

# Hong Kong Taoist Association Tang Hin Memorial Secondary School

## Annual School Report 2024-2025



# Annual Report

*The following document is the Annual Report for 2024-2025.*

A handwritten signature in black ink, appearing to read "Henry S. Tong Sau Chai".

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*Mr. Tong Sau Chai Henry  
Supervisor*

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# (1) Our School

## 1.1. School Vision & Mission

### Introduction

*Lao Tzu :* “*Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.*”

*道祖 :* 「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

*Confucius:* “*Man glorifies Tao, not vice versa*”

《論語》：「人能弘道，非道弘人。」

### School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

### Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students' ability for lifelong learning and help them achieve their full potential
- 3) To integrate physical education into daily life and cultivate the value of good health
- 4) To promote 'One Art for Life' and foster students' interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

## 1.2. Brief Introduction of the School

- Our school was founded by the Hong Kong Taoist Association in September, 1982. Our school is a whole-day grammar aided estate school in Sheung Shui.
- Our school occupies an area of approximately 5,400 square metres well-equipped with up-to-date teaching facilities. We have developed a comprehensive computer network, computer rooms and a STEM Learning Centre. There is ample multimedia equipment to facilitate e-learning. Apart from the traditional facilities, we have enriched our school environment with an English corner, a lecture theatre, a nature trail, an art gallery, a Chinese-style garden area, a Chinese culture gallery, a campus TV studio, a dance studio, a 'HEAzone' Mental Health Hub, a hydroponic garden, an eco-green roof, a solar-powered automatic weather station and fitness equipment.
- There are 30 classes from Secondary 1 to Secondary 6. Each form has 5 classes.
- The subjects offered in the junior forms are: Chinese Language, English Language, Mathematics, Putonghua, Science, ICT and STEM, Business Fundamentals, Chinese History, Geography, Life Education, Visual Arts, Music, Physical Education and Citizenship, Economics and Society (CES). In the Senior Forms, the core subjects are: English Language, Mathematics, Chinese Language and Citizenship and Social Development (CS). Other subjects include Chinese History, Chinese Literature, Physical Education, Chemistry, Physics, Biology, Geography, History, Economics, Information and Communication Technology (ICT), Business, Accounting and Financial Studies (BAFS) and Japanese. Our school offers 41 subject combinations for students to choose from. Students can choose three electives according to their interests and abilities. The more able students can choose Japanese as a fourth elective.
- We are an EMI school. English is our medium of instruction for all subjects except Chinese Language, Chinese History, Chinese Literature, Putonghua, Life Education, Physical Education, Citizenship and Social Development (CS) and Citizenship, Economics and Society (CES).
- All of our teachers have at least a Bachelor's degree and 47% have a Master's degree. 59% have been teaching for 10 years or more. They are professionally trained with a strong commitment to teaching. They are enthusiastic, experienced and continually improving. Most teachers focus on teaching one or two subjects and are constantly adapting the curriculum and pedagogy to meet the academic needs of our students.
- We take a holistic approach to education, focusing on the moral and academic development of our students, expecting them to be caring individuals and leaders of tomorrow.
- We place great emphasis on moral education. Our students are well-behaved and self-disciplined. An integrated moral education programme has been introduced to help students develop positive moral values. Various activities have been organised to promote a caring environment and harmonious teacher-student relations.

## 1.3. School Management

- The Incorporated Management Committee consists of the Principal and representatives of the sponsoring body, independent professionals, parents, teachers and alumni.
- The composition of the Incorporated Management Committee is shown below:

Member	School Year 2024-25
School Sponsoring Body	7
School Principal	1
Teachers	2
Parents	2
Alumni	1
Independent member(s)	2

- The IMC is responsible for providing overall direction to the school in setting development priorities and monitoring the school's performance.
- Under the supervision of the Incorporated Management Committee, various administrative units such as the Executive Committee, the Studies Unit, the Discipline Unit and the Counselling Unit formulate and implement school policy. They liaise regularly with the Parent Teacher Association, the Student Union, teachers and the Alumni Association.

## 1.4. Teaching and Learning

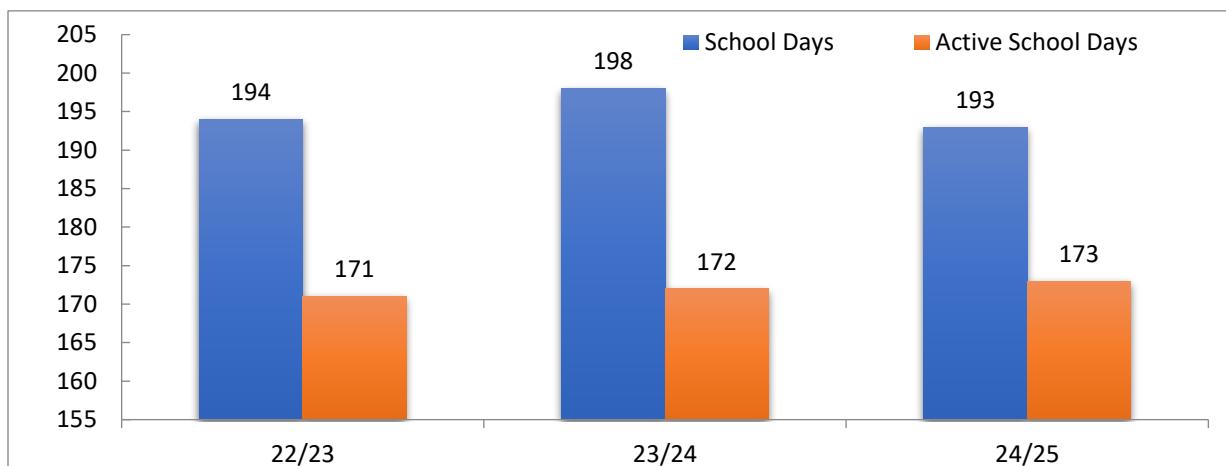
### 1.4.1. Introduction

- In line with educational trends and the school's mission, we aim to provide students with a broad and balanced curriculum with emphasis on moral, intellectual, physical, social and aesthetic development. The formal curriculum covers all KLAs. We constantly review the curriculum to improve students' learning skills, strengthen their knowledge base and promote their positive values. We focus on improving the curriculum in Chinese, English and Mathematics in Junior Forms to ensure that students have a strong foundation for learning. We also require teachers to set clearer key learning points and emphasise thinking and application to improve students' learning effectiveness.
- To enable students to become lifelong learners, we promote e-learning, self-directed learning and Reading Across the Curriculum. We also encourage cross-curricular learning to help students make connections between their knowledge and experiences. To help students improve their STEAM skills and knowledge, we organise an ICT and STEM subject in Junior Forms and allocate more resources to organise STEAM activities.
- We use a variety of learning strategies to broaden students' knowledge base, develop their generic skills and meet their learning needs. We encourage interaction and feedback between students and teachers to enhance students' learning effectiveness. We integrate reading, projects and IT into

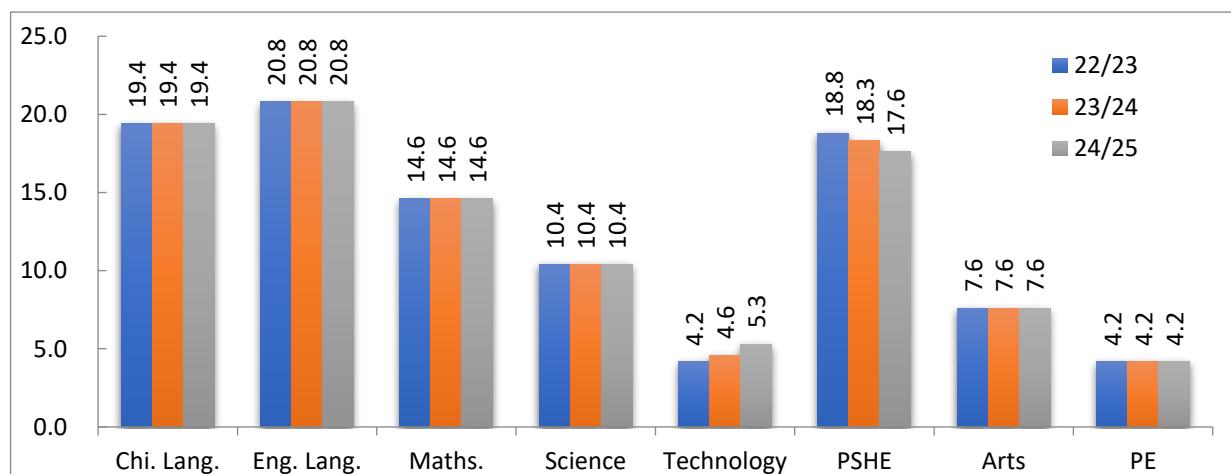
teaching and learning. We also encourage peer evaluation and self-evaluation in assessment to promote collaboration and self-learning.

- We aim to help students become proficient in biliterate and trilingual communication. We create an English rich environment to encourage students to use English in their learning. We use English as the medium of instruction in most subjects and organise various language activities to improve students' English. The language activities include English speaking weeks, verse speaking training programmes, English overseas study tours, English corner, etc. We also develop students' interest in learning Chinese language and culture through activities such as appreciation of good writings and participation in cultural activities. In addition, we include Putonghua as one of the core subjects in the Junior Form curriculum and ensure that all S.3 students reach the proficiency level. Activities are arranged to promote Language Across the Curriculum.
- We organise a range of life-wide learning activities to enrich students' learning experiences. We provide resources for departments to organise activities outside the classroom. Activities include visits, field trips and study tours. A Life-wide Learning Day is held to provide further learning opportunities through visits, field studies, cross-border trips and workshops to broaden students' horizons.

#### 1.4.2. Number of Active School Days



#### 1.4.3. Time Allocation for the 8 Key Learning Areas



## 1.5. Whole-person Development

- In addition to academic achievement, we also focus on moral development. We help students develop positive values and attitudes through Positive Education and Values Education. These activities include the Monthly Moral Programme, My Learning Journal and Life Education learning activities. The content of Life Education is designed to equip our students with moral principles for life, based on Confucian and Taoist precepts. The moral values are imparted to students through real life examples.
- We organise various life-wide learning activities outside the classroom to enable students to achieve a balanced and holistic development. They enable students to enrich the five essential learning experiences, namely intellectual development, values education, community service, physical and aesthetic development, and career-related experiences. In secondary 4, 2 periods in each cycle are allocated for students to participate in life-wide learning activities.
- Our school's ECA organisations include the Student Union, four houses, thirty clubs, sixteen service teams and thirteen school teams. Students are required to join at least one club or society in the ECA organisations as a condition of promotion to higher forms. In addition, courses or training programmes related to areas such as music, dance, sports and art are organised for students to develop their interests. To promote the policy of "an art for life", students are encouraged to participate in at least one cultural or artistic activity. The spirit of service and leadership among students is also fostered through service programmes (e.g. S2 Service Scheme, Social Service Team, Elderly Academy and joint programmes with NGOs) and leadership training programmes. A Student Mentorship Scheme has been set up to provide senior students with the opportunity to mentor S1 students and to foster a caring school culture.
- In organising LWL activities, teachers have been reminded to use the PERMA framework and the strength-based approach in positive education to build students' self-confidence, develop appropriate interpersonal relationships and enhance their positive emotions such as interest, joy, happiness and the sense of accomplishment. A caring and harmonious atmosphere is developed through the activities. Mutual support among students is encouraged.
- To equip students with the proper attitudes, skills and knowledge for life planning, the Careers Unit organises a wide range of programmes, including the Careers Week, Mock JUPAS, mock interviews, workshops, seminars and visits to workplaces. Information about local universities, overseas study, Mainland universities and different types of careers is also provided for students through TEAMS and seminars. A mentorship programme is supported by the Alumni Association. Mentors are our alumni who share their professional experience with their mentees. Students are encouraged to develop and reflect on their personal goals. Their ability to make informed and meaningful choices among the many options for further studies is also enhanced.
- To enable students to be responsible nationals, we help them to develop self-discipline through the Life Education curriculum, activities organised by the Discipline Unit and the enforcement of school

rules. We promote information literacy to cultivate students' positive attitude towards the use of information. We also help students to acquire a correct understanding of the Basic Law and the National Security Law in order to nurture them to become law-abiding citizens.

- We facilitate students to appreciate our country's culture and development and strengthen their sense of national identity through various activities such as flag-raising ceremonies, board display, morning speeches, competitions, reading and writing tasks, visits, study tours and Sister School Scheme.

## 1.6. Support for Student Development

- We prepare teaching materials with different levels of difficulty and design self-directed learning materials for students so that they can learn at their own pace.
- We have established the Academic Support Unit to provide remedial support for students with learning difficulties. This includes group tutorials, enrichment courses and extra tuition. Individual counselling is also available to students who need it.
- The Special Educational Needs Team consists of the Heads of the Studies Unit, Counselling Unit, Discipline Unit, Examination Unit, counselling teachers, the Special Educational Needs Coordinator (SENCO), class teachers, social workers, an educational psychologist, a counsellor and subject teachers. Regular meetings are held to discuss the learning progress of SEN students and to decide on curriculum and assessment support. The Learning Support Grant and other grants are used to employ 1 counsellor and to organise after-school activities. Activities include individual counselling and tutoring, school-based speech and language therapy services, training groups in social skills, executive function, personal development and career planning, and whole school inclusive education activities.
- A Gifted Student Development Unit has been established to provide opportunities for students to realise their full potential. Resources such as CEG, DLG and LWLSSG are allocated to enhance students' learning skills and provide them with more opportunities to develop their potential to the full. Students are encouraged to participate in cultural activities, overseas trips, science competitions, STEAM activities, sports activities, music courses and other external courses or competitions so that students can develop their special talents according to their interests through different learning experiences.
- The Executive Committee, Discipline Unit, Counselling Unit, social workers and class teachers work together to help students deal with problems in areas such as discipline, self-management, interpersonal issues and emotions. A range of programmes are implemented to build students' resilience, self-management and interpersonal skills.
- Our school has a good relationship with parents and values them as supportive partners. Various channels such as school notices, newsletters and parent-teacher meetings are in place to facilitate communication between parents and the school. Parents' views are regularly collected and responded to promptly. The PTA acts as a link between parents and the school. With a good home-school partnership, our school receives strong support from parents in our various endeavours.

## (2) Achievements and Reflection on Major Concerns

### Major Concern 1: To help students achieve the best learning outcomes

**Target 1.1:** To enrich students' knowledge by reviewing the curriculum

#### Achievements

- The curriculum has been revised to improve students' knowledge and understanding. To broaden students' knowledge base, Key Learning Areas (KLAs) have created more opportunities for students to develop a better grasp of contemporary local, national, and global issues. These strategies include classroom teaching, reading and life-wide learning activities. Over 80% of students have demonstrated a broader and more comprehensive knowledge base, as evidenced by their performance in learning tasks and examinations.
- The following are some examples of the learning activities:

KLA	Learning Activities	Topics
English Language	Reading, discussions, presentations, etc.	Global warming, technological advancements in China, Chinese culture, impact of the invention of virtual reality, sustainability, etc.
Chinese Language	Reading, field trips, study tours, etc.	Contemporary literary works, literary walks in local districts, visits, study tours to the Mainland, etc.
Mathematics	Real-world applications	Help students apply mathematics to real-life situations and everyday examples, such as financial and environmental issues.
Science	Reading, discussions, workshops, visits, online learning scheme, study tours, etc.	The misuse of antibiotics, global warming, renewable energy, water pollution, water conservation practices, biotechnology, ecological issues, China's Aerospace Technology, hydroponics, etc.
Technology	Projects, workshops, reading, visits, study tours, etc.	STEAM development in the Greater Bay Area, AI, sustainable development goals, challenges in food production, current business knowledge, the development of the Hong Kong economy, international trade issues, etc.
PSHE	Reading, Edpuzzle exercises, watching video clips, discussions, presentations, visits, field trips, study tours, etc.	Minimum wage, new energy development, Hong Kong's economic development, the development of the Greater Bay Area, urban development in Hong Kong, industrial and farming development in China, global warming, famine, farming technologies, environmental issues, social problems, moral issues, contemporary history, etc.
Arts	Workshops, practical work, discussions, performance, reading, visits, etc.	AI (e.g. E-orch: Digital orchestra programme, AI-creation music workshop), STEAM education, pop music (e.g. contemporary music analysis), concerts, art galleries and exhibitions, environmental issues (S.1: animal sculpture), cultural identity (S.2: 'Basic Law' and 'One Country, Two Systems' comics design), and social issues (S.3: 'A closer look at diverse communities: building a harmonious Hong Kong' poster design), etc.
Physical Education	Exercises, training, watching videos, etc.	Introduction of various sports to students, including fencing, e-cycling, softball, indoor rowing, tai chi, pickleball and footbag

- In response to the changing needs of students and the requirements of the EDB, public examinations and university admissions, subject departments have reviewed their curricula and made improvements wherever necessary.
- More learning time has been allocated to Technology Education. For instance, junior form students have three ICT and STEM lessons per cycle. The ICT & STEM curriculum for junior

forms has been refined. It incorporates more AI technology and robotic design applications. There is also a greater focus on developing students' STEAM skills. Students are required to complete STEAM projects, such as designing robotic cars with sensors and smart homes using micro:bits. Based on observations and the quality of the projects, students performed quite well.

- In addition, students are encouraged to participate in life-wide learning activities related to Technology Education. For example, STEAM workshops were organised for S1 and S2 students, while financial workshops were organised for S3 and S4 students, both during post-exam periods. On Life-wide Learning Day (21 February 2025), S3 students took part in an online artificial intelligence self-learning course. S4 students visited famous firms related to AI and STEAM education in the Greater Bay Area. Most students have demonstrated their understanding of the knowledge and skills introduced in these activities.
- Students were also invited to enrol on other courses, including the Computational Thinking Online Self-Learning Course, the GenRobo Programme 2024–25 and the Python x AI Programming Introductory Course. They were encouraged to enter competitions such as the Do Your:Bit Challenge 2024, the BETT Show 2025 in England, the Hong Kong Olympiad in Informatics (HKOI) and the Hong Kong Girls' Olympiad in Informatics (HKOI). The participants excelled in the activities.

### **Reflection**

- In light of the evolving demands of public examinations and university admissions, as well as educational trends and the diverse learning needs of students, it is essential to periodically review the curriculum of each subject.
- In order to respond to the 'Breadth of Knowledge', one of the Seven Learning Goals recommended by the Education Bureau (EDB), it is essential that students are given ongoing opportunities to develop a broad and solid knowledge base, as well as an understanding of contemporary issues at local, national and international levels. It is also important to emphasise the application of subject knowledge in order to help students achieve the best possible learning outcomes.
- To help junior form students consolidate their learning, the key elements of the Personal, Social and Humanities Education Key Learning Area and Technology Education Key Learning Area can be reinforced.

### **Feedback and Follow-up**

- Each Key Learning Area (KLA) will continue to create opportunities for students to develop a better grasp of contemporary local, national and global issues.
- When designing the curriculum, greater emphasis will be placed on using subject knowledge to develop students' application skills and enhance their understanding.
- Additional learning time will be allocated to junior forms to cover the core content outlined in the curricula of Personal, Social and Humanities Education and Technology Education Key Learning Areas.

**Target 1.2:** To develop students' generic skills, particularly critical thinking, problem solving and self-directed learning in an integrated way

### Achievements

- In order to develop their generic skills and STEAM knowledge in an integrated way, S3 students were required to complete a STEAM project focusing on sustainable development. All groups performed well and achieved a grade of B- or above. Nine groups achieved an A grade, and the top three received a prize. The majority of students (>80%) understood the values and attitudes embedded in STEAM project learning. They produced and presented their projects effectively during STEAM Week. Some of these projects were particularly creative and meaningful. A total of 592 students and teachers voted during STEAM Week, equating to an estimated turnout rate of 66.97%. This helps to promote STEAM education on campus.
- Each KLA has encouraged participation in cross-curricular activities to develop students' generic skills in an integrated manner. For example, the Science and ICT & STEM departments collaborated to deliver a hydroponics workshop to all S2 students between March and May 2025. This provided valuable insights into modern agricultural techniques. On 26 June 2025, an engaging hovercraft workshop focusing on micro:bit technology and the principles of force was arranged for all S1 students. Four talented S3 students were selected to present their innovative STEAM project at the prestigious Hong Kong Science Fair 2024–25, held at the Hong Kong Convention Centre on 28–29 June 2025. Students were also encouraged to participate in other STEAM-related activities and competitions. Participation rates have increased compared with the previous year.
- Other cross-curricular activities included Reading Across the Curriculum (RaC) and life-wide learning activities, such as study tours and visits. Over 80% of students demonstrated their ability to apply knowledge and skills from different subjects.
- Additionally, each KLA arranged project-based learning activities to develop students' generic skills and enhance their knowledge. More than 80% of students demonstrated their ability to apply generic skills such as creativity, problem solving, critical thinking, self-learning, IT literacy, communication, and collaboration in an integrated way.

### Reflection

- Although the students performed well in both the S3 STEAM project and STEAM Week, it is important to review the learning objectives and guidelines of the project so that students can develop their STEAM and generic skills and knowledge more systematically. STEAM Week also provides an opportunity for them to showcase their talents and creativity.
- In order to help students develop the 'Generic Skills', one of the Seven Learning Goals recommended by the Education Bureau (EDB), as well as the development trends of AI and STEAM education, it is crucial to place an even greater emphasis on STEAM education and cross-curricular learning. Students should also be encouraged to become independent, self-directed learners through activities such as pre-lesson preparation, reading, and project-based learning.

## **Feedback and Follow-up**

- The S3 STEAM Project Learning Scheme will be refined to enable students to develop generic and STEAM skills — particularly problem solving, critical thinking, and self-directed learning — in an integrated way.
- More students will be encouraged to participate in STEAM-related competitions and life-wide learning activities.
- Cross-curricular collaboration, such as RaC and project-based learning, will continue to be promoted.

### **Target 1.3: To strengthen students' cognitive skills**

#### **Achievements**

- As reported by department heads and observed during lessons, teachers employed various strategies to enhance students' cognitive abilities. For example, a variety of learning activities were organised in class, such as pre-lesson tasks, classwork, group work, problem-solving exercises, experiments, games and presentations, to encourage active engagement in the learning and thinking processes. Teachers also placed greater emphasis on cognitive development when designing assessment tasks. The 'Making Thinking Visible' approach was adopted to provide students with useful thinking tools, such as thinking routines, mind maps and graphic organisers. The majority of students (>80%) demonstrated the ability to use these tools and actively participated in classroom learning.
- During the observed lessons, teachers asked questions at different levels to encourage higher-order thinking. Students were able to articulate their views clearly, demonstrating an exceptional understanding of the subject matter. Teachers also encouraged students to reflect on their learning to promote metacognition. Approximately 85% of students reported in a survey that they regularly reflected on their learning and attempted to improve.
- Teachers have established an open and collaborative culture amongst themselves. They frequently share effective teaching methods and carry out peer observations. More than 100 lessons were observed this year. Over 75% of teachers' lessons were observed. The observed lessons featured appropriate teaching strategies to stimulate students' thinking and promote active engagement. Meaningful evaluation and discussion also took place after each observation.

#### **Reflection**

- The External School Review Report (November 2024) recognised our school's strengths in teaching and learning. The report noted our strong focus on developing students' thinking skills and helping them achieve the best possible learning outcomes. Classroom learning is characterised by clear objectives, a supportive environment and an emphasis on developing thinking skills.
- To further improve students' thinking skills and unleash their potential, we could encourage teachers to conduct peer lesson observations with specific focuses. These observations could focus on effective questioning techniques, providing appropriate feedback, 'making thinking

visible', encouraging active student engagement, and catering for learning diversity.

### **Feedback and Follow-up**

- Students will be further encouraged to engage in classroom learning through various activities, such as pre-lesson tasks, note-taking, group work, problem solving, experiments and games.
- A variety of strategies will continue to be employed to enhance students' thinking skills, such as 'making thinking visible', problem-solving tasks, group discussions, games and questioning at different levels.
- Peer lesson observations and professional exchanges with a specific focus will be promoted. The Lesson Observation Report Form has been revised accordingly. Focus areas include 'making thinking visible' (e.g. thinking structures, tools and routines), self-directed learning (e.g. pre-lesson tasks and note-taking), catering for learner diversity (e.g. differentiated tasks), effective questioning techniques (e.g. asking questions at different levels), providing quality feedback (e.g. prompt, specific feedback) and encouraging active student participation (e.g. peer interactions, games and group discussions).

### **Target 1.4: To increase students' confidence in using English**

#### **Achievements**

- A comprehensive review of the English curriculum has been undertaken to enhance students' proficiency and confidence in the language. Various teaching strategies have been adopted to reinforce the English language foundation of junior form students. More emphasis has been placed on refining the school-based learning materials to promote authentic language usage. Additional support and small class teaching have been provided for less able S1 and S2 students. Language support has also been provided in various EMI subjects to help students learn effectively in English. During observed lessons, students were able to respond fluently and articulately to teachers' questions, elaborating on ideas in English. Most students (> 90%) met the satisfactory standard for their level, as evidenced by their exam results and classroom performance. They also demonstrated their ability to learn in English in various EMI subjects.
- In order to cultivate an English-rich environment and foster students' confidence in using the language, collaboration across disciplines through the Language Across the Curriculum (LaC) and Reading Across the Curriculum (RaC) initiatives is strongly encouraged. Two LaC programmes were organised this year. The first, in November 2024, was a collaboration between the English and Visual Arts departments. The topic was 'Learning how to describe pictures'. Language features included the present continuous tense and vocabulary for describing feelings and actions. S1 students learnt how to use these features to describe pictures. The second LaC project, involving the English and Life & Society departments, took place in March 2025. This project focused on connectives, with the topic being 'Talking about the causes and effects of family conflicts'. In the English lesson, students were able to use connectives quite accurately. They also demonstrated their ability to use more complicated sentence patterns in the Life & Society lesson. Most students (over 80%) showed that they could link knowledge and skills

across subjects during class and out-of-class learning activities.

- Activities during English Speaking Weeks encouraged students to apply their language skills beyond lessons. Junior form students actively participated in the game booths, and the English ambassadors were well-trained and confident. This was also noted by the ESR team inspectors in November. There were four English Speaking Weeks and one English Day altogether during this school year. Students enjoyed the activities and demonstrated their ability to use English. The details of the four English Speaking Weeks are as follows:

English Speaking Week	Date	Topic	Collaboration with
First English Speaking Week	23/9 – 27/9	Sustainable Development	S3 STEAM Project
Second English Speaking Week	18/11 – 22/11	Pictures Tell Tales	LaC: English and VA
Third English Speaking Week	10/3 – 14/3	Family First: Building Stronger Connections	LaC: English and Life & Society
Fourth English Speaking Week	12/5 – 16/5	House of Films	Four Houses

- In addition, a variety of English-related activities were organised for the students to take part in. Participation rates were high, with students demonstrating both enthusiasm for learning English and confidence in using the language. Some of these activities are listed below:
  - ◊ Elite courses for S4 and S5 students
  - ◊ English Corner for S1-S3 students
  - ◊ English debate & public speaking workshops and competitions
  - ◊ External competitions such as Hong Kong Schools Speech Festival
  - ◊ English Campus TV: the ME Time programme
  - ◊ Morning speeches
  - ◊ English Bulletins
  - ◊ Activities organised by the English Society, English Reading and Writing Club, English Debating and Public Speaking Club and English Drama Club
  - ◊ Study tour to Edinburgh, the UK
- Students were encouraged to read English books through book exhibitions, library visits and reading-promoting activities, such as the Extensive Reading Award Scheme. They were also invited to recommend good books during morning assemblies. Reading passages on various topics and at different levels of difficulty were provided regularly in English lessons to enhance students' reading experience. Our NET conducted reading classes with S1–S3 students every cycle. S1–S3 students were required to complete a certain amount of online reading practice through the I-Learner programme. Each EMI subject has developed its own reading programme to encourage reading. Reading Across the Curriculum (RaC) was also promoted to help students establish links between subjects and broaden their horizons. Students performed quite well in reading activities. Leisure reading was encouraged through library activities. Approximately 81% of students said in a survey that they enjoyed reading for pleasure.

## Reflection

- The ESR inspectors visited our school in November 2025. They recognised the strengths of our students in languages. The ESR report noted that they "provide quality responses to teachers' questions, elaborating ideas fluently in English, Cantonese and Putonghua".
- Although our students have achieved satisfactory results in their exams and performed well in the classroom, they have the potential to achieve even better results in English. Those with weaker

abilities require additional support and encouragement in their language learning. More opportunities can be provided to build students' confidence and showcase their achievements.

- In order to respond to the 'Language Proficiency', one of the Seven Learning Goals recommended by the Education Bureau (EDB), it is crucial to continue developing students' language abilities to prepare them for future studies.

### **Feedback and Follow-up**

- The English Department will continue to review the curriculum and employ appropriate teaching strategies to strengthen junior form students' foundation in the English language.
- The English Department will use the 'One-Off Grant for the Promotion of Self-Directed Language Learning (English Language)', initiated by the Education Bureau (EDB), to improve students' writing and speaking skills with the help of AI technology.
- The EMI Unit will continue to foster an English-rich environment, providing students with more opportunities to use English, showcase their achievements and boost their confidence.
- Language Across the Curriculum (LaC) and Reading Across the Curriculum (RaC) will continue to be promoted in order to strengthen English language learning through cross-curricular collaboration.

### **Target 1.5: To motivate students to learn and cater for their learning needs**

#### **Achievements**

- Teachers have put a lot of effort into planning lessons. They have also prepared learning materials. Their lessons have clear objectives and well-structured content. Active classroom learning is also encouraged. Students have demonstrated improved academic performance, as evidenced by their examination results and prizes won in competitions.
- To motivate students to learn, teachers encouraged them to set their own learning goals and conduct regular self-reflection. Approximately 84% of students reported in a survey that they had set learning goals. The Stakeholders' Survey also revealed positive feedback from students regarding both their ability to set learning goals (average rating: 3.6) and their consistency in conducting self-reflection (average rating: 3.9). Students demonstrated their ability to reflect by recognising their strengths and weaknesses.
- Teachers also boosted students' confidence by providing more opportunities for success and recognising their achievements. To cater for students' learning needs, teachers employed various strategies in the classroom, such as multi-sensory learning activities, peer and group interactions, questions of varying difficulty and graded tasks. They placed great emphasis on encouraging active student participation. They also provided various assessment methods to meet students' different needs. Students showed a higher level of motivation to learn, as evidenced by their active participation in and success in learning activities. In a survey, 79% of students said that they were confident in learning academic subjects. The Stakeholders' Survey also revealed positive feedback from students regarding their active role in learning (3.7), confidence in learning (3.4), enjoyment of learning (3.5), and willingness to overcome learning difficulties

(4.0).

- At school level, remedial measures were implemented to support less capable students in improving their learning. For example, 15 enrichment courses were organised to help students perform better in English, Chinese and Mathematics. Alumni were invited to provide group tuition for junior form students, and 11 study groups were arranged for senior form students wishing to improve their performance in elective subjects. Most students demonstrated an improvement in their study skills, as evidenced by their test and examination results.
- The Academic Support Unit organised three workshops for students who were struggling with their studies. These focused on developing cognitive and generic skills, particularly those relating to self-learning and self-management. Students actively participated in the workshops and found the skills they learnt useful.
- In addition, the Counselling Unit provided SEN students with individual or group counselling to improve their study skills and increase their interest in and confidence in formal classroom learning. Most participants demonstrated greater confidence in their learning abilities.
- The talent pool system has been reviewed and more resources have been allocated to enable students to participate in gifted programmes and activities, thus maximising their potential. Thanks to grants such as the Diverse Learning Grant and the Life-wide Learning Grant, 2 elite English classes, 2 elite Maths classes and 4 Chinese reading and writing classes were held. Japanese classes were also conducted to help students develop their language skills. Various training courses in sports, dance, music, drama, debate and public speaking were organised to nurture students' talents. Students were encouraged to attend gifted and talented courses run by universities and other organisations, such as the HKUST Dual Programme, the HKU Academy for the Talented and the CTY Online Summer Programme. Tutors, coaches and teachers in charge reported that students performed well.
- Students actively participated in external competitions and performed well. They won prizes in a variety of subjects and areas, including Chinese, English, Mathematics, science, sports, music, dance, art, drama, national education, and STEAM education.
- S6 students performed well in the 2025 HKDSE examination. 87.3% of students attained Level 4 or above, and 54.2% attained Level 5 or above. On average, each student attained Level 4 or above in 5.6 subjects, and Level 5 or above in 3.5 subjects. 97.6% of students were admitted to local universities through the JUPAS system. Twenty-six students scored 35 points or above in their six best subjects. Wang Yuen Ting achieved 5\*\* in six subjects and 5\* in one subject, earning an impressive total of 13\* and becoming one of the “Top Scorers” in Hong Kong.

### Reflection

- Sufficient learning support has been provided for students with learning difficulties. However, teachers could review their teaching strategies to help students learn more effectively.
- The level of difficulty of assessments could also be reconsidered to acknowledge the efforts of students with a range of abilities. Success and achievement could be celebrated more frequently.
- In general, our students have a high learning capacity. It is therefore crucial that we implement

effective teaching and learning strategies to help them fulfil their potential.

#### **Feedback and Follow-up**

- More professional exchanges will be arranged to help teachers identify suitable teaching and learning strategies for our students' diverse learning needs, such as graded learning tasks and various assessment methods.
- The level of difficulty in assessments needs to be reviewed in order to recognise the efforts of students with a range of abilities.
- Students' learning progress and achievements can be celebrated more frequently.
- Students will be encouraged to set their own learning goals and practise regular self-reflection.
- Remedial measures for less able students and gifted programmes for talented students can be further refined.
- Effective teaching and learning strategies will be employed to enhance students' examination results.

## **Major Concern 2: To enable students to be responsible nationals imbued with a sense of global identity**

### **Target 2.1: To cultivate positive values and attitudes in students**

#### **Achievements**

- Greater emphasis has been placed on teaching students the twelve priority values, with the 'cognition, affection and action' trilogy being used to organise values education activities. All Key Learning Areas (KLAs) have incorporated these values into their teaching syllabuses, as evidenced by the Scheme of Work and lesson observations.
- Additionally, the Life Education curriculum and learning activities focus on fostering positive values and attitudes among students by integrating elements of Taoism and Confucianism. The majority of students (>80%) demonstrated their understanding of the values and attitudes introduced in Life Education, as well as their willingness to apply them in their daily lives. This was evidenced by their performance in the Good Behaviour Award Scheme. The summary of the awards is as follows:

Awards	Gold	Silver	Bronze
% of students	40.84%	19.12%	10.56%

- The Monthly Moral Programme has been enhanced to encourage students to cultivate twelve priority values. Initiatives include a courtesy campaign, life planning, appreciation of Chinese culture, information literacy and leadership development. The annual theme of the programme was 'Cultivating Moral Character, Shaping the Leaders of Tomorrow'. The monthly themes were:
  - ✧ (1) Goal Setting – 'Where there's a will, there's a way' in September;
  - ✧ (2) Moral Cultivation – 'Etiquette for a more purposeful life' in October;
  - ✧ (3) Life Planning – 'Planning is the key to success' in November;
  - ✧ (4) National Education – 'Chinese Culture and Traditional Wisdom' in December;

- ✧ (5) Information Literacy – 'Speak and Act with Integrity' in March;
- ✧ (6) Service Spirit – 'Courage to Lead, Compassion to Serve' in April; and
- ✧ (7) Annual Review – 'Celebrating Your Accomplishments' in May.

- Through a variety of activities in the Monthly Moral Programme, such as assemblies, class discussions, talks and the 'My Learning Journal' initiative, students were consistently exposed to positive values in and out of the classroom. Most students (>80%) performed satisfactorily, as evidenced by their performance in 'My Learning Journal' and the prizes awarded in the Monthly Moral Programme. All students completed the "My Learning Journal" tasks and performed well. The summary of the awards is as follows:

Awards	Gold	Silver	Bronze
% of students	53%	28%	19%

- In addition to the aforementioned activities, students were selected to deliver the morning speech under the national flag. These speeches focused on national education and were aligned with the main theme of the monthly moral programmes. This platform provided an excellent opportunity for students to share their stories and showcase core values in an inspiring way.
- The Values Education Reading Programme was launched this year, with dedicated reading time scheduled during form teacher sessions on Day 4. Throughout the year, students received a total of seventeen articles, ten in Chinese and seven in English, each accompanied by guiding questions related to twelve priority values. These resources are designed to enhance students' understanding of and appreciation for these important values.
- To further emphasize on 'cognition, affection and action' in values education, students were given a variety of life-wide learning experiences to help them develop their virtues. For instance, ample opportunities were given to students to exhibit positive values and attitudes by assisting others. Students demonstrated a strong sense of service, as evidenced by the number of service hours completed and services provided.
- Students have developed a positive moral code and a high level of moral awareness, as evidenced by their high APASO III P-score of 85.7. Their good behaviour is consistently recognised and appreciated by teachers and parents, as evidenced by stakeholder surveys and the External School Review Report (November 2024). 'Students are well-disciplined both within and beyond the classroom. They are studious, showing a serious attitude towards studies with a strong desire to strive for the best in their academic results. They are polite, humble and respectful towards teachers, fostering positive relationships with both teachers and peers', as noted in the ESR report.

### Reflection

- The Key Learning Areas (KLAs) could review how they incorporate core values into their teaching syllabuses and the design of their learning activities.
- While most students performed well in the Good Behaviour Award Scheme, some completed the record form perfunctorily, failing to demonstrate their understanding of or commitment to the scheme. They needed to be reminded by their teachers.

- More platforms can be provided for students to share their stories that demonstrate the core values in inspiring ways, and these stories can be used to encourage others to do the same.

### **Feedback and Follow-up**

- The teaching of positive values and attitudes to students will be made a priority, including the twelve priority values and the principles of Taoism and Confucianism.
- Next year, we could use examples of outstanding work from previous Good Student Behaviour Schemes to encourage students to describe their experiences in greater detail.
- The Monthly Moral Programme will continue to be refined by placing more emphasis on the 'cognition, affection and action' trilogy.
- Students are encouraged to share their stories, achievements and ideas through various channels. Examples of these channels include displays on noticeboards, presentations and publications.

### **Target 2.2: To strengthen students' sense of national and global identity**

#### **Achievements**

- In order to strengthen students' sense of national and global identity, the holistic planning and implementation of national education (NE) and national security education (NSE) have been improved. Subject departments have reviewed their learning elements to nurture students' sense of national identity. Many learning opportunities have been provided to help students achieve the principles of the 'cognition, affection and action' approach.
- Various activities were organised in accordance with the 'National Education – Event Planning Calendar' to deepen students' understanding of significant historical events and the importance of constitutional order. On important days such as National Day, National Constitution Day, and National Security Education Day, activities such as morning assembly talks and exhibitions were organised to educate students about recent Chinese history and significant developments. This helped them to recognise Hong Kong's unique contribution to our country's development, thereby strengthening their national identity.
- Students were encouraged to participate in the flag-raising ceremony. The flag-raising team performed well and were well trained. Student leaders led the singing of the national anthem. Students demonstrated proper etiquette by singing the national anthem respectfully. A total of 45 flag-raising ceremonies took place. Teachers and students gave speeches under the flag. A total of 19 speeches were delivered. These covered a wide range of topics, giving students an insight into the development, history and culture of our country.
- A variety of activities, including competitions and lunchtime events, helped students develop a greater appreciation of our country and Chinese culture. Students' active participation in Chinese Culture Week and national education activities and competitions demonstrated their sense of belonging to our country. Students performed well in inter-school competitions and received outstanding awards.
- The December Monthly Moral Programme, which had the theme of 'National Education: Chinese

Culture and Traditional Wisdom', coincided with Chinese Culture Week. Various societies and departments collaborated to host a variety of activities. These included displays about famous ancient Chinese mathematicians, art exhibitions, game stalls, class discussions, speeches, workshops, and activities for parents and students. All of these activities were designed to promote an understanding of Chinese culture and strengthen national identity. Feedback from students regarding the activities was overwhelmingly positive. Activities during Chinese Culture Week (12–24 December) included:

- ❖ A Chinese Culture Fun Day organised by the Parent-Teacher Association, featuring a Tai Chi performance
- ❖ A lunchtime concert featuring Chinese music and poetry recitals
- ❖ A workshop on ancient Chinese astronomy
- ❖ A morning reading session exploring the beauty of Chinese art and the concept of negative space
- ❖ Lunchtime activities: Introduction to ancient Chinese mathematicians and booth games
- ❖ 'Understanding and Inheriting Chinese Culture' workshop: Themes on Chinese Architecture and the Evolution of Chinese Characters
- ❖ Traditional Chinese Crafts: Printmaking/rubbing experience workshop
- ❖ 'Temple Auspicious Beasts and Plaster Auspicious Beast Decorations' workshop
- ❖ Chinese Culture Lecture: Introduction to 'Temple Architectural Art, Epigraphy, Cultural Relics and History'
- ❖ Poetry Appreciation and Art Creation Exhibition
- ❖ 'Ancient Chinese Science and Technology in Daily Life' thematic exhibition

- To cultivate a love of Chinese culture, students were encouraged to participate in a variety of activities, including Chinese instrument classes, a Chinese dance team, arts and crafts classes, calligraphy competitions, inter-school speech festivals, and events celebrating Chinese festivals. Participation rates were high. Students performed well in competitions and won prizes.
- To give students the opportunity to understand Chinese development and culture, we arranged thematic study tours to mainland China, covering areas such as culture, history, music, STEAM and technological advancements. These included national security education tours to Beijing, Shanghai and Hangzhou; a national education tour to Sichuan; a tour of gardens in Hangzhou; a tour of Wuhan to study new productive forces; a tour of Shenzhen to study culture; a study tour of Nanjing; and an exchange tour to a sister school in Huizhou. As more resources were allocated to organising the study tours, participation rates among students increased compared to previous years. During the tours, students actively engaged in learning activities, demonstrating their appreciation of our country's history, culture, and development.
- Besides, various activities were also provided for students to improve their global perspectives. For example, the Sustainable Development Goals (SDGs) proposed by the United Nation were introduced to students through exhibitions and reading activities. S.3 students were also required to refer to the SDGs while doing their STEAM project. Overseas trips such as Japan and the U.K. were organised for students to broaden their horizons. The learning activities helped students learn about the responsibilities of global citizenship. The student participation rate was high, showing their eagerness to learn. Their sense of national and global identity has been strengthened.
- Students have demonstrated a strong sense of national identity, as evidenced by their P-score of 85.7 in the APASO III (2025) and their active participation in the aforementioned activities. They have also demonstrated a good understanding of the Basic Law and the National Security Law.

All S6 students achieved 'Attained' in Citizenship & Social Development in the 2025 HKDSE. Students also received outstanding awards in external competitions, such as winning the championship in the Territory-wide Inter-school National Security Knowledge Challenge 2024/25, which was jointly organised by the Department of Justice, the Security Bureau, the Education Bureau, and the Hong Kong Shine Tak Foundation.

### Reflection

- Our students have proven that they are capable of becoming responsible and law-abiding citizens with a sense of national and global identity.
- In response to 'National and Global Identity', one of the Seven Learning Goals recommended by the Education Bureau (EDB), it is essential to continue our efforts to enhance students' understanding of their responsibilities as nationals. Their global perspective and sense of responsibility can be further developed through exposure to global issues and developments.
- Teachers can use the updated instructions and learning materials provided by the Education Bureau (EDB) to plan lessons and promote national security education.
- The Chinese Culture Week was a great success, with teachers recognising that it had boosted national pride. Students enjoyed the cultural activities. Next year, the Chinese department will continue to hold events, collaborate with other departments, and encourage students to participate in competitions. This will enable students to gain a deeper understanding of and appreciation for Chinese culture, fostering a sense of pride and honour in their national identity.

### Feedback and Follow-up

- The KLAs will continue to enhance the learning elements of the curriculum to promote national education and nurture students to become responsible nationals.
- Students will be encouraged to participate in national education activities, such as inter-school competitions and speeches under the national flag.
- Activities will be organised to help students understand Chinese culture and development, such as Chinese Culture Week and study tours to mainland China.
- Other activities can be organised to help students understand their responsibilities in the world, such as those related to sustainable development goals.

## Target 2.3: To prepare students for the ethical use of information and information technology

### Achievements

- Students were taught the right values and attitudes to promote cyber citizenship, encouraging them to use information and information technology ethically and responsibly. This was achieved through the monthly moral programme and the formal curriculum.
- The theme of the March Monthly Moral Programme was 'Speak and Act with Integrity'. A variety of activities were organised. For example, the Hong Kong Drama Education Studio performed an interactive play to raise awareness among students of the consequences of infringing copyright and to encourage respect for creativity, originality and intellectual property rights. Other activities included talks, discussions, games, and exhibitions. Students actively participated in

these activities, which were well received.

- In Information and Communication Technology (ICT) lessons from S1 to S6, students learnt how to use information and IT effectively and ethically. Learning activities in the Citizenship, Economics & Society (CES) curriculum in junior classes and the Citizenship and Social Development (CS) curriculum in senior classes were also designed to help students develop media and information literacy. This includes the ability to identify false information and use technology ethically and in compliance with relevant laws.
- The Life Education curriculum for S1 to S3 was designed to foster positive attitudes towards the use of information. For example, the S1 module 'Resist Temptation'(抵抗誘惑) encourages students to avoid developing negative habits such as internet addiction. The S2 module, 'Social Traps'(社會陷阱), raised awareness of online misconduct and crimes. Learning activities, such as watching videos, reading stories and participating in class discussions, helped students adopt Chinese cultural values, such as avoiding extremes, luxury and excess, and developing frugality and self-discipline. The S3 module, 'Internet Pitfalls'(網絡陷阱), focused on the pitfalls of internet use and how to have the right attitude towards using artificial intelligence (AI) tools. Through analysing cybercrime and AI-related cases, students learned about internet security and how to use the internet responsibly. The ultimate goal is to foster responsible internet citizenship.
- During the learning activities, over 80% of students demonstrated an understanding of values such as respect for others, responsibility, integrity and compliance with the law. Based on teachers' observations and reports, the majority of students showed an increased awareness of cybersecurity protocols and an ability to apply them. They also gained the knowledge and skills needed to protect themselves from cybercrime and bullying. According to SSE data, including survey results and case studies, students were able to behave appropriately online and use information ethically. They were able to refrain from cyber misconduct such as plagiarism and cyberbullying.

### Reflection

- As shown by the data in APASO III (2025), students generally did not experience internet addiction. Teachers also reported that students behaved well when it came to gathering information and using IT.
- In light of the rapid development of AI technology, it is crucial that students learn more about it to ensure they use it properly and ethically. To further improve students' information literacy, which is one of the Seven Learning Goals identified by the EDB, students' knowledge in this regard, particularly concerning AI, cyber citizenship and cybersecurity should be strengthened.

### Feedback and Follow-up

- Cyber citizenship will continue to be promoted by fostering proper values and attitudes among students regarding the ethical and responsible use of information and information technology. This will be achieved through initiatives such as the Monthly Moral Programme, Life Education, ICT & STEM, CES and CS.
- Students' awareness of cybersecurity, particularly with regard to online safety and privacy, can be

increased.

- Activities can be organised to equip students with the knowledge and skills to protect themselves from cybercrime and cyber bullying.
- Students can update their IT skills and learn how to use AI tools properly.

## Major Concern 3: To empower students to become pillars of society

### Target 3.1: To nurture leadership and entrepreneurship in students

#### Achievements

- Various strategies have been adopted to prepare students to become pillars of society, nurturing their leadership and entrepreneurial skills in the process. A greater focus has been placed on cultivating positive values and attitudes among student leaders. Training programmes have been organised to help students reach their potential in various areas, including clubs, sports teams and leadership roles such as prefects, mentors and health ambassadors. Student leaders have received training to hone their problem-solving and decision-making abilities. They have been empowered to draft proposals, conduct self-evaluations, and reflect on their experiences to inform future planning. This approach has fostered a culture of continuous improvement. Student leaders have demonstrated good leadership skills and attitudes when organising extracurricular activities and life-wide learning initiatives. Reflection and sharing sessions are also integrated into the leadership workshops, culminating in a prize-giving ceremony to recognise achievements. In their reflections, the student leaders acknowledged that the training programmes had helped them to develop their leadership and entrepreneurial skills. There was meaningful reflection and sharing. The number of good student leaders who could inspire their peers and demonstrate their commitment to serving the school and the community has increased.
- The following programmes and activities were organised to nurture a spirit of service among students.
  - ❖ The Student Mentorship Scheme involved 30 mentors in S4 and S5, as well as 151 mentees in S1. The scheme provided structured activities to support newcomers' transition to secondary school and develop the mentors' leadership and teamwork skills. Feedback from mentees, mentors and teachers was positive, highlighting the scheme's key role in fostering a supportive and collaborative school culture.
  - ❖ Various community service projects successfully incorporated co-creation, design thinking and experiential learning. These projects aimed to encourage community engagement among students and develop their entrepreneurial skills. Teachers, social workers and external partners collaborated to lead these projects. These included:
    - S-Team Leaders Community Co-Creation Project: This project aimed to empower students to deliver innovative, youth-led community services in collaboration with social enterprises in the North District.
    - Community Stewards – Neighbourhood Ambassadors Programme: This project equipped students with the skills to design and lead community tours, fostering a deeper understanding of, and appreciation for, local history and culture.
    - The CYC and Social Service Team organised various activities, including raffle ticket sales, plant and sweet sales for charities, walkathons, community greening initiatives and

DIY charity sales. They also held workshops to promote an inclusive society.

- In summary, the student leaders demonstrated their leadership skills and commitment to serving others by organising extracurricular activities and services. They are responsible individuals who set a positive example for their peers.

### Reflection

- Leadership training programmes could be improved. For example, student leaders from various groups, including Houses, the Student Union, Prefects and ECA teams, could be selected to participate in the programme next school year. Two programmes could be run for the whole year, one for junior form students and one for senior form students. This would allow students to develop basic skills in their junior years and apply them in their senior years. This would ensure progressive and sustainable leadership development. An Activity Day could also be introduced to encourage innovation, initiative, and practical experience, as well as fostering entrepreneurial skills among students.
- To enhance the Student Mentorship Scheme, the training provided for mentors could be improved to better equip them with the communication, empathy and care skills required for the role. The importance of establishing frequent and meaningful connections between mentors and mentees could also be emphasised to improve understanding of, and responses to, the academic and social challenges faced by individual mentees.
- Experiential learning and co-creation community service projects have played a vital role in promoting students' autonomy, creativity and sense of community. Similar community service projects will continue to use this effective format, but with refined approaches, to enhance student leadership, deepen community engagement and ensure a meaningful impact. Support and reflection sessions will be incorporated on a regular basis to empower students and strengthen collaboration with community partners.

### Feedback and Follow-up

- The leadership training workshops and courses for students will be enhanced, with particular emphasis placed on the spirit of service and entrepreneurship.
- More students can be sponsored to attend training courses offered by other organisations.
- Students are encouraged to utilise their leadership skills when organising extracurricular activities. For example, an Activity Day will be arranged in March 2026 to promote students' initiative, provide them with hands-on experience and equip them with entrepreneurial skills.
- Various programmes will continue to encourage students to serve the school and the community. Some of these programmes will be refined such as the Student Mentorship Scheme, as well as the experiential learning and co-creation community service projects.
- More opportunities will be provided for student leaders to reflect on and share their experiences with their peers.

**Target 3.2:** To enrich students' knowledge, skills and attitudes to plan and achieve their career

## Achievements

- To enrich students' knowledge, skills and attitudes in their career and life planning, various activities were held. For instance, S2 and S3 students participated in goal-setting exercises and self-awareness workshops during class teacher sessions and after-school events. These activities encouraged early exploration of personal interests and aspirations. Around 80% of the students demonstrated the ability to set, track and achieve personal goals. Around 80% of the students agreed that the activities were useful in helping them to understand their attributes and set achievable goals for future studies and careers.
- Designed for S1 to S3 students, the 'My Life Planning Portfolio' is a platform that allows them to explore their strengths and interests. They could also watch career planning videos and learn from professionals in different sectors. Additionally, talks were organised to help S3 students select their senior subjects. Over 95% of these students were able to relate their choice of subjects to their personal interests and abilities.
- The November Monthly Moral Programme, titled 'Planning is the Key to Success', aimed to help students understand the importance of life planning. They took part in seminars, class discussions and reading activities. In addition, exhibitions and talks were organised to introduce them to different career paths. Around 80% of students agreed that the information and learning experiences were useful for life planning.
- Senior students benefited from collaborations established with the Alumni Association and external organisations, which provided comprehensive career guidance. These included the Alumni Mentorship Programme and talks by various professionals. Students had access to a variety of opportunities, including life planning exhibitions, internships, and study tours, all of which were tailored to their needs and interests. The study tours offered valuable industry insights and experience. For example, S4 students visited a solar cell manufacturing factory and a digital social media company in the Greater Bay Area. Almost 90% of respondents agreed that these trips had improved their understanding of technological advancements in China.
- In addition, senior students were provided with further information about STEAM and tertiary education, enabling them to make well-informed decisions about their future. Preparations for JUPAS applications were arranged, including 'Mock JUPAS', talks and guidance sessions. Over 90% of S6 students were able to relate their JUPAS choices to their personal interests and abilities.
- APASO (2025) life planning outcomes revealed positive responses to aspects such as work experience and career advice.

## Reflection

- While most students reported having set learning goals and understanding the importance of goal setting in life planning, data from the APASO revealed that students need to enhance their 'Vocational Vision' (Considering Others' Expectations/Plans). This suggests that more alumni should be invited to share their diverse career paths.

- Careers Week in November 2025 attracted many students, who actively participated in the exhibition and carnival. Students also showed enthusiasm for other career and life planning activities. However, there is room for improvement. For example, participants could be given gifts as encouragement.
- Data from the APASO showed that providing more work experience and individual guidance would better meet students' needs.

### **Feedback and Follow-up**

- More emphasis could be placed on helping students to set specific life goals and to lead meaningful lives.
- Careers Week will continue next year to raise students' awareness of career planning.
- More outstanding alumni will be invited to share their experiences.
- The career and life planning workshops for S2 and S3 students will also continue, with a stronger focus on goal setting, self-awareness and self-motivation.
- The implementation of the 'My Life Planning Portfolio' for junior form students will also continue next year. This will give students access to career-related materials and enable them to engage in self-directed learning by taking career tests.
- More personalised guidance will be offered to those who need it.
- Students will be given more information about different careers and multiple pathways.

### **Target 3.3: To help students develop a healthy lifestyle**

#### **Achievements**

- When preparing students to become pillars of society, a strong emphasis has been placed on cultivating healthy lifestyles and nurturing proper values and attitudes.
- The 'Let's Keep Fit x MVPA60' programme was launched to encourage students to participate in regular physical activity, helping them to stay fit and alleviate stress. To promote sports, teams were set up and activities organised, including lunchtime and after-school inter-class and inter-house competitions. New sports such as fencing and pickleball were introduced in PE lessons to broaden students' sporting experience, boost their confidence and encourage them to take an interest in playing sports. Students were also given time before morning assembly, at lunchtime, and after school to exercise and play sports such as basketball, badminton, e-bicycling, and online games. The Health Education Unit collaborated with the PE Department to provide useful information about physical health. Various units and departments, including the PTA, the library, the Visual Arts Department, the Chinese Language Department and the Physical Education Department, worked together to promote the programme by organising activities such as a slogan competition, a cheer sticker design competition, reading activities, talks and games. Consequently, there has been a positive shift in students' attitudes towards physical health, as demonstrated by APASO outcomes, participation rates, and awards received. Students' P-score in the APASO III-KPM 17 (2025) was 84.1, much higher than the previous year's score of 15.9. This demonstrates a significant increase in students' engagement in physical exercise.

- In addition to the 'Let's Keep Fit x MVPA60' programme, our school promotes healthy lifestyles through various activities. This year, these activities included:
  - ❖ The 22 responsible and motivated Student Health Ambassadors contributed approximately 240 service hours to promoting healthy lifestyles. They achieved this by delivering talks, running campaigns and organising competitions on topics such as exercise, anti-smoking and drug prevention.
  - ❖ Smoke-free Elite Teens Programme: Five S5 Health Ambassadors took part in a competition organised by the Hong Kong Council on Smoking and Health. Their activities included leadership training, a visit to HKU's School of Nursing, class visits, a mascot design competition and an online quiz to promote a smoke-free campus. The team also managed an Instagram account and organised exhibitions to raise awareness. Their efforts earned them the Gold Award and the school was honoured as a 'Smoke-free School'.
  - ❖ Healthy School Project Competition organised by the Hong Kong Tuberculosis, Chest and Heart Diseases Association: Five S.2 – S.3 Health Ambassadors designed and delivered six stress-relief workshops to support students' mental health. After presenting at the semi-final and final rounds, their project earned fourth place out of 29 teams in the territory.
  - ❖ Sex education talks and workshops were conducted for students in years S1 to S4 to lay the foundation for healthy relationships and safety awareness.
  - ❖ Vaccination programmes, including flu and HPV vaccinations, were efficiently implemented with a higher level of student participation and government subsidies, ensuring effective health protection.
  - ❖ Other initiatives included the 'Mind Gym' Athletes Talk for Schools programme, exhibitions and game booths promoting healthy lifestyles, anti-drug and anti-smoking and a talk for parents on healthy lifestyles on Parents' Day.
- To improve students' mental wellbeing, life-wide learning activities based on the PERMA framework for Positive Education have been organised. These activities encourage students to think positively and act with confidence. Club leaders, class representatives and house committee members organised a variety of activities this year, including eight inter-house competitions, games, quizzes, music contests and sports competitions. Students' active participation and positive feedback showed that they were engaged with and enjoyed these activities, both in and outside the classroom. In February and March, the S6 Farewell Activities and Fun Day were successfully held, fostering a sense of belonging to the school and positive relationships between students and teachers. Both students and teachers provided highly positive feedback on these events. Through these activities, students have demonstrated positive emotions such as interest, joy, happiness, self-confidence, and a sense of accomplishment and belonging. Additionally, more platforms have been established to celebrate students' progress and achievements, thereby boosting their self-confidence. Survey data showed that over 75% of students agreed that they felt confident and proud.
- To enhance students' mental wellbeing through preventive and developmental measures, the

Counselling Unit successfully implemented a variety of mental health programmes aligned with the EDB's '4Rs Mental Health Charter'. This created a supportive and caring environment for students' mental wellbeing. The main activities were:

- ❖ The 'HEAzone' Mental Health Hub was set up to offer mindfulness and sensory relaxation activities to all students during their lunch break and after school.
- ❖ The Emotional Resilience for Teens Programme: In collaboration with Hong Kong Baptist University and the Tung Wah Group of Hospitals, the programme screened 168 S1 students to identify those at emotional risk. The CBT-based after-school intervention group supported 11 at-risk students, achieving positive engagement and improved emotional flexibility.
- ❖ JC Embrace Life Series – Youth Embracing Emotions Programme: In collaboration with the YWCA, the school promoted emotional literacy and resilience among students through various activities, including six 'Embracing Emotions' training sessions, stress relief workshops, a mental health first aid workshop for parents, an interactive theatre performance and carnival, and a forest art therapy camp.
- ❖ Additional mental health initiatives included mindfulness and stress management workshops, expressive arts therapy training, an art therapy day camp, a talk entitled 'Be a SOUL Keeper', and a session on developing a positive mindset featuring art appreciation with disabled artists. These activities further supported students' emotional well-being and resilience.
- Specialised support was provided for students with special educational needs to ensure their inclusion in the school community. Students with low resilience and poor stress management skills received remedial and developmental interventions to help them cope with challenges.
- To foster a collaborative environment, communication between the school, teachers, and parents was strengthened. Teachers were encouraged to identify and support students' individual needs from an early stage, with a focus on transitions, academic performance and social and emotional challenges. Toolkits were developed to help new teachers manage challenging situations. Parents were offered workshops and e-notices to promote psychological well-being and raise awareness of adolescent mental health issues, enabling early intervention.
- The Class Bonding Cultivation Programme was also implemented. This programme had four core components: Class Culture Development; Classroom Management; Cultivating Teacher-Student Relationships; and Learning Guidance. The programme aimed to create a safe and positive learning environment. Key activities, such as the S.2 'Be a Gatekeeper' Day and the S.4 Outdoor Training Camp, boosted class cohesion and teamwork. Most class teachers attended two professional development workshops to improve class management and teacher-student relationships, thereby enhancing classroom support and collaboration. The students were actively engaged in the activities and demonstrated excellent teamwork. The programme successfully fostered shared values of respect, unity and responsibility, with positive behaviour being reinforced through teacher feedback.
- The aforementioned mental health initiatives have successfully fostered a nurturing and supportive environment within the school. This has encouraged students to embrace self-

acceptance and develop emotional resilience, thereby promoting positive wellbeing. The data presented in APASO III (2025) showed that scores relating to 'Affect', 'Satisfaction' and 'Meaning in Life' had improved significantly compared to previous years.

## Reflection

- The 'Let's Keep Fit x MVPA60' programme achieved its overall targets and produced satisfactory results. However, the data showed that participation rates among students declined in the second term, particularly among senior form students. This may be because students prioritised their academic studies, which can impact motivation to participate. It is therefore recommended that more inter-class sports activities are organised in the second term to encourage participation and help relieve students' academic stress.
- The comprehensive range of health and wellbeing programmes has fostered a positive school culture. These programmes have enabled students to develop greater self-awareness and emotional resilience, encouraging them to adopt healthier habits.
- The Student Health Ambassadors have played a pivotal role in health education, demonstrating strong leadership skills and active participation. However, they require ongoing training to further enhance their capacity to support mental health.
- As parental involvement is crucial, stronger home–school partnerships are needed to promote healthy lifestyles.
- Although programmes are effective in engaging students, teachers and parents in promoting emotional awareness and coping skills, challenges such as scheduling conflicts and limited family support can affect participation and outcomes.
- Strong teamwork among counselling staff, class teachers, social workers, and external professionals is essential to promote mental wellbeing and provide holistic support. However, managing workloads and coordination remains a significant challenge.

## Feedback and Follow-up

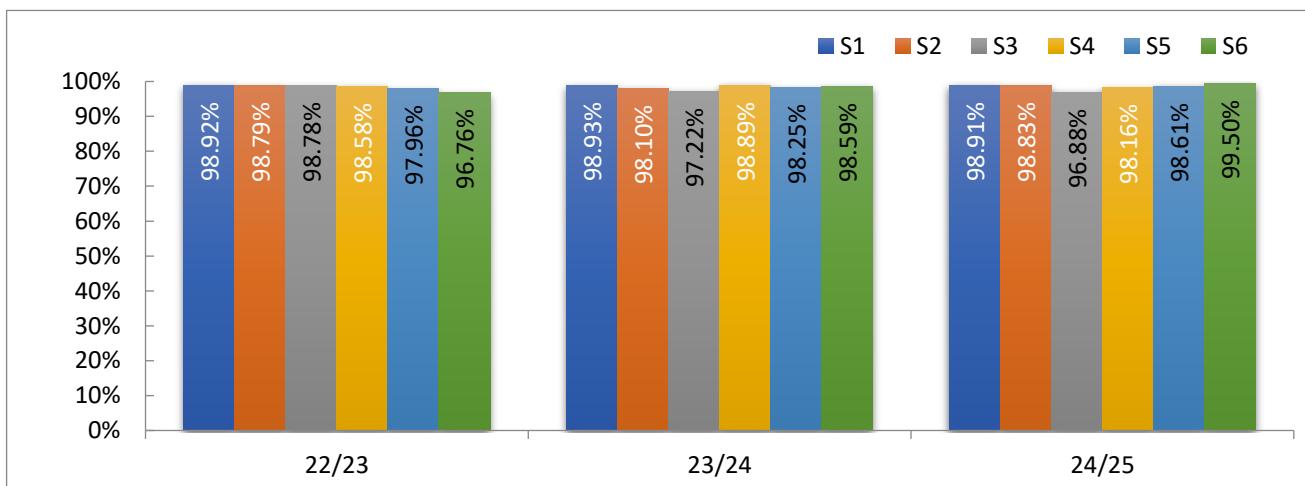
- The 'Let's Keep Fit x MVPA60' programme will continue to encourage students to engage in regular physical activity, helping them to maintain physical fitness and relieve stress.
- Life-wide learning activities will be organised using the PERMA framework for Positive Education, empowering students to think positively and act confidently. An Activity Day in an even larger scale is planned for next year to provide more opportunities for student engagement and creative expression.
- In order to boost students' confidence, more platforms will be created to celebrate their successes and recognise their achievements.
- To enhance the effectiveness of the activities held by the Health Ambassadors, they can be provided with additional training and support to equip them with the latest knowledge and skills for supporting their peers and promoting health. This should include specialised training to enable them to serve as 'gatekeepers', identifying and assisting peers in need.
- Parental workshops and resources should be expanded to enhance home–school collaboration and support students' physical and mental wellbeing.

- Students should be given diverse opportunities to develop a sense of achievement and coping skills through personal growth and anti-drug programmes supported by grants such as the Healthy School Programme's Beat Drugs Special Funding Scheme.
- Enhancing communication with subject teachers and improving scheduling can optimise the coordination of mental health interventions, minimising conflicts and maximising student participation.
- Mental health initiatives under the '4Rs Mental Health Charter', such as HEAzone activities and mindfulness workshops for students and staff, can be continued and expanded.
- Regular surveys and feedback collection, alongside data analysis, will strengthen the monitoring and evaluation of health and wellbeing programmes. This will contribute to continuous improvement and ensure that students' needs are met more effectively.
- Next year, class teachers will play a more active role in fostering a collaborative class culture, building on the foundational skills acquired through the Class Bonding Cultivation Programme. They will be encouraged to refine class bonding activities, recognise students' efforts and incorporate experiential activities to support their social and emotional development.

## (3) Student Performance

### 3.1 Students' Attitude and Behaviour

- Our students are self-disciplined and well-behaved. They are diligent, responsible and cooperative. They are respectful of their teachers and kind to others. They have developed a positive moral code and a high level of moral awareness. Their good behaviour is always appreciated by teachers and parents.
- Our students are friendly and caring. They are willing to volunteer in the community, demonstrating a strong sense of community spirit and commitment to serving others, both at school and beyond. This is evident from their high participation rates in service activities. Student leaders are highly responsible and demonstrate good leadership, serving as positive role models for their peers. They have received awards in recognition of their outstanding achievements.
- Students have demonstrated a strong sense of national identity, as evidenced by their P-score of 85.7 in the APASO III (2025) and their active participation in the aforementioned activities. They have also demonstrated a good understanding of the Basic Law and the National Security Law. All S6 students achieved 'Attained' in Citizenship & Social Development in the 2025 HKDSE. Students also received outstanding awards in external competitions, such as winning the championship in the Territory-wide Inter-school National Security Knowledge Challenge 2024/25, which was jointly organised by the Department of Justice, the Security Bureau, the Education Bureau, and the Hong Kong Shine Tak Foundation.
- All of our students are in Band One. Most are hard-working, eager to learn and able to put in the extra effort required to achieve high standards. They pay close attention to teachers' instructions in class. They show a responsible attitude to their learning and demonstrate a good command of study strategies. They are responsive to teachers' instructions and participate actively in learning activities. They have high expectations of academic excellence and career aspirations.
- Our students are conscientious and serious about their studies. Their attendance rates are high as shown below:



## 3.2 Students' Participation and Achievement

### 3.2.1. HKDSE (2025)

Summary of HKDSE results:

Percentage of Level 5 or above	<b>54.2</b>
Percentage of Level 4 or above	<b>87.3</b>
Number of Level 5 or above per student	<b>3.5</b>
Number of Level 4 or above per student	<b>5.6</b>

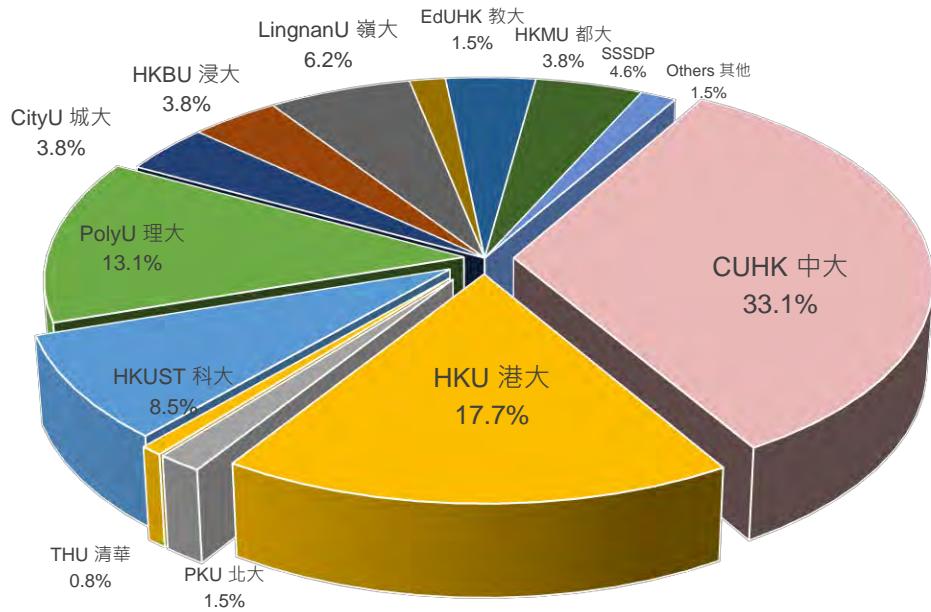
Subject	Level 5 or above (%)		Level 4 or above (%)	
	Our School	Overall in HK	Our School	Overall in HK
English Language	36.9	9.5	81.5	27.0
Chinese Language	53.1	11.2	86.9	33.4
Mathematics (Compulsory)	58.5	15.7	92.3	40.0
Mathematics (Extended Module) (Calculus & Statistics)	80.5	29.1	92.7	50.6
Mathematics (Extended Module) (Algebra & Calculus)	70.6	34.0	91.2	58.8
Biology	70.7	19.3	97.6	46.1
Chemistry	69.0	24.6	93.1	50.8
Physics	74.4	27.5	90.7	49.6
Information and Communication Technology	56.3	12.8	96.9	33.6
Business, Accounting and Financial Studies	60.4	14.4	92.5	42.2
Chinese Literature	57.1	15.0	85.7	37.0
Economics	43.7	16.8	78.9	43.8
Geography	34.2	12.1	76.3	35.3
Chinese History	23.1	13.4	69.2	37.5

★ 100% of our students achieved 'Attained' in Citizenship and Social Development.

★ Category C: Other Languages Subjects (Japanese Language):

Language proficiency level	N1	N2	N3
No. of students	4	2	2

#### Distribution of University Admission:



#### Statistics on admission to degree programmes:

Professional Courses	Number of Students
Medicine	12
Medical Laboratory Science	1
Radiography	1
Physiotherapy	2
Optometry	1
Occupational Therapy	3
Pharmacy	3
Nursing	9
Speech-Language Pathology	1
Biomedical Sciences	1
Business Administration & Laws (Double Degree)	2
Law	2
Global Business	1
Quantitative Finance	4
Actuarial Analysis	1
Science or Computer Science	20
Aerospace Science and Earth Informatics Double Major	1
Bachelor of Engineering Elite Programme	2
Engineering	15
Accounting	7
Financial Technology	1
Business Administration / Economics / Finance	20
Journalism & Communication / Media	1
Arts	8
Education	3
Social Science / Social Work / Psychology	5
Arts and Sciences	1
Others	2
<b>Total</b>	<b>130</b>

### 3.2.2. Scholarships / Awards / Prizes (2024-2025)

#### Outstanding Students

Organisations	Competitions	Prizes	Prize-winners
Hong Kong School Managers Society	The Greater Bay Area Outstanding Students Award 2025	Junior form – 1 <sup>st</sup> -runner up	Gan Johnson
		Junior form – Merit Award	Zhang Jenny, Woo Yik Fei Franklin
Hok Yau Club	Hok Yau Club Outstanding Student Leaders Award	Student Leader	Chan Cheuk Yau
The Arete	10 <sup>th</sup> Outstanding Student Leaders Selection	Outstanding Student Leader	Chan Cheuk Yau
Fung Sun Kwan Chinese Arts Foundation & Hong Kong Federation of Education Workers	2024-2025 The 4 <sup>th</sup> Moral Award	Outstanding Award	Huang Sheung Yu
		Excellent Award	Chan Cheuk Yau, Liu Yu Ting
Federation of New Territories Youth	The Outstanding Student Election of New Territories 2025	Top 10 Outstanding Student of New Territories (Junior form)	Chen Yusheng
		Top 10 Outstanding Student of New Territories (Senior form)	Chan Cheuk Yau
North District Juvenile Association & ND Secondary School Headmasters' Conference	2024-2025 North District Outstanding Student Selection	1 <sup>st</sup> -runner up	Chan Cheuk Yau
		Merit Award	Chen Yusheng

#### Scholarships

Organisations	Prizes	Prize-winners
Grantham scholarship fund	Grantham Scholars of the Year Award	Tang Shun Hei
2025 HK CTY Scholarship	2025 HK CTY Scholarship	Chiu Chi Long, Yuan Yi, Zhuang Po Ki, Liu Qianpeng, Tsang Tsz Ying, Yang Shihan
Ng Teng Fong Charitable Foundation and the Hong Kong Council of Social Service	The Ng Teng Fong Scholarship 2024-2025	Chan Man Ching
Sir Edward Youde Memorial Fund Council	Sir Edward Youde memorial prizes for senior secondary school students	Wang Yui Ting, Cai Nga Lam
Fung Ying Seen Koon	Outstanding Performance in Public Examination Scholarship	Wang Yuen Ting, Zhang Candy, Cheuk Kwan Hoi, Yeung Tsz Yi Alice, Leung Lai Kit, Yang Ki Wai, Wang Yui Ting, Tsang Tsz Ying, Lam Hau Yeung
	Fung Ying Seen Koon Scholarship	Tsang Tsz Ying, Huang Michael Tsz Hei, Chen Wing Tung, Yang Yahan, Zeng Gavin, Zhang Nga Ting, Deng Yim Yuet, Lu Yat Fu, Jin Yifan, Xu Yilan, Wen Yolanda, Wei Qi, Tang Yu Xuan, Khoo Tsz Ham, Zhao Lucy, Han Chun Ho, Woo Yik Fei Franklin, Gan Johnson, Zhang Jenny, Yang Yu Yiu, Chen Jinglin Kina, Zhao Cici, Wong Pui Yiu, Yim Ho Pong, Lu Bob Pok Shing, Liang Xiangyan, Wu Shujun Silvia, Leung Chi Lam, Chu Yuet Kwan, Yang Chi Kit
Hong Kong Institute of Certified Public Accountants	HKICPA Outstanding BAES Student Awards 2025	Yeung Tsz Yi Alice, Chen Xin Tong, Mak Wing Ka, Yau Chun Yi, Liu Man Tung, Wong Yin Yu
The Hong Kong Buddhist Association	United Italian Scholarships	He Hua, Wong Qi Qi
香港廣東社團總會、香港廣東社團總會慈善基金、新界校長會合辦	Federation of Hong Kong Guangdong Community Organisations Scholarship	Lam Hau Yeung

The Hong Kong Fujian Charitable Education Fund Scholarship 2024-2025	The Hong Kong Fujian Charitable Education Fund Scholarship 2024-2025	Yang Shihan, Zhang Jenny, Fung Ho Lam, Zhou Ning Xuan, He Hua
2024 Grace Charity Academic Achievement Award	2024 Grace Charity Academic Achievement Award	Ji Xinlin, Su Zi Qing, Lam Lok Tung, Yi Chuqing, Ma Wing Nam, Luo Yuet Ning, Miao Wai Ching, Yeung Sum Yu, Huang Ziqian, Lin Hong Yuan, Ye Cheung, Wu Shujun Silvia, Pan Chun Leung, Yang Andy, Chen Diagonal
Youth Arch Foundation	Youth Arch Student Improvement Award	Chen Alina, Cheung Lok Yiu, Chong Hoi Kiu, Chow Pak Chiu, Deng Emily, Han Ham, Hu Chun Lam, Hu Freya, Kwong Yu Lam, Lam Yam Yi, Leung Chun Yau, Luo Yuet Ning, Ma Wing Nam, Pan Chun Leung, Shek Tsz Ki, Sze-To Lok Man, Tang Chun Man, Tsang Yik Shing, Wong Cheuk Yan, Wu Shujun Silvia, Xiong Hua, Yang Andy, Yang Yu Yiu, Zeng Xiantai, Zhang Ching Yin, Chow Lok Yiu, To Cheuk Pui, Zhuang Cheuk Man, Kwok Eason, Ng Yin Lam
The University of Hong Kong	the Jardine Scholarship	Lee Yin Pui
The Hong Kong University of Science and Technology	Dean of Engineering Scholarship 2024	Zhang Chun Kit, Lee Chin Hung
	Dean's list Award 2023-24(Fall)	Yeung Sin Chun, Yeung Sin Hang
	Dean's list Award 2023-24(Spring)	Lam Ching Yin, Pun Kwan Yuen, Yeung Sin Hang
Hong Kong Baptist University	Dean's List	Chan On Tik Andy, Ip Sze Nga, Kan Pak Him, Kwok Ho Yee, Kwok Yin Tung Cynthia, Lam Bik Yin, Lee Chiu Ying, Liu Man Ting, Mo Hiu Shan, Tan Hong Li, Wong Pui Shan, Xie Kwan Ling, Yung Wai Sum
	President's Honour Roll	Chan Tsz Chun, Chueng Mei Tung, Kwok Ka Yan, Lam Bik Yin, Lee Chun Nam Julian, Liu Man Ting, Yung Wai Sum
Hong Kong Taoist Association	Tang Kwok Choy Scholarship	Chen Wing Tung, Huang Michael Tsz Hei
	Chan Lui Chung Tak Scholarship	Jin Yifan, Wei Qi
	Tang Hin Kung Scholarship	Liu Ho Yeung Edward, Liu Andre, Lau Kai Yat, Cheuk Kwan Hoi, Wang Yuen Ting, Wang Yui Ting
	Yuen Yuen Institute Scholarship	Chiu Chi Long, Peng Cheong Lung, Zhong Jayron
	Tong Kwok Wa Scholarship	Wu Pak Hei, Yang Ming Chau, Chan Cheuk Yau, Shen Ching, Zhang Candy, Yeung Tsz Yi Alice, Zhang Chak Hang, So Cheuk Ki
	The Dr. Tong and Mrs. Tong Wai Ki Scholarship	Chan Yu, Wong Wing Tung, Xiang Jidong
	Shun Shin Chee Kit Yin Koon Scholarship	Woo Yik Fei Franklin, Xu Yilan, Sun Jiawei
	Wong Shing Yick Scholarship	Luo Yik, Zhang Yu Jing
	Chu Yu Yuet Yung Scholarship	Gan Johnson, Chen Jinglin Kina
	Jok Lan Seen Koon Scholarship	Lo Yu Yan, Zhang Nga Ting, Deng Yim Yuet
	Hong Cheng Seen Koon Charity Foundation Scholarship	Han Chun Ho, Woo Yik Fei Franklin, Zhang Jenny

Wun Chuen Sin Kwoon Scholarship	Wun Chuen Sin Kwoon Scholarship	Huang Sheung Yu, Cai Man Kit Jack, Fung Ho Lam
Chan Kwok Chiu Scholarship	Chan Kwok Chiu Scholarship	Zeng Juncheng, Cao Yung Ming
Tsoi Siu Yung Scholarship	Tsoi Siu Yung Scholarship	Ou Shing Hei, Liu Wing Tung
Chan Shing Bong Scholarship	Chan Shing Bong Scholarship	Wang Zi Ming, Zhou Ning Xuan
Chan Shing Jee Scholarship	Chan Shing Jee Scholarship	Tong Emmanuel Elisha, Yu Wing Yi
H.K.T.A. Tang Hin Memorial Secondary School	Mr Poon Siu Poon Scholarship	Peng Cheong Lung, Chiu Chi Long, Zhong Jayron, Su Yin Fei, Wu Zhenhua
	Mr. Cheung Yiu Wing Memorial Scholarship	Chan Yu, Liu Andrew
	Mr. Chan Ming Fei Scholarship	Chan Yu, Huang Sheung Yu, Fung Ho Lam, Cai Man Kit Jack, Luo Yik, Lee Long Ting, Lau Kai Yat, Yang Ming Chau, Wu Pak Hei, Zhou Ning Xuan, Yang Andy
	Ms. Law Wai Ying Scholarship	Liu Ho Yeung Edward, Shen Ching, Wong Wing Tung, Shuai Yucheng, Chan Man Ching, Yan Cho Ning, Liu Chin Yau, Chan Cheuk Yau, Ding Chenmin, Tang Sui Mei
	Parent-teacher Association Scholarship	Ou Shing Hei, Zhang Yu Jing, Zeng Juncheng, Liu Wing Tung, Lin Chi Yuen, Yuen Yat Ching
H.K.T.A. Tang Hin Memorial Secondary School Alumni Association	Scholarship for Outstanding Performance in Chemistry	Huang Sheung Yu, Liu Andrew
	THMSS Outstanding Student Scholarship	Wang Yuen Ting
	THMSS High-Flyer Overseas Scholarship	Cheuk Kwan Hoi
	THAA Lau Chak Sum Business Scholarship	Wu Shujun Silvia, Fong Chun Sin, Wong Yin Yu, Sze-To Lok Man
	THMSS Lo & Family Education Scholarship	Tsui Yee Ki, Wong Man Kwun
	THMSS Diligent Student Scholarship	Liu Andrew, Liu Ho Yeung Edward
	THMSS Man Wai Kun Scholarship	Lau Kai Yat, Yang Ming Chau
	THAA Percy Leung English Scholarship	He Hua, Wong Ho Ming
	THMSS Winifred Chow Legal Scholarship	Wong Qi Qi
	THMSS Fung Kai Yin & Family Accounting Scholarship	Chan Ka Hei, Li Wan Yu
THAA Tso Yee Ki Holistic Education Scholarship	THAA Tso Yee Ki Holistic Education Scholarship	Chen Wing Yam, Cheung Yee Kei

### English Language

Organisations	Competitions	Prizes	Prize-winners
North District Secondary School Principals' Association	Inter-school English Storytelling and Public Speaking Contests 2025	Public Speaking Contest - First runner-up	Hui Ki Long
Hong Kong Schools Music and Speech Association	The 76th Hong Kong Schools Speech Festival (English)	Prose Reading - Champion (Honours)	Yang Chi Kit
		Prose Reading - Champion	Chow Jeff Myron, Deng Yim Yuet, Hu Freya, Li Lai Ming, Shi James, Zhang Ziyue

		Prose Reading - First runner-up (Honours)	Hu Ada
		Prose Reading - First runner-up	Ho Yi Wa, Liu Yanyi, Cheung Hei Yu, Cheung Kiu, Lin Dong Yi, Khoo Tsz Ham, Deng Zihuan, Chen Wing Tung
		Prose Reading - Second runner-up	Chiu Shui Kei, Huang Michael Tsz Hei, Huang Sheung Yu, Li Hong Ike, Xiong Hua, Yi Jia Yin, Yiu Ching Kit, Zeng Juncheng
		Prose Reading - Certificate of Merit	Chan Tsz Hei, Chen An Hing, Chen Sum Yuet, Choi Hung Fung, Chung Hei Man Cambria, Guo Ellen Yam Ying, Hung Tsz Shan, Lee Chak Kwan, Leung Nga Ting, Li Cathy, Li Jia Yi, Li Sum Yuk Shelly, Li Wanghao, Li Yu Shing Amy, Li Yuet Tung, Li Zhao Xin, Liang Xiyu, Liu Yu Ting, Mai En Xi, Peng Cheong Lung, Peng Ho Li, Su Yin Fei, Sun Jiawei, Wang Ava, Wong Fei, Xiao Karen, Yang Yahan, Yeung Tak Shing, Yu Alice, Zeng Gavin, Zhang Jenny, Zhang Nga Ting, Zhao Cici, Zhao Jessica, Zhao Lucy
		Prose Reading - Certificate of Proficiency	Qiu Tian
		Public Speaking - Second runner-up	Liu Ho Yeung Edward, Zeng Juncheng
		Public Speaking - Certificate of Merit	Boey Wing Yan, Cao Yung Ming, Huang Sheung Yu, Xie William
		Distinction	Yuan Ho Ming
HKEdCity	Creative Speech Competition 2024/25	Honourable mention	Liu Yu Ting, Li Sum Yuk Shelly
		Shortlisted Entry	Huang Sheung Yu

### Chinese Language

Organisations	Competitions	Prizes	Prize-winners
Education Bureau, the Government of the Hong Kong Special Administrative Region	Guangdong-Hong Kong Sister School Choral Speaking Competition (Hong Kong) 2024-25 Secondary School Division	Secondary School Division Merit Award	Chan Hei Yi, Chan Hei Yiu Hilary, Guo Ellen Yam Ying, Li Joqin, Li Lai Ming, Li Sum Yuk Shelly, Ming Kwan, Mo Sang Tian, Peng Zhuo Juan, Qiu Tian, Shi James, Shi Norene, Zeng Juncheng, Zhang Jenny, Zhang Ziyue
Hong Kong Institute for Promotion of Chinese Culture	2024-2025 Chinese Students of Secondary School Writing Competition—Hong Kong Region	Junior form - Bronze medal	Peng Ching Yu
Lu Xun Youth Literature Prize Hong Kong Organizing Committee	15 <sup>th</sup> Lu Xun Youth Literature Award (Hong Kong)	Senior Secondary Ballpoint Pen Calligraphy First Prize	Zhang Candy
		Junior Secondary Brush Calligraphy Second Prize	Guo Ellen Yam Ying
		Junior Secondary Chinese Writing Merit Award	Xie Zi Yi
Hong Kong Baptist University Learning Centre	The 13th University Literary Award	Young Writer Award	Liu Chin Yau

North District Secondary School Principals' Association	North District Secondary School Principals' Association Story Telling and Speech Competition 2023-2024	Junior Form-Merit Senior Form-Merit	Li Sum Yuk Shelly Zhou Ning Xuan
	2024-2025 North District Secondary School Writing Competition	Merit	Han Ham, Zhou Ning Xuan
	2024-2025 Reading Star of the North District Reading Festival	2024-2025 Reading Star of the North District Reading Festival	Chan Cheuk Yau
Youth Hostels Association	The HKIC Community Project Grant	Junior Form-Merit	Huang Sheung Yu
Same Heart Hong Kong	The 4th Same Heart Hong Kong Chinese Writing Competition	Senior Form - Champion	Wei Yuhao
		Senior Form - Merit	Xiang Rui Yu
Hong Kong Federation of Education Workers & Rotary Club of Hong Kong Island West	The 21th Bilingual and Trilingualism Composition and Speech Competition (Secondary School)	Senior form, Best Chinese Article	Huang Sheung Yu
		Senior form, Best English Article	Huang Sheung Yu
		Senior form Merit	Huang Sheung Yu
Hong Kong Rosamond Foundation Company Limited	Gold Pen Award	Senior Form, Silver Medal	Guo Ellen Yam Ying, Keung Pak Kwan
		Senior Form, Bronze Medal	Zhang Ziyue
		Junior Form, Merit	Liao Chong
EVER BRIGHT Hong Kong	第二屆「光彩香江 全港中文硬筆書法大賽」	Secondary School, Second runner up	Guo Ellen Yam Ying
Aberdeen Kai-Fong Welfare Association Social Service Centre	Hong Kong Chinese Calligraphy Competition- Ball pen	Junior Form-Merit	Zhang Nga Ting
Cancer Patient Alliance、The Hong Kong Liver Transplant Patients' Association	「推廣肝臟健康計劃 2024—全港中小學中文硬筆書法比賽」	Senior Form, Champion	Guo Ellen Yam Ying
		Senior Form, Merit	Zhang Ziyue
		Junior Form, Merit	Guo Zekai Tuny
Education Bureau Curriculum Development Institute	2023-2024 Putonghua Public Speaking Competition for Secondary Schools	Junior Form, Merit	Huang Sheung Yu
Standing Committee on Language Education and Research /	The 27th Putonghua Public Speech Contest in Hong Kong (Junior Division)	New Territories District 1st Runner-up	Li Sum Yuk Shelly
		Merit	Zhang Nga Ting
		Good Award	Su Yin Fei, Zhuang Po Ki
Uplift Education Charity Foundation and SingTao Daily, etc	Simulated International Conference cum Problem Solving Competition on Diplomacy	Potential Diplomat Award	Cai Nga Lam, Chan Cheuk Yau, Lui Tin Ho
Debaters Association, Hong Kong Chamber of Speech and Debate	Hong Kong Speech Competition 2025 (Cantonese, Secondary)	Champion	Huang Sheung Yu
		1st runner-up	Fung Tsz Huen, Khoo Tsz Ham
		2nd runner-up	Xie Zi Yi
		3rd runner-up	Zhang Nga Ting
		Merit	Liu Wing Tung
Hong Kong Schools Music and Speech Association	The 76th Hong Kong Schools Speech Festival (Cantonese and Putonghua)	Solo-Prose (PTH) - 1st Runner-up	Chan Tsz Hei
		Solo-Prose (PTH)- 2nd Runner-up	Yang Haozhe

		Solo-Prose (PTH)-Merit	Zhang Ziyue, Zhang Nga Ting, Mo Chun Leuk, Peng Zhuo Juan, Li Hong Ike, Qiu Tian, Wong Fei
		Solo-Poem (PTH)-Champion	Chen Yusheng ,Chen Jin Wen
		Sole-Poem (PTH) - 1st Runner-up	Xia Hao
		Sole-Poem (PTH) - 2nd Runner-up	Lin Dong Yi, Ye Tszi Ki, Li Sum Yuk Shelly,Wang Sen Yeung
		Solo-Poem (PTH)-Merit	Chen Alina, Han Ka Wai, Wang Leon Zhang Kevin
		Sole-Prose (Cantonese)-1st Runner-up	Zhuang Po Ki
		Solo-Prose (Cantonese)-Merit	Au Ho Wa, Chiu Shui Kei
		Solo-Poem (Cantonese)-2nd Runner-up	Mai En Xi
		Solo-Poem (Cantonese)-Merit	Chow Jeff Myron, Wong Sum Yin, Ye Tsam Yu
		Solo-Poem (Cantonese) - Proficiency	Tang Nok Ka
Hong Kong Taoist Association	24-25 The Hong Kong Taoist Association (Tao Te Ching) Inter-School Speech Competition (Secondary School)	Senior form, First runner-up	Zhou Ning Xuan
		Senior form, Merit	Yang Haozhe
		Junior form, Merit	Chen Chi Yung, Ho Ching Yeung Myron
	24-25 The Hong Kong Taoist Association Chinese Calligraphy (Tao Te Ching) Inter-School Competition	First runner-up, Senior form, Writing Brush	Guo Ellen Yam Ying
		First runner-up, Junior form, Writing Brush	Lok Sum Yi
		First runner-up, Senior form, Ballpoint pen	Li Ka Man
		Merit, Junior form, Writing Brush	Zhou Tszi Yiu Selina
		Merit, Senior form, Writing Brush	Xiong Hua
		Champion, Junior form, Ballpoint pen	Zhang Nga Ting
		Champion, Senior form, Ballpoint pen	Guo Ellen Yam Ying
		Merit, Junior form, Ballpoint pen	Woo Yik Fei Franklin
		Merit, Senior form, Ballpoint pen	Zhang Ziyue

### Mathematics

Organisations	Competitions	Prizes	Prize-winners
Asia International Mathematical Olympiad Union	Asia International Mathematical Olympiad Open Promoted Round	Gold Award	Chen Dan Yu, Han Chun Ho, Ling Cheuk Han Michelle, Xia Hao
		Silver Award	Chen Yusheng, Huang Tszi Sen, Xu Taney, Zeng Gavin, Zhang Ho Yu

		Bronze Award	Kang Kevin, Su Yin Fei, Wu Zi Yi
Singapore International Mastery Contests Center	American Mathematics Olympiad	Perfect Score Award	Guo Zekai Tuny, Su Zi Qing
		Gold Award	Han Chun Ho, Li Luofan
		Silver Award	Chen Dan Yu, Chen Yusheng, Chiu Chi Long, Peng Cheong Lung, Su Yin Fei, Zhu Qian
		Bronze Award	Deng Zihuan, Jin Yifan, Liu Qianpeng, Lu Bob Pok Shing, Lu Yat Fu, Shi Jiaye, Wan Sherlock, Yan Tony, Zeng Gavin, Zhang Jenny, Zhang Kevin
Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Trial	Gold Award	Chen Dan Yu, Chen Yusheng, Chiu Chi Long, Han Chun Ho, Huang Tsz Sen, Hung Ka Hei, Su Yin Fei, Wang Shuo Zhi, Xia Hao, Xu Taney, Zeng Gavin, Zhang Fangtian, Zhang Ho Yu
		Silver Award	Deng Lucky, Lau Sin Yu, Ling Cheuk Han Michelle, Lu Bob Pok Shing, Ma Kan Yuk, Wu Zi Yi
		Bronze Award	Chen Viktor, Kang Kevin, Liang Xiyu, Yang Yi Fan
	Global Junior Math Aptitude Test	Silver Award	Zeng Gavin
		Bronze Award	Kang Kevin, Li Lvin
	Huaxiabei National Mathematics Olympic Invitation Competition (Final)	First-class Honour	Chen Chi Yuen, Huang Tsz Sen, Su Zi Qing, Zeng Gavin
		Second-class Honour	Kang Kevin, Peng Ho Li, Tam Yin Yuan, Zhang Ho Yu
	Huaxiabei National Mathematics Olympic Invitation Competition (Heat Round)	First-class Honour	Chen Dan Yu, Chen Yusheng, Chiu Chi Long, Huang Tsz Sen, Lu Bob Pok Shing, Sher Chun Nok, Su Zi Qing, Wu Zhenhua, Zeng Gavin, Zhang Fangtian
		First-class Honour (S1 Top 3)	Peng Cheong Lung
		First-class Honour (S3 Top 3)	Han Chun Ho
		Second-class Honour	Chen Chi Yuen, Hung Ka Hei, Kang Kevin, Li Lvin, Liu Qianpeng, Ma Kan Yuk, Peng Ho Li, Tang Hui, Zhang Ho Yu, Zhu Fan Xu
		Third-class Honour	Du Jiahui, Hu Yan Tung, Tam Yin Yuan, Zhong Han Yu
	Huaxiabei National Mathematics Olympic Invitation Competition (Promoted Round)	Outstanding Award	Chen Dan Yu, Han Chun Ho
		First-class Honour	Chen Yusheng, Huang Tsz Sen, Peng Cheong Lung, Su Zi Qing, Wu Zhenhua, Zeng Gavin
		Second-class Honour	Chen Chi Yuen, Li Lvin, Lu Bob Pok Shing, Peng Ho Li, Zhang Fangtian, Zhang Ho Yu
		Third-class Honour	Kang Kevin, Ma Kan Yuk, Tam Yin Yuan
	Mathematics Without Borders International Tournament (Heat Round)	Silver Award	Kang Kevin, Li Luofan, Zeng Gavin, Zhang Fangtian
		Bronze Award	Chen Yusheng, Huang Tsz Sen
		Promotion Certificate	Li Lvin, Tang Hui, Zou Yang Ming
Education Bureau	Mathematics Book Report Competition for Secondary Schools	Second-class Honour	Chan Yu
		Commendation Award	Yang Yu Yiu, Zhou Ning Xuan

	The Hong Kong Mathematics Creative Problem Solving Competition 2025	Silver Award	Chu Chi Long, Guo Zekai Tuny, Liu Qianpeng, Peng Cheong Lung
	The Hong Kong Mathematics Olympiad (2024/25)	First-class Honour Second-class Honour	Tsui Tin Chi Chan Yin Wai, Yang Ming Chau, Zeng Juncheng
Po Leung Kuk & Hong Kong Association for Science and Mathematics Education	The 27th Hong Kong Mathematical High Achievers Selection Contest 2024-2025	Member of the Hong Kong Delegation for the International Mathematics Competition	Han Chun Ho
		First Class Award	Han Chun Ho
		Second Class Award	Chen Yusheng
		Third Class Award	Chen Dan Yu, Woo Yik Fei Franklin
Create Art Expert	Intelli Oly Maths	First Class Award	Lu Bob Pok Shing, Xu Yilan
		Second Class Award	Li Luofan, Liu Cheong

### Science

Organisations	Competitions	Prizes	Prize-winners
EDB	Junior Secondary Science Online Self-learning Scheme	Outstanding Award-Honorable Mention	Zhang Nga Ting
Hong Kong Innovation Foundation	Hong Kong Science Fair	Silver Award in Junior Secondary Division	Kang Huilin Doreen, Loo Tsin Yue, Wong Pui Yiu, Yang Yu Yiu
Hong Kong Space Museum	Youth Astronaut Training Camp	Selected young astronauts	Chen Yusheng
The Hong Kong Academy for Gifted Education	International Biology Olympiad – Hong Kong Contest 2025	Bronze Honourable mention	Mak Wing Ka, Yau Chun Yi He Hua
The Hong Kong Academy for Gifted Education	Hong Kong Physics Olympiad 2025	First Class Honours	Zeng Juncheng
		Honourable mention	Cai Man Kit Jack, Fung Ho Lam, Jiao Haoran
	International Junior Science Olympiad 2025 - Hong Kong Screening	Third Class Award	Chen Dan Yu, Chen Yusheng, Han Chun Ho, Jiang Yuzheng
Medical Society, The Chinese University of Hong Kong	Hong Kong Secondary School Health Exhibition Presentation Competition 2024	Silver Award	Chan Man Ching, Ho Yi Wa, Huang Tin Shing, Liu Andrew, Zheng Fu Lam, Zhou Ning Xuan
HKUST	21st Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad	Third Class Award (Mechanics Test)	Yuan Ho Ming
Wong Shiu Chi Physics Challenge 2025	Wong Shiu Chi Physics Challenge 2025	Champion	Tsui Tin Chi, Yang Ming Chau, Liu Andrew, Wang Tin Yau
TWGHS C Y Ma Memorial College	Forensic Hunter 2025	Fifth Place	Chen Qianyao, Guo Ellen Yam Ying, Yang Chi Kit, Yi Jia Yin
International Centre of Assessments and Nurturing	International Competitions and Assessments for School (ICAS)	ICAS Medal in Science (English)	Wei Daniel

## ICT

Organisations	Competitions	Prizes	Prize-Winners
Chinese Manufacturers' Association of Hong Kong (CMA) Youth Committee	Happy Hong Kong In-depth Tour Short Video Creation Competition	1 <sup>st</sup> Runner-up (Senior Form)	Choi Tsz Ching, Yuen Tsz Ki
Hong Kong Association for Computer Education	Hong Kong Olympiad in Informatics	Junior Group - Honourable Mention	Chan Yin Wai
Greater Bay Area Homeland Youth Community Foundation	GenRobo Programme—The Path to Become AI Engineers	Outstanding Performance Award	Pan Zhaoxi, Choi Wang Lam, Huang Zhu Hui, Zhao Cici

## Chinese History

Organisations	Competitions	Prizes	Prize-winners
Edution Network	Training Programme	Promotion Award	Gan Johnson, Lee Pak Yung Andrew
Academy of Chinese Studies	2024-2025 Online Reading Scheme	Silver Award	Deng Yim Yuet

## History

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Museum of History and The Hong Kong Institute for Promotion of Chinese Culture	The 13th Inter-school Competition of Project Learning on Hong Kong's History and Culture	Merit Award of the Senior (Written Report) Division	Wei Yuhao, Xiao Chik Hin
Education Bureau and The University of Hong Kong	Junior Secondary History e-Reading Award Scheme 2024	Appreciation Award	Fung Ho Lam, Gan Johnson, Huang Tsz Sen, Lam Yam Yi, Ma Terry, Xiang Lu, Xie William, Zhang Ziyuan
		Certificate of participation	Li Kiu Chit
ECzone	"Hong Kong History and Culture Knowledge" Quiz Competition	Most Creative Award	Lu Bob Pok Shing

## Accounting

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Institute of Certified Public Accountant	HKICPA Accounting and Business Management online Quiz Competition	Elementary Level S5 Merit	Mak Wing Ka
		Advanced Level S6 Merit	Xiao Chik Hin
Hong Kong Institute of Certified Public Accountants / Hong Kong Association of Business Education	HKICPA/HKABE BAES Mock Examination 2024-25 - Top Students	Top Students - 3rd	Yeung Tsz Yi Alice
		Top Students - 8th	Mak Wing Ka
		Top Students - 10th	So Cheuk Ki
	HKICPA / HKABE Joint Scholarships for BAES	Scholarship	Liu Ho Yeung Edward
Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery	Inter-school Accounting Competition	Champion	Mak Wing Ka, Yau Chun Yi
		Merit	So Cheuk Ki, Xiao Chik Hin

## Geography

Organisations	Competitions	Prizes	Prize-winners
Education Bureau	Achieving Carbon Neutrality Student Ambassador Training Scheme 2024/25 - Ambassador leader	Ambassador Leader	Chan Hok To, Chu Tsz Lok, Feng Alan, Liu Yu Heng, Yan King Tai
		Student Ambassador	Chan Hok To, Chu Tsz Lok, Feng Alan, Liu Yu Heng, Yan King Tai, Zhao Cici
Department of Social Sciences and Policy Studies, The Education University of	The 11th Field Report Competition for Secondary School 2024-2025	Certificate of participation	Chan Hei Yi, Deng Zihuan, Feng Alan, Gan Johnson, Han Ka Wai, He Yee Ling,

Hong Kong and Caritas Chan Chun Ha Field Studies Centre			Li Lai Ming, Liu Yu Heng
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## Sports

Organisations	Competitions	Prizes	Prize-winners
深圳市光明區文化 廣電旅遊體育局	攀岩速度爭霸賽(第三站)	The Champion of The Boys Grade A	Ge Yung
深圳市光明區文化 廣電旅遊體育局	2024 年深圳市少年棒球 精英賽	The 1st Runner-up of The Boys	Ge Yung
赤子體育會	BKIDS 3X3 HK-Open Basketball Tournament	Champion - M16 Division 1	Chan For Lam, Lin Chi Yuen, Liu Cheng, Xiong Hua
		Champion - M16 Division 3	Liang Hoi Pong, Lin Junyu, Lu Bob Pok Shing, Tsang Yik Shing
		2nd Runner-up - G14 Division 2	Chau Tsing Ching, Leung Nga Ting, Liu Anna Heung Yuk, Wang Angel
		Champion of Shooting Stars Competition	Chan For Lam, Lin Chi Yuen, Liu Cheng, Xiong Hua
		2nd Runner-up of Shooting Stars Competition	Liang Hoi Pong, Lin Junyu, Lu Bob Pok Shing, Tsang Yik Shing
Dodgeball Association of Hong Kong China	New Territories East and West Dodgeball Inter Secondary-School (Single- ball Style) Championship 2025	2nd Runner-up - Girls team (The New Territories East)	Chan Sze Mei, Choi Tsing Ching, Deng Emily, Kwok Wing Ni, Liu Anna Heung Yuk, Wong Hoi Lun, Xu Hui, Xu Sissi, Yi Amy, Zeng Sum Yi, Zhu Zhiyue
Leisure and Cultural Services Department	Sport For All Day	District Athlete	Chong Wing Sze
	The North District Age Swimming Competition 2024	The Champion of The Girls Grade FG 200m Butterfly	Yang Chi Kit
		The Champion of The Girls Grade FG 200m Individual Medley	Yang Chi Kit
		The Champion of The Boys Grade H 50m Back Stroke (New Record)	Lin Yi Min
		The Champion of The Boys Grade H 50m Butterfly (New Record)	Lin Yi Min
		The Champion of The Boys Grade H 50m Freestyle (New Record)	Lin Yi Min
	The Kowloon City District Age Swimming Competition 2024	The Champion of The Girls Grade F 50m Butterfly	Yang Chi Kit
		The Champion of The Girls Grade FG 200m Butterfly	Yang Chi Kit
		The Champion of The Girls Grade FG 200m Individual Medley	Yang Chi Kit
	The Tai Po District Age Swimming Competition 2024-2025	The Champion of The Boys Grade H 100m Freestyle (New Record)	Lin Yi Min
		The Champion of The Boys Grade H 50m Butterfly (New Record)	Lin Yi Min

		Record)	
		The Champion of The Boys Grade H 50m Freestyle (New Record)	Lin Yi Min
	The Wan Chai District Age Swimming Competition 2024	The 1st Runner-up of The girls Grade FG 200m Butterfly	Yang Chi Kit
		The 1st Runner-up of The Girls Grade FG 200m Individual Medley	Yang Chi Kit
		The Champion of The Girls Grade F 50m Butterfly	Yang Chi Kit
Sun Life	Sun Life Basketball Challenge	Champion - 3x3 Basketball (Mens)	Cai Chak Kai, Ho Chung Yau, Miao Wai Ching, Ng Chung Him
Hong Kong Schools Sports Federation Tai Po & North District Secondary Schools Area	Inter-School Basketball Championships	1st Runner-up (Senior's Boys Division 1)	Cai Chak Kai, Chan For Lam, Ho Chung Yau, Lam Lik Wang, Lin Chi Yuen, Liu Cheng, Miao Wai Ching, Ting Chit Yu, Tsang Yik Shing, Tse Pak Him, Tsoi Pok Wai, Xiong Hua, Yang Chun Wing, Yiu Ching Kit, Zhong Yongheng
	The Tai Po and North District Secondary School Area Inter-school Swimming Competition2023-2024	The 1st Runner-up of The Boys Grade C 50m Back stroke (New record)	Lin Yi Min
		The 1st Runner-up of The Boys Grade C Team	Lin Yi Min, Liu Calvin Aisin, Peng Ho Li, Wu Yik Chun, Zhang Ho Yu
		The 2nd Runner-up of The Boys Grade A 50m Back Stroke	Lo Ching Hong Vincent
		The 3rd Runner-up of The Boys Grade C 200m Free style	Wu Yik Chun
		The Champion of The Boys Grade C 4X50m Freestyle Relay	Lin Yi Min, Liu Calvin Aisin, Peng Ho Li, Wu Yik Chun, Zhang Ho Yu
		The Champion of The Boys Grade C 50m Butterfly (New record)	Lin Yi Min
		The Champion of The Boys Grade C 50m Free style	Peng Ho Li
		The Champion of The Girls B 50m Butterfly (New Record)	Yang Chi Kit
		The Champion of The Girls Grade B 200m Individual Medley (New Record)	Yang Chi Kit
Hong Kong Taekwon-Do Choong Moo Kwan	8th Choong Moo Cup	Gold Award (Pattern-U18 Female 2nd Degree)	Tang Sui Mei

### Sports – Rope Skipping

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Rope Skipping Association, China	Hong Kong Inter- school Rope Skipping Competition 2025	2nd Runner-up - 1-minute Double Dutch Freestyle	Cheung Cheuk Him Eden, Lam King Chit, Pan Chun Leung
		2nd Runner-up - 30-second Double Unders Speed Sprint	Cheung Cheuk Him Eden
		4th place - 45-second Double	Chen Muk Sing, Cheung Cheuk Him Eden,

		Dutch Speed Sprint	Pan Chun Leung
		4th place - Senior Secondary Boys Division	Chan Tak Kwai, Chen Muk Sing, Cheung Cheuk Him Eden, Cheung Hei Chit Cooper, Chow Jeff Myron, Fu Yik Tim, Lam King Chit, Liu Yu Cheng, Pan Chun Leung, Yeung Tak Shing
Lions Clubs International District 303 - Hong Kong & Macao, China	Lions Cup Hong Kong Rope Skipping Challenge 2025 (District Competition)	1st Runner-up - 30s Double Unders Speed Race (Men's Group, Age 13)	Fu Yik Tim
		1st Runner-up - 30s Double Unders Speed Race (Men's Group, Age 16 or Above)	Cheung Cheuk Him Eden
		1st Runner-up - 30s Single Rope Speed Race (Women's Group, Age 15)	Chen Kaikun
		2nd Runner-up - 30s Single Rope Speed Race (Men's Group, Age 16 or Above)	Pan Chun Leung
		Champion - 1-Minute Figure-8 Speed Race (Mixed Group, Junior Secondary Division)	Chan Man Hei, Chan Tak Kwai, Chan Tszi Hei, Cheung Hei Chit Cooper, Fu Yik Tim, Liu Yu Cheng, Tse Yuen Lam, Zhao Zhichen
		Champion - 30s Double Unders Speed Race (Women's Group, Age 15)	Chen Kaikun
		Champion - 30s Single Rope Speed Race (Men's Group, Age 16 or Above)	Cheung Cheuk Him Eden
Hong Kong Rope Skipping Academy	Lions Cup Hong Kong Rope Skipping Challenge 2025 (Hong Kong Competition)	1st Runner-up - 1-Minute Figure-8 Speed Race (Secondary School Division, Mixed G)	Chan Man Hei, Chan Tak Kwai, Chan Tszi Hei, Cheung Hei Chit Cooper, Fu Yik Tim, Liu Yu Cheng, Tse Yuen Lam, Zhao Zhichen
		1st Runner-up - Mini Team Show Performance (Secondary School Division, Finals)	Chan Man Hei, Chen Kaikun, Cheung Cheuk Him Eden, Chow Jeff Myron, Fu Yik Tim, Lam King Chit, Liu Yu Cheng, Pan Chun Leung, Xiao Yi Ting, Zhao Zhichen
		1st Runner-up - Mini Team Show Performance (Secondary School Division, Preliminary)	Chan Man Hei, Chen Kaikun, Cheung Cheuk Him Eden, Chow Jeff Myron, Fu Yik Tim, Lam King Chit, Liu Yu Cheng, Pan Chun Leung, Xiao Yi Ting, Zhao Zhichen
	Hong Kong Inter-school Rope Skipping Competition 2025	1st runner-up(30s Double Dutch Double Unders)	Chen Dan Yu, Fu Yik Tim, Tse Yuen Lam, Zhao Zhichen
		1st runner-up(30s Double Dutch Reverse Rope Jump)	Chen Kaikun, Cheung Cheuk Him Eden, Lam King Chit, Leung Lai Kit, Xiao Yi Ting
		1st runner-up(30s Single Rope Freestyle Routine 1)	Chen Dan Yu
		1st runner-up(30s Time Tunnel Jump)	Chen Kaikun, Lam King Chit, Leung Lai Kit, Xiao Yi Ting
		1st runner-up(30s Wheel Pair Speed Sprint)	Chan Tak Kwai, Chan Tszi Hei, Chen Dan Yu
		2nd runner-up (10s x 5 Single Rope Speed Sprint)	Leung Lai Kit

		2nd runner-up(2x30s Single Rope Speed and Double-Under Relay)	Chow Jeff Myron, Fu Yik Tim, Tse Yuen Lam
		2nd runner-up(30s Long Rope with Double Unders)	Chan Tak Kwai, Chan Tszi Hei, Chow Jeff Myron, Fu Yik Tim
		3rd runner-up ( 10s x 5 Single Rope Double Unders)	Chow Jeff Myron
		3rd runner-up (10s x 5 Single Rope Speed Sprint)	Tse Yuen Lam
		3rd runner-up (30s Single Rope Freestyle Routine 2)	Fu Yik Tim
		Champion( 10s x 5 Single Rope Double Unders)	Cheung Cheuk Him Eden
		Champion(2x30s Single Rope Speed and Double-Under Relay)	Chen Kaikun, Cheung Cheuk Him Eden, Leung Lai Kit
		Champion(30s Double Dutch Double Unders)	Chan Man Hei, Lam King Chit, Liu Yu Cheng, Xiao Yi Ting
		Champion(30s Double Dutch Reverse Rope Jump)	Chan Tak Kwai, Chan Tszi Hei, Chen Dan Yu, Chow Jeff Myron, Tse Yuen Lam
		Champion(30s Long Rope with Double Unders)	Chen Kaikun, Cheung Cheuk Him Eden, Leung Lai Kit, Xiao Yi Ting
		Champion(30s Single Rope Freestyle Routine 1)	Lam King Chit
		Champion(30s Single Rope Freestyle Routine 2)	Chen Kaikun
		Champion(30s Time Tunnel Jump)	Chan Tszi Hei, Chen Dan Yu, Chow Jeff Myron, Zhao Zhichen
		Champion(30s Wheel Pair Speed Sprint)	Chan Man Hei, Liu Yu Cheng, Xiao Yi Ting
		New Territories Mixed Group Champion	Chan Man Hei, Chan Tak Kwai, Chan Tszi Hei, Chen Dan Yu, Chen Kaikun, Cheung Cheuk Him Eden, Chow Jeff Myron, Fu Yik Tim, Lam King Chit, Leung Lai Kit, Liu Yu Cheng, Tse Yuen Lam, Xiao Yi Ting, Zhao Zhichen
		Special award-Best Record(30s Double Dutch Double Unders)	Chan Man Hei, Lam King Chit, Liu Yu Cheng, Xiao Yi Ting
		Special award-Best Record(30s Double Dutch Reverse Rope Jump)	Chan Tak Kwai, Chan Tszi Hei, Chen Dan Yu, Chow Jeff Myron, Tse Yuen Lam
		Special award-Best Record(30s Long Rope with Double Unders)	Chen Kaikun, Cheung Cheuk Him Eden, Leung Lai Kit, Xiao Yi Ting
		Special award-Best Record(30s Single Rope Freestyle Routine 2)	Chen Kaikun
		Special award-Best Record(30s Wheel Pair Speed Sprint)	Chan Man Hei, Liu Yu Cheng, Xiao Yi Ting
Hong Kong College of Cardiology	2024 Jump Rope For Heart Inter-school Rope Skipping Competition	Grade A overall champion	Chan Man Hei, Chen Kaikun, Chen Muk Sing, Cheung Cheuk Him Eden, Lam King Chit, Leung Lai Kit, Liu Yu Cheng, Ma Yu Hin, Pan Chun Leung
		Outstanding Styling Award	
Hong Kong Rope	Dutch Lady Rope	Creative Performance Award	Chow Jeff Myron, Fu Yik Tim,

Skipping Association, China	Skipping Show Performance Cup	Overall champion	Zhao Zhichen, Chan Man Hei, Liu Yu Cheng, Lam King Chit, Chen Kaikun, Xiao Yi Ting, Cheung Cheuk Him Eden, Leung Lai Kit, Chen Muk Sing
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### Visual Arts

Organisations	Competitions	Prizes	Prize-winners
China Life Insurance (Overseas) Co., Ltd.	2024 "Kids Art" Drawing Competition	Merit	Hong Yat Ming
CICG Asia-Pacific	China International Youth Competition on Aesthetic Ingenuity and Cultural Creativity	Second Prize	Zhang Sum Yi
Lions Clubs International LCI District 303 (Hong Kong & Macao, China)	37th Peace Poster Contest (2024-25)	Merit Award	Hong Yat Ming
Leisure and Cultural Services Department	Jockey Club Student Drawing Competition	Certificate of Merit	Keung Pak Kwan, Zhang Sum Yi
		Highly Commended	Zhang Hang Yuen Candy, Zou Lan
Youth Travel HK	"A closer look at diverse communities·Building a Harmonious Hong Kong" Poster Design Competition 2024	Merit Award	Li Zhao Xin
Hong Kong Pet Trade Association	Animal Model Coloring Competition 2025	Commended Award	Chiu Lok Yee, Lin Dong Yi, Loo Tsin Yue, Ma Yuhan Aaron
Hong Kong Subsidized Secondary Schools Council	Love Our Home, Treasure Our Country 3.0 Outstanding Chinese Virtual Space Design Competition	First prize	Huang Sheung Yu, Keung Pak Kwan, Liu Yu Ting, Zeng Juncheng
The Hong Kong Federation of Youth Groups	2024 Xu Beihong Cup International Youth and Children's Art Competition Hong Kong Division	First prize (Chinese Painting - Secondary Section)	Hong Yat Ming
		First prize (Western Painting - Secondary Section)	Yang Pui Kwan
Hong Kong Youth Nurture Association	"Basic Law" and "One Country, Two Systems" Comics Design Competition	Champion	Zhang Hang Yuen Candy
		1st runner-up	Zhang Nga Ting
		2nd runner-up	Wang Ngai Huen
		Merit Award	Tam Tin Yan
Fly With Us Limited	"Cowboy is back!" 4-Panel comic strip design competition	Merit Prize	Hong Yat Ming, Wang Ngai Huen

### Music

Organisations	Competitions	Prizes	Prize-Winners
Music Office	2024 Music interflow	Silver Award	Chiu Yu Xin, Guo Zekai Tuny, He Zi Ying, Huang Hing Cheuk, Huang Tsz Sen, Huang Ziqian, Law Kin Lam, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Ting Yiu, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Tam Tin Yan, Wei Hing Yee, Xie Yumeng, Yang Sunny, Yi Lhamo
Hong Kong School Music Festival and Speech	The 77th Hong Kong School Music Festival	Champion	Nam Tin Ching
		2nd runner up	Chow Jeff Myron, Peng Ching Yu
	The 77th Hong Kong	Silver Award	Chiu Yu Xin, Guo Zekai Tuny, He Zi Ying, Huang Hing Cheuk,

Association	Schools Music Festival - Chinese Instrumental Ensemble		Huang Tsz Sen, Huang Ziqian, Law Kin Lam, Lin Sin Yi, Liu Andrew, Nam Tin Ching, Ng Ting Yiu, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Tam Tin Yan, Wei Hing Yee, Wong Yu Hei, Xie Yumeng, Yang Sunny, Yi Lhamo
	The 77th Hong Kong Schools Music Festival - Secondary School Choir - Foreign Language - Girls - Senior	Silver Award	Chan Yu Ching, Chen Jin Wen, Chiu Pui Yee, Fan Wenxin, Feng Alan, Hu Freya, Huang Hei Yuet, Husin Jamie, Lam Lok Tung, Lee Yan Ching, Li Ming Lu, Li Ruitong, Li Wendy, Li Yuet Tung, Ling Cheuk Han Michelle, Ling Hoi Shan, Lok Sum Yi, Ning Ka Yee, Tam Tin Yan, Tsang Tsz Ying, Wen Yolanda, Wong Fei, Wong Yan Lam, Xiao Karen, Xiao Tsz Fan Angelica, Ye Tsam Yu, Yeung Ching Yi, Zhang Pui Lam, Zhao Lok Yi
	The 77th Hong Kong Schools Music Festival - Secondary School Choir - Foreign Language - Mixed Voice - Junior	Silver Award	Chan Yu Ching, Chen Jin Wen, Cheung Wai Ho, Chiu Chi Long, Chiu Pui Yee, Fan Wenxin, Feng Alan, Fu Andy, Hu Freya, Huang Hei Yuet, Huang Jianze, Huang Michael Tsz Hei, Husin Jamie, Lam Lok Tung, Li Ming Lu, Li Ruitong, Li Wendy, Li Yuet Tung, Liang Yan Zhang, Ling Cheuk Han Michelle, Ling Hoi Shan, Ma Kan Yuk, Ng Ting Yiu, Ning Ka Yee, Peng Cheong Lung, Sun Herman, Tam Tin Yan, Tsang Chiu Him, Wang Zion, Wen Yolanda, Wong Fei, Wong Yan Lam, Xiao Karen, Xiao Tsz Fan Angelica, Yeung Ching Yi, Zhang Han Hao David, Zhang Pui Lam, Zhao Lok Yi, Zhong Jayron
Joint School Music Association	Joint School Music Competition 2025 - Chinese Instrumental Ensemble	Gold Award	Bie De Hua, Chen Jin Wen, Chiu Yu Xin, Guo Zekai Tuny, Hu Freya, Huang Hing Cheuk, Huang Tsz Sen, Huang Ziqian, Liu Andrew, Liu Qianpeng, Peng Ching Yu, Poon Mei Hei, Tam Sze Yin, Tam Tin Yan, Wei Hing Yee, Wong Yu Hei, Xie Yumeng, Yang Sunny, Yeung Ki Tim
		Silver Award	Du Jiahui, Hu Yan Tung, Jiang Candy, Li Sum Yuk Shelly, Li Yuet Tung, Lin Illice Chi, Liu Ka Ki Ivy, Mao Qihan Hill, Tai Ting Yan, Yang Lynn Zhi Ling, Yang Wa Yeuk Hei
	Joint School Music Competition 2025 - Chinese Percussion	Gold Award	Chan Chin Fung, Chan Hok To, Guo Zekai Tuny, Huang Hing Cheuk, Huang Michael Tsz Hei, Lee Lok Yi, Liao Shengrui, Luo Siu Yip, Peng Cheong Lung, Peng Junlin, Sher Chun Nok, Wu Zhenhua, Yu Ho Ching, Zeng Chun Tung
	Joint School Music Competition 2025 - Choir - Challenger	Gold Award	Chan Yu Ching, Chen Jin Wen, Chiu Pui Yee, Fan Wenxin, Feng Alan, Hu Freya, Huang Hei Yuet, Husin Jamie, Khoo Tsz Ham, Lam Lok Tung, Lan Shing Fung, Law Sin Kwan, Lee Yan Ching, Li Ming Lu, Li Ruitong, Li Wendy, Li Yuet Tung, Liang Xiyu, Ling Cheuk Han Michelle, Ling Hoi Shan, Liu Ka Ki Ivy, Ning Ka Yee, Tam Tin Yan, Tsang Tsz Ying, Wen Yolanda, Wong Fei, Wong Yan Lam, Xiao Karen, Xiao Tsz Fan Angelica, Ye Tsam Yu, Yeung Ching Yi, Zhang Pui Lam, Zhao Lok Yi
		Silver Award	Chan Yu Ching, Chen Jin Wen, Chen Yui, Cheung Wai Ho, Chiu Chi Long, Chiu Pui Yee, Fan Wenxin, Feng Alan, Fu Andy, Hu Freya, Huang Hei Yuet, Huang Jianze, Huang Michael Tsz Hei, Husin Jamie, Jiang Yuzheng, Khoo Tsz Ham, Lam Lok Tung, Lan Shing Fung, Law Sin Kwan, Law Yat Hin, Li Ming Lu, Li Ruitong, Li Wendy, Li Yuet Tung, Ling Cheuk Han Michelle, Ling Hoi Shan, Liu Ka Ki Ivy, Ma Kan Yuk, Ng Ting Yiu, Ning Ka Yee, Peng Cheong Lung, Tam Tin Yan, Tsang Chiu Him, Wang Zion, Wen Yolanda, Wong Fei, Wong Yan Lam, Xiao Karen, Xiao Tsz Fan Angelica, Xu Susan, Zhang Han Hao David, Zhang Pui Lam, Zhao Lok Yi, Zhong Jayron
	Joint School Music Competition 2025 - Choir - Junior	Silver Award	Bai Evan, Chan Hei Yiu Hilary, Chan Hok To, Chan Man Hei, Chan Po Hei, Chan Stella Tsz Tung, Chan Wing Yi,

	E-orchestra		<p>Chan Yu Ching, Chau Tsz Ching, Chen Alina, Chen Chi Yung, Chen Isabella, Chen Jin Wen, Chen Runming, Cheung Chi Cheung, Cheung Lok Yiu, Cheung Yik Fei, Chiu Ka Lok, Choy Lok Yee, Chu Kwok Ho, Chu Wing Ki, Deng Yim Yuet, Fei Kailing Kately, Fu Andy, Fung Ching Yan, Ge Yung, Guo Zekai Tuny, Guo Zihan, Han Jiayu, Heung Sui Tung, Hong Yat Ming, Hu Freya, Huang Erin Tsz Ham, Huang Hei Yuet, Huang Judith, Huang Ziqian, Hung Yat Ham, Husin Jamie, Ji Xinlin, Jia Felix, Jiang Jinhai Kimhos, Jiang Yuzheng, Jin Yifan, Jing Zhibo Michael, Khoo Tsz Ham, Kwok Hok Yiu, Lam Ho, Lam Yam Yi, Lau Sin Yu, Lee Chak Kwan, Lee Dong Hai, Lee Hok Him, Lee Tsz Ho Nelson, Lee Tsz Yau, Leung Nga Ting, Leung Sze Tung, Leung Yuet Lam, Li Emily, Li Kiu Chit, Li Luofan, Li Ruitong, Li Yuehan, Liang Shi Tong, Lie Ka Ching Kazaf, Lin Chi Yim, Lin Jiaqi, Lin Junyu, Lin Yin Hok, Liu Anna Heung Yuk, Liu Calvin Aisin, Liu Fanli, Liu Ho Yin, Liu Lok Yi, Liu Man Hei, Liu Yi Jia, Liu Yu Cheng, Lo Yu Yan, Lok Sum Yi, Lu Yat Fu, Luo Yangbo, Mo Sang Tian, Ng Yin Yu, Ning Ka Yee, Peng Ching Yu, Peng Ho Li, Peng Junlin, Peng Zhuo Juan, Qing Kexin, Shao Chak Kai, Siu Tsz Wei, Song Chengji, Su Zi Qing, Tai Ting Yan, Tam Tin Yan, Tam Yin Yuan, Tang Aling, Tang Ka Chun, Tang Yu Xuan, Wan Sherlock, Wang Ava, Wang King Yu, Wang Leon, Wang Ngai Huen, Wang Yuk Ping Amy, Wang Zhecheng, Wei Hing Yee, Wei Qi, Wen Bill, Wen Pak Yan, Wen Tsz Yan, Wen Yolanda, Wen Zakia, Wong Fei, Wong Ka Suen, Wong Sum Yin, Wong Sze Ching, Wong Yan Lam, Xiao Tsz Fan Angelica, Xie Wangyun, Xie Yumeng, Xing Zufu, Xu Gangyi Kyle, Xu Susan, Xu Yilan, Yan Linbo, Yang Pui Kwan, Yang Shihan, Yang Wun Wun, Yip Yu Ching Angel, Yu Ho Ching, Yu Man Pok, Yuan Yi, Yung Ka Wa, Zeng Sum Yi, Zhang Ching Yin, Zhang Ho Yu, Zhang Junhe, Zhang Kevin, Zhang Nga Ting, Zhang Sui Hong, Zhang Ziyuan, Zhao Jian Hua, Zhao Ka Hing, Zhao Lok Yi, Zhao Lucy, Zhao Wu Cheung, Zheng Chi Sum, Zheng Heng, Zou Angel</p>
		Bronze Award	<p>Cao Ho Yin, Chan Ching, Chen Chi Yung, Chen Yin Lee, Chu Tsz Lok, Huang Hing Cheuk, Liu Qianpeng, Shek Chi Yiu, Wang Jady, Wong Tsz Hin, Xie Zi Yi, Yan Tony, Zhang Zhen, Zheng Jia Jun</p>
The Hong Kong Virtuoso Chorus Limited	The Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass	Silver Award	<p>Chan Yu Ching, Chen Jin Wen, Cheung Wai Ho, Chiu Chi Long, Chiu Pui Yee, Fan Wenxin, Feng Alan, Fu Andy, Hu Freya, Huang Hei Yuet, Huang Michael Tsz Hei, Hung Ka Hei, Husin Jamie, Jiang Shuo, Lam Lok Tung, Li Ming Lu, Li Ruitong, Li Wendy, Li Yuet Tung, Ling Cheuk Han Michelle, Ling Hoi Shan, Ma Kan Yuk, Ng Ting Yiu, Ning Ka Yee, Peng Cheong Lung, Tam Tin Yan, Tsang Chiu Him, Wang Zion, Wen Yolanda, Wong Fei, Wong Yan Lam, Xiao Karen, Xiao Tsz Fan Angelica, Yeung Ching Yi, Zhang Han Hao David, Zhang Pui Lam, Zhao Lok Yi, Zhong Jayron</p>
Hong Kong Taoist Association	2025 Taoist Singing Contest	Merit Award	<p>Chan Ho Chun, Chan Tak Kwai, Chen Jingmin, Cheung Hei Chit Cooper, Dong Eddie, Lam Lok Tung, Leung Sze Tung, Mai En Xi, Tang Chi Kit, Tsang Tsz Ying, Wang King Yu, Wong Fei, Zhao Zhichen</p>
Tom Lee	Tom Lee Guitar Festival 2024	Finalist	Pan Chun Leung

## Dance

Organisations	Competitions	Prizes	Prize-winners
Yuen Long District Arts Committee	Yuen Long School Dance Competition 2024	Gold Award	Chan Yu Ching, Chen Xinyi, Choi Wang Lam Fiona, Lan Shing Fung, Lin Jiaqi, Liu Hei Tung, Liu Jing Yi Chen, Pan Zhaoxi, Shek Tszi Ki, Tang Pui Sze, Wong Ka Suen, Xie Zi Yi, Yang Ziyue, Yi Chuqing, Yi Jia Yin, Yu Alice, Zhang Hanwen, Yu Zhen Xuan
Jointly organized by the Curriculum Development Institute of the Education Bureau and the Hong Kong Schools Dance Association Limited	61st School Dance Festival	Honours Award	Chan Yu Ching, Chen Xinyi, Choi Wang Lam Fiona, Xie Zi Yi, Lan Shing Fung, Lin Jiaqi, Liu Hei Tung, Liu Jing Yi Chen, Pan Zhaoxi, Shek Tszi Ki, Tang Pui Sze, Wong Ka Suen, Yang Ziyue, Yi Chuqing, Yi Jia Yin, Yu Alice, Zhang Hanwen,
Hong Kong Schools Dance Association Limited	61st Schools Dance Festival Competition (Jazz & Street Dance)(Group)(Secondary Section)	Highly Commended Award	Chen Sze Tung, Cheung Hang Yi, Cheung Lok Yiu, Choy Lok Yee, Chu Wing Ki, Ji Xinlin, Lai Cheuk Yu, Li Cathy, Liao Uen Man, Lin Illice Chi, Lu Tszi Ming, Ng Chun Him, Ng Tin Yan, Tang Wing Sze, Tu Nga Ting, Wong Ching Yee, Xu Susan, Yeung Tak Shing, Zhang Tajsa, Zhang William

## Drama

Organisations	Competitions	Prizes	Prize-winners
Hong Kong School Drama Festival	Hong Kong School Drama Festival 2024/25	Award for Outstanding Cooperation	Bai Evan, Chan Stella Tszi Tung, Chen Chi Yung, Chen Jin Wen, Cheung Kiu Ka, Cheung Yik Fei, Huang Hing Cheuk, Hu Freya, Khoo Tszi Ham, Jin Yifan, Lai Hoi Yan, Li Jacky, Lin Chi Yim, Liu Yu Cheng, Mo Sang Tian, Ng Ting Yiu, Song Chengji, Wang Leon, Wang Ngai Huen, Fu Andy, Wang Sen Yeung, Wang Yu Le Ken, Wen Yolanda, Wong Kin Fung, Wu Victor, Xu Sissi, Yang Pui Kwan
		Award for Outstanding Script	
		Award for Outstanding Stage Effects	
		Award for Outstanding Performer	Cheung Yik Fei, Ng Ting Yiu, Wang Leon, Wong Kin Fung

## Values Education

Organisations	Competitions	Prizes	Prize-winners
中央廣播電視總台亞太總站與中央廣播電視總台港澳台節目中心	『「我的中國心」香港青少年國情體驗視頻徵集展映活動』	第一名	Ngai Hei Lam
Department of Justice, the Security Bureau, the Education Bureau and the Hong Kong Shine Tak Foundation.	Territory-wide Inter-school National Security Knowledge Challenge 2024/25	Secondary School Team Champion	Fong Chun Sin, Gan Johnson, Li Shihan, Wai Chi Ki, Zhu Fan Xu
Department of Justice and the Security Bureau	“Hong Kong National Security Law – Safeguards and Hopes” Social Media Post Competition	Junior Secondary Division Champion	Chan Hei Yiu Hilary
Education Bureau	2025 Constitution and Basic Law Territory-wide Inter-school Competition	Secondary School 1st Runner-up	Chan Hei Yiu Hilary, Chen Yusheng, Gan Johnson, Lu Bob Pok Shing
The Hong Kong Shine Tak Foundation	Understanding the Constitution and the Basic Law – Territory-wide Inter-	2rd Runner-up (Junior form)	Chen Yusheng
		Merit (Junior form)	Zhao Cici
		Merit (Senior form)	Liu Wing Tung

	school Speech Competition for Secondary Schools	Junior form (Good Performance Award)  Senior form (Good Performance Award)	Gan Johnson, Tang Nok Ka  Zeng Juncheng
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**Other**

Organisations	Competitions	Prizes	Prize-winners
Hong Kong Council on Smoking and Health	Smoke-free Elite Teens Programme 2024-2025	Gold Award	Chan Cheuk Yau, Chan Man Ching, Kwok Wing Tung, Kwong Yu Lam, Wu Cheuk Yan
Hong Kong Tuberculosis, Chest and Heart Diseases Association	Healthy School Project Competition 2024-25	Fourth Place	Deng Zihuan, Gan Johnson, He Yee Ling, Lam Yam Yi, Yang Yu Yiu
The Community Youth Club	North District CYC Chinese Chess Competition	Champion of Junior form Champion of Senior form First runner up in Senior form	Chen Yusheng Hu Chun Lam Ye Cheung
Hong Kong Innovative Mind Sports Association	All Hong Kong Inter-School Splendor Board Game Competition 2025	Team Silver Award  7th Place Overall	Wang Zirui, Wu Lok Yi, Zheng Chi Sum, Zheng Ki  Wu Lok Yi
Hong Kong Catan Association	Hong Kong Catan U18 Competition 2025	Team Gold Award  Overall Individual Champion  Overall Individual 1 <sup>st</sup> Runner-up  6th Place Overall  8th Place Overall	Wang Zirui, Wu Lok Yi, Wu Zi Yi, Yuan Shilun, Zheng Chi Sum, Zheng Ki  Wu Lok Yi  Wang Zirui  Zheng Ki  Zheng Chi Sum

### 3.2.3. Social Services (2024-2025)

#### (A) Service Activities and Medal Awards Scheme of CYC

- Below are the details of activities held throughout the year:

	Date	Activity/ Event
1	20/9/2024	First AGM
2	26/9/2024	Birthday party for the elderly
3	17/11/2024	Visit to the elderly in Choi Yuen Estate
4	12-13/12/2024	Candies and plants charity sale
5	16/2/2025	Plants charity sale on Parents' Day
6	22/2/2025	Charity Environmental Walkathon
7	10/2/2025	Greening for the Charity
8	26/2/2025	DIY of aroma plaster stone for charity
9	8/3/2025	Kin-ball game day
10	May 2025	Monthly Moral Programme: <i>Courage to Lead, Compassion to Serve</i> Display of Community Co-creation Project 「上水有樂」社區共創計劃
11	14/5/2025	Second AGM
12	28/6/2025	Inclusive education programme

- 5 flag-selling activities were held this year. The total number of participants is 74.

Date	Organization	Class/ Form	No. of Participants
5/10/2024	鄰舍輔導	5	20
26/10/2024	生活教育活動計劃	5	6
7/12/2024	香港萬國宣道浸信會社會服務	4	10
25/1/2025	突破	4	5
26/4/2025	機構：宣道會社會服務處	3	5

- CYC Service Scheme & Medal Awards

	No. of students Awarded
Yellow	20
Green	10
Orange	8
Purple	4
Third Honour	1
Second Honour	0
First Honour	0

- A prize-giving ceremony was held to celebrate the active participation of CYC members in May 2025. The awards presented are listed below:

Loyalty Service Award	Principal, Mr. Wong Shun Tak
Outstanding CYC member	5C Lee Yuen Ting
Chinese Chess Competition (Junior form)	3B Chen Yusheng - Champion
Chinese Chess Competition (Senior form)	3E Hu Chun Lam - Champion 3A Ye Cheung – First runner-up

### (B) Service Activities and Medal Awards Scheme of Social Service Team

- Below are the details of activities held throughout the year:

Date	Activity/ Event
27/9/2024	First AGM 周年會員大會
13/12/2024, 16/12/2024	Inkspiration 冬至祝福卡送暖活動
12/3/2025	Stargazing Experience Workshop for the Visually Impaired 「心中有星」 視障人士觀星經驗工作坊
16/5/2025	Animal Care Workshop 「寵」愛有加——親親小動物工作坊

- Social Service Scheme and Medal Awards

	No. of service hours and No. of students awarded
Gold	20 hours (4 students)
Silver	11 hours (7 students)
Bronze	6 hours (4 students)

### (C) S-Team Leaders 2.0: Community Co-creation Project 「上水有樂」社區共創計劃 AND “Community Stewards” Neighbourhood Ambassadors Programme 「社區導賞員」社區服務培訓課程

- The two community service projects exemplified the integration of co-creation, design thinking, and experiential learning to deepen students' engagement with our community. Both programmes were led collaboratively by teachers, school social workers, and external partners, ensuring that students received comprehensive guidance throughout their learning journey. The former project focused on empowering students to develop innovative, youth-led community services by collaborating with social enterprises, while the latter programme equipped students with skills to design and lead community tours, fostering a deeper understanding and appreciation of local history and culture. Through hands-on activities, students applied design thinking principles such as empathy, ideation, and prototyping, allowing them to address real community needs creatively and meaningfully.
- These programmes have cultivated a range of positive learning outcomes for students, including enhanced creativity, critical thinking, interpersonal skills, and a strong sense of social responsibility. By engaging in co-creation and experiential learning, students could develop autonomy and confidence while learning to collaborate effectively with peers and community members. However, the success of these initiatives relied heavily on the sustained input and mentorship of teachers and social workers, who provided essential scaffolding to guide students

through complex problem-solving and reflection processes. Moving forward, similar projects will continue to adopt this effective format with fine-tuned approaches to maximize student empowerment and community impact.

- By participating in the above two programmes, the following students were awarded prizes in the YWCA Volunteer Award Scheme.

<b>YWCA Volunteer Award Scheme 2024-2025</b>		
<b>女青義工獎勵計劃</b>		
<b>Class</b>	<b>Name</b>	<b>Prize Awarded</b>
4B	CAI MAN KIT JACK 蔡文杰	Bronze Award for Volunteer Service
4D	CHENG YING YING 程潔瑩	Bronze Award for Volunteer Service
4E	LIU KAI CHING 廖啟程	Bronze Award for Volunteer Service
2A	CHAN CHING 陳靜	Volunteer Appreciation Certificate
2A	GE YUNG 葛雍	Volunteer Appreciation Certificate
2B	WEN TSZ YAN 文芷欣	Volunteer Appreciation Certificate
2B	LAM YAM YI 林鑫兒	Volunteer Appreciation Certificate
2B	WONG SUM YIN 黃心妍	Volunteer Appreciation Certificate
2D	YANG WUN WUN 楊媛媛	Volunteer Appreciation Certificate
2D	TAM TIN YAN 談天恩	Volunteer Appreciation Certificate
3C	SHI JIANHUA 石建華	Volunteer Appreciation Certificate
3D	LOO TSIN YUE 盧芊羽	Volunteer Appreciation Certificate
3D	KANG HUILIN DOREEN 康惠琳	Volunteer Appreciation Certificate
3D	WONG PUI YIU 黃佩瑤	Volunteer Appreciation Certificate
4E	WONG TSZ YIN 黃祉諺	Volunteer Appreciation Certificate
2A	ZHANG NGA TING 張雅婷	Certificate of Appreciation
2C	WONG SZE CHING 黃詩晴	Certificate of Appreciation
3A	LIU YANYI 劉彥儀	Certificate of Appreciation
3A	ZHANG JIAJIN 張嘉馨	Certificate of Appreciation
3C	WONG YU HEI 王宇熙	Certificate of Appreciation
3C	ZHANG JENNY 張靜兒	Certificate of Appreciation
3D	LAM TSZ SHAN 林子珊	Certificate of Appreciation
4A	YI JIA YIN 易家吟	Certificate of Appreciation
4D	FAN QIHANG 范啟航	Certificate of Appreciation
4D	YIP KAI DUNG 葉啟東	Certificate of Appreciation
4E	YANG HAOZHE 楊浩哲	Certificate of Appreciation

#### (D) Record of Fund-raising Activities

Date	Organization and Event	Amount Raised (HK\$)
February 2024	公益金環保為公益	3475

**(E) Total Services Hours of Counselling Unit**

<b>Team</b>	<b>No. of Service Hours</b>	<b>Total Service Hours</b>
Student Mentorship Scheme	361	
CYC	435	
Social Service Team	331	
Student Health Ambassadors	240	
YWCA Volunteer Award Scheme	469.5	
North District Inter-school Community Ambassadors Scheme	150	<b>1,986.5 hours</b>

## (4) Financial Summary

THE IMC OF HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL

Statement 3.1

EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")  
FINANCIAL STATEMENTS FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2025

	\$	Notes in Statement 18
<b>Income</b>		
Grants received - School Specific (per Statement 3.2)	6,342,053.00	
- Non-School Specific (Baseline Reference)	<u>2,513,127.88</u>	
Total grants received	<u>8,855,180.88</u>	
Other income (Please provide details)	<u>155,709.96</u>	
<b>TOTAL INCOME</b>	<b>9,010,890.84</b>	
<b>EXPENDITURE</b>		
- School specific (per Statement 3.2)	(6,243,528.24)	
- Non-School Specific (Note 1)	<u>(1,553,169.74)</u>	
TOTAL EXPENDITURE	<u>(7,796,697.98)</u>	
Surplus / (Deficit) for the year	1,214,192.86	
Surplus brought forward from previous period / year	5,572,098.98	
Prior year(s) adjustments (Note 2)	14,865.13	
<b>The surplus of EOEBG transferred to top-up (Note 3)</b>		
- non-recurrent expenses for projects approved/funded by EDB	-	
- no more than 50% of recurrent expenses arising from government-funded projects	-	
- no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes	-	
<b>Amount transferred from other Grants</b>		
- Composite Furniture and Equipment Grant Opening Balance (per Statement 4.4)	-	
- Others (Please specify)	-	
<b>Amount transferred to other Grants (Please specify)</b>		
<b>Amount transferred (to) / from other school(s) due to merger of schools</b>		
<b>Deficit transferred to Capital Reserve Fund (1) - Subscriptions : Income and Expenditure Account</b>		
<b>Others (Please specify)</b>		
Surplus balance after transfer	6,801,156.97	
Less: Funds set aside for Severance Payment (SP) / Long Service Payment (LSP) (Note 4)	<u>20,993.91</u>	
Surplus balance (excluding funds set aside for SP / LSP)	6,822,150.88	
Less: Amount refundable to Education Bureau (Note 5)	-	
<b>Surplus carried forward to next year</b>	<b><u>6,822,150.88</u></b>	

Notes :

1. The breakdown of expenditure should be shown in the Notes to the Financial Statements (Statement 18).
2. Please state the adjustments notified by EDB not yet been reflected in the previous years' audited accounts in this row. Schools should provide such details in the Notes to the Financial Statements (Statement 18).
3. As stated in paragraphs 3 and 9(e) of the EOEBG User Guide of EDBCM No. 156/2024, surplus under the EOEBG can be used to top up:
  - (i) non-recurrent expenses for projects approved/funded by EDB;
  - (ii) no more than 50% of recurrent expenses arising from government-funded projects; and
  - (iii) no more than 25% of recurrent expenses arising from furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes.
4. If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDBCM No. 156/2024 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18).
5. The surplus balance of the EOEBG (excluding the funds set aside as outstanding commitment for the payment of Severance Payment / Long Service Payment for staff) in excess of 12 months' provision of the EOEBG should be refundable to EDB. Please state the amount refundable to EDB in this row.

**EXPANDED OPERATING EXPENSES BLOCK GRANT ("EOEBG")**  
**STATEMENT OF INCOME AND EXPENDITURE OF GRANTS**  
**FOR THE ACCOUNTING YEAR ENDED 31 AUGUST 2025**

Ref. No. in Annex 3B		EDB Internal Code	Income		Expenditure	Surplus / (Deficit)	Notes in Statement 18
			Grant Received	Others (Please specify) *			
	<b>School Specific Grants</b>		\$	\$	\$	\$	
2	- Administration Grant / Revised Administration Grant (Note 1)	R7001S12MB	4,400,700.00	7,262.40	(4,527,210.64)	(119,248.24)	
3	- Capacity Enhancement Grant	R0002IXXXB	676,944.00	-	(516,976.00)	129,968.00	
4	- Composite Information Technology Grant	R0401S12MB	585,308.00	-	(447,384.58)	137,923.42	
5	- Air-conditioning Grant	R1801S12MB	617,175.00		(707,657.02)	(90,482.02)	
6	- School-based Support Scheme for Schools with Intake of Newly Arrived Children	RYY11S12MB	-	-	-	-	
7	- Boarding Grant	R8101S12MB	-	-	-	-	
8	- School-based Educational Psychology Service Grant	R1201S12MB	-	-	-	-	
9	- School-based Management Top-up Grant	R1901S12MG	53,385.00	-	(14,300.00)	39,085.00	
10	- School-based Speech Therapy Administration Recurrent Grant	R1902S12MG	8,541.00	-	-	8,541.00	
11	- Base School School-based Speech Therapy Administration Recurrent Grant	R1903S12MG	-	-	-	-	
	<b>Total</b>		<b>6,342,053.00</b>	<b>7,262.40</b>	<b>(6,243,528.24)</b>	<b>105,787.16</b>	
				(Note 2)			

**Notes:**

1. Breakdown for total income and expenditure for clerical and janitor staff salaries/allowance and cleaning contract should be shown in the Notes to the Financial Statements (Statement 18).
2. Receipts of miscellaneous income, including long service payment, severance payment, employees' compensation and amounts recovered from school's own funds, etc. should be shown against each individual constituent grant from which the corresponding expenses were paid in this Statement 3.2. Breakdown should be shown in the Notes to the Financial Statements (Statement 18).
3. If schools deploy the school specific grants such as Capacity Enhancement Grant or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service. (Paragraph 10 and Annex D of the EOEBG User Guide of EDBCM No. 156/2024 refer.) Schools should provide such details in the Notes to the Financial Statements (Statement 18).

\* Please enter "Other Income" under column G. If there are more than one "Other Income", please insert a new column to the **LEFT** of **column I** and then fill in the necessary data. Please DO NOT insert column in other places.

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Programme Evaluation Report for DLG - Other Programmes: Gifted Education for the 2024/25 school year**

<b>Programme Title</b>	<b>Objectives</b>	<b>Targets (No./level/selection)</b>	<b>Duration/Start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure (HK\$)</b>
Chinese Language Elite Course	<ul style="list-style-type: none"> <li>• To develop students' reading and writing skills</li> <li>• To stimulate students' interest in Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• Fifteen S.5 students and fifteen S.6 students</li> <li>• Nominated by teachers of Chinese Language based on <ul style="list-style-type: none"> <li>➢ their performance in the exams</li> <li>➢ their performance in Chinese lessons</li> <li>➢ their interest in learning Chinese language</li> </ul> </li> </ul>	<p>S.5 – 22 lessons starting from September (08:30-10:30 on Saturday).</p> <p>S.6 - 12 lessons starting from September (11:00-13:00 on Saturday).</p>	<ul style="list-style-type: none"> <li>• An assignment (either reading or writing) for each lesson.</li> <li>• Good essays written by these students for school publications</li> <li>• Improvement in students' reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance was high (89.1%).</li> <li>• The students performed well in the course. Essays were written by the students and good essays have been selected for school publications.</li> <li>• As observed by the teacher-in-charge, the students' reading and writing skills were enhanced.</li> </ul>	Tutor fee: 34,000.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Modern Chinese Poetry Writing Course	<ul style="list-style-type: none"> <li>To introduce students to the characteristics of modern Chinese poetry</li> <li>To help students master the skills of writing modern Chinese poems</li> </ul>	<ul style="list-style-type: none"> <li>Twenty-four S4 and S5 students</li> <li>Nominated by teachers of Chinese Literature based on <ul style="list-style-type: none"> <li>➢ their performance in the Chinese Literature exams at school</li> <li>➢ their performance in Chinese Literature lessons</li> <li>➢ their interest in learning Chinese Literature</li> </ul> </li> </ul>	6 lessons (1.5 hours per lesson) from October to February	<ul style="list-style-type: none"> <li>Students will be able to master the knowledge and skills of writing modern Chinese poems.</li> <li>They will write two or more pieces of work.</li> </ul>	<ul style="list-style-type: none"> <li>Student attendance was high (97.6%)</li> <li>The tutor arranged different learning activities to stimulate students' thinking and to inspire them with different pieces of writing and scenarios.</li> <li>After attending the course, students were able to complete their assignments satisfactorily. Students' good work was shared with their peers.</li> </ul>	Tutor fee: 10,800.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Mathematics - Elite Course	<ul style="list-style-type: none"> <li>• To provide students with opportunities to use mathematics to formulate and solve problems in daily life and mathematical contexts</li> <li>• To enhance students' ability to communicate with others and express their views clearly and logically in mathematical language</li> <li>• To encourage students to participate in mathematics competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Fourteen S.4 students and Eleven S.5 students</li> <li>• Nominated by teachers of Mathematics based on <ul style="list-style-type: none"> <li>➢ their performance in mathematics lessons</li> <li>➢ their performance in the mathematics exams at school</li> <li>➢ their enthusiasm in participating in mathematics activities</li> </ul> </li> </ul>	<p>S.4 – 19 lessons starting from October (11:00-13:00 on Saturday).</p> <p>S.5 - 20 lessons starting from September (14:15-16:15 on Saturday).</p>	<ul style="list-style-type: none"> <li>• One assignment in each lesson.</li> <li>• Participation in mathematics competitions</li> <li>• Promotion of the enjoyment in learning mathematics in school by the target students</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance was high (78.6%). Students completed at least one assignment in each lesson. Their performance was satisfactory.</li> <li>• Students learnt how to conceptualise, inquire and reason mathematically. They used mathematics to formulate and solve problems.</li> <li>• Students were encouraged to participate in mathematics competitions. They were awarded prizes such as 1 Second-Class Honor award in The Hong Kong Mathematics Olympiad, etc.</li> <li>• Some of the students were actively involved in organising and/or participating in extra-curricular mathematics activities.</li> </ul>	Tutor fee: 18,000.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Gifted Courses	<ul style="list-style-type: none"> <li>• To offer learning opportunities to students to broaden their horizons</li> <li>• To explore various subject areas offered in tertiary institutions and other organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Five S.4 and Eight S.5 students</li> <li>• Nominated by teachers based on <ul style="list-style-type: none"> <li>➢ their academic performance</li> <li>➢ their performance in interviews</li> <li>➢ recommendations from teachers</li> </ul> </li> </ul>	Saturdays or summer vacation	<ul style="list-style-type: none"> <li>• Positive student feedback</li> <li>• Student improvement in thinking and knowledge</li> <li>• Sharing of learning experience with schoolmates</li> </ul>	<ul style="list-style-type: none"> <li>• The students were subsidized to attend the following courses: The HK School Mooting and Trial Competition; the summer programmes offered by the University of Hong Kong's Neuroscience Academy for the Talented; the HKUST Dual Programme; and The University of Hong Kong's Department of Data and Systems Engineering (HKUST Summer Course: Data and Systems Engineering in Response to Global Challenges).</li> <li>• The students gave positive feedback on the programs. They stated that the programs were useful for boosting their abilities.</li> <li>• The programs could broaden students' horizons and improve their thinking skills and knowledge.</li> <li>• Their learning experience would be shared with their schoolmates in the following school year.</li> </ul>	Course fee: 23,900.00
Cross-KLA - Tutorials for the sports elites	<ul style="list-style-type: none"> <li>• To organise tailor-made courses in order to increase the learning effectiveness of the students</li> </ul>	<ul style="list-style-type: none"> <li>• Two students who took part in the territory-wide competitions.</li> </ul>	56.8 hours in 8 months	<ul style="list-style-type: none"> <li>• One assignment (short essay, extended question, reading or writing) in each lesson</li> </ul>	<ul style="list-style-type: none"> <li>• A tutor was employed to provide learning support for the students who had missed some lessons due to training. The students were responsible and committed to their learning. They also put a lot of effort into their sports training.</li> <li>• They were able to achieve Level 4 in DSE English, one level higher than the predicted grade reported in S5.</li> </ul>	Tutor fee: 28,400.00

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
All KLAs - External competitions	To encourage gifted students to participate in external competitions and stretch their potential to the fullest	<ul style="list-style-type: none"> <li>• Thirty-eight S.4 and 6 S.5 students</li> <li>• Nominated by teachers based on <ul style="list-style-type: none"> <li>➢ their academic performance</li> <li>➢ their performance in interviews</li> <li>➢ recommendations from teachers</li> </ul> </li> </ul>	November - May	<ul style="list-style-type: none"> <li>• Prizes received by students</li> <li>• Sharing of learning experiences with schoolmates</li> </ul>	<ul style="list-style-type: none"> <li>• The students performed well in the Speech Festival competitions, winning 2 champions, 3 first runner-up, 9 second runners-up, 2 Certificate of Honours and 26 merits.</li> <li>• The students performed well in the Hong Kong Physics Olympiad, winning 1 First Class Honour and 3 Honourable Mention awards.</li> <li>• They also shared their experiences with their peers.</li> </ul>	Entry fee: 5,295.00 Transportation fee: 1,100

**Hong Kong Taoist Association Tang Hin Memorial Secondary School  
Programme Evaluation Report for DLG - Other Languages for the 2024/25 school year**

Programme Title	Objectives	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure (HK\$)
Japanese Language	<ul style="list-style-type: none"> <li>• To enhance students' competitiveness in the 21<sup>st</sup> century and increase their chances of receiving tertiary education</li> <li>• To enrich students' knowledge of Japanese language and culture</li> <li>• To arouse students' interest in Japanese language and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Thirty-two S.4 students, twenty-eight S.5 students and seven S.6 students</li> <li>• nominated by teachers based on <ul style="list-style-type: none"> <li>➢ the average marks in S.3 Annual Results</li> <li>➢ the interest they expressed in learning Japanese language and culture</li> </ul> </li> </ul>	<p>S.4 – 126 hours (63 lessons) starting from September (16:00-18:00 p.m. on Tuesday and Thursday)</p> <p>S.5 229 hours from September (14:00-17:00 p.m. / 13:00-17:00 p.m. on Saturday and flexible timetable before JLPT Exam)</p> <p>S.6 – 28 hours from September to November</p>	<ul style="list-style-type: none"> <li>• Students take the public examinations (JLPT) recognized by the HKEAA.</li> <li>• The students promote their enjoyment in learning Japanese language and culture in school through activities such as interaction with Japanese students.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance was high (&gt;80%).</li> <li>• The students gained proficiency in Japanese language. Through reading, and listening exercises, the students were able to communicate with Japanese people in simple Japanese.</li> <li>• Students' performance was evaluated in formal tests and exams scheduled in the school timetable. Most of the students achieved satisfactory results in the tests and exams.</li> <li>• The number of students achieving N1, N2, N3, N4 and N5 were 3, 4, 4, 3 and 3 respectively.</li> <li>• Some S.5 students dropped out of the course due to a lack of ability. More encouragement and support should be given to the rest of the class.</li> </ul>	<p>Tutor fee: 288,855.00 Reference books: 760.00 Total: 289,615.00</p>

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Diversity Learning Grant (Other Programme) – Financial Report (2024-2025)**

<b>Income:</b>			
			<b>Balance b/d</b> \$56,849.30
			<b>Grant Received:</b> \$105,000.00
<b>Expenditure:</b>			
Item	Description	Amount(\$)	Remarks
1.	The salary of a part-time Chinese tutor	34,000.00	Chinese Language - Elite Course
2.	The salary of a part-time Chinese Literature tutor	10,800.00	Chinese Literature - Elite Course
3.	The salary of part-time Mathematics tutors	18,000.00	Mathematics – Elite Course
4.	Gifted course fees	23,900.00	Courses offered by universities and other organizations
5.	Tutorial for the sports elites	28,400.00	Tutorials for the sports elites
6.	Entry fee for external competitions	5,295.00	Entry fee for external competitions
7.	Transportation fee for external competitions	1,100.00	Transportation fee for external competitions
	<b>Total</b>	121,495.00	To be charged to the DLG account
	<b>Balance c/d</b>	\$40,354.30	

**Diversity Learning Grant (Other Language) – Financial Report (2024-2025)**

<b>Income:</b>			
			<b>Balance b/d</b> \$ 196,387.44
			<b>Grant Received:</b> \$ 283,800.00
<b>Expenditure:</b>			
Item	Description	Amount(\$)	Remarks
1.	The salary of part-time Japanese teachers	288,855.00	Japanese courses
2.	Reference books	760.00	
	<b>Total:</b>	289,615.00	To be charged to the DLG account
	<b>Balance c/d</b>	\$190,572.44	

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Use of Capacity Enhancement Grant**  
**ANNUAL REPORT (2024-2025)**

**1. OBJECTIVES OF THE CURRENT SCHOOL YEAR**

<b>1.1</b>	To enhance students' language proficiency
<b>1.2</b>	To improve students' mathematical skills
<b>1.3</b>	To increase the academic performance of target students in elective subjects
<b>1.4</b>	To provide support for the learning of individual students
<b>1.5</b>	To reduce the workload of teachers in terms of invigilation and preparation of teaching materials, as well as in dealing with the diverse learning needs of students

**2. Review of Programme Plan**

**Objective 1.1 To enhance students' language proficiency**

Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestion For Further Improvement
(1) To employ part-time tutors to run English enrichment courses for S4 to S5 (class sizes will be kept below 20) To improve students' English language skills	Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Chan YT	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their English language skills.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (82.3%).</li> <li>67% of the target students show an improvement in their subject ranking after attending the courses.</li> <li>Most of the target students (94%) agreed that the courses were useful for improving their English language skills.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload had been reduced, giving them more time to meet the needs of their students.</li> </ul>	Materials and activities can be adapted to the needs of the students.	Students are generally keen on attempting past examination papers. Greater emphasis can be placed on using the past examination papers to help students build their vocabulary and improve their exam skills.

<p>(2) To employ part-time teaching assistants to run English enrichment courses for S1 to S3 (class sizes will be kept below 20)</p> <p>To improve students' English language skills</p> <p>To assist teachers with administrative tasks and preparing learning materials</p>	<p>Ms. Leung KC Mr. Lui KL Ms. Chan PL Ms. Chan YT</p>	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their English language skills.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (92.1%)</li> <li>71.8% of the target students show an improvement in academic performance after attending the courses.</li> <li>86.4% of the target students agreed that the course was useful in improving their English language skills.</li> <li>Most of the teachers involved (&gt;80%) agreed that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<p>The enrichment course can be considered a part of learning support for the weaker English groups in S1 and S2.</p>	<p>The enrichment courses for S1 and S2 can support students in the weaker English groups by improving their grammar and vocabulary through a holistic approach.</p>
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<p>(3) To employ part-time tutors to run Chinese enrichment courses for S1-S5 (class sizes will be kept below 20) To enhance students' proficiency in Chinese Language</p>	<p>Ms. Leung KC Mr. Lui KL Ms. Tsang WK Ms. Yeung ST</p>	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their proficiency in the Chinese language.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (86%).</li> <li>69% of the target students show an improvement in their academic performance after attending the courses.</li> <li>79.2% of the target students agreed that the courses were useful for improving their language proficiency.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload has been reduced, giving them more time to meet the needs of their students.</li> </ul>	<p>A post-test and post-exam review related to core components for underachievers should be conducted.</p>	<p>Tutors and subject teachers should communicate more frequently to identify the core components.</p>
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<b>Objective 1.2</b> To improve students' mathematical skills					
<b>Action/Task</b>	<b>Teacher-in-charge</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Follow-Up Actions</b>	<b>Remarks/Suggestion For Further Improvement</b>
To employ part-time tutors to run Mathematics enrichment courses for S1-S5 (class sizes will be kept below 20) To enhance students' performance in Mathematics	Ms. Leung KC Mr. Lui KL Mr. Cheung WC Ms. Chan CW	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the courses.</li> <li>70% of the target students agree that the courses are useful for improving their mathematical skills.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (84.4%).</li> <li>68% of the target students show an improvement in their academic performance after attending the courses.</li> <li>92.9% of the target students agreed that the courses were useful for improving their mathematical skills.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload has been reduced, giving them more time to meet the needs of their students.</li> </ul>	Follow-up actions should be taken to improve students' learning.	To maintain a more focused tutorial class and evaluate students' performance, a two-page quiz will be prepared and completed by students in each lesson for junior forms.

<b>Objective 1.3:</b> To increase the academic performance of target students in elective subjects					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestion For Further Improvement
To employ part-time tutors to run enrichment courses in electives for S5 to S6 To improve the attainment of targeted students in electives	Ms. Leung KC Mr. Lui KL Ms. Chan PC Ms. Cheung YK Mr. Lam HB Mr. Yuen WC	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance after attending the course.</li> <li>70% of the target students agree that the learning support is useful for improving their performance.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (84.1%).</li> <li>69.8% showed improved performance in study skills as evidenced by their exam results.</li> <li>All target students agreed that the courses were useful for improving their study skills.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload has been reduced, giving them more time to meet the needs of their students.</li> </ul>	Part-time tutors can give more encouragement to students and help them set goals to improve in their public exam.	There should be better communication between tutors and subject teachers. More guidance should be given to tutors to help them prepare for tutorial groups.

<b>Objective 1.4: To provide support for the learning of individual students</b>					
<b>Action/Task</b>	<b>Teacher-in-charge</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Follow-Up Actions</b>	<b>Remarks/Suggestion For Further Improvement</b>
To employ part-time tutors to provide individual support to low achievers To improve students' learning skills and attitude	Ms. Leung KC Mr. Lui KL	<ul style="list-style-type: none"> <li>High attendance rate (&gt;80%)</li> <li>70% of the target students show an improvement in their academic performance.</li> <li>70% of the target students agree that the learning support is useful for improving their study skills.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to devote more time to the needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate was high (91.6%).</li> <li>74.2% of the target students showed improvement in their study skills as evidenced by their exam results.</li> <li>Most of the target students (96.7%) agreed that the courses were useful for improving their study skills.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload has been reduced, giving them more time to meet the needs of their students.</li> </ul>	Part-time tutors can give more encouragement to students and help them set goals to improve in the next term.	There should be better communication between tutors and subject teachers. More guidance should be given to tutors to help them prepare for tutorial groups.

<b>Objective 1.5:</b> To reduce the workload of teachers in terms of invigilation and preparation of teaching materials, as well as in dealing with the diverse learning needs of students					
Action/Task	Teacher-in-charge	Success Criteria	Evaluation	Follow-Up Actions	Remarks/Suggestion For Further Improvement
To employ part-time tutors to help teachers with invigilation and provide more learning support for individual students	Ms. Leung KC Mr Lui KL	<ul style="list-style-type: none"> <li>70% of students agree that the study room gives them a quiet place to study.</li> <li>70% of the teachers involved agree that their workload has been reduced, allowing them to spend more time with their students.</li> </ul>	<ul style="list-style-type: none"> <li>Most students (83.4%) agreed that the study room was well managed and gave them a quiet place to study.</li> <li>Most of the teachers concerned (&gt;90%) agreed that their workload has been reduced, giving them more time to meet the needs of their students.</li> </ul>	Students have requested more iPads for their self-study purposes.	More iPads can be deployed in the Study Room.

3.	<b>FINANCIAL REPORT</b>			
	<b>Income:</b>			
			<b>Grant Received:</b>	<b>\$676,944.00</b>
	<b>Expenditure:</b>			
	<b>Item</b>	<b>Description</b>	<b>Amount(\$)</b>	<b>Remarks</b>
	1	Part-time English tutors	60,175.00	Capacity Enhancement Grant
	2	Part-time teaching assistants (English)	106,937.50	Capacity Enhancement Grant
	3	Part-time Chinese tutors	78,595.00	Capacity Enhancement Grant
	4	Part-time Mathematics tutors	85,600.00	Capacity Enhancement Grant

4.	<b>PROGRAMME TEAM</b>
	<b>Unit Head: <u>Leung Kit Ching / Lui Ka Lun</u></b>
	<b>Members:</b>
	Chan Pui Lam
	Chan Chun Wah
	Chan Yuk Ting
	Chan Pui Ching
	Tsang Wing Kuen
	Cheung Yuen Kwan
	Yeung Shek Tan
	Lam Hon Biu
	Cheung Wai Chiu
	Yuen Wan Chung

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

Annex 3

**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 (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> 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 students' positive values and attitudes.													
1	STEAM Education - (a) Visit to HKSTP Experience Centre (b) S.3 STEAM Project (c) Micro:bit Hovercraft Fun Day - To help students develop STEAM skills and knowledge	(a) 26/10/2024 (b) 13/5/2025-16/5/2025 (c) 26/6/2025	S1-S5	816	\$114,158.70	\$139.90	E2, E6, E7	Cross-Disciplinary (STEAM)	Student participation was high. Their knowledge and skills in STEAM were enriched.	✓	✓			✓
2	A leadership training camp for prefects - To improve prefects' leadership skills and to help them build team spirit	30/8/2025	S2-S5	13	\$5,650.80	\$434.68	E2, E6	Leadership Training	The students' leadership skills and interpersonal relationships were enhanced.		✓	✓		
3	Environmental Education - A visit to Mai Po - To raise environmental awareness among students	17/2/2025	S5	17	\$1,200.00	\$70.59	E2	Environmental Education	The students enjoyed the trip and demonstrated an understanding of environmental conservation.	✓	✓			
4	Career and life planning activities - Project-based Financial Literacy Interactive Seminar - To enhance participants' understanding of financial concepts	16/1/2025	S1-S2	335	\$1,000.00	\$2.99	E6	Life Planning	The students actively participated in the activity, demonstrating their understanding of financial concepts.	✓				✓
5	Cross-curricular LWL activities organised by the Economics, Geography and BAES departments - A visit to the Mills - To broaden students' horizons and enrich their knowledge of Hong Kong's industrial development	23/6/2025, 26/6/2025, 30/6/2025	S4	117	\$4,500.00	\$38.46	E2	Cross-Disciplinary (Economics, BAES & Geography)	The students' horizons were broadened and their knowledge of Hong Kong's industrial development was enriched. They actively participated in the visit. They performed satisfactorily.	✓				✓
6	Cross-curricular LWL activities organised by the History and Chinese History Departments - A visit to the Court of Final Appeal - To stimulate students' interest in the subjects of History and Chinese History	16/4/2025	S3-S5	20	\$1,200.00	\$60.00	E2	Cross-Disciplinary (History & Chinese History)	The students enjoyed the activities. They showed great interest in learning about Chinese culture and history.	✓	✓	✓		
7	Geography - LWL activities - field trips to Bride's Pool - To provide an inquiry field experience for students who learn geography	19/2/2025, 26/2/2025	S4	56	\$3,000.00	\$53.57	E2	Geography	The students performed well in the activities. They demonstrated an understanding of the fieldwork skills.	✓				
8	Life-wide learning activities organised by the LWL Unit and the ECA Unit - (a) Life-wide learning Day (Tai O Cultural Tour, Exploring Tomorrow's Science and Technology, War Game, Chiikawa cupcakes baking class, Science Park Innovation Journey and Exploring Central Historical Buildings) (b) Inter-house Drama Competition - To provide students with opportunities to learn outside the classroom and broaden their horizons	(a) 21/2/2025 (b) 7/7/2025	S1-S5	816	\$87,495.90	\$107.23	E1, E2, E7	Cross-Disciplinary (Others)	Students developed their knowledge, skills and values by engaging in a variety of learning experiences.	✓	✓	✓		✓
9	Mathematics competitions - (a) American Mathematics Olympiad (b) Mathematics Contest for Junior Secondary Elites 2025 - To provide students with opportunities to apply their mathematical skills	(a) 8/11/2024 (b) 28/6/2025	S1-S3	28	\$8,040.00	\$287.14	E1	Mathematics	The students performed well in the competitions and they won many prizes. The prizes included two gold, four silver, seven bronze awards and two Perfect Score Awards.	✓				
10	Monthly Moral Programme - To cultivate students' positive values and attitudes	September-May	S1-S6	949	\$4,435.61	\$4.67	E6, E7	Values Education	Students performed well in the activities. They have shown their understanding of the positive values and attitudes introduced in the programme. They also did self-reflection in My Learning Journal. Most of them were awarded prizes at the end of the programme.	✓	✓	✓	✓	✓

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

Annex 3

**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 (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
11	National Flag Raising Ceremony training courses - To train students in flag raising skills - To teach students the procedures of conducting the National Flag Raising Ceremony and to strengthen their national identity	27/8/2024, 26/8/2025	S1-S4	37	\$29,177.81	\$788.59	E6, E7	Values Education	The students performed well in the flag-raising ceremony. They learnt the necessary skills and developed a stronger sense of national identity.		✓			
12	Values Education - LWL activities: (a) Bus Drawing Competition Exhibition to Celebrate the 75th Anniversary of National Day (b) Guided tour of the Court of Final Appeal (c) A visit to Legislative Council - To enhance students' knowledge of the history and culture of Hong Kong and China	(a) 31/10/2024 (b) 20/12/2024 (c) 17/1/2025	S1-S6	949	\$4,695.64	\$4.95	E2, E7	Values Education	The students did well in the activities. They showed great interest in learning about the history and culture of our country.		✓			
13	Class Bonding Cultivation Programme: (1) S2 "Be a Gatekeeper" Class-bonding Programme (2) S4 Outdoor Team Building Activity Day - To foster shared values of respect, unity and responsibility in class with teacher feedback reinforcing positive behaviours.	23/11/2024, 2/12/2024	S2, S4	266	\$73,026.16	\$274.53	E1, E2, E5, E6	Values Education	There was an improvement in class cohesion and teamwork. The students were actively engaged and demonstrated excellent teamwork.		✓	✓		
14	Art appreciation activities (e.g. exchanges with disabled artists) jointly organised by the Counselling Unit and the Visual Arts Department - To cultivate a growth mindset and positive values, such as perseverance, resilience, respect for life, goal setting and future exploration, through art appreciation	15/10/2024	S4	157	\$5,000.00	\$31.85	E6	Values Education	The students demonstrated an understanding of the growth mindset and the positive values that were introduced during the activity. The activity also promoted their emotional well-being and resilience.		✓	✓		
15	Chinese debating training and competitions: The Great Elocution Contest - Speech Contest for Primary and Secondary School Students in Hong Kong 2025 「口才大激鬥-全港中小學生演講比賽 2025」	April	S2, S4-S5	6	\$1,320.00	\$220.00	E1	Cross-Disciplinary (Others)	The students performed well in the competition and won prizes. The awards were as follows: one champion, two runners-up, one second runner-up, one fourth-place winner and one merit award.		✓			
16	Cross-curricular LWL activities organised by Chinese Language, History, Chinese History, Chinese Literature and Geography Departments (a) Island Heritage Tour in Yuen Chau Tsai (b) Kowloon Walled City Park Guided Tour (c) Watching a stage show 《我和春天有個約會》 (d) A visit to Hong Kong Museum of the War of Resistance and Coastal Defence - To enrich their knowledge of Chinese culture and the geographical characteristics of local regions	(a) 5/10/2024 (b) 20/12/2024 (c) 14/2/2025 (d) 17/2/2025	S1-S5	204	\$10,900.00	\$53.43	E1, E2	Cross-Disciplinary (Others)	The students really enjoyed the activities. They were keen to learn about Chinese history and culture. They also demonstrated their understanding of the geographical characteristics of the local districts.		✓	✓	✓	
17	Jockey Club Student Drawing Competition in HK Flower Show 2025 - To encourage the aesthetic development of students and to raise awareness of the conservation of plants and the natural environment	14/3/2025	S2-S5	10	\$1,800.00	\$180.00	E2	Visual Arts	The students performed well in the competitions and won prizes. The awards included: two Highly Commended awards and two Certificates of Merit.		✓	✓		
18	Hong Kong Schools Speech Festival (Chinese Language) - To enhance students' skills of verse speaking and public speaking, and to provide opportunities for students to learn the philosophy and aesthetics of life	18/11/2024-18/12/2025	S1-S3	25	\$4,125.00	\$165.00	E1	Chinese Language	The students' skills in verse and public speaking were enhanced. They also won several prizes in the competition, including two champions, three first runners-up, five second runners-up, thirteen merits, and one proficiency.		✓	✓	✓	

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

Annex 3

**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 (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
19	Chinese Creative Writing Course - To develop students' interest in the Chinese language and improve their reading and writing skills	October - March	S3	15	\$14,250.00	\$950.00	E5	Chinese Language	The students participated actively in the course. Their writing and creative skills improved and their performance was good.	✓	✓	✓		
20	Chinese Culture and Arts Interest Classes - Chinese Seal Engraving Craft Class 中華篆刻手工藝班 - To help students understand the characteristics of ancient Chinese seal script and learn the preliminary techniques of seal carving	3/10/2024, 10/10/2024, 24/10/2024, 31/10/2024	S1, S3	12	\$3,326.96	\$277.25	E1, E6	Chinese Language	Through these activities, students learnt the techniques and meanings embedded in traditional Chinese culture. They appreciated the beauty of the culture and enjoyed the activities.	✓	✓	✓		
21	S4 Life-wide Learning Lessons - Understanding Chinese Culture Workshop (Ancient Architecture) - To enrich students' knowledge of ancient Chinese architecture	10/12/2024	S4	98	\$8,125.00	\$82.91	E6	Chinese Language	The students really enjoyed the activity. They showed great interest in learning about Chinese history and culture.	✓	✓	✓		
22	Chinese Literature - LWL activities - A drama about the life of Su Jian (蘇軾) - To encourage students to recognise Su Jian's values, such as perseverance, and to appreciate his talents as a renowned poet and writer	1/12/2024	S4-S5	29	\$850.00	\$29.31	E2	Chinese Literature	The students enjoyed the activity and found Su Jian's life story inspiring.	✓	✓			
23	English drama activities including drama workshops, professional drama shows and school plays - (a) Drama show (b) Drama Workshop - To improve students' spoken English and script-writing skills, and to develop their creativity	(a) 14/3/2025 (b) February - June	S1-S4	160	\$19,400.00	\$121.25	E6	English Language	Students wrote a drama script for their own group and performed it well. They enjoyed the activities in the workshops.	✓		✓		
24	Visual Arts - LWL activities (a) Art Exhibition - Stemflow: South by Southeast (b) A visit to Hong Kong Museum of Art (c) A visit to Tai Kwun - To broaden students' horizons and enable them to learn from outstanding artists	(a) 11/12/2024 (b) 11/4/2025 (c) 9/5/2025	S3-S4	224	\$12,775.00	\$57.03	E1, E2	Visual Arts	Most of the students agreed that the visits had increased their knowledge of visual arts and that they would like to take part in similar arts programmes.	✓	✓	✓		
25	Dance training including urban dance and Chinese group dance - To cultivate students' interest in dance such as urban dance and Chinese group dance, and to improve their dancing skills and physical fitness	September - August	S1-S4	37	\$167,400.00	\$4,524.32	E1, E2, E5	Physical Education	The students developed their interpersonal and team-building skills. They performed well in the Schools Dance Festival Competition. The U-Dance team won the Highly Commended Award. Meanwhile, the Chinese dance team won the Honours Award. The same team also won a gold medal at the Yuen Long School Dance Competition.		✓	✓		
26	Hong Kong Schools Speech Festivals (English Language) - To enhance students' speaking proficiency through participating in the Speech Festival	18/11/2024-17/12/2024	S1-S3	41	\$6,765.00	\$165.00	E1	English Language	The students' skills in verse and public speaking were enhanced. They also won a number of prizes in the competition, including five champions, six first runners-up, two second runners-up, forty merits and one proficiency.	✓	✓	✓		

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

Annex 3

**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 (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
27	English Public Speaking and Debating - Training and Competitions - To enable students to communicate effectively and improve students' interpersonal skills through teamwork	October - February	S1-2, S4	10	\$12,666.68	\$1,266.67	E6	English Language	The students were familiar with the rules and regulations of the debate. They were exposed to a variety of controversial issues. They were given the opportunity to debate and express their own views.	✓				
28	English promotion activities - To provoke students' interest in learning English by exposing them to different activities	7/4/2025, 8/4/2025, 10/4/2025	S1	104	\$5,624.85	\$54.09	E6	English Language	Most students found that the workshop successfully aroused their interest in reading. The majority of the students agreed that they had a better understanding of different genres of books and their features.	✓				
29	Music contests (a) 2024 Hong Kong Youth Music Interflows (b) HKICF2025 Competition cum Masterclass (Regular Choir) (c) The 77th Hong Kong Schools Music Festival (d) Joint School Music Competition 2025 (e) 2025 Taoist Song Contest (f) The 10th International Zheng Contest - To provide opportunities for students to develop their talent in Music	December -July	S1-S5	498	\$43,383.00	\$87.11	E1, E2	Arts (Music)	The students performed well in the competitions, winning several prizes. These included three gold, fourteen silver and three bronze awards, as well as two merit awards.			✓		
30	Music classes included Acapella, Pipa, Yangqin, Dizi, Percussion, Ruan, Violin and Viola, Cello, Classical Guitar, Erhu, Sheng, Choir, Zheng, Woodwinds, Brass Music activities included: • Music contest • Introduction to Chinese Instrument Workshop • S4 Life-wide Learning Lessons - Cantonese Opera Workshop • S4 Life-wide Learning Lessons - Cantonese Choral Music Workshop • Acapella Singing Workshop - To cultivate students' interests in Music and improve their skills	September-August	S1-S5	485	\$326,240.00	\$672.66	E5, E6, E7	Arts (Music)	The students learned musical skills and demonstrated interests in the activities.			✓		
31	Leadership training programmes (a) S4 Life-wide Learning Lessons - Team building Programme (b) Leadership training camp (summer) -To provide students with leadership development opportunities and to motivate them to participate as committee members in extra-curricular activities	(a)16/9/2024, 25/9/2024, 23/10/2024 (b) 27/8/2025-29/8/2025	S4-S5	127	\$70,454.80	\$554.76	E1, E2, E5, E6	Leadership Training	The students actively participated in the training programmes and their leadership skills were enhanced.		✓	✓		
32	S1 Adventure Training Camp - To make S1 students aware of the importance of self-discipline, respect and teamwork	20/2/2025-21/2/2025	S1	169	\$75,222.00	\$445.10	E1, E2	Leadership Training	The students learnt the positive values embedded in the activities. The values included integrity, empathy, respect for others, etc.. They have developed interpersonal and team building skills.		✓	✓		
33	A Taste of Japanese Language and Culture - To broaden students' horizons and enrich their knowledge of Japanese culture	February - August	S3	30	\$14,100.00	\$470.00	E5	Other Languages	The students showed interest in Japanese culture and language. Their attendance was high and their performance was satisfactory.	✓				

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
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**2024-2025 School Year**

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No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
34	Promotion of sports (a) Indoor Rowing (b) Bowling (c) AI Sports Campus - To provide students with a learning experience in the sports introduced to them	(a) 5/12/2024, 6/12/2024, 9/12/2024, 10/12/2024, 11/12/2024, 12/12/2024 (b) 10/1/2025, 15/1/2025, 16/1/2025 (c) 12/5/2025 - 23/5/2025	S1-S6	949	\$10,850.00	\$11.43	E1, E2, E6	Physical Education	The students enjoyed the activities and learnt the basics of bowling, indoor rowing and AI sports.			✓		
35	Sports competitions, including handball, table tennis, badminton, volleyball, dodgeball, basketball, futsal, skipping, etc.. - To encourage students to participate in sports competitions	October-August	S1-S6	307	\$34,502.00	\$112.38	E1,E2	Physical Education	The students actively participated in sports competitions. They won several prizes, including second runner-up in the New Territories East and West Dodgeball Inter-Secondary School Single-Ball Style Championship 2025, and champions of the BKIDS 3x3 HK Open Basketball Tournament.			✓		
36	Sports training - To cultivate students' interest and improve their skills in basketball, table-tennis, rope-skipping, volleyball and dodgeball	September - August	S1-S6	134	\$408,575.00	\$3,049.07	E5	Physical Education	The students enjoyed the training, which improved their skills. They also learned about the importance of positive sporting values such as fair play, teamwork, discipline, perseverance and respect.		✓	✓		
37	Physical Education Day - To cultivate students' interest in sports and strengthen their team spirit	11/11/2024-12/11/2024	S1-S6	949	\$4,701.00	\$4.95	E7	Physical Education	The students showed positive emotions and team spirit during the activities.		✓	✓		
38	Let's keep fit! Programme - To promote physical fitness and encourage healthy lifestyles	September - July	S1-S6	949	\$24,871.20	\$26.21	E1, E7	Physical Education	The students demonstrated their understanding of physical fitness and the importance of developing a healthy lifestyle.			✓		

**Sub-total of Item 1.1** **10,148** **\$1,624,808.11**

1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Visits to famous places in China (a) S3 Study Tour: Exploring Shenzhen's Natural Environment and Historical Culture (b) Nanjing History and Culture Discovery Tour (c) Nansha and Qianhai Economic Development Mainland Study Tour (d) Visiting DJI and BYD in Shenzhen - To deepen students' understanding of Chinese history, culture and development, and to help them cultivate a sense of national identity	(a) 21/2/2025 (b) 23/6/2025-27/6/2025 (c) 26/6/2025-27/6/2025 (d) 27/6/2025	S3, S4, S5	222	\$33,563.00	\$151.18	E3, E4	Values Education	The students enjoyed the study tours, which helped them to develop a better understanding of Chinese history, culture and development. The experience also strengthened their sense of national identity.	✓	✓	✓	✓	✓
2	Overseas study tour (UK) - To broaden students' horizons and enhance their language proficiency	28/6/2025-14/7/2025	S3-S5	30	\$48,320.00	\$1,610.67	E4	English Language	The students were able to build their confidence in using English on the study tour. They demonstrated an understanding of the values and attitudes in the activities such as 'unity', 'respect for others', 'perseverance', 'responsibility', etc..	✓	✓	✓		
3	Overseas study tour (Japan) - To broaden students' horizons and enhance their language proficiency	10/7/2025-15/7/2025	S3-S5	29	\$28,790.00	\$992.76	E4	Cross-Disciplinary (Others)	The students were able to build their confidence in using Japanese on the study tour. They enjoyed learning about the culture and history of other countries.	✓	✓	✓		

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2024-2025 School Year**

Annex 3

**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 (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
4	Overseas study tour (UK) - Bett Show - To provide students with opportunities to participate in international STEAM-related exchanges and competitions	17/1/2025-25/1/2025	S3-S4	9	\$105,500.00	\$11,722.22	E3, E4	Cross-Disciplinary (STEM)	The students took part in the Bett Education Exhibition, where they showcased and shared their work with people from different countries. They gained valuable experience by exchanging ideas and receiving useful feedback.	✓	✓			✓	
<b>Sub-total of Item 1.2</b>			<b>281</b>		<b>\$216,173.00</b>										
<b>Expenses for Category 1</b>			<b>10,429</b>		<b>\$1,840,981.11</b>										

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

No.	Item	Purpose	Actual Expenses (\$)
1	Materials for school team competitions/training / interest classes	To facilitate sports training and competitions	\$4,556.00
2	Musical instruments for training and competitions	To enhance students' musical skills	\$6,574.26
<b>Expenses for Category 2</b>		<b>\$11,130.26</b>	
<b>Expenses for Categories 1 &amp; 2</b>		<b>\$1,852,111.37</b>	

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	949
Number of student beneficiaries:	949
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Leung Kit Ching
Post of Contact Person for LWL:	Vice-principal

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

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

**香港道教聯合會 鄧顯紀念中學**  
**姊妹學校交流報告書**  
**2024 / 2025 學年**

學校名稱：	香港道教聯合會鄧顯紀念中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	郭福梅助理校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	惠州市第八中學
2.	
3.	
4.	
5.	

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 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)**

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A1	<input checked="" type="checkbox"/>	探訪/考察	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
A2	<input checked="" 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 checked="" 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 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"/>	訂定交流計劃/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
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## 乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" 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 checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" 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 checked="" 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 type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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## 丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" 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 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 checked="" 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 checked="" 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 type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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## 丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(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 checked="" type="checkbox"/>	描述	編號	<input checked="" 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	<input type="checkbox"/> L1 <input type="checkbox"/> 完全達到	<input type="checkbox"/> L2 <input type="checkbox"/> 大致達到	<input type="checkbox"/> L3 <input type="checkbox"/> 一般達到	<input type="checkbox"/> L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下：		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" 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 checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪香港姊妹學校作交流的費用	HK\$ 0
N2	<input checked="" type="checkbox"/>	在內地合辦姊妹學校交流活動的費用	HK\$ 56,889.13
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\$ 33,075.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 150,225.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 11,190.00
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\$ 0
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\$ 0
N8	<input type="checkbox"/>	其他(請註明) :朗誦比賽獎品	HK\$ 0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 251,379.13
N10	<input type="checkbox"/>	沒有任何開支	不適用

## 反思及跟進：

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	<p>有關交流活動的層面 <b>[如適用，請註明]</b>            雙方校長、副校長、助理校長及教師共同參與籌備視像交流活動。過程融洽且有效率，對工作分工等方面很快就能達到共識。</p>
O2	<input checked="" type="checkbox"/>	<p>有關交流活動的形式/內容 <b>[如適用，請註明]</b>            交流形式除了以網上形式進行外，有以實體會面方式進行，會議內容包括籌備工作事宜，在交流過程中有助促進兩地師生的了解。</p> <p>網上會議的方式簡單直接，適宜在校內多加設幾個可進行網上會議的器材。</p>
O3	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排 <b>[如適用，請註明]</b></p> <ul style="list-style-type: none"> <li>● 「2024/25 粵港姊妹學校中華經典美文誦讀比賽(香港賽區)」</li> </ul> <p>二零二四年十月：兩地校長及教師以網上會議方式交流，並就籌備工作協議初步定案，決定以視像方式進行兩地交流，並參加「2024/25 粵港姊妹學校中華經典美文誦讀比賽(香港賽區)」。</p> <p>二零二四年十一月：兩地人員通過視像會議系統進行交流，大會主題：祖國非遺瑰寶，標題：非遺瑰寶展風采，橫琴棋局覓知音。過程順利。</p> <p>二零二四年十二月至二零二五年一月：兩地參賽者經排練後，進行異地朗誦錄影，然後經協商後，進行剪輯、配樂等後期製作。</p> <p>二零二五年二月：遞交完成作品</p> <p>二零二五年七月：主辦方公布比賽結果，兩校榮獲中學組優異獎。</p> <p>總體來說，是次比賽雖受兩地考試及兩地假期有差異兩個因素影響，但工作安排大致順暢。</p> <ul style="list-style-type: none"> <li>● <b>惠州姊妹學校交流之旅</b></li> </ul> <p>二零二五年六月二十三日至二十五日，我校三十位同學在校長、老師及合唱團導師的帶領下，前往姊妹學校進行音樂交流，並攜手舉辦聯合演出。隨後，師生們參觀了茶園，體驗中國傳統茶文化；走訪了惠州著名文化景點，如合江樓、東坡祠，並夜遊東江，深入瞭解惠州市的文化保育與城市發展；此外，還參觀了比亞迪公司，認識國家在創新科技與工業方面的發展成就。</p> <p>是次交流不僅加深了兩地師生的相互了解與友誼，更讓大家對祖國的文化與科技發展有了更進一步的認識。</p>
O4	<input checked="" type="checkbox"/>	<p>有關交流活動的津貼安排 <b>[如適用，請註明]</b>            津貼主要用於資助交流活動，購置視像系統及支付行政助理的薪金。</p>

O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明] 交流活動由香港青少年教育交流中心承辦，服務良好，誠意為我校安排是次交流。
O6	<input checked="" type="checkbox"/>	其他(請註明)： 來年將繼續循視像及實體的形式進行交流。

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	0 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	30 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	90 總人次 *
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	15 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	15 總人次

備註：\*包括到訪內地與姊妹學校交流的 30 人次，及參與線上交流的 60 人次。

**I. Financial Overview**

A	Allocation in the Current School Year:	\$176,800.00
B	Expenditure in the Current School Year:	\$176,799.95
C	Unspent Amount to be Returned to the EDB (A - B):	\$0.05

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$2,308.81
Full-grant under the School Textbook Assistance Scheme	161	\$138,484.39
Meeting the school-based financially needy criteria	61	\$36,006.75 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>227</b>	<b>\$176,799.95</b>

(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 <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> 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	Team building Programme -To provide students with leadership development opportunities and to motivate them to participate as committee members in extra-curricular activities	Leadership Training	60	\$18,675.00		✓	✓		
2	Mathematics competitions - - To provide students with opportunities to apply their mathematical skills	Mathematics	13	\$6,130.00	✓				
3	English promotion activities - To provoke students' interest in learning English by exposing them to different activities	English Language	63	\$3,375.15	✓				
4	S4 Life-wide Learning Lessons - Understanding Chinese Culture Workshop (Ancient Architecture) - To enrich students' knowledge of ancient Chinese architecture	Chinese Language	60	\$4,875.00	✓	✓	✓		
5	STEAM Education - Micro:bit Hovercraft Fun Day - To help students develop STEAM skills and knowledge	Cross-Disciplinary (STEAM)	61	\$14,807.14	✓				✓
6	Class Bonding Cultivation Programme: S4 Outdoor Team Building Activity Day - To foster shared values of respect, unity and responsibility in class with teacher feedback reinforcing positive behaviours.	Values Education	61	\$19,363.84		✓	✓		
7	English Public Speaking and Debating - Training - To enable students to communicate effectively and improve students' interpersonal skills through teamwork	English Language	4	\$3,733.32	✓				
8	Local traveling cost for leadership training / programme - To improve students' leadership skills and to help them build team spirit	Leadership Training	9	\$992.50		✓	✓		
9	Sports training - To cultivate students' interest and improve their skills in sports	Physical Education	5	\$12,600.00			✓		
10	Music classes - To cultivate students' interests in Music and improve their skills	Arts (Music)	30	\$37,300.00			✓		
11	S1 Adventure Training Camp - To make S1 students aware of the importance of self-discipline, respect and teamwork	Leadership Training	17	\$8,092.00		✓	✓		
12	Dance training - To cultivate students' interest in dance and to improve their dancing skills and physical fitness	Physical Education	6	\$8,400.00		✓	✓		
13	A Taste of Japanese Language and Culture - To broaden students' horizons and enrich their knowledge of Japanese culture	Other Languages	8	\$8,000.00	✓				
<b>Expenses for Category 1</b>		<b>397</b>		<b>\$146,343.95</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Visits to famous places in China - S3 Study Tour: Exploring Shenzhen's Natural Environment and Historical Culture - To deepen students' understanding of Chinese history, culture and development, and to help them cultivate a sense of national identity	Values Education	46	\$4,278.00	✓	✓	✓		
2	Visits to famous places in China - Nanjing History and Culture Discovery Tour - To deepen students' understanding of Chinese history, culture and development, and to help them cultivate a sense of national identity	Values Education	11	\$7,128.00	✓	✓	✓		
3	Overseas study tour (UK) - To broaden students' horizons and enhance their language proficiency	English Language	16	\$10,100.00	✓	✓	✓		
4	Overseas study tour (Japan) - To broaden students' horizons and enhance their language proficiency	Cross-Disciplinary (Others)	18	\$8,950.00	✓	✓	✓		
<b>Expenses for Category 2</b>		<b>91</b>		<b>\$30,456.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
3									
<b>Expenses for Category 3</b>		<b>0</b>		<b>\$0.00</b>					
<b>Total</b>		<b>488</b>		<b>\$176,799.95</b>					

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):	Lui Ka Lun (Head of Administration)
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**2024 - 2025 School-based After-school Learning and Support Programme (SBG)**  
**Annual Programme Report**

學校名稱 : Hong Kong Taoist Association Tang Hin Memorial Secondary School 香港道教聯合會鄧顯紀念中學

計劃統籌人姓名 : Cheung Wai Jee 張蕙芝 (輔導主任) 聯絡電話 : 2672 6820

A. 本計劃受惠學生人數共 387 名 (包括 A. 領取綜援、B.學生資助計劃全額津貼人數 : 314 名及 C.學校使用酌情權的清貧學生人數 : 73 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加對象學生人數#		平均出席率	活動舉辦期間/日期	實際開支 (\$)	評估方法 (例如:測驗, 問卷 等)	合辦機構/ 服務供應機構名稱 (如適用)	備註 (例如:學生的學習及 情意成果)
	A , B	C						

<p>中三級 「達文西解碼」生涯發展計劃</p>	<p>A-0 B-57</p>	<p>5</p>	<p>70.5 %</p>	<p>10/2024 – 3/2025</p>	<p>\$48,000</p>	<p>導師觀察及問卷</p>	<p>香港青少年服務處 賽馬會粉嶺綜合 青少年服務中心</p>	<p><b>目標:</b>            - 介紹生涯發展概念，配合升學活動安排，讓參加者擴闊眼界，發掘潛能，訂立目標，確立人生方向。            - 舉辦生涯發展相關小組活動，裝備升學就業資訊，旨在加深同學對生涯發展、外在環境及自我強項之了解，為高中選科作好準備。</p> <p><b>時間:</b>            - 課後時間，共 8 節            入班工作坊: 1 節            小組活動: 5 節            職場參觀: 2 節</p> <p><b>參加對象及人數:</b>            - 中三級學生: 165 人            - 小組及體驗活動: 11 人</p> <p><b>成效:</b>            100% 參加者同意目標已達成，過程中有效協助他們了解自身強項及興趣，促進生涯發展。部分學生因補課、補習班或其他課外活動時間衝突而需請假，雖對活動進度帶來挑戰，但團隊仍能靈活協調和調整，讓大多數學生順利參與整體流程。</p>
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<p>「桌遊成長」桌上遊戲活動</p>	<p>A-0 B-12</p>	<p>0</p>	<p>100%</p>	<p>10/2024 – 1/2025</p>	<p>\$49,000</p>	<p>導師觀察及問卷</p>	<p>BG Infinity 桌樂無限</p>	<p><b>目標:</b>            - 從桌遊活動中，豐富學生與人接觸及溝通的機會，改善社交技巧。            - 培養參加者對桌上遊戲之興趣，投入線下活動。            - 訓練參加者成為桌遊導師，從而製造成功經驗，提升自我效能感。</p> <p><b>時間:</b>            - 課後時間，共 12 節            小組訓練: 6 節            2 日 1 夜宿營: 5 節            校內同樂日: 1 節</p> <p><b>參加對象及人數:</b>            - 中一至中五，對桌上遊戲有興趣的同學            - 小組訓練: 16 人            - 校內同樂日: 19 人</p> <p><b>成效:</b>            - 99% 參加者同意或非常同意目標達成，啟發他們對不同桌上遊戲的興趣，並享受與同儕共學共樂的時間，建議下年度可以繼續推行。</p>
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<p>「桌遊成長」 桌遊校隊培訓計劃</p>	<p>A-0 B-8</p>	<p>5</p>	<p>96 %</p>	<p>3/2025 – 7/2025</p>	<p>\$31,876.20</p>	<p>導師觀察及問卷</p>	<p>BG Infinity 桌樂無限 桌遊舊生隊</p>	<p><b>目標:</b>  <ul style="list-style-type: none"> <li>以參加 U18 卡坦島比賽及璀璨寶石桌上遊戲校際比賽為目標，裝備參加者有足夠技術及心態應對賽事。</li> <li>透過比賽訓練，提升參加者的解難能力，從而建立信心，改善自我形象。</li> <li>由學生在試後籌備桌遊校內比賽，促進校內同學享受桌遊的樂趣。</li> </ul>   <b>時間:</b>  <ul style="list-style-type: none"> <li>課後時間</li> <li>小組訓練及比賽，共 17 節</li> </ul>   <b>參加對象及人數:</b>  <ul style="list-style-type: none"> <li>中一至中五級學生</li> <li>13 人；參與兩次比賽的同學分別為 6 位及 8 位，部份同學參與 2 場比賽</li> </ul>   <b>成效:</b>  <p>100% 參加者表示同意或非常同意目標已達成，且出席率持續保持高水平。除了積極參與校外比賽挑戰自我外，參加者更主動在校內舉辦「桌遊比賽」，與同學分享桌遊的樂趣。根據觀察，桌遊平台不僅促進同學間正向社交，也幫助參加者發揮潛能，學習情緒管理與壓力調適。</p> </p>
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<p>「社區導賞員」 社區服務培訓課程</p>	<p>A-0 B-6</p>	<p>1</p>	<p>91.7 %</p>	<p>9/2024 – 12/2024</p>	<p>\$35,000</p>	<p>導師觀察及問卷</p>	<p>Kai Fong Tour 「街坊帶路」</p>	<p><b>目標:</b>            - 讓學生透過社區體驗導賞活動，認識北區的歷史文化、風土人情、掌故趣談等，藉以增加學生對社區的認識及關心。            - 提供導賞員培訓課程，讓學生學習導賞基本技巧，進一步能自主設計導賞路線及重新認識社區，投入社區生活，繼而帶領不同的社區導賞團。</p> <p><b>內容:</b>            - 第一階段：社區導賞體驗（認識社區）            - 第二階段：社區導賞理論（團隊建立及導賞技巧）            - 第三階段：導賞實踐（社區景點整理及路線設計、成果分享、總結檢討）</p> <p><b>時間:</b>            - 課後時間，共 7 節            理論和技巧培訓: 3 節            導賞體驗: 1 節            社區考察: 1 節            實習團: 1 節            實踐服務及總結: 1 節</p> <p><b>參加對象及人數:</b>            - 中二至中四級學生            - 12 人</p>
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								<p><b>成效:</b> 100% 參加者同意或非常同意目標已達成，並認同活動不僅讓他們深入了解北區的歷史文化，也透過帶領導賞團的經驗，增進了與長者的共融互動機會，同時提升了自身的表達能力。參加者清楚帶領導賞團時需兼顧多重安全考量，不僅要關注參與者安全，還要注意路線規劃的安全性，提升對活動安排的敏感度；同時也需尊重市區居民，避免活動進行時對他人造成干擾。</p>
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<p>S-Team Leader 2.0 「社區服務集誌社 – 上水有樂」計劃</p>	<p>A-0 B-3</p>	<p>9</p>	<p>70 %</p>	<p>9/2024 – 3/2025</p>	<p>\$23,306.56</p>	<p>導師觀察及問卷</p>	<p>Makerbay Foundation Limited Hong Kong</p>	<p><b>目標:</b>  <ul style="list-style-type: none"> <li>- 以青年主導、設計思維、體驗及實踐等手法介入並進行活動，讓學生以創新思維來實現共創社區的概念。</li> <li>- 通過參與專案來學習不同的主題，提供所有用於建造原型的機器和工具，支持學生將想法付諸實現；讓學生體驗製造有助於其他人或環境的東西。</li> <li>- 培養學生的創意及自信，令他們相信自己有能力協助改善社區生活。</li> </ul> <b>內容:</b>  <ul style="list-style-type: none"> <li>- 社區考察、街訪、工作坊、實踐服務、成果分享展</li> <li>- 主題:推動區內運動健康、關注社區人士精神健康、豐富小學生玩樂平台及認識北區小店</li> </ul> <b>時間:</b>  <ul style="list-style-type: none"> <li>- 課後時間，共 18 節 青少年有意義社區參與分享會: 1 節 社區考察、街訪: 2 節 設計思維工作坊: 4 節 服務準備及彩排: 5 節 服務實踐: 5 節 總結及嘉許禮: 1 節</li> </ul> <b>參加對象及人數:</b>  <ul style="list-style-type: none"> <li>- 中二至中四級學生</li> <li>- 18 人</li> </ul> </p>
								<p>7</p>

								<p><b>成效:</b> 100% 參加者同意活動促進了有意義的社區參與，幫助共建正面社區。除了學習實用生活技巧，活動也拓寬了視野，帶來明顯個人成長。參加者從零開始設計並主持攤位，展現創業精神，培養創意、策略和勇於嘗試的能力。看到自己的服務獲得街坊和小朋友認可，內心充滿成就感與自信。這過程深化了問題解決、領導力與責任感，為未來踏入社會和創業奠定基礎。</p>
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健康教育及精神健康活動	A - 5 B - 228	53	100 %	9/2024 – 5/2025	\$18,739.48	導師觀察及問卷		<p><b>目標：</b></p> <ul style="list-style-type: none"> <li>- 提升學生對健康教育、精神健康及壓力管理的認識與關注。</li> <li>- 透過靜觀及藝術活動，協助學生表達情緒、舒緩壓力，建立正向價值觀。</li> </ul> <p><b>內容：</b></p> <ul style="list-style-type: none"> <li>- 性教育工作坊</li> <li>- 「感同身受」靜觀減壓工作坊</li> <li>- 「正向人生」生命鬥士教育分享會</li> <li>- 藝術表達日營</li> <li>- 精神健康守護者講座</li> </ul> <p><b>時間：</b></p> <ul style="list-style-type: none"> <li>- 課後時間</li> </ul> <p><b>參加對象及人數：</b></p> <ul style="list-style-type: none"> <li>- 中一至中五級學生</li> </ul> <p><b>成效：</b></p> <p>95%參加者表示活動有助提升自我認識及情緒管理能力，並願意在日常生活中實踐所學技巧。</p> <p>學生表示活動具啟發性，能促進正向思維及人際關係發展。</p>
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活動項目總數：6 (一共參與67 節活動)

① 學生人次	314	73			
** 總學生人次 (一共參與 <u>67</u> 節活動)	<u>387</u> 人		總開支	\$205,922.24	

備註: \*活動名稱/類別如下：導修服務、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

① 學生人次：指參加各項活動的受惠學生人數總和

\*\* 總學生人次：指 (A) + (B) + (C) 的總數

# 對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 25%酌情權的清貧學生

### C. 計劃成效

整體來說活動對受惠學生的成效評估如下

請在最合適的方格填上「✓」號	改善			沒有改變	下降	不適用
	明顯	適中	輕微			
<b>學習成效</b>						
a) 學生的學習動機	✓					
b) 學生的學習技巧	✓					
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感	✓					
<b>個人及社交發展</b>						
f) 學生的自尊	✓					
g) 學生的自我照顧能力	✓					
h) 學生的社交技巧	✓					
i) 學生的人際技巧	✓					
j) 學生與他人合作	✓					
k) 學生對求學的態度	✓					
l) 學生的人生觀	✓					
m) 你對學生個人及社交發展的整體觀感	✓					
<b>社區參與</b>						
n) 學生參與課外及義工活動	✓					
o) 學生的歸屬感	✓					
p) 學生對社區的了解	✓					
q) 你對學生參與社區活動的整體觀感	✓					

### D. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別對象學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選 25% 的酌情名額；
- 對象學生不願意參加計劃；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：\_\_\_\_\_

**E. 學生及家長有否對計劃提供意見？他們是否滿意計劃的服務？**

(可選擇填／不填寫)

學生和家長普遍對這項課後支持及學習計劃表示滿意。他們認為計劃內容多元且有趣，不僅豐富了學生的課餘生活，更有效提升了學生的自信心和個人潛能。透過參與不同類型的活動，培養了積極主動的態度及良好的學習習慣，對學業和生活都帶來正面影響。

總結來說，這項計劃成功達成了預定目標，在增強學生自信心、發掘及發展個人才能、培養正面思維和團隊合作等方面成效顯著。我們期望進一步提升活動質素，持續為學生提供多元化及具啟發性的課外學習經驗，有助他們的全方位成長與持續發展。

**Hong Kong Taoist Association Tang Hin Memorial Secondary School****Report on the Use of the Promotion of Reading Grant****2024-25 School Year****Part 1: Evaluation of the Effectiveness**

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

All students are reading every day. They read more than one hour a day. Most students followed the schedule of i-Learner Reading Programme and finished the tasks assigned on time. It achieved the goal of helping students develop a reading habit. Some students finished more than the minimum number of tasks assigned to them. This shows that they enjoyed reading the materials. They found the programme helpful in boosting their language proficiency. Some students received awards or their excellent performance in the programme. Students showed active participation in various reading activities. Morning Reading Session of Monthly Moral Programme was organized and Students read and discussed the reading materials during the morning reading session. The activity was meaningful and could help students cultivate positive values or attitudes and strengthen their sense of national identity.

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

- Promoting Theme-based Reading books “Inspirational and Uplifting Reading”(主題閱讀--勵志閱讀) which are recommended by the EDB : encouraged students to read for leisure, cultivated an interest in reading, and developed positive values and attitudes through meaningful reading
- Book exhibition: Most of our students visited the book exhibition in November. Students bought books according to their interests and joined reading promoting activities during the exhibition period.
- Cross-subject reading: over 80% of our Students joined the activity of “The English X The Chinese Language & Culture Society-Hua Zhang Poetry Penmanship Competition and book exhibition (華章詩經選材硬筆書法比賽及文藝書籍展覽) , students really enjoyed Cross-subject reading.
- "Reading Award Scheme and Inter-House Reading Competition": Students are encouraged to read, complete subject-specific reading plans, and submit book reports or reading-related designs. Students participated the scheme and competition actively. The prize-winners were invited to the prize presentation ceremony on Reading Day.

## Part 2: Financial Report

	Item*	Estimated Expenses (\$)
1.	Purchase of Books and Arrange Reading Activities by different units	
	<input checked="" type="checkbox"/> English Language Department	\$25000
	<input checked="" type="checkbox"/> Chinese Language Department & Chinese Literature Department	\$18807.99
	<input checked="" type="checkbox"/> Mathematics Department	\$ 343
	<input checked="" type="checkbox"/> Other subjects	\$ 8884.88
	<input checked="" type="checkbox"/> Library and Reading Promotion team	\$ 7080.76
	<input type="checkbox"/> Others	
2.	Web-based Reading Schemes	
	<input checked="" type="checkbox"/> Subscription to e-reading platform	\$ 24400
	<input type="checkbox"/> Other Scheme	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Reading Day	\$ 6950
	<input type="checkbox"/> Guest Travelling allowance Transport allowance to the guest speaker	\$0
4.	Others	
	<input checked="" type="checkbox"/> Printing (reading handbook, certificates)	\$ 0
	<input type="checkbox"/> Miscellaneous	\$ 477.34
		<b>Total: \$ 91943.97</b>

\* Please tick the appropriate boxes or provide details.

### 「公民科津貼」運用計劃

1. 本校計劃運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

範疇	預計開支金額 (\$)			
	2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i. 發展或採購相關的學與教資源	7000	5000	21000	1000
ii. 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	85000		60000	48000
iii. 舉辦和公民科課程相關的校本學習活動				38000
iv. 舉辦或資助學生參加和公民科課程相關在本地或在內地舉的聯校／跨課程活動		140000	80000	47000
v. 其他（請註明）：				
總開支金額	92000	145000	161000	134000
津貼餘款	208000	148501	51352	-497.3

### 「公民科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

範疇	實際開支金額 (\$)			
	2021/22 學年	2022/23 學年	2023/24 學年	2024/25 學年
i. 發展或採購相關的學與教資源			2262	
ii. 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	6499	1282	32617.3	78694.7
iii. 舉辦和公民科課程相關的校本學習活動		79867	43970	52124
iv. 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動				2684
v. 其他（請註明）：				
總開支金額	6499	81149	78849.3	133502.7
津貼餘款	293501	212352	133502.7	0

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

✓ 已全數用完

□ 尚有餘款，須退回教育局的款額 \_\_\_\_\_ 元。

**HKTA Tang Hin Memorial Secondary School**  
**One-off Grant for Mental Health at School**  
**ANNUAL PROGRAMME REPORT (2024-2025)**

	<b>PURPOSES</b>
1.	<p>1.1 To organize activities or programmes related to the promotion of mental health for students and teachers</p> <p>1.2 To procure items, furniture, equipment, activities or services that are related to the promotion of mental health for students and teachers</p>
2.	<p><b>CURRENT YEAR OBJECTIVES</b></p> <p><b>2.1 Promotion of Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- To enhance students' resilience by implementing various mental health programs that adopt the '4Rs Mental Health Charter' from the EDB, aiming at deepening the understanding of mental health and positive thinking among both teachers and students.</li> </ul> <p><b>2.2 Enhanced Students' Mental Well-being</b></p> <ul style="list-style-type: none"> <li>- To improve students' mental well-being through a variety of programs and activities, including art appreciation, stress management training, and counselling services.</li> </ul> <p><b>2.3 Diversified Activities for Mental Health</b></p> <ul style="list-style-type: none"> <li>- To reinforce the EDB's mental health initiatives by organizing a wide range of static and dynamic activities that cater to the diverse needs and interests of students, while providing students with opportunities for self-acceptance and mindful emotional management.</li> </ul>

3.	BRIEF DESCRIPTION OF THE ACTIVITIES
	<h3>Mindfulness Stress Management Talk 靜觀減壓講座</h3>
	<p><b>Aims &amp; Content:</b></p>
	<ul style="list-style-type: none"> <li>- To offer stress reduction activities and teach techniques like breathing relaxation and mindfulness to strengthen students' resilience.</li> </ul>
	<ul style="list-style-type: none"> <li>- To foster a growth mindset that enhances psychological resilience and raises mental health awareness among students.</li> </ul>
	<p><b>Date:</b> 28/11/2024</p>
	<p><b>Time:</b> 3:45 p.m. – 5:15 p.m.</p>
	<p><b>Venue:</b> School Hall</p>
	<p><b>Target students:</b> All S.3 students</p>
	<p><b>Student outcomes/ Evaluation:</b></p>
	<ul style="list-style-type: none"> <li>- Students actively engaged and responded positively throughout the activity.</li> </ul>
	<ul style="list-style-type: none"> <li>- Stress balls were distributed as gifts and received with appreciation.</li> </ul>
	<ul style="list-style-type: none"> <li>- A minority of students opted out, citing that the mindfulness activities were too passive for their preference.</li> </ul>
	<ul style="list-style-type: none"> <li>- The programme effectively promoted stress relief and heightened mental health awareness among junior form students.</li> </ul>
	<ul style="list-style-type: none"> <li>- Recommendations include incorporating more dynamic elements to better engage a diverse range of students.</li> </ul>
	<hr/>
	<h3>Character-based &amp; Mindfulness Stress Management Workshops 「感同・身受」入班工作坊</h3>
	<p><b>Aims:</b></p>
	<ul style="list-style-type: none"> <li>- To address concerns about the mental well-being of S.5 students as identified in the school survey.</li> </ul>
	<ul style="list-style-type: none"> <li>- To equip students with effective stress management techniques by fostering the practice of mindfulness.</li> </ul>
	<ul style="list-style-type: none"> <li>- To help students reduce stress and improve emotional regulation by leveraging their personal character strengths.</li> </ul>
	<ul style="list-style-type: none"> <li>- To promote self-compassion as a foundation for mental well-being, encouraging students to treat themselves as their best friends and care for their own emotional needs.</li> </ul>
	<p><b>Content:</b></p>
	<ul style="list-style-type: none"> <li>- Introduction to self-compassion, based on Dr. Kristin Neff's three core elements: <ul style="list-style-type: none"> <li>• Self-kindness: Understanding, accepting, and being gentle with oneself when facing difficulties.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Common humanity: Recognizing that struggles and imperfections are universal and students are not alone in their challenges.</li> </ul>
	<ul style="list-style-type: none"> <li>• Mindful awareness: Observing one's thoughts and feelings in the present moment without judgment, allowing acceptance without being overwhelmed.</li> </ul>

- Practical mindfulness exercises to cultivate emotional regulation and stress relief.
- Activities designed to identify and apply individual character strengths in daily stress management.
- Group discussion and reflection to deepen understanding and encourage peer support.

**Date:** February – March 2025

**Time:** In-class sessions

**Venue:** Home classrooms

**Target students:** All S.5 students

**Student outcomes/ Evaluation:**

- 100% of participants agreed the workshop increased their awareness of their emotions and character strengths.
- 100% acknowledged improved understanding of self-compassion, especially self-kindness and living mindfully in the present.
- All participants learned how to apply these self-care practices in their daily lives.
- Feedback indicates the workshop effectively enhanced emotional awareness and practical stress management skills.
- Students' performance and feedback will be shared with class teachers to raise awareness towards students' mental well-being, especially as they prepare for the public examination.

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### **Expressive Arts Programme (expressive arts therapy day camp & therapy group training)**

**藝遊分享活動（藝遊治療日營及表達藝術治療小組）**

**Aims:**

- To provide a safe and supportive environment for students to express and release emotions through expressive arts, aiding their emotional and behavioural development.
- To help students alleviate stress and negative emotions related to high academic demands, family expectations, and social conflicts.
- To strengthen positive peer relationships through collaborative creative activities.
- To support students with lower academic performance, low self-esteem, or special educational needs (SEN) in building confidence and promoting personal growth.

<p><b>Content:</b></p> <p><b>(i) Expressive Arts Therapy Day Camp</b></p>
<ul style="list-style-type: none"> <li>- Through team activities, participants could relieve emotional stress and effectively manage negative emotions and behaviours, promoting social-emotional growth.</li> <li>- Students are engaged in various creative arts activities including visual arts, music, creative writing, and movement to explore and express emotions, enhance peer connections, and foster a sense of belonging.</li> </ul>
<p><b>Date:</b> 29/11/2024</p>
<p><b>Time:</b> 8:00 a.m. – 5:00 p.m.</p>
<p><b>Venue:</b> Po Leung Kuk Jockey Club Tai Tong Holiday Camp</p>
<p><b>Target students:</b> 34 S.5 students who experience stress from academic pressure, family expectations or social challenges</p>
<p><b>Student outcomes/ Evaluation:</b></p>
<ul style="list-style-type: none"> <li>- Students valued the expressive arts as a meaningful, engaging way to explore and manage their emotions.</li> <li>- 85.7% of participants enjoyed the activities and found them effective for emotional expression and stress relief.</li> <li>- Collaborative activities fostered a sense of belonging and mutual support among students.</li> <li>- 92.9% agreed that group creative work strengthened positive peer connections.</li> <li>- The camp successfully promoted both emotional well-being and social-emotional development through expressive arts.</li> </ul>
<p><b>(ii) Expressive Arts Therapy Group Training</b></p>
<ul style="list-style-type: none"> <li>- The group training introduced students to the concept and benefits of art therapy, allowing students to identify their own emotional needs and expectations while teaching various stress-relief art therapy methods such as visual art therapy and music therapy.</li> <li>- Students could learn how to apply these techniques in daily life to reduce anxiety and manage stress. The sessions also encouraged communication among participants, fostering mutual understanding and effective emotional management skills.</li> </ul>
<p><b>Dates:</b> 25/4, 2/5, 9/5, 16/5, 23/5/2025</p>
<p><b>Time:</b> 4:00 p.m. – 5:30 p.m.</p>
<p><b>Venue:</b> Classroom</p>
<p><b>Target students:</b> 8 students with lower academic achievement, reduced self-esteem, or special educational needs (SEN) who require emotional support</p>
<p><b>Student outcomes/ Evaluation:</b></p>
<ul style="list-style-type: none"> <li>- 100% of participants recognized and appreciated the use of diverse artistic media introduced during the programme, broadening their creative horizons.</li> <li>- All students reported enhanced emotional awareness, gaining better understanding of their feelings and improved ability to express emotions effectively.</li> <li>- Participants unanimously agreed that the activities contributed significantly to their personal growth, boosting confidence and self-understanding.</li> <li>- Feedback indicated that the safe and supportive group environment facilitated open communication and emotional release.</li> <li>- The programme helped students develop practical skills to manage stress and emotions, fostering greater emotional resilience.</li> </ul>
<p>*****</p>

## **Mental Health First-aid Manual Handbooks 精神健康急救手冊**

### **“Teacher’s Wellness” Desk Calendar 「教師心靈加油站」座枱月曆**

### **“Embrace Our Emotions” Folders 「擁抱情緒」文件夾**

#### **Aims & Content:**

The school has designed and produced a range of resources and materials focused on mental well-being, with the goal of enhancing awareness and encouraging positive emotional engagement among both teachers and students. These resources include:

- **Mental health first-aid manual handbooks** (for teachers): Practical guides offering strategies to identify and support mental health concerns promptly, equipping teachers with essential skills to foster a supportive classroom environment.
- **“Teacher’s Wellness” desk calendar** (for teachers): A daily resource providing wellness tips and motivational messages to encourage self-care and positive mental health practices throughout the school year.
- **“Embrace Our Emotions” folders** (for all teachers, students and staff): Customized folders designed to promote acceptance and healthy management of different emotions, reinforcing a positive attitude towards emotional experiences and resilience building.

These resources aim to raise mental health awareness, empower teachers to support students effectively, and foster a school culture that embraces emotions constructively and faces challenges with resilience. This initiative aligns with the school’s broader mental health strategies focused on early intervention, emotional support, and staff-student well-being.

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## **「HEAzone」 Mental Health Hub: “*Rest & Relax - Embrace Five Senses*” Activities 平靜角落: 「鬆一鬆」五感身心安舒活動**

#### **Concept and Vision:**

HEAzone stands for Rest + Heart + Health = Mental Well-being. Established in Room 312A, the area serves as a dedicated mental health hub for all students. This hub is more than just a place to rest – it is an oasis for students to release stress, listen to their inner voices, and rediscover calmness and peace. It also fosters a spirit of mutual support, encouraging everyone to enjoy the present moment together.

Its mission is to provide a tranquil and welcoming space for students to:

- reconnect with their inner needs
- cultivate self-care habits
- unwind from academic pressures in a comfortable environment
- prioritize and promote mental health amidst busy school life

**Key Features:**

- "Rest & Relax" Corner: Specially designed for students to relax during lunch and after school hours.
- "Embrace Five Senses" activities: These multisensory exercises help students calm their minds and bodies, promoting both mental and emotional comfort.

**Activities Overview (2024–2025)**

7 Nov 2024 - 健康大使認識 HeaZone  
 15 Nov 2024 - 流動車宣傳、星之花製作  
 18 Nov 2024 - 流動車宣傳、書籤製作  
 19 Nov 2024 - 流動車宣傳  
 20 Nov 2024 - 休息小聚會  
 21 Nov 2024 - 靜觀體驗  
 9 Dec 2024 - 觸覺活動  
 11 Dec 2024 - 味覺活動  
 13 Dec 2024 - 嗅覺活動  
 16 Dec 2024 - 觸覺活動  
 17 Dec 2024 - 聽覺活動  
 18 Dec 2024 - 味覺活動  
 22 Jan 2025 - 新年掛飾製作  
 24 Jan 2025 - 新年頭飾製作  
 10 Feb 2025 - 香薰包、鑰匙扣製作  
 14 Feb 2025 - 香薰包、鑰匙扣製作  
 24 Feb 2025 - 香薰包、鑰匙扣製作  
 28 Feb 2025 - 香薰包、鑰匙扣製作  
 10 Mar 2025 - 鑰匙扣製作  
 11 Mar 2025 - 動腦筋桌上樂  
 13 Mar 2025 - 動腦筋桌上樂  
 17 Mar 2025 - 鑰匙扣製作  
 18 Mar 2025 - 動腦筋桌上樂  
 20 Mar 2025 - 動腦筋桌上樂  
 24 Apr 2025 - 4Rs 扭蛋機  
 29 Apr 2025 - 4Rs 扭蛋機  
 20 May 2025 - 花花鑰匙扣製作

**Evaluation:**

- The HEAzone hub plays a vital role in advancing the school's mental health initiatives, fostering a positive and resilient school culture where all members feel empowered to prioritize their mental well-being.
- To further support the goals of the "4Rs Mental Health Charter," the programme plans to expand activities and workshops within the HEAzone, actively involving student health ambassadors to enhance student engagement and ownership.

Our school spent the Grant on the following items:

FINANCIAL REPORT		
ITEM	DESCRIPTION	ACTUAL AMOUNT SPENT
<b>(i) Organizing activities and programmes related to enhancing the mental health of students and teachers</b>	<ul style="list-style-type: none"> <li>- Mindfulness Stress Management Talk 靜觀減壓講座</li> <li>- Character-based &amp; Mindfulness Stress Management Workshops 「感同・身受」入班工作坊</li> </ul> <ul style="list-style-type: none"> <li>Outsource programmes and talks conducted by educational psychologists and social workers</li> </ul>	\$7,500
<b>(ii) Providing support services related to enhancing the mental health of students and teachers</b>	<ul style="list-style-type: none"> <li>- Expressive Arts Programme (expressive arts therapy day camp &amp; therapy group training) 藝遊分享活動（藝遊治療日營及表達藝術治療小組）</li> </ul> <ul style="list-style-type: none"> <li>Fees for a registered expressive arts therapist</li> <li>Campsites rental fee</li> <li>Transportation fee</li> <li>Other supplies costs</li> </ul>	\$24,822.5
<b>(iii) Designing and producing school-based learning and teaching resources related to mental health</b>	<ul style="list-style-type: none"> <li>- Mental Health First-aid Manual Handbooks (for teachers) 精神健康急救手冊</li> <li>- “Teacher’s Wellness” Desk Calendar (for teachers) 「教師心靈加油站」座枱月曆</li> <li>- “Embrace Our Emotions” Folders (for all teachers, students and staff) 「擁抱情緒」文件夾</li> </ul> <ul style="list-style-type: none"> <li>Supplies costs</li> <li>Printing &amp; production costs</li> </ul>	\$7,631.07

<p><b>(iv) Purchasing items, furniture and equipment to enhance the mental health of students and teachers</b></p> <p>- 「HEAzone」 Mental Health Hub: “<i>Rest &amp; Relax - Embrace Five Senses</i>” Activities 平靜角落: 「鬆一鬆」五感身心安舒活動</p>	<ul style="list-style-type: none"> <li>Activities expenses</li> </ul>	\$124.2
<p><b>(v) Others (please specify)</b></p>	--	--
	<b>Total Expenditure:</b>	<b>\$ 40,077.77</b> <b>(Top up \$77.77 by EOEBG)</b>

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**One-off Grant for Mental Health of Parents and Students Report on the Use of the Grant**  
**2024-2025**

**Brief Description of the Activities 1**

Organize activity on the theme “**Active Tanghinian**” to

- a)** raise participants’ awareness of physical and mental health
- b)** increase participants’ knowledge of health-related services in the district

**Objectives**

To raise participants’ awareness of physical and mental health  
 To increase participants’ knowledge of health-related services in the district.

**Date:** 22<sup>nd</sup> November, 2024

**Time:** 3pm – 6:30pm

**Venue:** Covered Playground and Hall

**Target Student (level and number of participants):** 96 parents and students.

**Student Outcomes/ Evaluation Results**

The event successfully promoted mental and physical well-being among participants. Through workshops, fitness sessions, and informational booths, we raised awareness about self-care and stress management. Additionally, partnerships with local health service providers helped attendees learn about available community resources, including counseling and medical support. Feedback confirmed increased knowledge and engagement. Moving forward, we will expand outreach efforts to further connect residents with essential health services.

**Brief Description of the Activities 2**

Parents’ Consultation on Psychological/Mental Health Issues of Students

**Objectives**

- a)** Raise participants’ awareness of physical and mental health
- b)** Urge parents to foster open communication and seek professional help when needed.

**Date :** 15<sup>th</sup> March, 2025

**Time:** 11:30am-1:00pm

**Venue:** Lecture Theatre

**Target participants (level and number of participants):** consultation:30 parents

**Evaluation Results**

On 15<sup>th</sup> March, a parents’ consultation session was held to address students’ psychological and mental health issues. Dr. Wong Chung Hin Willy emphasized the rising prevalence of anxiety, depression, and stress among students due to academic pressure and social challenges. He highlighted early warning signs, such as withdrawal, irritability, and declining performance, urging parents to foster open communication and seek professional help when needed. Strategies like balanced routines, emotional support, and reducing stigma around mental health were discussed. The session concluded with a Q&A, reinforcing the importance of collaboration between parents, schools, and mental health professionals to support students’ well-being.

**Actual Expenses:**  $\$(300+2300+1875.5+3500)= \$7975.5$

## Essential Learning Experiences

(Please put a  in the appropriate box(es); more than one option can be selected)

- Intellectual Development (closely linked with curriculum)
- Values Education
- Physical and Aesthetic Development
- Community Service
- Career-related Experiences

## Submit the following documents

- Activity photos



2023/24 學年「大灣區職涯探索之旅」計劃報告

學校須於完成考察活動後，將舉辦活動的詳情、財政報告和成效檢討載於該學年（2023/24 或 2024/25 學年）的學校報告內，並將經法團校董會／校董會／學校管理委員會批核的學校報告上載學校網頁，讓持份者（包括教職員、家長、學生等）閱覽。

## 第一部分：活動詳情

請在適當方格內加上「✓」號及填寫相關資料		
1.	活動模式	<input type="checkbox"/> 參加由教育局委託承辦機構籌辦的「大灣區職涯探索之旅」考察團（行程：_____） <input checked="" type="checkbox"/> 自行籌劃與大灣區職業生涯探索相關的考察活動 <input type="checkbox"/> 參加由「商校合作計劃」機構伙伴安排的「大灣區職涯探索之旅」活動（編號：_____）
2.	到訪大灣區城市	<input type="checkbox"/> 廣州 <input checked="" type="checkbox"/> 深圳 <input type="checkbox"/> 珠海 <input type="checkbox"/> 佛山 <input type="checkbox"/> 惠州 <input type="checkbox"/> 東莞 <input type="checkbox"/> 中山 <input type="checkbox"/> 江門 <input type="checkbox"/> 肇慶 <input type="checkbox"/> 澳門特別行政區
3.	活動日期	<u>2025</u> 年 <u>2</u> 月 <u>21</u> 日至 <u>2025</u> 年 <u>2</u> 月 <u>21</u> 日
4.	參加人數	<input checked="" type="checkbox"/> 中四學生 <u>158</u> 人 <input type="checkbox"/> 中五學生 _____ 人 <input type="checkbox"/> 中六學生 _____ 人 <input checked="" type="checkbox"/> 教師 <u>18</u> 人 <input type="checkbox"/> 其他 _____ (請註明) _____ 人
5.	參訪的行業/企業	<u>信義玻璃控股有限公司</u> <u>字節跳動</u>

## 第二部分：財政報告（適用於選擇運用津貼自行籌辦校本考察團的學校）

開支	開支金額（元）
考察團團費（每人 420 元）	73920
交通	
膳食	
住宿	
考察活動	
其他	
	總開支金額
	73920

收入	收入金額（元）
津貼（2023/24 學年）	73920
其他	
	總收入金額
	73920

## 第三部分：成效檢討

### 1. 考察活動預期目標：

探討內地創新科技如何帶動企業持續發展。

### 2. 考察活動達到的成效：

在回應的問卷中，100% 學生同意這次活動讓他們進一步認識大灣區的創科工業。

### 3. 考察活動可以改善或繼續推展的地方：

考察時間有些緊迫，未有機會仔細參觀。

### 4. 其他觀察（如有）：

/

## 附件 4

2023/24 學年「大灣區職涯探索之旅」計劃報告

學校須於完成考察活動後，將舉辦活動的詳情、財政報告和成效檢討載於該學年（2023/24 或 2024/25 學年）的學校報告內，並將經法團校董會／校董會／學校管理委員會批核的學校報告上載學校網頁，讓持份者（包括教職員、家長、學生等）閱覽。

## 第一部分：活動詳情

請在適當方格內加上「✓」號及填寫相關資料		
1.	活動模式	<input type="checkbox"/> 參加由教育局委託承辦機構籌辦的「大灣區職涯探索之旅」考察團（行程：_____） <input checked="" type="checkbox"/> 自行籌劃與大灣區職業生涯探索相關的考察活動 <input type="checkbox"/> 參加由「商校合作計劃」機構伙伴安排的「大灣區職涯探索之旅」活動（編號：_____）
2.	到訪大灣區城市	<input type="checkbox"/> 廣州 <input checked="" type="checkbox"/> 深圳 <input type="checkbox"/> 珠海 <input type="checkbox"/> 佛山 <input type="checkbox"/> 惠州 <input type="checkbox"/> 東莞 <input type="checkbox"/> 中山 <input type="checkbox"/> 江門 <input type="checkbox"/> 肇慶 <input type="checkbox"/> 澳門特別行政區
3.	活動日期	<u>2025</u> 年 <u>6</u> 月 <u>27</u> 日至 <u>2025</u> 年 <u>6</u> 月 <u>27</u> 日
4.	參加人數	<input checked="" type="checkbox"/> 中四學生 <u>28</u> 人 <input type="checkbox"/> 中五學生 _____ 人 <input type="checkbox"/> 中六學生 _____ 人 <input checked="" type="checkbox"/> 教師 <u>3</u> 人 <input type="checkbox"/> 其他 _____ (請註明) _____ 人
5.	參訪的行業/企業	<u>大疆創新</u> <u>比亞迪雲巴系統</u>

## 第二部分：財政報告（適用於選擇運用津貼自行籌辦校本考察團的學校）

開支	開支金額（元）
考察團團費（每人 850 元）	26350
交通	
膳食	
住宿	
考察活動	
其他	
	總開支金額
	26350

收入	收入金額（元）
津貼（2023/24 學年）	26080
其他 全方位學習津貼	270
	總收入金額
	26350

## 第三部分：成效檢討

### 1. 考察活動預期目標：

認識人工智能等技術的發展和各行業的最新應用情況，以及如何帶動企業持續發展。

### 2. 考察活動達到的成效：

80%回應同學對這次參觀有正面回應，他們表示這次活動提升了對科技產業的興趣。

### 3. 考察活動可以改善或繼續推展的地方：

多些體驗活動讓學生直接感受科企的工作。

### 4. 其他觀察（如有）：

/

**香港道教聯合會鄧顯紀念中學**  
**2024-2025「推廣中華文化體驗活動一筆過津貼」運用報告**

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	實際開支金額 (\$)		
		2024-2025 年度	2025-2026 年度	2026-2027 年度
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗 活動或講座	14,230.72		
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0		
iii.	舉辦或資助學生參加本地文化考察或參觀活動	5091.02		
iv.	發展有關中華文化的課程	7,298.00		
v.	採購及發展中華文化學與教資源	470.99		
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	78,683.00		
	其他（請註明）：			
	總開支金額 (HK\$)*	105773.73		
	津貼餘款(HK\$)	194226.27		

\*「推廣中華文化體驗活動一筆過津貼」總金額為 30 萬元，總開支金額不應多於 30 萬元；而購買獎品的支出不可超過總開支金額的 10%。

2. 截至 2025 年 8 月 31 日為止，「推廣中華文化體驗活動一筆過津貼」尚有餘款\$194226.27 元。

# 香港道教聯合會鄧顯紀念中學

## 2024-2025 年度 MVPA60 周年報告

目標：營造更理想的校園體育氛圍，提供在課堂內外參與足夠體能活動的機會，幫助學生自訂目標發展活躍及健康生活方式。

策略內容	負責老師	成功標準	評價	跟進	改善方法建議
<p>1) 營造更理想的校園體育氛圍</p> <p>A) Let's Keep Fit x MVPA 60 啟動禮</p> <ul style="list-style-type: none"> <li>- 早會宣傳及簡介</li> <li>- 校本宣傳短片</li> <li>- 電競單車啟動</li> <li>- 海報及壁報</li> </ul> <p>B) 以跨學科形式令同學更加關注活躍及健康生活方式的重要性，聯合以下單位舉行活動</p> <ul style="list-style-type: none"> <li>- 中文科：標語創作比賽</li> <li>- 美術科：打氣貼紙設計比賽</li> <li>- 音樂科：跳唱 MC 比賽</li> <li>- 健康教育組：兩期健康生活資訊(食得 FIT，動態熱身)</li> </ul>	陳慧聰/ 林啟超	<p>1) 70%以上學生能參與 Let's Keep Fit x MVPA 60 嘉獎計劃</p> <p>2) 70%或以上參與者可以達到或超越自己開學/半年檢討後所訂立的目標。</p>	<p>通過多個跨學科的宣傳活動，我們成功營造了理想的校園體育氛圍。各項活動均如期舉行。加上學校提供了更多課堂內外的運動機會。這些努力顯著提高了同學對運動的投入程度，這在 APASO-KPM17 反映出來，在 23-24 學年體能鍛鍊的 P 值僅為 15.9，而 24-25 年的 P 值則提升至 84.1，顯示出活動的成效顯著，為學生創造了更積極的運動環境。</p> <p>而 MVPA 60 嘉獎計劃的數字更能引證整個活動的成效。數據見附表一</p> <p><b>1) MVPA60 嘉獎計畫參與率顯著提升：</b></p> <p>下學期中二參與率飆升至 95%（較上期增加 5%），中一、中三分別達 89% 與 87%，三級整體突破 87% 的高標準！中四及以上年級需加強推動，全校仍保持</p>	<p>MVPA60 計劃整體表現完全達標，成效亦令人滿意，不過仍有以下兩點值得跟進。</p> <p>1) 下學期中四、中五金獎比例明顯下跌（分別為 44% 和 20%）</p> <p>2. 全校參與率下跌。</p> <p>根據青協 2021 「青年對體育產業發展的看法及體育習慣調查」調查發現，高中生減少運動主要因為「缺乏時間」、「功課壓力大」和「爭取讀書時間」；近五成學</p>	<p>建議學校開放中午時段，讓高中同學自行組織班級運動比賽。這不僅能增加活動時間，還能促進同學之間的合作與交流，增強班級凝聚力。透過運動，學生能釋放壓力，提高學習效率，改善身心健康。</p>

<ul style="list-style-type: none"> <li>校園節拍：專訪老師的運動習慣</li> <li>英文科：ENGLISH WEEK <ul style="list-style-type: none"> <li>– Changing Your Habits For Better Health</li> </ul> </li> </ul> <p>C) 精英運動員分享會 田徑精英運動 – 待定 PEDAY 頒獎及分享 跳繩世界冠軍 – 張柏鴻分享</p> <p>2) 提供在課堂內外參與足夠體能活動的機會</p> <p>A) 除兩次考試外，每月舉辦至少一次運動相關的活動，提升同學對運動的興趣</p> <p>B) 開放及創造更多活動時段、空間及設施，鼓勵同學以自主方式投入 MVPA60</p> <p>C) 支持同學及家長參與體育相關體育學會、校隊</p>		<p>72%基礎參與率。</p> <p><b>2) 金獎數量印證恒常運動紮根校園：</b> 比較上學期和下學期的金獎數量，中一及中三均突破 70%(75%與 73%)，而中二近九成 (87%) 學生勇奪金獎，較上學期激增 9%！初中每 10 名學生即有近 8 人持續 12 周達標。儘管高中表現有提升空間，但計畫已成功推動逾七成學生養成每週 420 分鐘運動習慣，運動文化蔚然成風。</p>	<p>生表示時間不足是做運動的最大障礙。另外，有學生對運動興趣減低，或家長、老師較注重學生的學業成績，都會影響參與動力。</p>	
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<p>的恆常練習，更支持同學多參與校外不同的比賽及表演。</p> <p>D) 中一同學積極及恆常參與最少一項體育聯課活動</p> <p>3) 幫助學生自訂目標，發展活躍及健康生活方式。</p> <p>A) 制訂 Let's Keep Fit x MVPA 60 嘉勵計劃小冊子，讓學生訂立目標、紀錄活動情況、及作出檢討。</p> <p>B) 半年作出檢討，修訂 Let's Keep Fit x MVPA 60 嘉勵計劃小冊子，同時讓學生再確定或修訂下半年的目標和策略。</p>				
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附表一

上學期							
	中一	中二	中三	中四	中五	中六	全校
參與總人數	86% (146/169)	90% (150/167)	80% (133/167)	83% (134/162)	85% (132/155)	81% (105/130)	84% (800/950)
金	63% (106/169)	78% (131/167)	69% (115/167)	64% (103/162)	61% (94/155)	48% (62/130)	64% (611/950)
銀	8% (14/169)	4% (6/167)	8% (13/167)	7% (12/162)	3% (5/155)	1% (15/130)	7% (65/950)
銅	6% (10/169)	4% (6/167)	4% (7/167)	5% (8/162)	5% (8/155)	8% (11/130)	5% (50/950)

下學期						
	中一	中二	中三	中四	中五	全校
參與總人數	89% (151/169)	95% (159/167)	87% (146/167)	53% (86/162)	30% (46/155)	72% (588/820)
金	75% (126/169)	87% (146/167)	73% (122/167)	44% (72/162)	20% (31/155)	61% (497/820)
銀	4% (7/169)	4% (6/167)	5% (8/167)	0.6% (1/162)	3% (5/155)	3% (27/820)
銅	1% (2/169)	0% (0/167)	2% (3/167)	1% (2/162)	2% (3/155)	1% (10/820)

項目	預算	開支
	24-25	24-25
發展或採購與體育 / 運動相關的資訊科技服務、流動 應用程式和相關軟件，以及與體育 / 運動相關的體育活動套件和輔助工具	\$10000	\$1608.90
舉辦或資助學生參與多元化的體育活動 / 運動相關的 學習活動 / 比賽	\$3000	0
舉辦或資助學生、隨團教師及教練前往內地或海外參加與 體育 / 運動相關的學習交流或考察活動	\$10000	0
舉辦與運動相關的活動，讓學校不同的持份者（包括教師及 家長）與學生一同參與；購置或改善學校的體育 / 運動器材	\$5000	\$353.61
發展 / 優化有關發展活躍及健康校園 / 「MVPA60」的政策	\$4000	0
聘用額外的非教學人員或合資格教練／以採購服務形式， 協助學校推動校園體育氛圍和 「MVPA60」。	\$3000	0

**HONG KONG TAOIST ASSOCIATION TANG HIN MEMORIAL SECONDARY SCHOOL**  
**UNIT/SUBJECT: PARENT EDUCATION**  
**ANNUAL PROGRAMME REPORT (2024- 2025)**

**1. CURRENT YEAR OBJECTIVES**

1	Understanding of Adolescent Development
2	Promotion of Healthy, Happy and Balanced Development of Adolescents
3	Promotion of Parents' Physical and Psychological Well-being
4	Fostering Home-school Co-operation and Communication

**2. IMPLEMENTATION PLAN Report**

**Objective 1: Understanding of Adolescent Development**

Targets	Strategies / Tasks	Success Criteria	Evaluation
1.1. Help parents understand the unique characteristics and needs of adolescents. 1.2. Appreciate the traditional parenting wisdom of Chinese culture.	• Parent Education Seminar	<ul style="list-style-type: none"> <li>• 80% of parents demonstrate their understanding of the unique characteristics and needs of adolescents.</li> <li>• 80% of parents demonstrate a good understanding of the traditional parenting wisdom of Chinese culture.</li> <li>• The number of parents attendance is more than 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Education seminar on Chinese Cultural Wisdom in Child-Education</li> </ul> <p>The seminar titled "Chinese Cultural Wisdom in Child-Education" was held on January 4, 2025, attracting 70 parents. A total of 58 questionnaires were collected after the lecture, with 57 of them expressing positive feedback. Parents found the seminar helpful in understanding the different developmental stages of adolescents. By integrating traditional Chinese cultural wisdom into modern parenting practices, the lecture provided valuable insights that boosted parents' confidence in fulfilling their child-rearing responsibilities. Overall, the lecture was highly appreciated for its practical and culturally rooted advice, enabling parents to better support their children's growth.</p>
1.3. Help parents acquire the knowledge of the key developmental tasks of adolescence and the skills to support the completion of these tasks 1.4. Help parents acquire the ideas for family fun to maintain positive relationships with adolescents	• Parent-child reading sharing sessions and seminars on the knowledge of the key developmental tasks of adolescence.	<ul style="list-style-type: none"> <li>• 80% of parents understand the scope and processes of adolescent development.</li> <li>• 80% of parents will be able to apply knowledge of adolescent development to set reasonable expectations on their adolescent children.</li> <li>• 80% of parents acquire appropriate strategies to facilitate the development and well-being of adolescent.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Education Book Sharing on Setting Boundaries for Teens</li> </ul> <p>The book-sharing event titled "Setting Boundaries for Teens" was held on February 22, 2025. It was attended by 70 parents. A total of 64 questionnaires were collected, with 55 of them providing positive feedback. The majority of parents felt that the lecture significantly boosted their confidence in dealing with their children's attitudes and behavioral issues. The session not only highlighted the importance of setting boundaries but also provided practical techniques for doing so. Parents learned how to establish clear limits for their adolescents' behavior, set up a pact outlining these boundaries, and define the consequences of breaking them. The sharing section also covered effective methods for enforcing these rules. Overall, the event was highly beneficial, equipping parents with the tools they need to guide their teenagers in a constructive and supportive manner.</p>

## Objective 2: Promotion of Healthy, Happy and Balanced Development of Adolescents

Targets	Strategies / Tasks	Success Criteria	Evaluation
<p>2.1. Help parents understand early mental health symptoms in adolescence and the different levels of severity of symptoms.</p> <p>2.2. Help parents gain an enhanced awareness of issues including school refusal, self-harm behaviours and substance misuse.</p> <p>2.3. Help parents acquire the skills on how to support their adolescent children and learn to seek help without fear of stigmatization.</p>	<ul style="list-style-type: none"> <li>• Healing Journey Parent Workshop</li> <li>• Seminar by experience psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of parents gain awareness of early signs of mental illness in adolescent children for early intervention</li> <li>• More parents start to read books relevant to mental illness in adolescent</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Education on Early Adolescent Mental Health Issues and Early Intervention Support</li> </ul> <p>The parent education seminar titled "Understanding Early Adolescent Mental Health Issues and Early Intervention Support" was held on March 15, 2025. It was attended by 70 parents, and a total of 56 questionnaires were collected. All 56 questionnaires provided positive feedback, indicating the high value of the seminar.</p> <p>The lecture focused on helping parents recognize the early signs of mental health issues in adolescents. It also increased their awareness and understanding of common problems such as truancy, self-harm, and substance abuse. Parents appreciated the practical guidance provided on how to address these issues effectively. By equipping them with the knowledge and tools to identify and intervene early, the lecture empowered parents to better support their children's mental well-being. Overall, the event was highly beneficial and well received by the attendees.</p>
<p>2.4. Parents can improve their children's screen time habits by setting designated hours for electronic device use, prohibiting device use in bedrooms during bedtime, and promoting regular breaks from screens.</p>	<ul style="list-style-type: none"> <li>• Parent-child reading sharing sessions and seminars on healthy use of Internet, electronic devices and social media.</li> <li>• 當子女機不離手</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of parents are able to set limits on screen time and social media usage.</li> <li>• 80% of parents understand the common stress faced by adolescents.</li> <li>• 80% of parents are aware of the feeling of frustration and anger to child's disobedience. Instead of reacting to their own feelings by scolding the child, they can calmly talk with her children.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Education Book Sharing on Healthy Internet Use for Adolescents</li> </ul> <p>The book-sharing section titled "How to Ensure Healthy Internet Use for Adolescents" was held on April 12, 2025. It was attended by 50 parents, and a total of 42 questionnaires were collected. Remarkably, all 42 questionnaires provided positive feedback. Parents unanimously agreed that the sharing section significantly enhanced their confidence in managing their children's smartphone and social media usage. They also learned how to become savvy internet users themselves.</p> <p>The sharing section covered both the benefits and drawbacks of the internet, as well as the various reasons why it can be addictive. By providing practical insights and strategies, the event empowered parents to better guide their teenagers in navigating the digital world safely and responsibly. Overall, the sharing section was highly effective in equipping parents with the knowledge and tools needed to support their children's healthy internet habits.</p>

### Objective 3: Promotion of Parents' Physical and Psychological Well-being

Targets	Strategies / Tasks	Success Criteria	Evaluation
3.1 Appreciate traditional Chinese culture	<ul style="list-style-type: none"> <li>PTA Chinese Culture Fun Day</li> </ul>	<ul style="list-style-type: none"> <li>80% of parents agree that they have regular exercise with adolescents can serve as valuable 'family time' for parents, so as to maintain healthy parent-child relationship.</li> </ul>	<p>As the highlight event of Chinese Culture Week, our School's Chinese Culture Day was held successfully on 8th December 2024 (Sunday) with the warm participation by more than 200 people. After Speeches by Principal Mr Wong Shun Tak, HKTA Tang Hin Memorial Secondary School, and Mr Yuen Ching Chor, Chairman of Gentle and Tranquil Tai Chi Chuan Association, the ceremony of exchanging souvenir was held.</p> <p>This was followed by Upstage Traditional Chinese Costume Show, Downstage Tai Chi Group Practice &amp; Performance, and then Upstage Mini-Concert by our School Guzheng Band, consecutively.</p> <p>Various Interactive booths featuring different aspects of Chinese Culture in the Hall were extremely popular among parents, teachers, students and guests alike. These included Chinese Pitch-Pot Game, Shadow Puppet booth, Chinese Mask Painting, and Intangible Cultural Heritage of Traditional Chinese Paper-Cutting, as well as other booth games.</p> <p>They started simultaneously as the Tai Chi Show Downstage.</p> <p>From observation, all participants enjoyed the activities.</p>
<p>3.3 Help parents understand the changing nature of the parent-child relationship during adolescence.</p> <p>3.4 Help parents understand the importance of effective communication and acquire the relevant skills in facilitating and supporting a healthy and positive family environment.</p> <p>3.5 Equip parents with strategies and skills to manage parent-child conflicts in difficult situations (e.g. problematic internet use)</p>	<ul style="list-style-type: none"> <li>Parent-child reading sharing sessions and seminars on parent-child relationship.</li> </ul>	<ul style="list-style-type: none"> <li>80% of parents recognize and understand the significance of parental well-being on adolescent development.</li> <li>80% of parents learn effective stress management and self-care strategies that facilitate self-compassion and enhance parental well-being.</li> <li>80% of parents acquire appropriate strategies for effective communication within the family.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Education : Stress Reduction workshop was held on 10<sup>th</sup> May, 2025</li> </ul> <p>The workshop successfully achieved its objectives, with <b>100% of participants agreeing</b> that it: Enhanced their ability to support their children's mental health, and boosted their confidence in providing such support. The session was well-received due to its <b>interactive format</b> and the <b>hands-on craft activity</b> (creating personalized dried flower hooks), which encouraged engagement and self-expression.</p>

#### Objective 4: Fostering Home-school Co-operation and Communication

Targets	Strategies / Tasks	Success Criteria	Evaluation
<p>4.1 Help parents understand the concepts and skills of supporting adolescents in life planning and career development.</p> <p>4.2 Help parents understand the processes of career and life planning and how to make use of the opportunities to connect with their adolescent children.</p> <p>4.3 Help parents develop appropriate strategies to facilitate life planning of their adolescent children through building a positive and supportive environment.</p>	<ul style="list-style-type: none"> <li>How to discuss career planning with your children?</li> </ul>	<ul style="list-style-type: none"> <li>80% of parents agree that they are empowered to support adolescents' life planning and career development.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Education on Career Planning with Adolescents The seminar titled "Career Planning with Adolescents" was held on January 4, 2025. It attracted 111 parents, showing a high level of interest in the topic. A total of 90 questionnaires were collected after the seminar, and 79 of them had positive feedback. The majority of parents found the seminar very helpful in understanding career development theories and the psychological needs of adolescents. The lecture also provided practical methods for effective communication with teenagers, which is crucial for guiding them in making decisions about further education and career paths. Overall, the lecture was well-received and considered beneficial for parents in supporting their children's career planning journey.</li> <li>Another Career Seminar was held on 7<sup>th</sup> June, 2025. A total of 58 families attended the lecture, and all agreed that it helped them gain a deeper understanding of further diverse education pathways and the latest career trends. They also found the session beneficial in providing appropriate support for their children's career development. The positive feedback highlights the lecture's effectiveness in empowering parents with essential knowledge for guiding their children's future.</li> </ul>

<p>4.4 Organize meaningful home-school activities.</p> <p>4.5 Both parents and school have an increased awareness of the importance of home-school co-operation in nurturing adolescents, creating a positive environment conducive to their learning, and establishing mutual trust and respect through effective communication and parent participation.</p> <p>4.6 Help parents manage stress with a wellness lifestyle approach</p>	<ul style="list-style-type: none"> <li>Parent-child Board Game Workshop by BG INFINITY</li> <li>‘花開心扉’ meditation workshop</li> <li>Parent-child bakery workshop</li> </ul>	<p>80% of parents agree that these activities provide platforms and valuable opportunities for parent-adolescent children, parents-parents and parents-school communication.</p>	<ul style="list-style-type: none"> <li>Parent-child Board Game Intervention was held on 21<sup>st</sup> and 28<sup>th</sup> June, 2025. This workshop used board games as a medium to promote parent-child interaction and positive communication, attracting participation from 15 families. The activity began with a warm-up game, "5-Second Rule," to quickly energize the atmosphere. In Part 1, the game "Hanging by a Thread" guided parents and children to share values, enhancing mutual understanding. Part 2, featuring "Minimalist Artist," sparked creativity, with many parents pleasantly surprised by their children's unique talents. Part 3, with "Plant Beans, Reap Gold," emphasized strategy and communication, helping families practice rational discussion and cooperation. Feedback from participants highlighted that natural interaction through gameplay was more effective than direct instruction, particularly appreciating the debrief and sharing sessions for deeper reflection. Overall, the workshop successfully achieved its "learning through play" objective, noticeably strengthening parent-child relationships. A future recommendation is to add advanced communication skill modules to further enhance learning outcomes.</li> <li>‘花開心扉’ meditation workshop was held on 4<sup>th</sup> May, 2025. 16 families attended the floral art workshop. All participants agreed that appreciating plants uplifted their mood, while practicing floral techniques helped them reflect on their emotional state—comparing trimming excess branches to letting go of unnecessary emotions. The workshop successfully combined creativity with mindfulness, providing a therapeutic and enjoyable experience for families.</li> <li>Parent-child bakery workshop was held on 5<sup>th</sup> July, 2025, beginning with a drawing warm-up activity to foster mutual understanding and emphasize the importance of non-judgmental acceptance and communication. Following this, parents and children collaboratively prepared French toast and Japanese pancakes through positive cooperation, strengthening interaction</li> </ul>
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			and rapport during the process. The event successfully created an open and inclusive atmosphere, allowing participants to experience the crucial role of communication and collaboration in parent-child relationships. The response was enthusiastic, and the outcomes were highly effective.
4.6 To explore different career fields Eg. Art, museum jobs.	<ul style="list-style-type: none"> <li>• Seminar in Careers related to art and museum.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of parents agree that the exhibition can help to equip themselves in career knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• A Parent-Child seminar and workshop was held on 5<sup>th</sup> July, 2025. This seminar featured artist and curator Ali Moosa as the keynote speaker, who shared the importance of dedication through his extensive professional journey. Using his experiences in art creation and exhibition curation as examples, Moosa emphasized that wholehearted commitment and perseverance lead to success in any field. His genuine insights inspired students to reflect on their personal development paths and encouraged them to pursue goals with passion and determination. The interactive session successfully conveyed positive values and received unanimous praise from participating teachers and students.</li> </ul>

	Area	Actual Expenses (\$)
i.	Organising structured or thematic parent education programmes <ul style="list-style-type: none"> <li>• Total expenditure on services provided by organisations</li> <li>• Total expenditure on services provided by individual speakers or experts</li> </ul>	\$39040 \$8000
ii.	Designing and producing school-based parent education resources	
iii.	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	
iv.	Others (please specify) _____	
	<b>Total Expenditure</b>	\$47040
	<b>Unspent Balance</b>	\$152960

**Hong Kong Taoist Association Tang Hin Memorial Secondary School**  
**Report for the Use of the “One-off Grant for Promotion of Self-directed Language Learning**  
**(English Language)” 2024-2025**

Our school spent the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” on the following areas:

	<b>Area</b>	<b>Expenses (\$)</b>
i.	Procuring and/or subscribing to learning resources	0
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	0
iii.	Purchasing services related to learning and teaching	0
iv.	Others: _____	0
	<b>Total Expenditure</b>	<b>0</b>
	<b>Unspent Balance</b>	<b>200 000</b>

As at 31 August 2025, the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” has an unspent balance of \$200 000.

**香港道教聯合會鄧顯紀念中學**  
**「推廣自主語文學習（普通話）一筆過津貼」運用報告2024-2025**

1. 本校已運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

	範疇	實際開支金額 (HK\$)		
		2024/25 學年	2025/26 學年	2026/27 學年
1	採購和／或訂閱推動自主語文學習和／或豐富語言學習環境的相關資源；	0		
2	聘請不屬編制內的英語和普通話導師或非教學支援人員，支援學生的語文學習和／或舉辦英語和普通話活動；	0		
3	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源和／或舉辦英語和普通話活動。	0		
4	其他（請註明）：	0		
	總開支金額：	0		
	津貼餘款：	HK\$ 200000		

2. 截至2025年8月31日為止，「推廣自主語文學習（普通話）一筆過津貼」尚有餘款 \$200,000。

**香港道教聯合會鄧顯紀念中學**  
**2024-2025「德育及國民教育科支援津貼」運用報告**

上年度結轉的盈餘	530,000.00 元	
<b>實際開支金額</b>		
i. 內地考察/交流	0 元	
ii. 教職員陪同學生內地考察及交流	0 元	
iii. 雜項	207.17 元	開支總數 207.17 元
<b>津貼餘額*</b>	529,792.83 元	

\*截至 2025 年 8 月 31 日為止。

## Serving Principal's CPD Portfolio (2024 - 2025)

Name of School: Hong Kong Taoist Association Tang Hin Memorial Secondary SchoolName of Principal: Wong Shun Tak

Structured Learning					CPD Hours counted		
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	Structured Learning	Action Study	Service to Education and the community
4/8/2024	第四屆全港同心中文寫作比賽頒獎典禮	香港同心總會	VI	To show appreciation to student awardees.	2		
4/9/2024	香港基督教女青年會秀群松柏社區服務中心 30 周年晚宴	香港基督教女青年會秀群松柏社區服務中心	VI	To establish good relationship with NGOs in the same district	3		
28/10/2024	EDB JSSOS Award Presentation Ceremony	EDB	VI	To show appreciation to student awardees.	2		
7/9/2024	FYSK Lantern Design Prize presentation ceremony	FYSK	III, VI	To show appreciation to student awardees.	3		
24/10/2021	FYSK Scholarship presentation ceremony	FYSK	III, VI	To show appreciation to student awardees.	3		
9/9/2024	第二十屆三中全會精神	HKTA	I, VI	To understand political trend and connect with outside parties	2		
9/9/2024	「慶祝中華人民共和國成立 75 周年：香港教育界國慶訪京暨專業交流團」簡介會	EDB	I, II, III, V, VI	To understand political trend and connect with outside parties	2		
10/9/2024	香港宗教界慶祝中華人民共和國成立七十五周年國慶慶典	香港宗教界	VI	To celebrate the establishment of PRC and connect to the outside world.	1		
11/9/2024	施政報告教育界諮詢會	HK Gov	I, VI	To understand political trend and connect with outside parties	2		
13/9/2025	北區醫院「一家一劃」講座	北區醫院	I, VI	To connect with outside world and help students develop life planning	2		
15/9/2025	永義獎學金頒獎典禮	香港佛教聯合會	II, VI	To appreciate students' contribution to serving others and connect with outside world	2		

21/9/2025	White Coat Ceremony	Medical Faculty, HKU	III, VI	To show appreciation to the students admitted to the Faculty of Medicine and understand the current situation in medical field.	2		
28/9/2025	White Coat Ceremony	Medical Faculty, CUHK	III, VI	To show appreciation to the students admitted to the Faculty of Medicine and understand the current situation in medical field.	2		
23-28/9/2025	慶祝中華人民共和國成立 75 周年 香港教育界國慶訪京暨專業交流團	EDB	I, II, III, V, VI	To understand political trend and connect with outside parties	48		
23/11/2024	ICT SBA Seminar: Hong Kong Diploma of Secondary Education Information and Communication Technology School-based Assessment Workshop (New)	HKEAA	II	To understand the assessment design of the public assessment and the implementation of SBA of the ICT curriculum			3
19/2/2025	Mandatory Reporting of Child Abuse Ordinance - Talks for Management of Institutions (Education Sector)	EDB	I	Vocational.Pastoral Care e.g. Pupil Management, Student Guidance & Counselling	1		
5/6/2025	Briefing Session on the Life-wide Learning and Sister School Grant and the Refined Arrangements for Class Structures and Future Planning of Secondary Schools (New)	EDB	IV	Staff & Resources Management	2		
17/10/2024	Staff Development - Introduction of ESR / Professional Exchange on School management	School	I, III	Strategic Directions & Policy Environment & Teacher Professional Growth & Development	1.5		
31/10/2024	Discussion on School Major Concerns	School	I, II	Strategic Directions & Policy Environment & Learning, Teaching and Curriculum	1		
8/11/2024	Staff Development: Professional exchange on teaching and learning	School	II	Learning, Teaching and Curriculum	1		
10/12/2024	「香港學生大灣區生涯規劃發展」論壇	香港善德基金會	I	Strategic Directions & Policy Environment	2		
13/12/2024	Learning & Teaching Expo 2024	Hong Kong Education City	II	Learning, Teaching and Curriculum	2		
3/1/2025	Making Thinking Visible	School	II	Learning, Teaching and Curriculum	1.25		

7/1/2025	Mental Health Workshop	School	III	Teacher Professional Growth & Development	1.5		
26/3/2025	聯校教師專業交流活動	Jointly organized with 廣州南沙民心港人子弟學校	I, II, III, IV	To understand more about schools and education system in mainland China	4		P.3
3/6/2025	GPS to Social Development for Secondary Students: Teachers' Training Workshop	School	I	To understand more about student social development	1.5		
5/6/2025	EMI Meeting - 'Understanding Meaning'	School	II	To development understanding of EMI teaching	1.5		
9/6/2025	Major Concerns	School	II, III	Learning, Teaching & Curriculum; Teacher Professional Growth & Development	1.25		
26/8/2025	人工智能在學與教中的應用	School	II	Learning, Teaching & Curriculum	2		
19/10/2024	香港廣東社團獎助學金計劃 2024 奬學金頒獎禮	NT School Heads Association	III, VI	To show appreciation to student awardees.	2		
26/10/2024	北區慶祝國慶 75 周年巴士車身設計比賽	KMB	II, VI	To show appreciation to student awardees.	1		
2/11/2024	孝道之星頒獎典禮	香港泰山公德會	II, VI	To show appreciation to student awardees.	3		
2/11/2024	祝賀 2024 年道教界人士及本會成員獲頒授勳銜聯歡晚宴	HKTA	VI	To connect with outside world	2		
3/11/2024	2024 未來科學大獎周 2024 未來科學大獎頒獎典禮	2024 未來科學大獎	II, VI	To connect with outside world	4		
16/11/2024	Wong Shiu Chi Sec School Kick-off Ceremony of 65th Anniversary Celebration	Wong Shiu Chi Sec School	VI	To connect with outside world	2		
20/11/2024	民政及青年事務局及青年事務委員會資助，愛望基金主辦，賽馬會追夢創你程 協作音樂劇由爆炸戲棚製作	愛望基金	I, II, VI	To development life planning and connect with outside world	2.5		
10/12/2024	Hong Kong Principals' Forum 2024: AI Empowerment: Enabling Schools for Tomorrow	EDB	I, II, IV, VI	To know more about AI in Education	4		
18-24/12/2024	國家安全教育參訪團	EDB	I, II, III, V, VI	To understand political trend and connect with outside parties	56		

3/1/2025	HKTA Learning Circle 會屬中學學習圈專業發展活動 - 價值觀教育融入語文科	HKTA & EDB	II	To understand more about values education and language education	3		
18/1/2025	UST QEF AI-assisted VR English Speaking Programme	HKUST	II, III, VI	To know more about AI in Education	3		
24/1/2025	國歌教育安全講座	曾梅千禧學校	I, II, VI	To know more about NSE on National Anthem	2		
22/2/2025	福建希望工程基金會獎助學金頒獎典禮	福建希望工程基金會	VI	To show appreciation to the students and celebrate their success.	2		
23/2/2025	「我的中國心」香港青少年國情體驗視頻徵集展映活動頒獎儀式	中央電視台	II, VI	To show appreciation to the students and celebrate their success.	2		
1/3/2025	國家安全教育 地區導師課程	HK Govt	I, II	To understand more about NSE	3		
11/4/2025	HKU Entrance Scholarship Ceremony	HKU	VI	To show appreciation to the students and celebrate their success.	2		
15/4/2025	全民國家安全教育日開幕禮	HK Govt	I, II	To understand more about NSE	3		
15/4/2025	善德國安問答比賽	香港善德基金會	I	Strategic Directions & Policy Environment	3		
26/4/2025	Award Ceremony of the Outstanding Chinese Virtual Space Design Competition	HKSSSC	I, II, III	To know more about NSE and show appreciation to the students and celebrate their success.	2		
17/6/2025	金筆獎 頒獎典禮	香港宋慶齡基金	II, VI	To show appreciation to the students and celebrate their success.	2		
21/6/2025	律政司主辦的「國安法律論壇」及頒獎典禮	律政司	I, II, V, VI	To know more about NSE	3		
23-25/6/2025	Sister school Exchange programme (Music)	School	I, II, VI	To hold exchange programme with mainland sister school	24		
27/6/2025	Grantham Scholars of the Year Award	HK Govt	IV, VI	To show appreciation to the students and celebrate their success.	2		
28/6/2025	2024-2025 年度北區優秀學生選舉頒獎典禮	北區青年協會	I, VI	To show appreciation to the students and celebrate their success.	2		
28/6/2025	ICAS prize presentation	ICAS	I, VI	To show appreciation to the students and celebrate their success.	2		
29/6/2025	HK Science Fair	HK Science Fair	I, VI	To show appreciation to the students and celebrate their success.	2		
4/7/2025	心繫家國聯校國民教育滙展	EDB, HKSSSC	I, VI	To understand more about NSE	2		
10/7/2025	Review meeting with school social worker service provider	YWCA	I, V, VI	To review school social worker services with YWCA officials.	1		

8/7/2025	Review meeting with school EP	School	I, V, VI	To review services provided by the school Educational Psychologist.	1		
21/8/2025	「勿讓跨境學童誤墮毒品陷阱、參與走私及不當活動」講座	EDB	I, VI	To know more about crime in ND	2		
24/8/2025	香港學校戲劇節 2024/25 傑出學生訓練課程中學組結業演出	香港學校戲劇節	II, VI	To show appreciation to the students and celebrate their success.	2		
16/1/2025	Review meeting on school personal growth programme	School	I, II, III, IV	To study the effectiveness of the moral programmes and give suggestions.	3		
17/1/2025	Review meeting of school discipline matters	School	I, III, IV, V	To review school discipline measures and give suggestions.	3		
11/6/2025	Review meeting on school personal growth programme	School	I, II, III, IV	To study the effectiveness of the moral programmes and give suggestions.	3		
12/6/2025	Review meeting of school discipline matters	School	I, III, IV, V	To review school discipline measures and give suggestions.	3		

Subtotal (hours): 258

Action Study					CPD Hours counted		
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	Structured Learning	Action Study	Service to Education and the community
11/2024 ; 3/2025	Lesson Study LAC	School	I, II, III	To facilitate cooperation between different subject panels and promote the use of language across the curriculum.		10	

Subtotal (hours): 10

Service to education and the community					CPD Hours counted		
Date	Title of CPD Activity	Activity Organizer	Core Area(s)* of Leadership involved	Benefits for Students/ Schools	Structured Learning	Action Study	Service to Education and the community
15/11/2024	ICT SBA DC Meeting	HKEAA	II, VI	To coordinate schools to conduct ICT SBA in proper manner			1
5/3/2025	ICT SBA DC Meeting	HKEAA	II, VI	To coordinate schools to conduct ICT SBA in proper manner			1

19/7/2025	ICT SBA DC Meeting	HKEAA	II, VI	To coordinate schools to conduct ICT SBA in proper manner			
12/9/2024	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
30/10/2024	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
5/12/2024	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
14/1/2025	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
28/3/2025	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
2/5/2025	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
15/7/2025	Meeting	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
7/5/2025	道教歌曲歌唱比賽	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
17/12/2024	Talk on Taoism	HKTA Academic Committee	I, II, III, IV, V, VI	To keep track with the sponsoring body.			2
21/1/2025	圓玄學院主辦「甲辰年酬神聚福聯歡晚宴」	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			2
5/2/2025	道聯會乙巳年新春團拜	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			2
24/2/2025	乙巳年(2025)春節聯歡福聚晚宴	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			2
9/3/2025	乙巳年道教日及電影欣賞活動	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			2
18/2/2025	道德經(省善盃)朗誦比賽 2024-2025	HKTA Academic Committee	I, III, VI	To keep track with the sponsoring body.			2
20/2/2025	主席早會講話	HKTA Academic Committee	I, II, VI	To keep track with the sponsoring body.			1
25/2/2025	主席早會講話	HKTA Academic Committee	I, II, VI	To keep track with the sponsoring body.			2
14/3/2025	信善紫闕玄觀獎學金暨道德經書法比賽頒獎典禮	HKTA Academic Committee	I, III, VI	To keep track with the sponsoring body.			2

16/4/2025	香港道教聯合會雲泉吳禮和紀念學校四十周年校慶典禮	HKTA Academic Committee	VI	To keep track with the sponsoring body.			4
16/6/2025	道聯校董培訓	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			3
18/3/2025	新界校長會 典禮及聯歡聚餐	HKTA Academic Committee	I, VI	To keep track with the sponsoring body.			2
13/9/2024	升中導航籌備會議	North District Secondary School Principals Association	VI	To give clearer picture to local P6 students about school development.			1
3/10/2024	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			3
9/1/2025	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			3
22/5/2025	Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			3
24/10/2024	Special Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2
25/10/2024	Special Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2
3/12/2024	Special Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2
7/5/2025	Special Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2
21/5/2025	Special Meeting	North District Secondary School Principals Association	I, III, IV, V, VI	To know the current educational trends.			2
4/12/2025	北區閱讀節頒獎禮	North District Secondary School Principals Association	I, VI	To promote reading in school and appreciate students' achievements			2

1/3/2025	「一家一劃」啟動禮	North District Secondary School Principals Association	VI	To know more about future cooperation with ND Hospital			2
17/7/2025	北區中學一家一劃午餐會	North District Secondary School Principals Association	VI	To know more about future cooperation with ND Hospital			2
22/9/2024	Mentorship Scheme	Tang Hin Alumni	IV, V, VI	To connect with alumni stakeholders and help students understand more thoroughly on their future career and studies.			3
13/9/2024	Meeting	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2.5
5/10/2024	Parent Seminar	PTA	IV, V, VI	To organize activities to promote home school cooperation.			3
22/11/2024	AGM	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
12/12/2024	Meeting	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2.5
8/12/2024	中華文化日	PTA	IV, V, VI	To organize activities to promote home school cooperation.			3
4/1/2025	Parent Seminar(認識青少年發展)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
4/1/2025	Parent Seminar(生涯規劃)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
22/2/2025	Parent Seminar(為青少年立界限)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
15/3/2025	Parent Seminar(認識青少年子女早期精神健康徵狀和及早介入支援)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
7/6/2025	Parent Seminar(生涯規劃 2)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
5/7/2025	Parent Seminar(青少年藝術文化發展)	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2
4/2/2025	Meeting	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2.5
9/5/2025	Meeting	PTA	IV, V, VI	To organize activities to promote home school cooperation.			2.5

19/5/2025	Council Meeting	HKACE	I, VI	To serve the community in the aspect of Computer Education and connect to the outside world.			2
27/2/2025	Spring gathering	HKACE	VI	To enhance linkage with outside parties			2
14/6/2025	AGM	HKACE	I, VI	To understand current trend in Computer Education and connect to the outside world.			3
10/10/2024	North District CYC Meeting	CYC	IV, VI	To arrange activities and connect with ND schools.			2
14/1/2025	North District CYC Meeting	CYC	IV, VI				1
24/1/2025	North District CYC Walkathon	CYC	IV, VI				1
6/5/2025	North District CYC Meeting	CYC	IV, VI				2
19/5/2025	North District CYC Annual Prize-presentation	CYC	IV, VI				1
15/11/2024	EDB Liaison Meeting with North District Principals	EDB	I – VI	EDB disseminates important information.			2
18/11/2023	2023 Fight Crime Conference	HKSAR	VI	To understand topics relating to law and order and crime-fighting strategies in Hong Kong			3
5/10/2024	Talk for preparing S1 Admission	HKCKLA Buddhist Wisdom Primary School	VI	To give clearer picture to local P6 students about school development.			1
4/12/2024	Arrange school visit and participation in activities for primary students	HKCKLA Buddhist Wisdom Primary School	VI	To establish good relationship with other schools in the same district.			1
10/4/2025	Prize-giving Ceremony for 1st term	HKCKLA Buddhist Wisdom Primary School	VI	To be the officiating guest and deliver a speech in the prize-giving ceremony			1
24/1/2024	學校處理投訴分享會	EDB	IV, V, VI	To know more about how to handle complaints			2
30/11/2024	P6 Academic Contest	School	VI	To arrange a competition for ND students and let them know their ability. And to connect with ND primary schools.			3

7/12/2024	Information Day	School	VI	To give clearer picture to local P6 students about school development.			
6/12/2024	Talk for preparing S1 Admission	Shek Wu Hui Public School	VI	To give clearer picture to local P6 students about school development.			1
13/12/2024	Talk for preparing S1 Admission	Wai Chow Public School (Sheung Shui)	VI	To give clearer picture to local P6 students about school development.			1
22/11/2024	Talk for preparing S1 Admission	FSFTF Fong Shu Chuen Primary School	VI	To give clearer picture to local P6 students about school development.			1
16/12/2023	Talk for preparing S1 Admission	HKTA WC NLW School	VI	To give clearer picture to local P6 students about school development.			1
26/11/2023	北區地區委員會界別候選人簡介會	Home Affairs Department, HKG	VI	To understand policy by constituency candidates			2
4/2/2025	民政及青年事務局新春酒會	Home Affairs Department, HKG	VI	To connect with outside world			2
22/3/2024	2024 全國兩會精神分享會 - 北區座談會	Home Affairs Department, HKG	I, VI	To understand political trend and connect with outside parties			2
2/11/2024	無毒有樂在北區 2024	District Fight-crime Committee (North)	VI	To connect with outside world			2
20/11/2024	北區撲滅罪行委員會(2024至2026年度) 第三次會議	District Fight-crime Committee (North)	VI	To connect with outside world			2
12/2/2025	北區撲滅罪行委員會(2024至2026年度) 第四次會議	District Fight-crime Committee (North)	VI	To connect with outside world			2
20/5/2025	北區撲滅罪行委員會(2024至2026年度) 第五次會議	District Fight-crime Committee (North)	VI	To connect with outside world			2
30/5/2025	2024至2026年度北區撲滅罪行委員會 活動工作小組第三次會議	District Fight-crime Committee (North)	VI	To connect with outside world			2
21/8/2025	北區撲滅罪行委員會(2024至2026年度) 第五次會議	District Fight-crime Committee (North)	VI	To connect with outside world			2
19/3/2024	Sharing session on ESR preparation	School and 3 other schools	I, IV, V, VI	To understand most updated ESR requirement			2

3/6/2024	Professional exchange meeting	School and Tsuen Wan Public Ho Chuen Yiu Memorial College	I, IV, V, VI	To have professional exchanges in various educational issues			2
15/10/2024	IMC Meeting 1	School IMC	I – VI	To formulate the school direction, policies and strategies.			3
28/2/2025	IMC Meeting 2		I – VI	To formulate the school direction, policies and strategies.			3
29/8/2025	IMC Meeting 3		I – VI	To formulate the school direction, policies and strategies.			3
9/10/2024	SPC Meetings		I – VI	To formulate the school direction, policies and strategies.			2
24/2/2025	SPC Meetings		I – VI	To formulate the school direction, policies and strategies.			2
31/7/2025	SPC Meetings		I – VI	To formulate the school direction, policies and strategies.			2
17/10/2024	Meeting	HK Girl Guides Association (North District)	VI	To connect with outside world			1
6/3/2025	Meeting	HK Girl Guides Association (North District)	VI	To connect with outside world			1
8/5/2025	Meeting	HK Girl Guides Association (North District)	VI	To connect with outside world			1
27/5/2025	AGM	HK Girl Guides Association (North District)	VI	To connect with outside world			1
29/6/2024	Inauguration Ceremony and Prize-giving	HK Girl Guides Association (North District)	VI	To connect with outside world			1
12/6/2024	Visit CityU on STEM development and NSE	School and CityU	I, III, VI	To know more about STEM development and NSE and connect with outside world			3
25/6/2024	Sharing session on School-based strategies on catering for learner diversity	EDB	I, II, III	To share school-based strategies on catering for learner diversity			3
1/7/2024	Flag-raising ceremony	North District Celebration of Hong Kong's Return to	VI	To connect with outside world			1

		the Motherland Activities Committee					
26/5/2024	雙魚區 2024-2025 年度頒獎禮	HK Scout Association	VI	To connect with outside world			1
23/6/2024	333 小老師培訓計劃聯合頒獎禮	Werfamily Foundation	II, VI	To appreciate students' contribution to serving others and connect with outside world			2
26/6/2024	Talk on Innovation and Entrepreneurship	School, Alumni Association	I, VI	To enhance students' understanding on Innovation and Entrepreneurship			2
4/9/2025	香港基督教女青年會秀群松柏社區服務中心 30 周年晚宴	香港基督教女青年會秀群松柏社區服務中心	VI	To connect with outside world			2
26/10/2024	上水惠州公立學校 校董會會議	上水惠州公立學校	I, VI	To serve primary schools in the district and know more about primary education development			3
29/3/2025	上水惠州公立學校 校董會會議	上水惠州公立學校	I, VI	To serve primary schools in the district and know more about primary education development			3
15/5/2025	上水惠州公立學校 校董會會議	上水惠州公立學校	I, VI	To serve primary schools in the district and know more about primary education development			3
26/2/2025	上水惠州公立學校 校服招標委員會會議	上水惠州公立學校	VI	To serve primary schools in the district and know more about primary education development			1
22/5/2025	上水惠州公立學校 選書委員會會議	上水惠州公立學校	II, III	To know more about primary school curriculum			2
7/3/2025	上水惠州同鄉會就職禮	上水惠州同鄉會	VI	To connect with outside world			2
8/11/2024	李志達學校 英文超級閱讀計劃主禮	李志達學校	II, VI	To connect with outside world			2
16/1/2025	曾梅千禧學校 四年級軍訓課程誓師大會 主禮	曾梅千禧學校	II, VI	To connect with outside world			2

18/2/2025	JCDISI STEAMS for Good Project	PolyU	I, II, VI	To connect with outside world			2
28/2/2025	年度大埔區少年警訊名譽會長會就職典禮	大埔區少年警訊	II, VI	To show appreciation to the students and celebrate their success.			2
3/3/2025	Shaw STEAMS for good advisory committee meeting 1	PolyU	I, II, VI	To connect with outside world			2
6/3/2025	Shaw STEAMS for good programme launch	PolyU	I, II, VI	To connect with outside world			1
27/3/2025	簡約公屋 meeting	HK Govt	VI	To connect with outside world			1
9/4/2025	Rosanna Law Shuk-pui, JP visits school on NSE	HK Govt	I, II, VI	To connect with outside world			1
21/5/2025	Hong Kong Subsidized Secondary Schools Council - EGM	HKSSSC	I, VI	To connect with outside world			2
28/5/2025	無煙 Teens 團隊-金獎	CASH	I, VI	To connect with outside world			2
2/6/2025	Jockey Club AI Education for Students Project	CUHK	I, II, VI	To connect with outside world			2

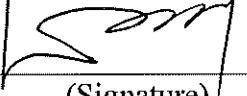
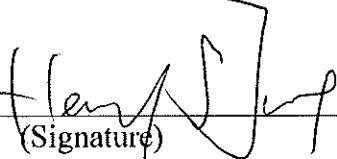
Subtotal (hours): 228

Year Total (2024-2025) (hours): 496

**\*Core Areas of Leadership:**

- I. Strategic Direction and Policy Environment
- II. Teaching, Learning and Curriculum
- III. Leader & Teacher Growth and Development

- IV. Staff and Resource Management
- V. Quality Assurance and Accountability
- VI. External Communication and Connection

Submitted by: WONG SHUN TAK  
(Name of Principal)
  
 (Signature)
Date: 3/9/2025Endorsed by: TONG SAU CHAI HENRY  
(Name of Supervisor of the IMC)
  
 (Signature)
Date: 3/9/2025