



Jockey Club Ti-I College
賽馬會體藝中學

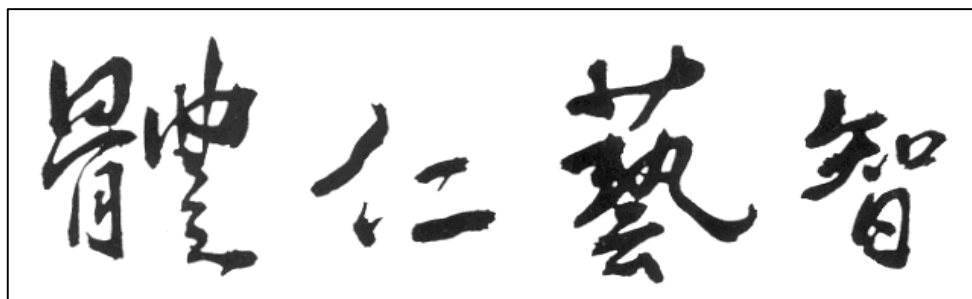
Annual Report 2024-2025

Contents

| | |
|--|----|
| Our School | 2 |
| Achievements and Reflection on Major Concerns: Feedback and Follow-up..... | 3 |
| Major Concern 1: Equipping Intelligence for Future..... | 3 |
| Major Concern 2: Enlightening Aspiration for Future | 6 |
| Major Concern 3: Enhancing Readiness for Future | 11 |
| Student Performance | 14 |
| Academic Performance | 15 |
| Non-academic Performance | 17 |
| Financial Summary | 28 |
| Appendix | 36 |
| Report of KPM | 36 |
| Special Reports | 43 |

Our School

The vision and mission of the School are to provide students with the normal grammar school curriculum as well as a better chance to develop their potential in sports or arts. The School puts ***equal emphasis on academic achievement and the development of students' talent in sports and visual arts***. By the time students leave the School, they will have acquired proficient language skills, have an analytical mind, the ability to think for themselves and a sound knowledge in academic subjects as well as in sports or visual arts.



Our School Motto: **Sports, Humanities, Arts & Wisdom**

Managers of the Incorporated Management Committee (as of 31 Aug 2025)

Dr. CHAN Kwok Ki, School Supervisor, Sponsoring Body Manager
Dr. LAU Mun Yee Irene, Deputy School Supervisor, Sponsoring Body Manager
Mr. HUI Kin Yip John, Sponsoring Body Manager
Ms. KWOH So Chi Peggy, Sponsoring Body Manager
Dr. LEUNG Wing Hang Vitus, Sponsoring Body Manager
Ms. TAM Fung Chee, Sponsoring Body Manager
Mr. CHENG Yuen Shan Vincent, Principal, Ex-officio Manager
Mr. CHAN Kar Lok Ernest, Independent Manager
Mr. LI Chun Luen Johnny, Independent Manager
Ms. WOO Mei Hung, Teacher Manager
Ms. CHU Po Yee, Alternate Teacher Manager
Ms. CHAPMAN Lai Kuen, Parent Manager (1/9/2024-18/9/2024)
Ms. KWOK Ho Ching, Parent Manager (From 19/9/2024)
Mr. CHAN Chi Wai, Alternate Parent Manager
Dr. LEE Wai Yuk Justin, Alumni Manager (1/9/2024-8/10/2024)
Mr. LEE See Dee Steve, Alumni Manager (From 9/10/2024)

For more details of the school, please refer to the following:

- School website (<https://www.tic.edu.hk>)
- Secondary School Profiles (https://www.chsc.hk/ssp2022/index.php?lang_id=1)

Achievements and Reflection on Major Concerns: Feedback and Follow-up

Major Concern 1: Equipping Intelligence for Future

Major Achievements

- Reinforce effective learning habits and time management skills
 - Different types of classwork were found in different subjects. From the results obtained in APASO, both items (learning – self initiative and learning – self monitoring) scored above the mean (for F.1 to F.5 students), while the item (learning – self-planning) also scored above the mean (for F.1 to F.4 students). These results showed that our students agreed that they have improved self-initiative, self-monitoring and self-planning skills in learning. Teaching of study skills was also found in lesson observations in different subjects.
 - New measures implemented in this academic year included new timeslots for detention classes and a new program cooperating with GSS to help students form good learning habits and reinforce good time management skills. Related subject teachers were invited to support students in detention classes. A new policy of SAEP to help the weakest batch of students was introduced. More focus was put on reinforcing weaker students' foundation knowledge in the core subjects.
- Promote the proper and ethical use of various learning resources
 - Students were provided with various learning opportunities to develop their literacy skills.
 - The importance of media literacy was highlighted in Form Teachers' Period curriculum through the provision of school-based teaching materials and learning activities to support the F.1 Cross-curricular Project Work.
 - In the first term "Read to Breathe" competition, F.1-5 students were required to post Instagram posts as book characters. A practical context for discussions in classrooms about the responsible use of social media was provided.
 - The school participated in the CUHK Jockey Club AI for the Future Project and used the IT Innovation Lab to offer a range of technology-focused courses.
 - New IT technologies were adopted in VA learning, including the proper and ethical use of new IT technologies, AI, information and the exposure to new media in art.
 - The latest trend/development in AI Application in Education was introduced to teachers, specifically the hands-on experience with AI tools tailored for education. Teachers appreciated the resources to enhance student engagement and learning outcomes. Teachers' readiness was enhanced for applying practical strategies to integrate AI into their teaching practice.
- Build competence in Information literacy
 - ICT lessons incorporated case studies to help students use information ethically and effectively.
 - Practical hands-on tasks, lab exercises, and projects were used to strengthen ICT skills.
 - Two local authors were invited to conduct Author Talks for Forms 1 and 3 students, focusing on their personal reading and writing journeys. Students' questioning skills were enhanced through interactive activities between the authors and students.

- Facilitate cross-curricular collaborative learning through project work
 - The kick-start of project learning in F.1 with the collaboration of different subjects was successfully conducted. Throughout the academic year, teachers from different subjects (mainly Chinese language, English language, Geography, Putonghua, Technology and Living) contributed to the project by teaching various elements in their respective lessons that were crucial to the project work. Students learnt how to integrate and apply knowledge learnt from different subjects in the process. The group presentations provided an opportunity for students to present their ideas and findings. More than 80% of them agreed that they could find reliable sources of information, summarize information from different sources, use visual aids to present ideas and apply what they had learned from different subjects to complete the project.
- Extend learning across curriculum
 - The practice of collaborative learning and teaching continued to be implemented with an extra requirement that they have to invite teachers from other KLAs to observe the lesson conducted, and almost all subjects fulfilled the requirement. For the implementation of Language across curriculum (LAC), various subjects collaborated and conducted different lessons to reinforce the target. Supported by HKU, teacher representatives from different KLAs shared the successful experience with other schools.
 - Teachers' competence in LAC was enhanced through a sharing session by a professor from HKU during Staff Development Day. The sharing increased teachers' awareness of LAC in different subjects and equipped teachers with the skills in helping students overcome language barriers in subjects like Science, Math, and Humanities.
 - Initiated by ICT subject panel, the following STEAM courses were incorporated into the ICT curriculum in different forms:
 - ◆ AR Swift for F.1 students (Augmented Reality exploration)
 - ◆ Python Coding Basic for F.4 ICT students
 - ◆ Drone operation basics for selected F.1-F.5 students
 - ◆ 3D Modeling for Smart City Certification
 - ◆ 3D Printing/Space Curation

The following STEAM courses were incorporated in the ICT curriculum

 - ◆ Swift AR Scene and Game Creation for F.2 (AR content creation and coding)
 - ◆ Creative AI Art and App Building for F.3 (AI in art and UI development)
 - ◆ AI for Coding – Self-Driving Tram Program for selected students
 - The implementation of a collaborative STEAM project between IS and ICT was extended to F.2 this year. Students used micro:bit to design aircraft bombing devices (F.1) and power counters of electricity (F.2). Students applied the knowledge and skills from both subjects in the design of the devices. According to the results from APASO, it was found that both F.1 and F.2 students scored with a Q value higher than the mean in the item "Creativity (Science-related)". It was one of the good indicators to show the success in the implementation of the STEAM project.
 - A 'Writing Bible' was developed in the English Panel focusing on the format, tone and register, and application of proper expressions for common DSE text types.
 - There was a 2-min news sharing by students in CS lessons and an English writing of news review marked by both CS and ENG teachers. Students took turns to do a short sharing based on some current news or issues. Students shared news in Hong Kong, Mainland China, or various international news. After that, students produced a DSE-style writing.
 - For Form 1, one English teacher was assigned to teach CES to design LAC learning materials with the use of CES subject content throughout the year.

Reflection

- In terms of reinforcing learning habits, different learning/ study skills were taught by different subjects or teachers. Students have gained an understanding of the main study skills that they need to acquire in that subject, but they might not be able to employ or transfer different study skills to other subjects. The findings in APASO suggested that students' intrinsic learning motivation had room to improve, with F.2 and F.5 having a value below the mean.
- No significant results were observed in the new mode of detention class. Some students still needed to participate in detention classes for consecutive months.
- Planning with different subjects before the implementation of the project was important, especially the curriculum mapping with different subjects would be a vital element in the success of the project work.
- According to the post-project evaluation questionnaire, more than half of students indicated that they learned how to identify reliable sources of information for the project. The experiential learning workshop was not yet organized due to the tight schedule.
- From the APASO, it was found that students' Q score was lower than the mean in the item "Science lessons (No negative emotion)". It was suggested to have further review in conducting Science lessons in junior forms.
- Drone performances were showcased during Speech Day and morning assembly. Both teachers and students expressed satisfaction with the performances.
- The first and second drafts of the 'Writing Bible' were produced. Further polishing was in progress.
- The feedback from the LAC workshop revealed that teachers gained a deeper understanding of the challenges students faced when learning subject content in a second language. It reminded teachers to be more aware of students' learning needs.

Feedback and Follow-up

- Regarding study skills, it is important to start from junior forms. All subject teachers were expected to implement the skills students learnt in their lessons.
- The benefit of arranging the detention class during lunch time is to avoid clashes with students' after school activities, but the duration was not long enough for most of them to complete their work. Also, lunch detention class sometimes clashed with junior form students' lunch programs. A new measure was expected to be adopted in the next academic year.
- Other types of trainings could be explored to enhance students' information literacy.
- The success of the collaborative project learning work should be extended to F.2. The current project will continue to run in F.1 while a new one will be initiated in F.2 in the next academic year.
- The ethical aspects of Artificial Intelligence should be reinforced. Wider exposure and experiences on new technology should be arranged for students next academic year. More discussions on the application and impact of AI and life are needed. Students are expected to understand and think critically about the use of technology.
- The school should explore different AI tools for teachers to apply in teaching and learning through future staff professional development programs.

Major Concern 2: Enlightening Aspiration for Future

Major Achievements

- Cultivate positive behaviour and peer relationships
 - In order to understand the lunchtime duty and classroom atmosphere, Class Prefects performed the duty alongside Form Teachers during the first two weeks of September.
 - In collaboration with external organizations, training workshops were organized to strengthen the leadership skills of the Head Prefects and Chief Prefect Leaders.
 - Discipline Performance Index (DPI) Summary Report was compiled monthly and reported at staff meetings, enabling teachers to use the data to remind students of their daily behavior and to ensure compliance with the school rules and regulations.
 - Access to Conduct Improvement Scheme records was made available through the intranet system, allowing Form Teachers to monitor students' progress in completing the scheme.
 - Discipline Committee (DC) teachers announced the Conduct Improvement Scheme through emails and reminders during assemblies. The procedures and requirements of the scheme were reviewed, assisting more students in meeting the criteria and successfully complete it.
 - A record high number of 35 peer counsellors were recruited this year. An overnight training camp was organized by a social worker and other professionals including an occupational therapist, a music therapist and an art therapist from TWGHs for the peer counsellors. Peer relationships between F.1 students and peer counsellors were enhanced through games and activities such as inter-class dodge ball competitions, board games and other lunchtime programs.
- Nurture positive values and mindsets
 - More academic subjects or administrative groups were invited to share their insights on positive values and mindsets during school assemblies. A total of eight sessions of "The Speech under the National Flag" were conducted this school year. A total of 24 workshops or talks were organized during the Friday Function for F.1–F.6 students this school year, with contributions from OLE & SLP Committee (OSC), Guidance & Student Support Committee (GSS), and Careers & Life Planning Committee (CLP). The Form Teacher Period curriculum was reviewed and updated to include current topics such as proper behavior in the virtual world and the importance of avoiding bullying.
 - In collaboration with external organizations, a variety of extracurricular activities were organized to promote positive values and mindsets, including life education and law-abidingness. For example, a talk on bullying prevention was delivered by the Hong Kong Police Force and a workshop on the refugee crisis was conducted by World Vision Hong Kong.
 - In collaboration with external organizations, different themed talk sessions were conducted during this school year. For example, a session on anti-drug awareness focusing on Etomidate was presented by the Hong Kong Sheng Kung Hui Welfare Council, and Neo-Horizon.

- Enhance mental well-being
 - The Geography subject panel collaborated with the Green Club to hold activities such as field trips and game booths to promote the importance of the environment and the benefits of learning in, learning from and learning with nature.
 - The successful setup of the "Chill Zone" provided a cozy and relaxing environment for students. It facilitates students' peer relationships, promotes positive values, and fosters resilience. The renovation work was completed and ready to use at the end of the 1st term and trial run was carried out during the first term exam. "Chill Zone" has become a popular location especially for junior form students, attracting an average of 12-15 students during each lunch session, with over 400 visits recorded since it opened regularly in the second term.
 - The "Bad Mood Day" was organised in late November which focused on helping students recognize and accept negative emotions. The event featured activities such as writing "bad mood cards", lunch-time busking performances, redeeming toy capsule souvenir. With the support of our school social workers and the PTA members, students were encouraged to share their struggles and fear, and support one another while sharing desserts. Peer Counsellors were recruited to make and serve hot chocolate, promoting a sense of community and bonding among students. There was a remarkable increase in the Affect (Positive Affect) level, rising from 85 to 103 in the APASO 2024-2025 results, highlighting a significant improvement in students' mental well-being. The event struck a chord with students, who embraced the slogan "it's ok to be not ok" as a personal motto, demonstrating its impact on their mindsets.
- Boost courage in facing life challenges and resilience in adversity
 - Twenty boys and twenty girls participated in the Enhanced Smart Teen Project 5-day, 4-night training programme, accompanied by three teachers. The Principal, along with a number of teachers and parents, attended the graduation ceremony to witness the growth of all participants.
- Encourage service participation and fuel the sense of social belonging
 - Peer counsellors participated in two social services for the elderly with dementia organized by TWGHs. Together they visited the AIA Carnival and enjoyed spring lunch during CNY. Some also served as instructors in an art therapy session for the elderly in March while others participated in a night charity walk on Hong Kong Island organized by Hanuman Charity to serve the community.
 - The volunteer programme: 非遺相承 長青共融 was co-organized with the Hope Worldwide. 14 students joined the workshops and visited the elderly centre. Based on the results from the questionnaire completed by students, positive feedback about the programme was received. Some students commented that the programme allowed them to understand the needs of the elderly.
 - In the F.5 Grand Tour, all students were engaged in the service of helping farmers in Okinawa to remove the weeds and the invasive species of plants from the farms.
 - School-Home Collaboration Committee (SHC) successfully held 2 parent-child voluntary activities with PTA, namely cleaning the rabbit house and visiting the nursing home, with more than 40 parents and students participating.

- Uphold and embrace national identity
 - On 20-21 March 2025, 20 F.1-2 students visited Duan Zhou Middle School to have a cultural and academic exchange.
 - On 27-28 March 2025, representatives from Affiliated School of JNU for Hong Kong & Macao Students - Foshan visited our school and joined our F.4-5 VA and English lessons for academic exchange. They also joined the Art Basel Festival during their visit with our F.4-5 VA students.
 - Ten F.4 students joined EDB “Passing on the Torch Platform” Programme Series: An Exploration into the History and Intangible Cultural Heritage in Xi’an and Yan’an to uphold their sense of national identity.
 - Students participated in the activities and competitions about nation education held by EDB and external organizations, such as 2025 《憲法》和《基本法》全港校際問答比賽, 2024/25 學年全港初中中國歷史文化問答比賽 and 2025 年全民國家安全教育日聯校升旗禮活動.
 - F.3 students were arranged to visit the PLA Hong Kong Garrison Exhibition Center and Hong Kong Museum of the War of Resistance and Coastal Defence on the Activity Day.
 - Chinese History Subject Panel collaborated with Chinese Language Subject Panel and Student Growth Committee (SGC) to provide students of all levels with activities themed around Chinese culture and current affairs. These activities took place during morning assemblies, lunchtime, and after school. Chinese Culture Week was held in March 2025.
- Raise global issue awareness and broaden global vision
 - On 17-21 April 2025, 102 F.5 students joined the F.5 Grand Tour to Okinawa, Japan with the theme of cultural exchange, adventure-based activities and social service. Positive feedback was received from students and colleagues according to the results of the evaluation. More than 90% of students agreed that the tourist spots and activities were worth experiencing. 93.2% thought that their exposure to different cultures had broadened their horizons after the tour. Most importantly, 95.5% students ranked 3-5 (5 being the highest) in the question asking how far the tour strengthened the bonding and team spirit among their classes.
 - The world map and posters with geographical themes were displayed on 4/F along the corridor as part of the campus art project with the collaboration between VA and Geography Subject Panel.

Reflection

- Students' understanding of positive messages was deepened and their sense of self-discipline was also strengthened through the activities and competitions organized by DC teachers and the Prefect Team. Students' awareness of bullying prevention and anti-drug notion was raised through the Theme Talks. The sessions received positive feedback from most teachers and participating students.
- Most Form Teachers utilized the DPI Summary Report to promote students' positive attitudes in school. They could guide students to improve their behavior during the Conduct Improvement Scheme by referring to records on the intranet. More students applied to the Conduct Improvement Scheme, and the success rate increased from 79.5% in Term 1 to 89.2% in Term 2 of the school year.
- Most prefects gave positive feedback on the workshops organized by external organizations, as well as the sharing sessions led by the Head Prefect and Chief Prefect Leaders. F.1 and F.2 Form Teachers reported that the performance of Class Prefects had improved, though some Class Prefects expressed difficulty in monitoring a large group of students.
- More schools might be contacted so that local school exchange programme can be resumed.
- Most Form Teachers agreed that the workshops, talks, and Form Teacher Period curriculum effectively promoted positive values and mindsets among students. However, some Form Teachers noted that certain topics contained excessive teaching materials and activities.
- Most teachers and participating students gave positive feedback on the talks and workshops organized by external organizations.
- "Chill Zone" has been proven to provide a space where students can relax, socialize, and build friendships, directly contributing to a positive and resilient school environment. The provisions of games and musical instruments have also fostered creativity and collaboration among students, enhancing their overall school experience. The trial run during the exam period was a strategic move that allowed us to assess the Chill Zone's effectiveness, so as to adjust operational hours based on students' needs.
- "Bad Mood Day" was a proactive initiative addressing the low levels of positive affect identified in the APASO results, which was in line with our current focus on boosting students' resilience. The event effectively fostered a culture of acceptance regarding negative emotions, leading to a more supportive and understanding school environment.
- Students found the community service experiences meaningful and eye-opening, and they enjoyed them very much. While we appreciated the eagerness of students to serve as peer counsellors, it was not easy to assign a clear role for each peer counsellor as only a limited number of student helpers was needed in each activity.
- Based on the end-term evaluation of the Ti-I Service Team, 75% of students agreed that joining voluntary work allowed them to understand the people in need in the community. All students agreed that doing voluntary work can broaden their horizons. With regard to the types of service and community for the coming year, 83.3% of students suggested animal-related service while 50% of students would like to continue to help the elderly.
- Feedback from parents showed that participating in volunteer services with their children can cultivate relationships, empathy and a sense of responsibility.

Feedback and Follow-up

- DC will continue to educate students on positive values and self-discipline. Plans are underway to collaborate with external organizations to offer a variety of activities focusing on bullying prevention. The Conduct Improvement Scheme and Early Bird Scheme will be continuously reviewed and refined. DC will also continue to organize various training activities for Prefects in the next academic year.
- SGC will continue to organize various activities that promote National Education, and foster positive values and mindsets. Plans are underway to collaborate with other academic departments and administrative groups to provide junior secondary students with opportunities to participate in off-campus exchange and study programs related to China.
- SGC will provide additional education to students on the etiquette to be followed in the national flag raising ceremony.
- The Form Teacher Period Curriculum materials will be continuously reviewed and refined.
- The extremely positive feedback from students on "Chill Zone" led to their suggestions for extended opening hours. Details of the operation of "Chill Zone" have to be discussed and executed in order to make good use of such a necessary spot for students' well-being. Additional activities or workshops conducted by social workers and GSS could be offered to further engage students and promote mental well-being.
- Many students expressed appreciation for the "Bad Mood Day", noting it helped them feel more comfortable discussing their emotions. Teachers and other staff members also engaged in the event, experiencing the significant impact on one's well-being and resilience. Similar events can be considered to conduct in the future to continuously address emotional well-being and resilience among students.
- EP's contribution is important and should be invited to case conferences when possible. More teachers will be encouraged to complete basic, thematic and advanced SEN courses.
- Exploration on the establishment of sister school partnership with overseas schools will be continued as far as possible.
- A wider variety of community service and whole-form community service can be provided for students to promote the service-minded atmosphere in the school. It is suggested that more parent-child volunteer activities can be held. More opportunities for social services and outings that will involve F.1 students should be explored next year.
- Form-based interflow events visiting the sister schools can be organized in the coming year to facilitate the exchange between our students and the students in the sister schools.
- Student Union can be used as the platform to initiate the communication with local schools for the exchange programme.

Major Concern 3: Enhancing Readiness for Future

Major Achievements

- Restructure the framework of Career and Life Planning Education
 - The framework was reviewed and the programs were reinforced.
 - F.5 students' career planning was strengthened via TIC Human Library. Most of the F.5 students were attentive during teachers' sharing, and over 70% of teachers gave positive feedback about students' performance.
 - F.4 students' career exposure was enhanced via Careers Day. Over 95% of students found that the activity was useful for their career planning.
 - F.3 students' career exposure was enhanced by visiting the Careers Expo. Over 90% of students found that the information provided at the Careers Expo was useful for their careers and life planning. Over 95% of students found that the information provided at the Careers Expo allowed them to further understand the requirements and options of various careers.
 - F.3 students' career planning regarding subject selection was strengthened by organizing senior form students to share their experiences of F.4 streaming. Over 95% of students found that after the sharing, they had a better understanding of the HKDSE elective subjects and the requirements of the subject selection exercise. The activity objectives were met with impressive results.
 - F.2 students' self-understanding was improved via a values education activity during Friday function. Over 90% of students found that they knew more about themselves and their job interests. The activity objectives were met.
 - F.1 students' self-understanding was improved via the CLP workshop. Over 60% of teachers had positive feedback.
- Organize PE/VA career-related programmes and/or activities
 - A series of workshops and seminars featuring professionals from various PE fields (e.g., Sai Sha Go Park career visit) were successfully organized, helping students understand diverse career opportunities.
 - Collaborated with the CLP committee, job shadowing and intern experiences were provided to students, allowing them to gain hands-on experiences in an authentic context which enhanced their career readiness and understanding of the PE landscape.
 - Various talks on sports-related topics were conducted. Students were informed of the career paths of athletes, and more aware of the importance of healthy living.
 - The Little Ti-Ians event was organized in December 2024, attracting around 100 primary school students from 11 schools to participate. At the event, a tailor-made mini-lecture covering the unique aspects of our PE curriculum as well as the essential PE knowledge were introduced to primary students, enhancing their understanding of physical education.
 - VA students were exposed to a range of art-related programmes or activities organized by tertiary institutions. Students gained a deeper understanding of art-related career paths.
 - Based on the students' unique talents in VA, sharing and guidance of life planning were offered, giving support to students in the particular field for their future career development.

- Relay students' knowledge and talents in PE/VA to future opportunities in tertiary institution and career development
 - Collaborating with tertiary institutions (e.g., CUHK Sports Science Workshop), multiple seminars, site visits, and experiential learning days were organized, allowing students to gain insight into real-world applications of their studies in PE.
 - Compared to last year, the number of students participating in the gifted and talented programs organized by the university has tripled. All students provided positive feedback about the programs.
 - A students' talent pool was established according to the 8 multiple intelligences, as well as students' interests, their academic results and our internal award lists.

Reflection

- The F.5 TIC Human Library, F.4 Careers Day, F.3 Careers Expo & Senior Form students' sharing and F.2 Values Education Talk strategically addressed students' needs, and received impressive feedback. Self-understanding workshop targeting F.1 students, however, had room for improvement.
- The workshops and seminars successfully highlighted the diverse career options available in PE and VA, sparking interest among students.
- Future initiatives could include more interactive sessions with alumni specializing in the fields to provide relatable insights and mentorship opportunities.
- The implementation of diverse sports programs significantly increased student engagement, and fostered a positive sports culture within the school.
- The Little Ti-Ians event effectively showcased our school's unique curriculum, facilities and culture to potential Ti-I students. Feedback indicated that primary students enjoyed the activities and mini-lecture. Teachers found the event meaningful, and reflected that the information was easy for primary students to understand. The participants could apply the knowledge in the activities that followed. Current PE Elective (PEX) students were in charge of each station. Student helpers could employ their PE knowledge when hosting the games.
- Alumni with different VA disciplines, such as art & technology in HKBU, the cultural & creative industries studies in HSUHK, and set & costume design in HKAPA, were invited to share their university lives and career planning with our students, demonstrating our students the diversity of VA career path.
- Selected VA students participated in some off-school VA learning programmes, including design workshops in HK PolyU, and art technology classes in HKDI. Students were exposed to different learning environments and art professions outside school, broadening their horizons for further studies and personal development.
- The practice of data input of students' interests, students' academic results and the award list was suggested to continue in the next academic year to maintain the most up-to-date information in the students' talent pool.

Feedback and Follow-up

- It was recommended to continue organizing the F.5 TIC Human Library, F.4 Careers Day, F.3 Careers Expo & Senior Form students' sharing and F.2 Values Education activity in the next academic year.
- The content of the self-understanding workshop for F.1 will be revised in order to arouse junior form students' interest and improve the activity's effectiveness.
- It was suggested to continue to gather feedback from students on the workshops to refine topics and formats for future sessions.
- It was suggested to explore partnerships with more local organizations to expand experiential learning opportunities.
- Along with the "National Game" organized in November 2025, sportsmanship and national identity can be emphasized, with the introduction of some Chinese traditional sports as tasting options.
- More feedback from participants can be collected to improve future Experience Days, focusing on enhancing the interactive elements of the event. It was suggested to involve more student volunteers to create a welcoming atmosphere and provide authentic insights into school life.
- More sharing sessions from different creative industries could be arranged for students.
- Different career paths and personal development in VA can be shared with junior form students. Students should start their life planning at an early stage and focus more on their personal growth development.
- The use of the students' talent pool to facilitate the nomination of different activities by colleagues will be promoted. Evaluation will be made at the end of the term to review the effectiveness of setting up the students' talent pool.

Student Performance

Students' Attitude and Behaviour

Students' attitudes toward learning have shown steady improvement, with greater consistency in assignment submission, lesson participation, and overall engagement in school life. Most students have displayed a positive outlook and genuine enthusiasm for their studies, though the diversity of abilities and confidence levels means that some require additional coaching and guidance to strengthen their academic self-efficacy. Teachers continue to support students in building effective study habits and time management skills, while parental collaboration remains vital in shaping attitudes and addressing areas of need. Together, this partnership ensures that students are developing into more capable, confident, and responsible learners.

At the same time, our students' talents in PE and VA are a distinctive strength of the school community. Many are energetic, creative, and sociable, with strong devotion to their chosen fields. Their packed schedules often include practices, competitions, and performances, yet they embrace these opportunities with passion and commitment. When given platforms to showcase their abilities, whether within school or through external organizations, our PE/VA students consistently shine and bring pride to the school. Their willingness to engage in new experiences reflects both their creativity and resilience, highlighting the importance of nurturing not only academic excellence but also the unique talents that make them well-rounded individuals.

In terms of behaviour, students are generally well-disciplined, as reflected in the school's Discipline Performance Index (DPI). The majority maintain records well above average, with many completely free of infractions, though minor issues such as uniform irregularities and unauthorized use of mobile devices occasionally occur. Serious disciplinary cases are rare, and most students value sportsmanship, appreciation, honesty and morality. Peer relationships are mainly positive, though some encounter challenges in communication and social interaction due to limited interpersonal skills. Overall, while conduct is commendable, there is room for growth, particularly in the aspect of online behaviour and social media usage. By fostering whole person development, the school aims to guide students toward becoming balanced, capable, and well-rounded future leaders.

Academic Performance

- **Public Examination Performance – HKDSE 2025**

| | |
|--|-------|
| Percentage of students meeting the General University Entrance Requirements (Core subjects with 332A or better) | 73.8% |
| Percentage of Students eligible to local sub-degree programmes/relevant civil service appointment % of students meeting 5 level 2 or above (including Chi Lang & Eng Lang) | 99.0% |

- **Profile of Graduates 2025**

| | |
|--|-------|
| Local studies | 86.8% |
| Overseas studies | 6.6% |
| Part-time employment / part-time study | 1.9% |
| Others | 4.7% |
| Total | 100% |

Major External Academic Awards

| Area | Name of Competition | Organizer | Section | Award |
|---------|---|--|---------------------------------------|---|
| 中文 | 城市文學獎 2024 | 香港城市大學中文及歷史學系 | 中學新詩組 中學散文組 | 季軍 季軍 |
| | 亞洲體藝學界徵文比賽 2024 | 亞洲體育及藝術文化協會 | 中學高級組 | 銅獎, 優異獎 |
| | 第十三屆大學文學獎 | 香港浸會大學 | 中學組 | 少年作家獎 |
| | 「蝶字翩翩」——全港中學生 自然寫作比賽 2024/25 | 香港教育大學人文學院文學及文 化學系、中國文學文化研究中心 | 高中組 | 亞軍、 入圍嘉許獎 2 名 |
| | 向老師致敬 2024 中文徵文比賽 | 敬師運動委員會 | 高中組 | 優異獎 |
| English | The Hong Kong Schools Speech Festival | Hong Kong Schools Music and Speech Association | Solo Verse Speaking | Second place and 3 Third places |
| | Harvard Prize Book | Harvard Club of Hong Kong | - | Harvard Prize Book Essay Award |
| | Youth Arts Trophy English Poetry Contest | Creative Arts & Development Association | - | 2 nd Runner-up |
| | Canadian English Writing Competition 2024-25 (Arch Cup) Live Final Competition | English Association of Asia | - | Silver Award |
| Maths | Thailand International Mathematical Olympiad | Olympiad Champion Education Center | Heat Round Semi-final Final | Gold, Silver and Bronze Silver and Bronze Silver and Merit |
| | The 26th Hong Kong Mathematical High Achievers Selection Contest 2024-2025 | Po Leung Kuk & Hong Kong Association for Science and Mathematics Education | - | Third Honour Award |
| | Hong Kong & Macau Mathematical Olympiad Open Olympiad (HKMO) 2024-2025 | Hong Kong & Mathematical Olympiad Association and Study Hard Education Centre | - | Silver Honour |
| | Asia International Mathematical Olympiad Open Contest (Semi Final) | Asia International Mathematical Olympiad Union & Hong Kong Mathematical Olympiad Association | - | Bronze Honour |
| | 「華夏盃」全國數學奧林匹克邀 請賽 2025 | 中國數學教育研究會華夏杯 組委會香港數學奧林匹克協會 | 初級賽 晉級賽 決賽 | 二等獎 一等獎 三等獎 |
| Science | International Junior Science Olympiad 2024 - Hong Kong Screening | The Hong Kong Academy for Gifted Education | - | 3 rd Class Award |

Non-academic Performance

- Major Physical Education Related Awards

International Competitions

| | |
|-------------------|--|
| Artistic Swimming | World Junior Artistic Swimming Championships |
| Athletics | 6th Asian U18 Athletics Championships (Girls Long Jump 4 th place) Xterra Asia-Pacific Championship (Trail Half Marathon Champion) |
| Baseball | 2024 穗港澳青少年棒球邀請賽 (Boys Team 1 st Runner up) |
| Bocce | 4th Asia Oceania Bocce Championship (Boys Junior 1 st Runner up) |
| Cycling | 2025 全國青少年 U 系列山地自行車錦標賽 (Girls C Champion) |
| Dance | The 21st National Youth DanceSport Championship 2024 (Boys U14 2 nd Runner up) The 4 th Hanoi Stars Open Pro.G Cup Championship (Latin Junior Open 4 th place) |
| Figure Skating | Chinese National Figure Skating Championships 2024-25 (Junior Men 7 th Place) Asian Open Figure Skating Trophy 2024 (Junior Men 1 st Runner up) |
| Floorball | 第三屆中國中學生軟式曲棍球錦標賽 (U18 Champion) 2024 年全國青少年 U 系列軟式曲棍球錦標賽 (U15 Champion) |
| Gymnastics | Guangdong Province Aerobic Gymnastics Championships 2024 (Champion) 20 th Singapore Open Rhythmic Gymnastics 2025 (Girls Open 4 th place) |
| Karate | 2025 年全國少年空手道錦標賽 (Girls U14 Kata 1 st Runner up) 1st Asian Karate Youth Open Championship (Girls U14 Kata 1 st Runner up) |
| Sailing | 2025 GBA ILCA4/TOPPER Invitationals (Macau) (Boys Topper Open 1 st Runner up) |
| Taekwondo | 2024 年全國青少年體育聯合會青少年跆拳道巡迴賽 (Boys U13 Champion) Singapore 10th Daedo Taekwondo Open Championship (Girls 15-17 Champion) |
| Tennis | China Junior Tennis Tour 2025 (Hengqin) (Boys U14 1 st Runner up) ITF World Tennis Tour Juniors |
| Triathlon | 2025 Asia Triathlon Cup-Putrajaya (Men 4 th Place) National Triathlon Championships |
| Windsurfing | 44th Singapore Open Windsurfing, Wing & Wind Foiling Championship iQFOil and iQFOiL Youth & Junior Asian Championships |

Local Competitions

| | |
|-------------------|--|
| Athletics | Hong Kong Junior Age Group Athletics Competition 2025 (Girls U18 Champion) |
| Artistic Swimming | 20 th Hong Kong Artistic Swimming Open Competition (Aged 15-19 Champion) |
| Diving | Hong Kong Age Group Diving Championships 2024 (Girls A 1 st Runner up) |
| Figure Skating | Hong Kong Open Figure Skating Competition (Elite Junior Men Champion) |
| Floorball | 2024 年全港軟式曲棍球錦標賽 (Open 2 nd Runner up) |
| Golf | HSBC Junior Tour 2024 Grand Final (Girls U12 2 nd Runner up) |
| Gymnastics | 全港競技體操公開及新秀比賽暨國際邀請賽 (Girls Junior 2 nd Runner up) Hong Kong Rhythmic Gymnastics Open Competition 2025-26 (Girls Junior 2 nd Runner up) 21st All Hong Kong Inter Schools Aerobic Gymnastics Competitions (Girls Champion) |
| Karate | Hong Kong Karatedo Youth Game 2024 (Girls 12-13 2 nd runner up) |
| Lifesaving | Age group lifesaving (Pool) Competition Series II (Girls U13 2 nd runner up) |
| Orienteering | Hong Kong Orienteering Ranking League 2024 (Girls 1 st runner up) |
| Rowing | Hong Kong Rowing Schools Championships 2024 (Girls C 1 st runner up) |
| Sailing | SHK Hebe Open Dinghy Regatta 2025 (Boys 2 nd runner up) |
| Shuttlecock | 2025 香港足毬分齡賽 (Boys U19 2 nd runner up) |
| Taekwondo | 2023 Hong Kong Black Belt Taekwondo Competition (Female 15-17 Champion) |
| Tennis | HKGTA UTR OPEN 2025 U14 (Boys U15 2 nd runner up) |
| Triathlon | 2025 Duathlon Championships (Female Junior Champion) Triathlon Overall Individual Series Award 2024 (Boys U14 2 nd runner up) |
| Windsurfing | Youth Windsurfing Competition 2024 (Girls U13 2 nd runner up) Haitong International 2024 Hong Kong Open Windsurfing Championships (Boys U15 Champion) 2024 iQFOiL and iQFOiL Youth & Junior Asian Championships and iQFOiL International Games |
| Wushu | The 20th Hong Kong Wushu International Championship (Boys U15 Champion) |

Inter-school Competitions

Athletics

HKSSF Shatin & Sai Kung District Inter-School Athletics Championships 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | Champion |
| Girls | B Grade | Champion |
| Girls | C Grade | 1 st Runner up |
| Girls | Overall | Champion |
| Boys | A Grade | Champion |
| Boys | B Grade | 1 st Runner up |
| Boys | C Grade | 1 st Runner up |
| Boys | Overall | 1 st Runner up |

HKSSF Shatin & Sai Kung District Inter-School Long Distance Running Competition 2024-25

| | | |
|-------|---------------|---------------------------|
| Girls | A Grade | 1 st Runner up |
| Girls | B Grade | 1 st Runner up |
| Girls | C Grade | 6 th Place |
| Girls | Overall Grade | 1 st Runner up |
| Boys | A Grade | 1 st Runner up |
| Boys | B Grade | Champion |
| Boys | C Grade | Champion |
| Boys | Overall Grade | Champion |

HKSSF Shatin & Sai Kung District Inter-School Cross Country Competition 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | Champion |
| Girls | B Grade | Champion |
| Girls | C Grade | 1 st Runner up |
| Girls | Overall | Champion |
| Boys | A Grade | 1 st Runner up |
| Boys | B Grade | Champion |
| Boys | C Grade | Champion |
| Boys | Overall | Champion |

HKSSF All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024-25

| | |
|------------|-----------------------|
| Girls Team | 4 th Place |
| Boys Team | 8 th Place |

HKSSF All Hong Kong Schools Jing Ying Cross Country (Team) Tournament 2024-25

| | |
|------------|---------------------------|
| Girls Team | 7 th Place |
| Boys Team | 2 nd Runner up |

Swimming

HKSSF Shatin & Sai Kung District Inter-School Swimming Championships 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | Champion |
| Girls | B Grade | Champion |
| Girls | C Grade | Champion |
| Girls | Overall | Champion |
| Boys | A Grade | 1 st Runner up |
| Boys | B Grade | 1 st Runner up |
| Boys | C Grade | 1 st Runner up |
| Boys | Overall | 1 st Runner up |

Life-saving

HKSSF All HK Inter-Secondary Schools Life-saving Competition 2024-25

| | |
|---------------|---------------------------|
| Girls Senior | 4 th Place |
| Girls Junior | 2 nd Runner up |
| Girls Overall | 4 th Place |
| Boys Senior | 4 th Place |
| Boys Junior | 4 th Place |
| Boys Overall | 2 nd Runner up |

Badminton

HKSSF Shatin & Sai Kung District Inter-School Badminton Competition 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | 4 th Place |
| Girls | B Grade | 2 nd Runner up |
| Girls | C Grade | 1 st Runner up |
| Boys | A Grade | / |
| Boys | B Grade | 5 th Place |
| Boys | C Grade | 5 th Place |

Basketball

HKSSF Shatin & Sai Kung District Inter-School Basketball Competition 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | 5 th Place |
| Girls | B Grade | 4 th Place |
| Girls | C Grade | 1 st Runner up |
| Boys | A Grade | 7 th Place |
| Boys | B Grade | 4 th Place |
| Boys | C Grade | 1 st Runner up |

Football

HKSSF Shatin & Sai Kung District Inter-School Football Competition 2024-25

| | | |
|------|---------|---------------------------|
| Boys | U19 | Champion |
| Boys | U15 | 1 st Runner up |
| Boys | Overall | Champion |

Gymnastics

HKSSF All Hong Kong Inter-Secondary Schools Gymnastics Competition 2024-25

| | | |
|-------|---------|-----------------------|
| Girls | A Grade | / |
| Girls | B Grade | 4 th Place |
| Girls | C Grade | Champion |

Table Tennis

HKSSF Shatin & Sai Kung District Inter-School Table-tennis Competition 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | / |
| Girls | B Grade | 1 st Runner up |
| Girls | C Grade | 2 nd Runner up |
| Boys | A Grade | 2 nd Runner up |
| Boys | B Grade | 5 th Place |
| Boys | C Grade | 1 st Runner up |

Volleyball

HKSSF Shatin & Sai Kung District Inter-School Volleyball Competition 2024-25

| | | |
|-------|---------|-----------------------|
| Girls | A Grade | Champion |
| Girls | B Grade | 4 th Place |
| Girls | C Grade | Champion |
| Girls | Overall | Champion |
| Boys | A Grade | Champion |
| Boys | B Grade | Champion |
| Boys | C Grade | 4 th Place |
| Boys | Overall | Champion |

HKSSF All Hong Kong Schools Jing Ying Volleyball Tournament 2024-25

| | |
|-----------|-----------------------|
| Boys Team | 5 th Place |
|-----------|-----------------------|

Fencing

HKSSF All NT Inter-School Fencing Competition 2024-25

| | | |
|-------|---------------|---------------------------|
| Girls | C Grade Foil | 2 nd Runner up |
| Boys | B Grade Sabre | 1 st Runner up |

Squash

HKSSF All NT Inter-School Squash Team Competition 2024-25

| | | |
|-------|------|---------------------------|
| Girls | Team | Champion |
| Boys | Team | 1 st Runner up |

Tennis

HKSSF All NT Inter-School Tennis Competition 2024-25

| | | |
|-------|------|---------------------------|
| Girls | Team | Champion |
| Boys | Team | 2 nd Runner up |

Indoor Rowing

HKSSF All NT Inter-School Indoor Rowing Competition 2024-25

| | | |
|-------|---------|---------------------------|
| Girls | A Grade | 1 st Runner up |
| Girls | B Grade | Champion |
| Girls | C Grade | 4 th Place |
| Girls | Overall | Champion |
| Boys | A Grade | / |
| Boys | B Grade | Champion |
| Boys | C Grade | 4 th Place |
| Boys | Overall | Champion |

HKSSF Shatin & Sai Kung District Inter-School Competition Annual Overall Championship 2024-25

| | | |
|-------|---------|----------|
| Boys | Overall | Champion |
| Girls | Overall | Champion |

HKSSF Grantham Outstanding Student Athlete Awards

- 4D KO Suet Icy (Squash)
- 5E LEUNG Nga Lam (Tennis)
- 6D LAU Nga Ching, Katrina (Football)
- 6D LAU Hin Chung (Lifesaving)
- 3E LEUNG Sum (Lifesaving)
- 6B CHAN Ka Shun (Volleyball)

HKSSF Grantham Outstanding Student Athlete Awards (Ten Sport Excellence Awards)

- 5E WONG Nok Hei (Athletics, Cross Country, Rowing, Swimming)
- 6E CHAPMAN Elizabeth (Athletics, Basketball, Football, Rowing, Volleyball)

SCMP Student of the Year (2nd Runner up)

- 5E LEUNG Nga Lam (Tennis)

- Major Visual Arts Related Awards

- Award in Grantham Visual Arts Awards 2024/2025 (Senior Group)
- Finalist in The 4.5 Outstanding Student Artist Award of Hong Kong (OSA Award) 2024
- Finalist in The Sovereign Art Foundation Students Prize 2024 (Hong Kong)
- People's Choice Award in PolyU Design Hatch Awards 2024 Summer Edition
- Champion in 3rd Hong Kong Youth and Children's Painting Contest (Secondary)
- Champion in 8th Asia Kids and Teenagers Cartoon Character Painting Contest (Secondary School)
- Champion in Annual Painting Competition 2025 (Traditional painting and digital painting, Secondary Junior)
- Champion in AKT & OPCFHK "Protect Sea Animals" Painting Contest 2024 (Junior Secondary)
- Champion in German STABLO Art Competition 2024 (Secondary Student Group)
- Champion in Hong Kong Youth Visual Arts Competition 2024
- Champion in London Pink Art Competition (Secondary School Category: Drawing)
- Champion in Wild Animals Painting Contest 2024 (Secondary School Division)
- Champion in Youth Arts Festival 2024 - Western Painting (Secondary Division - Junior Form)
- First Prize in The 6th China-Belarus International Youth Art Competition (11-13 years old - Painting)
- 1st Place in France Louvre Exhibition Competition-Drawing/Painting Group (Group G Intermediate)
- 1st Runner-up in 2024 Father's Day Painting Contest
- 1st Runner-up in 2024 Hong Kong Youth Artist Competition (Painting F1-F3)
- 1st Runner-up in 2025 Asia Arts Elite Festival Competition (Painting F1-F2)
- 1st Runner-up in 2025 Hong Kong Youth Artist Competition (Painting, Secondary)
- 1st Runner-up in 5th Youth and Children's Boundless Childlike Painting Competition 2024 (Free Topic: Secondary F1-F3)
- 1st Runner-up in Artist's Idea Journal: Youth Creative Arts Contest 2024 (Youth Division 2007)
- 1st Runner-up in Asia Arts Elite Festival Competition 2024 (Painting, Secondary F1-F2 Group)
- 1st Runner-up in Green Life Coloring, Painting, and Photography Contest 2024 (Youth, Painting)
- 1st Runner-up in The Little Prince Art 15th Drawing Competition and Exhibition
- 1st Runner-up in The Wharf Hong Kong Secondary School Art Competition 2024-25 (Digital Graphics Category)
- 2nd Runner-up in 2024 Global Culture & Creative Arts Contest (Painting)
- 2nd Runner-up in 2025 Asia Pacific Arts and Innovation Competition (Painting, Secondary)
- 2nd Runner-up in 2025 Hong Kong International Star of Art Creation Competition (Drawing, Secondary)
- 2nd Runner-up in 21st De Yi Shuang Xin Hong Kong Selection (S1-S3: Drawing - Water Colour & Pastel)
- 2nd Runner-up in Hong Kong Teenagers and Children Winter Painting Competition 2024 (Free Topic F1-F3)
- Third Prize in Singapore 4th International Youth Art Preliminary Competition of Dreaming Lion City (Junior High School Group)
- Special Gold Award in Asia - Pacific Children and Youth Arts Competition (Secondary Division)
- Gold Award in 2024 International Children and Youth Chinese Brush Painting Competition (Junior Secondary Division)
- Gold Award in 4th International Art Competition of Picasso
- Gold Award in Espace d'Art Jeunesse de Paris: Grand Concours International de Dessin pour Enfants 2024 (Youth Group - Digital Art)
- Gold Award in Espace d'Art Jeunesse de Paris: Grand Concours International de Dessin pour Enfants 2024 (Youth Group 2010 - Painting)
- Gold Award in Espace d'Art Jeunesse de Paris: Grand Concours International de Dessin pour Enfants 2024 (Youth Group 2012 - Painting)

- Gold Award in Global Children and Youth Art Competition - Season 2 (Junior Secondary Division)
- Gold Award in H.C. Anderson Art Awards 2024 (Junior Painting Category)
- Gold Award in Hans Christian Andersen Art Competition 2024 (Group 2011)
- Gold Award in Hong Kong Junior Arts Open 2024 (Youth Division)
- Gold Award in Hong Kong Youth Visual Arts Competition (S4 Group)
- Gold Award in International Children's Art Drawing Contest 2025 (Secondary Division)
- Gold Award in International Network Painting and Digital Painting Open Competition 2025 (Spring Selection) (Secondary Junior - Digital Painting)
- Gold Award in Kentucky International Youth Art Competition (Secondary Division)
- Gold Award in The Baroque Art Prize 2025 (Final round) (Year 2012)
- Gold Award in The Monet International Art Prix (Year Group: 2010)
- Gold Award in The Monet International Art Prix (Year Group: 2011)
- Gold Award in Victoria International Youth Painting Competition 2024-2025
- Gold Award in Youth Creative Arts Contest 2024 (2012 Group)
- Silver Award in 4th PORTRAIT Drawing Competition 2024 (Year Group: 2009-2010)
- Silver Award in 14th World Children Art Awards 2025 (Painting in Youth Section)
- Silver Award in IYACC The 17th International Open Visual Arts Competition
- Silver Award in Paris Youth Art Space - International Children's Drawing Competition 2024 cum (Youth Division)
- Silver Award in The Fifth Session Grove Arts & Culture Sketch Competition (Secondary Group)
- Bronze Award in In The Winter Christmas Drawing Competition 2025 (S1-S3)
- Excellence Award in Grove Arts & Culture Sketch Competition 2024 (Secondary Group)
- Highly commended Award in 2025 Hong Kong Flower Show - Jockey Club Student Drawing Competition (Category C: Junior Section in Secondary School)
- The Most Professional Art Piece in 8th Asia Kids and Teenagers Cartoon Character Painting Contest (Secondary School)
- School of Creativity in The 95th World Children's Art Conference
- Association Art Award in Asia Youth & Children Arts Festival Art Competition (Age 13-15 Group)
- Merit Award in 2025 Hong Kong Flower Show - Jockey Club Student Drawing Competition (Category C: Junior Section in Secondary School)
- Merit Award in "Say No to Discrimination!" Mask Design Contest 2024-2025
- Selected Artworks in Exhibition of Student Visual Arts Work 2023/24 (Senior Secondary)
- Shortlisted entries in DSD Thematic Manhole Cover Design Competition
- Shortlisted entries in Youth Arts Festival 2024 (Junior Secondary Group - Chinese Painting)
- Shortlisted entries in Wharf Art Youth Ambassador: 梁大偉「見餐不見餐」Creative Art Challenge
- Shortlisted entries in Wharf Art Youth Ambassador: Lucas Zanotto 'Join the loop' Creative Art Challenge
- Appreciation prize in The Wharf Young Art Ambassadors
- 第三屆最喜愛動物藝術比賽-繪畫組 - 冠軍 (中學組)
- 第四屆粵港澳大灣區全能藝術家比賽 - 冠軍 (繪畫組 香港及澳門- 中學組)
- 第四屆粵港澳大灣區全能藝術家比賽 - 冠軍 (繪畫組 大灣區 (粵港澳區) 中學組)
- 第五屆香港青少年及兒童童真無限藝術大賽 2024 - 冠軍 (中學組 F1-F3 繪畫組 自由主題)
- 全港十八區沙田區視藝比賽 (第四屆)- 冠軍 (中學組 - 繪畫組)
- 全港優秀兒童 動物比賽 2024 - 冠軍 (中學組)
- 亞洲兒童及青少年卡通人物繪畫比賽 (第七屆)- 冠軍及最專業作品大獎 (中學組)
- 德國 Stabilo 藝術大賞額 2024 - 西洋畫 - 冠軍 (中學組)
- 徐悲鴻生誕及渡日百日紀念 - 悲鴻精神 - 中日青少年兒童原創藝術作品展- 櫻馬大賞 (一等獎) (青少年組)

- Carter 兒童及青少年繪畫大賽 - 亞軍 (F1-F3 組)
- 全港十八區深水埗區視藝比賽 (第四屆) - 亞軍 (中學組 - 繪畫組)
- 青年藝術節 - 國畫比賽 - 亞軍 (中學組)
- 第一屆香港老店繪畫比賽 - 亞軍 (繪畫 K 組)
- 第一屆香港老店繪畫比賽 - 最具創意 - 金獎 (繪畫 K 組)
- 第四屆香港青少年及兒童繪畫大賽 - 金獎 (中學組)
- 日本京都文藝成就繪畫參賽展 - 金獎 (少年高級組)
- 全球兒童及青少年繪畫大賽-亞洲杯 - 金獎 (初中組)
- 我的寵兒 繪畫填色及攝影比賽 2023 - 金獎 (電子繪畫 - 少年高級組)
- 青少年兒童當代繪畫大賽 2025 - 金獎 (2011 青少年組)
- 繽紛聖誕填色繪畫暨攝影比賽 2024 - 金獎 (傳統繪畫 - 少年高級組)
- 藝術家の靈感筆記 – 青少年兒童創藝繪畫大賽 2024 - 金獎 (2011 青少年組)
- 第三屆西泠盃全港青少年書畫篆創作大賽 - 創意獎 (繪畫中學組)
- 海峽兩岸少兒美術大展 2025 - 優秀作品獎
- 2025 國際兒童自由創作填色・繪畫・手工勞作比賽 - 最佳色彩獎 (中學組)
- 頌讚和平 2024 聖誕卡設計比賽 - 得獎作品

- **Major OLE Related Awards**

| Area | Name of Competition | Organizer | Section | Award |
|--------------|--|---|---|----------------------------|
| Leadership | 2024-25 年度沙田區傑出青年選舉 | 沙田區青年發展及公民教育委員會 | - | 傑出青年獎 |
| | 21st Sha Tin District Outstanding Student Award | Sha Tin Youth Association Sha Tin Outstanding Students Association | Junior Secondary | Outstanding Student Award |
| Cheerleading | 西貢區快樂體操啦啦隊比賽暨學界啦啦隊錦標賽 | 西貢區體育會 | - | 優等獎 |
| Dance | 第六十一屆學校舞蹈節 | 香港學界舞蹈協會 | 爵士舞(群舞) | 優等獎 |
| | ASAA Dance Cup 2024 | Asian Sport and Art Cultural Association | Modern Ballet | Sliver |
| | | | Classical Ballet | Sliver |
| | | | Modern Jazz | Gold |
| | | | Contemporary Dance | Gold |
| Music | 第十三屆《新聲盃》全港中樂獨奏比賽 | 新聲音樂協會 | 彈撥 D-高級組-揚琴獨奏 | 冠軍 |
| | 第五屆匯盈全港中樂大賽 | 匯盈國際音樂交流協會 | 揚琴獨奏-高級組 | 亞軍 (金獎) |
| | Hong Kong Schools Music Festival 2025 | Hong Kong Schools Music and Speech Association | Choir | Silver |
| | | | Vocal Solo | Third |
| | | | Erhu solo | Silver |
| | | | Alto Saxophone Solo | Champion |
| | | | Piano Solo | Silver |
| | | | Viola Solo | Silver |
| | | | Dulcimer Solo | Third |
| | | | Piano Solo | Bronze |
| | Hong Kong Inter-School Choral Festival 2025 | Hong Kong Inter-School Choral Festival | Choir | Sliver |
| | Hong Kong Youth Club International Music Contest | Hong Kong Multiple Intelligence Education Association | F.1 to F.2 | 1 st Runner-up |
| | The 77th Hong Kong Schools Music Festival | Hong Kong Schools Music and Speech Association | Alto Saxophone Solo-Secondary School - Junior | Champion |
| | The Hong Kong Inter-School Choir's Performance | West Kowloon Cultural District Authority / Xiqu Centre | Secondary Senior | Certificate of Achievement |
| | 第四屆 HKIMEA 香港國際音樂大賽 2025 | HKIMEA Hong Kong International Music Exchange Association | Vocal Youth Junior (age:13-15) | 2 nd Runner-up |

| | | | | |
|--------|--|---|---------------------|-------------|
| STEAM | STEM x Marine Vehicles Design and Construction Competition 2024-25 | The Hong Kong Institute of Marine Technology | - | Bronze |
| Others | Sir Robert Black Trust Fund Grants for Talented Students | Sir Robert Black Trust Fund, Home Affairs Bureau | Non-Academic Fields | Scholarship |
| | Sir Edward Youde Memorial Prizes | Sir Edward Youde Memorial Fund Council, Home Affairs Bureau | Secondary | Scholarship |

Financial Summary

Government Funds and School Funds

| | Income (\$) | Expenditure (\$) |
|---|------------------|------------------|
| I. Government Funds | | |
| (1) Expanded Operating Expenses Block Grant | | |
| (a) Baseline Reference | | |
| - School and Class Grant | 1,045,358 | 1,505,571 |
| (Daily running cost: electricity charges, cleaning materials, postage, printing, repairs & maintenance, etc.) | | |
| - Composite Furniture and Equipment Grant | 658,567 | 555,068 |
| - Programme Fund – WS Approach to Guidance & Discipline | 9,631 | 41,619 |
| - Lift Maintenance Grant | 33,481 | 119,640 |
| - Consolidated Subject Grants (for various subjects) | 190,950 | 168,226 |
| - Other Grants | 267,259 | 43,284 |
| (including Air-condition for Lab Room, Enhancement, SBM Supplementary Grant, Training and Development Grant) | | |
| b) School Specific Grants | | |
| - Administration Grant | 5,555,275 | 5,383,863 |
| - Air Conditioning Grant | 785,025 | 769,173 |
| - Composite Information Technology Grant | 585,308 | 529,863 |
| - Capacity Enhancement Grant | 676,944 | 676,944 |
| - School-based Management Top-up Grant | 53,385 | 60,154 |
| - School-based Speech Therapy Administration Recurrent Grant | 8,541 | 0 |
| | | |
| | 9,869,724 | 9,853,406 |

| | Income (\$) | Expenditure (\$) |
|---|-------------------|------------------|
| (2) Special Function Grants | | |
| - School-based After-school Learning Scheme | 83,400 | 155,844 |
| - Teacher Relief Grant | 5,897,748 | 5,812,500 |
| - Learning Support Grant | 320,320 | 243,487 |
| - Diversity Learning Grant | 117,000 | 174,063 |
| - Non-Chinese Speaking Students | 883,874 | 505,324 |
| - Information Technology Staffing Support Grant | 338,819 | 338,819 |
| - Sister School Scheme | 165,439 | 88,872 |
| - Life-wide Learning Grant | 1,505,474 | 902,827 |
| - School Executive Officer Grant | 590,760 | 590,760 |
| - Grant for Supporting NCS Students with SENS | 106,769 | 150,000 |
| - Student Activities Support Grant | 61,750 | 28,589 |
| - The Promotion of Reading Grant | 77,205 | 49,720 |
| - One-off Grant for the Senior Secondary Subject Citizenship & Social Development | 0 | 169,634 |
| - One-off Grant for Mental Health at School | 0 | 38,246 |
| - One-off Grant on Parent Education | 0 | 66,270 |
| - One-off Grant for Promotion of Chinese Culture Immersion Activities | 0 | 69,163 |
| - One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools | 0 | 34,560 |
| - One-off Grant for Promotion of Self-Directed Language Learning (English Language) | 200,000 | 0 |
| - One-off Grant for Promotion of Self-Directed Language Learning (Putonghua) | 200,000 | 0 |
| - Hong Kong School Drama Festival | 3,950 | 0 |
| | | |
| Subtotal: | 10,552,508 | 9,418,677 |

Government Funds Surplus for the year: 1,150,149

Accumulated Surplus for Government Funds as at 31 August 2025: 4,115,539

| | Income (\$) | Expenditure (\$) |
|--------------------------|-------------|------------------|
| II. School Funds | | |
| Tong Fai & Miscellaneous | 1,611,525 | 1,054,434 |
| | | |
| Subtotal: | 1,611,525 | 1,054,434 |

School Funds Surplus for the year: 557,091

Accumulated Surplus for School Funds as at 31 August 2025: 4,538,992

2. Composite Information Technology Grant

| Item | Income (\$) | Expenditure (\$) |
|--|----------------|------------------|
| Subsidy of 2024-2025 | 585,308 | |
| Provision of Technical Support Services to schools | | 235,854 |
| Internet Services & Internet Security Services | | 183,173 |
| I.T. related consumables | | 841 |
| Hire of Maintenance Service for school's IT Service for school's IT facilities | | 88,325 |
| Upgrading and replacement of IT Facilities | | 7,280 |
| Purchase of digital resources materials | | 14,389 |
| | | |
| Total: | 585,308 | 529,863 |

3. Capacity Enhancement Grant

| Item | Income (\$) | Expenditure (\$) |
|---|----------------|------------------|
| Subsidy of 2024-2025 | 676,944 | |
| Employment of 9 Teachers and an IT Supporting Officer | | 676,944 |
| Total: | 676,944 | 676,944 |

4. School-based After-school Learning and Support Programmes

| Item | Income (\$) | Expenditure (\$) |
|----------------------|---------------|------------------|
| Subsidy of 2024-2025 | 83,400 | |
| Grand Tour subsidies | | 87,570 |
| VA Tour subsidies | | 20,000 |
| PE Tour subsidies | | 48,274 |
| Total: | 83,400 | 155,844 |

5. Teacher Relief Grant

| Item | Income (\$) | Expenditure (\$) |
|---|------------------|------------------|
| Subsidy of 2024-2025 | 5,897,748 | |
| Employment of Teachers & Supply teacher | | 5,812,500 |
| Total: | 5,897,748 | 5,812,500 |

6. Learning Support Grant

| Item | Income (\$) | Expenditure (\$) |
|---|----------------|------------------|
| Subsidy of 2024-2025 | 320,320 | |
| Speech therapy | | 49,800 |
| Clinical Psychological Services | | 116,250 |
| Workshops, Social Skills and Mental Health Programs | | 74,500 |
| Educational toolkit and reference materials | | 2,937 |
| Total: | 320,320 | 243,487 |

7. Diversity Learning Grant

| Item | Income (\$) | Expenditure (\$) |
|--|----------------|------------------|
| Subsidy of 2024-2025 | 117,000 | |
| Enriched Activities for P.E. Elective, Elite Athlete Program and PE training camp, Sports Exposure Activities | | 72,578 |
| Gifted program, Off-site pull-out gifted education programs, Certificate in First Aid course, Senior Form Mathematical Olympiad course | | 35,052 |
| Art camp and Artist-in-school program | | 58,034 |
| HKDSE Sports Skills Enhancement program, HKDSE Music program | | 8,400 |
| Total: | 117,000 | 174,063 |

8. Grant for Enhancing Chinese Learning and Teaching for Non-Chinese Speaking Students

| Item | Income (\$) | Expenditure (\$) |
|--------------------------|----------------|------------------|
| Subsidy of 2024-2025 | 883,874 | |
| Culture activities | | 6,000 |
| Employment of 2 Teachers | | 499,324 |
| Total: | 883,874 | 505,324 |

9. Report on Sister School Scheme

| Item | Income (\$) | Expenditure (\$) |
|---|----------------|------------------|
| Subsidy of 2024-2025 | 165,439 | |
| Tour fees for visiting Mainland Sister School | | 38,940 |
| Expenses on activities jointly organized by Sister Schools in Hong Kong | | 47,722 |
| Transportation fees | | 2,000 |
| Expenses on materials used in the exchanges | | 210 |
| Total: | 165,439 | 88,872 |

10. Report on Supporting NCS Students with SENS Grant

| Item | Income (\$) | Expenditure (\$) |
|--------------------------|----------------|------------------|
| Subsidy of 2024-2025 | 106,769 | |
| Employment of 2 Teachers | | 150,000 |
| Total: | 106,769 | 150,000 |

11. Report on the use of the Student Activities Support Grant

| Item | Income (\$) | Expenditure (\$) |
|--------------------------------------|---------------|------------------|
| Subsidy of 2024-2025 | 61,750 | |
| F.2 to F.4 Activity Day | | 5,468 |
| Sailing & Rope-skipping competitions | | 12,154 |
| Outward bound course | | 3,594 |
| After school activity subsidies | | 7,373 |
| Total: | 61,750 | 28,589 |

12. Report on the use of the Promotion of Reading Grant

| Item | Income (\$) | Expenditure (\$) |
|----------------------------|---------------|------------------|
| Subsidy of 2024-2025 | 77,205 | |
| Purchase books and e-books | | 40,100 |
| Reading Activities | | 9,619 |
| Total: | 77,205 | 49,720 |

13. Report for One-off Senior Secondary Subject Citizenship & Social Development

| Item | Income (\$) | Expenditure (\$) |
|-------------------------------|-------------|------------------|
| Subsidy of 2024-2025 | 0 | |
| Learning & teaching resources | | 81,146 |
| Learning activities | | 54,880 |
| Mainland study tour | | 33,608 |
| Total: | 0 | 169,634 |

14. Report on One-off Mental Health at School Grant

| Item | Income (\$) | Expenditure (\$) |
|----------------------|-------------|------------------|
| Subsidy of 2024-2025 | 0 | |
| GSS room | | 37,920 |
| Mental health week | | 326 |
| Total: | 0 | 38,246 |

15. Report on One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools

| Item | Income (\$) | Expenditure (\$) |
|----------------------|-------------|------------------|
| Subsidy of 2024-2025 | 0 | |
| Rowing machines | | 34,560 |
| Total: | 0 | 34,560 |

16. Report on the use of Life-wide Learning Grant

| Item | Income (\$) | Expenditure (\$) |
|---|------------------|------------------|
| Subsidy of 2024-2025 | 1,505,474 | |
| Visits and Activities | | 159,892 |
| Club & Society regular training and Training programs | | 103,567 |
| Training Camps and Grand Tour | | 496,571 |
| Courses, Competitions and Workshops | | 142,797 |
| Total: | 1,505,474 | 902,827 |

Appendix

Report of KPM

School Management

| | | <u>Value</u> | <u>Data Source</u> |
|--------------|---|--------------|-------------------------|
| KPM 1 | Stakeholders' perception of School Management | 3.92 | Questionnaire (Teacher) |
| | 1.1 The average score of teachers' perception of School Management | | |
| KPM 2 | Resources deployment | | School data |
| | The number of projects involving external resources that the school is promoting/participating | | |
| | 2.1 Relevant to national education | 8 | NE Co |
| | 2.2 Relevant to STEAM education | 9 | STEAM Co |
| | 2.3 Relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication | 16 | CHI/ENG/PTH |
| | 2.4 Relevant to aesthetic and physical activities | 50 | PE/VA |
| | 2.5 Others | 1 | VPs |

Professional Leadership

| | | <u>Value</u> | <u>Data Source</u> |
|--------------|---|--------------|-------------------------|
| KPM 3 | Stakeholders' perception of Professional Leadership | | Questionnaire (Teacher) |
| | The average score of teachers' perception of "Leadership & Monitoring" and "Collaboration & Support" of the principal, vice-principal(s) and middle managers respectively | | |
| | 3.1 Principal | 3.90 | |
| | 3.2 Vice-principal(s) | 3.85 | |
| | 3.3 Middle managers (chairpersons of subject panels and committees) | 4.01 | |
| KPM 4 | Stakeholders' perception of Teachers' Professional Development | | Questionnaire (Teacher) |
| | 4.1 The average score of teachers' perception of Professional Development | 3.73 | |
| KPM 5 | Teachers' professional training | | School data |
| | The number of projects involving external resources that the school is promoting/participating | | |
| | 5.1 Professional training on special educational needs | | GSS |
| | - The percentage of teachers who have completed the Basic Course | 55.5% | |
| | - The percentage of teachers who have completed the Advanced Course | 11.1% | |
| | - The percentage of teachers who have completed the Thematic Course | 12.7% | |
| | 5.2 Teachers' professional development activities themed on national education | | NE Co |
| | - The percentage of teachers participating in external or on-site professional development activities themed on national education | 100% | |
| | 5.3 Teachers' professional development activities themed on STEAM education | | STEAM Co |
| | - The percentage of teachers participating in external or on-site professional development activities themed on STEAM education | 100% | |

| | | Value | Data Source |
|--------------|--|--|--|
| KPM 6 | Number of active school days 6.1 The number of days with learning activities organized by the school in Junior Secondary , including regular classes and learning activities such as school picnic, life-wide learning activities | 190 | School Calendar P |
| KPM 7 | Percentage of lesson time for Key Learning Areas The percentage of lesson time for Key Learning Areas in Junior Secondary 7.1 Chinese Language Education 7.2 English Language Education 7.3 Mathematics Education 7.4 Personal, Social & Humanities Education 7.5 Science Education 7.6 Technology Education 7.7 Arts Education 7.8 Physical Education | 17% 17.7% 13.3% 17.7% 10.4% 4.4% 10.7% 8.5% | School data VP |
| KPM 8 | Learning experiences relevant to national education 8.1 The number of times arranging students to participate in the national flag raising ceremony with the playing and singing of the national anthem on the key dates specified in the “National Education – Event Planning Calendar” of the Education Bureau and other school key dates (excluding the regular weekly national flag raising ceremony that is not relevant to the key dates) 8.2 The percentage of students responsible for the national flag raising ceremony or those participating in relevant training Junior Secondary Senior Secondary 8.3 The percentage of students by grade level participating in school-arranged Mainland exchange / learning activities | 7 1.03% 4.97% | School data NE Co |
| | 8.3.1 Relevant to sister schools Secondary 1 Secondary 2 Secondary 3 Secondary 4 Secondary 5 Secondary 6 | Visiting 9.88% 2.48% 0% 0% 0% 0% | Others 0% 0% 0% 19.69% 18.33% 0% |
| | 8.3.2 Relevant to the Mainland study tours of the Citizenship & Social Development subject Secondary 4 Secondary 5 Secondary 6 | Visiting 100% 1.67% 0% | Others 0% 0% 0% |
| | 8.3.3 The Mainland Exchange Programmes of the Education Bureau Secondary 1 Secondary 2 Secondary 3 Secondary 4 Secondary 5 Secondary 6 | 0% 0% 0% 100% 1.67% 0% | OSC/SEC/ Subject Coordinators |
| | 8.3.4 Other student Mainland exchange / learning activities Secondary 1 Secondary 2 Secondary 3 Secondary 4 Secondary 5 Secondary 6 | Visiting 0% 0% 0% 7.87% 0% 0% | Others 0% 0% 0% 0% 0% 0% |
| | | | OSC/SEC/ Subject Coordinators |

| | | | |
|---------------|---|--------|---------------|
| KPM 9 | Subject choices at the senior secondary level | | School data |
| | 9.1 The number of elective subjects (including Cat A, Cat B & Cat C subjects) offered by schools at Secondary 4, Secondary 5 and Secondary 6 | | VP |
| | Secondary 4 | 12 | |
| | Secondary 5 | 12 | |
| | Secondary 6 | 12 | |
| | 9.2 The percentage of students who have taken 1X, 2X, 3X, or more than 3X at Secondary 4, Secondary 5 and Secondary 6 | | VP |
| | Secondary 4 | | |
| | 0 | 0% | |
| | 1 | 0% | |
| | 2 | 38.58% | |
| | 3 | 61.42% | |
| | >3 | 0% | |
| | Secondary 5 | | |
| | 0 | 0% | |
| | 1 | 0% | |
| | 2 | 50.83% | |
| | 3 | 49.17% | |
| | >3 | 0% | |
| | Secondary 6 | | |
| | 0 | 0% | |
| | 1 | 2.83% | |
| | 2 | 55.66% | |
| | 3 | 41.51% | |
| | >3 | 0% | |
| | 9.3 The percentage of students who have taken (an) Applied Learning subject(s) or (an) Other Language subject(s) together with 0, 1, 2 or 3 Category A subject(s) at the senior secondary level | | CLP |
| | Secondary 4 | | |
| | ApL and/or OL subject(s) together with 0 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 1 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 2 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 3 Cat A subjects | 0% | |
| | Secondary 5 | | |
| | ApL and/or OL subject(s) together with 0 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 1 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 2 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 3 Cat A subjects | 0% | |
| | Secondary 6 | | |
| | ApL and/or OL subject(s) together with 0 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 1 Cat A subjects | 0% | |
| | ApL and/or OL subject(s) together with 2 Cat A subjects | 2.83% | |
| | ApL and/or OL subject(s) together with 3 Cat A subjects | 0% | |
| KPM 10 | Stakeholders' perception of Curriculum and Assessment | | Questionnaire |
| | 10.1 The average score of teachers' perception of Curriculum and Assessment | 3.98 | (Teacher) |

Student Learning & Teaching

| | | <u>Value</u> | <u>Data Source</u> |
|---------------|--|--------------|-------------------------|
| KPM 11 | Stakeholders' perception of Teaching | | |
| | 11.1 The average score of teachers' perception of Teaching | 4.09 | Questionnaire (Teacher) |
| | 11.2 The average score of students' perception of Teaching | 3.52 | (Student) |
| KPM 12 | Stakeholders' perception of Student Learning | | |
| | 12.1 The average score of teachers' perception of Student Learning | 3.11 | Questionnaire (Teacher) |
| | 12.2 The average score of students' perception of Student Learning | 3.37 | (Student) |
| | 12.3 The average score of parents' perception of Student Learning | 3.41 | (Parent) |

Student Support

| | | <u>Value</u> | <u>Data Source</u> |
|---------------|---|--------------|-------------------------|
| KPM 13 | Stakeholders' perception of Support for Student Development | | |
| | 13.1 The average score of teachers' perception of Support for Student Development | 3.90 | Questionnaire (Teacher) |
| | 13.2 The average score of students' perception of Support for Student Development | 3.44 | (Student) |
| | 13.3 The average score of parents' perception of Support for Student Development | 3.78 | (Parent) |
| KPM 14 | Stakeholders' perception of School Climate | | |
| | 14.1 The average score of teachers' perception of School Climate | 3.92 | Questionnaire (Teacher) |
| | 14.2 The average score of students' perception of School Climate | 3.50 | (Student) |
| | 14.3 The average score of parents' perception of School Climate | 4.05 | (Parent) |
| KPM 15 | Destinations of Secondary 6 graduates | | School data CLP |
| | 15.1 Local full-time Bachelor degree programmes | 51.69% | |
| | 15.2 Local full-time sub-degree programmes (including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma) | 33.05% | |
| | 15.3 Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes (including programmes offered by Diploma Yi Jin, YPTP&YWETS of Labour Department, VTC, CICTA, CLITA, Caritas, HK Christian Service Kwun Tong Vocational Training Centre, and YMCA) | 0.85% | |
| | 15.4 Repeating | 2.54% | |
| | 15.5 Studying in programmes outside Hong Kong (including all non-local programmes conducted in Hong Kong, leading to qualifications at the level of Bachelor degree, sub-degree, diploma or certificate) | 7.63% | |
| | 15.6 Employment | 0.85% | |
| | 15.7 Others | 3.39% | |

Partnership

| | | <u>Value</u> | <u>Data Source</u> |
|---------------|--|--------------|------------------------|
| KPM 16 | Stakeholders' perception of Home-school Cooperation | | |
| | 16.1 The average score of parents' perception of Home-school Cooperation | 3.90 | Questionnaire (Parent) |

| | | Value | Data Source |
|---------------|--|-------|-------------|
| KPM 17 | Affective Development | | APASO |
| | The Q-scores and P-scores of students on individual items of the “Affective Development” questionnaire in the Assessment Program for Affective and Social Outcomes (APASO) | | |
| | | Q | |
| | | P | |
| | 17.1 Affect (Positive Affect) | 103 | |
| | 17.2 Affect (No Negative Affect) | 85 | |
| | 17.3 Affect (No Anxiety, Depressive Symptoms) | 87 | |
| | 17.4 Satisfaction (School) | 85 | |
| | 17.5 Meaning in Life | 100 | |
| | 17.6 Physical Exercise | 116 | |
| | 17.7 Honesty (Act of Honesty) | 104 | |
| | 17.8 Sense of Morality (Importance) | 98 | |
| | 17.9 School Atmosphere (Not Lonely) | 99 | |
| | 17.10 School Atmosphere (Belongingness) | 107 | |
| | 17.11 Reading (Non-assigned Materials) | 85 | |
| | 17.12 Reading (Time for Leisure Reading) | 85 | |
| | 17.13 Information Technology (Less time for Leisure) | 85 | |
| | 17.14 Information Technology (No addiction) | 116 | |
| | 17.15 Information Technology (Not Attracted by its Functions) | 94 | |
| | 17.16 National Identity (Responsibility, Obligations) | 106 | |
| | 17.17 National Identity (Proud, Love) | 116 | |
| | 17.18 National Identity (National Flag, Anthem) | 116 | |
| | 17.19 National Identity (Achievements) | 116 | |

Participation & Achievement

| | | Value | Data Source |
|---------------|---|---|---|
| KPM 18 | Pre-S1 Hong Kong Attainment Test The average Hong Kong Attainment Test raw scores of Pre-S1 tests for the subjects of Chinese, English and Mathematics 18.1 Chinese 18.2 English 18.3 Mathematics | 66 62 78 | EDB ESC |
| KPM 19 | Public Examination Results – HKDSE 19.1 The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes 19.2 The percentage of students in the school met the entrance requirements for local sub-degree programmes | 66.1% 94.0% | HKEAA VP |
| KPM 20 | Academic Value-added Performance The stanines of Core 4 and Best 5 subjects, and the stanines of Chinese Language, English Language, Mathematics (Compulsory Part) and Liberal Studies as reported in the Schools Value-added Information System (SVAIS) 20.1 Core 4 subjects 20.2 Best 5 subjects 20.3 Chinese Language 20.4 English Language 20.5 Mathematics (Compulsory Part) 20.6 Liberal Studies | 3 2 5 4 | SVAIS VP |
| KPM 21 | Percentage of Students Participating in Territory-wide Inter-school Competitions The percentage of students in each of the Key Stages participating as contestants on behalf of their school in territory-wide inter-school competitions within the current school year 21.1 Junior Secondary - Relevant to national education - Relevant to STEAM education - Relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication - Relevant to aesthetic and physical activities - Others 21.2 Senior Secondary - Relevant to national education - Relevant to STEAM education - Relevant to biliterate (i.e. written Chinese and English) and trilingual (i.e. spoken Cantonese, Putonghua and English) communication - Relevant to aesthetic and physical activities - Others | 100% 3.93% 100% 93.6% 0% 100% 5.95% 73.09% 65.44% 0% | School data NE Co STEAM Co CHI/ENG/PTH PE/VA VP NE Co STEAM Co CHI/ENG/PTH PE/VA VP |
| KPM 22 | Percentage of Students Participating in Uniformed Groups / Community Services The percentage of junior secondary students participating in uniformed groups/external community services within the current school year 21.1 Junior Secondary | 22.52% | School data OSC, SEC |
| KPM 23 | Students' Attendance Rate Students' attendance rate by grade level within the current school year 23.1 Secondary 1 23.2 Secondary 2 23.3 Secondary 3 23.4 Secondary 4 23.5 Secondary 5 23.6 Secondary 6 | 96.68% 96.02% 95.71% 95.16% 95.07% 94.42% | School data WebSAMS team |

| | | | | | |
|--------|---|-------------|--------|-------------------|--------|
| KPM 24 | Percentage of Students within the Acceptable Weight Range | | | School data PE | |
| | The percentages of male and female students by grade level within the acceptable weight range | | | | |
| | <u>Boys</u> | | | | |
| | 24.1 | Secondary 1 | 90.00% | | |
| | 24.2 | Secondary 2 | 95.31% | | |
| | 24.3 | Secondary 3 | 88.41% | | |
| | 24.4 | Secondary 4 | 91.53% | | |
| | 24.5 | Secondary 5 | 98.00% | | |
| | 24.6 | Secondary 6 | 64.29% | | |
| | <u>Girls</u> | | | | |
| | 24.7 | Secondary 1 | 91.46% | | |
| | 24.8 | Secondary 2 | 89.69% | | |
| | 24.9 | Secondary 3 | 95.65% | | |
| | 24.10 | Secondary 4 | 88.24% | | |
| 24.11 | Secondary 5 | 84.29% | | | |
| 24.12 | Secondary 6 | 69.23% | | | |
| KPM 25 | Physical Fitness Performance | | | School data PE | |
| | The percentage of male and female students by grade level achieving the requirements of gold, silver and bronze level certificates of the “School Physical Fitness Award Scheme”. <i>(Participation of the scheme is not compulsory.)</i> | | | | |
| | <u>Boys</u> | | Gold | Silver | Bronze |
| | 25.1 | Secondary 1 | 81.25% | 11.28% | 7.5% |
| | 25.2 | Secondary 2 | 82.81% | 10.94% | 3.13% |
| | 25.3 | Secondary 3 | 63.77% | 21.74% | 14.49% |
| | 25.4 | Secondary 4 | 64.41% | 22.03% | 13.56% |
| | 25.5 | Secondary 5 | 78% | 12% | 10% |
| | 25.6 | Secondary 6 | 80.49% | 12.2% | 7.32% |
| | <u>Girls</u> | | | | |
| | 25.7 | Secondary 1 | 74.39% | 14.63% | 10.98% |
| | 25.8 | Secondary 2 | 83.51% | 8.25% | 6.19% |
| | 25.9 | Secondary 3 | 71.74% | 14.13% | 10.87% |
| | 25.10 | Secondary 4 | 69.12% | 19.12% | 11.76% |
| | 25.11 | Secondary 5 | 81.43% | 14.29% | 4.29% |
| | 25.12 | Secondary 6 | 76.92% | 13.85% | 9.23% |

Special Reports

Capacity Enhancement Grant Evaluation

| Item | Major Area(s) of Concern | Implementation Plan | Benefits Gained | Resources Used | Performance Indicators | Assessment Mechanism | Evaluation |
|------|---|--|--|----------------------------|--|--|--|
| 1 | <ul style="list-style-type: none"> • Create more space for teachers to enhance their teaching quality • Provide teaching support for subject panels (Chi Lang, Bio, Eng Lang, Geog, Hist, ICT, P.E. and V.A.) • Promote the moral and national education • Enhance students' language proficiency | <ul style="list-style-type: none"> • Together with other grants from EDB such as NCSG & TRG to employ 9 teachers and an IT supporting officer to share teachers' teaching load, administration work and other school affairs. | <ul style="list-style-type: none"> • Teachers' teaching and non-teaching workload had been reduced. • Teachers could spare more time in planning and preparing for their teaching. • Provision of after school academic and OLE programs for students • Provision of pastoral care to students | Total: <u>\$676,944</u> | <ul style="list-style-type: none"> • Formal class teaching of Chi Lang, Bio, Eng Lang, Geog, Hist, ICT, P.E. and V.A. were conducted. • Supports in organizing school functions were provided. | <ul style="list-style-type: none"> • Feedback from staff • Observation | <ul style="list-style-type: none"> • The appraisal reports showed that their performances were good. Most of the comments were positive. • All teachers completed their contracts. Six of them were transferred to the established positions and four of them renewed their contracts. |

Diversity Learning Grant Evaluation

Other Programmes (OP)

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|--|---|--------------------------------------|-------------------------|--|------------|-------------|
| Gifted program organized by tertiary institution Example: - CUHK Summer Institute - HKUST Dual Program - CUHK Science Academy for Young Talent (Autumn Course) | Students can - gain insight into adapting to the university learning environment - engage in academic and cultural exchange with students of different backgrounds - explore different subject areas through short courses | 4/F4-F6 | Throughout the year | Certificates, prizes, awards, medals, etc. | Reflection | \$3,400 |
| Off-site pull-out gifted education programs/ competitions (e.g. programs/ competitions organized by HKAGE, other organizations, etc.) | - To stretch the performances of students with varied abilities and talents - To cope with the diverse learning needs of students with varied abilities and talents - To improve students' academic achievements | 8/F4-F6 | Throughout the year | Certificates, prizes, awards, medals, etc | Reflection | \$4,660 |

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|--|---|---|--|---|--|-------------|
| Enriched Activities for History and P.E. Elective | <ul style="list-style-type: none"> - To provide activities to enrich students' learning experience through different outings - To construct students' knowledge by linking their understandings in PE with those in other disciplines | 52/F.4 HIST & PE X 34/F.5 HIST & PE X2 | Throughout the year | / | Reflection | \$4,700 |
| Mathematical Olympiad Course | To arouse students' interest in mathematics, improve students' IQ, logical thinking, reasoning, analytical and problem-solving abilities | 10 - 20 F.4 and F.5 students nominated by Math teachers | 8 lessons from Oct 2024 to May 2025 (2 lessons/month) | <ul style="list-style-type: none"> - participants can attend at least 80% of the course - Awards from external competitions | <ul style="list-style-type: none"> -8 lessons were organized - Attendance was less than 80% because of the clash with SBA assessments and outings organized by other subjects or student bodies. -Some participants got | \$6,400 |

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|--|---|--|-------------------------------------|---|--|-------------|
| | | | | | excellence results in the Thailand International Mathematical Olympiad(Heat, Semi Final and Final) 24-25, Awards: 4 Silver, 1 Merit | |
| HKDSE Music (2023-2026) Music Programme | Supporting a Music elite student studying in DSE Music Paper II, by the time the student completes the DSE course in 2027, she will be eligible to take the DSE Exam. | F.5 a Music elite student | 05 - 27/08/2025 | Video recording on students' ensemble performance with her piano partner, oral presentation on her performances and sight singing. This is the requirement of Paper II, DSE Music. | Rehearsals and Performance in video recording on 27/08/2025 | \$4,000 |
| Annual P.E. training camp | P.E Camp is one of the core training items for all P.E. senior form elective students, they will learn practical skills through examination and certification and at the same time their collaboration skills, team | - 50 students - All F.5 elective PE students will be required to attend | 4 days 3 nights (~ Apr, 2025) | Attend: 1) Canoe training 2) Windsurfing training 3) Sailing training 4) Hiking 5) Camping Complete: | The course was held on Apr 5-8,2025. There were 31 students participated in the program. 2 Sailing, 4 canoe and 4 Windsurfing courses were arranged for | \$26,560.50 |

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|-----------------------------------|---|---|-------------------------|---|--|-------------|
| | spirit and other key learning areas can also be enhanced. | | | P.E. Camp log book | students. All students completed the hiking program All PE Camp logbooks were collected in Jun 2025. | |
| Elite athlete program | Tutorials will be organized for the elite athletes to enhance their academic performance. | <ul style="list-style-type: none"> - 30 students - F4-F.6 - Elite athletes | Year round | Attend tutorial lesson | A Eng+PE tutor and an Bio+PE tutor were hired to support 2 F.6 and 2 F.5 elite athletes. | \$13,600 |
| "Certificate in First Aid" Course | <ul style="list-style-type: none"> ● To introduce the principles of First Aid ● To recognize and practise First Aid treatments including CPR techniques ● To provide hands-on practice for First Aid | <ul style="list-style-type: none"> - 60 students - F.4-F.5 P.E elective | Post-exam | Attend 30 hours training course and complete | The course was conducted from Jul 2-4 &8, 2025. 44 F4 and F5 PEX students have joined the course. | \$20,592 |
| Sports exposure activities | To provide a variety of activities for students apart from traditional DSE-PE sports items in exam syllabus | <ul style="list-style-type: none"> - 120 students - F.4-6 P.E elective | Whole year | <ol style="list-style-type: none"> 1. Sports exposure activities 2. Fitness User Workshop | 12 types of exposure activities were organized | \$27,717 |

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|--|--|--|-------------------------|---|---|---|
| HKDSE Sports Skills enhancement program | Tutorials will be organized for the P.E. elective students to enhance their sports skills performance (Target for HKDSE practical assessment) | <ul style="list-style-type: none"> - 60 students - F4-F6 P.E. elective students | Year round | Attend enhancement program | <p>3 Tutors was hired for F4, F5 and F6 PEX students.</p> <p>22 lessons were organized</p> | \$4,400 |
| Artist-in-school programmes | <ul style="list-style-type: none"> - To broaden students' perspective in different art/ design domains - Communicate and interact with artists and designers directly | <ul style="list-style-type: none"> - 48 students - F4-F6 HKDSE elective students | Throughout the year | Students' Artworks and Reflections | Three programmes were organized. Students' creations were completed. | \$16,800 |
| Art and Design Tours in University | <ul style="list-style-type: none"> - To foster a positive learning atmosphere and plan for their future paths in the arts and design field - To update the high achievers with the most recent criteria for university admission | <ul style="list-style-type: none"> - 63 students - F4-F6 HKDSE elective students | Throughout the year | Attendance | Students' visited local University Graduation Shows. University students shared their learnings, exhibition guided tours were arranged for our students | \$0 (The visits were arranged on the weekend this year. Students gathered at the destination.) |
| - Art Basel / Art Central (International Art Week in HK) | <ul style="list-style-type: none"> - To broaden students' perspective in modern and contemporary art - To promote insights through worldwide young and talented | <ul style="list-style-type: none"> - 48 students - F4-F5 HKDSE elective students | 28 Mar 2025 | <ul style="list-style-type: none"> - Attendance - Students' Reflections | Students' reflections on their learning in visit were completed | \$0 (As the activity was carried out with Sister School this year. The expenditure |

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|------------|---|--|--|---|--|---|
| | artists and to understand the artists' careers and creations in particular themes | | | | | was used in another grant (Sister School Grant) |
| - Art Camp | <ul style="list-style-type: none"> - Art camp for F4 - F5 Visual Arts elective students - Aims to give students a taste of contemporary art creation. The program includes a series of sharing sessions, talks, and practical workshops during which students meet HK artists and designers in the camp site, and students create different visuals to response their experiences in the community. | <ul style="list-style-type: none"> - 48 students - F4-F5 HKDSE Visual Arts elective students | 3-day 2 night Art Camp & 1-day Pot Art Camp Programme Jan-May 2025 | Art Camp Log Book and Students' Creations | Students' log books and creations on their learnings in Art Camp were completed. | \$41,233.60 |
| | | | | | | \$174,063.10 |

Life-wide Learning Grant Evaluation

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

| Schools are required to complete this part | | | | | | | Completion of this part is not mandatory | | | | | | | | | |
|--|--|---------------------------|-----------------|------------------------|----------------------|----------------------------|--|----------------------|---------------------------------------|--|--------------------|---|---|---|---|-----------------------------------|
| No. | Activity Name | Date | Target Students | | Actual Expenses (\$) | Actual Expenses per Person | Brief Description and Objective of the Activity | Nature of Expenses # | Domain (Please select or fill in the) | Evaluation Results | Essential Learning | | | | | Subject Panel / Teacher-in-charge |
| | | | Level | Number of Participants | | | | | | | I | V | P | S | C | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | | | | | |
| 1 | Outing - transportation costs | 30/05/2025 and 04/06/2025 | F.5 | 54 | \$ 3,800 | \$70.37 | To widen the horizon of students | E2 | BAFS | The students in general enjoyed the activities and they gained some knowledge about the Hong Kong banking system and the operation of HKMA | ✓ | | | | | LWT |
| 2 | Electron Microscope Course at Ho Koon Nature Education cum Astronomical Centre | 24/10/2024 | F.4 | 47 | \$1,800 | \$38.30 | To provide opportunity for students to use the electron microscope To recognise the features and structures of various plants and insects in order to relate to their adaptation to the environment | E2 | Bio | Students got the chance of experiencing the use of the electron microscope to observe the special features of insects | ✓ | | | | | YYK |
| 3 | Field Studies Course for SS Biology 2024-2025 at Caritas Chan Chun Ha Field Studies Centre | 04-06/12/2024 | F.5 | 47 | \$ 12,750 | \$271.28 | To equip students with scientific investigation skills through field studies in the habitat of freshwater stream and the arthropod diversity survey | E1 | Bio | Students learnt some practical field study skills and completed two field studies in the field of fresh water and woodland | ✓ | | | | | YYK |
| 4 | Mangrove Ecology at Mai Po | 20/01/2025 | F.5 | 47 | \$1,850 | \$39.36 | To explore the largest mangroves in Hong Kong at the core zone of the reserve to learn about their features, ecology, and the threats they face | E2 | Bio | Completed | ✓ | | | | | YYK |

| | | | | | | | | | | | | | | | | |
|---|--|--|----------|-----|----------|----------|---|--------|------|---|---|--|--|--|--|-----|
| 5 | Oceanographer at Hoi Ha Wan | 19&27/03/2025 | F.4 | 47 | \$8,790 | \$187.02 | To experience the work of an oceanographer, to investigate seawater properties and its relationship with organisms through scientific measurement and plankton observation and to further understand how human activities affect marine biodiversity. | E1 | Bio | Students enjoyed the trip of transparent boat for observing the corals underneath. They also learnt some practical skills in using different apparatus in measuring the parameter of the sea water and observing microorganisms in water. | ✓ | | | | | YYK |
| 6 | Reptile Conservation Programme | 14/05/2025 | F.1 | 148 | \$ 6,800 | \$45.95 | Through whole-form talks and reptile conservation course, the programme aims at providing students a brief knowledge about reptiles and related ecology and to raise students' awareness on the conservation of reptiles, as well as to recognise the future careers in the related aspect. | E1 | Bio | Positive feedback was received from F.1 students. Students learnt some features of reptiles and amphibians and their related habitats. They had the hands-on experience to have a contact with the reptiles. | ✓ | | | | | YYK |
| 7 | 戶外考察 | 2 Dec 2024, 10 Jan 2025, 30 April 2025 | F.4, F.5 | 57 | \$ 2,200 | \$38.60 | 參觀相關的歷史博物館 | E2 | CHIS | Completed Positive feedback from students | ✓ | | | | | WKL |
| 8 | F.2 Co-curricular Activities: Workshop on cultural diversity | 7/4/2025 | F.2 | 17 | \$4,970 | \$292.35 | - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues" | E1, E6 | CS | Completed, positive feedbacks from students | ✓ | | | | | MCK |

| | | | | | | | | | | | | | | | | |
|----|--|--------------|-------------------------|-----|----------|----------|--|----------|--------|---|---|---|---|--|--|-----|
| 9 | F.3 Co-curricular Activities: Workshop on global citizenship | 23/5/2025 | F.3 | 160 | \$3,200 | \$20.00 | - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues | E1, E6 | CS | Completed, positive feedbacks from students | ✓ | | | | | MCK |
| 10 | Workshop F.1 Co-curricular Activities: Workshop on Financial education | 25/4/2025 | F.1 | 161 | \$2,500 | \$15.53 | - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students awareness on financial planning | E1, E6 | CS | Completed, positive feedbacks from students | ✓ | | | | | MCK |
| 11 | F.4 ME Courses | 24-25 | F4 | 150 | \$960 | \$6.40 | ME lesson | E1,E5,E7 | F.4 ME | Completed, positive feedbacks from students | ✓ | | | | | ICH |
| 12 | Field Studies Course for SS Geography 2024-2025 | 24-25/3/2025 | F4-5 | 27 | \$6,453 | \$238.98 | To foster students' familiarization with the new examination requirements, our centre adjusts our field study courses, designing activities to cover the five dimensions of FBO. | E1 | Geog | | ✓ | | | | | TCY |
| 13 | Outing for junior form students | NA | NA | NA | \$0 | \$0.00 | Form/class-ed based outing related to the History curriculum | NA | Hist | No suitable exhibition | ✓ | | | | | MKH |
| 14 | Experiential activities for F.1-F.3 PE Major & Minor students | | | 400 | \$ 4,750 | \$11.88 | To introduce new sports items and nurture students' life wide learning pursuits. | E5 | PE | Completed, positive feedbacks from students | ✓ | | | | | WWS |
| 15 | JCTIC 3x3 Basketball Challenge Tournament | 30/11/2024 | Basketball Team members | 40 | \$12,265 | / | To provide students with experience of organising sports event and as a promotion of JCTIC. | E5 | PE | This event is successfully held in November. All external participants were satisfied with our students' working attitude as a official of the tournament | | ✓ | | | | CCY |
| 16 | New Sports Development (HKSSF Competition) | | F1-F6 | 130 | \$2,048 | \$15.75 | To promote new sports items to students. To conduct sports team training and join the HKSSF competitions. | E5,E7 | PE | Completed, positive feedbacks from students | | | ✓ | | | WWS |

| | | | | | | | | | | | | | | | | |
|----|---|---------------------|-------|-----|----------|----------|--|------------|----|--|--|--|---|--|--|-----|
| 17 | PE Camp (Teachers' Expenses) | | | 7 | \$1,939 | \$277.00 | To support teachers' camp fee, equipment rental fee and lunch boxes' fee | E4 | PE | Completed, positive feedbacks from students | | | ✓ | | | WWS |
| 18 | Art / Design Exhibition Visit | Throughout the year | F1-F6 | 232 | \$10,167 | \$43.82 | To broaden students' perspective in different art / design domains | E2 | VA | Completed. 9 visits were arranged for students | | | ✓ | | | YSY |
| 19 | Art Basel / Art Central (International Art Week in HK) Teachers' | 28 Mar 2025 | F4-F5 | 48 | \$0 | \$0.00 | To broaden students' perspective in different art / design domains | E1 | VA | Completed. Positive feedbacks. The expenses were borne by Sister school grant | | | ✓ | | | YSY |
| 20 | Art Day for Junior Form | Jun-Jul 2025 | F1-F2 | 159 | \$16,117 | \$101.36 | - Learning art with fun - Experience arts outside the classroom - To learn and interact with local artists | E1, E2, E5 | VA | Completed. All F1-F2 students participated in the Art Day. Positive feedbacks. | | | ✓ | | | YSY |
| 21 | Art Day for Senior Form (F.4 - F.6) | Dec 2024 | F4-F5 | 48 | \$ 1,916 | \$39.92 | - Learning art with fun - Experience arts outside the classroom - To learn and interact with local artists | E5 | VA | Completed. Positive feedbacks. | | | ✓ | | | YSY |
| 22 | Artist / Designer Talk for F.1 - F.3 VA Major students (Triple lessons) | Mar-May 2025 | F1-F3 | 159 | \$4,500 | \$28.30 | To broaden students' perspective in different art / design domains | E5 | VA | Completed. Positive feedbacks | | | ✓ | | | YSY |
| 23 | Artist / Designer Talk for F.1 - F.3 VA Minor students (Double lessons) | Mar-May 2025 | F1-F3 | 450 | \$ 3,000 | \$6.67 | To broaden perspective in different art / design domains | E5 | VA | Completed. | | | ✓ | | | YSY |
| 24 | Design workshops for Christmas Decoration | Nov -Dec 2025 | F1-F5 | 60 | \$ 0 | \$0.00 | - Offer leadership training to VA leaders - Art designs and share happiness to the whole school - Create a memorable moment to peers and staff | E1 | VA | Completed. The expenses were borne by the co-organization this year. | | | ✓ | | | YSY |
| 25 | Hong Kong Flower Show - Jockey Club Student Drawing Competition | 14 Mar 2025 | F1-F5 | 10 | \$922 | \$92.20 | - Students represent school to join the competition | E2 | VA | Completed. 4 Students awarded | | | ✓ | | | YSY |
| 26 | Junior Form Art Exhibition | May 2025 | F1-F5 | 600 | \$ 7,175 | \$11.96 | - To showcase students artworks - Provide an experience and venue for students learning art setup in an exhibition - Leadership training in art administrative work for a public art event | E1 | VA | Completed. | | | ✓ | | | YSY |

| | | | | | | | | | | | | | | | |
|----|--|-----------------------|-----------|-----|-----------|---------|---|--------|-----|---|--|---|---|---|-----|
| 27 | The 12th Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition | Oct 24 - Jan 25 | F1-F5 | 300 | \$ 19,700 | \$65.67 | Workshops for the competition | E1, E5 | VA | Completed. Workshops and exhibition showcased award students' works. | | | ✓ | | YSY |
| 28 | Visual Arts Talent Programme | Throughout the year | F1-F5 | 215 | \$ 16,681 | \$77.59 | Offers students the opportunity to immerse themselves in a range of highly specialised studio disciplines during regular workshops conducted by professional artists. | E1, E2 | VA | Completed. High quality artworks created and showcased in Annual Grand Visual Art Exhibition | | | ✓ | | YSY |
| 29 | Art Camp (3-day-2-nite) | 6-8 Feb 2025 | F4-F5 | 48 | \$ 0 | \$0.00 | It aims to provide students an experience that strengthens the art of living (Life-Art relationship). A series of sharing sessions and creative exercises with collaborations will be held by artists and designers. To inspire students' boundaries on the creations, experiencing and thinking in art and design. | E1 | VA | Completed. Quality and experimental artworks created and showcased in the Art Camp. Positive feedbacks. | | | ✓ | | YSY |
| 30 | Financial Education(Activity Day for F.5) | 24/1/2025 | F.5 | 104 | \$8,500 | \$81.73 | E-run 城市定向跑/「理財二次人生」模擬體驗遊戲 To help students develop positive value about money and financial management | E6 | CLP | Completed | | | | ✓ | TCW |
| 31 | Visit Career Expo | 16/1/2025 | F.3 | 153 | \$5,700 | \$37.25 | Career Exploration | E2 | CLP | Completed | | | | ✓ | TCW |
| 32 | Workplace visit | 21/5/2025 & 23/5/2025 | F.4 | 127 | \$9,380 | \$73.86 | Strengthen career exploration activity by organizing workplace visit | E2 | CLP | Completed | | | | ✓ | TCW |
| 33 | Transportation fee for students' attending careers visit/university visit (7 times) | / | / | / | / | | Careers Visit To help students understand the requirements and qualifications of various study or training choices To help students compare different study, training and career choices To help students know more about the world of work | / | CLP | Canceled | | | | ✓ | TCW |
| 34 | DC Training workshops for Prefect | 8/11/2024 , 17/1/2025 | F.2 - F.5 | 87 | \$8,024 | \$92.23 | For training up prefects to perform duties effectively | E1 | DC | Completed, positive feedbacks from students | | ✓ | | | LIE |

| | | | | | | | | | | | | | | | | |
|----|---|--------------------------|------------------------|----|----------|----------|---|----|-----|---|---|--|---|--|--|-----|
| 35 | Prefect Team Wild Camp Leadership Training | 16/7/2025 | F.2 - F.5 | 71 | \$26,546 | \$373.89 | For mid-term evaluation, building up friendship, leadership and team spirit | E7 | DC | Completed | ✓ | | | | | LIE |
| 36 | Prefect Training Camp | 9/7/2025-10/7/2025 | F.2 - F.5 | 71 | \$47,800 | \$673.24 | For building up team spirit and leadership | E1 | DC | Completed, positive feedbacks from students | ✓ | | | | | LIE |
| 37 | Prefect Training Day Camp | 4/7/2025 | F.1 - F.5 | 55 | \$7,804 | \$141.89 | Orientation programme for new Prefects | E1 | DC | Completed, positive feedbacks from students | ✓ | | | | | LIE |
| 38 | Tour bus for ESTP Camp | 17/2/2025 - 21/2/2025 | F.2 - F.3 | 40 | \$3,950 | \$98.75 | For students, teachers, and parents to travel between the school and The Fire and Ambulance Services Academy (FASA) | E2 | DC | Completed | ✓ | | | | | LIE |
| 39 | Tour bus for prefect camp | 9/7/2025-10/7/2025 | F.2 - F.5 | 71 | \$4,600 | \$64.79 | For travelling between the school and the campsite | E2 | DC | Completed | ✓ | | | | | LIE |
| 40 | Tour bus for prefect wild camp | NA | NA | NA | \$0 | NA | For travelling between the school and the campsite | NA | DC | Cancelled | ✓ | | | | | LIE |
| 41 | Training and debriefing workshop for "Enhanced Smart Teen Project" participants | NA | NA | NA | \$127 | NA | To prepare and equip participants before the camp and to consolidate what they have learnt after the camp | NA | DC | Completed, activity organized by the teachers | ✓ | | | | | LIE |
| 42 | Gifted program organized by tertiary institutes or other external organization | Throughout the year | F4 | 10 | \$1,240 | \$124.00 | Gifted program organized by tertiary institutes /other external organization Example: -CUHK Summer Institute -HKUST Dual Program -CUHK Science Academy for Young Talent (Autumn Course) Students can -gain insight into adapting to the university learning environment -engage in academic and cultural exchange with students of different backgrounds -explore different subject areas through short courses | E6 | GEC | Completed | ✓ | | | | | CCW |
| 43 | local and/or non-local awards and/or competitions | Throughout the year | F.2 | 2 | \$ 1,430 | \$715.00 | Depends on the nature of the awards or competitions. Objective: Encourage students to step out of their comfort zone to participate in external competition which can widen their horizon. | E3 | GEC | Completed | ✓ | | | | | CCW |
| 44 | Outings/Social Services | 5/2/24, 15/2/24, 23/5/25 | F.3-5 Peer Counsellors | 13 | \$ 0 | \$0.00 | Experiential learning for Peer Counsellors and/or F.1 students | / | GSS | Positive feedback from students | | | ✓ | | | ICC |

| | | | | | | | | | | | | | | | | |
|----|---|--------------------------------------|------------------------|-----|-----------|----------|--|--------|-----|---|---|--|--|---|--|-----|
| 45 | PCS - F.1 Gatherings | Throughout the year during lunchtime | F.1 | 161 | \$ 1,715 | \$10.65 | Small games and activities for F.1 students to help them to adapt to school life. | E7 | GSS | Positive feedback from students | | | | ✓ | | ICC |
| 46 | PCS Board Decoration / Publicity | Throughout the year | PCS | / | \$100 | | To decoration the board and promote Peer Counsellors | E7 | GSS | Positive feedback from students | | | | ✓ | | ICC |
| 47 | PCS Dodge Ball Competition | Nov-Dec 2024 | F.1 | 161 | \$284 | \$1.76 | F.1 inter-class dodge ball competition for team building | E7 | GSS | Positive feedback from students | ✓ | | | | | ICC |
| 48 | PCS Training Camp | 30 Nov - 1 Dec 2024 | F.3-5 Peer Counsellors | 28 | \$6,606 | \$235.93 | Training for Peer Counsellors | E1 | GSS | Positive feedback from students | ✓ | | | | | ICC |
| 49 | PCS-F.1 Camp / Outings / Activities | / | / | / | \$0 | | Camp/Outings for Peer Counsellors and F.1 students | | GSS | Cancelled | | | | ✓ | | ICC |
| 50 | Peer Counsellors Training & Counsultation 24-25 | Nov 2024 | F.3-5 Peer Counsellors | 35 | \$ 0 | \$0.00 | Training & Counsultation for Peer Counsellors from an NGO throughout the academic year 24-25 | | GSS | Funding from outsiders | | | | ✓ | | ICC |
| 51 | Training Program for House Captains and Committee members | Second Term | F.1-5 | 24 | \$ 5,500 | \$229.17 | To learn skills needed in different house events (e.g. inter-house drama competition) | E6 | OSC | Completed. Students' work were displayed in the Inter-house Musical Contest | ✓ | | | | | MKH |
| 52 | F.1 Activity Day | 24 Jan | F.1 | 161 | \$8,100 | \$50.31 | Increasing students exposure and their understanding through life-wide learning | E2 | OSC | Positive feedback from questionnaire. More than 90% attendace | ✓ | | | | | MKH |
| 53 | F.2 Activity Day | 24 Jan | F.2 | 161 | \$30,941 | \$192.18 | Increasing students exposure and their understanding through life-wide learning | E1, E2 | OSC | Positive feedback from questionnaire. More than 90% attendace | ✓ | | | | | MKH |
| 54 | F.3 Activity Day | 24 Jan | F.3 | 160 | \$ 16,274 | \$101.71 | Increasing students exposure and their understanding through life-wide learning | E1, E2 | OSC | Positive feedback from questionnaire. More than 90% attendace | ✓ | | | | | MKH |

| | | | | | | | | | | | | | | | | |
|----|---|-----------------------|---------|-----|----------|---------|---|----|-----|---|--|---|---|--|--|-----|
| 55 | Form-based post-exam activity | / | / | / | / | / | One form-based post-exam activity for each form | / | OSC | There are sufficient number of activities in the post-exam period. | | | ✓ | | | MKH |
| 56 | Staff subsidies in Activity Day | / | / | / | / | / | Staff subsidies in Activity Day | / | OSC | Merged with budget in Activity Day in each form. | | ✓ | | | | MKH |
| 57 | Talent Quest | Jun-Jul 2025 | F.1-5 | 765 | \$15,000 | \$19.61 | Inter-House competition which allows students to perform on the stage and show their talents, who may have the chance to go through coaching sessions conducted by professional artists | E5 | OSC | Positive feedback from questionnaire. More than 90% attendance | | | ✓ | | | MKH |
| 58 | "Ti-I Service Team - Service Learning (Training)" | / | / | / | / | / | "Develop students' confidence and empathy" | / | SEC | The training this year was provided by the NGOs this year. | | | ✓ | | | YYK |
| 59 | Adventure-based summer leadership training camp | 30/06/2025-01/07/2025 | F.2-F.5 | 23 | \$1,400 | \$60.87 | To help student leaders (next academic year) gain exposure in settings outside the school and to nurture their leadership qualities through adventure-based training activities. | E2 | SEC | Team-building and problem-solving games were conducted among students. Positive feedback was received from students. | | | ✓ | | | YYK |
| 60 | Adventure-based training day camp | 24/05/2025 | F.1-F.3 | 27 | \$ 0 | \$0.00 | Leadership Training | E1 | SEC | Adventure-based activities were conducted among students. Positive feedback from potential students leaders was received. | | | ✓ | | | YYK |

| | | | | | | | | | | | | | | | |
|----|---|---|---------|----|----------|----------|---|---------|--------------|--|--|--|---|--|-----|
| 61 | Dragonboat training and Inter-school Dragonboat competition | 03/2025-05/2025 | F.1-F.5 | 26 | \$ 0 | \$0.00 | - Widen students horizon by participate Dragonboat program - Continue the "Ti-I Dragonboat Team" - Develop Team Spirit and Participate Inter-school competition | E1,E3 | SEC | Team spirit and leadership skills were built among students. Postive feedback from potential students leaders was received. | | | ✓ | | YYK |
| 62 | Leadership Training Workshop | 26/04/2025, 03/05/2025, 10/05/2025, 17/05/2025 | F.1-F.3 | 27 | \$ 0 | \$0.00 | To enhance the leadership qualities of students leaders in areas including pro-activeness, self-confidence and communication skills, etc. | E1 | SEC | Team spirit and leadership skills were built among students. Postive feedback from potential students leaders was received. | | | ✓ | | YYK |
| 63 | Outward Bound Training | August 2025 | F.1-F.5 | 12 | \$8,375 | \$697.92 | Leadership Training | E1 | SEC | Adventure-based challenges will be conducted during the summer holiday. | | | ✓ | | YYK |
| 64 | Oxfam Trailwalker | 15/11/2024 | F.4-F.5 | 6 | \$3,200 | \$533.33 | To provide experience on Oxfam Trailwalker for selected students. | E1 | SEC | Two groups of students completed the 40km Trailwalker with excellent results. | | | ✓ | | YYK |
| 65 | Christmas Open House 2024 - Workshops with NGOs and schools | Nov-Dec 2025 | F1-F5 | 60 | \$ 4,981 | \$83.02 | To encourage students to have concern for our society through social services | E1 | Arties Union | Completed. Positive feedbacks from NGOs and other organizations | | | ✓ | | YSY |
| 66 | Inter-school Dance Competition | 17/2/2025 | F.1-F.5 | 24 | \$11,630 | \$484.59 | Competition | E1 , E2 | Dance Club | Completed , HONOURS AWARD | | | ✓ | | WMH |
| 67 | Basic Tree Climbing Course | NA | NA | NA | NA | | Introduction of tree climbing, to introduce modern techniques and equipment used by arborists in tree climbing | NA | Green Club | Cancelled | | | ✓ | | LCS |

| | | | | | | | | | | | | | | | | |
|----|--|----------------------|-------|----|-----------|----------|--|----|---------------|--|---|--|---|---|--|-----|
| 68 | Hall sharing on tree climbing and maintenance | NA | NA | NA | NA | | to introduce the essential skills of being an arborist and tree maintenance sharing | NA | Green Club | Cancelled | | | | ✓ | | LCS |
| 69 | Mathematical Olympiad Training | 24/10/2024-8/5/-2025 | F1-3 | 11 | \$ 4,320 | \$392.73 | To arouse students' interest in mathematics, improve students' IQ, logical thinking, reasoning, analytical and problem-solving abilities | E5 | Math Soc | 1/ 12 training lessons were organized. 2/ Attendance of most participants is over 80%. 3/ Some participants got excellence results in the Thailand International Mathematical Olympiad (Heat, Semi Final and Final)2024-2025 Total awards: Awards: 2 gold, 7 Silvers, 8 Bronzes | ✓ | | | | | WMY |
| 70 | Competition application fee for Chinese Drum Class | 06/10/2024 | F.1-5 | 17 | \$500 | \$29.41 | Competition application fee for Chinese Drum Class | E1 | Music Club | Completed | | | ✓ | | | LSH |
| 71 | Competition application fee for the choir | 07/05/2025 | F.1-5 | 24 | \$1,040 | \$43.33 | Competition application fee for the choir | E1 | Music Club | Completed | | | ✓ | | | LSH |
| 72 | School Music Festival Membership Renewal Fee | 30/06/2025 | F.1-5 | 30 | \$250 | \$8.33 | School Music Festival Membership Renewal Fee | E1 | Music Club | Completed | | | ✓ | | | LSH |
| 73 | Transportation Fee for Choir and Chinese Drum Class in competitions. | 10/2024 - 05/2025 | F.1-5 | 41 | \$4,600 | \$112.20 | Transportation Fee for Choir and Chinese Drum Class in competitions. | E2 | Music Club | Completed | | | ✓ | | | LSH |
| 74 | Athletics Team Cross Country Training Camp (3-day-2-nite) | 11/10-13/2024 | F1-F6 | 32 | \$ 11,172 | \$349.13 | Preparation of Cross Country Competition | E1 | PE (Ath Team) | 90% Attendance Achieved | | | ✓ | | | LKL |
| 75 | Athletics Team Winter Training Camp (4-day-3-nite) | 22-25/ 12 | F1-F6 | 39 | \$ 2,696 | \$69.13 | Preparation of HKSSF Interscholar Athletics Competition | E1 | PE (Ath Team) | 90% Attendance Achieved | | | ✓ | | | LKL |
| 76 | Annual Rope Skipping Camp (3-day-2-nite) | / | / | / | / | / | 1. To promote team spirit 2. To prepare for the competitions 3. To promote sportsmanship 4. To raise the standard of rope skipping skill 5. To improve problem-solving & communication skill | / | Rope-skipping | No available timeslot | | | ✓ | | | HHS |
| 77 | Transportation to the venues of competitions | / | / | 20 | \$ 900 | \$45.00 | Providing travelling to the destinations of the venues of competitions | E2 | Rope-skipping | Completed | | | ✓ | | | HHS |

| | | | | | | | | | | | | | | | | |
|-----------------------|---|-----------------------|-------|-------|--------------|------------|--|--------|---------|--|---|--|---|--|--|-----|
| 78 | Sailing Team Training | Sep 2024 to July 2025 | / | 30 | \$ 45,600 | \$1,520.00 | Develop School sailing Team Increase the number of sailing hours for team members Develop the responsibility of students | E1, E5 | Sailing | Completed | | | ✓ | | | LLY |
| Sub-total of Item 1.1 | | | | 6,777 | \$467,537.20 | | | | | | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | | | |
| 1 | 台灣文學交流團 | / | / | / | / | / | 透過與當地大學或中學交流，參觀台灣文學景點，加深學生了解文學在兩地的異同。同時，跳出香港，開闊眼界，體驗生活，吸收素材，增加寫作深度。 | / | Ch. Lit | 未能進行。上學期末將地點改為雲南，但因為教育局取消本年度的雲南交流團，因此今年未能參與。 | ✓ | | | | | WSK |
| 2 | Art and Cultural Study Tour - Europe | 21 Jul - 2 Aug 2025 | F1-F5 | 20 | \$78,034 | \$3,901.70 | To broaden students' horizons, the art study tour provides students to take this opportunities to experience both traditional and modern aspects in art and culture. Students take the opportunity to visit major museums, archaeological sites and art institutions, and experience art and culture of different places in Japan. Explore the balance of art and culture development between traditional and modern technology, and appreciate the aesthetics and sense of beauty, design and art that have been handed down for centuries. To inspire students' boundaries on the creations and thinking in art and design. | E4 | VA | Students visited art exhibitions in Spain and London, explored of art development in both traditional and modern aspects. 20 VA major students from different levels, engaged in art and cultural related experiences in 14 days, they shared their art experiences and views on | | | ✓ | | | YSY |

| | | | | | | | | | | | | | | |
|---|----------------------------|---------------|--------------------------------|-----|-----------|------------|---|------------|-------------------|---|---|--|--|-----|
| 3 | F.5 Grand Tour | 17-17/04/2025 | F.5 | 102 | \$287,369 | \$2,817.34 | To raise students' global and cultural awareness. To nurture students' moral values. | E1, E3, E4 | SEC | Students were engaged in some adventure-based experiences, learnt about the ecological importance and biodiversity of Okinawa as well as participated in volunteering work in the local community of Okinawa. Collective memories for both students and teachers were created with cultural | ✓ | | | YYK |
| 4 | Sports Teams Exchange Tour | 21-25/7/2025 | Basketball and Volleyball Team | 56 | \$43,201 | \$771.44 | To provide non-local training exposure and enhance sports team cohesion. | E5 | PE (Sports teams) | Students were actively participated in all training activities and satisfied with the arrangement including accommodation, activities, transportation. However, a more considerate selection of exchange school may be done in the future in order to match with the abilities of our students. | ✓ | | | CCY |

| | | | | | | | | | | | | | | | | |
|-----------------------|--|-----------|----|-------|-----------|--------|--|----|-------------------------|-----------|--|--|---|--|--|-----|
| 5 | Boys' Football Team Overseas Training Camp | Cancelled | NA | NA | \$0 | \$0.00 | In preparation of the Jing Ying Football Tournament, boys football team proposed an overseas training camp cooperating with a Chinese professional football club to expose students into a professional training environment and coaching. | NA | PE (Boys football team) | Cancelled | | | ✓ | | | HTH |
| Sub-total of Item 1.2 | | | | 20 | \$408,604 | | | | | | | | | | | |
| Total for Category 1 | | | | 6,797 | \$876,141 | | | | | | | | | | | |

- * I: Intellectual Development (closely linked with curriculum)
V: Values Education
P: Physical and Aesthetic Development
S: Community Service
C: Career-related Experiences

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

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

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

| No. | Item | Purpose | Actual Expenses (\$) |
|-------------------------------|---|---|----------------------|
| 1 | 購買生涯規劃工具及教材；自製生涯規劃教材 | To procure or develop learning materials for promoting career education | \$350.00 |
| 2 | Inter-house once-act musical competition: props, materials and costumes | To broaden students' perspective in the field of musical and performing arts. | \$3,898.71 |
| 3 | Chinese Drum Sticks | Rehearsal | \$0.00 |
| 4 | Music Scores | Regular Training for choir, ensemble and drum class etc. | \$0.00 |
| 5 | Performance necessity | For performance | \$340.36 |
| 6 | Dragonboat paddles | For training and competition | \$22,097.00 |
| Expenses for Category 2 | | | \$26,686 |
| Expenses for Categories 1 & 2 | | | \$902,827 |

Category 3: Number of Student Beneficiaries

| | |
|--|------|
| Total number of students in the school: | 840 |
| Number of student beneficiaries: | 840 |
| Percentage of students benefitting from the Grant (%): | 100% |

| | |
|---------------------------------|--------------------------|
| Name of Contact Person for LWL: | CHAN Chun Wa |
| Post of Contact Person for LWL: | Finance Committee Member |

Remarks:

Application for the use of LWLG (2024-25) for the following items were made during the year, in addition to the budget approved in September 2024.

| | Brief Description of the Activity | Date | Target Students | Estimated Expenses | Remarks |
|--------|--|-----------------|-------------------------------|---------------------------|--|
| 1. VA | - Art Camp (3-day-2-nite) (teachers' camp fees and meals) | 6-8 Feb 2025 | F.4 – F.5 students | \$9,000 | Budget not originally included |
| 2. SEC | - Oxfam Trail walker 2024 (40 th Anniversary Edition) registration fees | 15 Nov 2024 | Interested F.5 – F.6 students | \$3,200 | Budget not originally included |
| 3. SEC | - Dragonboat paddles for training and competition | Mar to Apr 2025 | F.1 – F.5 students | \$15,600 | Budget not originally included |
| 4. VA | - Art and Cultural Study Tour - Europe | July 2025 | F.1 – F.5 students | \$46,000 | Budget approved not sufficient since the destination has been changed from Japan to Europe |

Report on Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students

| Responsible Party | Name of program(s)/Objectives | Strategies & benefits anticipated | Duration of the programme | Target students | Expenditure | Evaluation |
|-------------------|-------------------------------------|---------------------------------------|---------------------------|---------------------------------------|---|--|
| 中文科 | 小組學習— 減少師生比例， 提升相關學生的 中文能力 | 安排非華語學生與中文 能力稍弱的學生同組， 每組 20 人 | 全學年 | 7 位非華語學生 及約 60 位中文能 力稍弱的學生 | 1. 2 位合約學 位教師及 1 位 副教師部份薪 金合共： \$499,324 2. 演講及辯論 工作坊： \$6,000 | 小組學習能因應非華語學生程度 作調適，與其他中文能力稍弱學 生共同學習，水平相近，學習動 機較強。 |
| | 抽離教學— 讓非華語學生依 據中文能力調適 課程 | 安排非華語學生學習 GCSE / GCE 中文課程 | 全學年 | 3 位學生 非華語學生 (GCSE/GCE 中文 課程) | | 讓程度較低的非華語學生學習調 適課程/GCSE/GCE 中文課程，為 他們未來經聯招報讀大學作鋪 排。 |
| | 協作教學— 減少師生比例， 提升相關學生的 中文能力 | 調配老師與科任老師於 說話教學上協作，加強 對學生指導 | 全學年 | 7 位非華語學生 及約 60 位中文能 力稍弱的學生 | | 學生說話及寫作能力略見提升。 |
| | 課後支援 | 安排非華語學生參加課 後支援課程，每周 1 節，每節 1 小時 | 全學年 | 5 位學生 非華語學生 | | 教導中四非華語學生 GCSE 中文 課程及中五非華語學生 GCE 中文 課程，學生於上述公開試成績優 異。 |
| | 文化活動 | 安排非華語學生參 加中文學會辦的文 化活動 | ----- | 全校學生 | | 非華語學生參與不同文化活動， 例如於早會宣傳文化活動，參加 中華文化雙周活動，增進文化認 同。 |

Promotion of Reading Grant Evaluation

Part 1: Evaluation of the Effectiveness

| | |
|---|---|
| The major objective for Promotion of Reading: | Creating a pleasant and enjoyable reading culture at school |
|---|---|

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The objective of creating a pleasant and enjoyable reading culture at school was fully achieved as a variety of reading activities were tailor-made for students to arouse students' interest in reading.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

Students were motivated by the prizes such as book coupons. Students contributed to the wide library collection through activities. Reading across the curriculum was enhanced through participation of teachers of various subjects in reading activities.

Part 2: Financial Report

| | Item | Estimated Expenses (\$) |
|---------------|---|--|
| 1 | Purchase of printed books and e-resources <ul style="list-style-type: none"> Regular printed books and e-resources F.5 Legacy of Reading - books recommended by F.5 students SJRC e-reading platform maintenance fees Magazines | Total: 40,100.32 17,233.52 10,006.8 12,000 860 |
| 2 | "Read to Breathe" Reading Programme activities <ul style="list-style-type: none"> End-of-term prizes Souvenirs designed by prize winners Teachers' book sharing Reading Ambassadors' book sharing | 1,908 |
| 3 | Other reading activities <ul style="list-style-type: none"> Hong Kong Book Fair - tickets and books Author's talks F.5 Legacy of Reading - Eslite bookstore visit transportation fee Inter-class Kahoot! Book quizzes prizes | Total: 3,999.5 1,999.5 2,000 |
| 4 | Information Literacy Education | 0 |
| 5 | Reading-related services | 0 |
| 6 | Reading Award Scheme | 3,000 |
| 7 | Creating a pleasant reading environment in the library | 711.9 |
| 8 | Reading Ambassadors expenses | 0 |
| Total: | | 49,719.72 |

School-based After-School Learning & Support Grant Evaluation

| Income | HK\$ | Expenditure | HK\$ |
|------------------------|----------|----------------------|---------|
| Balance bought forward | 95,651 | Grand Tour subsidies | 87,570 |
| 24-25 funding | 83,400 | VA Tour subsidies | 20,000 |
| | | PE Tour subsidies | 48,274 |
| Total Income | 179,051 | Total Expenditure | 155,844 |
| | | | |
| Balance | \$23,207 | | |

Learning Support Grant Evaluation

Policy on the Use of Resources for Implementing Integrated Education (IE):

Flexible and effective use of Learning Support Grant (LSG) and other resources to facilitate early identification and early support for students according to their special educational needs (SEN) and individual differences.

| | Item | Task | Name of Company | Implementation time | Target students | Success criteria | Effectiveness | Actual Amount Spent |
|----|---|--|--|--|---|--|---|--|
| 1. | Speech therapy for students with SLI and reading & writing training sessions for students with SpLD | Support students' speech development | Mastery Speech and Swallowing Clinic Ltd | Oct 2024 – May 2025 Total time: 60 hr | 12 students with SLI and/orSpLD | Assessments by therapist and feedback from students/parents | Improvement in students' speech/reading/writing performance shown | Unit price: \$830/hr Total amount: \$ 49,800 |
| 2. | Clinical Psychological Services for students with MI or related issues | Provide clinical psychological services for students and advice for social workers | OmniMindGym | Oct 24 – Jun 2025 Total time: 77.5 hr | 21 students (referred by social workers and EP) | Assessments by therapist and feedback from students/social workers/parents | Improvement in students' mental health shown | Unit price: \$1,500/hr Total amount: \$ 116,250 |
| 3. | Anti-bullying and SEN education workshop | Deliver form-based Anti-bullying and SEN education for students | The Education University of Hong Kong | May 2024 No. of sessions: 2 (2hr/session) Total Time: 4 hr | F.1 students | Feedback from students/teachers | Awareness of anti-bullying and SEN raised | \$ 10,000 |
| 4. | Executive function & social skills program (Dart Club) | Develop students' executive function and social skills | HK Christian Service | Mar 2024-Jul 2025 | F.1-F.2 students | Feedback from students/social workers | Improvement in students' executive function & social skills shown | \$10,000 |
| 5. | Cat Shelter Volunteering | Foster students' empathy and respect for life | HKSCDA 香港拯救貓狗協會 | May 2025 | F.3 students | Feedback from students/teachers/social workers | Students' empathy and social skills improved | \$3,000 |

| | | | | | | | | |
|----|-------------------------------------|--|------------------------------------|---------------------|-----------------------------------|--|--|--|
| 6. | Makeup Workshop + Social Service | Foster students' mental wellness and social skills | W! Makeup Studio | Mar-Jun 2025 | F.3-F.5 students | Feedback from students/teachers/social workers | Students' social skills and confidence improved | \$32,500 |
| 7. | Board Game Ambassadors Program | Develop students' social skills and leadership | YUZU Board Game Counselling Center | June 25 | F.2-F.4 students | Feedback from students/teachers/social workers | Students made friends and social skills improved | \$19,000 |
| 8. | Educational Toolkits | Provide board games/educational toolkits for peer counsellors and F.1 students | Fun Crazy Board Game House | Academic year 24-25 | Peer Counsellors and F.1 students | Feedback from students/teachers | Students enjoyed the games and got along well | \$498 |
| 9. | Reference Materials | Provide SEN reference materials for teachers and students | Online Book Stores | Academic year 24-25 | All students and teachers | Feedback from students/teachers | Students could understand themselves better. Teachers could learn ways to support students with SEN. | \$2,439 |
| | | | | | | | Total | \$ 243,487 |
| | | | | | | | Balance | \$ 149,651.93 (46.74% left) |

NCS-SEN Grant (Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs)

| | Item | Task | Name of Company | Implementation time | Target students | Success criteria | Effectiveness | Actual Amount Spent |
|----|---------------------|---|-----------------|----------------------|------------------|----------------------------------|--|---------------------|
| 1. | Employment of staff | Design learning materials and activities; provide language and cultural support | / | Sept 2024 – Mar 2025 | NCS-SEN students | Teachers’ and student’s feedback | Students have had the support they needed and integrated into the school well. | \$150,000 |
| | | | | | | | Total | \$150,000 |
| | | | | | | | Balance | \$ 46,960 |

Sister School Exchanges Evaluation

Name of the Mainland Sister School : Duan Zhou Middle School 肇慶端州中學

Part 1: Details of Exchange Activities

| Item No. | Name and Content of the Exchange Activity | Intended Objective(s) | Evaluation Results | Reflection and Follow-up |
|----------|---|--|--|---|
| 1. | <u>Duan Zhou Middle School</u> <u>Academic and Cultural Visit</u> <ul style="list-style-type: none"> 20 Ti-I students and 2 teachers visit Duan Zhou Middle School during 20-21 March 2025 | <ul style="list-style-type: none"> Through the exchange activities between the two schools, students can understand the domestic learning culture in the mainland. Lay the relationship between the two schools. | <ul style="list-style-type: none"> Evaluating the effectiveness by students and teacher's questionnaires. Presentation by students Feedback by sister school. | <ul style="list-style-type: none"> Can increase the number for mainland exchange program. We will conduct a exchange tour to Foshan next year |
| 2. | VA and cultural exchange of Affiliated School of JNU For Hong Kong & Macao Students. Foshan <ul style="list-style-type: none"> ASJUN VA students come to visit our school during 27-28 March 2025 with our F.4-F.5 VA students | <ul style="list-style-type: none"> Through the exchange activities between the two schools, students can have VA exchange. | | |

Part 2: Financial Report

| Item No. | Name of the exchange | Expenditure Item | Amount | Remarks |
|----------|----------------------|---|------------|-------------|
| 1. | Name of the item | Examples: | | |
| | | Tour fees for visiting Mainland sister school | \$38,940 | |
| | | Expenses on activities jointly organised by sister schools in Hong Kong | \$47,721.5 | |
| | | Transportation fees | \$2,000 | |
| | | Salary for the supporting staff for handling administrative work of sister school exchange activities | / | |
| | | Expenses on video-conferencing facilities | / | |
| | | Expenses on materials used in the exchanges | \$210 | |
| | | Others | / | |
| | | Total: | \$88,871.5 | |
| | | Annual Balance of Grant: | | \$16,4424.1 |

Student Activities Support Grant Evaluation

I. Financial Overview

| | | |
|---|---|-------------|
| A | Allocation in the Current School Year: | \$61,500.00 |
| B | Expenditure in the Current School Year: | \$28,588.70 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$32,911.30 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|--|
| Comprehensive Social Security Assistance | 2 | \$230.00 |
| Full-grant under the School Textbook Assistance Scheme | 46 | \$17,270.00 |
| Meeting the school-based financially needy criteria | 41 | \$11,088.70 (capped at 25% of the total allocation for the school year) |
| Total | 89 | \$28,588.7 |

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person- times ¹ of student beneficiaries | Actual Expenses (\$) | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|---|---|--|--|----------------------------|---|-------------------------|--|----------------------|-----------------------------------|
| | | | | | Intellectual Developmen t (closely linked with curriculum) | Values Educatio n | Physical and Aesthetic Developmen t | Community Service | Career- related Experiences |
| 1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them | | | | | | | | | |
| 1 | 電結他一對一常規班 | Arts (Music) | 3 | \$3,750.00 | | | ✓ | | |
| 2 | F.2 Activity Day | Leadership Training | 38 | \$3,845.00 | | ✓ | | | |
| 3 | F.3 Activity Day | Moral, Civic and National Education | 24 | \$1,240.00 | | ✓ | | | |
| 4 | F.4 Activity Day | Moral, Civic and National Education | 23 | \$383.00 | | ✓ | | | |
| 5 | Bio Field Trip | Intellectual Development | 4 | \$125.00 | ✓ | | | | |
| 6 | Geography field camp | Intellectual Development | 5 | \$98.00 | ✓ | | | | |
| 7 | 高階花式跳繩訓練 | Physical and Aesthetic Development | 3 | \$3,400.00 | | | ✓ | | |
| 8 | Sailing practice and competition | Physical and Aesthetic Development | 12 | \$9,154.00 | | | ✓ | | |
| 9 | Outward bound course | Physical and Aesthetic Development | 3 | \$3,593.70 | | | ✓ | | |
| Expenses for Category 1 | | | 115 | \$25,588.70 | | | | | |

| 2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | | | |
|---|---------------------------|------------------------------------|-----|-------------|--|--|---|--|--|
| 1 | Rope-skipping competition | Physical and Aesthetic Development | 1 | \$3,000.00 | | | ✓ | | |
| Expenses for Category 2 | | | 1 | \$3,000.00 | | | | | |
| 3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | | | |
| Expenses for Category 3 | | | 0 | \$0.00 | | | | | |
| Total | | | 116 | \$28,588.70 | | | | | |

One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Evaluation

| Responsible Party | Program | Objective(s) | Target Students (level and estimated no. of participants) | Duration/ Start Date | Evaluation Results | Actual expenses \$ |
|-------------------|---|--|---|----------------------|--|----------------------|
| CS Panel | Procuring and developing relevant learning and teaching resources | <ul style="list-style-type: none"> Enhancing learning and teaching effectiveness | F.4 - F.6 (approx. 380 students) | 1 year | <ul style="list-style-type: none"> Purchase of newspaper for discussion of social issues during CS lessons The CS panel has developed or procured relevant learning and teaching resources (including multi-media and e-learning resources), mobile applications and software, as well as reference materials for CS | \$81,146.48 |
| CS Panel | School-based learning activities relating to the CS curriculum | <ul style="list-style-type: none"> Enhancing students' interest in the subject content Increasing students' exposure and their understanding of social issues relating to the CS curriculum | F.4 - F.6 (approx. 380 students) | 1 year | <ul style="list-style-type: none"> Visits and workshops have been organized for F.4-6 students. They have learnt more about the work of different government departments and political organs. They have also understood the importance of national security and media literacy. | \$54,880 |
| CS Panel | Mainland Study Tour | <ul style="list-style-type: none"> To facilitate students to gain first-hand understanding of our country and its development, understand and appreciate Chinese culture and develop their sense of national identity | F.4 (approx. 130 students) | 1 year | <ul style="list-style-type: none"> The CS panel has been cooperating with the Chinese History panel for organizing the mainland study tour to let students understand more about the development of the country and enhance their national identity. | \$33,608 |
| | | | | | | \$ 169,634.48 |

One-off Grant for Mental Health at School

[illegible]

One-off Grant for Parent Education

| Responsible Party | Name of program(s)/ Objectives | Strategies & benefits anticipated | Duration of the programme | Target | Expenditure | Evaluation |
|-------------------|--------------------------------|---|---------------------------|----------------|-------------|--|
| SHC PTA | 家長講座暨多元學習體驗工作坊 | 舉辦家長教育講座學習與子女相處，多元學習體驗培養興趣 | 2025 年 10 月 5 日 | 教師及家長 140 人 | \$14,710 | 講座增進家長認識情緒管理；多元學習體驗讓參加者拓闊生活圈子。 |
| | 長洲文化之旅 | 平安包製作、了解太平清醮 | 2025 年 4 月 27 日 | 學生、家長及教師 100 人 | \$600 | 參與者體驗長洲傳統文化。 |
| | 感恩同行 | 培養尊師重道的精神 | 2025 年 7 月 5 日 | 學生、家長及教師 150 人 | \$2,160 | 參與者投入活動，增進歸屬感。 |
| | 看我今天怎麼說電影欣賞 | 舉辦電影欣賞，培養同理心，學習包容體諒 | 2025 年 4 月 25 日 | 學生、家長及教師 200 人 | \$26,075 | 電影播放後有導演及演員分享會，參與者熱烈發問，交流看法。 |
| | 中一家長銜接課程 | 舉辦四場家長教育課，主題涵蓋家長的信念、青少年成長的身心變、家長角色的轉變及家校合作，為家長陪伴子女升中作準備 | 2025 年 8 月 19 及 20 日 | 中一家長 | \$22,725 | 每場家長教育課均超過 80 位中一家長參與，大部份參加者都積極參與，為子女升中作好準備。 |

One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

| Program | Objective(s) | Targets (No./Level/ Selection) | Duration/ Start Date | Deliverables | Evaluation | Expenditure |
|-----------------------|---|--------------------------------------|-------------------------|--------------|--|-----------------|
| Promote Rowing Sports | <ul style="list-style-type: none"> - Foster interest and participation in rowing among students - Increase opportunities for moderate to vigorous physical activity (MVPA) through rowing - Cultivate a supportive and enthusiastic sports culture within the school | Whole school | Year-round | NA | <ul style="list-style-type: none"> - 3 new rowing machines were delivered to the school in Nov2024. - Staff training session focused on the use of rowing equipment and techniques. This session covered potential applications of the new rowing machines for conducting inter-class competitions. - The rowing machines were utilized during PE lessons, fitness exams, the lunch program, and inter-class rowing competitions, creating a more supportive atmosphere and generating excitement among the students. | \$34,560 |
| | | | | | Total: | \$34,560 |

One-off Grant for Promotion of Chinese Culture Immersion Activities

| Responsible Party | Name of program(s)/ Objectives | Strategies & benefits anticipated | Duration of the programme | Target students | Expenditure | Evaluation |
|--------------------|--------------------------------|---|---------------------------|-----------------|-------------|----------------------------------|
| 中文科 文學科 普通話科 | 中華文化雙周 | 舉辦詠春示範、彩虹書法工作坊、漢服文化講座及工作坊、六藝攤位遊戲，讓學生認識、傳承中華文化 | 2025 年 3 月 | 全校學生 | 16,734.36 | 學生對六藝、漢服、詠春等不同範疇的文化加深了認識。 |
| | 傳統文化工作坊 | 舉辦傳統花鈕設計工作坊、傳統木工體驗活動、傳統變臉表演，讓學生體驗傳統工藝。 | 全學年 | 中一至中五學生 | 21,600 | 學生體驗傳統工藝，感受中華文化的博大。 |
| | 學生文集 | 文學班學生籌備文集，鼓勵文藝創作。 | 全學年 | 中六級文學班學生 | 9,800 | 將學生的文學創作匯集印製成書，提升學生創作文藝的興趣。 |
| | 開放日 | 舉辦有關中華文化的學習及體驗活動，讓學生向來賓推廣中華文化 | 2024 年 12 月 15 日 | 全校學生 | 11,028.28 | 讓籌辦活動的學生加深對中華文化的認識並向千多位來賓推廣中華文化。 |
| | 歷史文化活動 | 昂船洲 1 天遊，了解國家安全 | 2025 年 1 月 24 日 | 中三學生 | 10,000 | 加深中三學生了解國家安全的重要。 |

