



**Hoi Ping Chamber of Commerce
Secondary School**

School Report

**School Year
2024-2025**

Content

(1) Our School	<i>P.2</i>
(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up	<i>P.8</i>
(3) Student Performance	<i>P.27</i>
(4) Financial Summary	<i>P.42</i>
(5) Appendix	
Appendix I Report on the use of Capacity Enhancement Grant	<i>P.45</i>
Appendix II Report on One-off Grant for Promotion of Self-directed Language Learning (English Language)	<i>P.53</i>
Appendix III Report on One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	<i>P.54</i>
Appendix IV Report on “AI for Science Education” Funding Programme	<i>P.56</i>
Appendix V Report on Healthy School Policy	<i>P.58</i>
Appendix VI Report on School-based After-school Learning and Support Programmes	<i>P.59</i>
Appendix VII Report on Diversity Learning Grant - Other Programmes: Gifted Education	<i>P.62</i>
Appendix VIII Report on the One-off Grant for Promotion of Chinese Culture Immersion Activities	<i>P.68</i>
Appendix IX Report on Sister School Exchanges	<i>P.71</i>
Appendix X Report on the Use of the Promotion of Reading Grant	<i>P.75</i>
Appendix XI Report on the Use of the Life-wide Learning Grant	<i>P.77</i>
Appendix XII Report on the Use of the Student Activities Support Grant	<i>P.84</i>
Appendix X111 Report on the Learning Support Grant (LSG) for Secondary Schools	<i>P.87</i>
Appendix XIV Report on One-off Grant for Mental Health at School	<i>P.92</i>
Appendix XV Report on the One-off Grant on Parent Education (Secondary)	<i>P.94</i>
Appendix XVI Report on the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	<i>P.95</i>

(1) Our School

School Vision & Mission

School Motto: Morality, Wisdom, Health and Diligence

In keeping to this school motto, we are committed to:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students' kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

School Goals

- (1) To enable every student to have all-round and unique development in the areas of ethics, intellect, physique, social skills and aesthetics.
- (2) To enable every student to have a holistic and unique development in respect of character building. He/She should be self-disciplined, polite, rule-abiding, honest, caring, accepting, responsible, civic-minded, environment-conscious and able to tell the right from the wrong.
- (3) To enable every student to
 - (a) acquire a basic level of linguistic competence in Chinese and English, and communicate with others in Cantonese, English and Putonghua.
 - (b) acquire basic skills in computation and in reading charts and diagrams.
 - (c) master self-learning skills, show competence in IT, and develop skills for collecting and utilizing information.
 - (d) develop skills for innovation so as to cope with changes and solve problems.
 - (e) master high-order thinking skills, including the ability to understand, apply, analyse, integrate and evaluate knowledge.
- (4) To cultivate students' interpersonal skills and foster their acceptance of differences and diversity.
- (5) To strengthen students' sense of national identity and prepare them to serve and contribute to our society and country.

Core Values of Education

Everyone is uniquely gifted; our school strives to provide opportunities for students to actualise their potential and develop their talents so that they can shine. With student-centred education as our chief mission, we prioritise students' growth needs and promote whole-person development. We organise diverse activities and learning experiences to widen students' exposure and nurture future leaders who actively try, experiment, share, and contribute to our society and country with pride in their national identity.

Morality is at the forefront of our school motto. For students to set good examples for one another, our school expects them to be cultivated, well-mannered, and solicitous about the community. We are committed to nurturing scholars whose curiosity drives them to learn proactively, whose passion motivates them to enrich their knowledge. Physical and emotional well-being lays the solid foundation for a purpose-driven life; therefore, we aim at promoting physical wellness and aesthetic appreciation in our education, which are vital to students' balanced growth. Attitude determines altitude and the goals one can achieve; we firmly believe that students who are diligent and driven will be able to scale great heights in their future.

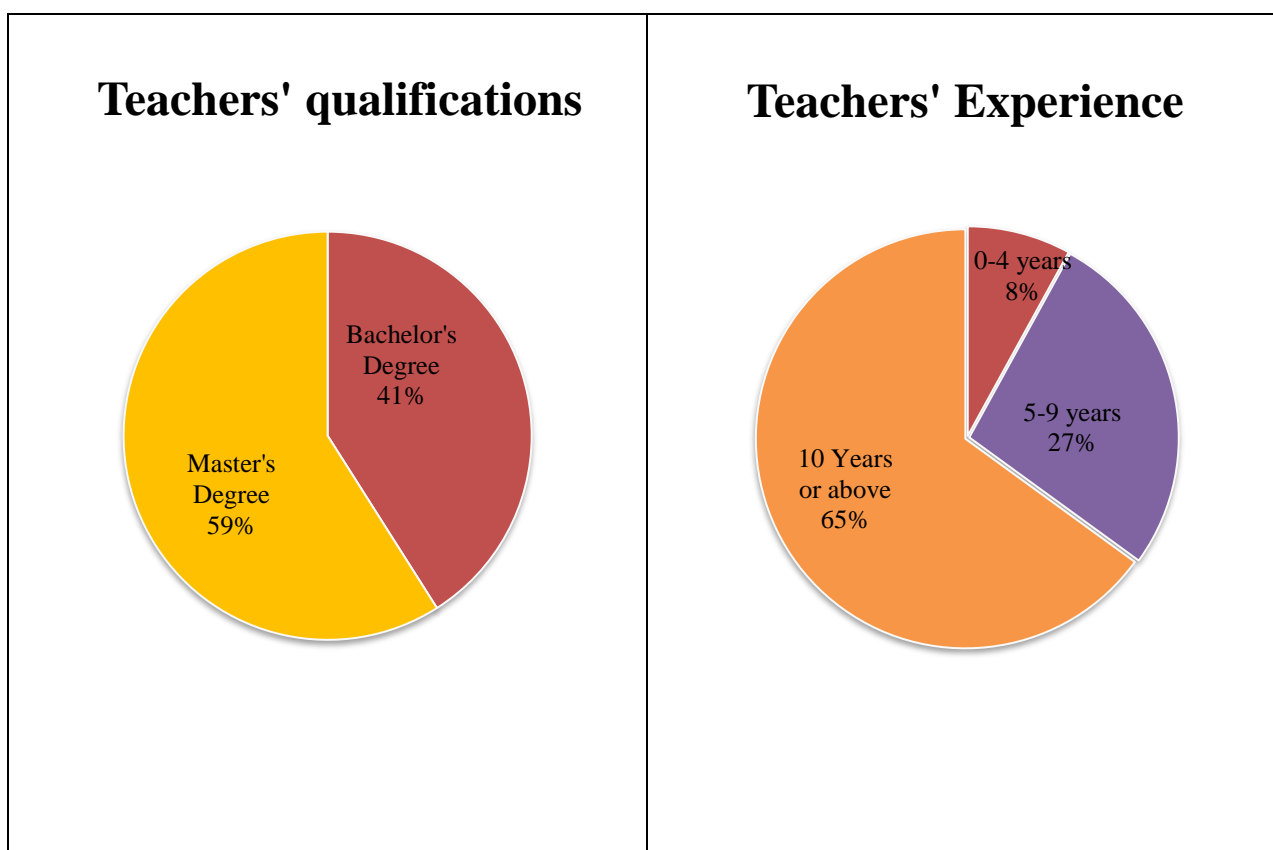
School Facilities

Facilities include a computer room, a library, a student activity room, MMPT, a multi-purpose room, 4 laboratories, a Geography room and a Home Economics room. A fitness centre, a STEM Maker Laboratory, a study room, and an air-conditioned canteen have recently been set up. A Chillax Commons has been set up for students to relax, promoting their well-being. A new Chinese Academy has also been established to host various Chinese cultural activities and promote traditional Chinese studies and culture. The campus is well-equipped with WiFi network, and smart boards are installed in all classrooms to enhance the effectiveness of learning and teaching. School Improvement Programme (SIP) was completed in Sept 2005 to extend an extra usable area of 1,500 sq. M.

School Managers

Established on 1st August 2007, the Incorporated Management Committee (IMC) is responsible for overseeing the operation of the school, guiding its direction, and jointly making key decisions. In 2024/25, the sponsoring body managers were Mr. Sze-To Wai Tun, Mr. Ho Kien Bong, Mr. Ho Wah Kam, Mr. Chow Bing Chiu, Mr. So Wai Luen, Mr. Leung Kin Ming and Ms. Ng Wai Kwan. The alternate sponsoring body manager was Mr. Leung Ka Tsun, the ex-officio manager (principal) was Mr. Chen Tak Nam, the teacher manager was Mr. Lui Fu On, the alternate teacher manager was Ms. Lee Wai Chi, the independent manager was Mr. Cheng Kai Lam, the parent manager was Mr. Chan Yiu Fung, the alternate parent manager was Ms. Ng Yin Chee and the alumni manager was Ms. Huang Ying Hung. Mr. Sze-To Wai Tun was the supervisor.

Teaching Staff



Number of teachers attaining Language Proficiency Requirement (LPR): All English teachers (13) and PTH teachers (3) attained the LPR.

Class Organisation

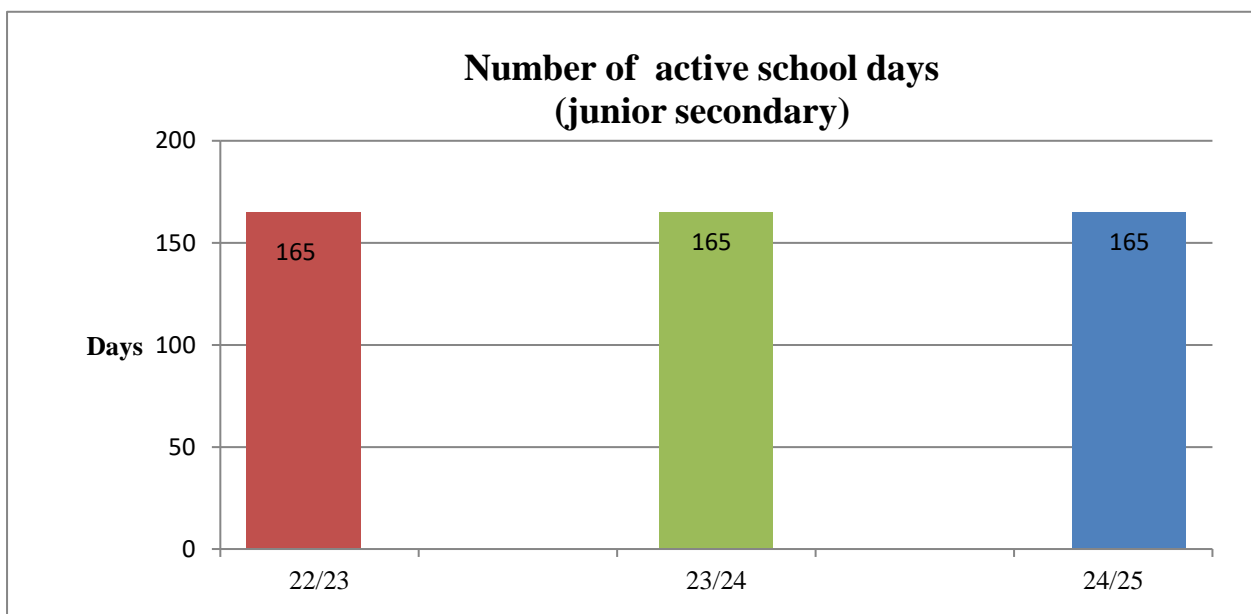
Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30

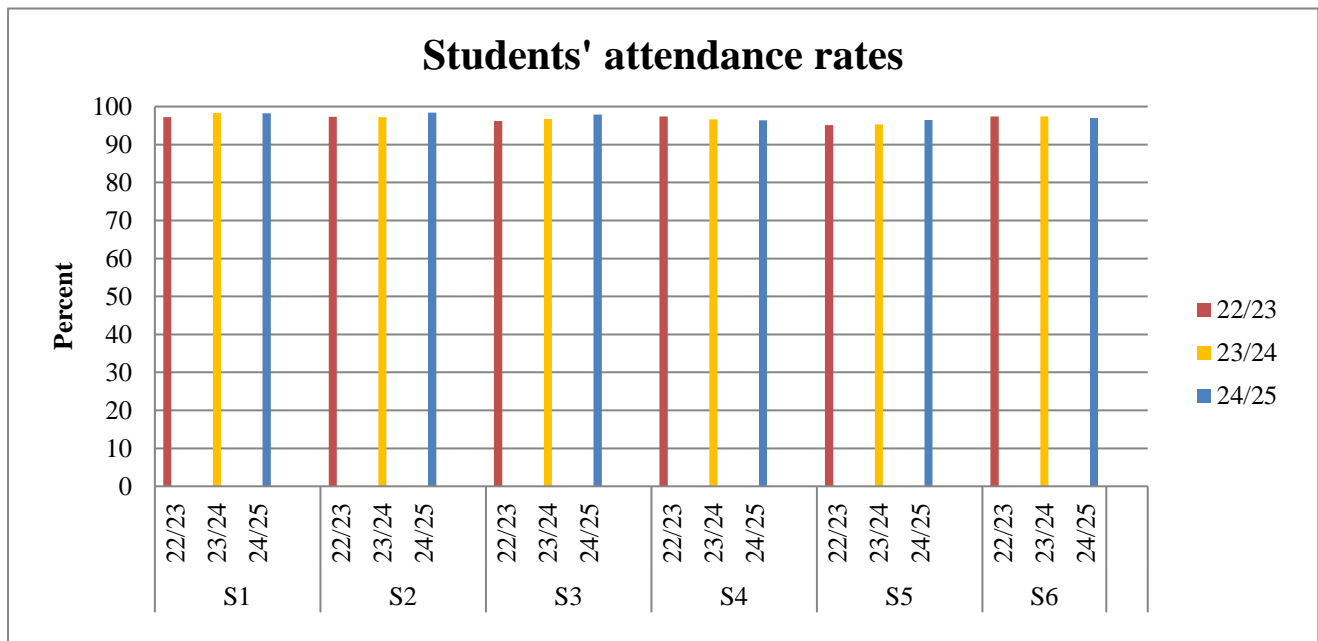
Number of students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	88	83	86	95	77	65	494
No. of Girls	75	76	72	53	65	65	406
Total Enrolment	163	159	158	148	142	130	900

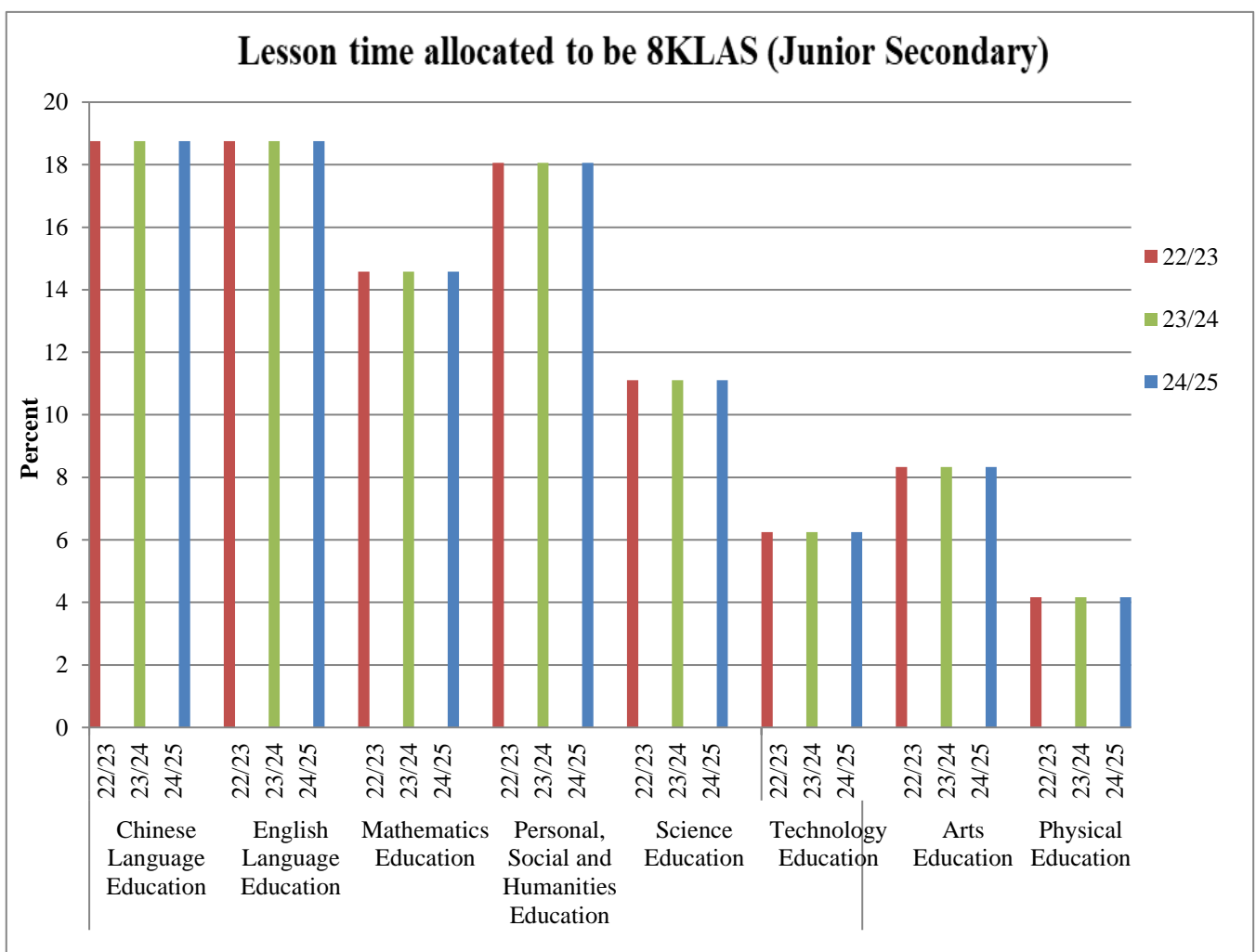
Number of Active School Days



Students' Attendance Rate



Lesson time for the 8 Key Learning Areas (KLAs)



(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To empower students as positive, self-driven leaders for the school and wider communities.

Achievements

1. To empower students as active learner by bolstering students' self-confidence

1.1 Encourage students to actively participate in assembly or class sharing and provide trainings and feedbacks to participants

❖ The initial goal was to have 50 students conduct sharing; in the end, 80 students conducted sharing in 29 morning assemblies on 26 distinctive themes. Central recruitment was conducted for all announcers in both Chinese and English morning assemblies, with clearly outlined criteria regarding students' conduct and ability. Class free talks were conducted in S1–S4 and some S5 classes, and the topics of each student's sharing were recorded for evaluation. Selected students presented their free-talk sharing at the mid-term prize-giving ceremony, cultivating a culture of appreciation and showcasing exemplary performances. EDB officials expressed appreciation for Free Talk, noting its contribution to communication and collaboration and its role in identifying students with speech-related challenges.

1.2 Encourage teachers to provide more opportunities for students to participate in lessons and demonstrate their learning outcomes.

❖ More than 90 lesson observations were conducted, with an average score of 3.07 out of 4. A significant increase in student participation was evident. Lessons were student-centred, with teachers serving as facilitators. The ESR report highlighted strengths such as clear learning objectives and effective utilization of tools and facilities in classrooms.

1.3 Emit students to demonstrate learning outcomes of their experience and insights from non-academic activities in CTP and OLE lessons.

❖ Eleven senior-form groups shared during OLE/CTP periods, covering non-academic experiences related to science, humanities, and excursions. S2 students learned and hosted good game booths, and S1 Life Week game booths were launched.

1.4 Provide opportunities for students to reflect on their learning experiences and keep their reflection in an organized manner.

❖ S1–S2 Learning Skills Workshops introduced note-taking, memorization, and general study skills prior to the first term test. A Reflection Logbook scheme for S4 students recorded reflections on learning experiences across activities such as Admission

Information Parallel Sessions, Career Mapping, Careers Day, and Interview Workshops. Most student responses were positive. Students reported that they reflected on their learning and appreciated keeping records of reflections in an organized manner. Their documentation and organization of learning experiences improved.

2. To instil proper values and attitudes in our students, and empower students to make informed decisions, act with integrity, and contribute positively to the society and our nation as a whole

2.1 Implement a school-based compassion-inspired values education framework specific to the needs of our students.

❖ Senior form students were introduced to the school-based compassion-inspired values education framework during CTP and OLE lessons in the first term. Students' attention was directed to the focus of each sharing at the beginning of events, and then to the framework's positive values during debriefing. Students were invited to resonate with the experience shared and reflect on their own experiences. Junior form students reviewed questions about discrimination and were given qualitative questions for reflection.

2.2 Hold programmes which provide students with information, aiding them in making informed decisions in the process of career and life planning

❖ The following programmes provided study- and/or career-related information and advice: S1 Career Express; S2 Little Society; S3 Life Auction; S4 & S5 Careers Day; S5 Mock JUPAS Programme Selection Workshops; and S6 Academic Counselling Scheme.

2.3 Include learning content related to politeness and service spirits through different training workshops and Service-learning class.

❖ To enhance students' service spirit and boost confidence, the Discipline Committee organized a Head Prefect Training Workshop, a New Prefect Training Workshop, and a Prefect Leadership Training Day Workshop. Over 90% of prefects agreed these workshops strengthened their awareness of serving peers and the school, and over 80% felt their confidence in performing duties increased. A Service-Learning Class and a Rehabilitation Programme were launched for students to serve the school after behavioral issues. Seven S1 and S2 students served as Politeness Ambassadors on Parents' Day; they received praise and affirmation from some parents.

2.4 Equip students with accurate sex knowledge and develop proper values towards sexuality

❖ Two staff training sessions on online sexuality traps and cyberbullying were provided to all teachers, with an additional session on cyberbullying for 10 teachers. S1–S6 students received talks and workshops on sex education.

2.5 Coordinate with different subject departments and makes good use of resources to arrange for students to exchange experiences in different places, broaden their horizons, enhance their understanding of their country and develop a more global perspective.

❖ 19 excursions were conducted with 405 students from S1 to S5 participating throughout the school year. Destinations included France, the USA, Kazakhstan, Japan, Chinese mainland, Vietnam, South Korea, and Taiwan. A local student exchange programme was held with two partner schools. Additionally, an excursion to Sheung Yiu Folk Museum (Chinese History and Chemistry), and a VA and Chinese Literature excursion to Japan were organized.

3. To empower students as leaders and to cultivate their sense of service and ownership to the school

3.1 Empower student service leaders to mobilise schoolmates to run service projects for schoolmates and wider communities.

❖ The UNICEF Club and other service groups, led by student leaders, organized three major events involving external liaison and coordination. The Pacers group was launched, providing leadership training about mental health with prior team-building workshops in the first term. Four sessions for S4 and two sessions for S5 promoted mental health. One student received an inter-school Mental Health Ambassador award.

3.2 Cultivate leaders for various school committees by allowing students to proactively sign up for different leadership roles within the school leaders selection system.

❖ A total of 139 students signed up for leadership roles via Google Form.

3.3 Provide more diverse platforms and opportunities for students to learn how to organize activities through participation in different school events.

❖ Hoi Ping ambassadors were recruited to help with Admission Info Day. Trained by the principal, they later conducted similar campus tours for visiting vice-principals in June.

3.4 Deploy more external resources for various leadership training camps to strengthen the training of student leader

❖ A mentorship scheme supported by alumni was held.

Reflection

1. To empower students as active learner by bolstering students' self-confidence

1.1. Encourage students to actively participate in assembly or class sharing and provide trainings and feedbacks to participants.

❖ Students demonstrated improvement in confidence and willingness to share, and they were better prepared overall. The structure became more student-centred, and

students grew accustomed to the practice; some even shared beyond the five-minute limit. Underperforming announcers were replaced by more commendable ones. Students are encouraged to act as role models.

1.2. Encourage teachers to provide more opportunities for students to participate in lessons and demonstrate their learning outcomes.

❖ Following the ESR visit, students became more accustomed to group tasks, discussions, interactive activities, and digital tools in lessons. Activities that engage students and encourage their participation are now more common; however, as suggested in the ESR report, the effectiveness of group tasks could be further improved and tiered materials could be adopted more often to cater for learner diversity.

1.3. Emit students to demonstrate learning outcomes of their experience and insights from non-academic activities in CTP and OLE lessons.

❖ The sharing sessions were more elaborate than the morning assemblies and featured greater student involvement. S1 and S2 students learned from last year's experiences and from senior forms, demonstrating good ways to communicate with parents and guests.

1.4. Provide opportunities for students to reflect on their learning experiences and keep their reflection in an organized manner.

❖ Students and teachers found the skills useful. As a pilot, the reflection logbook took time for students to develop the habit, but feedback was positive overall.

2. To instil proper values and attitudes in our students, and empower students to make informed decisions, act with integrity, and contribute positively to the society and our nation as a whole

2.1. Implement a school-based compassion-inspired values education framework specific to the needs of our students.

❖ Students showed appreciation for others' efforts and a willingness to take small steps to make a positive impact on others' lives. During reflection, they conceptualised and recalled experiences with relevance to the values.

2.2. Hold programmes which provide students with information, aiding them in making informed decisions in the process of career and life planning

❖ Students received both study-related and career-related information and advice, which helped them make more informed choices. They became more confident in making decisions after receiving the information and were given clearer guidelines to prepare for different activities. With more guidance, students were encouraged to

craft higher-quality questions for guest speakers.

2.3. Include learning content related to politeness and service spirits through different training workshops and Service-learning class.

- ❖ Observations indicated students were dutiful and polite, conscientiously completing tasks during activities. The positive feedback for Politeness Ambassadors on Parents' Day demonstrated the effectiveness of these initiatives.

2.4. Equip students with accurate sex knowledge and develop proper values towards sexuality.

- ❖ About 90% of teachers reported positive feedback on the staff sessions, noting increased information on handling students' relationship issues and cyber interactions. 70% of students viewed the sex education talks and workshops as useful.

2.5. Coordinate with different subject departments and makes good use of resources to arrange for students to exchange experiences in different places, broaden their horizons, enhance their understanding of their country and develop a more global perspective.

- ❖ 16 students joined a local programme and gave 100% positive feedback, offering suggestions for campus improvements that were later implemented. Some excursion programmes provided valuable coordination among different subject departments.

3. To empower students as leaders and to cultivate their sense of service and ownership to the school

3.1. Empower student service leaders to mobilise schoolmates to run service projects for schoolmates and wider communities.

- ❖ Student leaders showed proactiveness and commitment. The Pacers startup was successful and raised whole-school awareness of the importance of mental health.

3.2. Cultivate leaders for various school committees by allowing students to proactively sign up for different leadership roles within the school leader selection system.

- ❖ The overall quality of student leaders increased this year.

3.3. Provide more diverse platforms and opportunities for students to learn how to organize activities through participation in different school events.

- ❖ Hoi Ping ambassadors demonstrated high readiness in leading the parents and guests around the campus on the campus tour.

3.4. Deploy more external resources for various leadership training camps to strengthen the training of student leader

- ❖ Students showed initiative in communicating with their alumni mentors.

Feedback & Follow-up

1. To empower students as active learner by bolstering students' self-confidence

1.1. Encourage students to actively participate in assembly or class sharing and provide trainings and feedbacks to participants.

- ❖ Arrangements should be more systematic. A debriefing after sharing is anticipated. More careful screening of sharing content is required. Topic suggestions include allowing free talks on scientific and technological developments. Presentation formats can be more diverse: in addition to speeches, students can use storytelling, introduce meaningful tangible objects, or begin by asking classmates questions. For record-keeping, a whole-school Google Sheet can be used next year to log free-talk topics. For debriefing, students' logbooks can be used for reflection on classmates' sharing, and peer assessment/feedback can be incorporated. Selected performances should be video-recorded for further training.

1.2. Encourage teachers to provide more opportunities for students to participate in lessons and demonstrate their learning outcomes.

- ❖ More meaningful peer assessments can be implemented with prior teaching on assessment literacy. Learner diversity should be addressed with tiered tasks and materials.

1.3. Encourage students to demonstrate learning outcomes of their experience and insights from non-academic activities in CTP and OLE lessons.

- ❖ Mediocre students may require more training in presentation and delivery skills and in producing audience-friendly content.

1.4. Provide opportunities for students to reflect on their learning experiences and keep their reflection in an organized manner.

- ❖ Next year, S1 students will stay on campus during the first two months at lunchtime to acquire filing and study skills (e.g. jotting notes, completing handbooks). The reflection logbook scheme will be extended to S4 and S5 students next year. Logbook experiences can be used in free-talk sessions to cultivate note-taking and reflection habits. A stronger sense of showcasing students' learning outcomes will be promoted through collections of featured free talks, students' thank-you cards, and reflections on school excursions.

2. To instil proper values and attitudes in our students, and empower students to make informed decisions, act with integrity, and contribute positively to the society and our nation as a whole

2.1. Implement a school-based compassion-inspired values education framework specific to the needs of our students.

- ❖ Appreciation cards could be gathered for publication. Promotion of the framework next year can be twofold: staff development on debriefing structures and increasing the frequency of value-focused activities. Event planning can reference the lunar calendar to promote the national education aspect. The curriculum can embed Kaiping features—such as local foods, habits, and artwork—alongside cultural values within subjects including Home Economics, Visual Arts, Chinese Language, STEAM, IT, and Chinese Literature, in addition to OLE. The Chinese Academy can be used as a venue for classes and ECAs.
- 2.2. Hold programmes which provide students with information, aiding them in making informed decisions in the process of career and life planning
- ❖ Interviews with alumni will be conducted to further support career and life planning.
- 2.3. Include learning content related to politeness and service spirits through different training workshops and Service-learning class.
- ❖ More students can be invited to serve as Politeness Ambassadors and Dedicated Volunteers. Communication and collaboration among committees—such as Discipline and Counselling—should be further enhanced. Case discussions, preventive measures, and staff development can be strengthened through better cross-committee coordination. A growth-mindset camp can be launched as a prerequisite for students joining the rehabilitation programme.
- 2.4. Equip students with accurate sex knowledge and develop proper values towards sexuality.
- ❖ Parents of S1 and S3–S6 students should be invited to join the talks. The school may partner with an NGO offering tailor-made packages for different forms and topics for individuals and communities.
- 2.5. Coordinate with different subject departments and makes good use of resources to arrange for students to exchange experiences in different places, broaden their horizons, enhance their understanding of their country and develop a more global perspective.
- ❖ A more structured arrangement is needed for school excursions, academic clubs, and ECA activities. New sister-school alliances in Shanghai, Shenzhen, and other countries such as Singapore can be explored. Consider arranging more ECA events to host and engage visiting students from exchange schools. For trip preparation, communicate requirements and eligibility to students prior to events, clarify expectations for teachers and students, and standardize consequences for irregularities to support risk management. Standardize tendering procedures. School management will review the eligibility of shortlisted students.

3. To empower students as leaders and to cultivate their sense of service and ownership to the school

3.1. Empower student service leaders to mobilise schoolmates to run service projects for schoolmates and wider communities.

- ❖ Invite more teachers to collaborate on mental-health promotion and provide additional student training to strengthen delivery and impact.

3.2. Cultivate leaders for various school committees by allowing students to proactively sign up for different leadership roles within the school leader selection system.

- ❖ More promotion can be done with materials and reminders from class teachers. Teachers-in-charge should encourage mediocre students to take up leadership roles. Results release can be scheduled earlier, and the selected leaders should be ensured to be role models. A leadership ladder can be established.

3.3. Provide more diverse platforms and opportunities for students to learn how to organize activities through participation in different school events.

- ❖ Leadership skills training will be provided. Excursion plans for the listed departments will proceed in the coming two school years. Departments of English, History, PE, VA, Chinese Literature, CSD, Geography, and Economics have conducted excursions in this academic year; in the following year, eight more excursions will be conducted, involving Departments of Chinese, English, History, Music, PE, CSD, ICT/TE.
- ❖ Service learning will be strengthened to enhance students' sense of belonging. "Learning to sharing" will be emphasized to cultivate self-confidence. A broadcast list has been set up to coordinate clubs' and groups' sharing from September 2025 to April 2026. Clubs are encouraged to arrange at least one territorial or inter-school competition, host inter-school activities, field trips, or overseas exchanges, provide Info Day service, and arrange a video to be played on signage after morning assembly sharing.

3.4. Deploy more external resources for various leadership training camps to strengthen the training of student leader

- ❖ Potential resources for next year include China Merchants Group (CMG) for mentorship programmes and excursions; the YMCA Youth Leadership Development Scheme for service trips; and the Love U All Charitable Foundation for excursions to various spots in Hong Kong.

Major Concern 2: Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

Achievements

1. To engage students as active participants in a learning community that nurtures their intellectual growth

1.1 To cultivate a learning atmosphere that engages students and encourages student participation

1.1.1 To engage students in academic-related activities/ competitions

- ❖ Over the past year, the school has made remarkable progress in fostering an engaging and participatory learning environment. Students were encouraged to take part in a wide variety of academic-related activities and competitions, ranging from science and STEM to debate and artificial intelligence. Their success in these endeavours not only reflected academic excellence but also demonstrated the growth of a collaborative learning community. One outstanding achievement was the participation of seven of our students in a joint-school research team, which collaborated with students from five other renowned schools to study engineered proteins and their effectiveness against lung cancer. The team's dedication and talent led them to win a prestigious Gold Medal and secure a distinguished nomination for Best Education and Modelling at the internationally acclaimed iGEM 2024 competition held in Paris. Similarly, in November 2024, thirteen students represented Hoi Ping in the World Scholar's Cup Tournament of Champions at Yale University, where they competed against the best young minds globally. They distinguished themselves by obtaining several gold and silver awards in different categories. Most remarkably, individual students earned recognition in the world's top twenty for English debating and ranked among the top forty in English writing, bringing immense pride to the school. Students also continued to stretch their talents in territory-wide competitions such as Model United Nations and other major tournaments, reinforcing their global outlook.

1.1.2 To promote peer learning/ sharing within the student learning community

- ❖ Peer learning and knowledge sharing were also significantly strengthened within the student community. English joint-school practice sessions and school-based oral activities connected students across different year levels, as senior students provided support to their juniors by compiling vocabulary lists and sharing learning strategies. The joint efforts of the English Department and the Moral and Civic Education Committee in organising the S3 Civic Forum created further platforms for intellectual growth. Students debated high-order motion topics while the audience was required to take notes, which sharpened their analytical skills and contributed to writing assignments. Similar peer-driven initiatives were also seen in the Chinese Department,

where group discussions, the use of writing exemplars, and outings for Chinese Literature students provided opportunities to deepen learning and refine expression. Visual Arts students also benefited from subject-specific study tours, strengthening their sense of belonging to learning communities.

1.1.3 To enhance alumni mentorship

- ❖ The Alumni Mentorship Programme was intentionally refined this year to prioritize quality over quantity, shifting its focus to create a high-impact experience for a smaller, committed group of students. Despite the downscaling, the program successfully fostered a genuine learning community. Mentees were provided with a structured approach, including a redesigned handbook featuring guiding questions/discussion areas, to enrich their interactions. Before meetings, students were carefully guided on how to frame their questions and topics. Following their sessions, they participated in group reflection, sharing experiences and defining their next steps, ensuring maximum benefit from each mentor interaction. While internal committee discussions were robust, the need for increased sharing and cross-group collaboration throughout the year has been identified as a key area for enhancement.

1.1.4 To encourage more student participation in lessons

- ❖ Within the classroom, greater emphasis was placed on encouraging active participation. In Chinese lessons, teachers diversified their strategies by incorporating videos, differentiated teaching materials, and cooperative learning tasks, which motivated students to engage more deeply. In Mathematics, a stronger focus was placed on analytical skills and critical thinking rather than rote answers, nurturing a problem-solving mindset. Teachers across subjects adopted more group discussions, collaborative tasks, and higher-quality questioning techniques, ensuring that in-class interaction became more meaningful.

1.1.5 To integrate self-assessment and/or peer-assessment into students' learning process

- ❖ Self and peer evaluation tools were increasingly integrated into English and Chinese lessons, providing students with opportunities to reflect on their learning and to engage constructively with the learning progress of their peers.

1.1.6 To nourish the habits of forming study groups and doing self-revision by utilising the summer timetable effectively

- ❖ Another notable achievement was the cultivation of habits of study groups and self-revision, which achieved almost full student participation. These structured programmes were supported by class and subject teachers who

helped students identify academic needs and revise accordingly. For example, an S3 class conducted surveys using Google Forms to signal the subjects they required assistance in, enabling targeted support from teachers, while an S1 class engaged in self-selected subject revision sessions. The school also arranged a three-week after-school timetable for study groups, requiring attendance in the first two weeks while the final week remained optional. This system not only trained students to take ownership of their own learning but also encouraged them to persevere and support one another, helping them to establish independent study habits.

1.2 To foster the growth of the gifted

1.2.1 To establish a school-based pull-out programme for the gifted students in S2 to nurture their development

- ❖ Selected junior form students were nominated to participate in various external programmes or excursion with an aim of broadening their horizons, including an RTHK Radio discussion on STEAM education and academic exchanges in Shanghai (the Centennial Celebration of No.1 High School Affiliated to East China Normal University and the Quality Development Conference).

1.3 To develop students' global perspectives

1.3.1 To invite students to conduct sharing on global issues.

- ❖ Students deepened their global perspectives through various curricular and co-curricular activities. During morning assemblies and class teacher periods, they regularly shared insights on global issues, with a focus on cultural understanding.

1.3.2 To incorporate global issues into the curricula

- ❖ Subject teachers drew students' attention to global matters when such themes/topics are encountered in the curriculum. In Chemistry, classes incorporated international news and current affairs into lessons and notes, connecting academic content to real-world events. Economics students completed e-learning reports over the holidays, engaging with global economic topics through digital platforms. Additionally, in Physics and National Security Education, students explored technological advancements in Chinese mainland, which enhanced motivation and expanded learning beyond traditional classroom boundaries. These initiatives collectively enriched students' global awareness and fostered their ability to relate academic learning to global contexts.

1.3.3 To encourage students to take part in international competitions and overseas study tours

- ❖ To foster the development of global perspectives among students, the school has actively encouraged participation in a wide range of international academic competitions and overseas study tours. Students were nominated and invited to join enriching experiences in various countries and regions such as France, the United States, South Korea, Chinese mainland, and Kazakhstan. These opportunities enabled students to broaden their horizons, deepen their cross-cultural understanding, and engage with real-world issues alongside peers from diverse backgrounds. Such exposure not only cultivates adaptability and global competence, but also prepares students to thrive and contribute meaningfully in an increasingly interconnected world.

2. To nurture teachers as collaborative professionals who actively seek opportunities for professional growth and development

2.1. To nurture teachers' professional growth

2.1.1. To organise professional training workshops for teachers on how to enhance the effectiveness of learning and teaching

- ❖ The school took comprehensive actions this year to nurture professional growth among teachers. Principal Chen led a focused leadership workshop for Subject and Panel Heads, equipping them with strategies to mentor frontline teachers and align departmental practices with the school's vision in preparation for the External School Review (ESR). A particular emphasis was placed on collaborative discussion and practical guidance, helping participants gain insights into effective school-wide alignment and mentorship. During the ESR preparation process, Principal Chen also met individually with every science teacher to provide targeted feedback on lesson design, reinforcing reflective practice and instructional improvement.

2.1.2. To run professional sharing sessions in which teachers can share their best practices, discuss challenges, and/or co-create solutions

- ❖ To facilitate cross-school learning, middle managers from Stewards Pooi Tun Secondary School were invited for a professional exchange involving campus tours and structured group discussions. Teachers shared their expertise in academic policies and school administration, benefiting from best practice dialogue and extending their professional perspectives. Conversely, a delegation of nine teachers led by Principal Chen visited Pooi Tun Secondary for further exchange, where host staff introduced key approaches in counselling, gifted education, and assignment policies.

- ❖ A series of hands-on AI workshops empowered teachers and support staff to use Google Apps Script and Web Apps to streamline administrative workflows. The initiative was well received, with all feedback respondents finding the content relevant and 93% positively rating the experiential learning. Attendees valued collaboration, sharing best practices, and co-creating solutions. Given strong demand and impact, the programme will be offered again next year to widen participation.
- ❖ Additionally, a mock crisis drill was conducted to strengthen teachers' emergency response skills. Under the guidance of an Educational Psychologist, staff practiced decision-making in simulated scenarios and received constructive feedback to enhance preparedness. These initiatives collectively advanced a safe, competent, and collaborative teaching culture, where ongoing professional growth is encouraged and supported.

2.1.3. To enhance the professional exchange with the sister school(s)

- ❖ This year, the school continued to deepen its partnerships with three distinguished sister schools: Kaiqiao Middle School, No.1 High School Affiliated to East China Normal University, and Shenzhen Senior High School. Through a variety of exchange activities, students and teachers from all partner schools engaged in collaborative learning experiences and cultural sharing, promoting mutual understanding and respect within our broader educational community.

2.2. To enhance school development and accountability

2.2.1. To utilize data to drive continuous school improvement

- ❖ The school has made significant progress in harnessing data to drive continuous improvement and foster a robust evaluative culture. Regular distribution of data analysis reports, including those on values education and the New Senior Secondary (NSE) curriculum, has empowered relevant teams to make informed decisions and implement targeted strategies. This commitment is further demonstrated through the analysis of student performance, specifically data related to students with special abilities and senior form achievement, facilitating more effective support and interventions.

2.2.2. To nourish a strong evaluative culture at school

- ❖ Comprehensive use of data continues to enhance teaching and learning. Correlation analyses between mock examination results and DSE outcomes have enabled teachers to refine instructional strategies with greater precision. Sharing student learning profiles and compiled pastoral data with class

teachers has improved both academic support and holistic care. Additionally, intake analyses referencing students' primary schools and longitudinal tracking of student performance provide deep insights for improving curriculum planning and transition support.

- ❖ Subject-specific approaches, such as a Mathematics class-based survey, have been introduced to capture feedback on lesson pacing, learning preferences, and habits, directly linking classroom practices with student needs. Grade distributions and mark ranges are routinely analysed to set benchmarks and ensure equity in assessment.

2.2.3. To strengthen the roles of middle managers in staff monitoring

- ❖ Middle managers have played a pivotal role in fostering this data-driven and reflective culture. In preparation for the External School Review (ESR), they were responsible for compiling key documents and reports. The appraisal system was strengthened; both lesson observation and assignment inspection have a renewed emphasis on professional dialogue. Formats of tests and exams have been standardised to ensure consistency, and their quality is ensured by the checking by Principal, Vice Principals and Assistant Principal. These measures have cultivated stronger accountability and collaborative monitoring, positioning middle managers as central figures in advancing staff performance and sustaining school-wide improvement.

3. To nourish parents as our partners in their children's education and advocates of home-school collaboration

3.1. To foster home-school partnership and strengthen parent education

3.1.1. To run workshops and sharing sessions on their roles in parenting, adolescent development, home-school collaboration, etc.

- ❖ Significant progress was made this year in enhancing parent education and engagement. Approximately 1,000 parents downloaded the ALO app, making it easier for families to access important school information and resources. There is further potential to expand parent participation in certification programs through more robust promotion efforts. Sixteen Parent-Teacher Association (PTA) activities were held, including major events such as the S1 Admission Information Day, the Christmas Celebration, Life Week, and the S6 DSE Support Station, offering parents diverse opportunities to connect with the school community.

3.1.2. To organise activities to engage parents in home-school collaboration

- ❖ To strengthen communication and foster stronger partnerships, more parent days were organized and additional school newsletters were distributed.

Notably, during these parent days, the Principal and Vice Principals directly shared the school's values and vision with parents, replacing guest speakers and deepening the home-school connection through direct leadership engagement. These initiatives collectively contributed to a more supportive and informed parent community.

Reflection

1. To engage students as active participants in a learning community that nurtures their intellectual growth

- ❖ While substantial progress was achieved in engaging students and enriching their participation, several areas for growth and improvement have been identified. The Civic Forum proved to be a valuable intellectual experience; however, it became apparent that students could benefit from more thorough preparation—specifically, by acquiring greater background knowledge about the motion prior to the event. This would help strengthen the depth of debate and foster more meaningful discussion.
- ❖ In Mathematics, the need for more targeted support was observed, particularly in S2 pull-out classes, suggesting that small group teaching could be an effective strategy to address individual learning gaps. Regarding academic competitions, the organisation could be enhanced by introducing a preliminary round before the main event, allowing teams to refine their designs and presentations and enabling the most suitable representatives to be selected for the school.
- ❖ The coordination of Science SBA assessments presented challenges, with multiple Physics, Chemistry, and Biology tasks scheduled within just two weeks, which led to considerable stress for some students. Improved coordination and scheduling can help distribute workload more evenly and reduce student pressure in future cycles.
- ❖ A key point of reflection concerns how the wider student body can benefit from the rich experiences of competition participants. More systematic opportunities for sharing, such as presentations, forums, or mentorship, should be promoted so that learning extends beyond direct participants to foster a more inclusive and supportive environment.
- ❖ Throughout the year, initiatives were undertaken to promote linkage between academic topics, school values, and values education, but further integration may enhance relevance and holistic development. Efforts in peer learning and sharing, as well as self- and peer-assessment practices, demonstrated positive steps toward accountability and collaborative learning, yet their overall effectiveness warrants regular review and refinement.
- ❖ Classroom discussions and student presentations have increased, reflecting a more active learning climate. However, the effectiveness of such participation—particularly the design

of group tasks — needs ongoing improvement to ensure discussions lead to genuine collaboration and meaningful insights. Achieving this will require teachers to reconsider task structures and facilitate richer interactions.

- ❖ Finally, while coordination of Science SBAs has improved, the clustering of assessments over a short timeframe poses challenges, and efforts should be made to spread them more evenly to support student wellbeing and enhance learning outcomes.

2. To nurture teachers as collaborative professionals who actively seek opportunities for professional growth and development

2.1 To nurture teachers' professional growth

- ❖ The staff development workshop on External School Review (ESR) preparation offered a valuable platform for teachers to critically assess the design of their assignments and assessments, fostering a cycle of continuous improvement. These professional dialogues have strengthened faculty capacity for lesson refinement and promoted higher standards in curriculum delivery.
- ❖ A key focus moving forward is catering for learner diversity in the classroom. Teachers are encouraged to enhance flexibility in their instructional approaches, recognizing that effective split class arrangements require the careful selection and application of differentiated learning and teaching strategies. Beyond offering individualized support, a range of methods should be considered, such as adjusting lesson content, strategies, and pacing; implementing graded tasks; adopting diversified strategies; designing challenging activities for advanced students; promoting collaborative learning opportunities; and closely monitoring student progress. This multifaceted approach will better address the varying needs and strengths of all learners.
- ❖ The school also notes the overwhelmingly positive response to recent IT workshops, which provided staff with new tools and techniques for digital learning and administration. These sessions have inspired teachers to incorporate technology strategically within their teaching, helping them to streamline tasks and create innovative learning experiences.
- ❖ Finally, it is recommended that the school continue to expand its network of sister schools. Establishing more partnerships will provide additional exchange opportunities and support the school's ongoing development through shared resources, ideas, and cross-cultural learning.

2.2 To enhance school development and accountability

2.2.1 To utilize data to drive continuous school improvement

- ❖ Reflection on this year’s efforts to strengthen data-driven improvement has highlighted key areas for continued growth. Raising assessment literacy among subject panel heads and teachers—particularly regarding the interpretation of mark ranges and grade distributions—remains a school priority. Initial training has been delivered in the Academic Committee, but it is evident that a wider rollout to all subject leaders and classroom teachers would deepen the school’s evaluative capacity and consistency in assessment practice.

2.2.2 To nourish a strong evaluate culture at school

- ❖ The use of class-based surveys has also been reviewed. To preserve the quality and seriousness of student feedback, it is recommended that such surveys not be conducted in every subject. A more selective and purposeful approach will ensure that students engage thoughtfully with the questionnaires, leading to more actionable insights for teaching and learning improvement. These ongoing reflections will inform future actions and help advance the school’s culture of robust evaluation and targeted support.

3. To nourish parents as our partners in their children’s education and advocates of home-school collaboration

3.1 To foster home-school partnership and strengthen parent education

- ❖ Reflection on recent initiatives indicates a notable improvement in school–parent relations. Stakeholder surveys revealed that parents have provided more positive feedback than in previous years, suggesting that enhanced communication efforts and leadership engagement are resonating with families. Increased donations from parents further reflect their growing support and trust in the school’s direction. Additionally, both parents and students expressed strong interest in the sharing sessions conducted by the Principal and Vice Principals, underscoring the value of authentic, direct communication from school leaders in fostering a sense of community and shared commitment to the school’s values and goals.

Feedback and Follow-up

1. To engage students as active participants in a learning community that nurtures their intellectual growth

- ❖ Several new directions are being explored to further nurture our students’ intellectual growth. For instance, discussions are underway regarding the establishment of a Mathematics school team, intended as a long-term initiative to nurture student talent and

sustain interest in the subject. Moreover, the school is considering adjustments to make more effective use of time, notably by implementing additional academic initiatives such as enhancement classes, providing targeted support and deepening students' engagement with key concepts on Wednesdays after school during which there are fewer clashes with extra-curricular activities.

- ❖ In terms of enriching the academic community, students in mathematics and science clubs are encouraged to present their research projects during morning assemblies/ science week, promoting a culture of inquiry and peer learning. Across subjects, the adoption of self- and peer-evaluation practices is being extended beyond language and humanities, with science subjects set to implement these strategies in senior forms and, from the third year, in junior forms as well. This development seeks to foster reflective learning and cultivate critical assessment skills among students.
- ❖ Efforts are also underway to enhance the coordination of School-Based Assessments (SBAs), especially for S4 and S5 students. Arrangements are being made to spread SBAs more evenly across the academic calendar—in March, May, and the post-exam period in July — thus alleviating pressure on students and maximizing opportunities for feedback and improvement. These measures collectively serve to cultivate an academically focused environment while ensuring that students are empowered to take an active, reflective role in their own learning journeys.
- ❖ The school's approach to nurturing gifted students in Secondary 2 has shifted from organizing a school-based pull-out programme to a more flexible and expansive model. Instead of offering school-based pull-out sessions, the school now seeks to identify and nominate gifted students for high-quality external programmes, competitions, and excursions when such opportunities arise. This approach allows students to benefit from a broader range of experiences and interact with a diverse group of like-minded peers outside the school setting, promoting not only intellectual growth but also social enrichment and personal development.

2. To nurture teachers as collaborative professionals who actively seek opportunities for professional growth and development

- ❖ The school has implemented a comprehensive support system to promote teacher development and enhance student learning. New teachers are paired with two mentors, providing consistent guidance and professional support throughout their early years at the school. To foster a culture of continuous improvement, the school is exploring student feedback mechanisms, beginning with surveys in the Mathematics department, with plans to extend to other subjects. This initiative will help gather valuable insights into teaching effectiveness and inform targeted improvements.

- ❖ Learner diversity remains a central focus of instructional refinement. The school has adopted a three-tiered support model that includes class-based interventions, pull-out support, and individualized assistance. This framework provides structured pathways to address the varied needs of students effectively. As part of this strategy, the previous split-class arrangements in Chinese and Mathematics will transition to after-school remedial sessions led by teachers, offering more flexible and personalized academic support.
- ❖ To enhance professional practice, the school prioritizes collecting exemplary lesson and assignment samples and centers staff development on learner diversity themes. Recorded lessons and focused observations help teachers refine differentiated teaching strategies with an emphasis on assignment design and inclusive classroom practices. Additionally, student portfolios compiling conduct, mental health, and academic data are being prepared to provide comprehensive references for new class teachers, allowing for a more holistic understanding of and responsive approach to individual student needs. This cohesive set of measures aims to enrich teaching quality and foster a supportive learning environment for all students.

3. To nourish parents as our partners in their children’s education and advocates of home-school collaboration

- ❖ For future improvement, the school plans to leverage additional resources and facilities to further enhance parent outreach and engagement initiatives. Organizing sharing sessions in the evening is recommended, as it would allow more families to participate outside regular working hours and foster a greater sense of community involvement. By making use of the school’s expanded capacities and adjusting event timing, the school aims to create more inclusive opportunities for meaningful dialogue and strengthen partnerships with parents.

(3) Student Performance

(3.1) Students' Attitude and Behaviour

Our students consistently demonstrate a strong sense of camaraderie and mutual support, contributing greatly to the school's harmonious atmosphere. In the 2024/25 Stakeholder Survey, 82.3% of students agreed with the statement "My schoolmates and I help each other and get along well," which reflects a high degree of social cohesion within the student community. Furthermore, many students feel connected and accepted, as shown by the 2024/25 APASO survey, where statistically significant positive responses yielded a high Q value of 116 in the aspect of School Atmosphere Belongingness.

Equally impressive is our students' performance regarding national identity. APASO data indicates robust acceptance and pride, with Q values of 116 for responsibility, patriotism, respect for national symbols, and recognition of national achievements. These results highlight the solid foundation of citizenship and moral awareness cultivated at our school. In the area of international outlook and competence, students exhibit strong awareness and readiness to engage with global and multicultural issues, supported by the curriculum and a wide range of extracurricular activities that broaden their global perspectives.

Students demonstrated notable growth in confidence, leadership, and engagement across academic and non-academic domains. In assemblies and class free talks, participation exceeded targets, and students increasingly embraced student-centred structures, delivering more polished, audience-aware presentations. Lesson observations reflected higher student participation and clearer learning goals, though continued support is needed to tailor materials for diverse learning needs. In OLE and CTP, senior students effectively articulated insights from science, humanities, and excursion experiences, while junior students successfully designed and hosted game booths, demonstrating growing event management and communication skills with parents and guests.

Students also strengthened reflection habits through study skills workshops and the S4 reflection logbooks, producing organized records that helped them document and internalize learning experiences. Exposure to the compassion-inspired values framework nurtured empathy, respect, and civic-mindedness, as students connected shared experiences to core values and expressed willingness to make positive contributions. Career and life planning programmes increased students' confidence and decision-making capacity, with improved ability to formulate meaningful questions for speakers. Training on service, discipline, and leadership fostered politeness, responsibility, and teamwork; prefects and ambassadors received positive external feedback, and many reported increased confidence and a stronger service ethos.

Students display strong dedication to their studies. According to the 2024/25 Stakeholder Survey, over 65% of students reported approaching learning tasks seriously and persevering to overcome challenges, while about 63% consistently apply effective learning strategies. This disciplined and diligent mindset supports a positive culture of learning. However, student confidence in their learning is still an area for development: only 44.2% of students expressed confidence in learning both inside and outside the classroom, suggesting that many continue to face challenges in self-assurance. This underscores the importance of providing more opportunities for students to engage in their learning, showcase their progress, and build confidence as active participants.

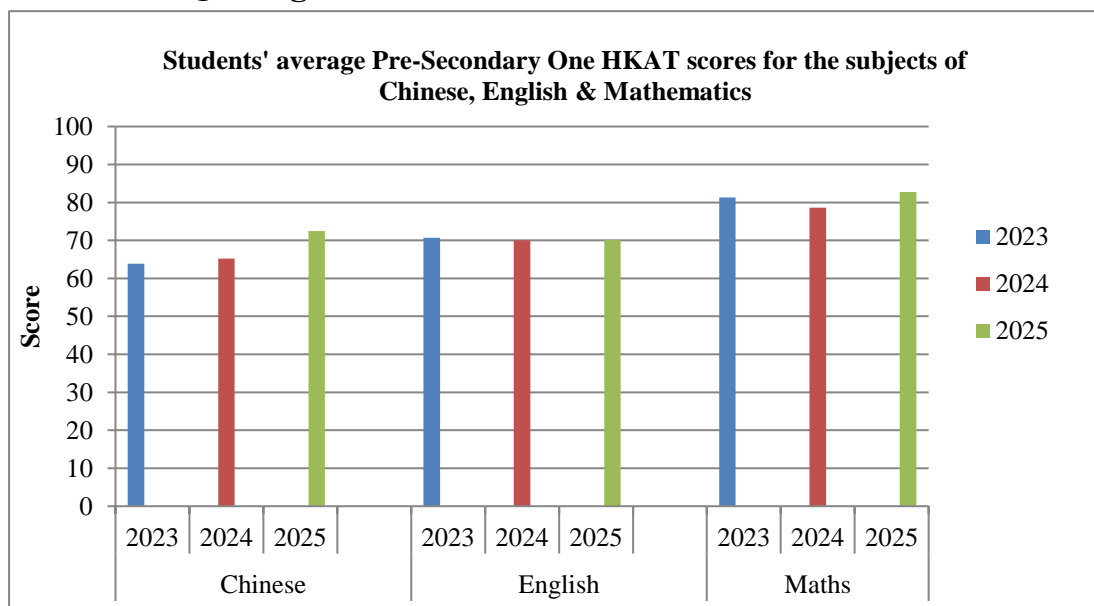
As Hong Kong's student population becomes more diverse, tailored support is increasingly important. Enhanced scaffolding, differentiation strategies, and greater participation opportunities will help all students achieve a stronger sense of accomplishment and self-confidence.

Overall, students' performances highlighted increased confidence in public speaking, stronger reflective practices, enhanced service leadership, and improved collaboration and communication. With continued emphasis on debriefing, tiered learning, structured excursion planning, and expanded platforms for leadership and service—supported by a caring, disciplined, and respectful school climate—students are well positioned to further develop as positive, self-driven leaders for the school and wider communities. To fully tap into the potential of our students, the school remains committed to enriching students' learning experiences. By introducing more challenging tasks and cultivating critical thinking, high-potential learners can be identified and nurtured. Expanding students' global outlook will further empower them to embrace challenges confidently in both local and international settings as they advance through their educational journey.

(3.2) Students' participation and achievement

(i) Academic Performance

✧ Pre-S1 Hong Kong Attainment Test



✧ HKDSE 2025 and University Admission of Graduates

In a remarkable display of our excellent academic traditions, Hoi Ping's DSE candidates have once again achieved impressive results this year. 90.7% of our students reached the 332A milestone, far surpassing the territory mark (38.4%), with the majority of them reaching the 332A22 requirement to enter JUPAS-participating universities.

From another perspective, we have made significant strides, as 29.1% of our students have reached level 5+ in all subjects, and that of level 4+ stands proudly at 69.3%. Last but not least, 27 students obtained 25 points and above in the DSE. All these results are a testament to their determination, as well as the supportive environment we foster at our school.

School Data			Day School Figures
HKDSE	Exam Year	Percentage	Percentage
Percentage of students in the school met the entrance requirements for local Bachelor degree programmes	2023	92%	42.4%
	2024	97.7%	45%
	2025	90.7%	44.7%
Percentage of students in the school met the entrance requirements for local sub-degree programmes	2023	97.1%	71.9%
	2024	100%	75.6%
	2025	100%	73.4%

FIG.1 Distribution of DSE Levels in Core Subjects

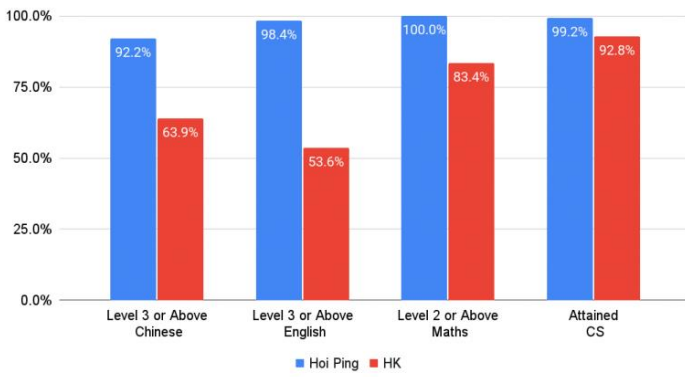


FIG.2 Percentage of Levels Attained in All Subjects

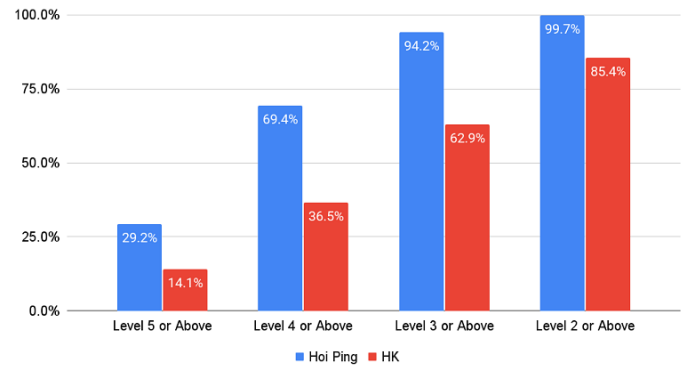


FIG. 3 Percentage of Level 4 or Above (Core Subjects)

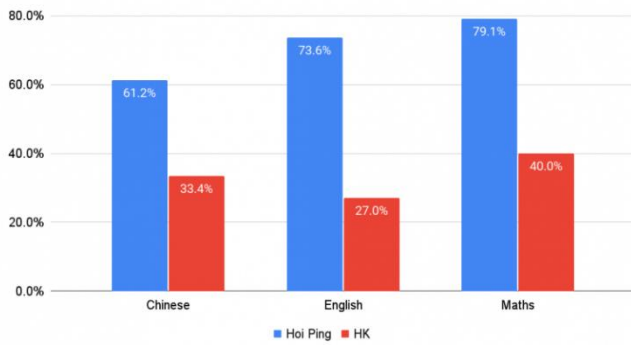
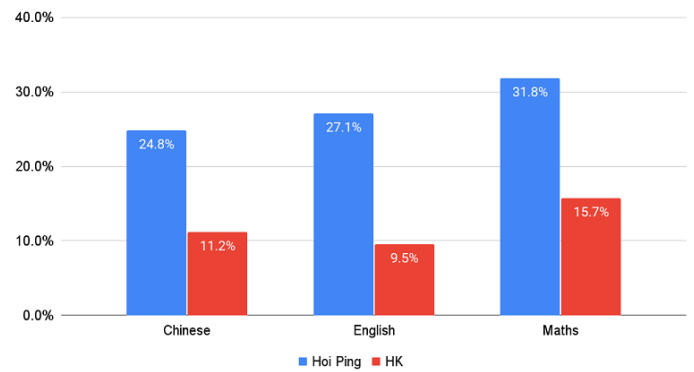
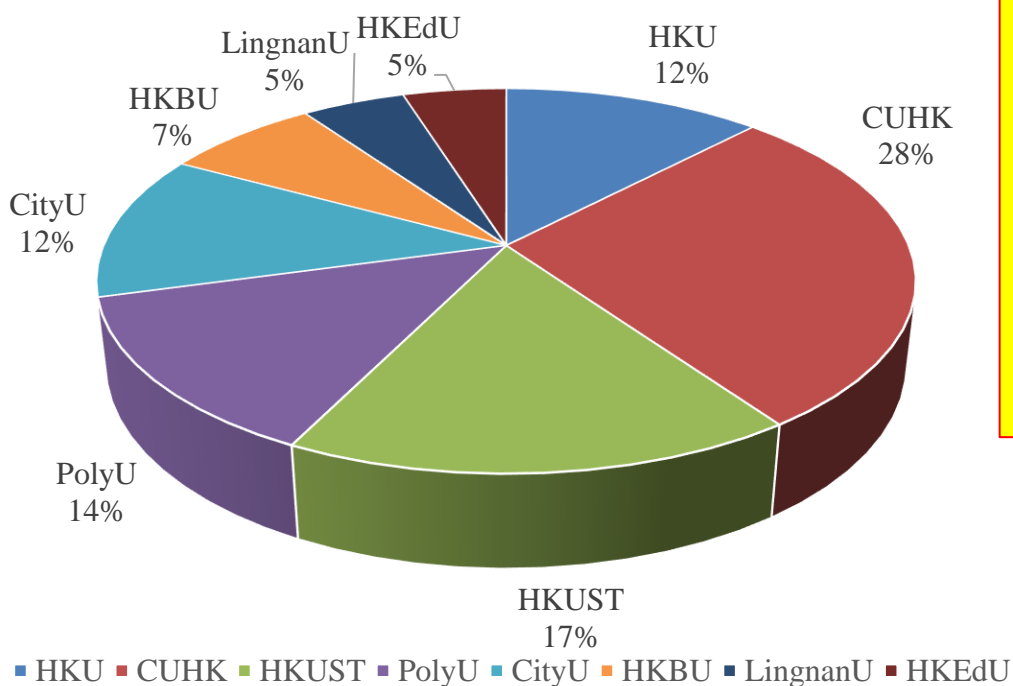


FIG. 4 Percentage of Level 5 or Above (Core Subjects)



JUPAS UGC-funded Offers



Programmes

- ✓ Medicine
- ✓ Quantitative Finance
- ✓ Pharmacy
- ✓ Nursing
- ✓ Laws
- ✓ Occupational Therapy
- ✓ Radiography
- ✓ Surveying
- ✓ Architectural Studies

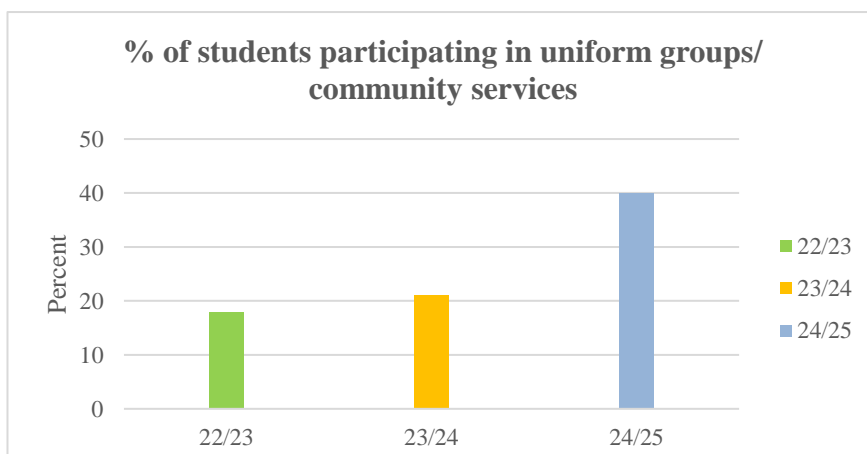
Outstanding Students' Offer

5**	5*	5	University and Programme
5	2		CUHK - Quantitative Finance and Risk Management Science
3	1	3	HKU - Bachelor of Medicine and Bachelor of Surgery
2	4	1	CUHK - Medicine (MBChB) Programme
1	3	1	CUHK - Philosophy
	5	1	CUHK - Insurance, Financial and Actuarial Analysis
1	2	2	HKU - Bachelor of Arts and Bachelor of Laws
1	2	2	HKU - Bachelor of Science
	4	3	PolyU - BSc (Hons) in Radiography
1	2	1	HKU - Bachelor of Arts
1	1	4	PolyU - BSc (Hons) in Occupational Therapy
1	1	3	PolyU - BSc (Hons) in Occupational Therapy
1	1	3	CUHK - Pharmacy
	2	3	CUHK - Financial Technology
	2	3	HKUST - Engineering with an Extended Major in Artificial Intelligence
	2	3	CUHK - Biomedical Engineering
1		3	CUHK - Enrichment Stream in Theoretical Physics
	1	4	CUHK - Science

Non-local Studies

Students Admitted to World's Renowned Universities			
Name	University	Field of Study	Scholarship
6E Yang Liyan	Fudan University	New Engineering in Computer Science	World-renowned University Admission Scholarship

(ii) Non-academic Performance



Students' Achievements in External Competitions

Outstanding Students and Leadership

Activities	Awards	Awardees
Sir Edward Youde Memorial Prizes 2024/2025		
		Chan Clementine Frances (6E) Ling Yuet Yee (6D)
2024-2025 年度「九龍城區傑出學生選舉」		
初中組	優秀獎	龐曉韻 (3E)
高中組	優秀獎	孫慧盈 (5D)
第十六屆九龍地域傑出學生選舉		
	優秀學生	沈樂意 (6E)
第十屆「卓越學生領袖選舉」		
	卓越學生領袖	張嘉豪 (6E)
	卓越學員	羅子浩(6E)
Scholarship for the Global Conference Leadership Camp 2025 and SCMUN - Model United Nations Conference (the Camp)		
		Ho Tze Ki Denz (4E)

English Language

Activities	Awards	Awardees
76th Hong Kong Schools Speech Festival (English Speech)		
Solo Verse Speaking - Non-Open - Secondary 4 - Girls	1st	Ismail Bushra (4C)
Solo Verse Speaking - Non-Open - Secondary 4 - Boys	2nd	Chow Ki Hin (4A)
Solo Verse Speaking - Non-Open - Secondary 1 - Girls	2nd	Chong Yan Yuet (1D)
Solo Verse Speaking - Non-Open - Secondary 3 - Girls	3rd	Li Yan Yin (3E)
Solo Prose Reading - Non-Open - Secondary 1 - Girls	3rd	Tsang Hoi Tung (1E)
Solo Prose Reading - Non-Open - Secondary 4 - Girls	3rd	Wong Hau Ching (4B)
Asia-Pacific Youth Model United Nations		
	Best Diplomatic Presence Award	Yeung Sheung Yin Yale (1A)
	Best Delegate Award	Sit Alvin (2A)

World Scholar's Cup (WSC) Competition - The Tournament of Champions (TOC) (Yale University)

Debating Team	Gold Awards	Suen Long Yan (5E) Tai Ting Lok (5E) Wong Tsan Yat (5E) Wan Sze Nok Matthew (6A) Hui Sze Ying (6A) Luk Yan Ching (6C)
Debating Team	Silver Awards	Tang Wai (5C) Deng Rain (5D) Ng Zi Qi (5E)
Writing Team	Gold Award	Cheng Hau Kin (4D) Hui Wing Yu (4E) Yep Emily Moon Yin (4E) Suen Long Yan (5E) Tai Ting Lok (5E) Wong Tsan Yat (5E)
Scholar's Bowl Team	Silver Awards	Xu Ching (5C) Wong Tsan Yat (5E) Tai Ting Lok (5E) Suen Long Yan (5E) Wan Sze Nok Matthew (6A) Hui Sze Ying (6A) Luk Yan Ching (6C)
Debating Champions	Gold Awards	Wan Sze Nok Matthew (6A) (15th in the World) Xu Ching (5C) Tai Ting Lok (5E) Suen Long Yan (5E)
Debating Champions	Silver Awards	Tang Wai (5C) Deng Rain (5D) Ng Zi Qi (5E) Wong Tsan Yat (5E) Hui Sze Ying (6A) Luk Yan Ching (6C)
Writing Champions	Gold Awards	Suen Long Yan (5E) (38 th in the world) Cheng Hau Kin (4D) Yep Emily Moon Yin (4E) Hui Wing Yu (4E) Wong Tsan Yat (5E)

Writing Champions	Silver Awards	Tang Wai (5C) Deng Rain (5D) Hui Sze Ying (6A)
Special Area Challenge	Silver Award	Cheng Hau Kin (4D)
History and Science Challenge	Silver Award	Wan Sze Nok Matthew (6A)

Chinese Language

Activities	Awards	Awardees
第七十六屆香港學校朗誦節 (中文)		
詩詞獨誦 - 粵語 - 中學五、六年級 - 女子組	冠軍	袁嬉恩 (5B)
詩詞獨誦 - 粵語 - 中學二年級 - 男子組	冠軍	闕毅 (2C)
詩詞獨誦 - 粵語 - 中學三年級 - 男子組	亞軍	馬澤安 (3A)
詩詞獨誦 - 普通話 - 中學一、二年級 - 女子組	冠軍	邱詩涵 (2B)
詩詞獨誦 - 普通話 - 中學一、二年級 - 女子組	冠軍	麥可晴 (2A)
詩詞獨誦 - 普通話 - 中學一、二年級 - 男子組	冠軍	闕毅 (2C)
詩詞獨誦 - 普通話 - 中學一、二年級 - 女子組	季軍	曾凱彤 (1E)
詩詞獨誦 - 普通話 - 中學三、四年級 - 男子組	冠軍	馬澤安 (3A)
散文獨誦 - 粵語 - 中學三年級 - 女子組	季軍	梁雅婷 (3A)
二人朗誦 - 粵語 - 中學三、四年級	季軍	莫海瑤 (3A) 蔡愷妍 (3E)
2024-2025 中國中學生作文大賽 (香港賽區)		
初中組	銅獎	馬澤安 (3A)
初中組	優異獎	洪嘉峰 (1A)
初中組	優異獎	鍾澄 (2E)
初中組	優異獎	勞溢豪 (3A)
初中組	優異獎	龐曉韻 (3E)
高中組	優異獎	譚瑋瑩 (4A)
高中組	優異獎	許天諾 (4A)
高中組	優異獎	張旨晴 (4D)
高中組	優異獎	王心淇 (5E)
高中組	優異獎	吳朗熙 (5D)

全港青年中文書法比賽 2024-2025		
中學硬筆組	冠軍	王斯涵 (3C)

Mathematics

Activities	Awards	Awardees
第二十七屆香港青少年數學精英選拔賽		
	二等獎	劉博禮 (3A)
	三等獎	陳石(3E)
全港青少年數學挑戰賽 2025		
中二組	銀獎	宋國潤 (2D)
中三組	銅獎	李三源 (3A) 黎朗熙 (3E)
中一組	銅獎	陳思宇 (1B)
True Light Girls' Invitational Mathematics Contest 2024		
	Distinction	Chan Meifei (4D)
The 42nd Hong Kong Mathematics Olympiad		
	Second-class Honour Certificate	Lee Ho Long (5E)
	Third-class Honour Certificate	Wong Ho Chit (5D)
第十五屆香港中學數學創意解難比賽初賽		
	銅獎	李承裕 (2A) 蕭凱駿 (2A) 陳思宇 (1B) 楊尚賢 (1A)

Science

Activities	Awards	Awardees
Hong Kong Secondary Schools iGEM Commemorative Awards 2024		
	Gold Medal	Lam Qiao Yi (5C) Suen Wai Ying (5D) Wong Chun Yat (5D) Cai Rongrong (5E) Tso Hon Sum (5E) Wong Tsan Yat (5E) Zhu Yuen Chuen (5E)
International Biology Olympiad - Hong Kong Contest 2024		
	Bronze Award	Wong Yuet (6E)

Hong Kong Secondary School Geology Research Competition		
	Gold Award	
	Bronze Award	

STEAM

Activities	Awards	Awardees
Open Data Hackathon 2024		
老老 (安老服務)	Merit Award	Li Pui Yan (5C) Wong Ho Chit (5D) Lo Kwan Hin (5D)
E-ventually	Finalist	Wong Chun Yiu (5D) Wong Ke Yong (5D) Lam Ching Hin (5D) Chong Kai (5E)
Happy Pets	Finalist	Tse Ming Hong (4B) Chan Chik Hung (4C) Tung Yi (4D)
PolyU x NuttyShell Cybersecurity CTF 2025		
Team: HPCCSS pingers	Rank: 10	Tung Yi (4D) Lee Ho Sze (4D) Tse Ming Hong (4B) Chan Chik Hung (4C)
Team: 404_Not_Found	Rank: 21	Li Pui Yan (5C) Wong Chun Yiu (5D) Wong Ho Chit (5D) Chong Kai (5E)
Team: Quadruple Alliance	Rank: 25	Lau Ryan Chi Kin (3C) Chan Wing Him (3D) Li Lester Gong (3E) Kwok Chun Him (3E)
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2024/25)		
	Bronze Award	Chan Hiu Yu (1B)

Sports

Activities	Awards	Awardees
Inter-school Swimming Competition 2024-2025 (D2)		
Boys A 200m Individual Medley	2 nd place	Ma Shek Chung (6C)
Boys A 100m Back Stroke	4 th place	Lam Ho Tung (5C)
Boys C 50m Breast Stroke	2 nd place	Yeung Yu Sin (2D)
Boys C 4x50m Freestyle Relay	2 nd place	Chan Man Hei Hayden (2A) Fan Chun Ting (2B) Tan Tsun Hei (2D) Yeung Yu Sin (2D)
Boys C 50m Freestyle	3 rd place	Yeung Yu Sin (2D)
Boys C 100m Breast Stroke	4 th place	Chan Man Hei Hayden (2A)
Inter-school Swimming Competition 2024-2025 (D3K2)		
Girls C Grade Overall	3 rd place	
Girls C 4x50m Free Style Relay	Champion	Ng Mei Yam (1A) Wong Hui Yin (1A) Cheung Sum Yuet (2D) Au-Yeung Sze Yan Salina (2E) Ho Yi Kiu (2E)
Girls B 100m Back Stroke	4 th place	Wong Tsz Yan Janet (3A)
Girls B 100m Back Stroke	4 th place	Wong Hui Yin (1A)
Girls A 4x50m Free Style Relay	4 th place	Hui Wing Yu (4E) Cheung Ho Ching (5B) Chan Hoi Ching (5C) Li Yi Hin (6A)
Inter-School Athletics Competition 2024/25 (Division 1)		
Boys A Grade Overall	4 th place	
Boys A Grade Long Jump	Champion	Yeung Man Long (6C)
Boys A Grade Triple Jump	2 nd place	Yeung Man Long (6C)
Boys A Grade Discus	2 nd place	Yung Ngai Tsun (6B)
Boys A Grade Long Jump	3 rd place	Lau Kwok Hay (5B)
Boys A Grade Shot Put	4 th place	Yung Ngai Tsun (6B)
Boys A Grade 400m Hurdles	4 th place	Hui Yik Yeung Colby (6D)
Boys A Grade 110m Hurdles	4 th place	Chan Yat Hei (4B)
Boys A Grade 4X400m Relay	4 th place	Lee Chun Yip (6C) Tsui Man Hin (5C) Cheng Ho Lam (5C) Tam Wan Yiu (5B)
Boys B Grade Triple Jump	3 rd place	Cai Hiu Tung (4D)
Boys B Grade Shot Put	4 th place	Tse Ming Hong (4B)
Boys B Grade 4X400m Relay	4 th place	Lam Lok Him Ernest (4E) Lee Ho Kuen (4C) Han Tsun Kwong (4C) Wong Sin Ming Matthew (3D)

Girls A Grade Javelin	3 rd place	Xiao Jingjing (5A)
Girls B Grade High Jump	3 rd place	Mak Hiu Ting (3D)
Inter-school Cross Country Competition 2024-2025 (D3)		
Girls Overall	Champion	
Girls A Grade	Champion	
Girls B Grade	2 nd place	
Girls C Grade	4 th place	
Inter-school Football Competition 2024-2025 (D3K3)		
Boys A Grade Overall	Champion	
Inter-school Badminton Competition 2024/2025 (D2)		
Boys A Grade	3 rd place	Chow Sing Kwong (1D) Fong Wai (3A) Lee Long Yui (5A) Chan Wai Kiu (5D) Tso Hon Sum (5E)
Outreach Coaching Fencing (Foil) Team Competition 2024/25		
Girls Senior	Champion	Chung Nok Lok (5A) Yan Yuet (5C) Ho Tze Ki Denz (4E) Hung Tsz Yi (2C)
Joint School Fencing Team League 2025		
Boys' Epee	2 nd place	
Girls' Epee	4 th place	
Hong Kong Junior Age Group Athletics Competition 2024-4		
Boys U18 Long Jump	Champion	Yeung Man Long (6C)
Boys U18 4X100M	Champion	Lau Kai Kit (4C) Zeng Yuen Cho (5C) Tai Yat Hei Travis (5C) Hung Tsz Ho (6B)
Boys U18 4X400M	Champion	Tam Wan Yiu (5B) Cheng Ho Lam (5C) Tsui Man Hin (5C) Lee Chun Yip (6C)
Boys U18 1500M	2 nd place	Ma Shek Chung (6C)
Boys U18 3000M	2 nd place	Chow Yik Ming (5E)
Boys U18 Long Jump	3 rd place	Lau Kwok Hay (5B)
Boys U16 4X100M	Champion	Lee Cheuk Lam (2B) Chan Yik Yi (3D) Ng Yat Kiu (4B) Wong Lok Tin (3B)
Boys U16 4X400M	Champion	Han Tsun Kwong (4C) Lee Ho Kuen (4C) Cheng Hau Kin (4D) Lam Lok Him Ernest (4E)
Boys U16 High Jump	2 nd place	Cai Hiu Tung (4D)

Boys U16 110M Hurdles	3 rd place	Chan Yik Yi (3D)
Boys U16 800M	3 rd place	Li Shun Hang (3D)
Boys U16 Shot Put	3 rd place	Chow Ki Hin (4A)
Boys U14 4X400M	Champion	Lee Tsz Hei (1B) Chan Lok Tao (1B) Wong Hoi Long (1E) Chan Man Hei Hayden (2A)
Boys U14 4X100M	2 nd place	Shiu Tsz Hin (1C) Chan Hei Yi Reegan (1D) Fan Chun Ting (2B) Wong Chun Hong (2D)
Boys U14 High Jump	3 rd place	Cheng Wai Lok (2B)
Girls U18 3000M	3 rd place	Ho Ching Yi (5C)
Girls U16 Discus	Champion	Yao Ji Nan (4E)
Girls U16 4X400M	2 nd place	Mak Hiu Ting (3D) Hung Tse Ka (3E) Lau Tsz Ying (3E) Yuen Hau Ying (3E)
All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024-2025		
Boys Overall (Team)	4 th place	
Boys 4x100 Relay	3 rd place	Lau Kai Kit (4C) Tai Yat Hei Travis (5C) Zeng Yuen Cho (5C) Lau Kwok Hay (5B)
Boys 4x400 Relay	3 rd place	Lee Ho Kuen (4C) Lam Lok Him Ernest (4E) Tam Wan Yiu (5B) Tsui Man Hin (5C)
Boys Long Jump	3 rd place	Lau Kwok Hay (5B)
Boys Long Jump	4 th place	Yeung Man Long (6C)
Boys 200M	4 th place	Tsui Man Hin (5C)
Girls Javelin	4 th place	Xiao Jingjing (5A)
Watsons Athletic Club Annual Challenge 2025		
Boys U18 4X100M	3 rd place	Lau Kwok Hay (5B) Zeng Yuen Cho (5C) Tai Yat Hei Travis (5C) Hung Tsz Ho (6B)
Boys U16 110M Hurdles	3 rd place	Chan Yik Yi (3D)
Boys U14 4X400M	3 rd place	Lee Tsz Hei (1B) Chan Lok Tao (1B) Wong Hoi Long (1E) Chan Man Hei Hayden (2A)
飛越啟德-啟德飛步跑 - 中學學界盃		
全場男子組	團體冠軍	
BOCHK Bauhinia Bowl Award 2024-25		
Swimming (Boys)	BOCHK Rising Star Athlete Award	Yeung Yu Sin (2D)

Grantham Outstanding Student Athletes Awards 2024-2025

	Ten Sport Excellence Awards	Xiao Jingjing (5A)
--	-----------------------------------	--------------------

Dance

Activities	Awards	Awardees
61st Schools Dance Festival		
Slovak Dance (Group)	Highly Commended Award	
Slovak Dance (Trio)	Highly Commended Award	
Central and Western Dance Competition		
Slovak Dance (Trio) (Western Folk Dance Section)	1 st runner-up	
Tuen Mun Dance Competition		
Slovak Dance (Trio)	Gold Award	
HK Youth Elite Dance Contest 2025		
Slovak Dance (Group)	Gold Award	
Sha Tin Dance Competition		
Slovak Dance (Group)	Gold Award	

Music

Activities	Awards	Awardees
77th Hong Kong Schools Music Festival		
Descant Recorder Solo - Secondary School - Age 14 or under	First	Wang Sze Hang (2A)
Flute Solo - Secondary School - Junior	Third	Ho Cheuk Lam (1D)
Graded Piano Solo - Grade Six	Third	Lin Bei Xi (3A)
Graded Piano Solo - Grade Seven	Silver Award	Hung Tin Ching (1C)
Graded Piano Solo - Grade Five	Silver Award	Cai Wang Yuk (1A)
Graded Piano Solo - Grade Five	Silver Award	Lau Tsz Ching Rachel (1B)
Graded Piano Solo - Grade Four	Silver Award	Leung Ying Shan (2D)
Cello Solo - Intermediate	Silver Award	Chen Cheuk Kiu Mavis (1B)
Cello Solo - Intermediate	Silver Award	Kwok Ming Yan(1C)
Treble Recorder Solo - Age 13 or under	Silver Award	Wang Sze Hang(2A)
Flute Solo - Secondary School - Junior	Silver Award	Ho Yi Kiu (2E)
Clarinet Solo - Secondary School - Junior	Silver Award	Hung Tin Ching (1C)

French Horn Solo - Secondary School - Junior	Silver Award	Zhang Bo Yao (1B)
Trombone Solo - Secondary School - Junior	Silver Award	Ho Chak Man (4D)
Zheng Solo - Senior	Silver Award	Huen Tsz Lam (2C)
Graded Piano Solo - Grade Eight	Bronze Award	Tsui Chun Hei (5D)
Graded Piano Solo - Grade Five	Bronze Award	Hung Ling Shun (1B)
Graded Piano Solo - Grade Three	Bronze Award	Zhou Hohing Kathy (2E)
Trumpet Solo - Secondary School - Senior	Bronze Award	Tsang Hin Chun (2B)
Erhu Solo - Senior	Bronze Award	Leung Sau Ho (4D)
Joint School Music Competition 2025		
Woodwind Ensemble	Gold Award	
Vocal Ensemble	Gold Award	
Mixed Choir (Senior)	Silver Award	
Full Orchestra	Bronze Award	

Arts

Activities	Awards	Awardees
第十六屆校園藝術大使		
		譚楚橋 (4C) 區樂琳 (5A)
香港故宮文化博物館珍品的故事—手製繪本創作比賽 (中學) 2024/25		
	入圍獎	李詩雅 (4C)
九龍城區滅罪插畫創作及填色比賽		
	優異獎	謝樂珈 (4D)
Youth Creative Arts Contest 2024		
	Second Place	Au Yeung Hoi Man (2B)
Gnet Star Draw My Watch Competition 2025		
Youth Section	1 st Runner-up	Au Yeung Hoi Man (2B)
《淫褻及不雅物品管制條例》口號創作及填色比賽 2024-25		
口號創作比賽	優異獎	曾梓瑩 (5E)
滬港禁毒-填顏色及海報設計比賽		
高中組	優異獎	劉梓琳 (4B)
第十七屆品德教育漫畫創作比賽		
高中組	優異獎	謝樂珈 (4D)

(4) Financial Summary

(A) Expanded Operating Expenses Block Grant	Income \$	Expenditure \$
School Specific Grants:		
Administration Grant	4,951,824.00	4,803,494.79
Air-conditioning Grant	659,325.00	48,521.00
Capacity Enhancement Grant	676,944.00	596,629.32
Composite IT Grant	585,308.00	295,814.60
School-based Management Top-up Grant	53,385.00	0.00
School-based Speech Therapy Admin Grant	8,541.00	2,215.00
Non-School Specific Grants:		
Baseline Reference	2,485,101.23	
Other Income	13,240.50	
Sub-total (A1)	9,433,668.73	5,746,674.71
Subjects		329,478.56
Departments		337,581.31
School Activities		65,208.38
Audit fee		24,000.00
Bank charges		10,593.00
Celebration & Entertainment, School Beautification /Decoration		7,944.90
Cleaning materials		108,812.00
Consumable stores		24,610.72
Sound and lighting		24,114.95
Electricity and gas		682,610.00
Furniture and equipment		441,185.07
Gardening		17,000.00
General Repairs		742,845.50
Insurance		14,344.33
Lift maintenance		86,190.00
Light refreshments for guests		2,976.26
Maintenance		48,744.70
Medical expenses		2,449.20
Membership Fee		1,450.00

Postage		4,537.90
Printing and stationery		246,798.93
Staff development and training		1,000.00
Telephone		11,722.00
Transport and travelling allowance		943.60
Water		10,972.50
Sub-total (A2)		3,248,113.81
(B) School Other Grants	Income \$	Expenditure \$
Diversity Learning (Applied Learning) Grant	332,290.00	332,290.00
Diversity Learning (Other Programmes) Grant	105,000.00	145,330.00
Grant for the Sister School Scheme	165,439.00	61,157.47
IT Staffing Support Grant	338,819.00	341,201.61
Learning Support Grant	235,696.00	379,518.97
Life-wide Learning Grant	1,505,474.00	1,772,855.13
Moral and National Education Support		9,842.78
Promotion of Reading Grant	77,205.00	71,038.16
One-off Citizenship & Social Develop Gr - CS Grant		40,394.00
One-off Mental Health at School		59,995.78
One-off Mental Health – Parent & Student		20,000.00
One-off Parent Education (Sec) Grant		77,600.00
One-off Prom. Chi Culture Immerse Activity		69,698.35
One-off Prom. Sch Sport Ambience&MVPA60		34,258.00
Prom. Self-Directed Lang. Learning Eng (One-off Gr.)	200,000.00	26,395.33
Prom. Self-Direct Lang. Learn Putonghua (One-off Gr.)	200,000.00	4,400.00
AI for Science Education (One-off Gr.)	100,000.00	
School-based After School Learning Support Grant	55,600.00	94,662.00
School-based Support Grant for NCS students	331,453.00	197,400.00
Student Activities Support Grant	89,700.00	89,700.00
Teacher Relief Grant	6,512,631.00	5,631,009.58
Sub-total (B)	10,249,307.00	9,458,747.16

(C) School Fund	Income \$	Expenditure \$
Admission	4,700.00	
Bank interests	322,699.96	
Collection and Payment	30,433.00	30,433.00
Hire of school accommodation	14,642.35	12,048.75
Library Fines	4,298.80	
Miscellaneous fees	7,726.10	
Subscriptions	152,340.00	15,786.00
Student General Affairs - Activity/Bulk Purchase/ Service	255,115.70	234,735.10
Award/Scholarship/Grants	439,715.20	449,757.42
Study tour/Competition	1,705,139.00	1,743,639.00
Others	60,000.00	
Deficit on project account		71,929.80
Audit fee		1,000.00
Bank charges		1,936.00
Celebration and entertainment		3,043.58
Furniture and equipment		36,150.00
Insurance		2,311.35
IP Card system fees		51,954.50
Printing and stationery		9,700.00
Prize and Scholarship		15,303.00
Other consumables		15,272.32
Recruitment, Registration and audit fees (ORSO)		33,364.00
Donations	596,424.99	360,114.57
Feed-in Tariff	395,660.00	296,536.00
Approved collection for specific purpose	260,710.00	62,455.93
Sub-total (C)	4,249,605.10	3,424,500.32
Grand Total (A1) + (A2) + (B) + (C)	23,932,580.83	21,436,168.93

(5) Appendix

Appendix I

Report on the use of Capacity Enhancement Grant

1. Enhancing students' English Language proficiency

Major Area of Concern 1: To cope with diversities of students (S1-S5) in learning English

Strategies/ tasks

- ❖ Tutors were employed to help English teachers conduct enhancement classes. In Term 1, S1-3 English Enhancement Classes, each with five lessons, were conducted in December, before the Half-Yearly Exam. In Term 2, five lessons were offered to S1-3 students when the summer timetable was enforced, so that students could use their afterschool time well to prepare for the Final Exam.
- ❖ Qualified teachers were employed to teach the S1 Bridging Programme in August 2024.

Evaluation

- ❖ The coordination between the Chinese, English, and Math Departments continued, ensuring satisfactory attendance of the enhancement classes. However, in December, some students could only attend half the lessons because of travel plans made much earlier in advance. Invitations should be sent to parents as early as possible.
- ❖ Surveys on the Enhancement Classes showed that participants found the tutors helpful and well-prepared, and generally benefited from the learning environment (See Appendix).
- ❖ The S1 Bridging Programme established important routines to familiarise newcomers with the EMI setting, e.g. English reading, classroom language, and names of locations. As all teachers employed were current Hoi Ping teachers, the programme effectively imparted important school values to newcomers and reinforced their identity as a Hoipinger.

Major Area of Concern 2: To foster junior/senior secondary students' interest in learning English

Strategies/ tasks

- ❖ Two professional coaches were hired to offer training workshops for students joining the Hong Kong Schools Speech Festival.
- ❖ Alumni were hired to coach the English Debate Team students.

Evaluation

- ❖ Hiring two external coaches enabled each trainer to focus on individual students' learning needs and styles in the Speech Festival competitions. This also widened students' exposure to diverse English learning strategies. Three of the students taught by the coaches received prizes in the Speech Festival.
- ❖ The English Debate Team benefited from alumni who had experience in debating themselves; since much training was needed, their presence throughout the year also relieved colleagues' workload.

2. 聘請中文科導師

事項	工作 / 成果	檢討 / 建議
人工智能 (AI) 寫作評估服務	<ul style="list-style-type: none"> ● 中五、中六 ● 文憑試題目及自訂題目 ● 教師進行課程規劃時，有序加插運用人工智能批閱部分寫作課業，並且引導學生理解人工智能批改寫作的意義。 ● 完成寫作教學輸入後，學生作文並即時上載報告，任課老師先綜覽全班同學的報告，初步掌握其寫作表現，並在後續課堂進行回饋。回饋時會就全班表現作總體講解，並且按照寫作題目的文類特點，協助學生改善寫作通病。 ● 及後指導同學細閱批改報告，教導同學透過標示報告指出文章的優點、不足、改善建議，促進他們從內容、表達、結構等範疇，反思自己的寫作表現，藉以照顧個別學習需要。教師亦會囑咐同學閱讀眉批及改寫示例，讓他們比較改寫前後的差別，從中學習寫作技巧，有助遷移到往後寫作練習。 	<ul style="list-style-type: none"> ● 來年可考慮繼續購買服務，並了解新供應商的操作，以作合適的選擇 ● 來年可考慮推廣至其他年級 ● 現時應用主要集中於寫作後的回饋，可於寫組前期，即輸入階段加以應用
聘請高中中文增潤班導師	<ul style="list-style-type: none"> ● 上、下學期成功舉辦課程，開設中一級拔尖班、中二級奮進班、中三級奮進班。 ● 各級每學期各有四節課堂，每節課堂一個半小時。 ● 由學務組統籌編配名單，選出每級最有需要上課的十五至二十位學生。 ● 聘請本地大學中文系學生及經驗老師擔任導師，導師配合本校單元規劃及寫作教學擬定筆記，本學年目標是希望提升學生的閱讀及寫作能力。 ● 從課堂問卷可見，參加學生對於增潤班內容、形式、次數、效用的反饋普遍正面，認同導師教學有助提升中文水平。 	<ul style="list-style-type: none"> ● 統籌老師檢視課程成效，包括檢視課程問卷、學生課業、與各級導師傾談等，認為聘任校外導師任教課程能夠從不同視野補足校本課程；學生對於校外導師有新鮮感，普遍願意投入學習；校外導師也熱心教學，聘任資歷及經驗豐富的導師，能讓學生得益不少。建議來年繼續聘任校外導師。 ● 學生出席率較高，缺席者由當值老師及科任老師跟進。 ● 統籌老師檢視學生課業文件夾，並且詢問導師，認為同學大多完成課業要求，學習態度及課堂表現理想。

		<ul style="list-style-type: none"> ● 普遍同學參與意欲不錯，應當歸功於科任老師的勸勉，以及任教導師的認用心與生動教學。
聘請辯論導師	<ul style="list-style-type: none"> ● 中文演辯學會於 24-25 年度參加多項辯論比賽，在辯論教練及兩位負責老師帶領下，取得不錯的成績，成績令人鼓舞。參加比賽的經驗有助提高同學思辯能力及提升他們對演講及辯論的興趣。本學年參加各項辯論比賽的同學共計 19 名，已凝聚了一群對辯論有興趣並有能力的學生。 ● 承接上學年 23-24 年度「第四屆童行盃」，中辯隊於 10 月的總決賽中雖然落敗，但最後仍獲得全場總亞軍，成績突出，令人振奮。 ● 參加「希聲中學辯論邀請賽」，中辯隊於小組賽中位列第一晉身 16 強，16 強賽中亦獲勝，晉身八強，惜未能再下一城，晉級四強。 ● 中辯隊參加「第六屆全港中學學界辯論比賽」及「第五屆童行盃」，兩項比賽本校同於初賽獲勝並晉身次圈，可惜中辯隊於次圈均告落敗，未能晉級。 ● 中辯隊亦參加了「第二屆國關盃」，惜首圈落敗，未能晉級。 	<ul style="list-style-type: none"> ● 來年繼續聘請導師並參加不同類型的辯論比賽，以期提升同學演辯的能力和興趣。 ● 來年可積極招募中一二級的學生，以壯大中辯隊的實力。

3. Employment of part-time Mathematics tutors

Achievements

1. In the academic year of 2024-2025, after-school Mathematics tutorial classes were organized for S.1, S.2 and S.3 remedial classes to help to improve their Mathematics. In term 1, a total of 13 lessons (S1: 4 lessons, S2: 4 lessons, S3: 5 lessons) were delivered in December 2024. In term 2, a total of 18 lessons (S1: 6 lessons, S2: 6 lessons, S3:6 lessons) were delivered from May 2025 to June 2025. An after-school tutorial gifted class with a total of 7 lessons was also organized in Term 2 from March 2025 to May 2025 for talented S2 students to broaden their horizons in Mathematics.
2. The modified structure of the tutorial classes was used, and positive feedback was obtained from students. Most students found the lessons useful.
3. The topics selected are related to fundamental concepts in Mathematics and the weakness of students. This helped students to overcome barriers in learning Mathematics.
4. The S2 gifted class provided good opportunities for students to learn Mathematics beyond their textbook, and its positive atmosphere further encouraged their continued learning in the subject.
5. Communication between the tutors and subject teachers was effective. Subject teachers discussed with tutors about the details and teaching strategy before each lesson and had reflections with tutors about the effectiveness of the lesson to modify the following lessons.
6. The tutors are responsible and enthusiastic about teaching.

Evaluation

1. Recruitment of suitable tutors was still a challenging task.
2. The tutors are usually alumni and not very experienced in teaching. Discipline and classroom management were sometimes a problem. Thus, it is needed to restrict the class size of the tutorial class.
3. The result is normally better to have more frequent classes, but it is restricted by the school calendar and the availability of both the tutors and students.

4. Employment of part-time Biology tutor

Task Area: Enhancing students' Biology proficiency

Major Area of Concern 1: Supporting Senior Secondary Students (S4 to S6) in Overcoming Difficulties in Learning Biology

Strategies/ tasks

1st Term:

1. One enhancement class conducted by an experienced teacher for S.6 high achievers.
2. One enhancement class led by an alumnus for S.6 students requiring additional support.

2nd Term:

1. One enhancement class conducted by an experienced teacher for S.4 high achievers.
2. One enhancement class led by an alumnus for S.5 students requiring additional support.
3. The complete syllabus for S.6 students has been thoroughly covered. For the S.5 and S.4 classes, emphasis was placed on newly introduced topics.

Evaluation

1. Lesson observations conducted by the Biology Panel Head indicated satisfactory teaching quality of the tutors.
2. Participants demonstrated benefits from the enhancement classes, as reflected in improvements in both academic performance and attitudes.
3. Student feedback collected via evaluation forms indicated a high level of satisfaction.
4. The enhancement classes significantly improved the performance of high achievers, warranting continuation into the academic year 2024-2025. Additionally, school teachers will provide supplementary classes next year to offer enhanced support to students.

5. Employment of part-time Economics tutor

Task Area: Enhancing students' economic knowledge and skills

Major Area of Concern 1: To cope with diversities of students (S6) in learning Economics

Strategies/ tasks

- ❖ A tutor was employed to help Economics teachers conduct enhancement classes. Two study groups were conducted after school for S.6 low achievers in November and December. There were six sessions for each group. One session lasted for 1.5 hours. Each group consisted of 7 students.
- ❖ The topics gone over were listed below which low achievers reflected that they had much difficulty:
 - Micro Ch 6: Market Intervention: price ceiling, price floor, quota
 - Micro Ch 7: Market Intervention: tax and subsidy
 - Micro Ch 11: Production in short run and long run: LDNR and EOS/DEOS
 - Micro Ch14: Profit maximization
 - Micro Ch 15: Consumer surplus, producer surplus and total social surplus
 - Micro Ch 16: Efficiency and government intervention
 - Macro Ch 1: GDP and GNI
 - Macro Ch 2: National Income Statistic and the General price level
 - Macro Ch 3: Inflation and Deflation, Unemployment and Business Cycle
 - Macro Ch 8: Money and Banking
 - Macro Ch 9: Money Supply and Money Creation

Evaluation

- ❖ The enhancement classes were conducted by a tutor who was guided by the panel chairperson.
- ❖ Participants benefited from the classes as their examination results showed improvement.
- ❖ The enhancement classes effectively increased the performance of the low achievers and helped them upgrading the HKDSE result from level 3 to level 4. It is worth continuing in the academic year 2025-2026.

6. Employment of teaching assistant for ECA

Achievements

To ease the administrative burden on teaching staff, a teaching assistant was employed to support the Extra-Curricular Activities (ECA) programme. In the 2024/25 academic year, the teaching assistant was responsible for a variety of essential duties, including:

1. Handling clerical and administrative tasks related to ECA.
2. Arranging and coordinating coaches for various activities and events.
3. Putting up promotional materials such as posters and notice board displays.
4. Updating the school website with information about external ECA opportunities.
5. Managing Google Form submissions for ECA and organizing the collected data.
6. Supervising student outings, inter-school competitions and excursions.
7. Capturing photos and videos during school activities and functions.
8. Inputting and updating students' personal ECA records.
9. Performing other duties as assigned.

Evaluation

The appointment of the teaching assistant proved highly beneficial in relieving teachers from a significant portion of administrative tasks, enabling them to focus more on organizing and leading activities. As a result, a broader range of ECA events could be arranged both on and off campus. The assistant also played a vital role in supervising student excursions and external events during school hours, particularly when teacher availability was limited.

Furthermore, the assistant contributed technical and IT support in areas such as data entry and record management, which greatly enhanced operational efficiency. Given the positive impact on the smooth execution of ECAs, it is strongly recommended that the school continues to employ an activity assistant in the coming years.

The performance of the current teaching assistant, Mr. Liang Zhuohao, has been very satisfactory. He has shown a positive work attitude, a strong sense of responsibility, and a willingness to take on tasks beyond his regular duties. His contributions have supported the smooth execution of various ECA-related matters, and his efforts are appreciated by the team.

7. Employment of a School Library Assistant

Achievements

To support the Teacher Librarian, a library assistant was employed. In 2024/25, the tasks done by the library assistant included:

1. Assisting the daily library operation.
2. Doing clerical work for new books.
3. Posting up posters and decorating boards.
4. Collection of overdue fine and return to the General Office.
5. Updating the new books arrivals.
6. Entering data of student books and teacher reference materials.
7. Organizing the magazines in library.
8. Purchasing books for students.

Evaluations

1. The library opening hours and dates have been extended.
2. Supporting of teacher librarian so as to free the librarian to work closely with panel chairpersons in the selection and purchase and promotion of library materials and services.
3. The library assistant was responsible, helpful in assisting teacher librarian in maintaining an attractive and welcoming library. The workload of the teacher librarian was reduced as to allow more room to work closely with subject panels. The library assistant can also provide IT support in various aspects to enhance administration and record keeping. The library assistant also worked closely with the students, help them to be good librarians. In view of this, a library assistant can continue to be hired to take up the workload mentioned above.

Appendix II

Report on the Use of the “One-off Grant for Promotion of Self-directed Language Learning (English Language)”

Task Area: Enhancing students’ English Language proficiency

Major Area of Concern 1: To foster students’ interest in learning English

Strategies/Tasks

- ❖ To employ tutors outside the permanent staff establishment to help English teachers conduct English-learning programmes

Evaluation

- ❖ Alumni tutors with experience in debate were hired to coach students English debate skills. Students received their feedback well and were generally able to build on what they learnt independently: after the training sessions, they conducted research on debate motions and practised delivering debate speeches to prepare for upcoming competitions.

Major Area of Concern 2: To enhance junior/senior students’ language mastery and self-directed learning ability

Strategies/Tasks

- ❖ To organise workshops and activities that equip students with English skills, which they can build on outside lesson hours

Evaluation

- ❖ Six rounds of the S6 speaking skills workshop were run in February and March 2025. Students were invited to sign up for the workshop and almost the entire form did so.
- ❖ An experienced teacher was hired to give comments on students’ performance in the speaking practices. It was observed that students had taken advantage of the teacher’s comments; they spent time revising what they learnt and practised by themselves after the workshop to further improve their skills.

Use of Grant in 2024-2025:

	Areas	Expense
1.	English debate coach salary	\$14,408.33
2.	S6 speaking skills workshop tutor’s salary	\$11,124.00
	Total Expenditure	\$25,532.33
	Unspent Balance	\$174,467.67

Appendix III

Report on One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

整體目標：

- 培養學生自主學習普通話的興趣。
- 豐富學生的普通話語言學習環境。
- 營造校園的普通話氛圍。

範疇	活動	說明	成效	反思、跟進
聘請人員支援學生的普通話學習	普通話水平測試培訓班	<ul style="list-style-type: none"> ● 由老師推薦中一至中三級學習態度佳、普通話能力優秀的學生，參與八節普通話水平測試培訓班。 <ul style="list-style-type: none"> ➢ 日期：2025年5月19日、5月22日、5月26日、5月29日、6月26日、6月27日、6月30日、7月2日 ➢ 時間：下午4時至下午5時30分 ➢ 參與人數：5人 ➢ 目的： <ul style="list-style-type: none"> ◇ 於課堂學習以外，進一步提升普通話資優學生的語言表達與運用能力，豐富學習體驗。 ◇ 建立普通話科的人才資源庫，為來年推薦學生參與不同校外普通話比賽作預備，以在校園內起示範作用，帶動運用普通話的風氣。 	<ul style="list-style-type: none"> ● 五名獲推薦的學生的課堂出席率均達80%以上，表現得到導師的讚賞，推薦參與2025年12月舉辦之普通話水平測試。 ● 五位學生均已成功報考普通話水平測試。 	<ul style="list-style-type: none"> ● 可隔年舉辦活動，培養普通話優秀人才，於校園中起示範、推動作用，進一步培養校園運用普通話的氛圍，豐富語言學習環境。 ● 於招募學生時宜訂立共同目標，期望在水平測試中考獲不低於三甲的成績。最終成績以考獲二乙或以上為佳。 ● 於2025-26學年中積極推薦相關學生參加不同的普通話比賽，例如普通話廣播劇比賽、朗誦、演講比賽等。 ● 於2025-26學年上學期安排2-3節普通話水平測試溫習課及模擬測試，為學生預備應考。

支援學生的普通話自主學習	普通話水平測試考試費資助	<ul style="list-style-type: none"> 於普通話水平測試培訓班中出席率達八成，並獲導師推薦的學生，可獲得八成考試費資助。 <ul style="list-style-type: none"> 目的：緩解學生交納考試費的壓力，鼓勵學生認真溫習，努力備考，提升普通話水平，為來年參與不同比賽作準備。 	<ul style="list-style-type: none"> 獲考試費資助的學生訂立目標，期望能獲得二乙或以上的成績。 	<ul style="list-style-type: none"> 於 2025-26 學年上學期安排 2-3 節普通話水平測試溫習課及模擬測試，為學生預備應考。 如學生考試表現欠佳，建議於測試後進行表現檢討，反思學習或考試過程的不足，為未來繼續精研普通話提供經驗教訓。
--------------	--------------	---	--	--

• 津貼使用詳情：

	Areas	Expense
3.	普通話水平測試課後提升班	\$9,840
4.	普通話水平測試考試費資助	\$4,400
	總開支金額：	\$14,240
	津貼餘額：	\$185,760

Appendix IV

Report on “AI for Science Education” funding programme

This report outlines our experiences and learning outcomes from the AI for Science Education funding program, which involved five teachers: The program aimed to enhance the ability of junior secondary science teachers to integrate artificial intelligence (AI) into their teaching, promoting inquiry-based learning among students.

Overview

The funding consisted of two main components: (A) Short-Term Course and (B) School-Based Support.

(A) Short-Term Course for teachers.

A 12-hour in-person course was conducted at The Chinese University of Hong Kong. 5 teachers WMC, LPC, WKT, HTL, and LHK attended the course.

The content of the course included:

- Fundamentals of AI: An introduction to basic concepts of AI, generative AI, and large language models (LLMs).
- Practical Applications: Exploration of AI applications in junior secondary science education, including:
 - Image recognition for predicting plant health
 - Simulations of physical phenomena (e.g., optics and mechanics)
 - Predictions and evaluations of chemical reactions

Participants had hands-on experience with various AI tools, including ChatGPT, DeepSeek, Magic School, Kaggle Dataset, and Teachable Machine.

The features of the short-term course are as follows:

- Key Learnings
 - Integration of AI in Education: The course highlighted how AI can enhance the teaching of biology, physics, and chemistry through practical applications. For example, using AI to analyse scientific data can significantly improve students' inquiry skills.
- Hands-On Experience: Teachers gained valuable experience with AI tools, which will help them incorporate technology into their lessons more effectively. The practical sessions allowed them to experiment with AI applications relevant to their subjects.

- Collaborative Development: Developing teaching examples in collaboration with peers strengthened their understanding of interdisciplinary approaches, fostering a supportive learning community.
- Data-Driven Teaching: The introduction of data-driven instructional strategies will enable teachers to design inquiry-based activities that enhance students' understanding of scientific concepts.

Future Plans after the teacher training.

Moving forward, we plan to utilize the knowledge gained from this program to design lessons for S1 Chapter 3. A sharing session will be conducted during the staff development day to disseminate insights and best practices among all teachers.

By fostering a collaborative atmosphere and integrating AI into our science curriculum, we aim to enhance students' learning experiences and outcomes.

(B) School-Based Support

We still have approximately \$50,000 in funding available. At the end of the academic year, we will assess whether there is updated knowledge or advancements in AI education. If significant updates are available, we may organize additional teacher training to further enhance our staff's capabilities. Alternatively, if no new developments arise, we may apply for school-based support to ensure effective implementation of AI in our teaching practices.

Appendix V

Report on Healthy School Policy

To cultivate and promote a healthy environment in school, the Health Education Team continues to lay great emphasis on developing the good physical, psychological and social health status of students, and establishing healthy living habits among them. Building on the successes of the previous year, the team has further enhanced its programmes to achieve the major concern of enhancing life planning education, nurturing a culture of appreciation, and unleashing students' potential.

The team successfully conducted a series of thematic events, including Healthy Drinks Day, Fruit Day, and the Sports King Challenge x Nuts Day. These activities effectively raised awareness about the importance of a healthy diet and an active lifestyle, encouraging individuals to make informed choices for their overall well-being. A new initiative, "Culinary Comfort," was also introduced to promote mental wellness through healthy eating.

20 (S1 & S2) Health Ambassadors have continued to play a vital role in promoting health and wellness within the school through their dedicated efforts. By assisting in events and workshops, they have effectively educated and empowered their peers. The Secondary 1 and 2 Home Economics subject leaders were appointed as Health Ambassadors to further strengthen this promotion. Their continued commitment is essential for sustaining and expanding health promotion initiatives.

The Health Education Club Committee's active participation and organization of events demonstrated their commitment to promoting health education and awareness. Through their well-planned activities, they successfully engaged the target audience, increased knowledge, fostered a sense of community, and positively impacted participants' behaviours and attitudes towards health. The committee's commendable performance not only benefited the individuals involved but also enhanced the reputation of the Health Education Club.

The anti-drug workshop for S2 students and the anti-smoking workshop for S1 students, held during the post-exam period, successfully raised awareness about the risks and consequences of substance abuse and smoking. These sessions provided strategies for quitting or avoiding such habits, empowered students to make informed decisions, and equipped them with essential refusal and coping skills. By implementing these educational efforts, we contribute to a healthier future for our youth.

The enthusiastic participation of our students, the dedication of our Health Ambassadors and Club Committee, and the successful implementation of our diverse programmes confirm that we are making a meaningful impact. We are committed to building on this momentum, using the valuable feedback and reflections to refine our approach and further embed a pervasive culture of health and well-being throughout the school community.

Appendix VI

Report on School-based After-school Learning and Support Programmes 2024/25 s.y.

Staff-in-charge: Ms Lee Wai Chi Vicky

Contact Telephone No.: 27123107

- A. The number of students (count by heads) benefitted under this Programme is 118 (including A. 10 Comprehensive Social Security Assistance (CSSA) recipients, B. 101 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 7 under school's discretionary quota).

B. Information on subsidised activities

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Leadership Training	0	5	0	100%	Aug 2025	4,250	Questionnaire	The HKFYG Leadership Institute	
Broadening Horizons (Excursions)	3	6	5	100%	Sep 2024 to Jul 2025	26,817	Students' response and teacher's observation		
Broadening Horizons (Post-exam Activities)	8	68	0	100%	Jul 2025	8,652.78	Questionnaire		
Musical Training	1	17	1	100%	Sep 2024 to Jun 2025	20,324.11	Students' response and teacher's observation		
Sports Training	6	23	1	100%	Sep 2024 to Aug 2025	20,431.76	Students' response and teacher's observation		
Team building Activities (S2-S6 Camp)	8	81	0	100%	Sep 2024 to Dec 2024	14,186.35	Students' response and teacher's observation		
Total no. of activities: <u>31</u>									
@No. of man-times	26	200	7						
**Total no. of man-times	233				Total Expenses	94,662			

Note:

* Types of activities are categorised as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvement	✓					

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes); |
| <input type="checkbox"/> | difficult to select suitable non-eligible students to fill the discretionary quota; |
| <input type="checkbox"/> | eligible students unwilling to join the programmes (Please specify the reason(s): _____); |
| <input type="checkbox"/> | the quality of service provided by partner/service provider not satisfactory; |
| <input type="checkbox"/> | tutors inexperienced and student management skills unsatisfactory; |
| <input type="checkbox"/> | the amount of administrative work leads to <u>apparent</u> increase on teachers' workload; |
| <input type="checkbox"/> | complicated to fulfil the requirements for handling funds disbursed by EDB; |
| <input type="checkbox"/> | the reporting requirements too complicated and time-consuming; |
| <input type="checkbox"/> | Others (Please specify): |

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

NA

Appendix VII

Report on Diversity Learning Grant - Other Programmes: Gifted Education (2024-25)

Domain	Programme	Objective(s)	Targets	Duration/Start	Deliverables	Implementation & Evaluation
Language	The Hong Kong Federation of Youth Groups English Public Speaking Contest 2025	To nurture competent students' confidence in speaking English and articulating their thoughts using the language	8 gifted students from S4-5	Term 2	To participate in the contest where each student had to present their speech. Shortlisted students could proceed to the next round.	Students were trained in preparation for their competition, which was considered as an effective way to propel students with English potential into more intensive training of skills that classroom teaching often could not nurture. This kind of opportunities are therefore very much valued and we should continue supporting gifted students in opportunities of this sort.
	World Scholar's Cup (Hong Kong Regional Round 2025)	To enrich students' repertoire in English Writing and higher-order thinking skills	38 gifted students from S4-5	Term 2	Team Debate, Collaborative Writing, Scholar's Challenge (Individual Quiz), and Scholar's Bowl (Team Quiz)	More students were interested in this programme this year, following the success of previous cohorts and sharing of how it helped students grow. Subsequent to an interview by English teachers, participants were shortlisted and engaged in training programmes offered by English teachers. Students' attitude was good, and they were willing to spend time after school undergoing debate training which they would not have otherwise experienced. On competition days, participants had the opportunity to learn from and interact with students from local elite and international schools, broadening

						their cultural and linguistic horizons. The competition result that all of our students managed to qualify for the next round of the tournament testified to the success of the programme in nurturing our gifted students.
	The “21st Century Cup” English Speaking Competition	To nurture competent students’ confidence in speaking English and articulating their thoughts using the language	1 student in the senior form participated in the competition	Term 2	To participate in the contest where each student had to present their speech. Shortlisted students could proceed to the next round.	The participant was trained by an English teacher in order to reap the best benefits of the students’ engagement in the competition. This training served to deepen the linguistic and cultural horizons of the student who received the distinction of the Third Prize Certificate in the end. The whole process proved to be effective in developing our stronger students with more teacher attention, and it is recommended that we continue this practice next year.
Science	Bio Olympiad Pull-out class for the gifted	To deliver a tailored external training program that challenges high-ability science students, developing	5 selected students from S5 - S6	Term 1	Participants acquire advanced knowledge and skills in Biology by engaging in deep discussions of past Olympiad	While the tutor was effective in answering questions and guiding the students, the program's brevity, consisting of only three lessons, was insufficient for thorough preparation. A key challenge was that the S.5 students' existing knowledge from their standard curriculum did not adequately cover the foundational concepts required, creating a significant learning gap. Consequently, further modification and enhanced support will be necessary in future iterations to ensure participants can fully benefit from the training.

		their advanced knowledge and problem-solving abilities for competitive success.			questions, specifically targeting the development of high-order thinking and analysis.	
	HKUST Dual programme 2024 (Level 1 Physics)	To offer learning experiences tailored to the learning needs of high ability learners in Physic	Selected student(s) from S5	Term 1		The programme provided students with a significant expansion of their understanding of physics, introducing them to advanced and fascinating concepts that lie beyond the scope of the standard DSE syllabus. A prime example was the in-depth exploration of Special Relativity, which offered a captivating look into modern theoretical physics. Furthermore, under the patient and expert guidance of the professor, students learned to move beyond mere formula application. They were taught a different methodology for deconstructing complex problems, emphasizing critical thinking and conceptual understanding over rote memorization. This shift in perspective, towards thinking like a physicist, was an invaluable takeaway that will undoubtedly benefit their future academic pursuits in science.

Humanities	Vietnam Service Tour	To offer learning experiences tailored to the learning needs of high ability learners in History, Social Services and Leadership	Ranked top 30% of S4 & S5 history students and students with strong leadership	April 23-27, 2025	Hall presentation, design and completion of study tour booklet, articles for school newspaper	Through a profound journey in Ho Chi Minh City, students explored pivotal historical sites such as the Reunification Palace and the Cu Chi Tunnels, gaining deep insights into Vietnam's past. This contextual learning was powerfully complemented by direct volunteer service at local childcare centres, where they engaged in meaningful outreach. The trip culminated in visiting iconic landmarks, fostering a rich understanding of the country's resilience, culture, and the spirit of service.
	Sai Kung Sheung Yiu Folk Museum - Examining Ancient Chinese Science from an Archaeological Perspective	To offer learning experiences tailored to the learning needs of high ability learners in Chinese History & Chemistry	15 selected gifted S4-S5 students	May 3, 2025	Hall presentation during Morning Assembly	Through a field trip to the Sai Kung Sheung Yiu Folk Museum, students learned about the traditional methods of lime production in ancient China and its historical uses. Following the visit, they participated in an experimental archaeology activity in the school laboratory, using high temperatures to calcine oyster shells—mimicking ancient lime-production techniques. Finally, they applied the lime to create traditional lion statue models. This activity enhanced students' understanding of Chinese history and ancient technology, while also deepening their knowledge of chemical principles, achieving cross-disciplinary learning.

Others selected gifted programmes for stretching students' potentials	HKU's Talented Programme: "The Path to Legal Mastery"	To offer learning experiences tailored to the learning needs of high ability learners in English & critical thinking	2 selected gifted S5 students	3-day in July, 2025	Course work and certificate	<p>This program significantly deepened students' interest in law by exploring its historical roots, such as the origins of common and civil law. This approach helped students understand how legal systems evolved differently based on history and custom, moving beyond pure doctrine to include topics like patent law and the relationship between society and judicial decisions.</p> <p>Students appreciated the exploration of law's narrative dimensions, finding the intersection with literature to be a valuable perspective for shaping future academic choices. A key benefit was direct interaction with university students and faculty, which provided crucial advice on academic programs and a genuine sense of the university's intellectual environment.</p>
	Advanced robotics course	To offer learning experiences tailored to the learning needs of high ability learners in robotics and coding.	8 selected students from S4 – S5	Term 2	Participants acquire advanced knowledge and skills on assembling and coding a four-leg robot.	Through this course, students acquired hands-on experience in assembling both a four-leg robot and a multi-directional car. They then advanced to training the robot using machine learning and writing code to control its functions. The successful outcome was a robot capable of reacting to different voice commands and images. According to a post-course survey, this challenging material was acknowledged by nearly half of the students, who found the course to be demanding.

	Advanced programming course for VR applications using Unity	To offer learning experiences tailored to the learning needs of high ability learners in coding.	8 selected students from S4 – S5	Term 2	Participants acquire advanced programming knowledge on coding a VR application.	Students learned advanced programming skills by writing code using Unity, specifically focusing on how to develop for a virtual reality environment. The successful outcome of this challenging course was that students developed applications that were used in VR headsets. A post-course survey confirmed the rigor of the material, with nearly half of the students reporting that they found it to be a challenging experience.
--	---	--	----------------------------------	--------	---	--

Appendix VIII

Report on the One-off Grant for Promotion of Chinese Culture Immersion Activities

整體目標：

- 讓學生認識、傳承中華文化。
- 提升學生對學習中華傳統文化的興趣，加強學生國民身份認同。
- 營造校園的文化氛圍。

範疇	活動	說明	成效	反思、跟進																				
學習／體驗活動、講座或比賽	中華文化體驗班：香囊製作及華服體驗	<p>➢ 日期及時間：5月6日、5月13日、5月20日、5月27日（四節課）</p> <table border="1"> <thead> <tr> <th>節數</th> <th>日期</th> <th>時間</th> <th>地點</th> </tr> </thead> <tbody> <tr> <td>第一節</td> <td>5月6日（星期二）</td> <td>16:00-17:15</td> <td>107室</td> </tr> <tr> <td>第二節</td> <td>5月13日（星期二）</td> <td>16:00-17:15</td> <td>107室</td> </tr> <tr> <td>第三節</td> <td>5月20日（星期二）</td> <td>16:00-17:00</td> <td>107室</td> </tr> <tr> <td>第四節</td> <td>5月27日（星期二）</td> <td>16:00-17:30</td> <td>中華文化室</td> </tr> </tbody> </table> <p>➢ 參與者：20位中一至三級學生</p> <p>➢ 課堂內容：</p> <ul style="list-style-type: none"> ● 香囊制作工作（5月6日） ● 髮飾製作工作坊（5月13日） ● 漢服互動講座（5月20日） ● 漢服試穿（5月27日） 	節數	日期	時間	地點	第一節	5月6日（星期二）	16:00-17:15	107室	第二節	5月13日（星期二）	16:00-17:15	107室	第三節	5月20日（星期二）	16:00-17:00	107室	第四節	5月27日（星期二）	16:00-17:30	中華文化室	<p>➢ 向20位同學發放調查問卷，共收回17份，調查結果小結如下：</p> <p>(i) 全部同學都認同香囊及髮飾製作工作坊的內容配合學生的興趣；</p> <p>(ii) 全部同學認同香囊及髮飾製作工作坊的內容配合學生的能力；</p> <p>(iii) 94%同學都認同漢服體驗的內容配合學生的興趣；</p> <p>(iv) 88%同學都認同導師的教學流暢；</p> <p>(v) 94%同學都認同文化班的課堂管理恰當；</p> <p>(vi) 94%同學都認同文化班令她們增加了對古代髮飾和服裝的認識；</p> <p>(vii) 94%同學都表示喜歡參與本年文化班(4分或以上)；</p> <p>(viii) 94%同學都表示如有機會，會想再次參與中國文化體驗活動；</p> <p>(ix) 同學有興趣參加的文化體驗活動：茶藝、漢服體驗、書法、國畫、扇子製作、刺繡等。</p>	<p>➢ 活動能達至預期目的，大部分學生都喜歡和投入是次活動，而且最後一節在本年在新開幕的中華文化室試穿漢服，體驗古人的裝扮，使學生在古色古香的環境下更為投入，而且安排了MMPT的同學幫忙以相機及拍立得拍照留念。從中增加了對認識古代飾物的意義和文化意涵，令學生明白原來古代配飾不止有裝飾的意思，背後更承載驅邪避疫、祈福安康的意涵，也能深刻地體驗中華服飾文化的魅力。</p>
節數	日期	時間	地點																					
第一節	5月6日（星期二）	16:00-17:15	107室																					
第二節	5月13日（星期二）	16:00-17:15	107室																					
第三節	5月20日（星期二）	16:00-17:00	107室																					
第四節	5月27日（星期二）	16:00-17:30	中華文化室																					

				<ul style="list-style-type: none"> ➤ 由於最後一節梳髮和換裝需時，該節活動已安排為 1 小時 30 分鐘，時間安排合適。 ➤ 髮飾及香囊工作坊及漢服體驗已舉辦兩年，配合新建的中華文化室，來年建議舉辦茶藝班。
學習／體驗活動、講座或比賽	中華表演藝術：木偶皮影	<ul style="list-style-type: none"> ➤ 舉行日期：2025 年 4 月 9 日(星期三, DAY A) ➤ 舉行時間：下午 2 時 20 分至 3 時 20 分 ➤ 舉行地點：本校禮堂 ➤ 對象：所有中一同學 ➤ 目的：通過活動，讓同學認識中華文化，提升同學的興趣 ➤ 表演團體：索輝輝奇藝坊 ➤ 當天活動內容： <ul style="list-style-type: none"> ● 歷史簡介 ● 皮影戲 ● 介紹皮影戲的製作及操控 ● 皮影戲<老鼠偷蛋> ● 邀請部份觀眾試玩小皮影偶 ● 透明幕演出示範 ● 提線木偶戲<鍾馗醉酒> ● 觀眾互動發問時間 	<ul style="list-style-type: none"> ➤ 收回的 143 份問卷，結果如下： <ul style="list-style-type: none"> (i) 接近 97%同學同意或非常同意活動加深中國文化的認識； (ii) 超過 90%同學同意或非常同意活動提升中國文化的興趣； (iii) 超過 90%同學同意或非常同意活動增強國民身份的認同感。 ➤ 整體來說，同學大都享受表演，感到精彩、快樂，獲益良多。 	<ul style="list-style-type: none"> ➤ 由於表演的日子正是禮堂舉行公開試，不能隨便移動應試的桌椅，故同學須按考試模試就座，後排的同学未必能清楚看到台上的表演。 ➤ 邀請同學上台操作皮影木偶的名額不足，可能令部分未能嘗試的同學失望。 ➤ 來年可繼續舉辦，給小六升中一的同學參與。 ➤ 建議活動舉行日期可提早至二月舉行，以避開文憑試。 ➤ 建議演出團體可多給予機會，讓不同同學嘗試操作皮影木偶。

學習／體驗活動、講座或比賽

中華文化體驗：校園集古村

- 本校邀請了校園集古村國粹教育有限公司在2025年3月26日，下午二時十分至三時四十分，於學校禮堂為中四學生舉辦「校園集古村」，即舉辦攤位活動，營造古代市集熱鬧的氣氛，讓學生仿如置身古代鬧市，讓學生投入參與活動，加深學生對中國傳統文化的認識。
- 整個活動包括古彩戲法表演、一個冰糖葫蘆攤位、五個手工攤位（中國結、竹編、皮影製作、剪紙體驗、鐵藝）、兩個古代遊戲攤位（扯鈴、陀螺），以及一個打卡影相位。

活動評估：

1. 你最喜歡「校園集古村」哪些活動？

古彩戲法表演	冰糖葫蘆攤位	中國結手工攤位	竹編手工攤位	皮影製作手工攤位	鐵藝手工攤位	扯鈴遊戲	陀螺遊戲	打卡影相位
30.8%	50%	20.8%	14.6%	13.1%	16.9%	22.3%	26.9%	3.8%

問題	非常不能夠	不能夠	一般	能夠	非常能夠
2. 你認為這次活動能增加你對中華傳統手藝的認識嗎？	0%	0.8%	8.5%	48.5%	42.3%
3. 你認為這次活動能增加你對中國古代遊戲的認識嗎？	0%	0%	10.8%	43.1%	46.2%
4. 你認為這次活動能讓你懂得欣賞、保護、傳承中國文化嗎？	0%	0%	13.8%	46.2%	40%
5. 你認為這次活動能加強你對國民身份認同嗎？	3.1%	1.5%	16.2%	40.8%	38.5%
6. 你對活動有甚麼意見？	<ul style="list-style-type: none"> ● 非常有趣 ● 非常有互動性 ● 此活動非常有意義 ● 多多舉辦 				

- 活動能達至預期目的，大部分學生都喜歡和投入是次活動，從中增加了對中國傳統手藝和中國古代遊戲的認識，令學生懂得欣賞、保護、傳承中國文化，並加強國民身份認同。
- 學生最喜歡的攤位是冰糖葫蘆，其次是古彩戲法表演，第三是陀螺遊戲。
- 活動有趣，建議來年繼續舉辦，以攤位遊戲吸引學生認識中國傳統手藝和遊戲。
- 扯鈴和陀螺遊戲有機會損毀禮堂地板，建議改為其他遊戲或改為有蓋操場進行活動。

Appendix IX

Report on Sister School Exchanges

學校名稱：	旅港開平商會中學		
學校類別：	中學	負責老師：	梁皚鈿老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	開僑中學 華東師範大學第一附屬中學 深圳實驗高級中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (有舉辦)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input checked="" type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明):	B5	<input checked="" type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

乙. 教師層面 (有舉辦)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到

丙. 學生層面 (有舉辦)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到

丁. 家長層面 (未有舉辦)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:		
編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 29,657.47
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的20%)	HK\$ 31,500
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 61,157.47
N10	<input type="checkbox"/>	沒有任何開支	不適用

編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	有關交流活動的層面 [如適用，請註明]
O2	<input type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明]
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>4</u> 人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>17</u> 人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>5</u> 人次

備註：

Appendix X

Report On the Use of the Promotion of Reading Grant

The Major objectives for Promotion of Reading:

- To turn the library to a well-organized resource information centre and an inviting place for self-learning.
- To nurture a good reading culture in school.

Evaluation

- E-learning platforms have been set up in the library so that students can use the platforms for their self-learning.
- Subscribe School JoyRead Club, an e-reading platform, encourage students to cultivate reading interests, broaden their horizons, and develop reading habits through e-reading channels. Although we have promoted the E-reading platform through email, video, language teachers' recommendation, and reading reward program in October and February., the students' reading volume has not yet reached the ideal level. Promotion still needs to continue in the new school year.
- Book recommendations and sharing by 13 librarians and 3 students were organized for the whole academic year to nurture a culture of appreciation and other moral values.
- The Chinese and English book fairs were held successfully in Feb and March. The gross sales were \$106,100 (Chinese book fair) and \$33,600 (English book fair) respectively.
- Putonghua-related books were introduced to S1 students. Students borrowed books afterwards for their reading activities.
- Small-scale book exhibitions on different themes were held regularly this year, such as English, Chinese, PE. Exhibitions attracted students' interest in reading and will be continued next year.
- It was a pity that Joint-school activities and Joint-club activities were not organized.

Financial Report: [Govt's Grant: \$77,205 (25 classes or above)]

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books <ul style="list-style-type: none"> ● Printed Books- Theme –based reading materials ● E-resources 	\$25,000	\$29,647.76
2.	Web-based Reading Schemes <ul style="list-style-type: none"> ● E-read scheme: ● One – stop Portal Online Learning Platform 	\$15,000	\$21,000
3.	Reading Activities <ul style="list-style-type: none"> ● Hiring authors ● Hire of service from external service providers to organize reading activities ● 2025 Hong Kong Book Fair - Superpass 	\$15,000 \$5,000 \$5,000	\$8,000 \$0 \$3,432
4.	<ul style="list-style-type: none"> ● Magazines Subscription: To promote Theme-based reading e.g. KLA: Science, Chinese 	\$10,000	\$6,636
	Total:	\$75,000	\$68,715.76

Appendix XI

2024-2025 Report on the Use of the Life-wide Learning Grant

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Choir	Sep 24 – Jul 25	S1-S5	48	\$59,860.00	\$1,247.08	E1	Arts (Music)	Excellent	✓	✓	✓		
2	Orchestra	Oct 24 - May 25	S1-S5	40	\$13,904.35	\$347.61	E1	Arts (Music)	Good	✓	✓	✓		
3	A Cappella	Nov 24 - May 25	S1-S5	12	\$5,261.54	\$438.46	E1	Arts (Music)	Good	✓	✓	✓		
4	Ensemble Training	/	/	/	\$0.00		/	/	/	/	/	/	/	/
5	To employ a professional dance tutor for training the elite dance members.	Sep 24 - Aug 25	S1-S6	17	\$19,797.65	\$1,164.57	E1	Arts (Others)	Excellent	✓		✓		
6	Chinese Drama Club (workshop and materials)	Sep 24 – Jul 25	S1-S5	12	\$29,800.00	\$2,483.33	E1	Arts (Others)	Excellent	✓				

7	VA short course	Cancelled due to over budget	/	/	\$0.00		/	/	/	/	/	/	/	/
8	Leadership training and camps for upcoming chairpersons (Workshops, camps, transportation fee and team tee)	August 25	S3-S4	58	\$62,250.00	\$1,073.28	E1, E6	Leadership Training	Excellent	✓	✓	✓		
9	Service Learning (S1-S6)	Sep 24 – Jul 25	S3-S5	177	\$7,900.00	\$44.63	E1, E2	Moral, Civic and National Education	Good	✓			✓	
10	Life Education (S1 - S6)	Sep 24 – Jul 25	S4-S6	418	\$9,200.00	\$22.01	E1	Values Education	Good	✓				
11	IT and Value Education (S4 - S5)	Sep 24 – Jul 25	S4-S5	288	\$2,000.00	\$6.94	E1	Values Education	Good	✓				
12	Environmental Education (S1 - S6)	Sep 24 – Jul 25	S1-S6	142	\$22,850.00	\$160.92	E1	Moral, Civic and National Education	Good	✓				
13	S2 Value Education Half-Day Camp/Activities	Oct 24	S2	158	\$12,276.42	\$77.70	E1	Values Education	Excellent	✓				
14	S3 Value Education Half-Day Camp/Activities	Dec 24	S3	157	\$13,939.62	\$88.79	E1, E2	Values Education	Good	✓				
15	S4 Value Education Half-Day Camp/Activities	Dec 24	S4	149	\$24,239.86	\$162.68	E1, E2	Values Education	Good	✓				

16	S5 Value Education Half-Day Camp/Activities	Dec 24	S5	142	\$25,757.75	\$181.39	E1, E2	Values Education	Good	✓					
17	S6 Value Education Half-Day Camp/Activities	Dec 24	S6	130	\$32,850.00	\$252.69	E1, E2	Values Education	Good	✓					
18	S3 & S4 Visit to the Hong Kong International Airport (Free) & Transportation Fee (two-way)	7 July 2025	S3 - S4	30	\$1,800.00	\$60.00	E2	Others, please specify: Career exploration	Good						✓
19	S1 Career Express	9 July 2025	S1	164	\$7,792.68	\$47.52	E1	Others, please specify: Self-understanding and career exploration	Good						✓
20	S2 Little Society	9 July 2025	S2	160	\$23,383.65	\$146.15	E1	Others, please specify: Self-understanding and career exploration	Good						✓
21	Transportation Fee for visits (\$2600+\$5940)	20 Feb & 3 Apr 2025	S4 -S5	291	\$8,540.00	\$29.35	E2	Others, please specify: exploring university programmes	Good						✓
22	Post-exam Activities	July 2025	S1-5	772	\$62,630.89	\$81.13	E1, E2, E6	Others, please specify: ECA	Excellent	✓	✓	✓	✓	✓	✓
23	Table Tennis Team Training (Coach Fee)	Sep 2024 - Aug 2025	S1-6	30	\$20,664.00	\$688.80	E5	Physical Education	Excellent	✓		✓			

24	Athletics Coaches (Long Jump and Triple Jump, High Jump, Hurdles, Throwing Events, Long distance run)	Sep 2024 - Aug 2025	S1-6	83	\$175,164.29	\$2,110.41	E5	Physical Education	Excellent	✓	✓	✓		
25	Athletics coach (Girls: General fitness)	Sep 2024 - Aug 2025	S1-6	29	\$52,600.00	\$1,813.79	E5	Physical Education	Excellent	✓	✓	✓		
26	Athletics coach (Girls: Sprint)	Sep 2024 - Aug 2025	S1-6	29	\$52,600.00	\$1,813.79	E5	Physical Education	Excellent	✓	✓	✓		
27	Fitness Training Courses (For non-school team)	Sep 2024 - Aug 2025	S1-6	591	\$45,360.00	\$76.75	E5	Physical Education	Excellent			✓		
28	Fencing Team Training (Foil and Epee)	Sep 2024 - Aug 2025	S1-6	27	\$28,329.23	\$1,049.23	E5	Physical Education	Excellent	✓	✓	✓		
29	Volleyball Team Training	Sep 2024 - Aug 2025	S1-6	25	\$8,420.80	\$336.83	E5	Physical Education	Excellent	✓	✓	✓		
30	Tennis Team Training	Sep 2024 - Aug 2025	S1-6	15	\$6,766.67	\$451.11	E5	Physical Education	Excellent	✓	✓	✓		
31	Badminton Team Training	Sep 2024 - Aug 2025	S1-6	38	\$27,225.00	\$716.45	E5	Physical Education	Good	✓	✓	✓		
32	Football team	Sep 2024 - Aug 2025	S1-6	44	\$3,400.00	\$77.27	E5	Physical Education	Excellent	✓	✓	✓		
33	Boys' basketball Team Training	Sep 2024 - Aug 2025	S1-6	35	\$4,470.00	\$127.71	E5	Physical Education	Excellent	✓	✓	✓		
34	Girls' Basketball Team Training	Sep 2024 - Aug 2025	S1-6	24	\$4,470.00	\$186.25	E5	Physical Education	Excellent	✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				4,335	\$875,504.40									

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	World Scholar's Cup - Tournament of Champions (Students)	14/11-22/11/2024	S4-S6	13	\$38,734.35	\$2,979.57	E3	English Language	Excellent	✓	✓			
	World Scholar's Cup - Tournament of Champions (Teachers)	14/11-22/11/2024		2	\$61,579.52	\$30,789.76	E4	English Language	Excellent	✓	✓			
2	World Scholar's Cup - Global Round (Students)	25/7-31/7/2025	S2-S5	24	\$75,345.02	\$3,139.38	E3	English Language	Excellent	✓	✓			
	World Scholar's Cup - Global Round (Teachers)	25/7-31/7/2025		3	\$35,035.84	\$11,678.61	E4	English Language	Excellent	✓	✓			
3	VA x Chin Lit. Study Tour (Kyoto and Setouchi, Japan) (Students)	22/4-27/4/2025	S1-S5	30	\$90,000.00	\$3,000.00	E3	Arts (Visual Arts)	Excellent	✓		✓		
	VA x Chin Lit. Study Tour (Kyoto and Setouchi, Japan) (Teachers)	22/4-27/4/2025		3	\$60,000.00	\$20,000.00	E4	Arts (Visual Arts)	Excellent	✓		✓		
4	Vietnam (Ho Chi Minh City) Service Tour (Students)	22/4-26/4/2025	S4-S5	30	\$90,000.00	\$3,000.00	E3	History	Excellent	✓	✓		✓	
	Vietnam (Ho Chi Minh City) Service Tour (Teachers)	22/4-26/4/2025		2	\$12,696.00	\$6,348.00	E4	History	Excellent	✓	✓		✓	
5	TAIWAN athletics team training camp (Students)	19/7-23/7/2025	S1-S5	60	\$180,000.00	\$3,000.00	E3	Physical Education	Excellent	✓		✓		

	TAIWAN athletics team training camp (Teachers)	19/7-23/7/2025		6	\$39,000.00	\$6,500.00	E4	Physical Education	Excellent	✓		✓		
6	iGem competition tour (Students)	22/10-27/10/2024	S4-S5	7	\$23,450.00	\$3,350.00	E3	Science	Excellent		✓		✓	✓
	iGem competition tour (Teacher)	22/10-27/10/2024		1	\$17,350.00	\$17,350.00	E4	Science	Excellent		✓		✓	✓
7	Natural and Cultural Study Tour (Geog and ECA) (Students)	17/7-24/7/2025	S2-5	28	\$84,000.00	\$3,000.00	E3	Cross-Disciplinary (Others)	Excellent	✓	✓			✓
	Natural and Cultural Study Tour (Geog and ECA) (Teachers)	17/7-24/7/2025		3	\$74,940.00	\$24,980.00	E4	Cross-Disciplinary (Others)	Excellent	✓	✓			✓
8	Fencing Training Tour (Students)	3-5/5/2025	S1-S5	12	\$10,560.00	\$880.00	E3	Physical Education	Excellent	✓		✓		
	Fencing Training Tour (Teacher)	3-5/5/2025		1	\$1,680.00	\$1,680.00	E4	Physical Education	Excellent	✓		✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				225	\$894,370.73									
Expenses for Category 1				4,560	\$1,769,875.13									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Dissecting microscope	Biology Activity	\$1,780.00
2	Demonstration microscope	Biology Activity	\$1,200.00
3	Autoclave for microorganisms experiment	Biology Activity	\$0.00
Expenses for Category 2			\$2,980.00
Expenses for Categories 1 & 2			\$1,772,855.13

Category 3: Number of Student Beneficiaries

Total number of students in the school:	906
Number of student beneficiaries:	906
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms Lee Wai Chi
Post of Contact Person for LWL:	ECA Mistress

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

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school

E7 Purchase of equipment, instruments, tools, devices, consumables

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E9 Others (please specify)

Appendix XII

2024-2025 Report on the Use of the Student Activities Support Grant

I. Financial Overview

A	Allocation in the Current School Year	\$89,700.00
B	Expenditure in the Current School Year	\$89,700.00
C	Unspent Amount to be Returned to the EDB (A - B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	10	\$17,417.38
Full-grant under the School Textbook Assistance Scheme	32	\$56,460.62
Meeting the school-based financially needy criteria	8	\$ 15,822.00 (capped at 25% of the total allocation for the school year)
Total	50	\$89,700.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Basketball Camp	Physical Education	2	\$300.00			✓		
2	Athletics	Physical Education	27	\$56,620.60			✓		
3	Fencing	Physical Education	3	\$900.00			✓		
4	Basketball	Physical Education	4	\$1,200.00			✓		
5	Table Tennis	Physical Education	2	\$600.00			✓		
6	Tennis	Physical Education	1	\$150.00			✓		
7	Volleyball	Physical Education	3	\$900.00			✓		
8	Picnic	Others, please specify:	1	\$40.40	✓				
9	S5 Half day Camp	Moral, Civic and National Education	1	\$100.00	✓				
10	Instrumental class scheme	Physical Education	3	\$3,128.00		✓			
11	Orchestra	Arts (Music)	2	\$450.00		✓			
12	Choir	Arts (Music)	1	\$300.00			✓		

(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			50	\$64,689.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Qingdao Sports Culture and Marine Technology Exploration Tour	Physical Education	2	\$1,101.00	✓		✓		
2	Kazakhstan Geological and Cultural Study Tour	Cross-Disciplinary (Others)	4	\$7,000.00	✓	✓	✓		✓
3	World Scholar's Cup (Seoul)	English Language	2	\$4,000.00	✓	✓			
4	Zhongshan Fencing Tour	Physical Education	2	\$1,000.00	✓		✓		
5	Cuba Study Tour	Moral, Civic and National Education	1	\$2,000.00	✓				✓
6	Model United Nations Conference	English Language	1	\$9,500.00	✓	✓			
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			12	\$24,601.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Basketball	Physical Education	2	\$410.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			2	\$410.00					
Total			64	\$89,700.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	Ms. Chau Yuen Man (Head of Student Welfare)
--	--

Appendix XIII

Report on The Learning Support Grant (LSG) for Secondary Schools

LSG remains: \$159, 212

2023-24 LSG: \$ 235, 696

A total of \$394,908 was offered from the EDB.

1. Progress, achievement and reflection

Strategies / Tasks	Time Scale	Achievement	Reflection	People responsible	Actual Expense
1. SHINY Potential Development Scheme' for SEN students (confirmed and suspected cases) and peer tutors.	Feb – May 2025 7 sessions for each student. Each session is 1 hour 25 minutes. 13/3, 29/3 Adventure Day	<ul style="list-style-type: none"> • 13 Students joined the program. • Students increased their confidence in interacting with other schoolmates. They could make new friends through the program. 	<ul style="list-style-type: none"> • Social workers reported that students need more care, so they suggested that the manpower ratio could be increased next year. • The gender ratio of students affected the engagement. Too few girls participated in the program, so the girls formed a small group and isolated themselves. Also, some boys used English as the communication medium, they also form a group. Although participants could make friends in the program, they failed to step out of their comfort zone. • We have to be aware of the gender ratio next year. Also, we could raise the manpower ratio. • 100% participants satisfy with 	Alice, BBHK, Sandy	\$25,000

			the program. The outing activities were popular among the participants, we can keep this part in next year.		
2. Speedy	Nov 2024-April 2025 12 individual sessions and 4 parent support for each student Each session is 35 minutes.	<ul style="list-style-type: none"> The programme included individual interview and parents' support. Some skills were taught by the social workers to improve students' executive functions. Enhance students' self-understanding, explore their inner self and life planning 6 Students joined the program. 	<ul style="list-style-type: none"> 83% of students agree that the program could help them better understand their own characteristics, the way to extend their attention span and control their emotion. 	HPY, HKFYG	\$40,620
3. Special examination for SEN students.	Whole year	<ul style="list-style-type: none"> 19 SEN students were provided special arrangements in internal assessment. 	<ul style="list-style-type: none"> Various special arrangements (Extended examination time, short breaks during an examination, expanded test paper and answer scripts) were provided to students with SEN for catering learning diversity Students performed better with the special arrangement. 	WCL	/
4. 青少年情緒抗逆力計劃	Survey was conducted in September. 141 S1 students completed the survey.	<ul style="list-style-type: none"> All s1 students (140 students) finished the scanning. 10 high risk students were invited to join the master group. The average attendance rate of master group was 76.1%, and the group atmosphere was lively and 	<ul style="list-style-type: none"> 68% of students' resilience and emotion were in Zone A and B, which is relatively in a good mental condition. Only 58% of students were in Zone A and B. It showed that the situation changes every year. The program should be conducted 	WCL TWGHs Ho Yuk Ching	\$18,900

	<p>Master group 8 sessions for each student. Each session is 1 hour. 12 students joined</p>	<p>positive. Some students often arrive in class early and eagerly ask if there will be another group activity. Good relationship between the case workers and the students. Students would like to stay after the group and seek advice from him.</p>	<p>next year so that the school can provided suitable support for S1 students.</p>		
5. Pacers	<p>Mindfulness Group 12 students joined. 2-3/2025 8 sessions. Each session is 1 hour. Pacers Committee training 2-3/2025 6 sessions for each student. Each session is 1.5 hour. 17 students joined OLE lessons 4-6/2025 6 sessions for each student. Each session is 1.5 hour. All S4-5 students joined</p>	<p>Mindfulness Group 100% students agree that the group can improve their concentration, emotional management, and stress-coping abilities, facilitate their ability for self-compassion.</p> <p>Pacers 90% S4 and 95% S5 student agree that Pacers could release their stresses. Students reflected that the program provided opportunities for them to try new activities and learn new methods to release stress.</p> <p>100% Pacers Committee agree that Pacers could release their stresses. “The moment when I immerse myself in the activities. When you fully immerse yourself, you can realise your true feelings”</p>	<ul style="list-style-type: none"> The program was successful in releasing students’ stress and raise students’ awareness of self-compassion. Pacers delivered the concept of self-compassion after the activity. “Learnt ways to relieve stress” “I learnt to do different kinds of activities that can help us wind down” “How to care (for) others” “Be more empathetic to myself” “I learnt to treat myself well” However, the activity was too hurried to do in the summer timetable. Pacers should start earlier (March) next year. 	WCL, LML, Sandy	<p>Mindfulness Group / Pacers \$ 40,511.07</p>

6. Mentorship program for low academic achievers	Junior form: Every Monday to Friday from November to June Senior July to August	<ul style="list-style-type: none"> • 6 alumni have been employed to facilitate the learning for SEN students. • 9 junior form and 6 senior form students joined the program. • Junior form students had to attend the class face to face in school, while Senior form students had to attend online lesson. 	<ul style="list-style-type: none"> • Some students with low motivation refused to join the program, especially common in the junior form. • It is reflected that the class was helpful to some ASD students. Students were more willing to finish their assignment in school rather than home • More and more senior form students took the initiative to join the mentorship program. They asked for academic support and career planning support. We offered career mapping for an S4 student. A medical student was arranged to be the mentor for a s4 student who wants to be a neurologist. The tailor-made program could cater for their learning needs. • It was reflected that parents highly appreciated this class. 	WCL, tutors	\$ 35,200
7. Speech Therapy Programs	Whole year	Refer to the Speech Therapy Programs report	Refer to the Speech Therapy Programs report	Bonnie, CYM	
8. Appointment of student counsellor (SEN)	Whole year	<ul style="list-style-type: none"> • Provide administrative support to teachers. • To provide learning and emotional support to SEN students 	<ul style="list-style-type: none"> • Proactive and responsible staff, willing to learn and provide support to teachers and students. 	WCL	\$ 176,400

9. Sunny	Dec 2024-July 2025 2 sessions for self-understanding (1.5 hour) 5 careers exploration and 1.5 hour for each session.	<ul style="list-style-type: none"> 7 students joined the program 5 careers exploration including photographer, physical therapist. 	<ul style="list-style-type: none"> 100% participants agreed that the program made them better understand their interests and career aptitudes. 100% participants agreed that the program made them better understand the operations and prospects of different industries Students also improved their social skill. Making new friends. 人情世故，例如上司問自己會不會某些技能，要答"略懂"，並非"當然會"。 	WCL, HKYFG	\$28,700.00
10. OLE lesson	Whole year	<ul style="list-style-type: none"> S2 Anti-Bullying workshop S4 Film appreciation (Mental Health) 	<ul style="list-style-type: none"> Most of the students agree (3.7/4 marks) that the program could raise their awareness on inclusive education and mental health. 	WCL, CK Edu U, Methodist Centre for Quality Life Education	\$ 14,000
11. Free talk	Whole year	<ul style="list-style-type: none"> All S1 to S5 students presented a free talk during the class teacher. 	<ul style="list-style-type: none"> Speech therapists provide worksheets and videos to teach students speech skills. 6 outstanding students were invited to present in the Prize presentation ceremony in front of all classmates and teachers. 	Bonnie	
12. Jockey Club "Peace and Awareness" Mindfulness Culture in Schools	July 2025	<ul style="list-style-type: none"> To empower teachers with mindfulness practice so that they are skilful in stress coping and are ready to teach mindfulness to students. 	<ul style="list-style-type: none"> All selected teachers finished the course 	WCL, HKU Social Science facility	

Appendix XIV

Report on the Use of the “One-off Grant for Mental Health at School”

負責組別：學生支援組

學年	活動名稱	活動目的	月份	參加者	預算開支金額 (HK\$)	實際開支 金額(HK\$)	成效評估
2024/25	Pacers	<ol style="list-style-type: none"> 1. 培訓校內精神健康大使，讓學生於校內推廣精神健康，協助同儕，促進學生的心靈健康和幸福感。 2. 中四、五同學於OLE 堂體驗不同的活動，從而提升學生自我關懷的能力和意識。 	10/2024-6/2025	中四、五同學	\$35,000	\$30,012.75	<p>本計畫成功地釋放了學生的壓力並提高了學生的自我關懷意識。部份摘自 Pacers 問卷：</p> <p>“學習緩解壓力的方法”</p> <p>“我學會了做不同類型的活動來幫助我們放鬆”</p> <p>“如何關心他人”</p> <p>“對自己更有同理心”</p> <p>“我學會了善待自己”</p>
2024/25	中六同學打氣活動	<ol style="list-style-type: none"> 1. 為中六同學提供正面的情緒支持，並創造一個歡樂的校園氛圍，促進學生的心靈健康和幸福感。 	2/2025	中六同學	\$5,000	\$463.00	<p>於中六最後一個上課日為同學提供熱粟米湯打氣，根據班主任觀察，整體而言活動是成功，不過由於個別班別不是太多學生上課，故個別班別的氣氛較冷淡。</p>

2024/25	Wellness Common 設置	1. 營造輕鬆關愛的校園空間，包括心聆舒壓音樂區、靜觀設備、桌遊等，讓學生感到安全，釋放壓力，照顧自己的情緒需要。	全年	全校學生	\$15,000	\$29,520.00	由於預計於 2526 學年會就 Wellness Common 進行大型改善工程，因此本學年主要添置了夾公仔和扭蛋機。另外亦舉行了 Dustykid 校園展覽，展覽結束後，部份的展品亦放於 Wellness Common 作裝飾。
---------	-----------------------	---	----	------	----------	-------------	---

Appendix XV

Report on the Use of the One-off Grant on Parent Education (Secondary)

Teacher-in-charge: AU MING TAK

Post.: Parent Education Coordinator

Date	Department	Item	Expenditure (HK\$)	Implementation Situation	Effectiveness and Reflection
2024-10-14	Parent Education	Subscription Fee for the 2024-2025 ALO Parent Education Digital System Platform 「ALO 父母心」家長教育數碼系統平台	\$25,000	<ul style="list-style-type: none"> ● S1-S6 Parents and teachers ● 1-year subscription 	<ul style="list-style-type: none"> ● It is good that it includes the contents of national education, national security, careers guidance, SEN, ... ● Promotion for parents can be enhanced.
2025-5-30	Parent Education	Subscription Fee for permanent JOYAJY ALO Parent Education Digital System Platform 「JOYAJY ALO 父母心」家長教育數碼系統平台	\$49,600	<ul style="list-style-type: none"> ● S1-S6 parents, teachers, students ● Permanent subscription 	<ul style="list-style-type: none"> ● It is strengthened with AI for more proactive use for parents' specific problems.
		<u>Sub-total:</u>	\$74,600		
			Left = \$125,400		

Appendix XVI

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools

	Area	Actual Expenses (\$)	Reflection
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	\$ 32,000.00	<p>1. The Self-Training App (Robocoach): The PE department purchased a self-training app (Robocoach) to encourage students to exercise at home. The self-training scheme was not attractive to students. Due to its very low usage rate, we will not be renewing the service for the 2025-2026 school year.</p> <p>2. The Skipping activity: We purchased ropes to promote skipping and skipping activities were introduced to S2 students. A skipping competition was held during the post-examination period. The activity was greatly enjoyed by students and effectively promoted the MVPA 60 guidelines, while also encouraging team building and cooperation within classes.</p>
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	\$ 2,258.00	
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas 3	/	
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	/	
v.	To purchase or upgrade PE/sports equipment in the school	/	
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	/	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	/	
viii.	Others (Please specify):		
	Total Expenditure:	\$34,258.00	
	Unspent Balance:	\$115,742.00	