



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

Annual School Report

2020-2021

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(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, Honesty (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 so as to foster a sense of social responsibility to the community.

3. School Facilities

Our school campus comprises two main buildings and three covered playgrounds. Apart from 32 conventional classrooms, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, two art rooms, a golf practice area, a campus TV studio, a multi-media language centre, a school hall, a theatre which can accommodate over 250 people and wall climbing facilities to cater for the diverse needs of the school curriculum and the whole-person development of students. Furthermore, a sports complex is being built with a target completion date in Feb 2022.

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.

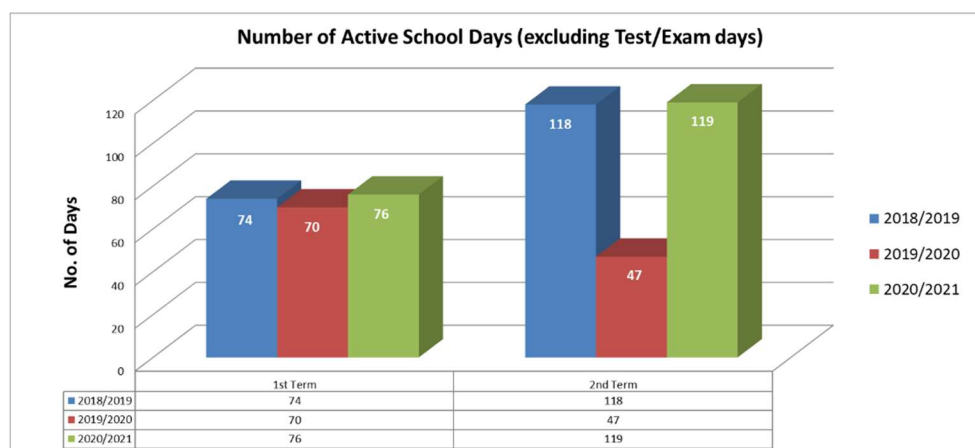
5. School Management

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 935 as of September 2020. 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:

2019-2020:

School suspension in 1st Term (5 days: 13-15 & 18-19/11/2019) due to social issue

School suspension in 2nd Term (112 days: 17/2 - 7/6/2020) due to COVID-19 pandemic

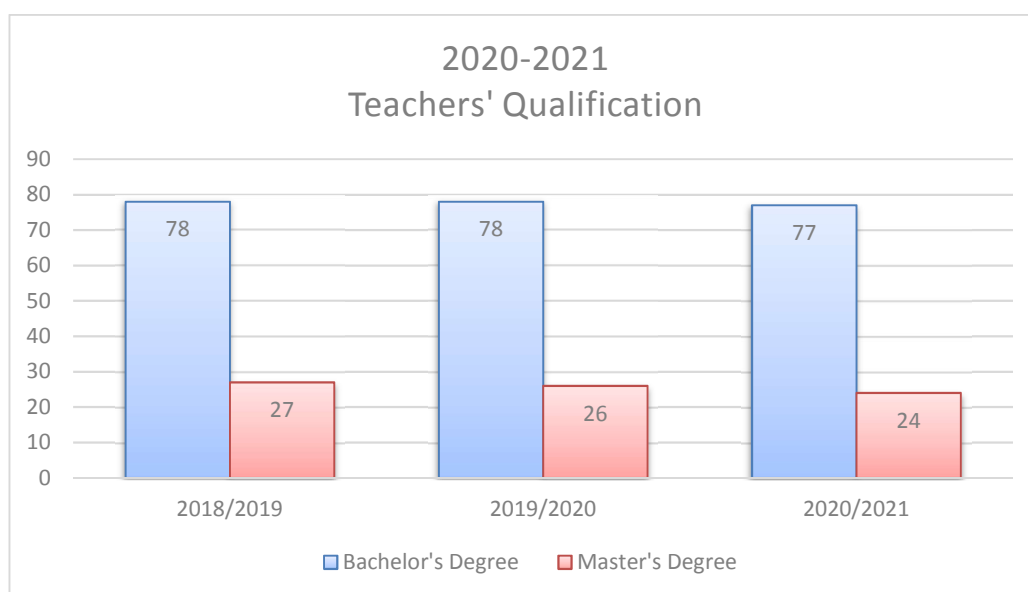
2020-2021:

1st Term (no exam/test and Google Classrooms/school suspension due to COVID-19 pandemic)

8. Percentage of Lesson Time for Key Learning Areas

Subject	No. of 35-minute Lessons Per Week (School Year 2020-2021)
English	9
Chinese	7
Putonghua	2
NCS Chinese	5 (P6)
Mathematics	7
French	6 (P6)
General Studies	4
Music	2
Physical Education	2
Computer Studies	2
Visual Art	2
Basic French/Japanese/Spanish	2
Personal Growth Education/ Assemblies	1

9. Teachers' Qualifications



(3) Achievements and Reflection on Major Concerns

Major Concern 1: To reinforce student support and personal growth - emotion management and raising the awareness of well-being

1.1 Students can better manage their emotions

(a) To implement different emotion management programmes

1. To enhance our students' emotional intelligence, the Readers "Little Mushroom" were used in the Personal Growth Education lessons to enrich their learning experiences. For P.1 classes, the Readers were used to introduce emotion management skills, which focussed on awareness, communication and handling skills of emotions. For P.2- 3 classes, the Readers were used to enrich students' emotion management skills through discussion and sharing. Parents were also encouraged to read and share the Reader with students to strengthen their knowledge. After evaluation conducted by all concerned P1-3 teachers in March 2021, it was decided that our existing PGE lessons were more suitable for our students.
2. To strengthen upper level students' emotional intelligence, different topics (resilience and emotion; conflict management and effective communication) were included in the Personal Growth Education lessons. Students strengthened their emotion management skills by daily life case studies and discussions with classmates and teachers. To broaden students' horizons, they also learnt the importance of recognizing others' feelings through the Life Education Lessons.
3. "Breathing Exercises" were introduced to students for 16 times via Camões TV. Students learnt how to manage their anxiety and pressure in a positive way.
4. Caring Friends, Smart Kids and Fun in Art Workshop, a parent-child fun day and Project Rainbow Programme were conducted in Google Meet during school suspension period. Both parents and teachers considered that these programmes could enhance students' optimism, sense of belonging towards their families and school, communication skills and co-operation with others. In 2021-22, we will keep holding these workshops. To strengthen the cooperation with the parents, we can inform them about the students' performances and ask them to reinforce some measures at home with their children. The arrangement of holding the parent-child workshop at weekends or holidays is very welcome by parents as more fathers can participate in the activity as well.
5. Ten students were chosen as Student Ambassadors (SA). They attended ten sessions of online training on leadership skills such as effective communication and sense of responsibility were held. They provided one service for P.1 students by playing activities with them during recess, and promoted positive attitudes and helping the executive functioning (being concentrated) of the P.1 students. During the face-to-face class

suspension, it was difficult for the SAs to conduct more services for their fellow schoolmates. It is suggested to use online methods to deliver the SA positive messages.

(b) To strengthen the Counselling Team for guiding students in need, especially SEN students

The teachers-in-charge of Pastoral Care Team attend regular meetings with the School Core Group to share their work progress, which is an effective way to communicate with the school senior management. The teacher-in-charge of Counselling Team has strong co-operation with the social worker by having formal and informal meetings from time to time. Regular meetings are held between Counselling Team and the Discipline Team to share students' information, handle recent cases, and provide individual support to the concerned students. Appropriate measures are taken to help SEN students. During school suspension, counselling team coordinators played an important role in communication with teachers and students. The prompt and effective communication enhanced the support to students and parents in need. The role of Social Worker should be further reinforced during school suspension and especially in critical issues in future.

1.2 Students can value and care about themselves and others

(a) To enhance students' sense of self-management and responsibility

1. To promote the value of self-discipline through school routine such as recess arrangement for upper class level and dismissal

Due to COVID-19 pandemic, students mainly stayed in their classrooms during recess. They were able to observe the pandemic preventive measures when having their snacks in their own seat.

For school dismissal, students' discipline was improved with better arrangement and they orderly followed the teachers' instructions.

2. To impart them into Student of the Month Programme, Civil Talk & PGE lessons

(i) "Student of the Month" Programme

A student in each class level (P4 to P6) was nominated each month to get the award (a badge and a certificate) in recognition of good behaviour/trait. Students were motivated to behave properly and learn from the role models. Only four topics ("To be humble and grateful", "to be honest", "to be polite and respectful", and "to be responsible") were handled in 2020/21 due to the pandemic. In 2021/22, we will keep Student of the Month with topics echoing with the core values of the school, enhancing students' moral and civic standard. In order to enhance the positive impact, awarded students will be invited to appear in the Camões TV to share their experience.

(ii) Civic Talks

Two on-line Sex Education lessons were conducted by the End Child Sexual Abuse Foundation on 11 and 18 January 2021 for all P2 students. The Foundation also gave a book “Clay Family from the Committee on the Promotion of Civic Education” and a pair of gloves to all students.

(iii) PGE Lessons

Teachers introduced positive values on a school level and more real-life situations were included, with more extended activities / missions / “experience like” and in-depth activities in and after PGE lessons. Storytelling and role play activities were conducted to consolidate students’ knowledge.

An Appreciation Card was made for students and parents, recognizing their efforts during the challenging year and encouraging them to keep going. Furthermore, the Card acted as a medium for students and parents to appreciate each other. Moreover, Breathing exercises and skills were taught and practiced with students in order to equip them with stress relieving skills.

Teachers and students’ feedback was positive.

(b) To reinforce gratitude in different school events/programmes

On 19 November 2020 we kicked off our first school event with the opening ceremony of Thanksgiving 360°. All participants were thrilled at the Japanese Taiko performance by students and piñatas breaking. The core values of Thanksgiving 360° (being thankful, grateful, appreciative, humble and respectful) were enhanced through various online and face-to-face games and activities under the mixed-mode timetable due to the COVID-19 pandemic. Our students did some beautiful artworks to decorate the school campus, wrote some thankful cards to schoolmates and teachers, and did creative writings in different languages. They enjoyed playing the online games, listening to the beautiful songs and watching movies. Parents and students were highly participated in the sharing of Thanksgiving photos and videos. All souvenirs were well-liked by students, parents and teachers. Thanksgiving 360° Week will be continued next school year. Clan leaders and P4-6 students will be invited to design a game booth and to be student helpers respectively.

Teachers gave out different kinds of stickers designed by our school to students, recognizing their efforts. Students collected the stickers from at least four teachers.

1.3 Students concern more about the environment by establishing good habits to treasure resources

(a) To connect students to the environmentally-friendly living style through some mini-acts

1. Due to the half-day school and the requirement of social distancing under COVID-19 pandemic, there was a tighter timetable, no lunch time at school, installation of Anti-droplet Desktop Plastic Shield in each student's seat, recess in classrooms, and no large events such as School Picnic and Sports Day. Accordingly, the "Climate Action Educational Programme", "Lunch Energy Saving Action", "Classroom Cleanliness & Safety Campaign", "Cleaning Ambassadors", "Cherish Water Campus Integrated Education Programme" and "Classroom Recycle and Plastic Usage Reduction Scheme" could not be implemented in 2020-21. Yet, these programmes will be implemented upon the resumption of the full-day school arrangement.

Major Concern 2: To reinforce teaching & learning effectiveness through enhancing classroom management - awareness of self-regulated learning from teachers and students, and a positive classroom climate

2.1 Teachers enhance subject-based micro-teaching skills

(a) To share knowledge among in-house teachers in the aspects of sharing of resources and arranging workshops

1. The workshop about "Sharing of good practices to enhance student's participation in online lessons" was held in January 2021. Teachers found it very useful.
2. A working group consisting of the P.5 subject coordinators was formed to implement the "Gadget+ Program" and "Self-learning Academy". They shared the plans, outcomes and evaluation in the four meetings. The working group supported to continue the programme next year.
3. The subject panel heads shared in the subject meetings that more pre-lesson and post-lesson learning materials were uploaded to Google Classroom due to inadequate lesson time during the half-day school arrangement. Blended Learning may be further explored in the next school year.

(b) To widen teachers' horizons by organizing inspiring talks/workshops/exchange with other schools

1. Po Leung Kuk Professional Learning Community of Teachers
Our teachers joined the "Chinese Teachers Learning Community", "Math Teacher Learning Community", "English Teachers Learning Community" and "GS Teachers' STEM Learning Community" of Po Leung Kuk. They shared the teaching and learning strategies, curriculum planning, activities organizing, e-learning and assessments with teachers from other PLK schools. After that, our teachers shared what they had learnt with colleagues in the internal subject meetings at our school.

2. Other outside school seminars

In the academic year, about 20 teachers participated in 30 outside school seminars, which helped them to improve professional knowledge.

3. Staff Development Day

On 9/12/2020, an online PLK Education Seminar was conducted by Dr. Phyllis Chan with the topic of 精神健康抗「疫・力」. Teachers understood the challenges and changes under the COVID-19, and learnt some skills to handle the anxiety of parents and students as well as the importance of teachers' mental health. In view of the implementation of Hong Kong National Security Education, related talks and workshops will be arranged for teachers next year.

4. Mindfulness Course

Our school is an affiliated school of the Mindful School Culture Project - The Jockey Club "Peace and Awareness" Mindfulness Culture in Schools Initiative which is hosted by the Faculty of Social Sciences of The University of Hong Kong. In 2020-2021, a Mindfulness Working Group with 11 teachers was set up. These teachers completed an eight-week mindfulness course (.b Foundations); five of them further completed a three-day Teach Paws b training course, being qualified to teach students mindfulness in 2021-2022.

(c) To enhance teachers' teaching pace and interaction with students in class by using IT devices

1. In March 2021, new 75" BenQ touch panels were installed in the 15 P1-P3 classrooms, the old 65" BenQ touch panels were installed in the 13 split classes rooms and special rooms. The equipment facilitated teaching and learning in those classrooms.
2. In 2020-21, iPads were borrowed by different subject teachers for 704 times for conducting lessons, enhancing teaching pace and interaction with students. In 2021-22, new iPads may be purchased to meet the need of teaching and learning.

2.2 Students enhance their awareness in their own learning process and become self-directed learners.

(a) To reinforce pre-lesson preparation at home & (b) To reinforce the usage of self-directed learning skills

From P.1-P.6, self-directed learning materials including videos, websites, were put in the Google Classroom for students to do pre-lesson preparation and post-lesson consolidation at home.

All P.5 students participated in the Bring Your Own Device (BYOD) Program. "Gadget+ Program" and "Self-learning Academy" were introduced to them. In a student survey, over 90% of the students thought that the iPad was useful to help with their learning. About 80% of the

students said that they had finished most or all the materials in the Academy and most of them agreed the materials helped them acquire self-directed learning skills.

For Chinese, about 86% of our P1-P6 students used the Chinese online platform for self-learning and completed 60,867 exercises.

For English, teachers created online revision exercises for students through Formatives. Students made use of the online exercises to do revision before assessments, also as consolidations after each unit was taught.

For Mathematics, about 90% of our P1-P6 students attempted the assignments on Planetii. Flipped learning with self-learning videos was introduced to all P.1-6 students through Edpuzzle.

For General Studies, self-learning materials of each chapter, including textbook notes, enrichment videos and consolidating exercises were uploaded to the Google Classroom in all 6 levels.

For PE curriculum, newly-emerged sports and Hong Kong athlete information were given out to students. Over 80% students submitted the online exercise before the due date. The participation rate was satisfactory and students' feedback was very positive.

(b) To reinforce the usage of IT devices to enhance learning efficiency

Many eLearning lessons were conducted in different subjects. Different electronic resources are used such as Wordwall, Classtime, Baamboozle, Plickers, GoFormative, Flipgrid, Padlet, Quizlet, Kahoot, Nearpod, ClassDojo, Google Classroom, Apps and platform provided by publishers. Teachers could use e-learning flexibly either during online or face-to-face teaching. They also used different resources to design lessons to enhance students' participation in the classroom and teaching effectiveness. Therefore, students could easily access the IT devices in different learning activities to enhance learning efficiency.

(c) To help students reflect / evaluate themselves in their learning process in both classroom lessons and outside-school setting such as study tours

Self-learning tasks were assigned to students, such as GS projects, online Math assignments, online subject weeks. More opportunities were given for students to do evaluation on their learning by completing some Google Forms and tracking their own progress on Google Classroom. Students could better do reflection in their learning process.

2.3 Facilitate students' growth and establish good behaviour by creating a more positive classroom climate

(a) To create an effective personal learning zone for students

1. New plastic desks and chairs were installed for use in P1 Classrooms in 2020-2021. They are sturdy and durable. The new chairs are ergonomically-designed with a function of correcting sitting posture. Students found them more comfortable than the old wooden chairs. The new desks are more suitable for the installation of the Anti-droplet Desktop Plastic Shields, and the hookers are more suitable to hold small personal bags. Same series of new desks and chairs will be installed in P2-P4 classrooms and P5-P6 classrooms in 2021-22 and 2022-23 respectively.
2. A specific area was effectively allocated for over-sized personal belongings such as musical instrument and sport gears.
3. The "Lost and Found" corner was set up in each classroom, which effectively facilitated teachers to locate the owners.

(b) To better take care of students with

1. Dual-class teachers in all classes, and additional teachers in some classes on a need basis.
The above arrangement has been implemented effectively and feedback from teachers is very positive.
2. Class-level meetings
Around 50 meetings were held in class level. Class teachers and subject teachers participated in the meetings. With enhanced communication, teachers understood more about the situations of students in different levels, thus facilitate to handle behavioural and emotional problems.

Major Concern 3: To reinforce team building - following up on All-Graduate Teaching Force Policy, and providing "mindfulness" training for teachers

3.1 Strengthen connection among teachers, parents, students and alumni -

(a) To organize activities/school events to further engage participation and reinforce team spirit among staff, parents, students and alumni

1. Staff: No activity could be arranged in 2020-2021 due to COVID-19 pandemic and half-day school arrangement.
2. Students: Our Clan System was set up in 2014-2015. It aims to foster a stronger sense of belonging to the school among students, provide more interaction and learning

opportunities among fellow students at all levels, and nurture young leaders. There are five Clans according to Classes A, B, C, D and E which stand for Apollo, Buddy, Chilli, Dolphin and Eagle.

Due to the half-day school or Google Classroom arrangement, only one Clan activity could be arranged. Chinese Week with the theme of “Intangible Cultural Heritage of Hong Kong” was held in February 2021. All classes demonstrated their creativity and esprit de corps during the inter-clan competition and online games. More clan activities would be arranged next year.

3. Parents: Parent-Teacher Association continues to act as an important bridge between the school and parents. During the 2020-2021, about 200 parent helpers enthusiastically assisted the School in organizing various meaningful activities such as organic gardening, online weekly ECA (DIY & Smart Cooks), Thanksgiving 360°, online Christmas Party, Graduation Day etc.

Parents continued to play an important role in taking care of our roof-top Camõesian Organic Garden which was granted the Organic Crop Production Certification by HK Organic Resource Centre Certification Ltd since 11.4.2014. In 2020-21, 600 kg organic veggies were produced, which were mainly distributed to parents and teachers. Some were donated to the two NGOs. Besides, with the implementation of P3 organic gardening curriculum since 2017-18, the Organic Garden has reinforced its role in connecting teachers, parents and students.

Furthermore, we cared about the well-being of our parents who are facing much stress nowadays. PTA organized six small-group workshops for parents during April-May 2021, including Moving Meditation, online parent-child playtime, P1-3 Parents’ Talk by Educational Psychologist, cooking workshop, DIY Herbarium Workshop. An online and face-to-face Tai Chi Course was conducted by Master Kwan Chi-cheung for participating parents to enhance their well-being too. Through all these activities, the school greatly appreciated the efforts made by all parents in creating a harmonious climate and a good home-school relationship. Furthermore, parent education is increasingly important these days. Workshop/talks with appropriate topics will be held to enhance parenting skills in 2021-2022.

4. Alumni: The membership of the Alumni Union has been increased from about 940 in 2019-20 to about 1,070 members in 2020-21. The Annual General Meeting and reunion party were organized on 26 June 2021 successfully. As in the past years, the School very much appreciates the assistance offered by many alumni helpers at school functions such as P1 Admission Exercise (non-interview duties). The Alumni Union has built a close connection between the school and alumni. Members of the Union have a strong sense of belonging to our school.

In the future, the Union will be suggested to organize more activities in order to provide more chances for the graduates of different years to know each other. This may widen their social circle in the Union and develop a closer relationship among them. News of alumni should be updated more frequently, so that alumni can share the honor and success of their schoolmates. Furthermore, our school and the Alumni Union are planning to host the 1st election of an IMC Alumni Manager in 2022 with term of office from April 2022 to March 2023 in order to enhance the participation and contribution of alumni.

(b) To reinforce communication mechanisms to better connect parents, students and alumni

1. Two letters about TSL school life were issued from the Principal to parents. Four pieces of Principal's newspaper writing about educational vision in a soft approach were disseminated to parents for sharing too. This has maintained a regular connection between the school and parents.
2. The School senior management kept close contact with PTA, and invited the Chairperson/Vice-Chairperson to attend meetings on 23/9/2020, 2/12/2020 and 4/6/2021 seeking their views on assessment arrangement, school bus, graduation ceremony arrangement, etc.

3.2 Strengthen collaborative leadership among subject or administrative team

(a) To create opportunities for staff to learn to be collaborative by

1. Inviting individual colleague or a team of core members of subject departments/administrative teams to attend senior management meetings regularly

In 2020-2021, the senior management continued to hold meetings every Wednesday, whereas subject panel heads and persons-in-charge of different functional committees/teams attended according to a schedule. Teachers' involvement in discussion, sharing of viewpoints or decision-making helped foster a stronger ownership of the teams. The notes of the meetings were disseminated via the weekly memo to all staff for information or follow-up. This effectively reinforced the communication among staff and helped to keep them abreast of school's latest concerns. This practice will be continued in 2021-2022.

2. Setting up a Crisis Management Committee in view of the unprecedented current social issue

During the intermittent school suspension, face-to-face lessons, on-line lessons and mixed-mode lessons due to the fluctuating COVID-19 pandemic in 2020-2021, members of the Crisis Management Committee effectively and collaboratively carried out their roles and functions to ensure the smooth operation of the school. They focused on protecting and educating students, providing support to teachers, and evaluating

teaching strategies, communication channels, devices, etc. They also helped in a few difficult and sensitive issues.

Innovation, creativity, flexibility and resilience were required to make things work as the school needed to be adaptive and fast-thinking in order to ensure that learning continued, and smooth operations were maintained. Crisis Management Committee would continue to function in 2021-2022.

3. Reviewing and enhancing the fixed asset management system

The system was thoroughly reviewed. New asset is registered upon inspection, facilitating follow-up and reducing confusion. The system will be further enhanced in 2021-2022.

4. Reviewing and enhancing the management of janitors

After reviewing the acute shortage of Janitors in the human resource market, the school recruited two part-time janitors and adjusted the duties of all janitors. The outcome was positive. Overall, the management skills of concerned non-teaching staff in-charge of janitors have been enhanced.

5. Reviewing and enhancing the Cleaning Materials Inventory Management

An Executive Assistant has been assigned to take charge of the Cleaning Materials Inventory Management. A new inventory was designed and the mechanism was effective.

3.3 Boost morale further with enhanced grade structure and bonus scheme, and foster good team players

(a) To set up a human resource development committee to enhance the teaching and non-teaching grade structure as appropriate

In view of the unexpectedly increased cost of the re-provisioning of swimming pool due to delay caused by technical problems and work from home of concerned Government Department during the COVID-19 pandemic, the plan for refining the teacher grade structure would be postponed to next school year when there would be a clearer picture of the school's overall budget.

(b) To deliberately provide opportunities to build individuals' strengths

1. Due to COVID-19 pandemic, BAT Course (Basic, Advanced and Thematic) was suspended that teachers could not attend SEN course in 2020-2021. Teachers would be encouraged to join SEN courses in 2021-2022.
2. Referring to para. 2.1(b) above, the formation of a Mindfulness Working Group with 11 teachers as members has provided a valuable chance for them to master new knowledge and work as team together.

3. As regards our 3rd book – a Journal Book 「任何一天、任何一刻，也可以是新的開始……」 published in August 2020, the designated Principal (consultant of the book) and the two authors held a FaceBook live sharing on 26 September 2020, and a sharing session at the Hong Kong Book Fair on 17 July 2021. They reflected that they treasured the chances to connect with parents and students as well as to share inspiration for personal growth. Both events received very good feedback from audiences. Similar opportunities would be explored for other colleagues to widen their experience in future.
4. In view of the early retirement of the Principal on 1 September 2021, a Handover Committee was formally set up in December 2020. Members worked closely to ensure a smooth transition. This was a good chance for them to earn more experience, widen their exposure, realize their talents and enjoy the benefit of synergy.
5. On the invitation of Education Bureau, the current Principal and designated Principal conducted an online sharing session on Students' Whole Personal Development on 19 January 2021. This provided a chance for our colleagues to enrich their experience in presentation and consolidate their education vision. More than 30 new Principals joined the session.
6. It was the 2nd year that our school organized the Virtual Open Campus. The success of the programme was due to the collaboration and great efforts of the teachers-in-charge of Open Day, Camões TV Team, Support Team and PR Team, and the active participation of parents, alumni and students. Evaluation reflected that the logistics work behind the scene of a Virtual Open Campus was much harder and greater than that of a real Open Day. Luckily, the efforts paid off with positive feedback.
7. During the school suspension period, our non-teaching staff assisted a lot in the collection of textbooks, and collection/delivery of learning materials. The senior management will continue to provide further on-the-job training to enrich the skills/widen exposure of non-teaching staff in the daily operation of the school. One non-teaching staff has attended a job-related course; other colleagues would be encouraged to attend courses to enhance themselves.

(4) 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-language 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 Basic 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 behind the language. 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:

Since 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. STEM

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 2020-21, some STEM activities with a “building resilience” theme were organized for all primary levels during the STEM Week.

In order to put the education of sustainable development into practice, our school integrated organic gardening lessons into our P3 General Studies curriculum in 2017-18. Our P3 students have 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 develops a positive attitude towards this relationship.

4. IT in Education

Many eLearning lessons adopting different electronic resources were conducted in different subjects including English, Chinese, Mathematic, General Studies, 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 which has been 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 2013-14, we have implemented the one-year Final Year Project (FYP). All P6 students are divided into 3-6 groups and guided by their CS, GS and English teachers to complete their chosen topics before graduation. Through the FYP, we facilitate students’ independent learning capability, and develop 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 on 17-21 May 2021 at Shatin Town Hall Exhibition Gallery. The theme echoed with our school year theme “Building Resilience”. More than 450 pieces of artworks were collected. The exhibits were done by students at home as well as at school. The Opening ceremony was held on 18 May with Ms Dodolulu as the Guest of Honor. Due to limitation of visitors by venue, only a maximum of 112 guests attended the ceremony. Teachers led nine classes to visit the exhibition during the VA lessons while many parents brought their child(dren) to appreciate the exhibits during the public holiday of Buddha’s Birthday on 19 May. 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 2020-21, a total of 55 programmes were produced. There were 76 student members from P3-6. Students were able to perform Morning Live Duties independently. Even with limited training time due to half-day school arrangement, the team members shared their skills and experiences during the operation. They could learn from each other. Without the second class periods & after school trainings, there were very few student-made programs this year. The team-in-charge explored and tested out a new way of running a live broadcast show involving teachers, students & parents. The regular online trainings with student 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 Students Counselling and Guidance Service provides a full-time Social Worker, and an Education Psychologist and Speech Therapist who come to 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 the 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 value 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; foster 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

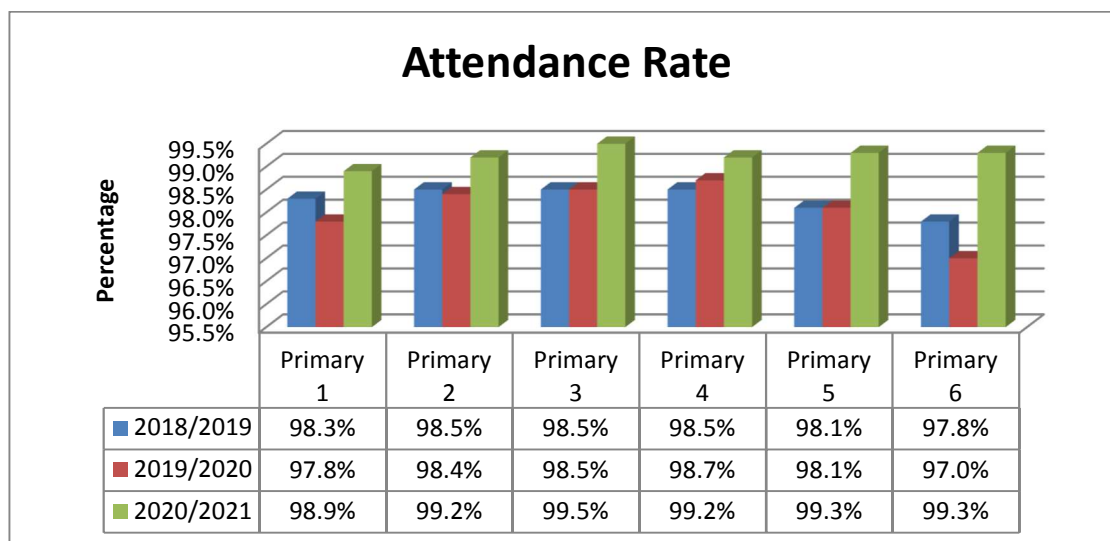
(a) Students' Academic Performance

Our students performed well in the internal assessments for 2020/2021. The result of SSPA was very satisfactory (Appendix I). Our School is not connected to any secondary schools. 83% 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 17% 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 65% 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 Achievement in ECA

We always encourage our students to "Work hard. Play hard." During 2020-2021, we organized over 25 online extra-curricular activities for students to choose, according to their own interests. Online school team training was conducted for the whole year.

Post-exam subject-based activities were organized for 4 days, including different competitions, art works sport activities, PTA Little Chef, iPad activities.

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. The results of students' questionnaire were good.

The school will explore whether ECA can be organized in the morning of Saturday in 2021-22 as far as practicable.

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

In 2020/21, 241 students participated in different open competitions, such as HK Schools Speech Festival, Music Festival, Asian English Usage Contest, etc. They received over 400 awards, including 5 regional or international prizes outside Hong Kong, 270 territorial awards and 131 district awards within Hong Kong. Most of them received at least 1 prize. 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 need of others.

1. In 2020-21, there were a total of 74 school teams (including music, sports, visual arts, Tour Guide, Student MC Teams, etc) .
2. P.4 Happy Servers was organized by the Pastoral Care Team with the help of the school social worker. During 8 October and 17 December 2021, all P.4 students did a distant voluntary service for the elderly, in order to celebrate Christmas with the elderlies. They prepared goody bags (independent masks, towel, biscuits), drew a card and designed a bag. Videos of performance by each class were sent to the elderly centre before Christmas. Self-evaluation reflected that service targets, teachers and students gave positive feedback.

3. In 2020-21, our Organic Garden donated 31 kg radish under the 14th Certified Organic Farm Contest 「有機共融 • For Love」 organized by Hong Kong Organic Resource Centre. The Centre then made the radish into radish cakes which were given to the needy. In addition, we donated 50 kg radish to the Food Friend Action (糧友行動-油尖旺計劃). Through joining these meaningful activities, we wonderfully connected ourselves to local community, and students learnt to care about the community.

(g) Students' Physical Well-being

The School Physical Fitness Award Scheme was cancelled in 2019/20 and 2020/21 due to COVID-19 pandemic. 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%	84.9%	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%	9.6%	17.4%

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 & 3rd Languages), Art Exhibition, Thanksgiving 360°, Christmas Party, etc. In 2020-21, School Picnic and Annual Concert could not be held. Sports Day was replaced by Sports Challenges during PE lessons; and Graduation Camp was replaced by graduation activity at school during post-exam period. Comments from teachers and students were good.

As regards Open Day, we launched our “Virtual Open Campus” with a live “kick-off programme” via YouTube on 26 June. Through this online platform, our Principal, teachers, parents, alumni and students had a warm reunion in the afternoon. Audience got to know more about our school from the online episodes with various themes, such as school events, subject weeks, study tours, Camões TV, Organic Garden, P1 Special, P6 FYP, student performances, etc. We even held our very first Online Art Exhibition!! There was also as a virtual campus tour, which allowed visitors to explore our campus at home with 360 experience. On the same day, we successfully conducted our online P1 Admission Sharing Session on YouTube. We talked about the various issues which most interested parents. A lot of parents joined this Sharing Session.

(7) Feedback on Future Planning

(a) After reviewing the 3-year school development plan (2018/19 to 2020/21), 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. On the other hand, student physical and mental well-being will also be one of the foci in view of COVID-19 pandemic during the past two years.

(b) The following will be included under Major Concerns for 2021-2022:

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 2019-2021 (updated on 30/9/2021)

Name of Secondary Schools	中學名稱	No. of Students
BELILIOS PUBLIC SCHOOL	庇理羅士女子中學	1
CARMEL SECONDARY SCHOOL	迦密中學	2
CCC KEI LONG COLLEGE	中華基督教會基朗中學	1
CCC MING YIN COLLEGE	中華基督教會銘賢書院	2
CREATIVE SECONDARY SCHOOL	啓思中學	2
DIOCESAN BOYS' SCHOOL	拔萃男書院	6
DIOCESAN GIRLS' SCHOOL	拔萃女書院	1
ECF SAINT TOO CANAAN COLLEGE	基督教中國佈道會聖道迦南書院	1
G. T. (ELLEN YEUNG) COLLEGE	優才（楊殷有娣）書院	1
HEEP YUNN SCHOOL	協恩中學	1
HKCCC LOGOS ACADEMY	真道書院	1
HKMA DAVID LI KWOK PO COLLEGE	香港管理專業協會李國寶中學	2
HKSYC&IA WONG TAI SHAN MEM COLLEGE	香港四邑商工總會黃棣珊紀念中學	1
HKUGA COLLEGE	港大同學會書院	7
HOLY TRINITY COLLEGE	寶血會上智英文書院	1
KING LING COLLEGE	景嶺書院	1
LA SALLE COLLEGE	喇沙書院	3
LAM TAI FAI COLLEGE	林大輝中學	2
MARYKNOLL CONVENT SCH (SEC SECTION)	瑪利諾修院學校（中學部）	2
MARYMOUNT SECONDARY SCHOOL	瑪利曼中學	4
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	3

PO LEUNG KUK NGAN PO LING COLLEGE	保良局顏寶鈴書院	12
QUEEN ELIZABETH SCHOOL	伊利沙伯中學	1
QUEEN'S COLLEGE	皇仁書院	1
SHA TIN GOVERNMENT SECONDARY SCHOOL	沙田官立中學	1
SHATIN TSUNG TSIN SECONDARY SCHOOL	沙田崇真中學	1
SKH LAM WOO MEMORIAL SECONDARY SCHOOL	聖公會林護紀念中學	1
ST FRANCIS XAVIER'S COLLEGE	聖芳濟書院	2
ST JOSEPH'S COLLEGE	聖若瑟書院	4
ST MARGARET'S CO-EDU ENG SEC & PRI SCH	聖瑪加利男女英文中小學	1
ST MARY'S CANOSSIAN COLLEGE	嘉諾撒聖瑪利書院	3
ST PAUL'S CO-EDUCATIONAL COLLEGE	聖保羅男女中學	9
ST PAUL'S COLLEGE	聖保羅書院	5
ST PAUL'S CONVENT SCHOOL	聖保祿學校	8
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	11
TAK OI SECONDARY SCHOOL	德愛中學	1
TSUNG TSIN CHRISTIAN ACADEMY	基督教崇真中學	1
UNITED CHRISTIAN COLLEGE (KOWLOON EAST)	匯基書院(東九龍)	1
WAH YAN COLLEGE, KOWLOON	華仁書院 (九龍)	3
YING WA COLLEGE	英華書院	2
YING WA GIRLS' SCHOOL	英華女書院	1
YMCA OF HONG KONG CHRISTIAN COLLEGE	港青基信書院	5
OTHERS (DSS/INTERNATIONAL/OVERSEA SCHOOLS)	其他(直資/國際/海外學校)	4

Gist of Awards (2020-2021)

During the past academic years, 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

- 72nd Hong Kong Schools Speech Festival
English Solo Verse Speaking - Champion: 20 students / 2nd Place: 20 students / 3rd Place: 27 students
- Shakespeare Monologue - Champion: 1 student
- Primary School English Quest 2020 - Stellar Performance: 2 students / Outstanding Performance: 1 student
- Posties English Speech Contest - Outstanding Performance: 1 student
- TOEFL Junior Tests - Excellence Award: 1 student
- Asian English Usage Contest 2021 (Heat Round) - Gold: 19 students / Silver: 26 students / Bronze: 6 students
- Asian English Usage Contest 2021 (Final Round) - Champion: 1 student / Gold: 10 students / Silver: 19 students / Bronze: 13 students
- 2021 Canadian English Writing Competition (Arch Cup) live Preliminary Competition - Gold: 10 students / Silver: 4 students / Bronze: 12 students
- 2021 Canadian English Writing Competition (Arch Cup) live Semi-final Competition - Gold: 2 students / Silver: 8 students / Bronze: 8 students
- SOW Creative Writing Competition - Commendable Awards: 1 student

Chinese

- 第七十二屆香港學校朗誦節
- 獨誦 – 冠軍 10 個 / 亞軍 15 個 / 季軍 17 個
- 「小故事·動人心」創作比賽 - 季軍 1 個
- 「閱讀悅寫學歷史—穿梭時空來創作」徵文比賽 2021 - 三等獎 1 個

Mathematics

- 第三屆楊士海盃-全港學界圍棋大賽 - 團體: 冠軍 1 個 / 初小組: 冠軍 1 個
- 第一屆惠苗盃-香港校際圍棋公開賽 - 團體獎: 冠軍 1 個 / 初小組: 冠軍 1 個

General Studies

- Energy Saving Championship Scheme - Hanson Merit Award: 1 student
- 第二十三屆常識百搭小學 STEM 探究展覽 - 嘉許獎 12 個
- 2020 暑期數理常識挑戰計劃 - 優異獎 1 個
- 2020/21 Creative Coder Competition - 優異獎: 5 個

Music

- 73rd Hong Kong Schools Music Festival - 1st Place: 2 students / 2nd Place: 6 students / 3rd Place: 5 students

Visual Arts

- 正向家長運動「父母童心 正向家長吉祥物設計大激想」- 傑出獎: 1 個
- 「禮」.「品」宣傳大使填色比賽 - 優異獎: 1 個
- 全港學生抗疫正能量·心意卡設計比賽 - 冠軍: 1 個
- 第七屆全港兒童繪畫分齡比賽 2020 - 二等獎: 2 個
- 童心同心齊抗疫口罩夾設計比賽 - 低小組亞軍 / 低小組季軍 / 高小組亞軍: 1 個 / 優異獎: 2 個
- 共融 i 世代兒童填色及繪畫比賽 - 優異獎: 1 個
- 藝術智能之香港紫荊盃繪畫大賽 - 金獎 / 銀獎: 1 個
- Hong Kong International Exchange of Artist & Culture Association (International Tour) - Champion: 1 student
- 「保護香港海洋環境」四格漫畫創作比賽 2020 - 季軍 / 優異獎: 1 個
- 第九屆 I LOVE SUMMER 兒童創作大賽 2020 (環保袋設計) - 金獎: 1 個
- 「保護香港海洋環境」四格漫畫創作比賽 2020 - 優異獎: 1 個
- 香港青少年兒童繪畫公開賽 2020 - 冠軍 / 銅獎: 1 個
- 第十屆世界兒童繪畫大獎賽 - 金獎: 1 個
- J3-J12 全港兒童繪畫比賽 2020-21 - 銀獎: 1 個
- 第十一屆當代青少年及兒童藝術節新春繪畫比賽 - 季軍: 1 個
- 第 17 屆 兒童繪畫比賽 海洋大探險 - 創意獎: 1 個
- 世界兒童繪畫大賽 2021 - 節日遊記 - 銅獎: 1 個
- 南聯教育基金第十四屆品德教育漫畫創作比賽 - 優異獎: 5 個

Sports

- 第十六屆香港敬發盃羽毛球分齡賽 - 亞軍: 1 個
- 香港賽馬會校園四人足球發展計劃同樂盃 2021 - 冠軍 7 個 / 亞軍: 6 個
- Diabolo Proficiency Test Scheme by Shiny Diabolo Classroom and International Diabolo Association - 1st Level award: 2 awards
- 賽馬會社區持續抗逆基金-「跳跳樂」計劃 - 繩動 45 日挑戰活動 - 白金級: 4 個 / 金級: 11 個
- NISSIN DEMAIE ICCHO Hong Kong Junior Tennis NOVICE Competition 2021 – Competition: 1 student / 2nd Runner-up: 1 student
- NISSIN DEMAIE ICCHO Hong Kong Junior Tennis NOVICE Competition 2021 - Competition 2 – 2nd Runner-up: 1 student

Computer Studies

- ROBOFEST Hong Kong BottleSumo Junior 2021 - Bronze: 1 student
- International Coding Elite Challenge 2021 (Hong Kong & Macau) - Silver: 3 students / Bronze: 1 student

Others

- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2020-21 - Scholarship: 3 students
- Harmony Scholarships Scheme 2020/21 - Scholarship: 4 students
- 2020-2021 Yau Tsim Mong District Outstanding Student Award Scheme (Primary Schools) - Outstanding Student Award: 1 student

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

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy 2019/20 (including government grants not subsumed in the DSS unit rate payable to schools)	74.03%	N.A.
DSS Subsidy 2018/19 (Finalised Adjustment)	1.77%	
School Fees	N.A.	21.24%
Donations, if any	N.A.	0.48%
Other Income, if any	1.00%	1.48%
Total	76.80%	23.20%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	85.00%	
Operational Expenses (including those for Learning and Teaching)	9.36%	
Fee Remission / Scholarship ¹	2.46%	
Repairs and Maintenance	0.97%	
Depreciation	2.20%	
Miscellaneous	0.01%	
Total	100.00%	
Surplus/Deficit for the School Year #	1.95 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	10.17 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\$7.61 million for re-provision of an Indoor All-Weather Swimming Pool.

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
2020 / 2021 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	本校/準入學 學生家長	本校現有/準 入學學生家長	本校發售手帳書籌 款活動，扣減開支 後共 HK\$133,330	是	2020 年 9 至 10 月	作學校發展 經費	不適用	已於 27/11/2020 法團校董會傳閱 通過 (PLK/028/2020, 18/11/2020)	作學校 發展經 費
2	本校/準入學 學生家長/教 職員	本校現有/準 入學學生家長 /教職員	本校農曆新年賀咭 籌款活動，扣減開 支後共 HK\$67,264	是	2021 年 1 至 2 月	作學校發展 經費	不適用	已於 19/3/2021 法 團校董會傳閱通 過 (PLK/058/2020, 15/3/2021)	作學校 發展經 費
3	本校學生家 長/教職員	本校現有/學 生家長/教職 員	本校紀念品籌款活 動，扣減開支後共 HK\$33,480	是	2021 年 6 月	作學校發展 經費	不適用	已於 8/10/2021 法 團校董會傳閱通 過 (PLK/006/2021, 15/9/2021)	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 School

Report on Use of Capacity Enhancement Grant (2019-2020)

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 	13	\$1,038,248	The comment is generally positive. Most Panel Heads involved find that extra manpower can relieve the workload of teachers and they are satisfied with the additional supply teachers and teaching assistants employed.