 **\$106,637**。