



HO LAP COLLEGE
(Sponsored by Sik Sik Yuen)

Annual School Report

2024-2025

SCHOOL MISSION

Our school aims at nurturing ethical, intellectual and responsible individuals for society through quality education. In line with the education principle of Sik Sik Yuen, the school practises the teachings of Taoism, Confucianism and Buddhism. As by the School Motto “To act benevolently and to teach benevolence”, we pledge to instil in our students a genuine concern for people in need and a readiness to make meaningful contribution to the community at large. Our mission is to nurture a well-balanced development of our students in character, intellect, sociability, physique and aesthetics. To provide quality education, we place great emphasis on enhancing the professionalism of our teachers, and working closely with parents and social services organizations to create an ideal learning environment for our students.

OUR SCHOOL

Established in 1969, Ho Lap College was the first government-subsidized school sponsored by Sik Sik Yuen. The school building was extended twice in 1991 and in 1998 to add two new annexes. In 1999, one of the computer rooms and one classroom were upgraded to become two Multimedia Learning Centres, each with 40 computers and the TOP 2000 control system. In order to provide students with better facilities, a Physical Fitness Centre was set up in 2004. Our school currently comprises 26 classrooms, 5 laboratories, 2 computer rooms, a Geography Room, a Visual Arts Room, a Music Room, a Makerspace Lab, an English Room, a Home Economics Room, a Library, a Student Activity Room, a Staff Common Room, a PTA Resource Room, a Conditioning Centre and a School Hall. All the classrooms, the school hall and the special rooms are air-conditioned.

Sik Sik Yuen has been promoting Information Technology (IT) in education. Under the guidance of the Supervisor and the Principal, the school has had full WiFi coverage since 2016. To further stimulate students' learning motivation and enhance the learning and teaching effectiveness, all classrooms and special rooms are equipped with electronic interactive whiteboards. Both staff and students are enjoying the new facilities with more effective teaching and learning in the e-learning lessons.

SCHOOL MANAGEMENT

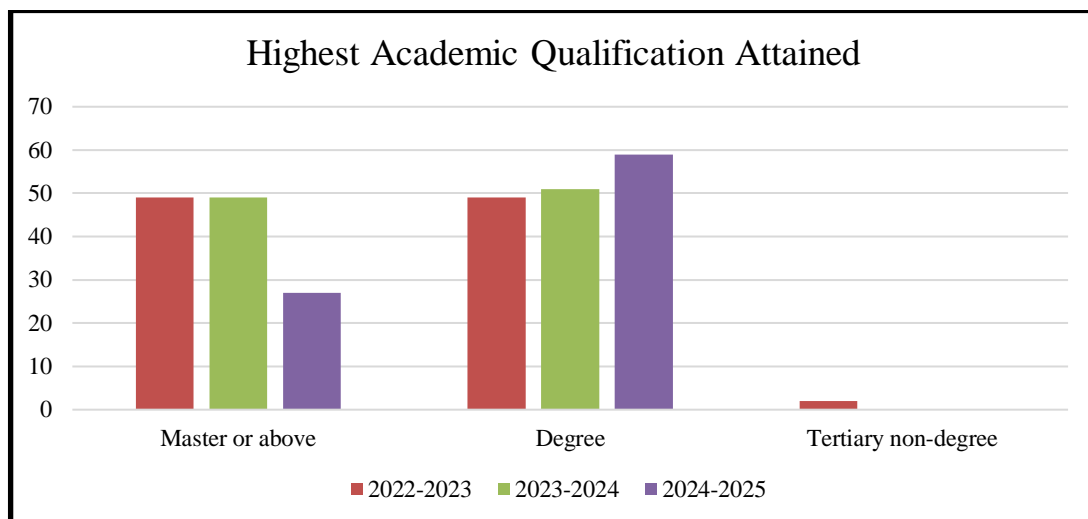
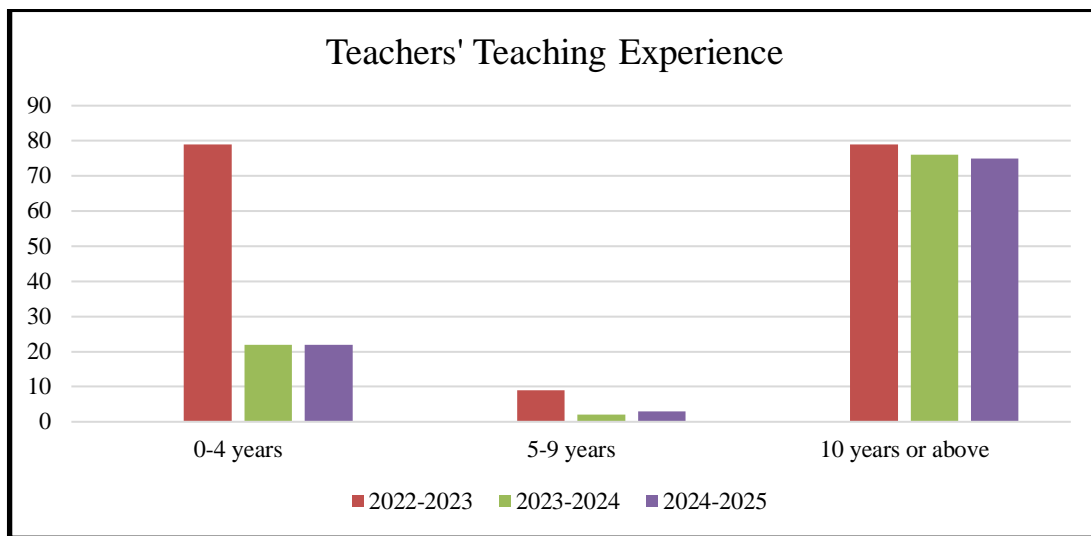
The School Incorporated Management Committee (IMC) comprised 15 members. Four regular meetings were held this year to ensure the proper running of the school. The organization of the IMC is as follows:

Member Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
22/23	8	1	2	2	1	3
23/24	7	1	2	2	1	2
24/25	7	1	2	2	1	2

In the school, all departments were supervised by their respective heads who held meetings to monitor and evaluate progress. In the six general staff meetings held within the school year, teachers participated fully in identifying major concerns and planning related school affairs.

OUR TEACHERS

All 59 teachers (including Principal) received professional trainings. And all teachers of English Language and Putonghua met the Language Proficiency Requirement. 5 teachers left the school this year. The total leaving rate was 8.47%.



Professional development of teachers

Professional development for teachers

The school is committed to developing professionalism in its members, which is crucial to the provision of quality education. In addition to teaching-related workshops, seminars and sharing sessions, teachers are encouraged to pursue continuing education by participating in various training courses to broaden their horizons and enhance their professional competence as teachers.

This year, there were several whole day or half-day staff development programs / workshops / courses. Sharing sessions of good practices from teachers in teaching and pastoral care have been arranged in each term. The purposes of these sessions are to formulate the school's mission and vision and to ensure continuing professional development through collaborative efforts. Listed below are the program details.

Date	Nature	Topic	Speaker/Coordinator
22 nd Aug 2024	Workshop	Positive Education Workshop I	CityU Positive Education Laboratory
27 th Aug 2024	Workshop	National Security Education (Kit Sum Secondary School)	EdB
4 th Sep 2024	Briefing Session	Understanding and supporting Tier 3 students	EP/ Ms Wong (WYL)
22 nd Oct 2024	Workshop	Positive Education Workshop II	CityU Positive Education Laboratory
26 th Oct 2024	Seminar	SSY Joint-School Staff Development Day – National Security	EdB
14 th Nov 2024	Workshop	Positive Education Workshop III	CityU Positive Education Laboratory
8 th Jan 2024	Workshop	Positive Education Workshop IV	CityU Positive Education Laboratory
8 th Jan 2025	Sharing	Term 1: Sharing of good practices from teachers	Invited teachers and Professional Development Committee
27 th Mar 2025	Workshop	Positive Education Workshop V	CityU Positive Education Laboratory
12 th Jun 2025	Sharing	Term 2: Sharing of good practices from teachers	Invited teachers and Professional Development Committee
Individually confirmed from June onwards	Course	First-aid Courses for school staff	Hong Kong St. John Ambulance
9 th June 2025	Workshop	School Health Program	Tung Wah Group Social Workers
9 th June 2025	Workshop	Staff Development – Team Building & Stress Relief (Singing Bowl Relaxation)	Healthy Campus Program
7 th and 9 th July 2025	Workshop	Mental Health First aid course for teachers	The Mental Health Association of Hong Kong
18 th Aug 2025	Workshop	Team building	CityU Positive Education Laboratory
21 st Aug 2025	Workshop	Positive Education Workshop VI	CityU Positive Education Laboratory

OUR STUDENTS

The total number of students enrolled was 725, with 458 boys and 267 girls. The allocation of students is as follows:

Form	S.1	S.2	S.3	S.4	S.5	S.6	Total
Class	4	4	4	4	4	4	24
Total	132	129	121	125	107	111	725

OUR LEARNING AND TEACHING

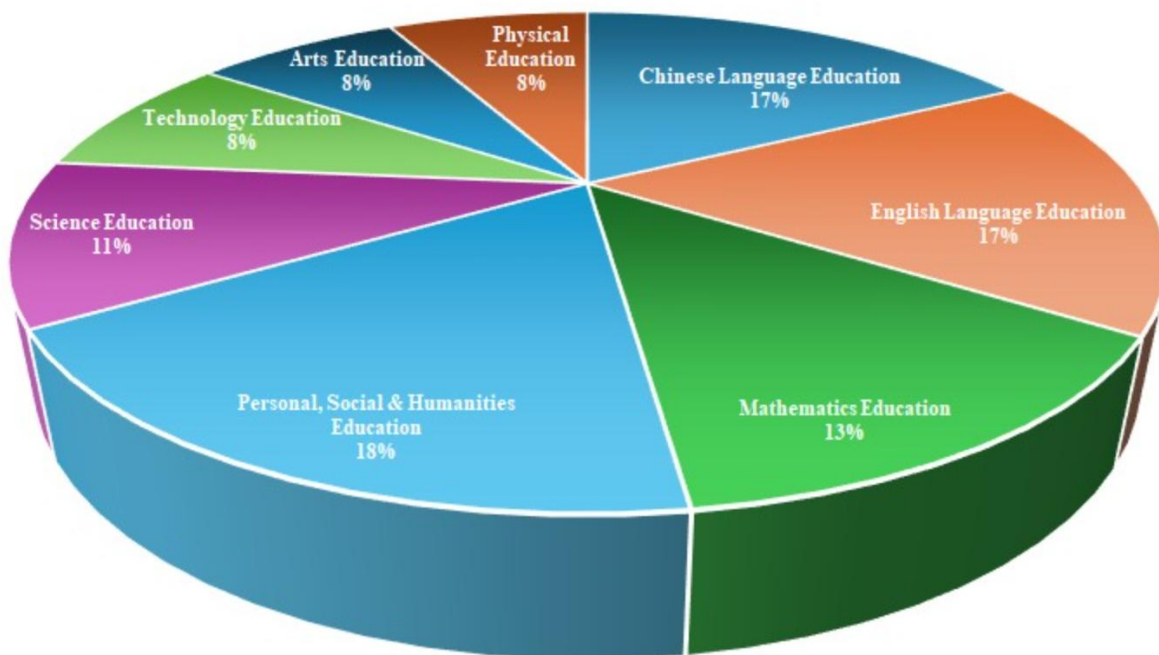
School Days

There was a total of 191 school days in 2024-2025. Among them, 159 days were allocated for regular classes.

Curriculum

1. English is used as the medium of instructions in all subjects except Chinese Language, Chinese History, Chinese Literature and Putonghua.
2. Our school offers a common core curriculum for S.1 to S.3. For S.4 to S.6, on top of the core subjects, students may choose 3 elective subjects according to their interest and ability.

Curriculum in Junior Forms



**Including non-teaching activities such as school picnics, student orientations, post-examination activities.*

Subject	S.1	S.2	S.3	S.4	S.5	S.6
English Language	√	√	√	√	√	√
Chinese Language	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√
Science	√	√				
Life and Society	√	√	√			
Citizenship and Social Development				√	√	√
Chinese History	√	√	√	#	#	#
Geography	√	√	√	#	#	#
History	√	√	√	#	#	#
Economics				#	#	#
Physics			√	#	#	#
Chemistry			√	#	#	#
Biology			√	#	#	#
Chinese Literature				---	#	#
Business, Accounting and Financial Studies				#	#	#
Home Economics	√	√	√			
Computer Literacy	√	√	√			
Tourism and Hospitality Studies				#	#	
Information and Communication Technology				#	#	#
Visual Arts	√	√	√	#	#	#
Physical Education (HKDSE)				#	#	#
Physical Education (General)	√	√	√	√	√	√
Music	√	√	√			
Putonghua	√	√				
Class Periods / Moral and Civic Education / OLE	√	√	√	√	√	√

: Elective Subjects

SUPPORT FOR STUDENT DEVELOPMENT

Student Discipline

The Discipline Committee oversees student discipline and ensures that students comply with school rules. It also teaches students how to deliberate on complex issues and solve problems with the aim of promoting a positive school discipline culture and creating a safe and healthy school environment.

- 53 students from S2 to S5 were appointed as Prefects to patrol the classroom before roll call and during lunchtime to maintain order in the school. Teachers performed the same duty during the morning, break, lunch and after school. All teachers were responsible for campus duty every school day. The Discipline Committee prioritized improving students' image. Regular checks on students' hairstyles and uniforms were conducted with the assistance of class teachers. Problems regarding students' appearance and conduct were addressed immediately to ensure effectiveness.

- Courtesy Schemes (S1-S4) were introduced in November 2024 and May 2025. These schemes are designed to encourage students to comply with classroom rules and to enhance their learning effectiveness. Prior to the start of the programme, consultation meetings were held with representatives of the class committee.
- One junior form and one senior form student were awarded the Ho Lap College Alumni Association Scholarships (Commendable Behavior Award).
- A prefect leadership training camp was organized on 1/3/2025 as part of the Health Scheme organized by TWGHs-ICAPT. The camp aimed to improve the problem-solving skills and team spirit of all prefects.
- The "Inter-class Cleanliness Competition" was organized to foster students' responsibility and encourage them to take responsibility for environmental issues.
- To create a safe and supportive environment for individuals, an anti-bullying program was organized with Community Education and Crime Prevention Service (Side by Side). Students can raise awareness of school bullying and its effects on physical and mental health, and develop their empathy through interactive activities.

Student Counselling Committee

The Student Counselling Committee aims to provide Ho Lap students with a supportive environment and life education tailored to their individual needs. We design activities through which students can enhance their resilience, problem-solving skills, and confidence, making their school life more fulfilling.

- The committee worked closely with social workers from the Boys' and Girls' Clubs Association to provide individual student counselling sessions, enabling students to help themselves.
- Our school aimed to strengthen the tripartite connection between teachers, students, and parents in order to build a positive campus culture. We practised positive education through various activities, such as workshops and seminars.
- Our school has joined the "Healthy School Programme with a Drug Testing Component" (2024 - 2027). Through organizing different types of school-based activities, such as adventure activities, community services, activity days, and drug testing measures, we helped strengthen students' awareness of the harm of drug abuse and encourage them to develop a healthy lifestyle.
- Our school has participated in MindHK's iACT programme, providing vital mental health support to our junior form students. The initiative offered professional, short-term psychological services to those experiencing mild to moderate emotional difficulties. Through the guidance of trained Wellbeing Practitioners, students gained practical tools to manage stress, enhance resilience, and foster emotional well-being. This collaboration underscores our ongoing commitment to prioritizing student mental health and creating a supportive learning environment that promotes personal growth and academic success.
- 68 students from S.2 to S.5 joined the Peer Counsellor Programme. Through school-based training, team-building activities, and services such as S.1 orientation activities, S.1 parties, S.1 to S.6 class competitions, and various gratitude activities, peer leaders helped strengthen school cohesion and promote positive values among students.
- Stress management talks, life education workshops and expressive arts were organized for S.1

to S.6 to help them learn the ways to recognize, understand, and manage their emotions, which helps them respond to stress in healthier ways.

- Different types of workshops were organized for S.1 to S.5 students to provide a proper channel for sex education and promote awareness of healthy and safe internet use, as well as enhance communication skills.

Career and Life Planning

The Careers and Life Planning Committee focuses on supporting students at various school levels. In junior secondary, we help students explore their interests. As they progress to senior secondary, we provide information about further studies and different work environments.

We recognize that students have diverse learning needs, so we offer tailored career counselling to meet these varying requirements. Additionally, we assist students in understanding the world of work by providing work-related learning experiences. This approach broadens their horizons and prepares them to navigate an ever-changing world. Individual counselling was provided by our Committee to all S.5 and S.6 students on JUPAS applications to help them set their personal goals and explore different education and career options.

- An outing to the HKTDC Education & Careers Expo 2025 was organized for all S.5 students to explore cross-border development and deepen their understanding of national policies and regional integration, with a focus on career and education prospects in Mainland China.
- A thematic educational talk was organized for the parents of S.5 and S.6 students, providing the latest information on further studies and career opportunities.
- A talk on S.3 streaming and multiple pathways was organized to keep both students and their parents well-informed about their choices and potential prospects. 77% of S.3 students who were promoted to S.4 were placed in all their top three elective preferences.
- A workplace visit was organized for all S.2 students on Life-wide Learning Day to provide them with first-hand experience of a real working environment and a better understanding of various job roles in practice.
- Students found that the activities and programmes organized throughout the year helped them establish their career goals and set tentative occupational preferences and related study targets.

The Moral, Civic and National Education

The Moral, Civic, and National Education (MCNE) Committee organises moral education lessons, life-wide learning activities, community service initiatives, and exchange programmes to foster students' civic consciousness, positive values and attitudes, and a sense of national identity.

The Committee systematically and comprehensively promotes national education and national security education through approaches such as "organic integration," "natural connection," and "diversified strategies." The Committee conducts weekly national flag-raising ceremonies, during which the national anthem is played and sung to demonstrate respect for the country. The Principal, Vice-Principal, and MCNE teachers deliver speeches on topics including recent developments in our country, Chinese culture, Chinese history, and the establishment of the HKSAR during "the speech under the national flag" following the raising of the national flag and the playing and singing of the national anthem. These activities are designed to enhance students' sense of belonging to our country, their affection for the Chinese, and their sense of national identity.

Furthermore, the Committee coordinated student participation in inter-school competitions pertaining to national education and national security education. These included,

The Territory-wide Inter-school National Security Knowledge Challenge (全港學界國家安全常識挑戰賽), jointly organised by the Department of Justice and the Hong Kong Shine Tak Foundation;

The Basic Law Quiz Competition 2024-25 (有問有答《基本法》問答比賽), organised by the Committee on the Promotion of Civic Education;

the "Interfaces with the Belt and Road Initiative" Integrated Abilities Competition 2024 (「一帶一路・與我何干」綜合能力比賽 2024), organised by the Belt and Road Pioneer; and

The "National Security Good Student Quiz Competition" (「國安好學生問答比賽」中學生愛國教育主義問答比賽) was organised by the Love U All Charitable Foundation.

Participation in these national education competitions enables students to acquire practical experience in applying knowledge related to national security concerns.

This year, the committee collaborated with the Academy of Chinese Studies (中國文化研究院) to present the rich civilization of ancient China to students through a novel approach, integrating diverse themes and perspectives. Our school organized a lion dance and experience event (舞獅表演及體驗活動), an interactive session on Chinese culture and history utilising traditional attire (從華服看中國文化及歷史互動表演), and a lecture on the "beauty" of traditional Chinese architecture (中國傳統建築的「美」互動講座). These initiatives aimed to enhance students' national identity by engaging them with cultural traditions, providing insights into the historical significance of traditional clothing, and emphasising the artistic value of iconic Chinese structures.

To deepen parents' appreciation of Chinese culture, our school hosted the event "Chinese Cultural Talent Show and Poon Choi Feast," inviting them to participate. The evening featured a Sichuan opera face-changing performance with interactive elements, opportunities to try on traditional costumes for photos, and explanations from parent volunteers about the cultural significance.

In June 2025, the school was invited by the Education Bureau and the Police Force to participate in the "National Security Express NSpeed" promotion event (「國安快遞 NSpeed」宣傳車). During this occasion, Mr. Tang Ping-keung, Chris, the Secretary for Security of the HKSAR, along with several distinguished guests, visited our premises to tour the "National Security Express NSpeed" vehicle. Interactive activities were held to improve students' understanding of national security. Additionally, Secretary Tang and the guests engaged in a traditional Chinese cultural workshop with students, experiencing traditional Chinese paper-cutting and lacquer fan-making.

The Committee organise study tours for students to stimulate their interest in understanding Chinese culture and the latest developments of the country. All Form 3 students and 13 teachers of our school participated in the mainland exchange program organized by the Education Bureau - "Guangzhou Sun Yat-sen's Deeds and the 1911 Revolution Exploration Tour" (「同根同心」內地交流計劃 -- 「廣州孫中山事蹟及辛亥革命歷程探索之旅」). During this tour, teachers and students explored in depth the important revolutionary attractions closely related to the 1911 Revolution and Mr. Sun Yat-sen. The core purpose of this trip is to allow students to have a deep understanding of the glorious deeds of the 1911 Revolution and Mr. Sun Yat-sen, and to cultivate their perseverance and courage to take responsibility.

In April 2025, 31 teachers and students visited our sister school, Guangzhou Zhixin High School Pazhou Experimental School. Both schools' teachers and students shared a lovely musical performance called "Odes of the Hong Kong River, Echoes of the Pearl River." The students played beautifully together, creating a melodious show that earned heartfelt applause. This exchange brought the schools closer together and strengthened their friendship, opening a new chapter in their educational journey!

Moreover, the Committee also arranged for students to participate in various charity work to encourage students to show love and care for the needy in society. These included,

“Community Love Soup” (社區愛心湯)

"Green School Together - Mountain and Sea Cleanup and Nature Learning Activities"(「綠校同行」-- 山海清潔與自然學習活動)

“Sha Lo Tung Alien Species Removal Operation” (沙羅洞外來物種清除行動)

"Old City Exploration - Community Education Activities 2025" (舊城探究 - 社區教育活動 2025)

Engaging in community service allows students to strengthen their problem-solving skills, gain practical insights, and develop cultural awareness. These experiences cultivate a sense of responsibility and civic engagement, motivating students to become active and informed citizens.

The Committee launched the “HLC Parent Academy”, promoting parental growth and enhancing parent-child bonds through various seminars and courses. This year's offerings include:

Star Parent Seminar - Ms. Mak Ho Siu-kuen, gave a lecture titled "How to Cultivate Children's Self-Confidence and Self-Learning Ability."

Mr. Kwok Kai-chun, Service Supervisor at the Positive Education Research Laboratory, City University of Hong Kong, presented on "How to Discuss Career Planning with Children."

Narrative-Based Parent Group - Facilitates in-depth parent-child communication through narrative therapy.

These initiatives aim to equip parents with valuable skills and knowledge, fostering effective communication and understanding within families. Participants can engage in workshops on child development, conflict resolution, and positive parenting strategies.

CO-CURRICULAR ACTIVITIES

1. Co-curricular activities in the school are categorized as follows:

- * Houses: Red House, Green House, Yellow House and Blue House (13 Competitions)
- * Students' Union: Executive Committee and Students' Senate
- * CCA Clubs, Societies, Interest Groups and Academic Clubs:

Interest Groups	Aesthetic Groups	Academic Teams
Airsoft Club	Chinese Orchestra	English Reading Club
Gardening Club	Chinese Musical Instruments Training Courses	Debate Team (Chinese)
STEAM Club	Dance Club	Debate Team (English)
Board Game and Chess Club	Drama & Musical Club	
Scrabble Club	Choir	
ACG Club		
Astronomy Club		

Academic Clubs	Service and Uniform Groups	Sports Groups
Mathematics Society	Students' Senate	Sports Association
Chinese Society	Students' Union	Badminton Training Course
English Society	Student Librarians	Tennis Training Course
Science Club	Student Docents	Basketball Training Course
Putonghua Club	Prefect Society	Football Training Course
Chinese History Club	Peer Counselor	Girls Volleyball Training Course
Music Club	Environmental Protection Ambassador	Athletic Training Course
Computer and IT Club	C.Y.C.	Swimming Training Course
Economics and EPA Club	Scout	Handball Training Course
BAFS Club	Red Cross Youth Cadet	Table Tennis Training Course
History Society	Hong Kong Adventure Corps	Table Tennis School Team
Geography Club	Girl Guides	Fitness Club
Citizenship & Social Development Club	Photography & Stage Management Club	Swimming School Team
Visual Arts Club	Sik Sik Yuen Flag Guard	Girls Basketball School Team
Home Economic Club	J.P.C.	Boys Basketball School Team
Tourism & Hospitality Studies Club		Boys Handball School Team
		Boys Football School Team
		Badminton School Team
		Athletic School Team
		Girls Volleyball School Team
		Rugby School Team

2. Major Co-curricular Activities during the Year

Students' Union	Sports	Inter-house Activities	Others
SU Forums	S.1 Inter-class Ball Game Competition	House Election	Life-wide Learning Day (S.1-5)
SU Election Day	S.2 Inter-class Ball Game Competition	Boys Football Competition	Blood Donation Day
SU Annual General Meeting	S.3 Inter-class Ball Game Competition	Boys Basketball Competition	Activity Day
Students' Senate Meetings	S.4 Inter-class Ball Game Competition	Girls Basketball Competition	CCA Recruitment Day
SU Funfair	S.5 Inter-class Ball Game Competition	Boys Handball Competition	Post-exam Activities
Talent Show	S.6 Inter-class Ball Game Competition	Table Tennis Competition	Singing Contest
	Sports Day	Cheering Team & Performance Competition	School Picnic (S.1-6)
	P.E. Week	Badminton Competition	Cultural Exchange Tours
	Teacher-student Basketball Competition	Girls Volleyball Competition	
	Teacher-student Football Competition	Musical Competition	
	Rugby Promotion Week	Scrabble Competition	
	School Team Training Camp	Jump Rope Competition	
	Swimming Gala		

Participation in Inter-school Events; Uniform and Social Services Groups

Students participated actively in inter-school events, uniform and social services groups to nurture their self-management and multiple intelligences.

Inter-school Events	S.1 to S.3			S.4 to S.6			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Choir	47	32	29	6	/	6	53	32	35
Musical Instruments	147	163	142	11	8	15	158	171	157
Speech Festival (Chi.)	28	15	18	13	9	12	41	24	30
Speech Festival (Eng.)	33	25	19	36	22	14	69	47	33
Dance	20	14	3	0	1	8	20	15	11
Drama	30	7	15	91	15	71	121	22	86
Football	30	21	24	20	24	26	50	45	50
Swimming	8	4	5	3	4	10	11	8	15
Handball	23	31	27	23	17	13	46	48	40
Volleyball	21	15	18	10	8	7	31	23	25
Table Tennis	9	10	10	10	8	2	19	18	12
Basketball (Girls)	10	10	14	6	6	9	16	16	23
Basketball (Boys)	28	25	28	22	11	14	50	34	42
Athletic	33	35	26	33	20	28	66	53	54
Badminton	21	26	21	21	15	22	42	39	43
Rugby	0	0	17	0	0	0	0	0	17
Total	488	433	416	305	168	257	793	601	673

The number of students participating in uniform and social services groups is as follows:

Uniform / Social Services Groups	Number of Participants								
	S.1 to S.3			S.4 to S.6			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Scout	59	40	32	24	15	8	83	55	40
Girl Guide	31	36	35	30	22	24	61	58	59
Red Cross Youth Cadet	37	40	40	39	58	48	76	98	88
Hong Kong Adventure Corps	35	36	36	/	/	1	35	36	37
C.Y.C.	3	8	8	9	8	3	12	16	11
J.P.C.	5	1	8	0	/	1	5	1	9
Sik Sik Yuen Flag Guard	/	13	23	/	3	1	/	16	24
Total	170	174	182	102	106	86	272	280	268

Number of times students served the community through the following activities is listed below.

Social Services	Number of Times		
	22-23	23-24	24-25
Flag Selling	120	63	0
Blood Donation	48	31	28
Visits and Services	19435	21378	23515
Wong Tai Sin Temple Docents	20	32	37
Total	19,623	21,504	23,580

LIAISON WITH PARENTS

Parent-Teacher Association (PTA)

During the year, the AGM was successfully held in October. In the AGM, a thematic talk on positive education was also arranged. A visit to Tai Sui Yuen Chen Hall in Wong Tai Sin Temple was smoothly organized in December 2024. The Parent Manager Election for 2025-2027 was successfully elected in June 2025.

As close partners of the school, PTA committee members and parent volunteers gave great support to help out in school activities, such as Fruit Week game booths and Fruit Party.

Parents' Meeting

The school aims to enable parents and teachers to have a deeper understanding of the students' learning at home and at school.

This year, four Parents' meetings and one Parents' Day were held. Listed below were the details of Parents' meetings.

Date	Nature	Target	Topic
4 th October 2024	Talk and Parent-teacher dialogue	S1-S2	Thematic talk on Positive Education
10 th October 2024	Talk and Parent-teacher dialogue	S5-S6	Briefing on Multiple Pathway and information on JUPAS
8 th November 2024	Talk and Parent-teacher dialogue	S4	Thematic talk on Positive Education
12 th December 2024	Talk and Parent-teacher dialogue	S3	Briefing on Senior secondary curriculum and arrangement of selection of elective subjects

Parents' Programme

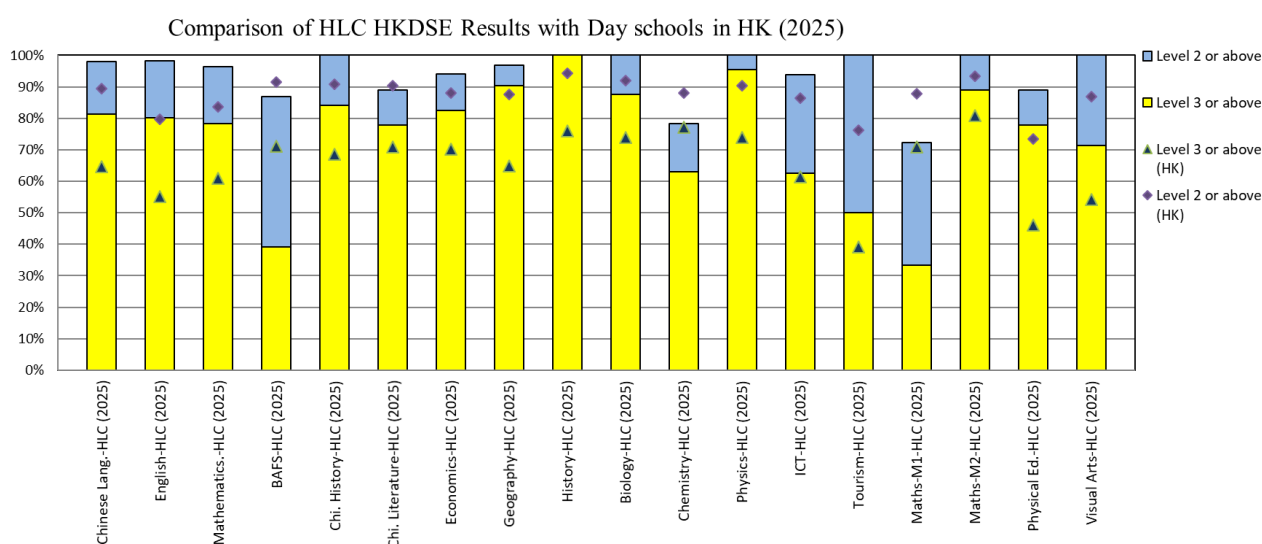
A Certificate Programme in Acupressure First Aid for parents was successfully held in March. A parenting support programme on Mental Health, which consists of five sessions, was organized to assist parents about how to support their children in different aspects and build a harmonious family.

STUDENT PERFORMANCE

1. Public Examination

Our S6 students have achieved remarkable results in the 2025 HKDSE, with 35 students attaining 5**/ 5 * and 69 students achieving Level 5.

The percentage of students attaining 332A in core subjects was about 70%, which exceeded the territory-wide standard, while an impressive 91.4% of students achieved Level 2 or above in five subjects. Additionally, the number of students achieving Level 3 or above in 15 subjects, Level 4 or above in 11 subjects and Level 5 or above in 9 subjects exceeds the territory-wide standards.



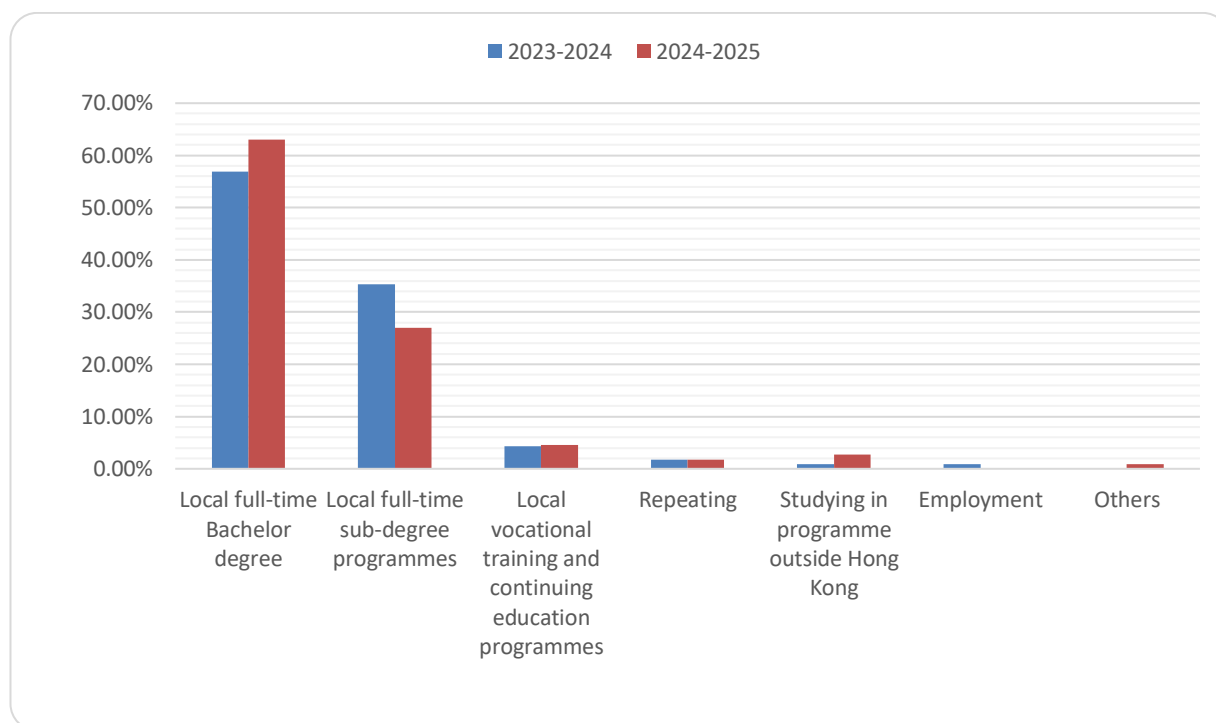
JUPAS 2025

- The university admission rate under the JUPAS system was about 64% this year.
- Some examples of our notable programme offers include:

HKU	Bachelor of Medicine and Bachelor of Surgery
HKU	Bachelor of Laws
HKU	Bachelor of Nursing
CUHK	Professional Accountancy
CUHK	Integrated Bachelor of Business Administration Programme
CUHK	Geography and Resource Management
HKUST	BBA in Professional Accounting
HKUST	Department of Computer Science and Engineering
PolyU	BSc (Hons) in Physiotherapy
PolyU	BEng (Hons) in Civil Engineering

2. Overall Situations of Exit Students

Percentage of S.6 Students in the Following Categories



2024 – 2025		
Category	Number of Ss	Percentage
Local full-time Bachelor degree	70	63.06%
Local full-time sub-degree programmes	30	27.03%
Local vocational training and continuing education programmes	5	4.50%
Repeating	2	1.80%
Studying in programme outside Hong Kong	3	2.70%
Employment	0	0.00%
Others	1	0.90%
	111	100.0%

3. 2024-2025 Awards and Achievements:

Competitions / Events	Prizes / Details
National Marine Biodiversity Institute of Korea The 6th MABIK Science Fair	Bronze Award 5C Wong Yu Ting 5C Chan Kam Hei 5C Lo Sum Man 5B Long Tsz Ki
International Chamber of Sustainable Development Youth Sustainability Research Action Scheme	Best Presentation Award 5D Chiu Yan Yue 5D To Yan Ting
Sir Edward Youde Memorial Prizes for Senior Secondary School Students	6C So Man Hin 6D Lee Chun Kit
East Kowloon Youth Society 18 th Wong Tai Sin District Outstanding Students' Selection	Junior Secondary School Category – Excellent Student 2A Wong Lok Yi Senior Secondary School Category – Outstanding Student 5D Chung Yan To 5D Mao Yansu Community Service Award 5D Mao Yansu
香港道教聯合會『信善紫闕玄觀獎學』	4C Lam Kam Ching 3A Lai Lok Lam 2A Zamora Princess Megan Angela
黃大仙文志獎學金	最顯著進步獎(2024 – 2025) 5A 洪巧欣
2024 CYLF Talent Development Scholarship	5D Mao Yansu
Education Scholarships Fund Committee	Chan Lap Prize 5D Tang Sheung Ying 6D Lee Chun Kit 6D Leung Chung Kiu Chung Cheong Scholarship 6C Xiao Luo Tong Wong Shui Scholarship 3A Yu Ran 4C Lam Kam Ching 5D Chung Yan To 6C Xiao Luo Tong

Competitions / Events	Prizes / Details
2024-2025 黃大仙區 學生飛躍表現獎勵計劃	學業獎 2A Chong Ka Lam 3B Hung Yik Lok 5C Yim Chi 服務獎 2B Foo Wai Shun Wilson 藝術獎 4C Cheung Tin Wing 運動獎 2D Chun Cheuk Yan
The English Association of Asia - Canadian English Writing Competition 2024-25 (Arch Cup) live Preliminary Competition	Secondary 1-3 group - Silver Award 1C Cheong Hoi Kwong Secondary 4-6 group - Bronze Award 5C Leung Wing Hin Darbin
Canadian English Writing Competition 2024-25 (Arch Cup) live Semi-final Competition	Secondary 4-6 group - Bronze Award 5C Leung Wing Hin Darbin
i-Learner Cross-Curricular online learning	S1-3 Grand Award 1A Tian Zhenhao 3A Yip Wing Yan
Joint-school English Public Speaking Contest	Junior Category - 2nd Runner-up 2A Khan Imsaal Senior Category -2nd Runner-up 4D Chan Lok Ki
Hong Kong Art Education Association Pegasus Cup 2024-2025 (Hong Kong Chinese and English Writing Competition)	Senior Secondary - English (Topic 5) Certificate of Excellence 4C Cheung Tin Wing
Hong Kong Schools Music and Speech Association 76 th Hong Kong Schools Speech Festival	Solo Verse Speaking – Second Place 5A Butt Muhammad Owais
香港學校音樂及朗誦協會 第七十六屆校際朗誦節	詩詞獨誦粵語女子組中學四年級 4B 梁熙悅 亞軍 詩詞獨誦粵語女子組中學五、六年級 5C 吳昕瞳 亞軍
東九龍青年社 - 「由字及興」青年語文問 答比賽	高中組 季軍 5C 盧心敏 5C 吳昕瞳 5D 鍾欣陶 5D 劉煜健 5D 杜駿樂 5D 鄧尚盈
國際兒童文化藝術發展協會 2024 國際兒童及青少年徵文大賽	高中組 4C 張天穎 金獎

Competitions / Events	Prizes / Details
香港浸會大學 香港浸會大學第十三屆大學文學獎	中學新詩組 6C 蕭灝桐 少年作家獎
香港文藝教育協會 天馬盃 2024-2025 全港中學中文寫作比賽	高級組 4C 張天穎 銅獎
智慧之星香港文化協會 第五屆香港青少年及兒童徵文大賽中文組	青少年組 4C 張天穎 金獎
智慧之星香港文化協會 第六屆香港青少年及兒童徵文大賽 2025	中學組 4C 張天穎 冠軍
語常會支持 信報主辦 說好香港故事大行動	高級組最佳文章及最佳短片獎項 4C 林錦青 4C 黎梓源 4D 林嘉宜
電影、報刊及物品管理辦事處 《淫褻及不雅物品管制條例》口號創作比賽 2024-25	4D 何柏林 優異獎
Po Leung Kuk 27 th Hong Kong Mathematical High Achievers Selection Contest	3rd Class Honour 3B Ng Ka Shing
Education Bureau 42 nd Hong Kong Mathematics Olympiad	Honourable Mentioned Certificate 5D Li Chun Yip 5D Yeung Ching Wang
世界奧林匹克機械人競賽委員會 2024 香港區選拔賽	高級組 Game 項目 季軍 6C 董汶坤 6C 盤展希 6C 羅啟宇
創意動力教育協會、香港科學館 智能機械由我創 2025	創意賽 高中組 亞軍 4C 林俊銘 4D 陳衍璵 創意賽 初中組 冠軍 3B 姚演 3D 黃錦添 常規賽 初中組 亞軍 2A 魏晞樂 2A 許震霆 2A 楊淇欣
R-kids Educational Centre Ltd 亞太機械人聯盟競賽香港區選拔賽	空中速遞接力任務賽高級組 亞軍 4D 陳衍璵 4D 林柏曦 6C 董汶坤
世界奧林匹克機械人競賽委員會 2025 香港區選拔賽	高級組 Game 項目 季軍 4C 林俊銘 4D 陳衍璵

Competitions / Events	Prizes / Details		
EDB Junior Secondary Science Online Self-learning Scheme 2025	1B	Chan Chun Kei	Gold Award
Hong Kong Polytechnic University "Pioneering the Moon: From Exploration to Base Construction - Lunar base Design Competition 「開拓月球：從探索到基地建設」月球基地設計"	Certificate of Merit 4A 4A 4A 4C	Cheung Tin Yau Lau Renee Wong Tsz Ying Lau Yu Kwan	
「野外動向 HK Discovery」與「香港地質學會」合辦 第二屆全港中學地質大搜查學界比賽	金獎 3B 3B 3B	Ho Chantal Ka Ki Xie Ho Lam Yan Ka Hang	
九龍東區各界聯會及民政事務總署 我的人生 MAP「創業就業實踐」	最佳商業計劃獎 5A 5C 5C 5C 5C 5C 5D	伍淑娟 鄧唏彤 何雯欣 李佳怡 楊立欣 嚴熾 黎俊業	
香港及歷史文化教育協會 2024-2025 年度香港中學文憑試中國歷史科聯校模擬考試	6C	蘇文軒	全港第一名
亞太藝創文化協會 2024 亞太區文化藝術創作比賽 2024	高級組 4C	張天穎	冠軍
東九龍青年社 青年與你 2024—「賀國慶·慶回歸」創意設計比賽	高級組 4D 6B	曾曉彤 羅曉欣	優異獎 優異獎
基督教家庭服務中心 Bear Your Mind 插畫比賽 2024	高級組 4C	張天穎	季軍
藝術之翼文藝協會 全港青少年兒童冬季藝術比賽 2024	高級組 4C	張天穎	金獎
香港青年創藝協會 藝術家の靈感筆記—青少年兒童創藝繪畫大賽 2024	高級組 4C	張天穎	銀獎
九龍倉全港中學生繪畫比賽	高級組 5D 5D 5D 5B	李依婷 毛妍蘇 毛妍蘇 郭穎宜	優異獎 冠軍 「城市活力：藝術與光影」特別獎 入圍獎
教育局	5D 5D 6A	李依婷 毛妍蘇 余慧妍	入圍獎 嘉許狀 入圍獎

Competitions / Events	Prizes / Details
學生視覺藝術作品展	中學 A 組 銅獎 1A 田振皓 2A 黃伊浚 2C 鄺萌萌 2A 徐東賢 2C 何卓庭 2D 陳楚瑤 3A 姜翼鳴 3B 梁開能 3C 陳奕霖 3C 余雪瑩 3C 鄧雅玲 3C 徐嘉欣 3D 馮智傑 4C 梁子晴 4C 伍悅明 4C 鄧心妍 5A 陳子猷 5A 呂雪柔 6A 李澤港
香港學校音樂及朗誦協會 第七十七屆香港學校音樂節	中樂小組合奏 - 中學組 銀獎 1A 譚樂軒 1A 田振皓 2A 黃伊浚 2A 徐東賢 2C 何卓庭 2A 李紫瑩 3A 姜翼鳴 3A 曾梓健 3B 梁開能 3C 陳奕霖 3C 余雪瑩 3C 鄧雅玲 3C 徐嘉欣 3D 馮智傑 4C 伍悅明 4C 鄧心妍 5A 陳子猷 5A 呂雪柔

Competitions / Events	Prizes / Details
香港學校音樂及朗誦協會 第七十七屆香港學校音樂節	二胡獨奏 - 初級組 1A 譚樂軒 銀獎 大提琴獨奏 - 高級組 1A 田振皓 銀獎 琵琶獨奏 - 初級組 1D 黃思遠 銀獎 笛獨奏 - 中學 - 初級組 3D 馮智傑 銀獎 鋼琴獨奏 - 五級 4C 伍悅明 銀獎 笛獨奏 - 中學 - 中級組 4C 鄧心妍 金獎及亞軍 鋼琴獨奏 - 八級 4D 周奕圻 銅獎 二胡獨奏 - 高級組 5A 陳子猷 銅獎 結他獨奏 - 高級組 5A 孫曉晴 銀獎

Competitions / Events	Prizes / Details
香港聯校音樂協會 聯校音樂大賽 2025	中學合唱團(挑戰組) 銅獎 1A 陳梓桐 1A 趙靖寧 1B 陳振旗 1B 李樂彥 1B 譚紫蕎 1B 黃紫慧 1C 陳煒翹 1C 林梓軒 1D 鄺瑤 1D 梁凱程 1D 黃思遠 2A 黃伊浚 2A 徐東賢 2A ZAMORA PRINCESS MEGAN ANGELA MAYO 2B 何美玲 2B 黃思琴 2B 周卓盈 2C 譚心柔 2D 鍾啟幫 2D 吳佳昱 3B 陳鈞鴻 3B 何加淇 3B 吳鎬言 3B 甄嘉衡 3B 周茜汶 4A 張天佑 4A 劉倬僮 4A 李藝琳 4A 張雅詠 4B 梁熙悅 4C 黃綺晴
香港學界舞蹈協會 第六十一屆學校舞蹈節中學組當代舞	甲級獎 2A Khan Imsaal 3A 黎洛霖 4B 梁晞妍 4B 趙玥兒 4B 鄺頌珊 4C 吳梓綺 2B 林丹婷 4C 陳繪琴 5D 曾嘉琳 4D 翁麗琪

Competitions / Events	Prizes / Details
中國香港學界體育聯會 中學校際田徑比賽	1500m Boys A Champion 6A 陳嘉樂 800m Boys A 1st runner up 6A 陳嘉樂 Shot Put Girls A 2nd runner up 6A 黃苡琳 High Jump Boys A 1st runner up 6B 謝俊杰 100m Hurdles Boys B 1st runner up 3D 李奕橋 100m Hurdles Girls B 1st runner up 3D 李芷晴 1500m Boys C Champion 2A 劉奕希 800m Boys C 1st runner up 2A 劉奕希 400m Boys C 2nd runner up 2C 王浚晞
中國香港學界體育聯會 中學校際乒乓球比賽	Boys B 2nd runner up 2A 歐陽希 3A 吳宇謙 3B 洪奕樂
中國香港學界體育聯會 中學校際籃球比賽	Girls C 1st runner up 2B 陳映霖 2D 蔡巧晴 2D 李佳洛 1A 蔡佳穎 1B 何梓熒 1B 蘇曉恩 1C 陳煒翹 1C 莊芷詠 1C 譚琛懿 1C 王子欣 1C 王悅慧
中國香港欖球總會 賽馬會校際欖球邀請賽 2025 (中學組)	Girls Junior Bowl Champion 1A 蔡佳穎 1A 魏芷昕 2A 黃樂妍 2A 楊淇欣 2C 陳雅悠 2C 王穎芯 2D 李佳洛 2D 蔡巧晴 3D 李芷晴

Competitions / Events	Prizes / Details
中國香港欖球總會 賽馬會校際欖球邀請賽 2025 (中學組)	Boys Junior Plate Champion 2C 陳家裕 2D 陳梓樂 2A 洪煒量 2A 吳璟儔 2A 陳佳 2C 龔浩球 2C 黃子堯 2D 曾勺芒 2D 黃靖桐 2C 李嘉銘 2D 呂文迪
屈臣氏集團 屈臣氏集團香港學生運動員獎	優秀學生運動員 5C 江慶財
Environmental Campaign Committee Student Environmental Protection Ambassador	Excellence Award 5C Wong Yu Ting
童夢同行 香港學生服務領袖選舉 2023-24	香港十大傑出學生服務領袖 6D Mahnoor Qasim
EDB "Reading is like..." Creative Sentence Writing Competition	English category Outstanding Award 6C Lui Suet Yi Zoie
香港創意閱讀教育協會 第八屆香港學生創意閱讀報告比賽	中學組「平面繪畫組」 冠軍 2A 吳心柔 中學組「平面繪畫組」 優異獎 2A 楊淇欣 中學組「平面繪畫組」 優異獎 3B 施梓瑤 中學組「平面繪畫組」 優異獎 4C 陳繪琴
香港大公文匯傳媒集團 「第四屆全港青少年中國文化和旅遊知 識競賽」	最踴躍參與學校獎

Major Concerns for the Year 2024-2027

1. To empower students to become proactive learners.
2. To cultivate lifelong learning mindsets and habits for enhancing capacities to strive for excellence in life.

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

1. To Empower Students to Become Proactive Learners

Achievements
<ul style="list-style-type: none"> ● The school has clearly implemented effective strategies to enhance students' language proficiency. Regular public speaking opportunities, such as presentations and discussions, were integrated into lessons. According to the Academic Committee teacher survey, an impressive 93.9% of teachers agreed that students had ample chances to practice their public speaking skills. Additionally, language-related extracurricular activities—including debates, writing contests, and drama performances—were actively promoted, with 78.8% of teachers noting improvements in students' language proficiency. However, the Stakeholder Survey (SHS) revealed that only 67.3% of students felt that teachers frequently organized activities to enrich their language skills. This discrepancy highlights the need for more engaging and diverse activities to further enhance students' language learning experiences. ● To enhance students' learning motivation, collaboration among subjects and committees has facilitated effective curriculum planning. The use of educational videos and self-paced learning materials on e-learning platforms has successfully connected learning content to students' daily lives, increasing relevance and application. According to the Stakeholder Survey (SHS), 72.3% of students felt encouraged by their teachers to overcome learning challenges, and 69.4% agreed that teachers provided strategies such as pre-lesson preparation and using concept maps. However, only 57.7% of students reported active engagement in their learning. From the teachers' perspective, just 49.2% agreed that students took the initiative to learn. Additionally, only 57.4% of parents felt that their child was proactive in their learning, with a mean score of 3.5, ranking 5 out of 6. These findings underscore the need for additional strategies to foster intrinsic motivation and encourage students to take greater initiative in their learning. ● The development of students' learning skills was supported by integrating graphic organizers into lessons and adopting experiential and inquiry-based learning approaches to cultivate essential skills. According to the Stakeholder Survey (SHS), 93.1% of teachers reported frequently teaching strategies such as pre-lesson preparation and the use of online resources. However, only 60% of students indicated that they knew how to apply these strategies effectively, highlighting a gap between instruction and students' ability to implement these skills independently. ● Efforts were made to strengthen students' learning confidence through student-centered learning strategies and participation in external competitions and activities. Teachers provided detailed and timely feedback to guide students, which is reflected in the Stakeholder Survey (SHS), where 72.3% of students felt encouraged to overcome difficulties. However, only 53.2%

of students expressed confidence in their learning abilities, and just 50.9% of teachers believed that students were confident learners. These findings indicate a need for more targeted initiatives to enhance students' self-esteem and confidence in their learning.

- The school has made significant efforts to promote students' interest in reading. Initiatives include organizing large-scale book fairs, themed book exhibitions, and engaging reading game booths. Additionally, some students participated in external reading competitions and received recognition for their achievements. A student survey conducted by the Library revealed that 62.5% of students enjoyed participating in reading activities and utilizing the school library. This enthusiasm has led to a greater interest in reading and a 25% increase in book borrowing compared to last year. Furthermore, 75.8% of students agreed that the school regularly holds reading events and book fairs, providing numerous opportunities for engagement. These findings indicate a marked improvement in the reading atmosphere at the school. Observations also showed that junior form students frequently spend time in the library after school for reading or self-study. Participants in the Hurray Reading Passport program were primarily from the junior forms, suggesting that a supportive reading environment has been established. Continued efforts will be essential to maintain and strengthen this positive trend.
- To foster a professional learning community and enhance teachers' knowledge and skills in empowering students to become proactive learners, our school has implemented numerous STEAM-related activities. This academic year, nearly every subject has incorporated at least one such initiative. Examples include designing and constructing an automatic lighting system in a greenhouse for S1 students and participating in initiatives like the QEF Thematic Network on "Promotion of STEAM Education by Infusing Mathematical Modelling into Secondary Mathematics." Additionally, we have established various professional learning communities both within and outside the school, further supporting our commitment to STEAM education.
- To facilitate e-learning, most teachers have been equipped with mobile devices and electronic whiteboards, enhancing lesson interactivity and engagement. They also utilize various e-learning platforms to support students' learning outside of school hours. According to our school-based IT learning survey, approximately 90.4% of students agreed or strongly agreed that they "often use information technology to enhance my learning efficiency," while about 84.0% agreed or strongly agreed that "the teacher effectively uses information technology to enhance our learning motivation."
- The Student Stakeholder Survey indicated that 67.6% of students agreed that "their teachers' questions inspire their thinking," with a mean score of 3.8 out of 5. Additionally, approximately 69.4% of students agreed that their teachers frequently provide feedback on their performance and guidance for improvement, coming close to our target of 70%. The Teacher Stakeholder Survey revealed that about 90% of teachers reported actively engaging students in inquiry-based learning and knowledge construction both within and outside the classroom.
- Furthermore, with the rapid development of AI in education, the English and Chinese departments have begun incorporating AI for self-marking and self-learning in students' writing tasks.
- The support from the sponsoring body and establishing corresponding professional learning communities has empowered teachers with the knowledge necessary to adapt to the rapid advancements in technology.

Reflection

- Students' language proficiency has improved, with 67.3% of students agreeing that learning activities were enriching, approaching the target of 70%. To sustain and accelerate this positive trend, teachers should continue offering diverse opportunities for students to practice, such as debate clubs, public speaking forums, and small-group discussions. Additionally, incorporating student presentations as a focus in lesson observations and regularly updating subject-based reading activities will promote inclusivity and further enhance engagement.
- While 72.3% of students felt encouraged by their teachers, only 57.7% actively engaged in learning, indicating a gap in self-driven motivation. Efforts should focus on aligning learning content with students' interests and everyday experiences. Exploring more online resources, collaborating with service providers to offer relevant courses, and introducing graded exercises along with diverse forms of homework can help sustain engagement. Additionally, gamified learning, peer-led projects, and interdisciplinary collaborations should continue to foster curiosity and enhance relevance.
- Regarding learning skills, while 93.1% of teachers actively taught strategies such as pre-lesson preparation and the use of online resources, only 60% of students reported applying these strategies effectively. To address this, workshops and follow-up sessions should be conducted to help students internalize and apply these strategies. Additionally, providing more opportunities for students to showcase their achievements both within and beyond the classroom will reinforce their skills and boost their confidence.
- Confidence in learning remains an area for improvement, with only 53.2% of students expressing confidence in their abilities and 50.9% of teachers agreeing that students are confident learners. To inspire confidence, mentorship programs that pair confident learners with peers needing additional support could be beneficial. Additionally, celebrating student achievements in competitions and projects can reinforce this sense of confidence. Teachers should continue providing positive and constructive feedback to help students recognize their strengths and take actionable steps for improvement.
- To promote holistic development, integrating a variety of learning activities—such as discussions, field visits, and oral presentations—into lesson plans will nurture active participation and a sense of accomplishment. Increasing opportunities for students to showcase their achievements will further encourage engagement and ownership of their learning. The ongoing practice of sharing effective teaching strategies among teachers has been successful and should continue to foster collaboration and innovation.
- Data from the Stakeholder Survey revealed that 52.9% of students engaged in leisure reading outside of class hours, while 42.4% of teachers agreed that students enjoyed reading. These figures highlight the need to allocate more time for leisure reading and offer a wider range of engaging activities to foster curiosity and interest. Regarding Reading across the Curriculum (RaC), 87.5% of Key Learning Areas (KLAs) provided relevant materials during Morning Reading Sessions. In a student survey conducted by the Library, 67.3% of students valued reading across subjects, noting that it deepened their understanding of subject content. However, not all KLAs met the criteria of implementing at least one RaC activity, indicating that further efforts are needed to fully achieve this goal. While 64.9% of students agreed that regular book recommendations from the library and teachers encouraged them to explore new books and topics, many KLAs reported a lack of regular opportunities for students to share their

reading experiences—such as through book reviews or peer recommendations. The APASO survey results showed that 79% of students enjoyed reading content from various subjects, underscoring the importance of providing time and platforms for students to exchange insights and reflections with their peers.

- This year, various subjects and committees have organized a range of in-class and extracurricular activities. Data from the Stakeholder Survey indicates that 67.9% of students and 91.5% of teachers believe the school actively fosters students' leadership abilities. Additionally, approximately 67.9% of students reported having opportunities to showcase their talents at school.
- However, a notable disparity exists in perceived student confidence: only 50.8% of teachers in the Teacher Stakeholder Survey felt that students' learning confidence had been strengthened. This suggests that students' self-confidence in learning is currently lower than teachers' expectations. To address this, we plan to introduce more cross-subject activities, enhance STEAM-related initiatives, and implement AI-empowered self-learning platforms, all aimed at further boosting student self-confidence.

Feedback and Follow-up

- To boost learning motivation, efforts should focus on aligning learning content with students' interests and everyday experiences. Teachers are encouraged to explore more online resources and collaborate with service providers to offer relevant courses. The use of graded exercises and diverse types of homework is recommended to sustain students' engagement. Gamified learning, peer-led projects, and interdisciplinary collaborations should also be continued to ignite curiosity and enhance relevance.
- To foster learning skills, teachers should guide students in applying effective strategies, such as using graphic organizers and engaging in inquiry-based learning, during regular lessons. Additionally, providing students with more opportunities to showcase their achievements both within and beyond the classroom will further strengthen their skills and boost their confidence.
- To build learning confidence, peer support activities can be introduced, allowing confident learners to assist their peers who need additional support during group tasks or collaborative projects. Teachers should celebrate student achievements in competitions and projects to inspire others. Additionally, providing positive and constructive feedback will help students recognize their strengths and take actionable steps for improvement.
- To promote holistic development, teachers should integrate a variety of learning activities—such as discussions, field visits, and oral presentations—into their lesson plans. Offering more opportunities for students to showcase their achievements will encourage active participation and foster a sense of accomplishment. Additionally, the ongoing practice of sharing effective teaching strategies among teachers has proven successful and should continue to enhance collaboration and innovation.
- The school will continue to strengthen its reading culture by introducing more creative and engaging activities, such as themed book fairs, author talks, and fun reading game booths. These initiatives aim to make reading enjoyable and engaging for all students while helping to develop their interest in reading. To further support Reading across the Curriculum (RaC), all Key Learning Areas (KLAs) will be encouraged to integrate at least one RaC activity and provide a broader range of materials during Morning Reading Sessions. Additionally, more opportunities

will be created for students to share their reading experiences, fostering a stronger reading community.

- The development of STEAM education is progressing steadily. To further enhance its impact, we recommend allocating additional resources and organizing a broader array of activities and competitions to engage students at all levels. This will be crucial in equipping them with essential 21st-century skills, including creativity, critical thinking, and problem-solving. Introducing more cross-curricular projects that integrate STEAM and AI empowerment can further improve teaching and learning effectiveness. Concurrently, establishing corresponding professional learning communities will empower teachers with the knowledge needed to adapt to the rapid advancements in technology.

2. To cultivate lifelong learning mindsets and habits for enhancing capacities to strive for excellence in life

Achievements

- To cultivate a lifelong learning mindset and empower students with habits that foster excellence, the school has created an environment that prioritizes care, well-being, and positive relationships. Throughout the year, 89.8% of teachers and 66.6% of students agreed that the school is a caring place, reflecting a nurturing foundation for growth.
- Different Leadership Training Camps help attendees to enhance their leadership and team work skills and maximizes their effectiveness for the school.
- To promote a healthier lifestyle among students, the school has officially launched a Morning Exercise Programme. This initiative aims to raise awareness of physical well-being and encourage daily movement as part of a balanced routine. As part of the programme, the school leadership team actively leads all students in a series of morning exercises during the morning assembly. These sessions are conducted regularly and have become an integral part of the school's commitment to fostering a culture of health and wellness.
- 68 S.2-S.5 students joined the Prefect Team this year. External resources like KOL leadership training (provided by Tung Wah Group of Hospital- ICAPT) aims to improve the problem-solving skills and team spirit of Prefects.
- More than 70% of stakeholders—including teachers, students, and parents—affirmed that the school effectively promotes mental (e.g. gratitude day, mental health booth etc.) and physical health (43 S5-S6 girls received HPV vaccines and 482 students received seasonal influenza vaccines). Moreover, with over 70% of students reporting they do not feel lonely. Additionally, over 70% of students and 75–80% of parents expressed positive views of the school climate and a strong sense of belonging. While 58.3% of students and 57.4% of parents agreed that students maintain a healthy lifestyle—including balanced study and rest, regular exercise, and stress management—the results indicate room for continued growth. These highlight the school's commitment to developing students' capacity to thrive not only academically, but holistically, as individuals prepared to strive for excellence throughout life.
- To further embed a culture of lifelong learning, a remarkable 90% of teachers and students agreed that the school's positive education workshops are effectively cultivating mindsets and habits essential for striving toward excellence. The school community also shows strong signs of resilience and self-improvement, with 69.7% of students affirming they try their best to overcome learning difficulties, and 69.4% regularly engaging in self-reflection to enhance their learning performance. Moral development remains a key pillar, with 70.7% of students,

66.1% of teachers, and an impressive 84.9% of parents recognizing the school's efforts to foster good character. Most notably, 90% of students believe they have developed a growth mindset—an invaluable foundation for pursuing excellence throughout life, e.g., 49 students obtained different types of scholarships and over 250 students participated in various external competitions.

- The Student Support Unit (SSU) has launched the Pupil Ambassadors Scheme on Positive Living and the Jockey Club Embrace Life Series 2.0 - Quality Mental Health Campus Project (for students), aiming to enhance students' self-confidence through various volunteer activities and nurture their leadership skills. Additionally, we implemented multiple intelligence training and interactive programs to stimulate critical thinking and self-discovery, thereby promoting both mental and physical well-being through healthy lifestyle initiatives.
- Career and Guidance Team has collaborated with Hong Kong Christian Service in February to organize the 'Mock DSE Result Release' for S6 students. This activity helped S6 students to be more well-prepared by exploring the simulated release of HKDSE Exam results and rehearsing mock interviews of different education institutions.
- The school's efforts in developing global citizenship are evident as students report an enhanced awareness of global issues and a broadened worldview. Leadership development also remains a priority, with 67.9% of students and a striking 91.5% of teachers agreeing on the effectiveness of the school's efforts in nurturing leadership capabilities. As part of these efforts, our school participated in a competition utilizing innovative technology to improve public mental health and facilitate the early identification of mental health concerns.
- The school-based national education and national security education curricula were completed. Teachers strengthened the school-based national education and national security education curriculum by fully incorporating the 'Curriculum Framework of National Security Education in Hong Kong' and 'National Education – Event Planning Calendar'. According to the SHS, 92% of teachers agreed that the school's curriculum strengthens student's sense of national identity and national security. According to APASO, 94% of students agreed they love the country and 92% of them agreed are proud to be a member of the country.
- The Moral, Civic, National and Education Committee has carried out 17 national education activities and competitions. Each student participates in at least three national education activities or competitions in 24-25. According to the survey, 70% of teachers agree that students have cultivated patriotism and national identity while 75% of students agreed that the school's curriculum strengthens student's sense of national identity and national security.

Reflection

- The school has made strong progress in cultivating lifelong learning mindsets and holistic development by fostering a caring environment and promoting mental and physical well-being. High engagement with positive education workshops and reflection activities (90%) reflects a deepening culture of self-awareness and growth. Students demonstrate resilience, moral development, and leadership, while global awareness and confidence are rising. However, areas such as healthy lifestyle habits and perceptions of student self-confidence—especially from teachers and parents—indicate room for further enhancement. Overall, the school is nurturing confident, reflective, and capable individuals prepared to strive for excellence.

- Students showed remarkable initiative and responsibility in completing all competition activities. They not only earned awards but also formed meaningful friendships, strengthened their determination, and built greater self-confidence. Our school strongly encourages students to participate in various competitions, as these opportunities effectively foster exploratory skills, innovative thinking, and teamwork.
- For the ‘Mock DSE Result Release’ activity, more than 80% S6 students of the students reflected that they learnt tips from the mock interviews to better equip them for the coming real ones.
- For National Education, looking back at our efforts, it’s clear that our comprehensive curriculum and engaging activities were key to our success. The positive responses from students and teachers show that our approach worked, but there’s still room for improvement. In the future, we plan to collaborate more with stakeholders to keep refining our strategies.

Feedback and Follow-up

- More Leadership trainings for student leaders in different stages can be strengthened in the next coming year.
- We can help students recognize that setbacks are stepping stones, not roadblocks. With 90% of students reporting a growth mindset and high engagement in reflection activities, there's clear momentum in this area. To deepen this, the school could integrate gratitude journaling or positive psychology practices into advisory sessions. Even small rituals—like celebrating “small wins” or sharing uplifting stories during assemblies—can shift mindsets over time.
- To promote mental and physical health through the development of healthy lifestyles, our school will continue to offer the Jockey Club Embrace Life Series 2.0 – Quality Mental Health Campus Project for students. Additionally, the SSU proposes implementing the IT Health Ambassadors Program, which aims to expand participants’ knowledge of IT systems and promote healthy digital habits for sustainable technology use.
- In the future, teachers could be invited to interview students to provide more personalized support to the students.