

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

Annual School Report

2021-2022

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(1) The Kuk's Spirit

<p>The Kuk's Spirit</p> <p>Mutual respect United effort Benevolence Charitable Gratefulness and Recognition</p> <p>Dedication to serving the community</p>	<p>Vision</p> <p>Children are nurtured, Youngsters are educated Adults are supported to contribute Elderly are cared for The less fortunate are lightened with hope.</p> <p>Mission</p> <p>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</p> <p>Values</p> <p>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</p>
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(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 comprises 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, some special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and 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.

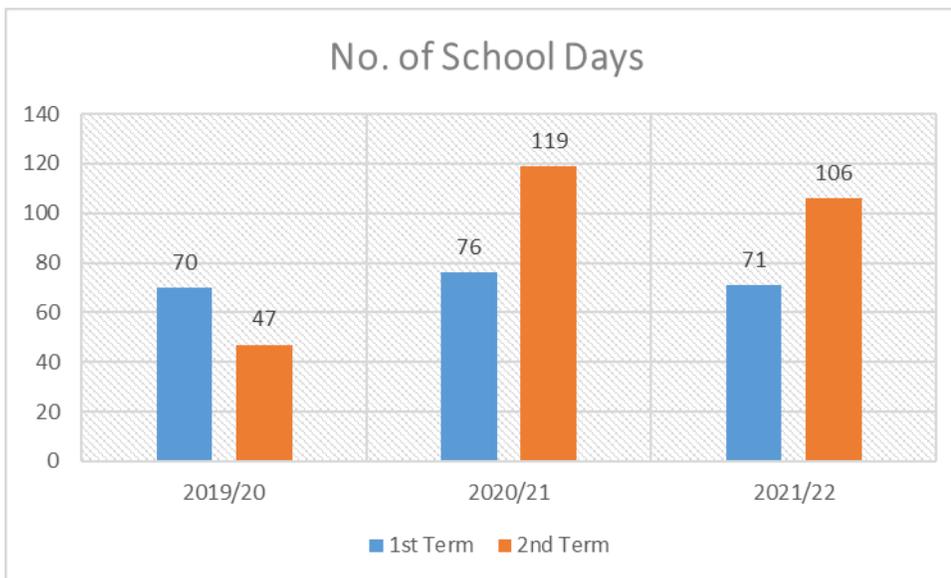
5. School Management

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:

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

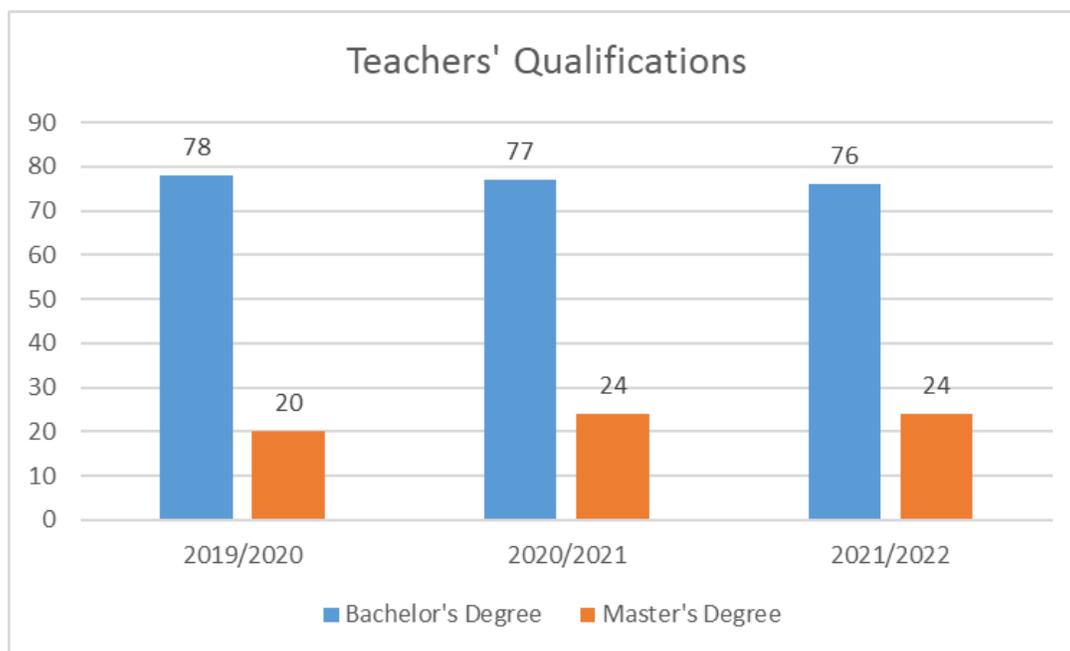
2020-2021: 1st Term - no exam/test was conducted and there was school suspension due to COVID-19 pandemic.

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

8. Percentage of Lesson Time for Key Learning Areas

Subject	No. of 35-minute Lessons Per Week (School Year 2021-2022)
English	9
Chinese	7
Putonghua	2
Mathematics	7
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 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 epidemic, the issuance of swimming pool license was delayed significantly and the application for registration is still pending the Education Bureau's approval. Therefore, the pool could not be opened for swimming lessons and aquatic sports for students this school year. Nonetheless, two newly trended sports (Soft Dart and Chinese Billiard) were taught in P3-6 PE lessons to arouse students' interest in sports.

The learning materials about aquatic sports were used in online PE lessons. Students showed their interest in different aquatic sports.

(b) To strengthen body fitness

Two sports corners (School Hall and Theatre) were set up during recess. Students participated actively in the activities, reaching the maximum permitted quota.

The school's internal annual fitness test was cancelled due to the epidemic. The school joined CUHK Growth Study Programme. The research team came to our school to conduct body measurements (including weight, standing height, head circumference, sitting height, arm width, body fat percentage and handgrip strength) for students during P.E. lessons. More than 90 % of students participated in the programme. The results were distributed to students for their reference.

The LCSD's SportACT Programme was conducted, but it was difficult for students to do physical exercise under the epidemic situation. 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 media for students and parents to share the idea of mindfulness to others.

Evaluation showed encouraging results of the said Curriculum. 84% students agreed that they learnt ways to release stress during Paws b lessons. 75% students agreed that mindfulness is helpful to their wellbeing while 92% students practiced mindfulness at home. In view of students' developmental needs, the theme of emotion 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 students. 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. Three online talks about “Emotion Express” were conducted by Community Drug Advisory Council for P.1 to P.6 students in February 2022. Additional PGE lessons were conducted, covering the contents of the originally planned civic talks which could not be held due to the epidemic. Extra contents were included to cater for our students’ needs, such as how to handle unpleasant news and how to face exam results. 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 implement teaching activities in a blended learning mode based on their function and suitability for online learning and face-to-face lessons to fit students’ needs and interests

Under the tight half-day school schedule, 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, despite the school suspension, all subject departments upheld the tradition of Subject Weeks during school days and post-exam period. Most of the related activities were done at school while some games and good work 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. During the school suspension period, Google Form and Formative were used as an assessment tool to evaluate students' learning progress.

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 platform 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.

Affected by the school suspension and the special vacation, no eLearning workshops could be organized. Instead, some good practices of eLearning activities from different subjects were shared at the 3rd IT-in-Education Meeting to all teaching staff. "Blended Learning" was introduced to all teaching staff at the 1st and 2nd IT-in-Education Meetings and Academic Affairs Meeting. It aroused teachers' attention to the thoughtful integration of classroom face-to-face learning experiences with online learning experiences.

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 50% of the P.5-6 students participated in the Self-learning Academy. In July 2022, P.6 students finished the whole set of learning materials in "Self-learning Academy". 47 Glass Awards, 17 Crystal Awards and 4 Diamond Awards were presented to students who completed the learning materials well and showed themselves terrific self-directed learners.

Under the BYOD Programme, diverse lesson activities can 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 develops students' learning skills. Yet, a few cases of improper use or misbehaviour were reported when students were using iPads and other electronic devices. We will further nurture students on this aspect next school year.

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

"Camõesian Astronomy Academy", is a school-based self-directed online Astronomy Award Scheme, was carried out in P.4 to P.6 this year. Altogether 9 online self-learning tasks were designed, which included learning about the Solar System and the Universe, the 24 Solar Terms, Chinese Myth stories, and use of stargazing App, etc. More than 80% of the students joined the scheme. A badge was given if a student completed one task. In total, 486 badges were awarded to students this year.

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

The above Scheme would be extended to lower form students (P.1 to P.3) 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, a VP post would be created to offset the post of a Senior School Development Officer (with the retirement of the incumbent) with the aim of strengthening the senior school management team; two acting PSM posts would be filled to reflect the responsibilities and accountability of concerned staff in 2022-23.

(b) To redistribute the administrative duties among all teachers

In 2021-22, two PICs were assigned in some administrative duties so that teachers could learn from each other. Some teachers could not carry out the assigned administrative duties due to the cancellation of large school events such as Sports Day, Open Day (Face-to-face), Musical, etc. because of the epidemic.

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

3.2 To promote teacher professional development

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

8 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 2021-22.

A total of 7 teachers were nominated to attend the Po Leung Kuk Affiliated Primary Schools National Security Education Workshop on 17 September 2021.

One teacher successfully completed the Advanced SEN course, while another colleague's enrollment to the same course was cancelled due to the special vacation from March to April 2022.

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)** On 17 December 2021, a joint-school workshop about "National Security Education" was organised. Over 120 teachers from PLK Chan Yat Primary School, PLK Siu Hon Sum Primary School and our School attended. They shared their experiences and enriched knowledge on national security education.

- (ii) On 9 June 2022, Mr. Ryan Cheung, the School Educational Psychologist, conducted a workshop on Student Mental Health. Teachers understood more about student mental health, self-harm, suicide, and the challenges under the COVID-19 epidemic. They mastered some practical skills to handle the situations related to student mental health.
- (iii) On 5 August 2022, a workshop on Teacher Mental Health was conducted. Teachers experienced four different newly emerged sports, guiding them to focus on mental health and explore ways to handle stress.

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

(B) Other Ad Hoc Events

- (i) From 12 March to 23 April 2022, our teachers organized a special online activity - “Let’s have a Camõliday!” during the “special summer holiday” and “Easter Holiday” due to the epidemic. Students enjoyed different educational programmes designed by our teachers and parent helpers. This special activity fantastically connected the Principal, all students, teachers and parents together during the special long vacation while fighting against the epidemic.
- (ii) On 17 June 2022, ARCH interviewed our School Principal about our school characteristics and the latest development. Prospective parents learnt more about our school through the interview. During the pre-interview preparation and the interview day, our School Principal and concerned colleagues learnt from each other and also from the professional media team.
- (iii) On 12 July 2022, the Permanent Secretary of Education and Yau Tsim Mong District Council visited our school. Our School Principal, two Vice-Principals and two teachers did an experience sharing on how to enhance student wellbeing through the diversified physical exercises, Mindfulness Programme, Final Year Project, Organic Gardening, and the community service done by our students. During the whole planning and implementation process, our school team learnt among ourselves as well as from EDB officials.

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 in eServices system

During the General Staff Meeting, the School Principal advised teachers to continue to develop their professionalism to meet the new educational reform and challenges. Teachers were also reminded to input their records of Professional Development in eServices system. 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.

(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

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. 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 2021-22, we held our STEAM Week during the post-exam period. The theme of the Week was “Camõesian Boats Go Go Go”. Each student was given a model boat with electric motor. All students had to assemble their own boats, and then thought about how to modify the boats so that the boats could travel faster in a big water pool. They underwent a series of processes, including doing information research, designing, modifying the boat, testing, adjusting the design again so that the boat could travel faster and faster. Besides, they practised some measurement skills to make the investigation more scientific. Finally, an exciting boat race was held and students learnt a lot with fun in the STEAM 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 P.3 students had an opportunity to grow their own sweet corn from seed to harvest during the first term. These lessons aimed to nurture the curiosity of students about the relationship between human beings and nature, which in turn also developed 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 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 on 18-22 July 2022 at Shatin Town Hall Exhibition Gallery. The theme echoed with our school year theme “Living in the Moment”. More than 450 pieces of students were on display. The Opening ceremony was held on 19 May 2022 with a well-known graffiti artist Mr Tsang Chiu Chong (Uncle) as the Guest of Honor. During the post-exam period, 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 2021-22, more than 80 programmes were produced. There were 59 student members from P.3 to P.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 and after school trainings, there were very few student-made programmes 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 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 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

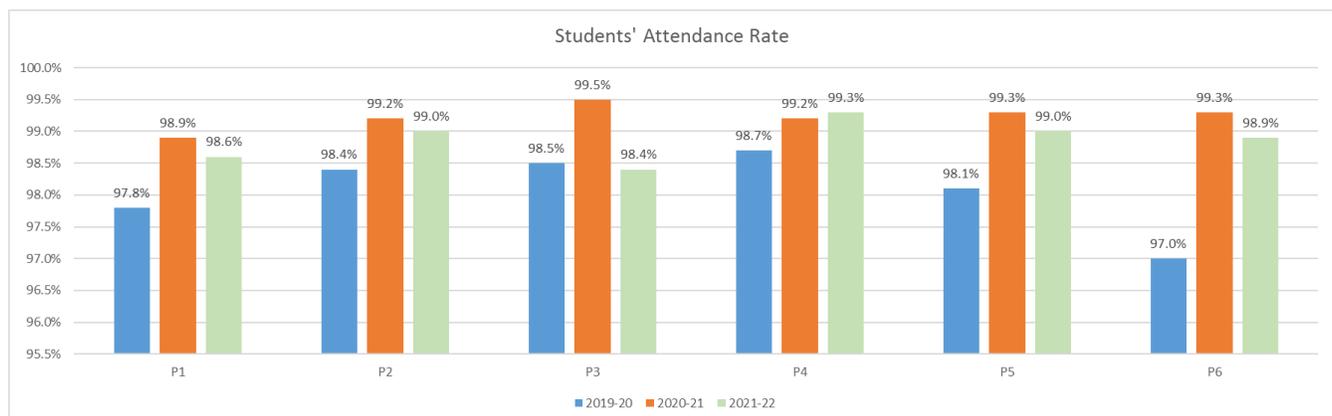
(a) Students’ Academic Performance

Our students performed well in the internal assessments for 2021/2022. The result of SSPA was very satisfactory (Appendix I). Our School is not connected to any secondary schools. 84% 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 16% 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 70% 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 2021-2022, 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. Some face-to-face sports team training was held in the morning of Saturday in the 2nd Term as far as practicable.

Post-exam activities were organized from 18 July to 11 August 2022. They included different competitions, Mini-Sports Days, STEAM Week, Mini-Concerts, Art Exhibition, sports-related talks, arts workshop, 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. However, duration of the whole post exam period was too long.

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

In 2021/22, 290 students participated in different open competitions, such as HK Schools Speech Festival, Music Festival, Asian English Usage Contest, etc. They received over 800 awards, including 16 regional or international prizes outside Hong Kong, 371 territorial awards and 418 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 need of others.

1. In 2021-22, there were a total of 68 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 class teachers and the school social worker. During 23 September and 16 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 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 the love and care. Self-evaluation reflected that service targets, teachers and students gave positive feedback.
3. On 18 August 2022 (Saturday), over 200 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 in 2019/20, 2020/21 and 2021/22 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), Thanksgiving 360°, Christmas Party, Art Exhibition. In 2021-22, School Picnic and Annual Concert could not be held. Sports Day was replaced by Sports Challenges 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 3rd “Virtual Open Campus” on 30 July 2022 due to the pandemic. Through this online platform, potential parents and students 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, P.1 Special, P.6 FYP, student performances, 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 also uploaded the P1 Admission Video with various issues that interested parents.

(7) Feedback on Future Planning

(a) This is the 2nd year of 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 2022-2023:

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 2021-2022 (updated on 12/8/2022)

Name of Secondary Schools	中學名稱	No. of Students
Carmel Secondary School	迦密中學	1
CCC Chuen Yuen College	中華基督教會全完中學	1
CNEC Christian College	中華傳道會安柱中學	1
Creative Secondary School	啟思中學	1
Diocesan Boys' School	拔萃男書院	3
Diocesan Girls' School	拔萃女書院	2
Heep Yunn School	協恩中學	6
HKBU Affiliated School Wong Kam Fai Secondary & Primary School	香港浸會大學附屬學校王錦輝中小學	1
HKCCCU Logos Academy	香港華人基督教聯會真道書院	1
HKMA David Li Kwok Po College	香港管理專業協會李國寶中學	5
HKUGA College	港大同學會書院	6
King's College	英皇書院	1
La Salle College	喇沙書院	2
Leung Shek Chee College	梁式芝書院	1
Maryknoll Convent School (Secondary Section)	瑪利諾修院學校(中學部)	1
Marymount Secondary School	瑪利曼中學	7
Methodist College	循道中學	3
PLK Ngan Po Ling College	保良局顏寶鈴書院	5
Queen Elizabeth School	伊利沙伯中學	2
SKH Tsang Shiu Tim Secondary School	聖公會曾肇添中學	1
St. Joseph's College	聖若瑟英文書院	3
St. Margaret's Co-Educational English Secondary and Primary School	聖瑪加利男女英文中小學	2
St. Paul's Co-educational College	聖保羅男女中學	11
St. Paul's College	聖保羅書院	3
St. Paul's Convent School	聖保祿學校	7
St. Stephen's College	聖士提反書院	2

St. Stephen's Girls' College	聖士提反女子中學	1
Stewards Pooi Kei College	香港神託會培基書院	15
Tak Nga Secondary School	德雅中學	1
True Light Girls' College	真光女書院	1
Tsung Tsin Christian Academy	基督教崇真中學	5
Wah Yan College, Kowloon	華仁書院 (九龍)	5

Gist of Awards (2021-2022)

During the past academic 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

- 73rd Hong Kong Schools Speech Festival
English Solo Verse Speaking - Champion: 23 students / 2nd Place: 19 students / 3rd Place: 31 students
- "Sound Story of Children" Writing Competition - 1st runner-up: 1 student / Merit: 2 students
- Summer English 2021 - Merit: 1 student
- Primary School English Quest 2021 (Public Speaking Contest) - 1st runner-up: 1 student
- Primary School English Quest 2021 (School Tour Kahoot! Quiz) - Stellar Performance: 3 students / Outstanding Performance: 1 student
- Inter-Primary School Treasure Hunt Competition - Champion: 4 students
- Asian English Usage Contest 2022 (Arch Cup) (Heat Event) - Gold Award: 26 students / Silver Award: 13 students / Bronze Award: 7 students
- 2021 TOEFL - Best of the Best Award: 1 student
- 2022 Canadian English Writing Competition (Arch Cup) Preliminary Competition - Gold Award: 7 students / Silver Award: 17 students / Bronze Award: 19 students
- 2022 Canadian English Writing Competition (Arch Cup) Semi-final Competition – Gold Award: 10 students / Silver Award: 13 students / Bronze Award: 13 students
- On-site writing competition - Outstanding Award: 4 students / Distinction: 5 students
- UNESCO SDGs Debating Competition (2021/22) - 2nd Place: 3 students

Chinese

- 第七十三屆香港學校朗誦節
(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) - 冠軍: 2 個 / 亞軍: 4 個 / 季軍: 5 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (初賽) 21-22 - 一等獎: 1 個 / 二等獎: 6 個 / 三等獎: 15 個
- 全國青少年語文知識大賽「菁英盃」
現場作文 (決賽) 21-22 - 特等獎: 1 個 / 一等獎: 1 個 / 二等獎: 7 個 / 三等獎: 9 個
「菁英盃」21-22 - 學校獎: 團體總冠軍: 1 個
- 逆境·夢飛行全港中小學演講比賽 - 優良表現: 8 個 / 良好表現: 1 個

Mathematics

- 2021-22 全港小學數學比賽
數學急轉彎 - 全港季軍 : 3 個
油尖旺區總成績 - 全場冠軍 : 3 個
油尖旺區數學急轉彎 - 冠軍 : 3 個
油尖旺區解難智多星 - 季軍 : 3 個
個人 - 銀獎 : 3 個
- 第八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 : 1 個 / 個人賽優異獎 : 1 個
- 第四屆楊士海盃全港學界圍棋大賽 - 全場最佳團體獎 : 1 個 / 小學團體精英獎 - 團體冠軍 : 1 個
- 第十七屆香港校際圍棋大賽
新秀組(小一) - 第七名 : 1 個
初小組 - 亞軍 : 3 個 / 第七名 : 3 個
中小組 - 第五名 : 3 個 / 第六名 : 3 個

General Studies

- 第三屆世界 STEM 暨常識公開賽
初賽(個人) - 金獎 : 5 個 / 銀獎 : 5 個 / 銅獎 : 2 個
初賽(團體) - 銀獎 : 4 個
- 第八屆香港國際學生創新發明大賽
金獎 : 2 個 / 銀獎 : 2 個 / 銅獎 : 5 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
- STEM 未來城市創作設計比賽 - 優異金獎 : 5 個
- Be a Maker 全港 STEAM STARTER 大賽 - 亞軍 : 4 個 / 最具創意大獎 : 4 個
- 第三屆世界 STEM 暨常識公開賽
(初賽) - 銅獎 : 1 個
(複賽) - 金獎 : 2 個 / 銀獎 : 3 個 / 銅獎 : 4 個
- Innovate For Future 2021 - 1st Runner Up: 4 students

Music

- 74th Hong Kong Schools Music Festival – 1st Place: 8 students / 2nd Place: 9 students / 3rd Place: 8 students
- Joint School Music Competition 2021 – Gold Award: 4 students / Silver Award: 3 students / Bronze Award: 1 student / Merit Award: 1 student
- Hong Kong Music Talent Award Competition 2021 - 3rd Prize Winner: 1 student

Visual Arts

- 「『瞳』遊大自然」小文青獎勵計劃填色及繪畫比賽 - 季軍: 1 個 / 優異獎: 2 個
- International and Local Student Mail Art Exhibition (Hong Kong Competition) - First Prize: 1 student / Second Prize: 1 student / Third Prize: 1 student
- ArtMazing Christmas Card Design Competition – 1st runner-up: 1 student
- 香港多元智能教育協會「視覺空間智能之第四屆香港紫荊盃國際繪畫大賽」- 創意獎: 1 個
- 香港遊樂場協會-全港兒童繪畫比賽 2021 - 銅獎: 1 個
- 香港青年兒童文藝協會第二屆保溫水瓶繪畫/填色比賽 - 銅獎: 1 個
- 金紫荊盃全港兒童繪畫大賽 - 三等獎: 1 個 / 優異獎: 2 個
- AED Box 牆身設計比賽 2021 - 優異獎: 1 個
- MTR x Dinosaur Adventure Art Competition 2022 - 優異獎: 1 個

Sports

- Eastern District Dance Festival Championships
(Under 10 Synchronised C) - 1st Runner-up: 2 students
(Under 10 Synchronised R) - 1st Runner-up: 2 students
(Under 10 Synchronised J) - 1st Runner-up: 2 students
(Under 10 Solo C) - 2nd Runner-up: 1 student / Merit: 1 student
(Under 10 Solo R) - Merit: 2 students
(Under 10 Solo J) - Merit: 2 students
- 9th All HK Inter-Primary Schools Tennis Competition 2021-2022
(Boy) Merit: 1 student
(Girl) Merit: 1 student
- 中銀青少年發展計劃-港九小學分區劍擊比賽
(女子佩劍) - 冠軍: 1 個 / 亞軍: 2 個 / 季軍: 2 個
(男子佩劍) - 亞軍: 2 個
(男子花劍) - 季軍: 1 個
(女子花劍) - 季軍: 1 個
(九龍區女子佩劍團體) - 冠軍: 7 個
- Hong Kong Junior Tennis NOVICE Competition 2021
(Comp 2) - Semi-Finalist: 1 student
(Comp 5) - 1st Runner-up: 1 student
(Grand Master 2) - 1st Runner-up: 1 student
- 第十二屆全港跳繩挑戰賽 2022
(男子組) - 冠軍: 55 個 / 亞軍: 28 個 / 季軍: 11 個
(女子組) - 冠軍: 65 個 / 亞軍: 44 個 / 季軍: 16 個
(混合組) - 冠軍: 2 個

- Ziberty 全港跳繩挑戰賽 2022
(男子組) - 亞軍 : 1 個 / 季軍 : 2 個 / 殿軍 : 1 個
(女子組) - 季軍 : 2 個
(30 秒技巧挑戰賽) - 亞軍 : 1 個
- 第十二屆全港跳繩挑戰賽 2022 (五年級男子組 30 秒開合跳速度賽) - 冠軍 : 2 個
- Kowloon South Area Inter-Primary Schools Table Tennis Competition - Merit: 3 students
- 2022 Trikids Duathlon
Series Race 1 (Boys) - Champion: 1 student / 1st runner-up: 1 student
Series Race 1 (Girls) - Champion: 1 student / 1st runner-up: 2 students

Computer Studies

- International Coding Elite Challenge 2022 (Hong Kong & Macau) - Gold Award: 4 students / Silver Award: 2 students

Third Language

- The 11th Hong Kong French Speech Competition 2021 - Second Prize: 3 students

Others

- 油尖旺區吳錦祥小狀元獎勵計劃 - 嘉許獎 : 3 個 / 成績進步獎 : 1 個
- 2021 第六屆全港青少年進步獎 - 嘉許狀 : 3 個
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2021-22 - Scholarship: 2 students
- Harmony Scholarships Scheme 2021/22 - Scholarship: 4 students
- Yau Tsim Mong District Outstanding Student Award Scheme - Outstanding Student Award: 1 student
- Jessie Leung Memorial Shield Award: 3 students

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

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	75.95%	N.A.
School Fees	N.A.	21.57%
Donations, if any	N.A.	0.00%
Other Income, if any	0.86%	1.62%
Total	76.81%	23.19%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.53%	
Operational Expenses (including those for Learning and Teaching)	9.21%	
Fee Remission / Scholarship¹	2.42%	
Repairs and Maintenance	1.48%	
Depreciation	2.34%	
Miscellaneous	0.02%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	1.49 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	11.47 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\$37.48 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

2021 / 2022 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	本校學生家長	本校現有學生 家長	本校發售手帳書籌 款活動，扣減開支 後共 HK\$73,007	是	2021 年 10 至 12 月	作學校發展經費	不適用	已於 08/02/2022 法團校董會 傳閱通過 (PLK/049/2021, 25/01/2022)	作學校發展經費
2	陳婉霜老師	陳老師曾任教 於本校	捐款\$4,200	否	2021 年 12 月 15 日	款待家教會義工 服務	不適用	已於 16/12/2021 由校長批核	款待家教會義工 服務
3	5C Wang Hei Long 家長	本校家長	HK\$100,000 and 500 antigen rapid test kits (Value:\$12,500)	否	2022 年 2 月	用作抗疫經費及 COVID-19 測試	不適用	已於 03/03/2022 法團校董會 傳閱通過 (PLK/054/2021, 21/02/2022)	作學校物資採購, 增設設施及支援 供教職員及學生 使用
4	本校學生家 長,校友,校董	本校學生家長, 校友,校董	本校籌款牆籌款活 動，扣減開支後共 HK\$2,204,809.50	是	2021 年 10 至 2022 年 4 月	作學校發展經費	不適用	已於 13/08/2022 法團校董會 傳閱通過 (PLK/107/2021, 04/08/2022)	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 (2021-2022)

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	\$995,214	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.