











# 浸信會呂明才中學 Baptist Lui Ming Choi Secondary School

# Annual School Report (2024-2025)









_	Contents	
1	Our Cabaal	Page
1	Our School	2.0
	Mission and Vision	3-8
	Beliefs	
	Management and Organizational Chart	
	Class Structure and Curriculum	
	Teachers	
	<ul><li>Students</li></ul>	
	<ul> <li>Learning and Teaching</li> </ul>	
	<ul> <li>Student Supports</li> </ul>	
2	Achievements and Reflection on Major Concern;	
	Feedback and Follow-up	
		9-25
	Healthy Campus	
	健康校園	
	Learning Community	
	專業學習社群	
	Serving School	
	服務學校	
	ARAD 9-42	
3	Student Performance and Achievement	26-41
	<ul> <li>Attitude and Behavior</li> </ul>	
	<ul> <li>Academic Participation and Achievement</li> </ul>	
	Non-academic Participation and Achievement	
4	Financial Summary	42

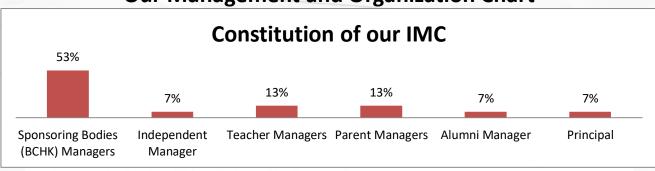
# **Our School Mission and Vision**

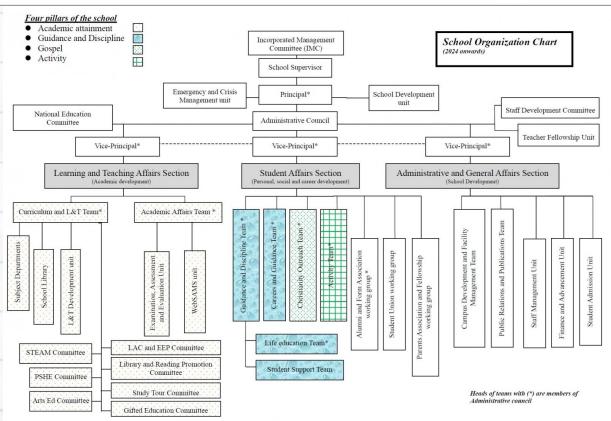
The School is a government-aided English grammar co-educational school run by the Baptist Convention of Hong Kong. Since its establishment by the Convention in 1978, the School's mission has always been to provide all-round education based on Christian values nurturing individual lives and character. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. The "whole-school approach" is adopted to help young people to strive for balanced progress in morality, academic attainment, physical development, cooperation, aesthetic sense and spiritual growth. The School seeks to help students lead a prosperous and meaningful life through the preaching of the Gospel.

# **Our Beliefs**

- Foster strong "Four Pillars" collaboration among the school's four domains: Academic Attainment, Guidance and Discipline, Spiritual Formation and Co-Curricular Activities.
- Merge a corresponding fusion of guidance and counselling.
- Maintain strong teacher-student relationship.
- Emphasize home-school co-operation.
- Help students understand biblical truths, develop faith in God and live out their lives in purity by faith.

# Our Management and Organization Chart





# **Our Class Structure and Curriculum**

# **Class Structure**

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	6	6	6	33

Remarks: The 6-class senior form is a school-based measure which was financially supported by the school and parents. There are altogether SIX classes in each senior form in 2021-2022.

Subjects offered

	Ju	ınior Forms (F.1-3)	Senior Forms (F.4-6)				
Level	F.1	F.2	F.3	F.4	F.5	F.6	
Subjects	Academic subject	cts:		<u>Core</u> :			
offered	Chinese Languag	ge*, English Langua	ige,	Chinese Langu	uage, English Langua	age,	
	Mathematics, Po	utonghua*	Mathematics and Liberal Studies*  Weekly Assembly*, Class Teacher Period*,				
	•	*, History, Geograp					
	2), Physics_(F.3), Chemistry_(F.3), Biology (F.3),			Religious Studies (Christianity) * and Physical			
	Computer Litera	су		Education*			
	Aesthetic and Pl	nysical Education:		<u>Elective</u> :			
	Music, Visual Arts, Drama Education (F.1-2) and			Business management, Accounting and			
	Physical Education*			Financial Studies (BAFS), Chinese Literature*,			
				Chinese Histo	ry*, History, Geogra	phy, Biology	
	Moral, Life and	Career education:	Chemistry, Economics, Information and				
	Civic Education*, Religious studies (Christianity)*,			Communication Technology (ICT), Physics,			
	Weekly Assemb	y*, Class teacher p	period*, Design	Visual Arts*, Music*, Applied Learning*,			
	and Technology,	and Home Econom	Japanese <sup>#</sup> , Korean <sup>#</sup> , Spanish <sup>#</sup> and French <sup>#</sup>				

English Medium of Instruction is compulsory in all subjects except those with (\*). Subjects with (#) are offered in network programmes

# **NSS Combination offered**

# F.4-F.5

Class	Α	В	С	D	E	F		
M1/M2	M2	M1			-	-		
X1	Phy	Phy	Hist / Bio / Econ2 Chem					
X2	Chem	Chem Chem / BAFS (Man) / CLit / Geog /Bio2 / ICT2						
Х3		Bio1 / VA / ICT / Econ1 / BAFS (Acc) / CHist						

Network programme: NSS Music, NSS Applied Learning and DSE Other Languages including Japanese, Korean, Spanish and French.

# **F.6**

Class	Δ	В		D	F	F		
Class	Α	D	C	U				
M1/M2	M2		M1					
X1	Phy	Chem	Phy	Bio	Econ2	CLit		
X2	Chem	Bio2 / Chem / BAFS (Man) / Hist / Geog1						
Х3	Bio1 / VA / ICT / Econ1 / Geog2 / BAFS (Acc) / CHist							

Network programme: NSS Music, NSS Applied Learning and DSE Other Languages including Japanese, Korean, Spanish and French.

# **School-Based Curriculum**

Language Across the Curriculum, Drama Education, Religious Studies (Christianity), Civic Education, Individual Student Planning.

# **Our Teachers**

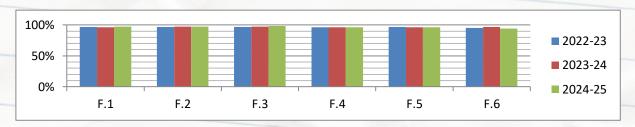




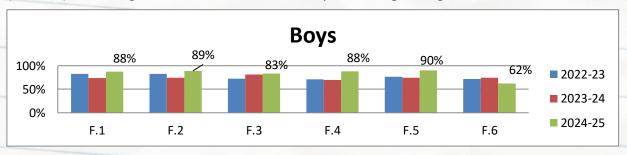
(KPM 03) Teachers' perception of Professional Development from 2021/22 to 2024/25 were 3.8, 4.0, 4.1 and 4.0 which are all high above the norms 3.6.

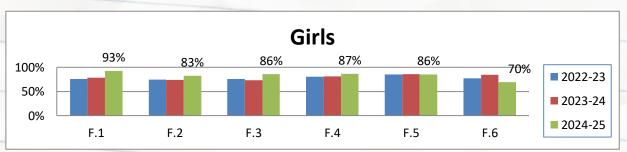
# **Our Students**

# (KPM 23) Students' attendance rate

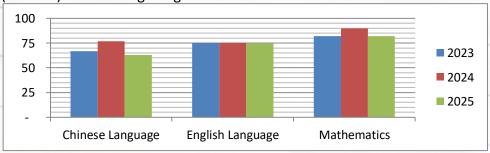


(KPM 24) Percentage of students within the acceptable weight range

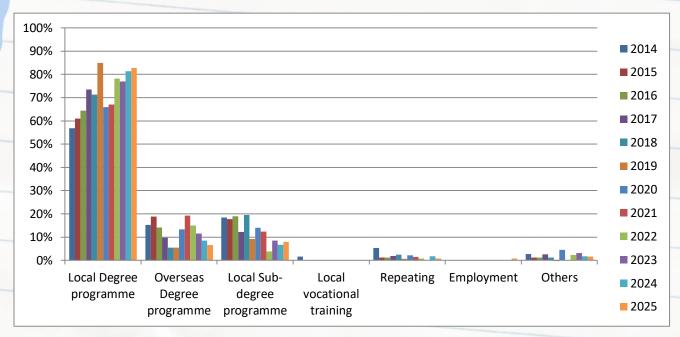


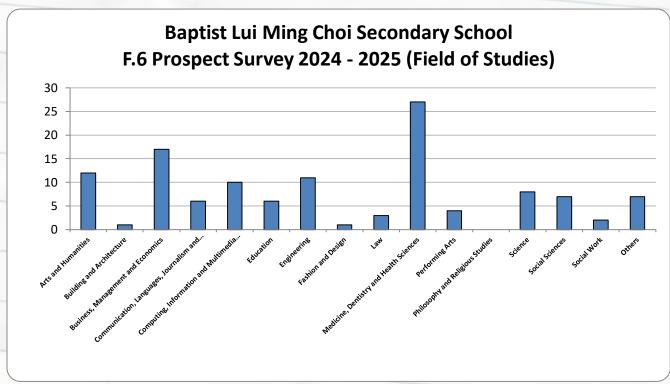


(KPM 18) Pre-S1 Hong Kong Attainment Test



(KPM 15) Destinations of graduates

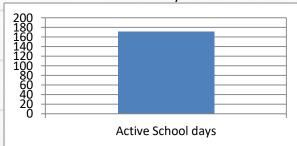




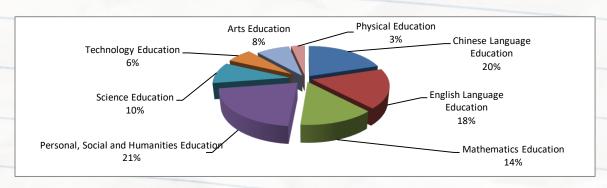
Over the past 5 years, a handful of remarkable graduates were admitted to some internationally renowned universities including (UK) Oxford University, University of Cambridge, Imperial College London, UCL, University of Manchester, University of Warwick, University of Bristol, University of Exeter, University of Birmingham, University of Leicester, Lancaster University, University of Sussex, University of Nottingham, University of East Anglia, Cardiff University, Newcastle University, University of Leeds, Durham University, Coventry University, University of South Wales, Anglia Ruskin University, University of Liverpool, University of Surrey, University of Reading, (Australia) University Of Melbourne, Australian National University, University of Sydney, University of Queensland, Monash University, University of Western Australia, (Switzerland) IHTTI School of Hotel Management, (Austria) Modul University Vienna, (USA) University of Chicago, Purdue University, (Canada) University of Toronto, University of British Columbia, Simon Fraser University, (Singapore) National University of Singapore, (Greater China) Peking University, National Taiwan University, National Sun Yat-sen University, Hsing Wu University, National Cheng Kung University, National Chung Cheng University \*\*\*

# **Our Learning and Teaching**





(KPM 7) Percentage of lesson time for Key Learning Areas in junior forms



The rating of (KPM 11) stakeholders' perception of teaching as viewed by teachers and students were 4.2 and 3.9 respectively and that of (KPM 12) stakeholders' perception of student learning as viewed by teachers, students and parents were 3.7, 3.7 and 3.8 respectively. They are high above the norm but all stakeholders appeared to agree to have room for improvement in the area of student learning as shown in the degree of concern.

# **Support for Student Development**

In addition to academic development, the school emphasizes personal and social development, careers and life planning of all students equally. We offer different opportunities both inside and outside classroom to cater for the developmental needs of students through Co-curricular activities, Discipline and Guidance activities, and Christianity Outreach activities. These years, we have focused on careers education and guidance as well as support to SEN and under-resourced students.

The career education and guidance were enhanced under the support of class teachers, parents and alumni. Individual student planning for study and careers plan with DSE predicted levels according to their exam results was integrated in the class teacher period. SLP with self-account integrated in the English curriculum allowed students to enhance their self-understanding and career aspirations. Multiple pathways of F.6 to all parents and students were addressed on various occasions. Also, JUPAS Guidance Day for better preparation and readiness for the DSE release day as well as Individual JUPAS guidance on the DSE release day were introduced. In order to cater for current needs, more support is given to applications for overseas universities and scholarships.

A whole-school approach (teachers, supporting staff, parents and students) was adopted in the implementation of Integrated Education in the school with an emphasis on a caring campus environment and peer support. The awareness of teachers towards students with special educational needs (SEN) was developed with individual case presentations in staff meetings, professional development talks and seminars. Also, skills and attitudes through workshops and professional training courses were addressed.

average around <b>4.1</b> (teachers), <b>3.8</b> (students) and perception of school climate is <b>4.3</b> (teachers), <b>3.9</b> (Students) high above the norm values (~3.7). This may reveal this adequate and effective.	dents) and <b>4.2</b> (Parents). The above two indexes
is adequate and effective.	

# Achievements and Reflections on Major Concerns; Feedback and Follow-up

Major Concern 1:

**Healthy Campus** (YW Kwok, SH Ngan, WY Wong, SL Leung, WT Kan, CL Lam\*\* Students are becoming healthier and stronger physically, psychologically, socially and spiritually.

# **Achievements and Reflections**

# **Achievements: Implementation and Progress**

# 1.1 Health Literacy and Social-Emotional Learning (SEL) in the school curriculum

- 1. As part of our curriculum review, we have been integrating Health Literacy—encompassing Intellectual, Emotional, Volitional, and Practical dimensions (知情意行)—across various subjects in the school curriculum.
- 2. Currently, there is no structured Social-Emotional Learning (SEL) curriculum in place, which may warrant further consideration and development.
- 3. A talk about sleep health was organized for F.1 and F.2 this year by CUHK.

# 1.2 Free time and space for staff and students / Resources and opportunities for students' well-being

- 1. Lunchtime has been extended by 5 minutes, and one more period has been added in F.6 P.E. lessons per cycle.
- 2. Smart bikes have been placed on the covered playground and the first floor to motivate students to exercise more.
- 3. Volleyballs, basketballs, table-tennis rackets and balls, ropes and shuttlecocks have been provided to students to use before morning assembly, recess, lunchtime and after school.
- 4. MVPA 60 program, "Sports-wear Wednesday", sports equipment are provided for students. Protection pads are added in the volleyball court, and protection nets are renewed. PE Store Room renovation released more place for sports newly bought equipment.

# 1.3 Positive education and a growth mindset

- This year, a "Wellness Week" was held from 20 to 24 January, 2025. There were various activities in
  which students were engaged and participated actively. Some game booths were set up at lunchtime
  during the week. Around 240 students in total participated in the booth activities organized by the Life
  Education Team and the Chinese University of Hong Kong (CUHK) on 21 January, 2025 and 22
  January, 2025. More than 190 students participated in the booth activities organized by YWCA on 23
  January, 2025 and 24 January, 2025
- 2. This year, our School participated in the "Embrace Emotions Program for the Youth" launched by Hong Kong Jockey Club and YWCA, which incorporates music therapy, art therapy, mental health talk and workshops, etc. for students, teachers and parents. A series of activities were organized to raise participants' awareness of one's own mental health, and to guide them to establish a good mental state by relieving their negative emotions.
- 3. The C.A. arrangement has been modified in an attempt to lessen the pressure on students.
- 4. Two training sessions for teachers regarding a growth mindset and Expressive Arts were carried out on 21 Mar 2025.

#### 1.4 Interclass sport-related competitions or activities

- 1. Interclass sport-related competitions include
  - (a) sit up and skipping rope competition in F.1,
  - (b) physical exercise challenge in F.4 second term, and
  - (c) simple sports activities in F.2, F.3 and F.5 during the post exam period.
- 2. Interclass long-distance running during PE lessons

# 1.5 Green, clean and safe open spaces for a recreational and relaxing environment

- 1. Recruiting more members for the ECA, Green Campus Club
- 2. Eco-Green Group
- 3. was set up this year to promote student wellness and campus facilities.
- 4. Planting vegetables for HE lessons
- 5. Establishment of Chill Zone and Imaginar

# 1.6 <u>Career Mentor Scheme</u>

Support has been provided to prepare teachers to be career mentors to ensure they are confident enough to offer professional advice through organizing a talk and a workshop on the Staff Development Day on 3 Dec 2024.

# **Achievements: Outcomes**

	Achievements (Outcome)	Reflections
Physical	APASO (target>115)	Not yet achieved.
health	Q values of Sleeping	Improvement is more significant
	Junior form: 93(22-23) and 85(23-24) and 87 (24-25)	for senior form.
	Senior form: 85(22-23) and 87(23-24) and 103 (24-25)	
		Junior form students report
		unsatisfactory sleep due to heavy
		academic loads, poor time
		management, unhealthy habits,
		and excessive use of social
		media or online gaming. The
		school needs to seek support and
		action by parents.
	Outcome	Not yet achieved.
	Outcome Q value of Physical Exercise: 85 (23-24) and 85 (24-25)	Not yet achieved.
		According to APASO, 73.6% of
	According to the MVPA60 survey completed by students from Form 1 to Form 5,	students do not participate in
	33.1% of students are members of school teams. Compared to the 2023–2024	gymnastics or sports activities
	academic year, 79% of students have increased their amount of moderate to	before school. More emphasis
	vigorous intensity physical activity this year.	should be placed on physical
		activities before school.
	On average, 38.3% of students engaged in 60 minutes of moderate to vigorous	detivities before senoor.
	intensity physical activity every day of the week, while only 17.4% of students	Events and measures in the
	performed more than 60 minutes of such activity each day.	MVPA60 scheme could be
	82.8% of students agreed that the addition of exercise time during school hours	strengthened and further
	(e.g., recess and lunch) encourages them to be more active. Additionally, 65.9%	
	of students agreed that the smart bikes located on the covered playground and the	developed.
	first floor motivate them to exercise more.	
	Finally, 94.5% of students agreed that "Sports-Wear Wednesday" encourages	
	them to engage in more physical activity.	
	Q value of Self-reported Health Status: 87 (23-24) and 97 (24-25)	Not yet achieved.
	(	Quite a lot of students realized
		that the health condition is not
		satisfactory, and it may be a
		drive for them to improve their
		health.
	Q value of Breakfast Habit	Not yet achieved.
	Junior form: 116 (22-23) and 109 (23-24) 114 (24-25)	1. The Q value of junior form
	Senior form: 116 (22-23) and 116 (23-24) 113 (24-25)	significantly increased The Q
		value of senior form drops a bit.
		Sama massible massams
		Some possible reasons:
		1. Sleep deprivation: they do not
		have enough sleep, which can
	V	make it difficult for them to
		wake up early enough to have
		breakfast before school.
		2. Lack of time or rushed
		mornings: they may have busy
		schedules with school and social
		commitments. This can lead to
		rushed mornings where they
		don't have time to have
		breakfast.

Q value of v	vision (outdoor activity hours): 103(23-24) 115(24-25)	Not yet achieved. The improvement is significant.
Q value of s	self-concept (physical activities): 104(23-24) 104 (24-25)	Not yet achieved.
	>3.5) ' views on healthy lifestyle views on healthy lifestyle	Not yet achieved. Despite the fact that parents, students and teachers are aware of the importance of a healthy lifestyle, 13% of students do not seem to agree that they are
KPM 24 (ta	rget>80%)	leading a healthy life.  Almost achieved.  Here are some of the common
greatly impi	30% F.1 to F.5 students within the acceptable weight range. This is roved when compared with last year. However, among F.6 ly 62% of boys and 70% of girls are within the range of acceptable	reasons for adolescents being overweight or underweight:  1. Sedentary lifestyle:     excessive screen time and lack of physical activity which lead to overweight
		<ol> <li>Unhealthy dietary habits:         consumption of high-calorie,         high-fat, and high-sugar food         which leads to overweight</li> <li>Psychological factors:         stress, anxiety, or depression         to emotional eating; low self-         esteem and body image         issues may lead to         overweight or underweight</li> </ol>
Psychol ogical Q value of A	rget>115) Affect (Positive Affect): 103(22-23), 105(23-24), 101 (24-25)	Not yet achieved.
	Affect (No Negative Affect): 91(22-23), 96(23-24), 92 (24-25)	
	Affect (No Fear to Failure): 85(23-24) 105 (24-25)  Affect (No Academic Anxiety): 114(23-24), 116 (24-25)	
Q value of A	Affect (No Anxiety and Depressive Symptoms): 85(22-23) and	
growing up, friends and APASO (tar Q value of S Q value of S Q value of S	>3.5) ents' view on helping their children resolve problems related to such as those related to physical and mental development, making studies, etc.	Partially achieved.  Most students are satisfied with the family, friend and school life although some of the students may not have close friends.  Also, students did not have positive emotion towards recess. Possible reasons  1. Not enough recreational
		facilities  2. Time is too short  3. Not many places for them to go  4. No big emotional difference between the lesson and the recess
health Q value of S 25) SHS (target	Satisfaction (Meaning in Life): 109(22-23), 116(23-24) and 116 (24- >3.5)	Achieved.
health Q value of 25)  SHS (targ 4.0 in the	get st	target>115) of Satisfaction (Meaning in Life): 109(22-23), 116(23-24) and 116 (24-get>3.5) students' view on life skills and planning parents' view on life skills and planning

# Feedback and Follow-up

## 1.1 Health Literacy and Social-Emotional Learning (SEL) in the school curriculum

#### Keep

Continuing current practices, relaxation exercises will remain a part of Form 5 and Form 6 P.E. lessons. Additionally, records of the top 20 long-distance runners in P.E. lessons will be shared via email to maintain motivation and recognize student achievements

#### **Improve**

- All departments should integrate health literacy into their curricula, focusing on knowledge, decision-making, and action related to <u>sports</u> and <u>leisure</u> issues.
- Provide parent education workshops to guide families in fostering healthy sleep habits at home, including setting
  consistent bedtime routines and limiting screen time.

# **Start**

Social-emotional learning (SEL) should be enhanced to help students develop and apply essential social, emotional, and related skills, attitudes, behaviors, and values in their everyday social lives. As part of this initiative, the school may consider implementing Compassionate Systems as a pilot scheme on a relatively small scale to explore its effectiveness.

# 1.2 Free time and space for staff and students / Resources and opportunities for students' well-being

#### Start

To encourage greater participation <u>before school</u>, specific actions should be implemented, such as increasing bike parking spaces, allowing girls who cycle to school to wear PE uniforms, and leading students to run along the Shing Mun River.

#### **Improve**

- During recess, lunch, and after school, we can utilize the basketball court on the 5th floor, hall, auditorium, or other suitable areas to encourage students to participate in more physical activities.
- We may increase Sportswear Day to include Fridays to encourage greater student participation in physical activities.

# 1.3 Positive Education and Growth Mindset

#### **Improve**

• Moving forward, we will modify the Continuous Assessment (CA) arrangement to highlight students' achievements and progress while reducing the impact of comparisons. Additionally, we will continue to instill a growth mindset in students, it will be incorporated into the Class Teacher Period (CTP).

## 1.4 MVPA60 Scheme and Interclass sport-related competitions or activities

## **Improve**

- We will continue to organize <u>more</u> interclass simple sport activities during lunchtime or post-exam period, as these events have been well-received and encourage physical activity among students.
- Interclass long-distance running will be conducted during PE lessons.

#### Start

- To explore the use of the apps for the smart bikes in order to encourage students to use it.
- The MVPA60 scheme will be integrated into the Physical Education (PE) curriculum as a requirement or as part of the Continuous Assessment (CA) marks, encouraging students to engage in at least 60 minutes of moderate to vigorous physical activity daily.

#### 1.5 Green, clean and safe open space for a recreational and relaxing environment

# <u>Keep</u>

- Training devices such as stationary bikes are provided at the covered playground and 1/F.
- Chill Zone was established for students.

#### **Improve**

The ECA "Green Campus" was expanded to recruit more students to participate in. "Green Campus" and "EGG) are the ECA to promote planting and green lifestyle with the use of the existing smart green houses. Recruit more students to participate in and broaden the content of this scheme which encourages the students to become green ambassadors in the school.

#### Start

- Extent the Chill Zone to the interior area next to the control room of the Auditorium.
- Install more bicycle parking lots to promote cycling.

#### 1.6 Career Mentor Scheme for Senior forms

#### Start

- All teaching staff members will be career mentors in the coming academic year. All F.6 students must join the Scheme.
- CM Leader Scheme (11 CM Leaders will join in 2025-2026)

#### Keep

- Some training and professional sharing sessions on career mentoring will be conducted to ensure that mentors are well-equipped to guide students effectively.
- More job shadowing programmes will be promoted to all students.

## 1.7 Enhancing class management

Effective class management with strong involvement of Class Associations and Form Associations to build positive relationships, maximize student engagement, foster a sense of community, and encourage students' responsibility and accountability.

## Major Concern 2:

# Learning Community HL Ho, SH Ngan, WY Lee, KH Tang\*\*

Students are becoming more motivated (想學), engaged (肯學), strategic (會學) in learning, and will possess higher metacognitive abilities (能學).

# **Achievements**

# **Achievements: Implementation and Progress**

Implementation	Methods of Evaluation	Reflections
In promoting the importance of healthy habits and integrating Health Literacy in the school curriculum, all implementation strategies indicated are carried out well in most subjects and teams concerned, according to their plans and evaluated with their success criteria.	<ul> <li>Subject assessments (Test and Examination) and observations</li> <li>Subject/team-based student surveys</li> <li>Annual report and minutes of the subjects and teams</li> <li>Observation, class visits and annual reports in subject departments</li> </ul>	<ul> <li>Students occasionally demonstrated some self-learning strategies in classroom learning.</li> <li>Students occasionally played more active roles in their learning and participated in more activities/competitions, academics, leadership, aesthetics and sports.</li> <li>Students often applied their knowledge and skills, collaborated and shared ideas with peers, and displayed learning outcomes in classroom learning.</li> <li>More concrete and formative feedback was often provided to facilitate students' reflection and improvement in their learning.</li> <li>More challenging tasks and activities to stretch students' potential were often given both inside and outside the classroom.</li> </ul>

# 2.1 Gifted Education and Talent Development

Our school follows the "Three-Tier Implementation Model" recommended by the Education Bureau to implement school-based gifted education:

- Tier 1: School-based whole-class teaching
- Tier 2: School-based pull-out programs
- Tier 3: External support

The Gifted Education Committee supports subject departments in organizing gifted activities within the school and coordinating external gifted programs. At the beginning of the academic year, potential students in various learning areas are identified through different methods, including academic performance, competition achievements, and teacher recommendations, and a talent pool is established. A school-based gifted education Google Site is set up to provide students and teachers with information on gifted education, including external gifted courses, school-funded external gifted course programs, and teacher professional development opportunities related to gifted education.

# **External Gifted Programs**

- Hong Kong Academy for Gifted Education (HKAGE): Form 1-4 students who exhibit exceptional or high potential in humanities, mathematics, or science are nominated to participate in HKAGE's online selection courses. Those who pass the course and complete the second-stage nomination successfully become HKAGE members. Additionally, one outstanding student in leadership and one in visual arts are nominated under the "Principal's Nomination" scheme. HKAGE offers courses, lectures, and competitions in humanities, mathematics, science, personal growth, social development, leadership, and interdisciplinary subjects.
- Academy for the Talented University of Hong Kong: Form 3-5 students are nominated for HKU's
   "Academy for the Talented" program, which provides workshops and courses across various disciplines,
   including medicine, law, engineering, social sciences, dentistry, natural sciences, mathematics, and languages.
- Participation in External Competitions and Programs: The Gifted Education Committee and subject teachers encourage students to participate in gifted programs, activities, and competitions hosted by universities and institutions.
- Funding Support: To encourage students to join external gifted courses, the school subsidizes part of the course fees using comprehensive learning and diversified learning subsidies.

## **School-based Pull-out Programs**

- Utilizing DLG to support subject departments in organizing pull-out enrichment and acceleration courses and activities.
- Developing student leadership potential through societies, service groups, houses, and grade clubs, providing opportunities for students to cultivate servant leadership through event organization.

## **School-based Whole-class Teaching**

- Implement instructional strategies such as group presentations, ability-based group discussions, and preassessments while adopting acceleration, enrichment, and deepened teaching approaches tailored to subject characteristics and student learning needs.
- Enhance classroom design, teaching materials, and pedagogical techniques through collaboration in lesson planning.
- Strengthen gifted elements within subject curricula:
- Chinese and English: Enhance oral and public speaking training.
- Mathematics and Science: Develop students' abilities in modeling and scientific inquiry.
- Social Sciences, Humanities, and Technology: Integrate social innovation, STEAM, and entrepreneurship into courses.
- Arts: Increase opportunities for students to showcase artistic talents through performances and exhibitions.

## 2.2 Self-regulated Learning and AI

- (i) This academic year marks the fourth year of the collaborative lesson study on self-directed learning. The research has become a regular practice, with all subjects conducting self-directed learning lesson studies. Each subject follows established charters and guidelines to carry out lesson studies, conducting at least one self-directed learning lesson study during the year. Dr. Stanley Ho, Principal Wan Ka Kit, and Vice Principal Ho Hau Lai will collaborate with various subject departments to hold joint lesson planning meetings, lesson observations, and post-lesson discussions. Through lesson study, classroom design is optimized to enhance teaching effectiveness. More importantly, it fosters students' self-directed learning abilities, making them more proactive in their studies.
- (ii) On January 16, 2025, Dr. Stanley Ho joined the Chinese Language, World History, and Physics departments in a joint lesson planning meeting, with other subject heads attending to learn how lesson study optimizes classroom design, enhances teaching effectiveness, and promotes professional dialogue among colleagues, as well as updates teaching strategies.
- (iii) From August 22–23 and September 4, 2024, all Form 1 students participated in the "Self-directed Learning Student Workshops":
  - Workshop 1: Self-Learning
  - Workshop 2: Co-Learning
  - Workshop 3: Mutual-Learning

Students used personal devices for self-directed learning. The workshops helped students familiarize themselves with group formations, experienced collaborative learning, and engaged in inter-group interactions, while also understanding the benefits and essential conditions for effective self-directed learning.

(iv) In September, Form 1-3 class teachers formed students into groups to facilitate group-based learning activities in subject lessons.

#### **2.3 BYOD**

This academic year, the BYOD learning program is fully implemented for Form 1 to 3, incorporating various types of e-learning activities across subjects. These activities include flipped classrooms, online quizzes, data collection, reading learning materials, outdoor investigations, virtual experiments, mathematical graphing, collaborative learning, fast-response competitions, multimedia writing, and more. Before the start of the school year, workshops were held for all Grade 7 students to introduce the concept of e-learning and guide them on how to effectively use electronic devices for learning.

# Support for Teachers in E-learning

To assist teachers in integrating e-learning into their instruction, the school has purchased various e-learning platforms such as LoiLoNote, Nearpod, and Kahoot, and has organized training workshops for professional development and experience sharing. In addition, recognizing the growing influence of artificial intelligence (AI) in global technology, the school has conducted various AI-related workshops for teachers. Educators are also actively participating in external AI seminars and workshops to explore effective ways to leverage AI in teaching and learning.

All Form 1 to 3 students, along with those approved to participate in the BYOD (Bring-Your-Own-Device) program, are allowed to freely use their personal electronic devices in designated areas, including the **library**, **Maker Lab**,

covered playground, table tennis room, Room G08 on the ground floor, and Chill Zone on the second floor. Additionally, students may use their devices in other areas of the campus when a teacher is present, promoting self-directed learning.

To support students in need of e-learning resources, the school has applied for the **Quality Education Fund** to purchase computers for students to borrow.

# 2.4 Staff development and Professional Learning community

# Open Lessons and Teaching Exchange Initiatives

This year, 15 teachers participated in the HKAHSS Open Lessons, covering subjects such as CES, Chinese Language, English Language, Visual Arts, Music, Computer Science, Mathematics, Physics, World History, Chinese History, Biology, and BAFS. They engaged in professional exchanges with 45 teachers and vice principals from various secondary schools.

# Promotion of School-wide and Subject-level Teaching Exchanges

#### School-wide Initiatives

- December 10 & 12, 2024: LoiLoNote Workshop was conducted with 13 teachers learning how to use LoiLoNote for interactive lessons.
- June 5, 2025: AI Workshop, where two teachers shared insights on AI-assisted teaching with 33 teachers, was conducted with an aim to explore its teaching strategies.
- March 11, 2025: Vice Principal Ho Hau Lai and three English teachers participated in CCC Kei Yuen College's Teacher Development Day, attending Form 2 English demonstration lessons and exchanging strategies for promoting self-directed learning with educators from other schools.

## 2.5 Habit of reading and finding enjoyment in it

- October 9–10, 2024: The school co-hosted a comprehensive book fair with 樂文書店, allowing students and teachers to explore and purchase books. Some students also had the opportunity to select books for the library, fostering interest in reading and broadening reading horizons.
- December 18, 2024: 19 students on a visit to Eslite Bookstore 誠品書店 in Tsim Sha Tsui to expand their literary perspectives. Students assisted in book selection and participated in an on-site mini reading-sharing session.
- November 18–19, 2024: The library collaborated with My Friends Club to host a Library Café, where students read books on holistic well-being while enjoying coffee. This event aimed to create a relaxing and enjoyable reading environment.
- Junior Reading Program: To support the junior secondary extensive reading initiative, students engaged in 11
  reading sessions, where they shared their personal reading experiences within their classes, cultivating a peerdriven reading culture.

# 2.6 Upgrading facilities and environment

- Installation of interactive boards to Rooms 101 to 105 and 201 to 205 during the Christmas holiday. These interactive boards enhance teaching and learning effectiveness. The presentation effect is enhanced, and more different interactive teaching methods can be involved. Installation of interactive boards in Rooms 301 to 305 and HE room will be completed in 2025 summer.
- LED Wall in the Hall is established for more visual effects which enhance the visual presentation and provide more visual effects for Drama and other performances.
- Wi-Fi system of the campus was upgraded from Wi-Fi 5 to Wi-Fi 7, which is a big leap to smoothen the network connectivity. This helps to improve the teaching and learning environment.
- The establishment of the Imaginar provides more space for VA students to show their artworks to the public including students from other schools.
- The establishment of Chill Zone provides more leisure and learning space for students.

# **Achievements: Outcomes**

Target	Progress / Achievement	Reflections		
More motivated	SHS (Target>3.8)	Partially achieved		
to learn Students learn happily and with great interest.	Teacher:     Item 54 My students are deeply interested in learning     Item 55 My students take the initiative to learn.     Item 56 My students are confident in learning.     Item 59 My students like reading.	3.8 (23-24) 3.8 (23-24) 3.6 (23-24) 3.4 (23-24)	3.8 (24-25) 3.7 (24-25) 3.5 (24-25) 3.1 (24-25)	Only the mean of item 54 (teacher) attained 3.8 while the remaining SHS items attained 3.3 or above (except item 59).

#### O Student:

Item 8 I am confident in learning inside and outside of the classroom.

3.4 (23-24)

3.6 (24-25)

Item 9 I enjoy learning inside and outside of the classroom.

3.4 (23-24)

3.5 (24-25)

Item 12 I often read materials such as leisure reading materials and newspapers outside class.

3.4 (23-24)

3.5 (24-25)

Item 14 I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.

3.6 (23-24)

3.7 (24-25)

#### o Parents:

Item 3 My child is confident in learning. 3.7 (23-24) 3.7 (24-25)
Item 5 My child likes reading. 3.4 (23-24) 3.3(24-25)
Item 6 My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.
3.5 (23-24) 3.3 (24-25)

# APASO Q-value (Target >115)

○ Learning (Self-initiative) 學習 (主動) 116 ○ Learning Atmosphere (Cooperation) 學習氣氣 (合作) 116

○ Learning Atmosphere (Cooperation) 學習氣氛(合作) 116

○ Learning Motivation (Intrinsic) 學習動機(內在) [初中] 116 ○ Learning Motivation (Intrinsic) 學習動機(內在) [高中] 115

○ Learning Motivation (Intrinsic) 學習動機(內在)[高中] 115 ○ Learning Motivation (Instrumental) 學習動機(工具性) 110

o Reading (Non-assigned Materials) 閱讀(非指定讀物) 113

o Reading (Time for Leisure Reading) 閱讀(休閒閱讀時間) 97

○ Reading (Keen on) 閱讀 (喜愛) 116

Reading (Good Strategies) 閱讀(良好策略)

# More engaged in learning

Students participate more actively in classroom activities. More students participate in reading and enjoy it.

# KPM 21 "Percentage of students participating in territory-wide inter-school competitions"

116

(Target: higher than 75th percentile)

	學校數據 School Data					參考數據 Reference Data		
		初中 Junior Secondary	學年 School Year	百分比 Percentage	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile	
		與國民教育相關	2022/23	2.2	7.0	89.7	100.0	
	(i)	Relevant to national education	2023/24	14.0	17.8	96.1	100.0	
		recevant to national editeation	2024/25	100.0	-	-	-	
		與STEAM 教育相關	2022/23	8.0	3.5	7.0	15.1	
	(ii)	Relevant to STEAM education	2023/24	11.4	3.8	8.6	21.3	
		Relevant to STEAM education	2024/25	16.2	-	-	-	
	(iii)	與兩文三語相關	2022/23	40.6	10.5	17.6	51.0	
21.1		Relevant to biliterate and trilingual	2023/24	39.3	11.0	23.3	72.3	
		communication	2024/25	39.8	-	-	-	
		與體藝相關	2022/23	47.5	21.3	35.1	46.0	
	(iv)	Relevant to aesthetic and physical	2023/24	61.4	25.8	37.3	50.3	
		activities	2024/25	44.8	-	-	-	
		其他	2022/23	1.1	0.0	1.1	5.8	
	(v)	共世 Others	2023/24	1.8	0.0	0.8	6.5	
		Others	2024/25	5.8	-	-	-	
			-					

#### SHS showed students were interested and motivated in learning, but not confident enough.

However, they liked reading and did not spend much time on reading.

# Partially achieved

The participation in the competition related to national education was 100% while the others lied above the median. Students actively participated in competitions in various fields.

The teachers' support to junior form students was not enough in the lesson. The teachers should notice the student's performance and needs in the lessons.

		學校數據 School Data			參考!	數據 Reference	e Data
	高中 Senior Secondary			百分比 Percentage	25百分位數 25th P'tile	中位數 Median	75百分位數 75th P'tile
		與國民教育相關	2022/23	0.2	4.9	66.6	100.0
	(i)	與國民教育相關 Relevant to national education	2023/24	1.0	16.0	72.0	100.0
		Relevant to hadonal editeation	2024/25	100.0	-	-	-
		與STEAM 教育相關	2022/23	8.5	4.9	6.4	12.0
	(ii)	興SIEAM 教育相關 Relevant to STEAM education	2023/24	11.2	3.7	8.6	16.0
		Relevant to STEAIN education	2024/25	20.3	-	-	-
		與兩文三語相關	2022/23	16.4	8.2	18.4	43.6
21.2	(iii)	Relevant to biliterate and trilingual	2023/24	38.6	8.1	16.7	45.2
		communication	2024/25	5.8	-	-	-
		與體藝相關	2022/23	34.0	15.6	27.6	36.1
	(iv)	Relevant to aesthetic and physical	2023/24	37.6	21.8	29.4	38.7
		activities	2024/25	39.6	-	-	_
		-td-74-	2022/23	34.5	0.0	3.5	9.3
	(v)	其他	2023/24	5.2	0.0	2.9	10.0
		Others	2024/25	2.5	-	-	-

KPM 22 Percentage of students participating in uniformed groups/community services (Target: higher than 75th percentile)

初中 Junio	or Secondary	参考數據 Reference						
學年 School Year	百分比 Percentage	25 百分位數 25th P'tile	中位數 Median	75 百分位數 75th P'tile				
2022/23	18.7	17.5	33.9	55.3				
2023/24	16.2	22.3	40.8	67.7				
2024/25	13.3	-	-	-				

Homework Statistics

Target: More than 40% students always hand in their homework on time.

Over 40% of F.4 and F.5 students always handed in their homework on time this year.

Form	F.1	F.2	F.3	F.4	F.5
0-5 missing HW	69.7%	60.5%	56.1%	91.1%	97.8%

APASO

Target: The Q-value of using IT, homework and teaching is more than 115.

Tanget The Q water of some 12, nome with said that	2023-24 Q-value	2024-25 Q-value
Information Technology (Less Time for Leisure) 資訊科技(少用於消遣時間)	93	91
Information Technology (No Addiction) 資訊科技(無成癮)	116	116
Information Technology (Not Attracted by its Functions) 資訊科技(不受功能所吸引)	116	110
Homework/ Revision (School Assigned) (Junior) 家課及溫習(學校指定) [初中]	105	99
Homework/ Revision (School Assigned) (Senior) 家課及溫習(學校指定) [高中]	101	102

		_
After-school Co-curricular Activities (School Organised) (Junior) 課後聯課活動(學校安排) [初中]	116	116
After-school Co-curricular Activities (School Organised) (Senior) 課後聯課活動(學校安排) [高中]	116	116
Teaching (Clear Instruction) (Junior) 教學(指導清晰) [初中]	116	113
Teaching (Clear Instruction) (Senior) 教學(指導清晰) [高中]	116	116
Teaching (Teacher Support) (Junior) 教學(教師支援) [初中]	116	100
Teaching (Teacher Support) (Senior) 教學(教師支援) [高中]	116	116

Details of Information Technology (Less Time for Leisure)

資訊科技(少用於消遣時間)

						Per	centag	e(%)						
Subscale			None (1)	Up to 1 hour (2)	More than 1 hour and up to 2 hours (3)	than 2 hours and up to 3	than 3 hours and up to 4	and up to 5	than 5 hours and	than 6 hours and up to 7	More than 7 hours (9)	Mean	Standard Deviation	No. of valid responses
		This school year, about how many hours a day do you usually use digital media and digital devices (e.g., desktop computers, laptop computers, tablets, smartphones) in the following situations?												
Information Technology	Q1a	For leisure at school	30.3	35.0	14.1	7.2	6.3	3.2	1.4	0.7	1.9	2.5	1.7	432
(Less Time for Leisure)	Q2b	For leisure before and after school	2.5	10.0	23.1	29.6	16.9	10.0	3.7	1.9	2.3	4.2	1.6	432
	Q3c	For leisure on weekends	1.4	3.9	8.3	21.5	23.4	19.0	8.1	5.8	8.6	5.3	1.9	432

# Details of Teaching (Teacher Support) (Junior):

教學(教師支援)[初中]

				Percenta	ge(%)				
Subscale		ltem	Never or almost never (1)	Some lessons (2)	Most lessons (3)	Every lesson (4)	Mean	Standard Deviation	No. of valid responses
	Но	w often do these things happer	n in your clas	s?					
	a i	The teacher shows an interest in every student's learning.	4.4	31.0	49.6	15.0	2.8	0.8	113
Teaching (Teacher	b \	The teacher gives extra help when students need it.	1.8	26.5	50.4	21.2	2.9	0.7	113
Support)		The teacher helps students with their learning.	0.9	17.7	52.2	29.2	3.1	0.7	113
	d t	The teacher continues teaching until the students understand.	3.6	24.1	52.7	19.6	2.9	0.8	112

# Details of Homework/ Revision (School Assigned) (Junior)

家課及溫習(學校指定)[初中]

3 -1-1-35 C. III.		1	-							
Subscale	Item		Do not have homework/revision	15 minutes or less	30 minutes	1 hour	2 hours	3 hours	4 hours or more	No. of valid responses
		average, how much time do y (Monday to Friday)?	ou spend on doing h	omework	and revisi	on ass	igned b	by the s	chool o	n a school
Homework/	а	Chinese	1.8	16.8	51.3	18.6	8.8	1.8	0.9	113
Revision (School	b	English	3.5	30.1	43.4	12.4	8.8	0.9	0.9	113
Assigned)	С	Mathematics	-	19.5	38.1	24.8	10.6	3.5	3.5	113
	d	Visual arts, Music	42.5	28.3	18.6	8.0	2.7	-	-	113
	е	Other subjects	4.4	23.9	37.2	23.9	8.8	0.9	0.9	113

#### More strategic in learning Students demonstrate strong

# SHS (Target > 4.0)

o Teacher:

Item 47: I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and online resources. 4.2 (23-24) 4.1 (24-25)

Item 52: I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, and sharing of insights gained from reading and oral

# Partially achieved

Students were equipped with various learning strategies. They know how to apply some

self-							
management skills (time and wealth) and self-learning strategies.	0	community resources.  Item 61: Students reflect on and improve their learning.  Student:  Item 1: The teachers often teach us learning strategies, st preparation, using concept maps and on-line resources.3. Item 4: Teachers often allow us to explore a variety of to classroom.  3.9 (23-24) 3.9 (24-25)  Item 5: Teachers often organize different learning activitic classroom, such as discussions, visits, sharing of insights presentation.  3.9 (23-24) 4.0 (24-25)  Item 6: Teachers often encourage us to learn and try our difficulties inside and outside of the classroom.  4. Item 11 I try my best to overcome learning difficulties. 4. Item 12 I often read materials such as leisure reading marclass.  3. Item 14 I know how to apply learning strategies, such as	en use different resources to learn, such as e-learning resources and 4.0 (23-24) 3.9 (24-25) on and improve their learning. 3.9 (23-24) 3.7 (24-25) In teach us learning strategies, such as doing pre-lesson of maps and on-line resources.3.9 (23-24) 3.9 (24-25) It was to explore a variety of topics inside and outside of the sisions, visits, sharing of insights gained from reading and oral courage us to learn and try our best to overcome learning side of the classroom. 4.0 (23-24) 4.0 (24-25) It were ome learning difficulties.4.0 (23-24) 3.9 (24-25) It was to explore a variety of topics inside and outside of the sisions, visits, sharing of insights gained from reading and oral side of the classroom. 4.0 (23-24) 4.0 (24-25) It was to explore a variety of topics inside and outside of the sisions, visits, sharing of insights gained from reading and oral side of the classroom. 4.0 (23-24) 3.9 (24-25) It was to explore a variety of topics inside and outside of the sisions, visits, sharing of insights gained from reading and oral side of the classroom. 4.0 (23-24) 3.9 (24-25) It was to explore a variety of topics inside and outside of the sisions, visits, sharing of insights gained from reading and oral side of the classroom. 4.0 (23-24) 3.9 (24-25)				
More	AP		Dantially a sking of				
roflective		ASO (Target > 115)			Partially achieved		
reflective in learning		ASO (Target > 115)	2023-24	2024-25			
in learning Students have		ASO (Target > 115)	2023-24 Q-value	2024-25 Q-value	Students were good at reflecting on their		
in learning Students have the habit of reflecting on		ASO (Target > 115)  Learning (Self-monitoring) 學習 (自我監控)			Students were good at		
in learning Students have the habit of reflecting on their learning and			Q-value	Q-value	Students were good at reflecting on their performances. Students		
in learning Students have the habit of reflecting on their learning		Learning (Self-monitoring) 學習(自我監控)	Q-value 116	Q-value 116	Students were good at reflecting on their performances. Students should have clearer		

# Feedback and Follow-up

## 2.1 Gifted Education and Talent Development

# Keep

- Promote off-site gifted programmes organized by different institutes.
- Organize the pull-out enrichment programs and activities through various subjects and ECA.
- Award presentation ceremony in the morning assembly, Principal List and Honorable Roll as the recognition for gifted and talented students.
- Immerse the three core elements of gifted elements in the L&T in all subjects.
- School-based subsidy scheme for the off-site gifted programs is offered to the students so that the students can be encouraged more to participate in the off-site gifted programs.

#### **Improvement**

- School-based talent pool will be further developed so that the records of the students in the previous years can be accumulated and hence the talent pool can be sustained. The nomination process will be adjusted. Study the possibility to include the non-academic domains (Art, Sports, Leadership etc.) in the talent pool.
- The community of the gifted students will be further developed to cater to the specific needs of them and share the experience and information of the gifted activities.

## 2.2 Self-regulated Learning SRL

#### Keep

- Implement Self-Regulated Learning (SRL) across all subject departments by utilizing Collaborative Lesson Studies Strategies (CLS). This approach has been instrumental in fostering independent learning and critical thinking skills among our students.
- Prepare grouping seating plans in all junior forms to enhance collaborative learning and facilitate more meaningful group discussions.

#### **Improvement**

Promote comprehensive notetaking, pre-lesson study skills, and learning reflection practices across all forms, beginning with Form 1 during their orientation week.

#### Start

Introduce AI-assisted learning and teaching in some subjects to better equip students with self-learning initiatives. Online Homework system for teachers to understand the workload of junior-form students.

# 2.3 Effective use of BYOD with educational apps and resources in L&T

#### **Improvement**

- The Bring Your Own Device (BYOD) policy will be extended up to Form 4.
- The introduction of interactive boards in more classrooms will be carried out to boost the effectiveness of teaching and learning. These boards will facilitate more engaging and dynamic lessons, allowing for real-time interaction and collaboration.
- Educate students about the use of note-taking applications across different devices, such as GoodNotes and OneNote. This skill will not only help them organize their studies more efficiently but also enhance their digital literacy, preparing them for future academic and professional environments.
- Purchase different Apps for teaching and learning.

# 2.4 Staff Development and Professional Learning Community

#### Keep

Maintain more professional interflow through the Self-Regulated Learning (SRL) Charter Scheme facilitated by the Hong Kong Association of the Heads of Secondary Schools. This scheme will promote greater collaboration and knowledge exchange among schools, fostering a community of practice dedicated to enhancing SRL strategies. By participating in this initiative, our educators will gain access to a broader network of expertise and resources, ultimately benefiting our students through improved teaching practices and learning outcomes.

#### **Improvement**

Staff development for Al-assisted teaching and learning is conducted. These workshops aim to equip our teachers with the latest technological skills and methodologies, thereby enriching the overall learning experience for our students.

#### 2.5 Develop a habit of reading and finding enjoyment in it.

#### Keep

- Organize more cross-discipline activities in the library.
- Improve the LAC scheme to encourage students to read books.

#### **Improvement**

By using different E-book platforms, enhance the reading ability and interests for students.

#### Start

Students and teachers have their book sharing using the TV at the front gate.

#### 2.6 Upgrading facilities and environments

#### **Improvement**

LCD interactive board will be installed in Rooms 301to 305.

#### Keep

- An aquaponics system was installed at the track for biological investigations.
- Support those students who cannot attend the lesson through live lesson video. This can motivate students to learn.

## Major Concern 3:

Serving School HL Ho, YW Kwok, SL Leung, WT Kan\*\*

Students are becoming servant leaders for the school, the community, the country and the world.

# **Achievements and Reflection**

# **Achievements: Implementation and Progress**

# 3.1 Social Innovation project

With the support of non-governmental organization (NGO) partners, new social innovation curricula have been introduced in the Form 1 Citizenship, Economics and Society courses, as well as the Form 4 to 5 Economics courses.

## 3.2 Sister School Scheme (Mainland and overseas)

- Partnerships have been formed with four new sister schools in Guangdong province, resulting in two arts-focused
  exchange programs. Reciprocal school visits have also taken place, including our school hosting one of the partner
  schools. Additionally, the school is exploring the possibility of establishing a new sister school relationship with a
  school in Beijing and Thailand.
- 2. The school has organized two study tours for junior forms this year, to Guangzhou City and Dongguan City, with a total of 60 students participating in these tours.

## 3.3 National Security Education and National Education

- 1. The national education curriculum, which involves all subjects through organic integration and natural connection, has been built according to all 4 EDB circulars regarding national education and national security education. A parent representative has joined the national education committee.
- To celebrate "National Day" and enhance students' awareness of safeguarding national security, all students of our school participated in the "Hong Kong School National Security Knowledge Challenge (2024/25)", organized by the Department of Justice, Security Bureau, Education Bureau, and Sun Tak Foundation.
- 3. On National Security Education Day, the school organized a one-day event featuring educational display boards, morning assembly sharing, and school-wide participation in the 2025 "Chinese Civilization" Online Challenge, organized by the Education Bureau, to achieve 100% engagement and full participation across the school.
- 4. The school has evaluated the implementation of national education using the latest EDB (Education Bureau) checklist to ensure alignment with current guidelines and standards.

# **Achievements: Outcomes**

1. Sense of belonging (school, community, and country)

## **Achievements**

From the APASO survey, the Q-value of School Atmosphere (Not Lonely, Belongingness) and Learning Atmosphere (Cooperation) are all nearly 116, which is very satisfactory.

	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
副量表	Q-值	Q-值	Q-值	P-值	P-值	P-值
School Atmosphere (Not Lonely) 學校氣氛(不孤單)	115	116	114	84.1	85.7	82.5
School Atmosphere (Belongingness) 學校氣氛(歸屬感)	116	116	116	85.7	85.7	85.7
Learning Atmosphere (Cooperation) 學習氣氛(合作)		116	116		85.7	85.7

Additionally, the "My views on school climate" survey results from the Stakeholder Survey (SHS) showed average scores of 4.3, 3.9, and 4.2, respectively, from the perspectives of teachers, students, and parents.

Meanwhile, the Q-value data related to students' sense of community belonging, including their family connections, is as follows.

	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
副量表	Q-值	Q-值	Q-值	P-值	P-值	P-值
Volunteering Work Frequency (Junior/Senior)	103	96	100	57.9	39.5	50.5
義工服務頻率 [初中]/[高中]	116	116	116	85.7	85.7	85.7
Participation in Housework (Junior/Senior)	85	85	85	15.9	15.9	15.9
家務參與[初中]/[高中]	85	85	86	15.9	15.9	17.5
Entrepreneurial Spirit (Risk Bearing) (Junior/Senior)	113	106	114	80.7	65.5	82.5
開拓與創新精神(風險承擔)[初中] /[高中]	116	113	116	85.7	80.7	85.7

The data indicate relatively low frequencies in community service participation (among junior forms) and commitment to housework (among both junior and senior forms), with values of 100, 85, and 86, respectively. While these figures show slight improvement compared to the previous year, they remain unsatisfactory.

# Reflections

- Community and Family Belonging: Same as last year, the low Q-values for sense of community belonging, including family connections, suggest this is an area that requires more focus. Strengthening students' feelings of connection to their local community and family could have positive impacts on their overall well-being and engagement.
- Co-Curricular Participation: Same as last year, the low frequencies for community service participation, especially among junior students, indicate a need to promote and facilitate greater involvement in co-curricular activities that build community awareness and service mindsets. The school may need to provide more opportunities for junior students to participate in community service both inside and outside of school.
- Household Responsibilities: The low level of commitment to housework is a significant observation, suggesting a
  need to cultivate stronger life skills and a greater sense of personal responsibility among students. To address this,
  the school could collaborate with the Home Economics Department for support. Additionally, increasing student
  involvement in classroom management, such as organizing a classroom cleaning campaign, could be a practical
  step forward.

## 3.2 Global awareness and cross-cultural understanding

#### Achievements

From the APASO survey, the Q-value of Global Perspective (Attention, Respect for Diversity, Responsibility, Collaboration) and Intercultural Communication are 116, which is very satisfactory. Respect People of Different Cultural Backgrounds and Multi-perspective Thinking are 105 and 114, respectively.

	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
副量表	Q-值	Q-值	Q-值	P-值	P-值	P-值
Global Perspective (Attention) (Junior/Senior)	116	116	116	85.7	85.7	85.7
國際視野(關注) [初中/高中]	116	116	116	85.7	85.7	85.7
Global Perspective (Respect for Diversity) (Junior) 國際視野(尊重多元)[初中/高中]	116 116	116 116	116 116	85.7 85.7	85.7 85.7	85.7 85.7
Global Perspective (Responsibility, Collaboration) (Junior) 國際視野(責任、合作) [初中/高中]	116 111	116 115	112 115	85.7 76.8	85.7 84.1	78.8 84.1
Intercultural Communication 跨文化交流		116	116		85.7	85.7
Respect People of Different Cultural Backgrounds 尊重不同文化背景的人		104	105		60.5	63.1
Multi-perspective Thinking 多角度思考		114	112		82.5	78.8

Reflections

- The school's initiatives to enhance global awareness and cross-cultural competencies are yielding positive results. By continuing to refine and expand these efforts, we can further empower students to become responsible global citizens, equipped to bridge cultural divides and collaborate effectively in an interconnected world.
- We should take pride in these achievements while also identifying opportunities to build upon this foundation.
   Maintaining a focus on global-local connections, immersive cross-cultural experiences, and interdisciplinary approaches could help deepen students' intercultural understanding and preparedness for the challenges of the future.
- To support this vision, study tours for junior forms and additional cross-cultural activities could be introduced.

# 3.3 National identity and awareness of laws (Respect for others, commitment, empathy, and responsibility)

# Achievements

From the APASO survey, the Q-value of National Identity (Responsibility, Obligations, Proud and Love, National Flag, Anthem, Achievement) and Morality (Important, No stealing) are all 116, which have been improved when compared to last year's data.

last year's data.						
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
副量表	Q-值	Q-值	Q-值	P-值	P-值	P-值
National Identity (Responsibility, Obligations) 國民身份認同(責任、義務)	108	116	116	70.3	85.7	85.7
National Identity (Proud, Love) 國民身份認同(自豪、愛護)	112	116	116	78.8	85.7	85.7
National Identity (National Flag, Anthem) 國民身份認同(國旗、國歌)	111	116	116	76.8	85.7	85.7
National Identity (Achievements) 國民身份認同(成就)	114	116	116	82.5	85.7	85.7
Honesty (No Cheating) (Junior/Senior) 誠實(不說謊) [初中/高中]	116 116	116 116	116 116	85.7 85.7	85.7 85.7	85.7 85.7
Morality (No Stealing) (Junior/Senior) 道德意識(無盜竊行為) [初中/高中]	116 116	116 116	116 116	85.7 85.7	85.7 85.7	85.7 85.7
Critical Thinking 慎思明辨	116	116	116	85.7	85.7	85.7

# Reflections

- The APASO survey results demonstrate that the school has made positive strides in fostering a strong sense of national identity and moral awareness among its students.
- Moving forward, we could continue to build upon this solid foundation, exploring innovative ways to further
  deepen students' understanding and appreciation of their national heritage, civic duties, and ethical responsibilities.
  This will help ensure the school's graduates are well-equipped to navigate the complexities of the modern world
  while upholding the principles and values that underpin a healthy, cohesive society.
- Reviews and evaluations using the latest checklist from the EDB provide the school with valuable insights to further enhance its national education initiatives.

# Feedback and Follow-up

#### 3.1 Social Innovation Project

#### **Improve**

In collaboration with Maker Faire, students will enhance the school campus by creating a greener, cleaner, and more leisure-friendly environment through sustainable projects and innovative recreational designs, fostering creativity and responsibility.

#### 3.2 Sister School Scheme (Mainland and Overseas)

#### Start

Establish one more sister school in mainland China, with Beijing proposed as the potential location, as well as another sister school in a different country, possibly Thailand.

#### **Improve**

Integrate study tours with sister school visits, providing students with enriching educational and cultural exchange experiences.

## 3.3 National Security Education and National Education

#### **Improve**

- The designated coordinators continuously invite teaching staff to participate in professional development activities related to safeguarding national security and national education (including national security education).
- The designated coordinators continuously monitor the school's work on safeguarding national security and promoting national education (including national security education). This includes holding regular meetings with relevant groups to review the implementation of related plans, understanding challenges faced, and providing timely guidance or support.
- The designated coordinators regularly collect quantitative and qualitative data (e.g. through observations, surveys, and review meetings) to evaluate the effectiveness of measures related to safeguarding national security and national education (including national security education).

#### Start

- The school's flag-raising team conducts flag-raising ceremonies using Chinese-style foot drills.
- The school invites teaching staff to participate in training activities related to flag-raising ceremony etiquette.
- Over 50% of our parents participate in school-organized parent education or parent-child activities related to national education.
- The school has referred to the evaluation data collected from national education activities for parents in the previous academic year to optimize the content and quality of the activities.
- After review, the school believes that organizing national education-related activities for parents this academic year has achieved the expected goals and effectiveness.

## 3.4 Study Tours and Cross-cultural programmes

#### Start

• Co-organize Cultural Fair with AFS for Shatin District in Oct (English Department)

## **Improve**

- More study tours for junior forms
- More service trips (e.g. Daniel International School in Thailand)

## 3.5 Volunteer work / Community Service and Servant Leadership (for all)

#### Start

- All Form 2 students are required to join the Community Youth Club. The goal of this initiative is to help students
  develop a deeper understanding of their community, foster a sense of care, and encourage active participation in
  community service.
- The school plans to increase the number of service projects organized by various teams and departments, leveraging financial support from the Community Youth Club (CYC) to enhance these initiatives.
- The Honour System for students will be introduced to recognize and appreciate their participation in volunteering work and community service, encouraging a culture of civic responsibility and contribution.
- The school will systematically introduce the concepts and implementation of Servant Leadership, with guidance and support from external professionals, to cultivate leadership qualities centered on serving others among students.
- The Whole-school cleaning campaign restarts.

# **Student Performance and Achievement**

Students had excellent performance in both academic and non-academic areas. They were among the top 10 % of the population.

# Attitude and Behavior (KPM 17)

The table below indicates the attitudes and behaviors of our students from the APASO report who score one standard deviation higher than the norm. The items scoring higher than 110 are listed in the table below.

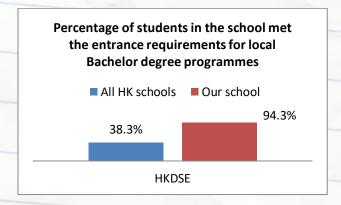
	Q-value
滿足感(學校)Satisfaction (School)	116
生命意義 Meaning in Life	116
誠實(誠實表現)Honesty (Act of Honesty)	116
道德意識(重要性)Sense of Morality (Importance)	116
學校氣氛(不孤單)School Atmosphere (Not Lonely)	114
學校氣氛(歸屬感)School Atmosphere (Belongingness)	116
閱讀 (非指定讀物)Reading (Non-assigned Materials)	113
資訊科技 (無成癮)Information Technology (No Addiction)	116
資訊科技(不受功能所吸引)Information Technology (Not Attracted by its Functions)	110
國民身份認同(責任、義務)National Identity (Responsibility, Obligations)	116
國民身份認同(自豪、愛護)National Identity (Proud, Love)	116
國民身份認同(國旗、國歌)National Identify (National Flag, Anthem)	116
國民身份認同(成就)National Identity (Achievements)	116

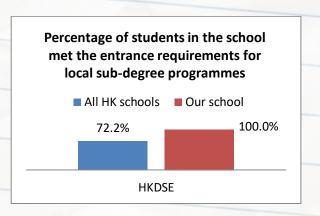
Based on our school survey and inspection report, it was found that students are attentive and exhibit sustained motivation in lessons. They are willing to answer teachers' questions and have the habit of taking notes spontaneously. They possess a good command of English and are able to produce structured answers with clear standpoints. More than 90% of teachers agree or strongly agree with the following descriptions of our students: self-discipline and following rules, using different resources to learn, and often completing learning tasks, including homework, seriously. Student leaders demonstrate a high level of responsibility and leadership in performing their duties and take good care of junior form students.

However, all stakeholders showed relatively more room for improvement in (KPM 12) student learning (Teachers: 3.7, Students: 3.7, and Parents: 3.6). The following items had the lowest rank of agreement: (Students) "I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (2023-24: 3.4; 2024-25: 3.5) and (Parents) "My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" (2023-24: 3.4; 2024-25: 3.3) . Although the Q-value and P-value of positive affect were 101 and 52.7% respectively, both anxiety and depressive symptoms of students was alarming. The Q-values for the absence of both negative affect and anxiety and depressive symptoms were only 92 and 92, corresponding to 29.7% and 29.7% in the P-values. The Q-value and P-value of physical exercise were 85 and 15.9% respectively, which was far worse than in normal schools.

# Academic Participation and Achievement

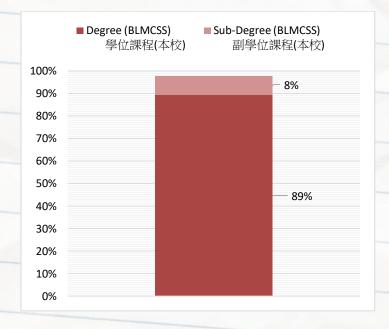
1. HKDSE Results (2025) (KPM 19)

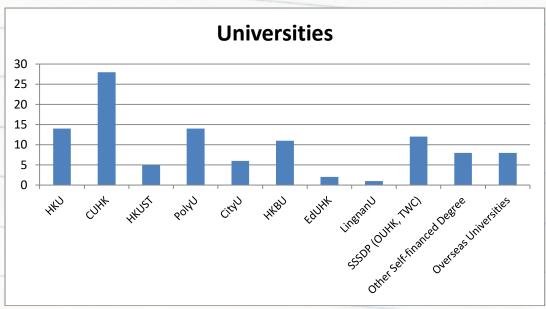




(2021-2025)	2 or above	4 or above	5 or above	5* & 5**	Attaining 33222/332A2
Average in the past THREE years	~100%	>75%	>40%	>15%	~94%

2. Percentage of university admission of students at our school (2025).





# Non-academic Participation and Achievement

	BLMCSS ECA Award List (24-25)	
Prize Winners	(A) Academics	Amond
Prize winners	Chinese	Award
5D CHAN HANG YU	" Rising Star of Literature" - The Chinese Secondary School Students Writing Competition (Hong Kong Section) 2024-2025 - Senior Secondary, organized by The Hong Kong Institute for Promotion of Chinese Culture	Enroll to National Final (Senior Secondary)
2C WONG CHEUK YAU	The 13th University Literature Awards organized by Hong Kong Baptist University	The Youth Writer Award
1A HO GWAN E	2024-2025 National Youth Language and Knowledge Competition "Jing	First Class Honour
1C SHEK HOI KIU	Ying Cup" On-site Essay Writing competition (Hong Kong Region),	Second Class Honour
1D WONG NGO CHING	Preliminary round, Junior Secondary 1-3, organized by China Youth  Language and Culture Association	Second Class Honour
4F SIN CHI KIU AMEN	Ditto (Senior Secondary 4-6)	Third Class Honour
1D LIAO JOSHUA	2024-2025 "My Spirit of Sha Tin" Essay Competition (Junior Secondary), organized by Sha Tin District Office	Merit
4A LO HIU YAU	The 21st Biliteracy & Trilingual Composition and Speech Competition (Secondary School), organized by Rotary Club of Hong Kong Island West and Hong Kong Federation of Education Workers	Enroll to Final
	English	
4A MOK SHING HIN	TI II I	Shortlisted
2E CHOW HO CHING	The Hong Kong Young Writers Awards 2025, organized	Honorable Mentions
2B YUM YAT NOK	by the Hong Kong Federation of Youth Groups	Honorable Mentions
4A MOK SHING HIN		Second Prize Certificate
3C WONG TIN YUET	21st Century Cup "English Speaking Competition (Hong Kong) 2025, co-	Second Prize Certificate
1A ZHU ELIZABETH	organized by China Daily and VOD English	Second Prize Certificate
	Scrabble	
3C WONG TIN YUET, 3D CHAN CHAK TIM, 3E KANG CHEUK, 1A KANG YUET	9th Sha Tin Schools English Spelling Competition (2025) Secondary	2nd Place
3E KANG CHEUK	School Group	3rd place , High Game Awar Bingo Machine Award
3D CHAN CHAK TIM		Best Newcomer Award
1A KANG YUET		Best Player Award
3C WONG TIN YUET	7th Joint-School Scrabble Tournament for Novices (2024-2025)	Best Newcomer Award
3E KANG CHEUK	Inter-School Scrabble Championship 2025 (Secondary Category - Practice Match)	Best Player Award

	Hong Kong Scrabble Challenge 2025	Champion
	East Asian Scrabble Championship 2025 (Kyoto)  Mathematics	2nd Place
	Mathematics	
3B KO WAI YIN, 3C SIU YAT LONG, 3D CHAN CHAK TIM, 3E KO LOK SHING,	Mathematical Modelling Competition for Secondary Students (MMCSS) 2024/25, co-organized by The Education Bureau and The Department of Mathematics of The Chinese University of Hong Kong	Merit Award
3E HU YANPENG 5A ZHENG KAIYANG	The 42nd Hong Kong Mathematics Olympiad, co-organized by The	Third class Honour
5B LAM TSZ KIT	Mathematics Education Section of the Education Bureau and The	Third class Honour
5A HON NICOLE	Department of Mathematics and Information Technology of the Education University of Hong Kong	Honorable Mentions
3D CHAN CHAK TIM	The 27th Hong Kong Mathematical High Achievers Selection Contest,	Second Class Honour
3D TING PAK YIN	The approximately De Laure Kultured Harry Karry Association for Crisman and	Cooped Class Harasse
	co-organized by Po Leung Kuk and Hong Kong Association for Science and  Mathematics Education	Second Class Honour
3E HU YANPENG		Third Class Honour
2B LEE CHI YAN, 1B WONG NOK HEI,	The 15th Hong Kong Mathematics Creative Problem Solving Competition	
1E DU YU ZHAO, 1E ZHENG KAIMING	for Secondary School, co-organized by the Education Bureau and Hong Kong Federation of	Bronze Award
1E DU YU ZHAO	Education Workers	Gold Award
2E XIE JUN FENG		Silver Award
1A ZHU ELIZABETH		Silver Award
1A ZHANG LINGRUI		Silver Award
	2025 Asia International Mathematical Olympiad Open Contest Trial, co-	
2A LAI CHUN HEI	organized by Asia International Mathematical Olympiad Union and The Hong Kong Mathematical Olympiad Association	Bronze Award
2E YU HO	Tiong Kong Mathematical Olympiau Association	Bronze Award
1A HO GWAN E		Bronze Award
1A XIAN CHO YU		Bronze Award
1A CHUNG TIN LONG		Bronze Award
1E DU YU ZHAO		Gold Award
2E XIE JUN FENG		Silver Award
1A ZHU ELIZABETH	Ditto (Semi-final)	Bronze Award
1A CHUNG TIN LONG		Bronze Award
1A ZHANG LINGRUI		Bronze Award
1C CHAN MAN KIN		First Class Honour
1E DU YU ZHAO		First Class Honour
1E ZHENG KAIMING		First Class Honour
2E XIE JUN FENG		First Class Honour
1A ZHU ELIZABETH		Second Class Honour
2A LAI CHUN HEI		Second Class Honour
2E YU HO		Second Class Honour
1A HO GWAN E		Third Class Honour
1A ZHANG LINGRUI		Third Class Honour
1D LI JIAXING	Hua Via Cup Mathematics Olympiad Competition 2025 Heat	Third Class Honour
2E KO CHIN YEUNG	<ul> <li>Hua Xia Cup Mathematics Olympiad Competition 2025 Heat,</li> <li>organized by The Hong Kong Mathematical Olympiad Association</li> </ul>	Third Class Honour
1E DU YU ZHAO	5 , 5 5	Outstanding Class Honor
1C CHAN MAN KIN		First Class Honour
2E XIE JUN FENG	Ditto (Semi-final)	Second Class Honour
1A ZHU ELIZABETH		Second Class Honour

1A ZHANG LINGRUI		Second Class Honour
2E YU HO		Third Class Honour
1A HO GWAN E		Third Class Honour
1E DU YU ZHAO	Mathematics Without Borders International Tournament Trial 2025,	Gold Award
	organized by Global Olympiads Academy	Silver Award
2E XIE JUN FENG		Silver Award
1E DU YU ZHAO	Global Junior Math Aptitude Test 2025, organized by Global Olympiads Academy	Silver Award
	Science	
4A CHU HOI FAI,		
4A FANG YUDI,		
4A LEE KA HEI,	Hong Kong Young Physicists' Tournament 2025 organized by	Silver Award
4B CHAN CHING HEI,	The Hong Kong Academy for Gifted Education	Silver Award
4B CHAN HOI CHING		
5A LEE CHING CHUN JADE,		
5A NGAN WING TUNG,		
5A SHEN ZIWEN,		
5A KWOK YEE HIM JOSHUA,		
5A SIU CHUN FEI,		
5A WONG KA KIT,	International Genetically Engineered Machine (iGEM) 2024,	
5B YU YUET HEI,	organized by Massachusetts Institute of Technology	Gold Award
5B NG TING FAI,		
5C LUK CHUN HEI MARCUS,		
5C YEUNG HOI POK, 5D LOK TIN CHING,		
5F LAU SUM YIN SENA,		
5F CHENG YIK HANG		
6A YIM NGAI TUNG	International Biology Olympiad - Hong Kong Contest 2024, co-	Gold Award & Champior
6A LAU HO LAAM	organized by The Education Bureau and The Hong Kong Academy for	Bronze Award
6A WONG KA MAN	Gifted Education	Honourable Mention
6A WAN CHUN KIT		Honourable Mention
6A CHAN TSZ YAU,		
6A WONG KA MAN, 6A		Best School Award
LAU HO LAAM,		(7th Place)
6A WAN CHUN KIT,		
4A KWAN TSZ TIN		Second Class Honour
3D CHAN CHAK TIM		Second Class Honour
4A LEE KA HEI	Hong Kong Physics Olympiad 2025, co-organized by The Education	Third Class Honour
4A LAM TSZ YU	Bureau, The Hong Kong Academy for Gifted Education, The University of Hong Kong	Merit
4A LEE YAT HEI	Hong Kong	Merit
Our School		Best Schools Awards (9th in Hong Kong)
4A KWAN TSZ TIN, 4A LEE KA HEI	Sing Yin Physics Olympiad 2025, organized by Sing Yin Secondary School	Merit
5A MOK TSZ YIN,	Hong Kong Biology Literacy Award (2024/2025)	
5A SIU CHUN FEI,	(5-8) minute presentation contest, co-organized by Hong Kong Association	
5C YEUNG HOI POK,	for Science and Mathematics Education, Royal Society of Biology – HK	Second Runner-up
5F CHENG HING YI	Branch, The Education University of Hong Kong and The University of Hong Kong	
5F CHENG HING YI		First Class Honour
SI CHENG HING H	-	
5A SHEN ZIWEN	Ditto (Individual)	Second Class Honour

5A SIU CHUN FEI		Second Class Honour
5C YEUNG HOI POK		Second Class Honour
5C WONG YAT HIN		Merit
5F YE YINGXIN		Merit
5A GO HO LAM GODWIN		Active Participation
	ICT	
6A CHENG TSZ KIU	Hong Kong Olympiad in Informatics (HKOI) 2024/25,	Bronze Award
5A ZHENG KAIYANG	(UVACE) and Education Duncas	Honourable Mention
5A IP RUI ZHE ETHAN, 5A TSE KA CHUN JASON, 5B LAI RUO HAI, 5F WONG HOI YING, 5F YIU LOK YING	(HKACE) and Education Bureau  5G Campus Application Competition 2024, organized by Office of the Communications Authority (OFCA)	Merit Award
	Design and Technology	
4A WU SAI KI, 4F CHAN TING YU, 3E LI HO HUI	2025 ROBOFEST World Championship, RoboMed (Senior), organized by Lawerence Technological University	1st Runner-up
1D CHAN SHUN LONG, 1D IP CHUN WING MALAC, 1D LIAO JOSHUA		Good Design Award and Gold Award
2D WONG YIK SHING, 1A LIM YUI HAY, 1E ZHENG KAIMING	ROBOFEST 2025 (Hong Kong), Bottle Sumo : Senior, organized by Robot Institute of Hong Kong	Gold Award
1B TSANG CHUN SAN, 1B TUNG HEI LOK, 1B WONG GABRIEL	noset institute of Fig. 1, temp	Gold Award
2A CHENG YAT FUNG, 2A WANG CHI KIN, 2C CHAN CHIN YING		Silver Award
2A LUK TSZ LAM DORIAN, 2C IP CHUN SUM, 2C NG YAN LAM, 2D WU KA SHUN, 2E YU HO	Ditto (Game : Senior)	Gold Award
4A MOK SHING HIN, 4B CHUNG PAK SING, 4E TSANG LONG TO, 1E XU YI XUAN		1st Runner-up
4A CHAN CHING, 4A WU SAI KI, 4B DING VICKY, 4F CHAN TING YU, 3E LI HO HUI	Ditto ( RoboMed : Senior)	Champion
3A CHEUNG YIK HEI, 3D CHAN LONG HIM, 2B LAU WING KIU, 2D LIU NGA YING, 2E WONG CHING YU	Ditto (Exhibition : Senior)	1st Runner-up
4A CHAN CHING, 4A WU SAI KI, 4B DING VICKY,	The 5th Love • Innovate for Happy Ageing "Happy Ageing" Design Competition', organized by The Hong Kong Polytechnic University	Champion

4F CHAN TING YU,		
3E LI HO HUI		
3B LO HO SING,		
3C LEI KWAN HAM,	Hong Kong Robotic Olympiad 2025 Robot Soccer Competition, organized	
3E WONG PAK YU,	by Hong Kong Robotic Olympiad Association co-organized by the Hong	Champion
1B KEUNG CHUNG,	Kong Association for Computer Education co-organized by the Hong Kong	Champion
1B LAI LONG CHING,	Association for Computer Education	
1B TUNG HEI LOK		
2C NG YAN LAM,		
2D WU KA SHUN,		2nd Runner-up
1D MAR CHIN YAU,		Ziid Kuiiliei-up
1E XU YI XUAN		
4A TAI CHO HIM	Ditto (Penalty shoot-out Competition)	1st Runner-up
2E YU HO		2nd Runner-up
3A CHEUNG YIK HEI,		
3A TANG CHUN HANG,	Hong Kong Tech Challenge Game 2025 (Middle School), organized by	Sportsmanship Award
3D CHAN LONG HIM,	Asian Robotics League	Sportsmanship Award
3E WONG YIN KWAN		

	Others	
3D LEE TSZ YING	Students' Top Ten News Election 2024 News Commentary Competition	2nd Runner-up
3E LEE HOI PUI	(Junior Secondary Group, Chinese), organized by Hok Yau Club	Merit
Our School	The Hong Kong and Macao Schools eBook Reading Scheme Prize 2024- 2025 (Secondary Division), organized by School JoyReadClub	Outstanding Reading Awar
1A CHAN CHUN HO CASPAR		Merit
1B WONG NOK HEI	Ditto (Reading Star, Secondary Division)	Merit
1D JIANG ANDREW CHENGYU		Merit
CHENGIO	(B) Sports	
Prize Winners	Organized by Hong Kong Schools Sports Federation	- Award
2 2 2 2 2 4 7 2 2 2 2 2 2 2 2 2 2 2 2 2	Shatin & Sai Kung	
Boys A		5th Place
Boys B		8th Place
Boys C		8th Place
Girls A	Swimming	6th Place
Girls B		3rd Runner-up
Girls C		2nd Runner-up
Boys A		2nd Runner-up
Boys B		6th Place
Girls A	Cross-country	7th Place
Girls B	,	5th Place
Girls C		3rd Runner-up
Boys A		8th Place
Girls B	Athletics	6th Place
Boys A		5th Place
Boys C	Basketball	5th Place
Girls B	(Division 1)	Champion
Girls A	Volleyball (Division 1)	6th Place
Girls C		2nd Runner-up
Boys Senior	Football (Division 2)	2nd Runner-up
Boys A		Round of Eight
Boys B	Badminton	Round of Sixteen
Girls A	Dauminton	Round of Eight
Girls B		Round of Eight
Boys A		Round of Eight
Boys B		Champion

Boys C	Table Tennis	Round of Eight
Girls A		Round of Eight
Girls C		Champion
Boys A		2nd Runner-up
Boys B		6th Place
Girls A	Long-distance Run	8th Place
Girls B		3rd Runner-up
Girls C		3rd Runner-up
Boys A		5th Place
Girls B	Archery	6th Place
Boys		8th Place
Girls	Overall Champion	6th Place
	Individual / Relays	
	Swimming	
EC TCELING VAN VIII	Girls' Grade A 50m Free Style	Champion
5C TSEUNG YAN KIU	Girls' Grade A 200m Individual Medley	Champion
4C POON WING TUNG	Girls' Grade B 100m Back Stroke	3rd Runner-up
TRISHA	Girls' Grade B 50m Back Stroke	3rd Runner-up
	Girls' Grade C100m Breast Stroke	Champion
1C HO WING YI	Girls' Grade C 200m Breast Stroke	1st Runner-up
	Girls' Grade C 200m Individual Medley	1st Runner-up
1E JIM JULIETTE	Girls' Grade C 100m Back Stroke	2nd Runner-up
5B NG TING FAI, C CHAN YAT HIM EVAN, 5C CHUNG YU HEI, 4D CHAN YAT LONG	Boys' Grade A 4x50m Freestyle Relay	3rd Runner-up
4A MA HO YEUNG, 4D LO ANSEL, 3A YUNG TSUN SHANE, 3D CHOW HOI MING	Boys' Grade B 4x50m Freestyle Relay	1st Runner-up
2B SIN YAU HANG, 1B LAI LONG CHING, 1C LUI SZE LOK, 1E LEUNG PAK YIN KADEN	Boys' Grade C 4x50m Medley Relay	3rd Runner-up
6B LEUNG WING LAM RENEE, 6E WONG YAN TUNG, 5B NGAN WING TUNG, 5C TSEUNG YAN KIU	Girls' Grade A 4x50m Free Style Relay	3rd Runner-up
4C CHUI YIK KWAN, 4C HAU YAM HEI HAILEY, 4D CHAN SUM YIN,	Girls' Grade B 4x50m Free Style Relay	2nd Runner-up
4C CHAN LAI KI, 4C POON WING TUNG TRISHA, 3A SIU YIK NAM, 3B WU CHEUK LAAM	Girls' Grade B 4x50m Medley Relay	3rd Runner-up
1C HO WING YI, 1C TSE CHING KI, 1E JIM JULIETTE, 1E WAN KA CHING	Girls' Grade C 4x50m Medley Relay	1st Runner-up

	Athletics	
6C KWONG SZE OI	Girls' Grade A Javelin Throw	Champion (Break Record)
SARAH	Girls' Grade A Discus Throw	2nd Runner-up
5F YIP TSZ YAN	Girls' Grade A High Jump	Champion
4B DING VICKY	Girls' Grade B Discus	2nd Runner-up
SE NO LUCAS QUILONG	Boys' Grade A Triple Jump	Champion
5F NG LUCAS QULONG	Boys' Grade A Long Jump	4th Place
C CHAN YAT HIM EVAN	Boys' Grade A 5000m	4th Place
4A WONG NOK HANG	Boys' Grade B 400m	4th Place
4A WONG NOK HANG, 4D FUNG KIN HEI, 3A TSE YIU NAM, 3D HO PAK HUNG	Boys' Grade B 4x400m Relay	4th Place
	Cross-country	
C CHAN YAT HIM EVAN	Boys' Grade A Individual	1st Runner-up
2B CHEUNG YU HIN	Boys' Grade C Individual	10th Place
	Long-distance Run	
C CHAN YAT HIM EVAN	Boys' Grade B Individual	10th Place
4E WONG YAN	Girls' Grade B Individual	10th Place
	Territory-wide Events	
	20th ISF Gymnasiade - Athletics Girls Javelin Throw	2nd Runner-up
	All China Youth (U20) Athletics Championship, organized by Chinese	6th Place (New Hong Kon
	Athletic Association	U20 Record)
	TCAA Athletics Championships - Round 4 FB Javelin Throw, organized by The Citizen Athletic Association	Champion (New Hong Kong U18 Record
6C KWONG SZE OI	Watsons Athletic Club Annual Challenge 2024 (Girls U18) Javelin Throw, organized by Watsons Athletic Club	Champion (Break Record
SARAH	All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024-25 (Girls) Javelin, organized by The School Sports Federation of Hong Kong	Champion (Break Record
	Hong Kong Athletics Series 2025 - Series 1 - Women's Open Javelin Throw, organized by Hong Kong, China Association of Athletics Affilates	Champion
	Ditto (Series 4 - Women's Open Javelin Throw)	Champion
	Hong Kong Junior Age Group Athletics Competition 2025 - 1 (Girls U20)  Javelin Throw, organized by Watsons Athletic Club	Champion
	2024 WT President's Cup-Oceania-World Taekwondo-G-2(Kyorugi) - 46kg Junior Division, co-organized by World Taekwondo, Australian Taekwondo	Champion
	Ditto (2024 Australian Open-World Taekwondo - G-2(Kyorugi) - 46kg Junior Division)	Champion
6C NG PING NGAN PAISLEY	Hong Kong Taekwondo Black Belt Competition 2024 (Girls Feather - 49kg), organized by Hong Kong, China Taekwondo Association	Champion
	The 7th Heroes Taekwondo international championship (Kyorugi) -46kg Junior Division, organized by Hong Kong, China Taekwondo Association	2nd Runner-up
	YONEX Dutch Junior International 202 5U19 Men's Double, organized by Nederlandse Badminton Bond	5th Place
	BAT YONEX Pathumthani Junior International Series 2024 U19 Mixed	
5D CHEUNG SAI SHING	Double, organized by Badminton World Federation	2nd Runner-up

	Hong Kong Junior Badminton Competition 2024 08-09 Group Boys' Double, organized by Badminton Association of Hong Kong, China	Champion
5F YIP TSZ YAN	Hong Kong Junior Age Group Athletics Competition 2025-1 (Girls U18) High Jump, organized by Watsons Athletic Club	1st Runner-up
	Ditto (2 - Girls U18 High Jump)	2nd Runner-up
5F NG LUCAS QULONG	All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024- 2025 (Boys) Triple jump, organized by The School Sports Federation of Hong Kong, China	6th Place
	Hong Kong Junior Age Group Athletics Competition 2025-4 Boys' U18 Long Jump, organized by Watsons Athletic Club	2nd Runner-up
3A SIU YIK NAM	2024 Asia Triathlon U15 and Youth Championships Hong Kong (Trikids 2, Female Youth 2), organized by Triathlon Association of Hong Kong China	2nd Runner-up
	2024 Aquathlon Series Award Discovery Distance Girls, Group - 2010, organized by Triathlon Association of Hong Kong China	2nd Runner-up
3A CHEUNG YIK HEI	In Celebration of the 75th anniversary of the Founding of People's Republic of China, North District Youth Outdoor Archery Competition, Boys' Grade C, organized by North District Youth Development and Civic Education Committee, North District Office, North District Archery Club	Champion
	2025 Hong Kong International Track Cup and the 15th National Games Track Cycling test - Men Youth Point Race, organized by The Cycling Association of Hong Kong, China	2nd Runner-up
3B CHEUNG KO SUM	2024 UCI Track Nations Cup (Hong Kong, China) - Men Youth Point Race, organized by Tissot	2nd Runner-up
SUMMY	Hong Kong Track Cycling Race - Series 1 - Men Youth 14-16 Keirin, organized by The Cycling Association of Hong Kong, China	1st Runner-up
	GP Begrafenisondernemingen 1.17.3 Male U17	9th Place
	Cycling Vlaanderen European Junior Cycling Tour - Assen - overall, organized by Union Cycling Internationale (UCI)	24th Place
	Inter school Shuttlecock Competition 2025 Junior Division, organized by Shuttlecock Association of Hong Kong, China	Champion
2D CHAN HEI TING HAYDEN	Hong Kong Youth Shuttlecock Tournament 2024 Boys' double, organized by Shuttlecock Association of Hong Kong, China	1st Runner-up
	Hong Kong Junior Age Group Shuttlecock Tournament 2025 U15 Boys' double	2nd Runner-up
	The 19th Hong Kong Wushu International Championship Group, Female F4 Nanquan, organized by Hong Kong, China Wushu Union, Chin Woo Athletic Association of Hong Kong, Sha Tin Sports Association	1st Runner-up
1D TSANG WING TUNG	Ditto (Individual Wushu Dance, Chinese Dragon Dance)	1st Runner-up
	The 20th Hong Kong Wushu International Championship Group Female F5 Wulong, organized by Hong Kong, China Wushu Union, Chin Woo Athletic Association of Hong Kong, Sha Tin Association	Champion
	Ditto (F5 Nanquan)	Champion

	(C) Aesthetics	
Prize Winners	The 76th Hong Kong Schools Speech Festival, organized by Hong Kong School Music and Speech Association (Chinese Speech)	Award
3C CHAN LOK HIM	Solo Verse Speaking (S3 Boys, Cantonese)	1st place
2A LEUNG CHARLOTTE	Solo Verse Speaking (S2 Girls, Cantonese)	1st place
4A MAN YAN CHUN, 4B LEUNG TIN HANG	Duologue (S4 Boys, Cantonese)	2nd Place
2B AU HING MAN	Solo Prose Speaking (S2 Girls, Cantonese)	2nd Place
	Solo Verse Speaking (S1-2 Girls, Putonghua)	2nd Place
2B CHOW SZE KEI	Solo Prose Speaking (S1-2 Girls, Putonghua)	2nd Place
1A LAI TSZ YI	Solo Verse Speaking (S1-2 Girls, Putonghua)	2nd Place
4E SIN HOI YUET	Solo Verse Speaking (S4 Girls, Cantonese)	3rd Place
3B ZHU HAI XI	Solo Verse Speaking (S3-4 Girls, Putonghua)	3rd Place
1E FUNG LONG HEI	Solo Verse Speaking (S1 Boys, Cantonese)	3rd Place
	The 76th Hong Kong Schools Speech Festival, organized by Hong Kong School Music and Speech Association (English Speech)	
2E XIANG HELEN	Solo Verse Speaking (S2 Girls, Non-Open)	1st place
1A WONG TSZ SHUN	Public Speaking Solo	1st place
6B TSE MING SUM	Shakespeare Monologue (Age 15 and over, Non-Open)	2nd Place
2A LEUNG CHARLOTTE	Solo Verse Speaking (S2 Girls, Non-Open)	2nd Place
1E FUNG LONG HEI	Solo Verse Speaking (S2 Boys, Non-Open)	2nd Place
1D MAR CHIN YAU, 1D LAM CHING YU	Dramatic Duologue (S1, Non-Open)	2nd Place
4A MOK SHING HIN	Solo Verse Speaking (S4 Boys, Non-Open)	3rd Place
4E SIN HOI YUET	Solo Verse Speaking (S4 Girls, Non-Open)	3rd Place
1B CHEUNG HOI KIU	Solo Verse Speaking (S1 Boys, Non-Open)	3rd Place
1B ZHI RUIQI	Solo Verse Speaking (S1 Girls, Non-Open)	3rd Place
	The 77th Hong Kong Schools Music Festival (Same organization as above)	
3E LEUNG JING PING	Trumpet Solo (Secondary School, Junior)	1st place
4C CHE LOK YAN	Graded Piano Solo - Grade Eight	2nd Place
4A YIP SHING HEI	Graded Piano Solo - Grade Eight	3rd Place
2A LAM KAREEN	Graded Piano Solo - Grade Eight	3rd Place
2E LAI SHUN CHI ISAAC	Graded Piano Solo - Grade Three	3rd Place
4E SIN HOI YUET	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under	3rd Place
School Choir	Secondary School Choir  — Chinese — Mixed Voice (Second Division, Senior)	3rd Place
Vocal Ensemble	Vocal Ensemble - Foreign Language - Mixed Voice (Secondary School, with Piano Accompaniment)	3rd Place

	Joint School Music Competition 2025, organized by Hong Kong Joint School Music Association	
Chinese Orchestra	Secondary School Group Ensemble (Chinese Instrument)	Gold Award
String Orchestra	Secondary School Group Ensemble (String)	Gold Award
School Band	Symphonic Band (Secondary Group)	Silver Award
School Choir	Secondary School Senior Choir (Challenge Class)	Silver Award
	Others	
School Choir	Hong Kong Inter-School Choral Festival - Secondary School Choir (Senior)	Silver Award
School Orchestra	Hong Kong Youth Music Interflows 2024 (Secondary School Orchestra)	Silver Award
5C Liu Yuet Fei	'Dunhuang Music From Five Continents' The 15th International Zheng Contest, co-organized by Hong Kong Art Exchange Association, Shanghai No.1 National Musical Instruments Factory The 5th Guangdong-Hong Kong-Macao Greater Bay Area Young	Gold Award
SC Liu Yuet Fei	Arts Festival 2024 (Guzheng Category), co-organized by Council for the Promotion of Guangdong-Hong Kong- Macao Cooperation and Hong Kong Musician Association	Gold Award
	61th Schools Dance Festival, organized by Hong Kong Schools Dance Association	
4D NG LUCIA, 4E WONG HOI LAM SANA	Jazz Dance (Duet) : Movement	Highly Commended Award
Jazz Dance Club	Jazz Dance (Senior, Group) : Together We Rise	Highly Commended Award
Jazz Dance Club	Jazz Dance (Junior, Group) : Basketball vibes	Highly Commended Award
1A XIAN CHO YU	Chinese Dance (Solo) : One Flower, One Sword	Highly Commended Award
Chinese Dance Club	Chinese Dance (Group) : The Flower Fairy	Highly Commended Award
Western Dance Club	Western Dance (Group) : Hungarian Dances	Highly Commended Award
4D CHEUNG CHUNG YAN	Jazz Dance (Solo) : Dynamic Pulse	Commended Award
4D CHUNG WING SOPHIA	Jazz Dance (Solo) : Rhythm Blaze	Commended Award
4C CHAN LAI KI,	Latin Dance : Cha Cha	Commended Award
4F SO ON NGA	Drama	
4C CHUI YIK KWAN		Award for Outstanding Script
4C CHUNG CHING HALLIE		Award for Outstanding Script
4E SIN HOI YUET		Award for Outstanding Performer
3B CHAN HEI TUNG		Award for Outstanding Performer
3B LIU WANG SHUN JOSEPH		Award for Outstanding Performer
3B YIU CHEUK FUNG		Award for Outstanding Performer
3D FUNG LOK CHI	Hong Kong School Drama Festival 24/25	Award for Outstanding Performer
3D SUEN SHUN	(Cantonese Group)	Award for Outstanding Performer
3E TAM HIU YIN	Name of Play: Pier	Award for Outstanding Performer
1A HUNG KING HEI		Award for Outstanding Performer
1E WU TIK		Award for Outstanding Performer
		Award for Outstanding Stage Effects
Drama Club		Award for Outstanding Cooperation Adjudicators' Award
		Adjudicators Award

	Visual Art		
4D LAW TSZ LING	National Painting and Calligraphy Competition for Primary and Secondary School Student (Hong Kong), organized by China Children's Center	Second Prize	
4D LAW TSZ LING	Student of the Year Awards 2024/25 (Visual Artists), organized by South China Morning Post (SCMP)	Finalist	
4D LAW TSZ LING	Xu Beihong Cup International Arts Competition for Youth & Children 2024, organized by The Hong Kong Federation of Youth Groups	Merit Award	
4A YIP SHING HEI	Arts Ambassadors-In-School Scheme (AAISS) 2025, organized by Hong Kong Arts Development Council	School representative (Visua Art)	
4D LI SUET CHING		School representative (Visual Art)	
5E CHAN PUI		School representative (Visual Art)	
4A YIP SHING HEI	2024 Annual International Children's Art Contest, organized by Ontario	Silver Medal	
4D LAW TSZ LING	Chinese Artists Association	Bronze Medal	
4A YIP SHING HEI	The 2nd Greater Bay Area Cantonese Opera Painting Creation	Award Winner	
4D LI SUET CHING	Competition 2024/25,	Award Winner	
4D LAW TSZ LING	organized by The Heart Touch Charity Foundation	Award Winner	
4C HAU YAM HEI HAILEY		Merit	
4D LI SUET CHING		Merit	
4A YIP SHING HEI	Charica of the Hang Kong Paless Museum Tressumes Handward District	Finalist	
4C CHUNG CHING HALLIE	Stories of the Hong Kong Palace Museum Treasures – Handmade Picture Book Creating Competition (Secondary) 2024/25, organized by the	Finalist	
4C QIAN YING YI LUNA	Education Bureau	Finalist	
4E WONG YAN		Finalist	
4F PANG WING HEI		Finalist	
6D CHAN HEI YI		Finalist	
3C WONG TIN YUET	Exhibition of Student Visual Art work 2024/25, organized by the	Finalist	
6E CHENG YI LUN ELLEN	Education Bureau	Certificate of Commendation	
4A YIP SHING HEI	18th Washi Postcard Drawing Competition,	Award Winner	
4D LI SUET CHING	organized by Ino-cho Paper Museum	Award Winner	
4D LI SUET CHING	2025 (Spring) Malaysia International Online Juried Art Competition : Still Life/Flower Category, organized by IFAM Global	Finalist	
4A YIP SHING HEI	The 17th "My Dream Home" Writing, Photo, Video, Drawing and Poster	Merit	
4C HAU YAM HEI HAILEY	Design Contest, organized by Hong Kong Quality Assurance Agency (HKQAA)	Finalist	
6E CHENG YI LUN ELLEN	Secondary School Contemporary Drawing Competition, organized by	Merit	
6B WONG KAA YIN	Hong Kong Academy of Contemporary Art	Special Honour Award	
2B CHAN HOI YAU	'Fueling Positive Energy" Coloring and Drawing Competition 2024 (Secondary School and Tertiary College Category), organized by Hong Kong Children & Youth Services	Finalist	
	2024 "Kids Art" Drawing Competition, organized by China Life (Overseas)	Silver Award	
3A CHAN JOY SZE	The Artist's Travel Tote: Youth Annual Art Contest 2024, organized by Hong Kong Youth Creative Arts Association	2nd Runner-up	
2A CHAN KA YUET JAMIE		1st Runner-Up	
4D LAW TSZ LING	1st Pooi To Creative Flower Button Design Invitational Competition (for	3rd Runner-Up	
2B CHAN HOI YAU	Hong Kong Secondary Schools), organized by Pooi To Middle School	3rd Runner-Up	
4D LUO CAMELLIA		Commendation Award	

5C LEUNG CHING YAN		1st Runner-Up
5D LAU SIN HANG	4th Portrait drawing competition 2024, organized by Good Morning Class	1st Runner-Up
5D ZHANG WAI KI		2nd Runner-Up
4C CHUNG CHING HALLIE	Mask Design Competition 2024-2025, organized by The Society for AIDS  Care	Merit
4C CHUI YIK KWAN	cure	Finalist
4C CHUI YIK KWAN		Audience Voting award
4B HO CHUN YIN	Vacuum Forming Photography Challenge, organized by Art and Culture Outreach	Aesthetics Category "The Mo Popular Work"
1D WONG SEARON		Gold Award
1A CHAN TSZ YU	Pet Guardian Coloring Contest (Secondary School Group), organized by Society for the Prevention of Cruelty to Animals (SPCA)	1st Runner-up and Best Colo Award
1D LAM YUI CHING		Silver Award
1A LAM KING HIN		Gold Award
1D WEN JIAWEN		Gold Award
		Champion and Most
1D WONG HAY TUNG	Protecting Marine Animals Coloring Competition (Secondary School	Professional Work Award
1D MAR CHIN YAU	Group), organized by Ocean Park Conservation Foundation	First Runner-up and Best Cold
		Award
1D LAM CHING YU		Silver Award
1D KWOK JOANNA		Silver Award
Prize Winners	(D) Recreational & Miscellaneous	Awards
	Hong Kong Outstanding Red Cross Youth of the Year 2024, organized by Hong Kong Red Cross	Merit
5D IEONG TSZ LAM	Hong Kong Red Cross Youth Units Youth First-Aid Competition (East New Territories Division Headquarters), organized by Hong Kong Red Cross	Best Leader
6A CHAN TSZ YAU	25th Asian Pacific Bridge Federation (APBF) Youth Championship U26 Girls, organized by Asian Pacific Bridge Federation	1st Runner up
4A LIANG TAO, 4A LAU SHING LEONG	Hong Kong Secondary School Bridge League IMP Pairs 1, organized by Hong Kong, China Bridge Association	Champion
4A FANG YUDI, 4A		
LEE KA HEI,	Ditto ( IMP Pairs 2)	1st Runner up
4A FANG YUDI, 4A		
LEE KA HEI, 4A LIANG TAO, 2D LAU TIN HEI CHARIS, 2E NG TSZ YAU	Hong Kong Secondary School Bridge League 2025 Teacher-Student Bridge Competition, organized by Hong Kong, China Bridge Association	Champion
ZE NG 132 IAU	Hong Kong-wide Inter-school AI Chinese Chess Tournament (Secondary School Division), organized by Greater Bay Area Youth Development Association	1st Runner up
	Tsuen Wan Community National Day Cup Chinese Chess Competition 2024 in Celebration of the Foundation of the People's Republic of China	
2E CHIM TSZ CHUN	(Open Division), co-organized by Home Affairs Department (Tsuen Wan), Tsuen Wan District Council, the Tsuen Wan National Day Celebration Committee	1st Runner up
	Hong Kong Inter-school Chinese Chess Tournament (Secondary School Division), organized by Kowloon Chamber of Commerce	1st Runner up
	14th "Junior Chess Master Cup" Hong Kong Inter-school Chinese Chess Competition (Junior Secondary Division), co-organized by Children Mental and Learning Ability Development Association, Hong Kong Youth Chess Academy	2nd Runner up

Prize Winners ( Class of 23-24 )	(E) Addendum (Awards received during Jun to Aug 2023)	Awards
	Chinese	
5F CHAN OI TUNG	City Literary Award 2024, organized by City U (Secondary School - Prose Category)	1st place
5F LEUNG KA CHING OLIVIA	Ditto (Secondary School - Flash Fiction)	Recommendation Award
5F YEUNG PIK YING	Ditto ( Fiction)	Recommendation Award
6A CHENG PAK HAY HAYDN	8th European Physics Olympiad	Gold Award
	ICT	
5C WONG KING HEI		Gold Award
5A MAK KA HEI	20th Cisco Networking Skills Competition 2024, organized by Cisco	Silver Award
5A HEUNG TSZ LONG	Networking Academy (HK & Macau) and Association of I.T. Leaders in	Bronze Award
5B CHONG SAI MING	Education (AiTLE)	Merit
5C KWAN YIN LI		Merit
2E CHEN YUET CHI, 2E FONG HIU YAU, 2E HO SZE KEI KASLEY, 2E LO WING MAN	Guardians of the Dataverse IG Reels Competition, organized by Hong Kong Internet Registration Corporation and SEED Foundation	Merit
	Design and Technology	
3D CHAN HONG SUI, 3E WU SAI KI, 2D LI HO HUI	World Robot Olympiad (WRO) Hong Kong 2024 (Olympiad Future Engineers, Junior), organized by International Robot	1st Runner-up
2C CHAN LONG HIM, 2D CHEUNG YIK HEI, 1A LAU WING KIU, 1C NG YAN LAM, 1E WONG CHING YU, 1E YU HO	Ditto (Olympiad Future Innovators, Junior)	2nd Runner-up
2D LI HO HUI, 1A LAU WING KIU, 1D IP CHUN SUM, 1E WONG CHING YU, 1E WONG YIK SHING	Green Innovation Competition 2024 (Secondary School), organized by The Chinese University of Hong Kong	1st Runner up, People Choice's Award
3A CHAN HOI CHING, 3C OU ZE HAO, 3D CHAN CHUN TING, 3D WANG YIK TUNG	Hong Kong Robotics Gala 2024, organized by STEM CEATE Awardee Workshop	2nd Runner-up
	(D) Recreational & Miscellaneous	
5A KONG HIU YIN, 5A TSUI HEI TUNG, 5A CHEUNG CHI YUI ISAAC, 5A LEUNG KING SANG	Group Project Award for Senior Secondary Japanese Language Subject Students, organized by Society of Japanese Language Education Hong Kong	Award

- 4. Summary of Awards in local competitions (inter-school, territory-wise, regional)
  - (i) Sports
    HK Schools Sports Federation (Shatin & Sai Kung Area, 2023-2024)

Group Award

Grade		Boys			Girls			
Item	Α		0	^	D	0		
	Α	В	С	Α	В	С		
Cross Country	3 <sup>rd</sup>	6 <sup>th</sup>		7 <sup>th</sup>	5 <sup>th</sup>	4 <sup>th</sup>		
Long-distance Run	3 <sup>rd</sup>	6 <sup>th</sup>		8 <sup>th</sup>	4 <sup>th</sup>	4 <sup>th</sup>		
Athletics	8 <sup>th</sup>				6 <sup>th</sup>			
Swimming 5 <sup>th</sup>		8 <sup>th</sup> 8 <sup>th</sup>		6 <sup>th</sup>	4 <sup>th</sup>	3 <sup>rd</sup>		
Badminton	Badminton Top 8 Table-tennis Top 8		Top 16 Top 8		Top 8			
Table-tennis			Top 8	Гор 8 Тор 8		Champion		
Volleyball (D1)				6 <sup>th</sup>		3 <sup>rd</sup>		
Football (D2)	Football (D2) 3 <sup>rd</sup>		3 <sup>rd</sup>					
Basketball (D1)	5 <sup>th</sup>		5 <sup>th</sup>		Champion			
Archery (All N.T. competitions)	5 <sup>th</sup>				6 <sup>th</sup>			

Overall: Boys (5<sup>th</sup> place), and Girls (6<sup>th</sup> place)

Individual / Relay Award

Medal	Gold	Silver	Bronze
Number	20	9	12

(ii) Speech Festival

- 1				
	Individual /Group awards	First	Second	Third
	Number	4	9	7

(iii) Music Festival

Individual /Group awards	First	Second	Third
Number	3	5	6

(iv) Dance Festival

Individual /Group awards	Highly Commended 甲級	Commended 乙級
Number	5	3

# Baptist Lui Ming Choi Secondary School 2024/25年度財務報告 Financial Report

tems 項目			Balance b/f 2023/24年度 結轉(\$)	Income 2024/25年度 收入(\$)	Expenditure 2024/25年度 支出(\$)	Balance c/f 2024/25年度 結存(\$)
. Government Funds 政府賬目						
A.Extended Operation Expenses Block Grant (EOEBG) 擴大營辦開支整筆津貼			3,261,207.09	943,056.96	(2,070,649.55)	2,133,614.50
(1) School Specific 特定學校而設的津貼       1.10 Admin Grant / Revised Admin Grant 行政津貼 / 修訂的行政津貼       1.20 Capacity Enhancement Grant 學校發展津貼				4,787,136.00 676,944.00	(5,479,072.09) (455,250.00)	(691,936.09) 221,694.00
1.30 Composite IT Grant 資訊科技綜合津貼 1.40 Air-Conditioning Grant 空調設備津貼				585,308.00 666,841.08	(570,031.17) (984,693.18)	15,276.83 (317,852.10)
1.50 School-based Management Top-up Grant 校本管理額外津貼				53,385.00	(3,700.00)	49,685.00
1.60 School-based Speech Therapy Admin Recurrent Grant 言語治療行政經常津貼				8,541.00	(2,687.10)	5,853.90
		(1)Sub-total 小計:	3,261,207.09	7,721,212.04	(9,566,083.09)	1,416,336.04
(2) Non-School Specific 非特定學校而設的津貼 2.10 Baseline Reference Grant 基準津貼 2.20 Other Income 其他収入			-	2,583,277.07 318,959.79	(2,461,007.90)	122,269.17 318,959.79
		(2)Sub-total 小計:	-	2,902,236.86	(2,461,007.90)	441,228.96
(3) Others 其他 3.10 Fund set aside for Long Service Payment 長期服務金/遣散費撥備 3.20 Unspent Balance Refundable to EDB 未用餘額退回教育局			23,547.00		-	23,547.00
3.30 Deficit from Grant outside EOEBG transfer to EOEBG A/C					(304,784.01)	(304,784.01)
		(3) Sub-Total 小計:	23,547.00	-	(304,784.01)	(281,237.01)
	(A)	(1)-(3) Total 總計:	3,284,754.09	10,623,448.90	(12,331,875.00)	1,576,327.99
B. Grants outside EOEBG 非擴大營辦開支整筆津貼			(274 620 52)	62 222 711 69	(62.040.072.16)	
<ul> <li>(1) Salary Grant 薪金津貼</li> <li>(2) Teacher Relief Grant 整合代課津貼</li> <li>(3) Grant Accounts 專項撥款</li> </ul>			(274,639.52) 2,853,716.78	63,223,711.68 6,849,015.00	(62,949,072.16) (6,643,622.12)	3,059,109.66
3.1 Home-School Cooperation Grant 家校合作的活動計劃津貼帳			-	46,044.00	(46,044.00) (254,758.38)	-
3.3 School-based After-school Learning and Support 校本課後學習及支援計劃			-	254,758.38 49,200.00	(49,200.00)	
<ul> <li>3.4 Other recurrent Grant -Rent &amp; Rate Grant 差餉及地租</li> <li>3.5 Learning Support Grant 中學學習支援津貼</li> </ul>			235,352.19	509,512.00 812,272.00	(498,412.00) (996,926.46)	11,100.00 50,697.73
<ul> <li>3.6 Diversity Learning Grant (Other Languages) 多元學習津貼-其他語言</li> <li>3.7 Diversity Learning Grant (Other Programmes) 多元學習津貼-其他課程</li> </ul>			-	159,100.00 117,000.00	(133,589.68) (295,723.99)	25,510.32 (178,723.99
3.8 Diversity Learning Grant (Applied Learning) 多元學習津貼-應用學習課程			-	113,695.00	(113,695.00)	(178,723.99
Grant for Support for Non-Chinese Speaking (NCS) Students 支授非華語學生津貼			-	-	-	-
3.10 Information Technology Staffing Support Grant 資訊科技人員支援津貼			-	338,819.00	(351,792.00)	(12,973.00
<ul> <li>3.11 Hong Kong School Drama Festival 香港學校戲劇節</li> <li>3.12 Promotion of Reading Grant 推廣閱讀津貼</li> </ul>			32,413.65	8,600.00 77,205.00	(8,600.00) (106,780.80)	2,837.85
Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Sub 3.13 Citizenship and Social Development 支援推行高中公民與社會發展科的一筆過津貼	oject		41,441.80		(41,571.80)	(130.00)
(8/2025) 3.14 Life Wide Learning Grant 全方位學習津貼			_	1,505,474.00	(1,616,531.02)	(111,057.02)
3.15 School Executive Officer Grant 学校行政主任津貼 3.16 Grant for the Sister School Scheme 娇妹學校計劃津貼 3.17 Mainfand Exchange Programme for Secondary School Students			57,176.90 152,465.56	590,760.00 165,438.00	(546,159.81) (212,696.00)	101,777.09 105,207.56
3.18 One-off Grant for Mental Health at School (8/2025)			60,000.00	-	(61,900.00)	(1,900.00)
<ul> <li>3.19 One-off Grant for Mental Health of Parents&amp;Students (8/2025)</li> <li>3.20 Promotion of Chinese Culture Immersion Activities (8/2027)</li> </ul>			5,200.00 300,000.00	-	(5,200.00) (16,254.02)	283,745.98
3.21 Promotion of a Sports Ambience and MVPA60 in Schools(8/2027)			144,080.62	-	(115,912.02)	28,168.60
<ul> <li>3.22 Parent Education (Secondary) (8/2027)</li> <li>3.23 One-off Speech Therapy Set-up Grant —筆過校本言語治療設置津貼 (8/2025)</li> </ul>			200,000.00 20,646.00	-	(55,045.00) (11,825.63)	144,955.00 8,820.37
3.24 LWLSS Grant 3.25 Participation of Schools in Feed-in Tariff (FiT) Scheme			-	71.957.68	(70,420.50)	1,537.18
3.26 Promotion of Self-directed Language Learning (Eng) 8/2027			-	200,000.00	(70,420.30)	200,000.00
3.27 Promotion of Self-directed Language Learning (Putonghua)8/27 3.28 AI for Science Education			-	200,000.00 100,000.00	-	200,000.00 100,000.00
3.29 Pilot Scheme on Other Languages			-	250,000.00	-	250,000.00
3.30 Non-EOEBG Deficit transfer to EOEBG				304,784.01		304,784.01
(I) Government Funds 政府賬		1)-(3) Total 總計 A)+(B) Total 總計	7,112,608.07	75,947,345.75 86,570,794.65	(75,201,732.39)	4,573,467.34 6,149,795.33
	. ц.	1) (D) 10tm #6#1	7,112,000.07	00,070,774.00	(67,555,667,55)	0,149,793.33
. School Funds 學校賬目 A. General 一般			(801,064.70)	190,802.31	(820,936.44)	(1,431,198.83)
(1) Tong Fai 堂費			-	133,620.00	-	133,620.00
<ul><li>(2) Rental and Hiring Charges 租金</li><li>(3) Others 其他</li></ul>			-	579,492.10 2,952,236.23	(205,196.84) (2,836,363.55)	374,295.26 115,872.68
	(A)	Sub-total 小計:	(801,064.70)	3,856,150.64	(3,862,496.83)	(807,410.89)
B. Specific 特定						
<ol> <li>Specific Purposes 特定用途賬</li> <li>School Development Fund 學校發展基金 (*)</li> </ol>			1,785,754.62 793,022.51	1,009,442.00 852,623.88	(454,879.16) (1,454,633.83)	2,340,317.46 191,012.56
(3) School Development Fund 李文敦殷鉴亚() (4) Ms Shirley Ngai Education Fund 魏凌霜老師教育基金			334,047.78	177,965.73	(249,914.43)	262,099.08
(5) others 其他	_	Sub-total	4,566,773.12	2,902,154.67	(2,249,873.46)	5,219,054.33
	(B)	小計:	7,479,598.03	4,942,186.28	(4,409,300.88)	8,012,483.43
C. Temp Fund 寄存項目 (1) Temporary Fund from Staff & Student 教職員及學生組織寄存項目 (2) Smartcard Payment 智能咕繳費			148,850.53 748,462.36	321,753.00 2,564,128.20	(320,418.28) (2,339,247.55)	150,185.25 973,343.01
•	(C)	Sub-total 小計:	897,312.89	2,885,881.20	(2,659,665.83)	1,123,528.26
(II) School Funds 學校賬	{目: (A	A)+(B)+(C)Total 總計	7,575,846.22	11,684,218.12	(10,931,463.54)	8,328,600.80
Grand Total 總	計	(I) + (II)	14,688,454.29	98,255,012.77	(98,465,070.93)	14,478,396.13
		Tot	al surplus / deficit	for school year Z	4年度結餘/虧損	(210,058.16)
	Acco		s as the end of scho	-		14,478,396.13

END