



CNEC Christian College

School Report

(2024-2025)

School Vision & Mission

To

- provide a holistic education;
- nurture people of excellence; and
- promulgate the Truth and lead students to an abundant life.

Our School

CNEC Christian College is a subsidised EMI school. Being a Christian school founded in 1973, it does not only uphold the spirit of serving the community, but also practises its belief that young people are to be educated and developed morally, cognitively, physically, socially, aesthetically and spiritually if an all-round education is to be achieved. Consequently, CNEC Christian College provides students with an environment whereby their academic performance can be improved, their moral character can be edified and their interpersonal skills can be enhanced. Then, in doing so, the school hopes that students will be inspired to know the Truth and lead a life of excellence.

School Campus

Our school, with a floor area 100,000 square feet, comprises three teaching blocks with lift tower installed, a hall, two covered playgrounds, two basketball courts, four volleyball courts, two gardens and a five-lane running track.

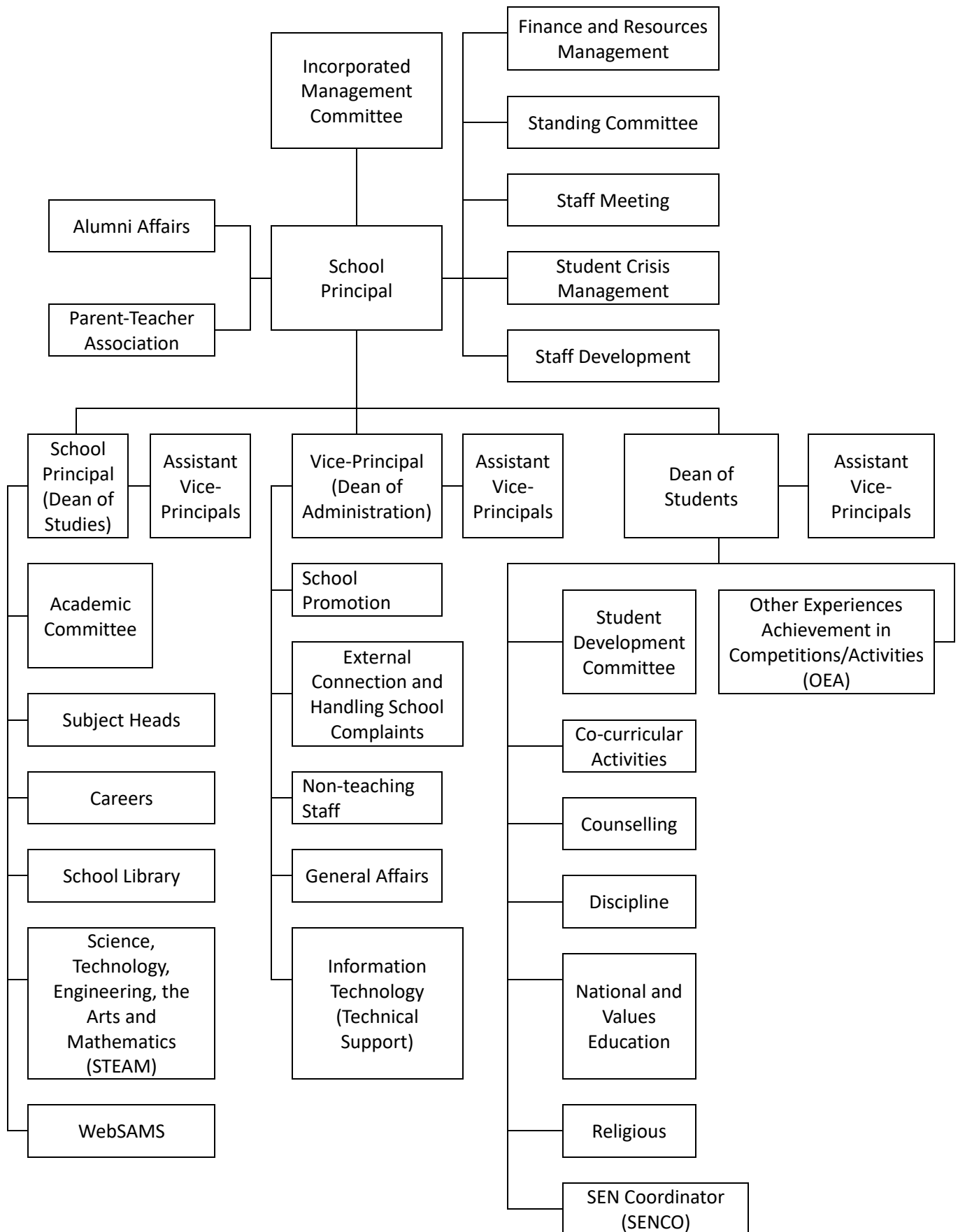
School Facilities

Facility	Quantity
• Alumni Association Room	1
• Computer Preparation Teaching Centre	1
• Creative Writing Room	1
• English Activity Room	1
• Fitness Room	1
• Geography Room	1
• Guidance Activity Room	1
• Guidance & Careers Room	1
• House Room	1
• Laboratory	4
• Language and Performance Center	1
• Library	1
• Multi-media Learning Centre	1
• Multi-purpose Room	1
• Music Room	1
• Prefect Room	1
• Room for Drama Club & Quiz Team	1
• School Hall	1
• STEAM Room	1
• Student Activity Centre	1
• Student Council Room	1
• Student Fellowship Room	1
• Teaching Resource Centre	1
• Uniform Team Room	2
• Visual Arts Room	1
• Classroom	24
• Badminton Court	2
• Basketball Court	2
• Covered Playground	1
• Volleyball Court	4
• Wi-Fi coverage	whole school

Medium of Instruction

- English is being used as the medium of instruction in all subjects except Chinese Language, Chinese Literature, Chinese History, Citizenship, Economics and Society, Citizenship and Social Development, and Religious Education.
- English is used when making announcements during morning assemblies and major school functions.

School Administration Chart

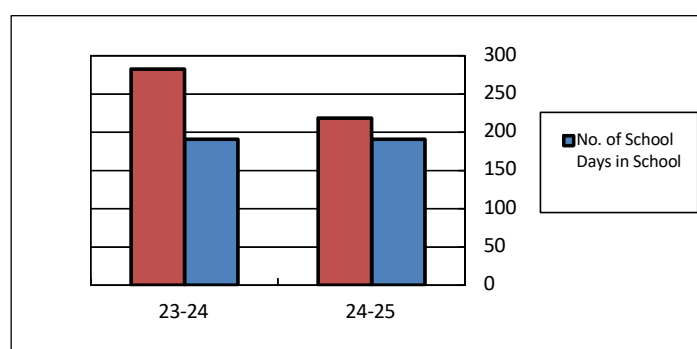


School Management

- Our school established Incorporated Management Committee in 2006.
- Incorporated Management Committee (IMC)

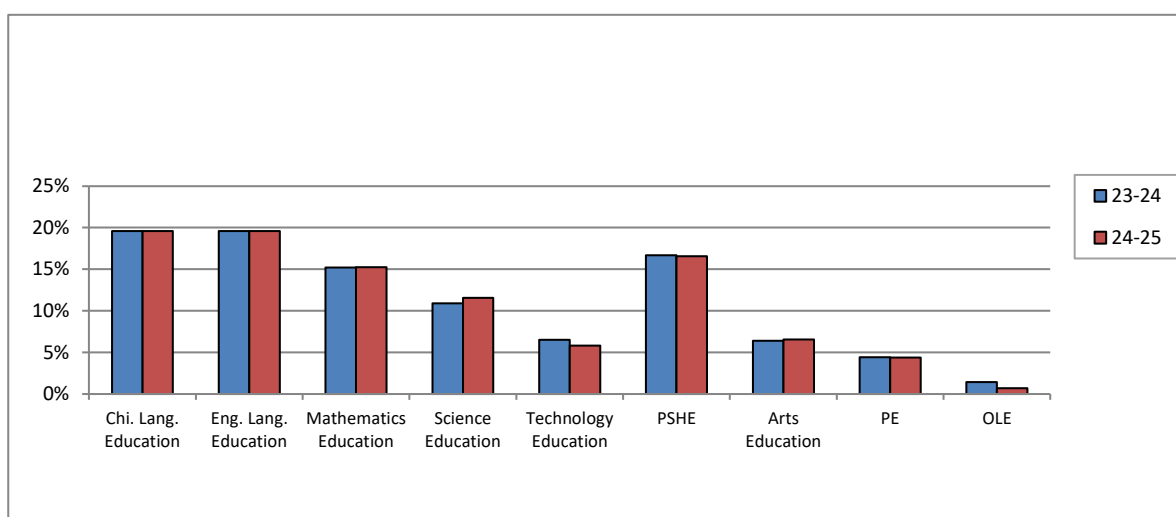
Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
23/24 (IMC)	9 (52.9%)	1 (5.9%)	2 (11.8%)	2 (11.8%)	1 (5.9%)	2 (11.8%)
24/25 (IMC)	9 (56.3%)	0 (0%)	2 (12.5%)	2 (12.5%)	1 (6.3%)	2 (12.5%)

Number of Active School Days



Lesson Time for the 8 Key Learning Areas & Other Learning Experience (OLE) for S1 to S3

- The percentages of lesson time allocated to the 8 Key Learning Areas and Other Learning Experience (OLE) per school timetable for S1 to S3 in the past 2 years



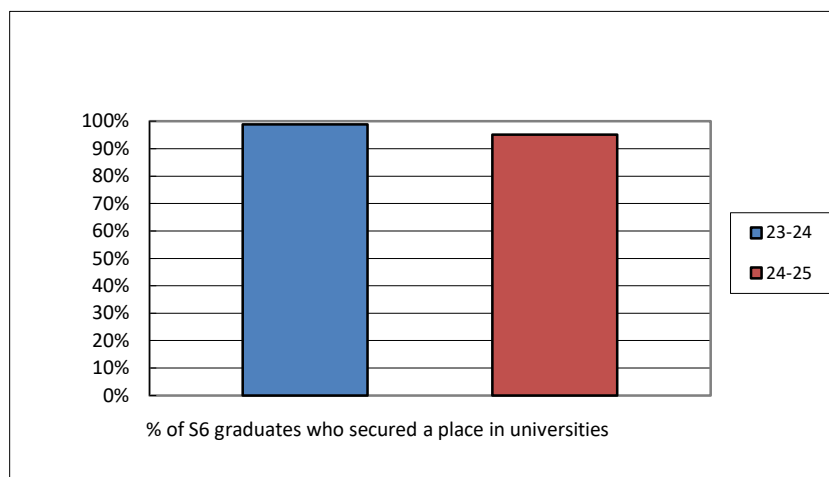
Our Students

Class Organisation

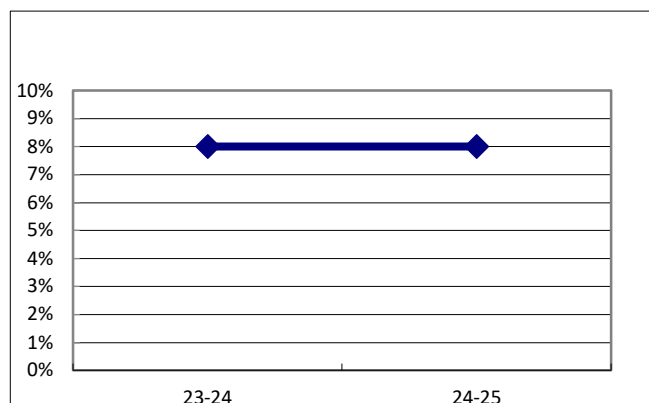
Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	69	72	71	59	65	65	401
Girls	57	60	50	53	50	62	332
Total Enrolment	126	132	121	112	115	127	733

Pursuits of Our Graduates in the past 2 years

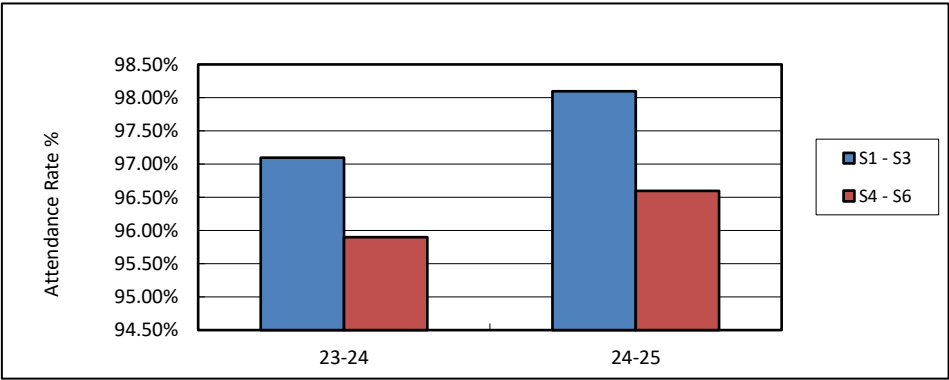
- Percentage of S6 graduates who have secured a place in universities or tertiary institutions (Including Degree, Associate Degree and Higher Diploma courses)



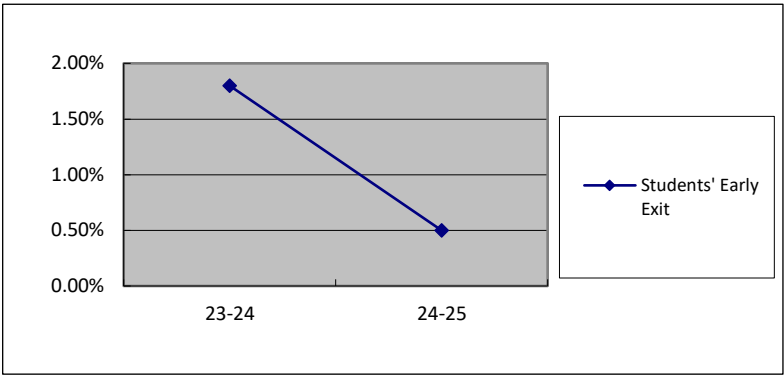
Unfilled Places in the past 2 years



Students' Attendance in the past 2 years



Students' Early Exit in the past 2 years



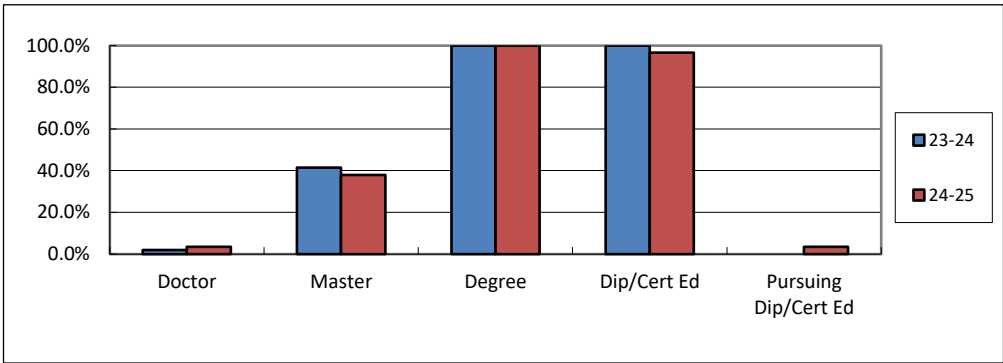
Our Teachers

Teachers' Qualification

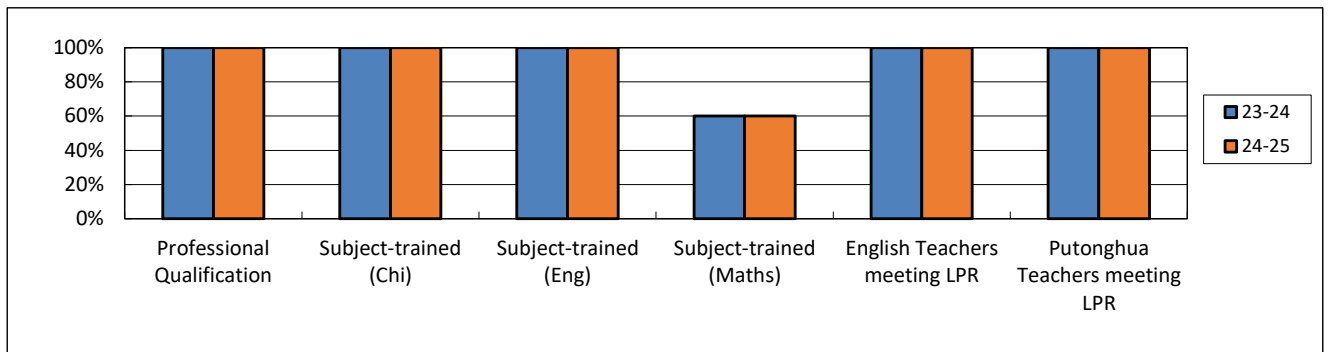
- Number of teachers in the past 2 years

	2023/2024	2024/2025
No. of teachers	53	58

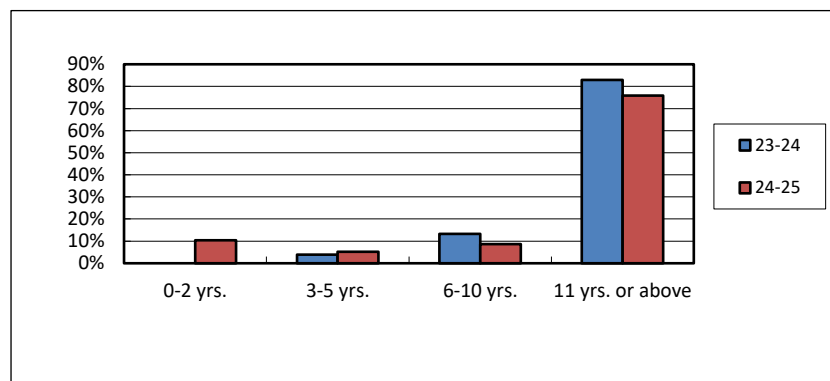
- The percentages of teachers' highest academic qualifications in the past 2 years.



- The percentages of
 - (i) Teachers holding qualified professional status (post-graduate certificate/diploma in education, Bachelor of Education, certificate in education, in-service course of teacher training and qualified status granted through the NGTQA scheme);
 - (ii) Subject-trained teachers in the core-three subjects; and
 - (iii) Teachers meeting Language Proficiency Requirement in the past 2 years.

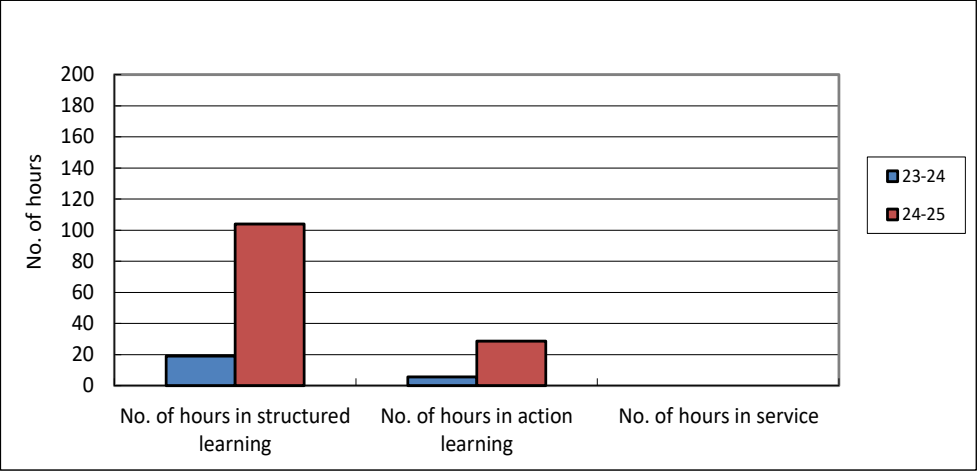


Teachers' Teaching Experience in the past 2 years

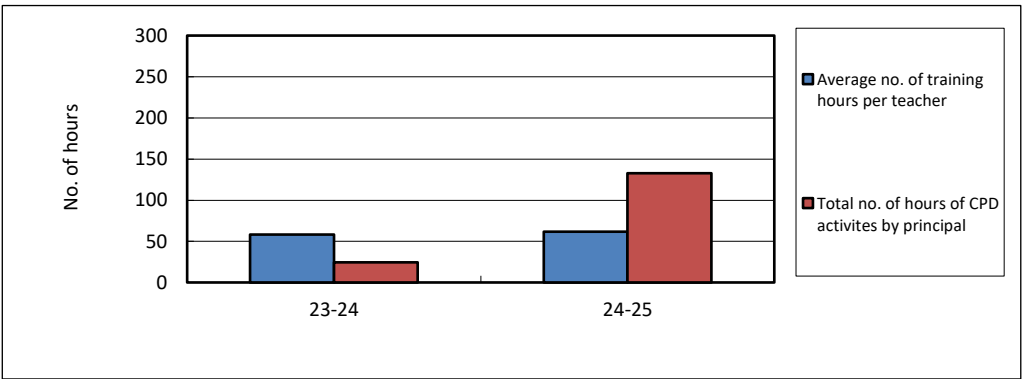


Teachers' Professional Development

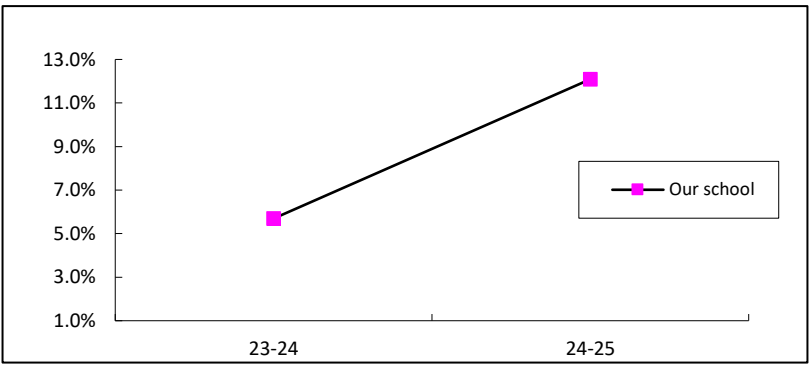
- Principal's Continuing Professional Development (CPD) in the past 2 years. (Number of hours in activities related to structured learning, action learning and service to education and the community.)



- The number of training hours undertaken by teachers and the principal
 - (i) Average number of training hours undertaken by a teacher; and
 - (ii) Total number of hours of CPD activities undertaken by the principal (including newly appointed and serving principal).



Staff Turnover Rate in the past 2 years



Major Concerns 2024-2025 (Achievements, Reflection, Feedback & Follow-up)

Major Concern 1: Nurturing students to be self-directed learners and catering for their diverse learning needs

Achievements

Area 1: To improve students' self-directed learning skills through reading and note-taking

- The following programs, talks, and activities have been conducted to improve students' self-directed learning skills through reading and note-taking:
 - ♦ Form 1 note-taking workshop and application
 - ♦ Form 2 note-taking workshop and application
 - ♦ Reading/activities across the Curriculum in all subjects:
 - HKJC VR Project for Chinese Language Education (cross-curriculum of Chinese Language and STEAM)
 - Read books about physics (cross-curriculum of English Language and Physics)
 - Read books about famous musicians (cross-curriculum of English Language and Music)
 - Read books about future jobs (cross-curriculum of English Language and Careers Group)
 - Reading activity (cross-curriculum of Geography and History)
 - Environmental-related video production (cross-curriculum of ICT, English Language and Geography)
 - Economic Essay (Argumentative Essay) Writing Training (cross-curriculum of Economics and English Language)
 - Learn about historical figures and made speeches playing their roles (cross-curriculum of English Language and History)
 - Appreciating poetic devices in hymns (cross-curriculum of English Language and Music)
 - Read positive quotes & design posters (cross-curriculum of English Language and Visual Arts)
 - Write letters with positive quotes (cross-curriculum of English Language, Chinese Language and Counselling)
 - Write personal statements (cross-curriculum of English Language and Careers Group)
 - Project-based learning activities in Technology Education KLA (cross-curriculum of BAFS and ICT)
 - HSBC x JA Company Programme Innovation Pop-up 2023/24 (cross-curriculum of BAFS, Economics and Chemistry)
 - Train' for Life's Journeys 2.0 2024-25 (cross-curriculum of BAFS and STEAM)
 - Project learning: Sport Science related to Cycling, Introduction to Statistics and Statistical Charts and Energy (cross-curriculum of PE, Mathematics and Science)
 - Exercise Science and Heart Rate Fun Day (cross-curriculum of PE and STEAM)
 - Built and played musical instruments in short performances (cross-curriculum of STEAM and Music)
 - Designed a 3D-printable name tag that encourages artistic expression (cross-curriculum of STEAM and Visual Arts)
 - 中華文化室體驗之旅 (cross-curriculum of Chinese Literature and Chinese History)
 - 香港歷史文化古蹟考察活動 (cross-curriculum of Chinese Language, Chinese History and History)
 - 粵劇《紫釵記》及《六月雪》欣賞 (cross-curriculum of Chinese Language, Chinese Literature and Music)
 - Study statistics concepts and relate to JUPAS data (cross-curriculum of Mathematics and Careers Group)
 - 藍天綠地在香港：再生能源 STEAM 設計比賽 (cross-curriculum of Biology and STEAM)

- ♦ Establishment of the Artificial Intelligence Laboratory, providing a series of AI and STEAM courses to students by CUHK
- Reading activities organised by our school library and various departments
 - Book sharing videos prepared by teachers and students
 - 2 DEAR (Drop Everything And Read) periods every cycle
 - 深圳一日慢讀城市漫步
 - 香港全民閱讀日： 讀萬卷書結合行萬里路閱讀分享會
- ♦ Talks by scholars
 - 本地作家曾詠聰和葉曉文閱讀講座分享
 - 馬華作家黎紫書講座 2024 及簽書(聯校活動)
 - 聯校蒲公英文學獎講座
 - 文學上海講座
 - 與張愛玲對話說不盡的流言閱讀講座分享
 - 劍橋大學講座
 - 跨越邊疆夏笳與她的科幻小說世界閱讀講座分享
 - 抗戰勝利 80 周年講座
 - 論語與中國文化講座
- ♦ Book fairs
 - Pop-up English Book Fair
 - Mathematics corner & Library Tour
 - Gospel Book Fair
- In the Stakeholders' survey,
 - ♦ Teachers' view
 - 98.3% of teachers agreed that "I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and online resources."
 - 98.3% of teachers agreed that "I provide students with specific feedback in a timely manner to help them reflect on and improve their learning."
 - 91.5% of teachers agreed that "I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom."
 - 89.7% of teachers agreed that "I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation."
 - 64.4% of teachers agreed that "My students take the initiative to learn."
 - 50.8% of teachers agreed that "My students like reading."
 - 74.6% of teachers agreed that "My students often use different resources to learn, such as e-learning resources and community resources."
 - ♦ Students' view
 - 74.1% of students agreed that "The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources."
 - 72.1% of students agreed that "Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits,

- sharing of insights gained from reading and oral presentation.”
- 61.6% of students agreed that “I take an active role in learning inside and outside of the classroom.”
- 60.5% of students agreed that “I often read materials such as leisure reading materials and newspapers outside class.”
- 60.4% of students agreed that “I know how to set my own learning goals.”
- 62.4% of students agreed that “I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.”
- ♦ Parents’ view
 - 58.6% of parents agreed that “My child takes the initiative to learn.”
 - 38.2% of parents agreed that “My child likes reading.”
- In APASO-III,
 - ♦ Reading
 - The Q-score of the subscale “Reading (Keen on)” is 109.
 - The Q-score of the subscale “Reading (Good Strategies)” is 116.
 - The Q-score of the subscale “Reading (Non-assigned Materials)” is 85.
 - The Q-score of the subscale “Reading (Time for Leisure Reading)” is 95.

Area 2: To cater for students with diverse learning needs

- The following programs, talks, and activities have been conducted to cater for students with diverse learning needs:
 - Collaborative Learning with ‘Heterogeneous Grouping’ (BAFS)
 - Local cultural investigation (CSD)
 - Assessment questions at different levels and commands of delivery skills (Biology)
 - ♦ Provide various learning support programmes for gifted students and low achievers
 - University-High School Mentor Program
 - Study Groups (Subjects include Chinese Literature, Mathematics, Biology, ICT, Economics and Geography)
 - Form 1 English Small Group teaching
 - English remedial and enhancement measures in different forms
 - Mathematics remedial classes
 - 「夢不遠人」－張敬軒先生廣州錄音室 Village 歷史考察及研究項目
 - Teachers encourage students with writing skills to participate in competitions
 - Arrange Mathematics enrichment classes and competitions for gifted students
 - US Texas Solar Eclipse Trip
 - Students Project Showcase, BETT 2025, UK (STEAM Education)
 - 再生元國際科學與工程大獎賽 2024 (STEAM Education)
 - IoT Coding for Smart Home Workshop
 - Form 6 DSE Examination Enhancement Course (Chinese Language)
 - Database Mini-contest (ICT)

- Tsui Lap Chee (Biology)
- E-learning: Online Learning Platform for students to study on their own pacing
- Lambda Math: applies the AI technology to generate questions to fit the individual needs
- In the Stakeholders' survey,
 - ♦ Teachers' view
 - 100% of teachers agreed that "The school curriculum aligns with the education development trends."
 - 98.3% of teachers agreed that "The school organises a broad and balanced curriculum to facilitate students' whole-person development."
 - 88.1% of teachers agreed that "The school effectively deploys resources to support curriculum implementation."
 - 96.6% of teachers agreed that "The school strategically provides students with different learning experiences inside and outside of the classroom, taking into consideration their learner diversity."
 - 91.5% of teachers agreed that "The school appropriately arranges students' learning time to connect their learning inside and outside of the classroom."
 - 94.9% of teachers agreed that "I often ask questions of different levels to inspire students' thinking inside and outside of the classroom."
 - 98.3% of teachers agreed that "I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly."
 - ♦ Students' view
 - 73.2% of students agreed that "Teachers often provide suggestions on my performance and let me know how to improve."
 - 72.4% of students agreed that "Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom."
- In APASO-III,
 - ♦ Learning and Teaching
 - The Q-score of the subscale "Learning Aims (Mastery)" is 113.
 - The Q-score of the subscale "Learning Attitude (Perseverance)" is 116.
 - The Q-score of the subscale "Learning Motivation (Intrinsic)" is 105.
 - The Q-score of the subscale "Learning Motivation (Instrumental)" is 115.
 - The Q-score of the subscale "Teaching (Clear Instruction)" is 95.
 - The Q-score of the subscale "Teaching (Teacher Support)" is 107.
 - The Q-score of the subscale "Homework (No Negative Emotion)" is 95.

Reflection

- The objectives of Focus Area 1 have been integrated into the teaching plans of all subjects.
- Students demonstrate self-directed learning to varying degrees, particularly in note-taking methods, where they effectively learn and present their work.
- Through cross-curricular programs, students enhance their self-directed learning abilities.
- Students develop self-directed learning skills through life-wide learning activities, including literature, art, music, sports, science, and artificial intelligence.
- Through career planning projects, students gain self-awareness, strengthen their learning consciousness, and clarify their academic pathways.
- Via enterprise activities, students leverage rich self-directed learning experiences to unleash creativity and build personal confidence.
- Students' emphasis on reading has increased. Through various reading activities, such as reading seminars and visits, their interest in reading has grown.
- By participating in Global Reading Day, students have heightened their reading awareness and interest.
- Through exposure to world-renowned authors, mainland scholars, and local writers, students have broadened their reading scope and improved reading effectiveness.
- Through various study tours and exchanges, learning diversity is addressed, promoting individualized learning based on students' abilities and interests.
- Through the "University-Secondary School Mentorship Program," students interact with scholars from different universities, enriching their learning diversity and broadening their perspectives.
- Through various study groups, students improve their learning levels according to their abilities, catering to learning diversity.
- With the establishment of gifted education, students' learning needs in mathematics and science are particularly addressed, supporting the development of gifted learners in these areas.

Feedback and Follow-up

- Students have achieved fundamental outcomes in self-directed learning; however, further efforts can be made to build their personal learning confidence, particularly in areas such as public speaking and leadership training. There is a pressing need to strengthen students' social skills to help them navigate interpersonal relationships effectively.
- Students have been provided with diverse learning opportunities. In the future, additional learning platforms can be introduced to offer more avenues for students to leverage their individual strengths. Students should cultivate a growth mindset that encourages them to embrace challenges as opportunities for personal growth and learning.
- Students should broaden their perspectives, especially from a global standpoint. This can be achieved by following a progressive approach—starting from stepping outside Hong Kong, visiting the Mainland, and eventually engaging with the world—thereby expanding their horizons and enriching both individual and collective learning needs.

Major Concern 2: Promoting positive values education and good mental health to help students live a purposeful life

Achievements

Area 1: To nurture students with positive values education

- The “Mental Health@School” 4Rs Mental Health Charter has been adopted, setting practical and feasible goals. Concrete actions have been taken to implement measures that promote students’ physical and psychological well-being. Additionally, teacher mental health, health in schools, and positive parent education have been prioritized.
- The Whole School Health Programme has been adopted to systematically review and formulate health promotion measures related to physical activity, healthy eating, mental health, and social well-being. This aims to create a healthy environment for living, learning, and working.
- The elements of positive values education have been organically integrated and naturally connected into the curriculum, as clearly stated in the teaching progression across all subjects.
- The following programs, talks, and activities have been conducted to nurture students in positive values education:
 - ♦ Moral education theme morning assembly message
 - ♦ Moral education lessons
 - ♦ Elements of positive values instilled in OLE lessons
 - ♦ Pupil Ambassador Scheme on Positive Living
 - ♦ Star of Responsibility activity
 - ♦ Ambassadors of Politeness activity
 - ♦ Big Brothers and Sisters Scheme
 - ♦ Form 1 Dare Youth Camp
 - ♦ Form 2 Growth Camp
 - ♦ Form 3 Life Skills Training Camp
 - ♦ Form 5 Failure Education Workshop
 - ♦ Form 4 Boomerang Camp
 - ♦ Form 6 Booster Camp
 - ♦ Top Ten News Election
 - ♦ iTeen Against Corruption Drama by ICAC
 - ♦ Talk on the significance of organ donation
 - ♦ Talk on intellectual property
 - ♦ Talk on drug awareness by the Hong Kong Police
 - ♦ Talk on Internet addiction
 - ♦ Sexual harassment educational workshops
 - ♦ Workshop on life skills training
 - ♦ Workshops on positive psychology and building resilience

- ♦ Junior forms inter-class board design competition with a theme concerning positive values
- ♦ Clean Classroom Campaign
- ♦ Junior form fellowships featuring Bible verses to encourage students to have love, faith, etc., and convey positive messages
- Through Discipline Weeks, students were encouraged to develop self-discipline in their personal behavior and maintain class discipline, emphasizing the importance of fostering disciplinary awareness and law-abidingness.
- The following programs and activities have been conducted to promote Chinese culture and national identity:
 - ♦ National Security Education Day Opening Ceremony and Thematic Lecture
 - ♦ Participation in the National Flag-raising Ceremony
 - ♦ Speech under the national flag
 - ♦ National education event planning calendar key dates school-based learning activities:
 - Mid-Autumn Festival lantern riddle guessing
 - National Day music video
 - 86th anniversary Nanjing Massacre student memorial ceremony
 - Inter-class quizzes on the Basic Law and National Security Law
 - Introduction of the National Security Law on school bulletin boards
 - ♦ Constitution and Basic Law Student Ambassadors Training Scheme
 - ♦ Film Appreciation Activity and Joint School Talk on E-Waste Issues
 - ♦ Ecological Conservation and Chinese Cultural Exploration Tour in Sichuan
 - ♦ Literary Tour of Shanghai
 - ♦ Inland Investigation of Danxia Culture in Shaoguan
 - ♦ National security education mainland study tour
 - ♦ “From the Bund to the Harbour: Canton and Hong Kong Reconnected” exhibition
 - ♦ Joint School Lecture on Chinese Classical Literature by a professor in the Department of Chinese Language and Literature at Peking University
 - ♦ Mandarin promotion activities
 - ♦ Chinese writing competitions
 - ♦ Inter-class Chinese culture competition
- The following voluntary services were arranged for students to serve both their schoolmates and the community:
 - ♦ Uniform Teams (Scouts & Venture Scouts, Girl Guides, Red Cross Youth, and Road Safety Patrol)
 - ♦ Flag-selling for fundraising
 - ♦ Brothers and sisters in Christ (Cell groups and fellowship)
- Class Teacher Handbooks and Guidelines on how to create a positive, self-disciplined atmosphere have been distributed to all teachers to equip them with professional knowledge and enhance classroom effectiveness.
- In the Stakeholders’ survey,
 - ♦ Teachers’ view
 - 100% of teachers agreed that “The school curriculum aligns with the learning goal, National and Global Identity.”

- 96.6% of teachers agreed that “The school leads collaboration among subject panels and committees to actively implement values education.”
- 89.8% of teachers agreed that “The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others.”
- ♦ Students’ view
 - 59.2% of students agreed that “My schoolmates are self-disciplined and follow rules.”
 - 72.6% of students agreed that “The school actively teaches us how to get along with others, such as showing respect for others and being considerate.”
 - 72.3% of students agreed that “The school helps us develop good moral character inside and outside of the classroom.”
 - 67.2% of students agreed that “My schoolmates respect the teachers.”
- ♦ Parents’ view
 - 75.1% of parents agreed that “The school enables my child to be self-disciplined and to follow rules.”
 - 79.1% of parents agreed that “The school enables my child to understand how to get along with others, such as respecting others and being considerate.”
 - 83.3% of parents agreed that “The school helps my child develop good moral character.”
 - 90.7% of parents agreed that “The students respect their teachers.”
- In APASO-III,
 - ♦ National Identity
 - The Q-score of the subscale “National Identity (Responsibility, Obligations)” is 116.
 - The Q-score of the subscale “National Identity (Proud, Love)” is 116.
 - The Q-score of the subscale “National Identity (National Flag, Anthem)” is 116.
 - The Q-score of the subscale “National Identity (Achievements)” 116.
 - ♦ Benevolence
 - The Q-score of the subscale “Volunteering Work Frequency” is 104.
 - The Q-score of the subscale “School Atmosphere (Belongingness)” is 116.
 - The Q-score of the subscale “School Atmosphere (Not Lonely)” is 85.
 - ♦ Law-abidingness
 - The Q-score of the subscale “Morality (Importance)” is 116.
 - The Q-score of the subscale “Morality (No Stealing)” is 116.
 - The Q-score of the subscale “School Atmosphere (No Discipline Problems)” is 99.
 - The Q-score of the subscale “Honesty (Act of Honesty)” is 107.
 - The Q-score of the subscale “Honesty (No cheating)” is 110.
 - ♦ Other positive values education elements
 - The Q-score of the subscale “Learning Attitude (Perseverance)” is 116.
 - The Q-score of the subscale “Respect People of Different Cultural Backgrounds” is 100.

Area 2: Promoting physical health and mental health by developing good habits and peer support

- Talks on anti-drug and anti-gambling issues were held to promote physical health.
- The following activities were held to promote physical ability:
 - ♦ Volleyball match involving teachers, students, and parents
 - ♦ Physical fitness test
 - ♦ Sports Promotion Week
 - ♦ Sports Day
 - ♦ Swimming Gala
 - ♦ Sports teams
 - ♦ Inter-House and Inter-Class Sports Competitions
 - ♦ Laser Tag Experience Day
 - ♦ Newly Emerged Sports Experienced Day
 - ♦ Fitness Course for teaching staff, parents and senior students
 - ♦ Fitness Room Open to certificated students
 - ♦ Pickleball Fun Day
 - ♦ Rowing Galaxy Course
- The following talks or activities were arranged to promote mental health:
 - ♦ Talk on Educational Psychology by a Lecturer from the Department of Educational Psychology at The Chinese University of Hong Kong
 - ♦ Soul Keeper
 - ♦ “Adaption to New School Life” talk for Form 1 students
 - ♦ Mental health talks by Counselling Action Group and Physical Education Department
 - ♦ Talk on emotion management
 - ♦ Talk on sport and stress management
 - ♦ Workshop on positive psychology and building up resilience
- The following programmes were organized to promote healthy lifestyle:
 - ♦ Teacher-Student Fun Day
 - ♦ Mental Health Fun Day at Ocen Park Hong Kong
 - ♦ Failure Education Day
 - ♦ Faith Q&A
 - ♦ Gospel Martial Arts
 - ♦ Joyful Fruit Day
 - ♦ Discipleship training, cell groups, and fellowship
 - ♦ Activity Day during “Mental Health Month”
 - ♦ Relaxation Activities during lunch time
 - ♦ Workshops on art

- ♦ Sleep DIY assembly
- ♦ Talk on Interact Addiction
- ♦ Seasonal Influenza Vaccination School Outreach Programme
- ♦ Sports Promotion Week
- ♦ Laser Tag Experience Day
- ♦ Fitness Course for Students & Parents
- ♦ Smart Health and Sports Day
- The following activities and schemes were organized to promote peer support:
 - ♦ Big Brothers and Sisters Scheme
 - ♦ Cell groups and fellowship
 - ♦ Uniform Teams
- The following activities were organized to nurture a grateful attitude:
 - ♦ Farewell lesson before graduation
 - ♦ Gratitude exercise in Religious Education lessons
 - ♦ Cell groups and fellowship
- In the Stakeholders' survey,
 - ♦ Teachers' view
 - 91.5% of teachers agreed that "The school curriculum aligns with the learning goal, Healthy Lifestyle."
 - 93.2% of teachers agreed that "The school helps students lead a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress."
 - 86.4% of teachers agreed that "The student support services offered by the school cater for students' development needs."
 - ♦ Students' view
 - 66.4% of students agreed that "Teachers help us resolve problems related to growing up, such as those related to our physical and mental development, making friends and our studies."
 - 59.3% of students agreed that "I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress."
 - 74.4% of students agreed that "My schoolmates and I help each other and get along well."
 - 70.9% of students agreed that "I receive support and encouragement from teachers."
 - ♦ Parents' view
 - 67.9% of parents agreed that "The school helps my child resolve problems related to growing up, such as those related to physical and mental development, making friends and studies."
 - 88.6% of parents agreed that "My child gets along well with his/her schoolmates."
- In APASO-III,
 - ♦ Physical Health
 - The Q-score of the subscale "Physical Exercise" is 85.

- The Q-score of the subscale "Self-reported Health Status" is 107.
- The Q-score of the subscale "BMI (Less Obese)" is 106.
- The Q-score of the subscale "Breakfast Habit" is 97.
- The Q-score of the subscale "Sleeping Hours" is 94.
- The Q-score of the subscale "Information Technology (Less Time for Leisure)" is 85.
- ♦ Mental Health
 - The Q-score of the subscale "Affect (Positive Affect)" is 98.
 - The Q-score of the subscale "Affect (No Negative Affect)" is 100.
 - The Q-score of the subscale "Affect (No Fear of Failure)" is 104.
 - The Q-score of the subscale "Affect (No Anxiety, Depressive Symptoms)" is 91.
 - The Q-score of the subscale "Affect (No Academic Anxiety)" is 115.
 - The Q-score of the subscale "Affect (No Psychosomatic Symptoms)" is 105.
 - The Q-score of the subscale "Meaning in Life" is 113.
 - The Q-score of the subscale "Social Behaviour (Number of close friends)" is 96.
 - The Q-score of the subscale "Social Behaviour (Time with Friends)" is 99.
 - The Q-score of the subscale "Self-concept (Relationship with Parents)" is 85.
 - The Q-score of the subscale "Self-concept (Physical Appearance)" is 97.
 - The Q-score of the subscale "Self-concept (Emotional Stability)" is 113.
 - The Q-score of the subscale "Self-concept (Relationship with Opposite Sex)" is 87.
 - The Q-score of the subscale "Self-concept (Relationship with Same Sex)" is 101.
 - The Q-score of the subscale "Self-concept (Physical Activities)" is 95.
 - The Q-score of the subscale "Self-concept (General School Study)" is 101.
 - The Q-score of the subscale "Self-concept (Chinese)" is 103.
 - The Q-score of the subscale "Self-concept (English)" is 105.
 - The Q-score of the subscale "Self-concept (Mathematics)" is 107.
 - The Q-score of the subscale "Information Technology (No Addiction)" is 116.

Reflection

- The curriculum planning has considered all twelve priority values and attitudes, which are clearly stated in the teaching progress of all subjects.
- Understanding the importance of instilling positive values in students and promoting mental health, many activities and programs were implemented to foster positive values education and mental health, helping students live purposeful lives.
- Through various learning activities related to national education, students have developed a strong sense of national identity, similar to that of the previous school years.
- According to the findings, students have a strong sense of belonging to the school but also experience feelings of loneliness. This strong identification with the school may stem from pride in academic achievements or extracurricular involvement. However, the intense focus on competition and performance can create a stressful environment, while social dynamics, such as cliques and a lack of inclusive activities, leave some students feeling lonely despite their affiliation with the school.
- Students demonstrate a strong sense of morality and honesty. In general, they recognize that their classmates behave and are more disciplined compared to previous school years.
- Students can maintain their significant ability to persist in the face of challenges or difficulties in learning, similar to last year.
- Students should continue to be aware of the importance of engaging in more physical exercise and spending less time on electronic devices, as they are not addicted to these devices.
- Students are not afraid to face failure, as they were last school year. They do not experience much academic anxiety, although they may have some anxiety and depressive symptoms.
- Students find meaning in life.
- Students have normal social behaviours with friends.
- Students' emotional stability has further improved. However, their self-concept regarding relationships with parents and with the opposite sex remains inadequate. Students need to enhance their specific social skills.
- As the final year of the three-year school development cycle, all stakeholders—teachers, students, and parents—agree that there have been significant successes in two areas: nurturing students with positive values and promoting physical and mental health. This progress enables students to lead purposeful lives.

Feedback and Follow-up

- Students currently lack sufficient self-confidence and have inadequate self-awareness, which hinders their personal development.
- There is a pressing need to strengthen students' social skills to help them navigate interpersonal relationships effectively.
- Continued emphasis on enhancing both physical and mental health is essential for fostering overall well-being.
- Students should cultivate a growth mindset that encourages them to embrace challenges as opportunities for personal growth and learning.
- Engaging in personalized learning experiences will allow students to explore their unique needs and strengths, ultimately fostering confidence and helping them realize their full potential.

Financial Summary

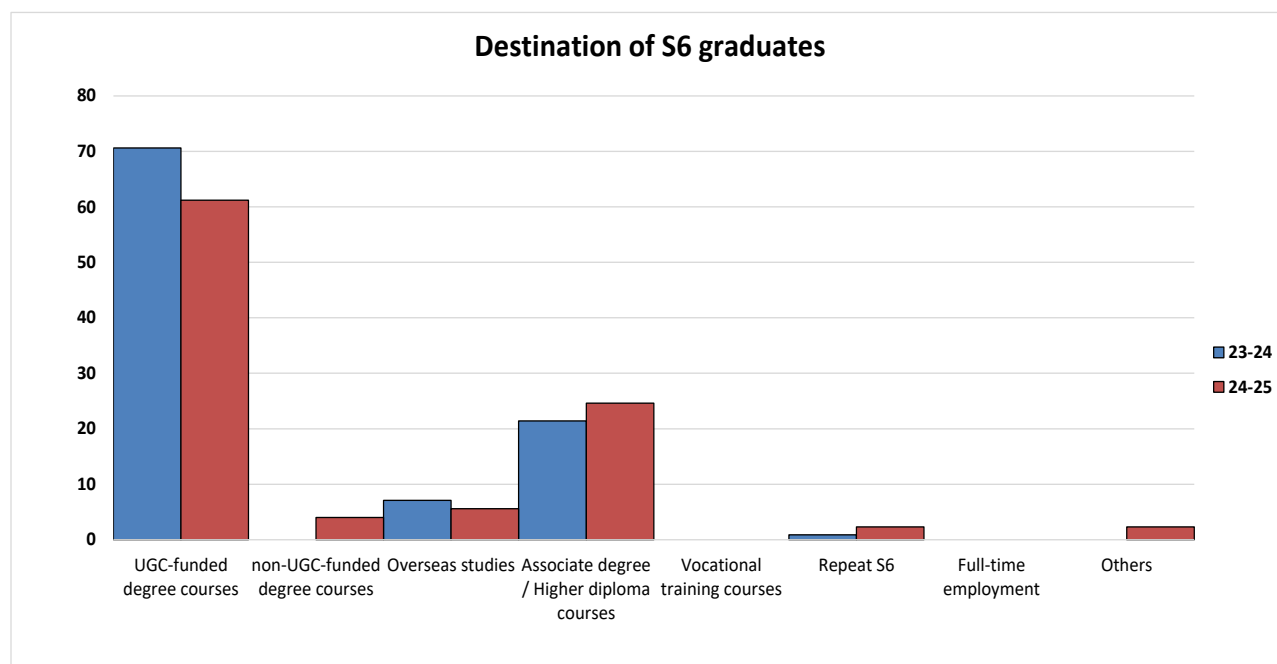
(For the period from 1-9-2024 to 31-8-2025)

Name of Grants	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")		
Non-School Specific Grant (Baseline Reference)	2,271,321.85	3,116,534.30
Specific Grants		
● Administration Grant	4,085,232.00	3,755,901.00
● Air-Conditioning Grant	569,556.00	229,564.27
● Capacity Enhancement Grant	676,944.00	607,284.52
● Composite Information Technology Grant	520,386.00	349,296.55
● SB Management Top-Up Grant	53,385.00	7,500.00
● SB Speech Therapy Administration Grant	8,541.00	810.00
Sub-total: (1)	8,185,365.85	8,066,890.64
(2) GRANTS OUTSIDE EOEBG		
● AI for Science Education Funding Programme	100,000.00	0.00
● Citizenship & Social Development (One-off Grant)	0.00	179,054.30
● Committee on Parent-Teacher Ass. Grant	22,044.00	22,044.00
● Diversity Learning Grant - Applied Learning	9,000.00	9,000.00
● Diversity Learning Grant - Other Programme	93,600.00	56,325.45
● Employer Contribution to MPF Scheme for Non-Teaching Staff (Administrative Staff and Laboratory Technician)	504,425.74	486,662.44
● Fringe Benefit Under Enhan. Net Scheme	209,403.99	209,403.99
● Hong Kong School Drama Festival	8,600.00	5,384.14
● Information Technology Staffing Support	338,819.00	404,356.55
● Learning Support Grant for Sec. School	523,984.00	532,773.63
● Life-Wide Learning Grant	1,236,410.00	1,548,253.00
● Mental Health at School (One-off Grant)	0.00	44,040.98
● Mental Health of Parents & Students (One-off Grant)	0.00	6,947.15
● Net Salaries Grant for Teaching Staff & Teaching Supporting Staff	48,275,471.19	48,275,471.19
● Other Recurrent Grant - Government Rent & Rates	541,592.00	541,592.00
● Parent Education (Secondary) (One-off Grant)	0.00	27,444.60
● Promotion Chinese Culture Immersion Activities (One-off Grant)	0.00	120,465.00
● Promotion of Reading in Schools	66,176.00	66,405.91
● Promotion Self-Directed Language Learning English	200,000.00	0.00
● Promotion Self-Directed Language Learning Putonghua	200,000.00	0.00
● Promotion Sport Ambience & MVP A60 in Sec. School (One-off Grant)	0.00	147,560.00
● QEF - Enhanced 'My Pledge to Act' Programme	0.00	104,912.00
● QEF - Prov of Mobile Comp Devices & Internet Service Support	81,420.00	81,420.00
● SB Support Grant for Non-Chinese Student	331,453.00	340,440.60
● School-Based After-School Learning and Support Program	132,000.00	76,727.80
● Sister School Scheme	165,439.00	259,365.35
● Student Activities Support Grant (SAS)	114,400.00	114,400.00
● Teacher Relief Grant (Basic)	253,521.00	102,519.26
● Teacher Relief Grant for Freezing Teaching Post	4,896,816.00	4,933,121.80
● Teacher training grant (SEN) for IMC schools	68,598.00	68,598.00
Sub-total: (2)	58,373,172.92	58,764,689.14
II. School Funds		
● Approved Collection - Bank Interest	6,832.20	610,100.00
● Collection Of Fees For Specific Purposes (Hire Out Of School Premises, Library Fine And Bank Interest, Etc.)	254,108.62	-
● Donations	1,180,053.10	164,608.15
● JC VR Project for Chinese Language Education	943,344.59	943,344.59
● Profit on Sale of Exercises Books And School Badges	4,064.66	-
● Subscriptions / Tong Fai	119,340.00	-
● Tuckshop Rent Received	110,000.00	-
● Expenditure (Including Miscellaneous Expenditure, Specific Donation Given, Award Of Students Scholarship, Etc.)	-	1,838,407.54
Sub-total:	2,617,743.17	3,556,460.28

◆ The Income and Expenditure Accounts of the School for the accounting year ended 31 August 2025 have not yet undergone audit.

Performance of Students

Destination of exit students



Students' Borrowing Rate of Books

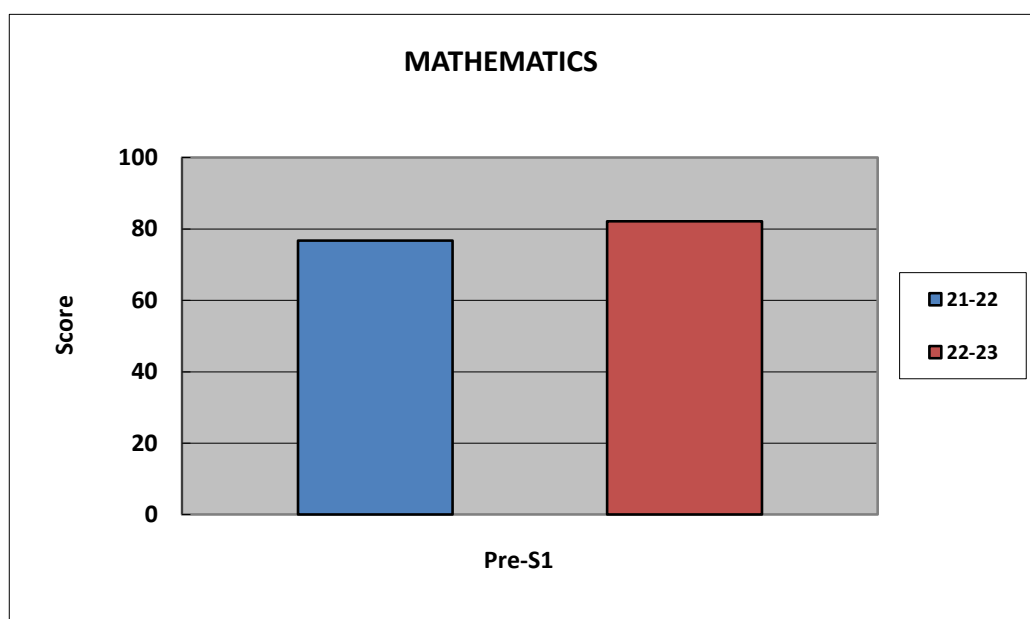
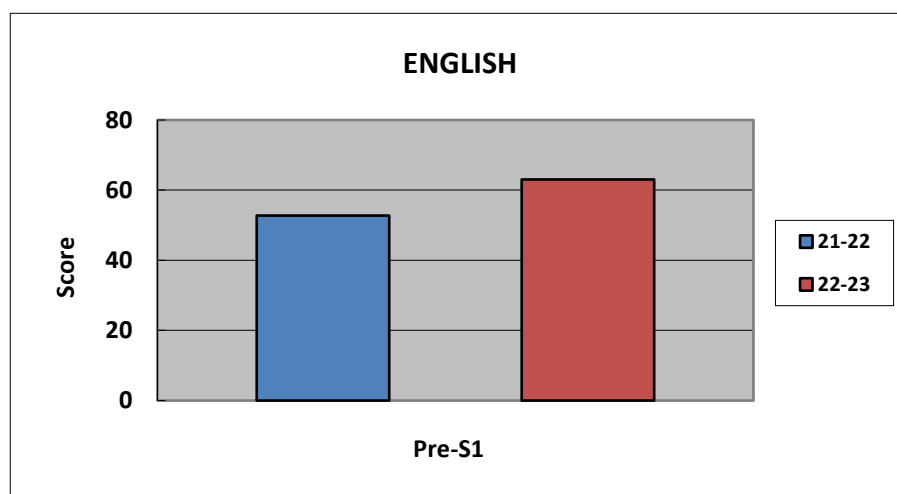
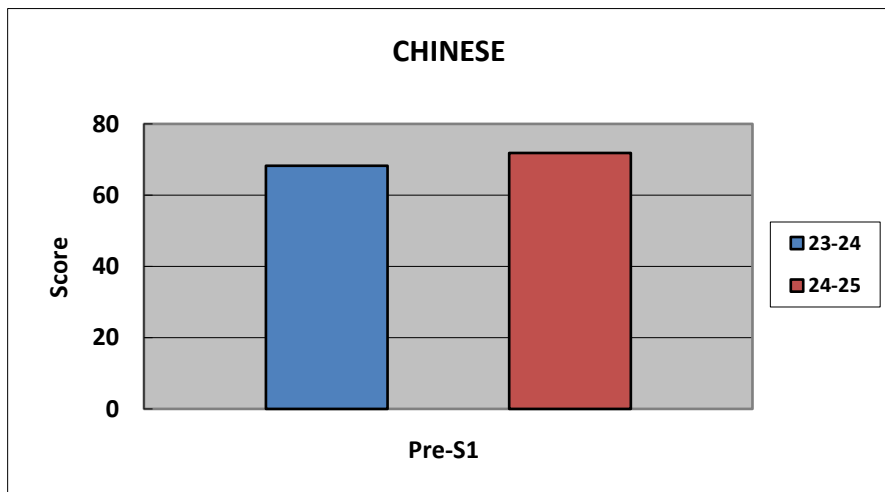
- Borrowing Rate of the Extensive Reading Scheme (ERS) Books

Form	2023/2024		2024/2025	
	Chinese	English	Chinese	English
F.1	114	804	72	447
F.2	59	923	137	717
F.3	108	608	49	704

- Borrowing Rate of books from the School Library

Types of reading materials	2023/2024	2024/2025
	F.1 – F.6	F.1 – F.6
Chinese Books	1573	1277
English Books	473	490
Other Reading/Learning Materials	136	143
No. of opening days of School Library	124	135

HKAT (Pre-S1)



HKDSE

- HKDSE results in 2023-2024

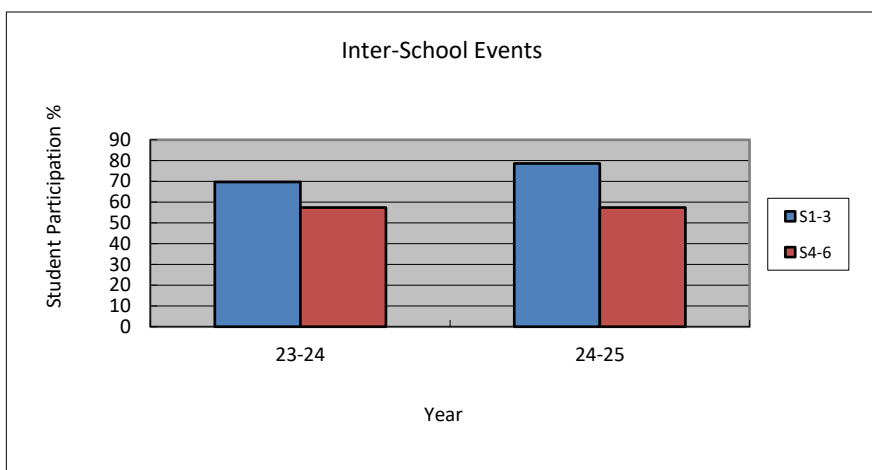
Description	% of students awarded Level 2 or above		% of students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	81.9	68.5	28.7
Chinese Language	100	91.2	55.9	32.4
Mathematics (Compulsory)	100	83	78.4	39.1
Business, Accounting and Financial Studies	100	91.5	84.2	43.1
Physics	100	90.9	83.8	49.8

- HKDSE results in 2024-2025

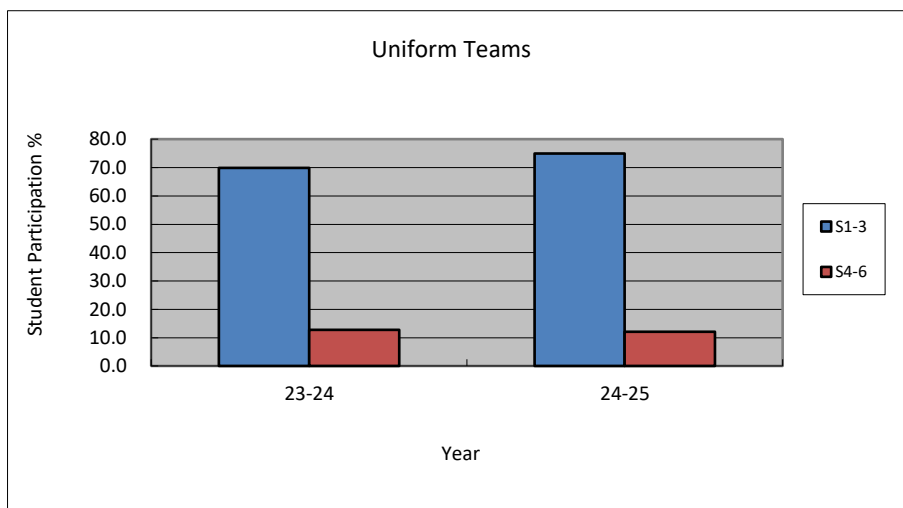
Description	% of students awarded Level 2 or above		% of students awarded Level 4 or above	
	CNECCC	Territory	CNECCC	Territory
English Language	100	79.7	55.6	28.4
Chinese Language	100	89.4	61.1	33.6
Mathematics (Compulsory)	100	83.6	82.5	38.8
History	100	94.2	85.7	44.6
Chinese Literature	100	90.4	78.6	37.6

Student Participation in Inter-school Events and Uniform Teams

- Inter-school events (including School Music, Speech, Dance and Drama Festivals and inter-school sports events organised by the HK Schools Sports Federation)



- Uniform Teams (including Scouts, Girl Guides, HK Red Cross and Road Safety Patrol)



- Participation rates (in terms of number of students/student-times) of students (all levels) in co-curricular activities and uniform groups in the past 2 years:

Activities	23/24		24/25	
	(Number of students)	(Student-times)	(Number of students)	(Student-times)
Inter-school sports events	277	1076	291	1086
Speech Festival	67	78	84	92
Music Festival	102	244	96	215
Scout	60	1380	60	1560
Girl Guides	54	1566	72	1728
Red Cross	61	793	64	832
Road Safety Patrol	70	840	68	1088
Drama	20	40	25	75
Voluntary Services	89	146	201	247

Inter-school Activities and Prizes Won in the Past 2 years

Nature	Name of Competition / Organisation	Award / Prize details	
		2023/2024	2024/2025
Art	Inter-school Competition	Good Citizen Poster Design Competition <ul style="list-style-type: none"> Silver Award The Hong Kong Bauhinia Cup International Painting Competition- Comic Character <ul style="list-style-type: none"> Award of Creativity The Hong Kong Bauhinia Cup International Painting Competition- Winter Festival <ul style="list-style-type: none"> Champion HKQAA My Dream Home Poster Design Competition <ul style="list-style-type: none"> Finalist Vibrant FUN Easter Children's Drawing and Coloring Contest <ul style="list-style-type: none"> Award of Creativity 	-
Music	Inter-school Festival	The Hong Kong Inter-school Music Festival 2024 <ul style="list-style-type: none"> Silver Award in Graded Piano Solo- Grade 2 4 Silver Award and 1 Bronze Award in Graded Piano Solo- Grade 6 Silver Award in Graded Piano Solo- Grade 7 4 Silver Award in Graded Piano Solo- Grade 8 Winner and Silver Award in Piano Duet- Junior Class Bronze Award in Erhu Solo- Senior Class Silver Award in Graded Violin Solo- Grade 6 	The Hong Kong Inter-school Music Festival 2025 <ul style="list-style-type: none"> 1 Bronze Award in Liuqin Solo- Junior 1 Silver Award in Liuqin Solo- Intermediate 1 Bronze Award in Liuqin Solo- Upper 1 Bronze Award in Graded Piano Solo- Grade 4 4 Bronze Award in Graded Piano Solo- Grade 6 1 Silver Award and 1 Bronze Award in Graded Piano Solo- Grade 7 1 Silver Award in Graded Piano Solo- Grade 8

		<ul style="list-style-type: none"> • Silver Award in Vocal Solo- Age 16 or under <p>Joint School Music Association Competition</p> <ul style="list-style-type: none"> • Silver Award, Junior Class of Secondary School (I) in Mixed Voice Choir • Silver Award, Junior Class of Secondary School (II) in Mixed Voice Choir • Silver Award in Handchime Ensemble-Team A • Gold Award in Handchime Ensemble-Team B • Gold Award in Piano Solo- Senior • Silver Award in Alto Saxophone- Junior Class • Silver Award in Alto Saxophone- Senior Class • Gold Award in Zheng Solo- Senior Class • Gold Award in Ensemble (Violin) • Gold Award and 2 Silver Award in Ensemble Group (Piano Duet) <p>Hong Kong Inter-School Choral Festival 2024 Competition cum Masterclass- Secondary School Junior Division</p> <ul style="list-style-type: none"> • Silver Award, Mixed Voice Choir <p>Bellprints International Handbell Competition 2023</p> <ul style="list-style-type: none"> • Excellence, Handchime Ensemble- Team A 	<ul style="list-style-type: none"> • 2 Bronze Award in Piano Duet- Intermediate • 1 Silver Award in Clarinet Solo- Junior Class • 1 Bronze Award in Flute Solo- Senior Class • 1 Bronze Award in Vocal Solo in Foreign language- Boys Treble Voice -Secondary School- Age 14 or under • 1 Bronze Award in Vocal Solo in Foreign language- Female Voice- Secondary School- Age 16 or under <p>Joint School Music Association Competition</p> <ul style="list-style-type: none"> • Gold Award in Zheng Solo- Senior Class • Gold Award in Flute Solo- Performance • Gold Award, Junior Class of Secondary School in Mixed Voice Choir • Gold Award, Senior Class of Secondary School in Mixed Voice Choir • Gold Award and Silver Award, Senior Class of Secondary School in Handchime Ensemble <p>Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass- Secondary School Junior Division</p> <ul style="list-style-type: none"> • Silver Award, Mixed Voice Choir <p>Bellprints International Handbell Competition cum Masterclass 2025</p> <ul style="list-style-type: none"> • Silver Award, Handchime, Secondary Group 1 <p>「擊倒一騙心」 - 全港反詐騙中小學填詞及歌唱大賽</p> <ul style="list-style-type: none"> • 填詞組三等獎
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Sports	Inter-School Competition	<p>Inter-school Competition (Kwai Tsing District)</p> <p>Swimming Competition</p> <p>Boys' C Grade</p> <ul style="list-style-type: none"> • First runner-up in 50M Butterfly Stroke • First runner-up and Second runner-up in 50M Free Style <p>Girls' B Grade</p> <ul style="list-style-type: none"> • Champion in 50M Breaststroke • First runner-up in 100M Breaststroke <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Champion in 100M Breaststroke • Champion in 200M Breaststroke <p>Athletics</p> <p>Boys' B Grade</p> <ul style="list-style-type: none"> • First runner-up in 100MH • Third runner-up in 4 x 100M <p>Boys' A Grade</p> <ul style="list-style-type: none"> • Overall First runner-up • First runner-up in 400M • Champion in 110MH • Second runner-up in 400MH • Champion in 4 x 100M • Second runner-up in Long Jump <p>Girls' C Grade</p> <ul style="list-style-type: none"> • Overall the 7th place • Second runner-up in Shot Put • Champion in 400M <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Overall Second runner-up • Second runner-up in Long Jump • Champion in 4 x 100M • Champion in 100MH • First runner-up and Second runner-up in 100M • Second runner-up in 200M 	<p>Inter-school Competition (Kwai Tsing District)</p> <p>Swimming Competition</p> <p>Boys' B Grade</p> <ul style="list-style-type: none"> • Champion in 4 x 50M Freestyle • Second runner-up in 50M Free Style <p>Girls' B Grade</p> <ul style="list-style-type: none"> • First runner-up in 50M Breaststroke <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Champion in 50M Breaststroke • First runner-up in 100M Breaststroke <p>Athletics</p> <p>Boys' B Grade</p> <ul style="list-style-type: none"> • First runner-up in 4 x 100M <p>Boys' A Grade</p> <ul style="list-style-type: none"> • Second runner-up in Long Jump • First runner-up and Second Runner-up in 110MH • Second Runner-up in 400MH • Third runner-up in 4X100M • Overall 8th place in 4X100M • Second runner-up in Long Jump <p>Girls' B Grade</p> <ul style="list-style-type: none"> • First runner-up in 400M • First runner-up in 4 x 100M <p>Girls' A Grade</p> <ul style="list-style-type: none"> • First runner-up in 100M • First runner-up in 200M <p>Handball</p> <p>Girls Senior</p> <ul style="list-style-type: none"> • Overall Second runner-up <p>Football</p> <p>Kwai Tsing U15 Division 2</p> <ul style="list-style-type: none"> • Champion <p>Table-tennis</p>
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	<ul style="list-style-type: none"> • Second runner-up in 400M <p>Handball Girls' C Grade</p> <ul style="list-style-type: none"> • Second runner-up <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Second runner-up <p>Badminton Boys' C Grade</p> <ul style="list-style-type: none"> • First runner-up <p>Boys' B Grade</p> <ul style="list-style-type: none"> • Overall Second runner-up <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Overall Third runner-up <p>Cross-Country Boys' A Grade</p> <ul style="list-style-type: none"> • The 5th place <p>Indoor Rowing Boys' A Grade</p> <ul style="list-style-type: none"> • Overall the 6th place • Second runner-up in 2000M <p>Girls' A Grade</p> <ul style="list-style-type: none"> • Overall the 7th place • The 7th place in 500M • The 9th place in 2000M <p>Youth College Indoor Rowing Invitation Competition Boys Senior</p> <ul style="list-style-type: none"> • The 5th place in 500M <p>Girls Senior</p> <ul style="list-style-type: none"> • First runner-up in 500M <p>Girls A (U18)</p> <ul style="list-style-type: none"> • Third runner-up in 110M 	<p>Boys' C Grade</p> <ul style="list-style-type: none"> • First runner-up <p>2024 WHMAF Asian Harkido Championship</p> <ul style="list-style-type: none"> • Champion <p>Unicorn Cup 2024</p> <ul style="list-style-type: none"> • Champion <p>AS Watson Group Hong Kong Student Sports Awards</p> <ul style="list-style-type: none"> • Other Award <p>共創盃青年雜耍比賽 2025 中學團體組</p> <ul style="list-style-type: none"> • 亞軍 <p>雙鈴高拋耐力賽</p> <ul style="list-style-type: none"> • 冠軍 <p>粵港澳台青少年花式扯鈴比賽 中學高中女子個人舞台組</p> <ul style="list-style-type: none"> • 亞軍 • 季軍 <p>中學初中女子個人舞台組</p> <ul style="list-style-type: none"> • 冠軍 • 亞軍
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		Hong Kong Junior Age Group Athletics Meet 2023- III Secondary School Winner	
	90週年校慶 香工盃	-	全港中小學雜耍比賽 • 中學團體舞台組亞軍
Academic Subjects	Science	Database Minicontest 2023 <ul style="list-style-type: none"> Silver Medal Honorable Mention 2023 Electrical Model Design Contest <ul style="list-style-type: none"> Champion Highest Power Output Award CUHK Jockey Club AI for future Secondary School Think and Create Competition 2023/24 Faculty of Education <ul style="list-style-type: none"> Certificate of Merit IEEE Hong Kong and IEEE Region 10- TENCON 2023 Young Engineers (YE-23) Project: Active Noise Cancellation on Air Conditioner <ul style="list-style-type: none"> Credit Award Young Engineers (YE-23) Project: Classroom Air Quality Regulating System <ul style="list-style-type: none"> Credit Award 	DIY Automatic Weather Station Workshop <ul style="list-style-type: none"> Award for Excellence IVE 無人機邀請賽 <ul style="list-style-type: none"> 亞軍 中學機械人搶包山邀請賽 <ul style="list-style-type: none"> 一等獎 藍天綠地在香港—再生能源 STEAM 設計比賽 冠軍

	Mathematics	<p>HuaXia Mathematical Olympiad Contest (Hong Kong) 2024</p> <p>Preliminary</p> <ul style="list-style-type: none"> • 1 Second-class Honour in F.1 • 1 Second-class Honour in F.2 • 1 Second-class Honour in F.3 • 2 Third-class Honour in F.1 <p>Asia International Mathematical Olympiad 2024 Open Contest</p> <p>Preliminary</p> <ul style="list-style-type: none"> • 1 Gold Award in F.5 • 1 Silver Award in F.1 • 1 Silver Award in F.2 • 1 Silver Award in F.3 • 2 Silver Award in F.5 • 1 Bronze Award in F.1 • 1 Bronze Award in F.5 <p>Semi-Final</p> <ul style="list-style-type: none"> • 2 Gold Award in F.5 • 1 Silver Award in F.3 • 1 Bronze in F.2 <p>1 Bronze in F.5</p>	<p>HuaXia Mathematical Olympiad Contest (Hong Kong) 2025 Preliminary</p> <ul style="list-style-type: none"> • 1 First-class Honour in F.2 • 1 First-class Honour in F.3 • 1 Second-class Honour in F.3 • 2 Third-class Honour in F.2 • 1 Third-class Honour in F.3 <p>Asia International Mathematical Olympiad 2025 Open Contest Preliminary</p> <ul style="list-style-type: none"> • 3 Gold Award in F.6 • 1 Silver Award in F.2 • 1 Silver Award in F.3 • 1 Silver Award in F.4 • 1 Silver Award in F.5 • 2 Bronze Award in F.2 • 1 Bronze Award in F.3 • 1 Bronze Award in F.5 <p>Semi-Final</p> <ul style="list-style-type: none"> • 2 Gold Award in F.6 • 1 Silver Award in F.6 • 1 Bronze Award in F.2 • 1 Bronze Award in F.3 • 1 Bronze Award in F.5 • 1 Bronze Medal in Secondary 6
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	<p>Mathematics</p> <p>Thailand International Mathematical Olympiad 2023-2024</p> <p>Heat Round</p> <ul style="list-style-type: none"> • 1 Gold Medal in Secondary 1 • 3 Silver Medal in Secondary 5 • 1 Bronze Medal in Secondary 1 • 1 Bronze Medal in Secondary 2 • 4 Bronze Medal in Secondary 5 <p>Semi-Final Round</p> <ul style="list-style-type: none"> • 1 Merit Award in Secondary 5 <p>The 26th Hong Kong Mathematical High Achievers Selection Contest</p> <ul style="list-style-type: none"> • 3 Third-class Award in F.3 <p>Hong Kong International Mathematical Olympiad 2023-2024</p> <p>Heat Round</p> <ul style="list-style-type: none"> • 1 Gold Medal in Secondary 1 • 1 Gold Medal in Secondary 5 • 2 Silver Medal in Secondary 5 • 1 Bronze Medal in Secondary 1 • 1 Bronze Medal in Secondary 2 • 8 Bronze Medal in Secondary 5 <p>Guangdong- Hong Kong- Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2024 Preliminary</p> <ul style="list-style-type: none"> • 1 First-class Honour in F.5 • 1 Second-class Honour in F.1 • 2 Second-class Honour in F.2 • 6 Second-class Honour in F.5 • 1 Third-class Honour in F.1 5 Third-class Honour in F.5 	<p>Thailand International Mathematical Olympiad 2024-2025 (Hong Kong Region)</p> <p>Heat Round</p> <ul style="list-style-type: none"> • 1 Gold Medal in Secondary 3 • 1 Gold Medal in Secondary 4 • 2 Gold Medal in Secondary 6 • 2 Silver Medal in Secondary 6 • 1 Bronze Medal in Secondary 3 • 1 Bronze Medal in Secondary 6 <p>Semi-Final Round</p> <ul style="list-style-type: none"> • 1 Silver Medal in Secondary 6 • 1 Bronze Medal in Secondary 6 <p>The 27th Hong Kong Mathematical High Achievers Selection Contest</p> <ul style="list-style-type: none"> • 1 Third-class Award in F.4 <p>Hong Kong International Mathematical Olympiad 2024-2025</p> <p>Heat Round</p> <ul style="list-style-type: none"> • 3 Gold Medal in Secondary 6 • 1 Bronze Medal in Secondary 2 • 3 Bronze Medal in Secondary 5 • 1 Bronze Medal in Secondary 6 <p>Semi-Final Round</p> <ul style="list-style-type: none"> • 1 Gold Medal in Secondary 6 <p>Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2025 (Hong Kong Region) Preliminary</p> <ul style="list-style-type: none"> • 1 First-class Honour in F.2 • 1 First-class Honour in F.3 • 3 First-class Honour in F.6 <p>The 42nd Hong Kong Mathematics Olympiad (HKMO) 2024-2025</p> <p>Heats</p>
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	Inter-School Festival	<p>The 75th Hong Kong Schools Speech Festival <u>Speech Contest in Chinese</u></p> <ul style="list-style-type: none"> • Champion and Second in Boys' Solo Poem Speaking in Cantonese (F.1) • Champion and Third in Boys' Solo Prose Reading in Cantonese (F.3) • Second in Girls' Solo Prose Reading in Cantonese (F.4) • Champion, Second, Third in Dramatic Duologue (F.2) • Third in Dramatic Duologue (F.5) • 2 Champion and Third in Choral Verse Speaking in Putonghua (F.1) <p><u>Speech Contest in English</u></p> <ul style="list-style-type: none"> • Third in Choral Speaking Mixed Voice (F.1) • Third in Solo Verse Speaking (F.2) • First in Solo Verse Speaking (F.4) • 4 Second in Dramatic Duologue (F.2) • 2 Third in Dramatic Duologue (F.3) • 2 Second in Dramatic Duologue (F.4) <p>The 30th Bible Recitation Festival 2024 F.1 to F.3 Secondary Schools</p> <ul style="list-style-type: none"> • 1 Second in Solo Speech in Cantonese (F.1) • 1 Merit in Solo Speech in Cantonese (F.5) • 1 Third in Solo Speech in Mandarin (F.1) • 2 Second in Duologue Speech in Cantonese (F.2) • 2 Merit in Duologue Speech in Cantonese (F.1) • 2 First in Duologue Speech in Mandarin (F.3) • 2 Third in Duologue Speech in Cantonese (F.2) 	<p>The 76th Hong Kong Schools Speech Festival <u>Speech Contest in Chinese</u></p> <ul style="list-style-type: none"> • 2 Champion in Dramatic Duologue (F.4) • 4 Second in Dramatic Duologue (F.4) • 2 Second in Dramatic Duologue (F.5) • 4 Third in Dramatic Duologue (F.4) • 2 Second in Solo Prose Reading in Cantonese (F.4) • Second in Solo Prose Reading in Cantonese (F.6) • Third in Solo Prose Reading in Cantonese (F.5) • Third in Solo Poem Speaking in Cantonese (F.4) • Champion in Solo Poem Speaking in Putonghua (F.4) <p><u>Speech Contest in English</u></p> <ul style="list-style-type: none"> • Third in Solo Verse Speaking (F.4) • 3 Second in Dramatic Duologue (F.4) <p>The 27th Hong Kong Primary and Secondary School Putonghua Speech Competition 2025</p> <ul style="list-style-type: none"> • Second runner-up <p>HKFYG English Public Speaking Contest 2025</p> <ul style="list-style-type: none"> • Award of Good Performance <p>第四屆粵港澳大灣區朗誦比賽 英語組 香港及澳門區中學組</p> <ul style="list-style-type: none"> • 冠軍 • 季軍 <p>廣東區中學組</p> <ul style="list-style-type: none"> • 冠軍 <p>粵港澳區中學組</p> <ul style="list-style-type: none"> • 冠軍 <p>亞軍</p>
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	Chinese Debate	<ul style="list-style-type: none"> - 	<p>中學辯論比賽 2024「馮壽如盃」</p> <ul style="list-style-type: none"> 季軍 最佳辯論員 <p>2025 香港辯論超級聯賽</p> <ul style="list-style-type: none"> 最佳辯論員 <p>第 14 屆奇趣盃</p> <ul style="list-style-type: none"> 最佳辯論員 <p>第 57 屆聯校中文辯論比賽</p> <ul style="list-style-type: none"> 最佳辯論員
	English Debate	<p>Hong Kong Secondary Schools Debating Competition (HKSSDC) 2023-24 Term 1 Finals KLN & NT Junior Division</p> <ul style="list-style-type: none"> First runner-up <p>HKFYG- The Youth Boardroom 2023</p> <ul style="list-style-type: none"> The Best Presentation Award 	<p>Hong Kong Secondary Schools Debating Competition (HKSSDC) 2024-25 Term 1 Finals HK1 & NT Junior Division 1</p> <ul style="list-style-type: none"> First runner-up
Speech	Novel Writing Competition /Essay Writing Competition	<p>「憲愛之星」遊記寫作比賽 (民政事務處、龍騰志青、領域國際集團主辦)</p> <ul style="list-style-type: none"> 中學組創意獎 中學組優異獎 <p>校園作家大招募計劃 (香港青年協會、語常會、語文基金)</p> <ul style="list-style-type: none"> 優秀校園作家 	<p>第十三屆大學文學獎</p> <ul style="list-style-type: none"> 少年作家獎 <p>「菁英盃」現場作文決賽</p> <p>香港賽區 (中學一至三年級)</p> <ul style="list-style-type: none"> 一等獎 三等獎

	<p>中國中學生作文大賽 (中國全國 4 0 多家中學報刊社共同主辦、中國教育學會中學語文教學專業委員會學術指導、全國 8 0 多家中學報刊承辦、恒源祥 (集團) 有限公司贊助)</p> <ul style="list-style-type: none"> • 14 優異獎 <p>中國語文菁英計劃 • 全國中學生徵文大賽(中國語文報協會及教育局主辦)</p> <ul style="list-style-type: none"> • 4 全國一等獎 • 5 全國二等獎 • 3 全國三等獎 • 4 香港區一等獎 • 6 香港區二等獎 • 15 香港區三等獎 <p>第十四屆魯迅青少年文學獎 (魯迅文化發展中心、北京大學、清華大學、復旦大學、浙江大學、廈門大學及東方教育時報聯辦)</p> <ul style="list-style-type: none"> • 最積參與學校獎 • 3 三等獎 • 2 優異獎 • 8 良好獎 <p>第三屆全港同心中文寫作比賽 (香港同心總會主辦)</p> <ul style="list-style-type: none"> • 校際優秀團隊獎 • 高中組亞軍 	<p>中國中學生作文大賽 (中國全國 4 0 多家中學報刊社共同主辦、中國教育學會中學語文教學專業委員會學術指導、全國 8 0 多家中學報刊承辦、恒源祥 (集團) 有限公司贊助)</p> <ul style="list-style-type: none"> • 1 銅獎暨二等獎 • 3 優異獎 <p>中國語文菁英計劃 • 全國中學生徵文大賽 (中國語文報協會主辦及教育局協辦)</p> <p>全國賽</p> <ul style="list-style-type: none"> • 8 國家級一等獎 • 4 國家級二等獎 • 1 國家級三等獎 <p>香港賽</p> <ul style="list-style-type: none"> • 14 省級一等獎 • 14 省級二等獎 • 14 省級三等獎 <p>香港城市文學獎 2024 (香港城市大學中文及歷史學系主辦)</p> <ul style="list-style-type: none"> • 小說中學組冠軍 <p>第四屆全港同心中文寫作比賽 (香港同心總會主辦)</p> <ul style="list-style-type: none"> • 高中組冠軍 <p>「語文報杯·時代新人說」全國中學生徵文大賽 2024</p> <p>國家級</p> <ul style="list-style-type: none"> • 7 一等獎
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	<p>「香港精神・兩代情」徵文比賽(香港賽馬會社區資助計劃：美荷樓香港精神學習計劃主辦)</p> <ul style="list-style-type: none"> • 優異獎 <p>第二屆荃灣葵青區中小學微型小說創作大賽</p> <ul style="list-style-type: none"> • 高中組冠軍 • 高中組季軍 • 高中組優異獎 • 初中組冠軍 • 3 初中組優異獎 <p>第九屆陳贊一博士聯校微型小說創作獎</p> <ul style="list-style-type: none"> • 推薦獎 <p>「愛、傳、城」第四屆全港徵文比賽 (香港新聞工作者聯會主辦、香港教育局、民政事務局、中聯辦及香港大學等協辦)</p> <ul style="list-style-type: none"> • 中學組優異獎 <p>第五屆全港青少年徵文比賽・創科創未來(香港大公文匯傳媒集團主辦)</p> <ul style="list-style-type: none"> • 初中組季軍 • 初中組優異獎 <p>「園・心」初中生散文創作比賽 (香港教育大學主辦)</p> <ul style="list-style-type: none"> • 嘉許獎 	<ul style="list-style-type: none"> • 4 二等獎 • 5 三等獎 <p>省級</p> <ul style="list-style-type: none"> • 20 一等獎 • 22 二等獎 • 23 三等獎 <p>2024 第四屆「中國航天夢」粵港澳台僑徵文比賽 (灣區莞港菁英薈主辦)</p> <p>港澳賽區初中組</p> <ul style="list-style-type: none"> • 三等獎
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	Calligraphy	-	硬筆書法比賽 2024 <ul style="list-style-type: none"> • 冠軍
	Inter-School Competition	Knowing The Constitution and Basic Law Quiz Competition 2023 <ul style="list-style-type: none"> • Silver Award The Territory-wide Inter-school National Security Knowledge Challenge <p>Team Group</p> <ul style="list-style-type: none"> • Champion <p>Individual Group</p> <ul style="list-style-type: none"> • First runner-up • 	星島第三屆全港華文雙語菁英問答比賽 <ul style="list-style-type: none"> • 狀元 100 強 第十四屆全港學生中國國情知識大賽 <ul style="list-style-type: none"> • 季軍 • 榮譽獎 • 個人賽優異金獎 吾講吾識基本法一競技工作坊 (學友社) <ul style="list-style-type: none"> • 冠軍
Writing	Inter-School Competition	Hong Kong School Drama Festival 2023-2024 Secondary Cantonese Category <ul style="list-style-type: none"> • Award for Outstanding Director • Award for Outstanding Performer • Award for Outstanding Cooperation • Award for Outstanding Stage Effects • Award for Commendable Overall Performance Secondary Putonghua Category <ul style="list-style-type: none"> • Award for Outstanding Scripts • Award for Outstanding Director • Award for Outstanding Performer • Award for Outstanding Cooperation • Award for Outstanding Stage Effects • Adjudicators' Award 	Hong Kong School Drama Festival 2024-2025 Secondary Cantonese Category <ul style="list-style-type: none"> • Champion • Award for Outstanding Director • Award for Outstanding Cooperation • Award for Outstanding Performer • Award for Outstanding Cooperation • Award for Outstanding Stage Effects

	National and Values Education	Hok Yau Club The 32nd Students' Top Ten News Election <ul style="list-style-type: none"> • The Best News Headline Award • News Decoding Challenge • The Most Active School Award • The All-round School Golden Award "Spread Positive Energy": Social Media Creative Post Design Competition <ul style="list-style-type: none"> • Merit • Excellence Language Expression Award Slogan Creation Contest 2023: Respect, Responsibility, Care, Inclusiveness <ul style="list-style-type: none"> • Merit 	Hok Yau Club The 33rd Students' Top Ten News Election <ul style="list-style-type: none"> • Most Active Participation Award • Best News Headline Award
Quiz Competition	Hong Kong Heritage Museum, LCSD	-	MuseTeens: Youth Leadership Scheme 2025 <ul style="list-style-type: none"> • Completion Award (2) • Active Participation Award (2) • Enthusiastic Cultural Promotion Award (2) • Campus All-Access Friendly Ambassador Award (1) Outstanding New Generation Culture Award (1)
Drama & Short Film	Sir Edward Youde Memorial Prizes	Scholarship (2)	Scholarship (1)
Others	Tsuen Wan Rural Association	-	Scholarship (9)

	Tsuen Wan Kwai Chung & Tsing Yi District Outstanding Students Award	-	<ul style="list-style-type: none"> • Outstanding Student Achievement Award • Best Volunteer Service Team Award
Scholarship	Youth Arch Student Improvement Award	<ul style="list-style-type: none"> • Student Improvement Award (20) 	<ul style="list-style-type: none"> • Student Improvement Award (20)
	Ng Teng Fong Scholarship 2024	-	<ul style="list-style-type: none"> • Scholarship (1)
	Scouts	<p>North Kwai Chung District Scoutcraft Competition (Chairman Shield) 2023-2024</p> <p>Badger Patrol</p> <ul style="list-style-type: none"> • Overall Champion • Champion in Campcraft Construction Section • Champion in First-Aid Section • Champion in Outdoor Challenges Section • Champion in Pioneering Section • Champion in Team Intelligence Section <p>New Territories Region Scout Section Scoutcraft Competition 2024</p> <ul style="list-style-type: none"> • Overall Champion • Champion in First-Aid Section • Champion in Pioneering and Team Intelligence Section 	-

	Girl Guides	<p>Hong Kong Girl Guides Raffle 2023</p> <ul style="list-style-type: none"> • 2 Outstanding Girl Guides in F.4 <p>91st NT COY A</p> <p>Best Effort Unit in Region- NT Region</p> <ul style="list-style-type: none"> • First runner up <p>Best Effort Unit- Guides</p> <ul style="list-style-type: none"> • 7th Place • 	
	Hong Kong Red Cross Youth	<p>Junior Members of the Year Selection 2023</p> <ul style="list-style-type: none"> • WNTD Junior Members of the Year Selection 	<p>Hong Kong Red Cross Youth Attainment Badge</p> <ul style="list-style-type: none"> • Other Award
Uniform Teams	Road Safety Patrol	<p>The Hong Kong Road Safety Association Fund Raising Raffle 2023-24</p> <p>Secondary School Division- NTS13</p> <ul style="list-style-type: none"> • Top Sales Award 	-

Social Services

Years	Details of the participation of Social Services
2023/2024	<ul style="list-style-type: none"> • Counselling Action Group launched Adventure Ship Buddies Programme which provides an opportunity for positive interaction between our students and people with special needs via the volunteer-service training workshop, inclusion orientation programme between our students and the members of The Hong Kong Society of the Blind, adventure ship training day and the evaluation and sharing session. • Seventeen students participated in a volunteer service titled ‘跨代共融-和諧粉彩義工活動’. This initiative aimed to foster creativity and connection between generations. At the Neighbourhood Elderly Centre, the students engaged the elderly in the soothing and expressive art of Pastel Nagomi. The vibrant colours and gentle techniques encouraged participants to share stories, fostering a warm and joyful atmosphere. Many elderly participants expressed delight in creating art, while students learnt valuable lessons in patience and empathy. • Sixteen students joined the volunteer service ‘躍動成長路-義工服務日’ at the Heep Hong Society Jockey Club STAR Resource Centre. This event was designed to support families with children who have ADHD by providing a series of interactive game booths. Participating students not only were entertained but also promoted teamwork and social skills among participants. The smiles and laughter of the children filled the room, and parents expressed gratitude for the opportunity to connect with others facing similar challenges. This experience highlighted the importance of community support and understanding. • Members of Girl Guides participated in three raffle selling days on 3 February, 17 February, 18 February 2024 respectively; cross-sectional gathering-‘跨代同樂 中式步操初探與美食交織之旅’ on 2 March 2024, and the Color Party of National Security Education Day Carnival 2024 on 14 April 2024. Through these activities, students learnt to serve the community with a sense of responsibility and gratitude.
2024/2025	<ul style="list-style-type: none"> • Three flag-selling activities were organised for all F.4 students throughout the year. • F.3 students visited elderly centre at the neighbourhood while F.4 and F.5 students made two visits to families at transitional houses, through which students had the opportunities to interact with and learn more about the elderly and people in needs. • Counselling Action Group launched oversea volunteer programme in Nepal named ‘Anchors’ Journey Living Out Love at the Roof of the World (安泊之旅~在世界屋脊活出愛)’, which was funded by Home and Youth Affairs Bureau. The Nepal Volunteer Service and Exchange Programme aims to promote cultural understanding and social responsibility among young people. By participating in volunteer services, young people can deepen their understanding of different cultures, cultivate empathy and global vision, and learn teamwork and leadership skills in practice. Students participated in education and cultural exchange projects in Nepal, volunteer in local schools, and community building services. Before going to Nepal primary school to provide volunteer services, 20 participants needed to join several volunteer training sessions to equip teaching skills, problem solving skills, and classroom management. Through all these activities, they could not only improve their skills, but also gain a deeper understanding of Nepal’s culture and lifestyle. They were encouraged to communicate with the countries along the Belt and Road, and learn about the country’s local construction and contributions. • Members of Girl Guides participated in ‘Collection of Used Clothes for Donation’ event on 30 November 2024, and raffle selling days on 8 February and 16 February and 1 March 2025, through which they learnt to serve the community with a sense of responsibility and gratitude.

Key Issues for the new School Annual Plan

Major Concern 1: Fostering experiential learning and broadening global perspectives for students (體驗學習 • 國際視野)

Major Concern 2: Nurturing self-understanding and empowering self-actualization for students (認識自己 • 實踐自我)

- END -