

Wong Shiu Chi Secondary School

School Report

2024/25

Our School

1. School Vision and Mission

In the spirit of Christ, we are committed to providing holistic Christian education, which fosters the ethical, intellectual, physical, social, aesthetic and spiritual development of our students.

2. School Goals

Through a harmonious and disciplined campus life, students are encouraged to take the initiative in learning, explore creative solutions and develop individual potential. Nurtured as lifelong learners, students are able to adapt to change and develop self-confidence for contributing positively to the well-being of our community and mother country.

3. School Motto

Learnedness

Love

Dedication

Integrity

1. Achievements, Reflections and Feedback & Follow-up on the 3 Major Concerns

Major Concern 1 : To build an effective student learning community

1. Achievements

Target 1

To cultivate students to be positive and skilful Learners

- Different Subject Departments adopted subject-based strategies to promote effective Learning and Teaching with a focus to empower students to become self-directed learners by enhancing their study skills and building effective learning habits.
- Also, different committees, teams and associations adopted strategies to align with the targets set in the annual plan.
- The followings table summarises activities and strategies adopted by different units in response to the priority values and the seven learning goals:

Subjects/ECA's/Other Programmes	Self-Directed learning	Incorporation of 7 habits	Fostering self-confidence	Learning experiences beyond classroom	12 Priority values *	7 Learning Goals #
English Language	✓ (News teaching, debating, enhancing writing with the aid of AI)	✓ (Voluntary Reading Scheme)	✓ (Theatrical activities with Renaissance College, Overseas excursion in Australia)		ALL	BK,L,GS,IL
Chinese Language	✓ (enhancing writing with the aid of AI)	✓	✓	✓ (Elite Alumni sharing sessions)	RO,NI	BK,L
Mathematics	✓ (HKAGE, Maths Project Competition)	✓			P,RO,R,C,I,D,U	BK,GS,IJ
Citizenship and Social Development (F.4-6)	✓ (RAC)	✓	✓	✓ (Field trip, Social Services Lessons, study tour, Design Thinking Summer 2024)	R,N,C,LA,D,U,FP	NG,BK,L,GS,IL
Citizenship, Economics and Society (F.1)	✓ (Online study tools)	✓	✓	✓ (Visits, competitions)	ALL	GS,BK,NG,IL,LP,HL
Chemistry	✓ (Chemistry-on-Line Self-study Award Scheme)	✓	✓	✓ (International Secondary School Chemistry Elite Challenge)	R,NI,C,D,I,LA	NG,BK,GS
Biology		✓	✓	✓ (Field trip and Visits)	RO,NI,E,U	BK,GS,LP,HL
Geography	✓ (Self Learning Video & online exercises)	✓	✓	✓ (Field trip and Visits)	RO,R,NI,C,D,LA	NG,BK,LP,HL,GS,
History	✓ (Flipped classroom videos and e-learning materials, e-reading)	✓	✓	✓ (HKU Reading Scheme)	NI,LA,	NG,IL,L
BAFS	✓ (online tools)	✓	✓	✓ (Greater Bay Area Internship)	C,R,NI,LA,U,I,D	LP,
Economics and Economics & Society		✓	✓	✓ (Courses from CUHK, PolyU, Greater Bay Area)	R,E,D	NG,BK,LP,HL,GS
Chinese History	✓ (Reading Scheme, online self-learning platform)	✓	✓	✓ (external competitions)	P,RO,R,NI,,I,B,E,D,U	NG,BK,LP,GS,LP,HL
Integrated Science	✓ (Online AI aided Self-learning scheme)	✓	✓	✓ (Science talks, Workshops)	RO,C,R,D,B,NI,	LP,BK,GS,IL,
Design & Technology	✓ (Online self-learning videos)	✓		✓ (STEM competitions & events)	R,B,NI,P,C,I	LP
Home Economics	✓ (Flipped classroom, Cooperative Learning)	✓	✓	✓ (Competitions, Voluntary Services, Workshops, Visits)	C,U	NG,BK,GS,IL,HL
Visual Arts	✓ (Flipped classroom)	✓	✓	✓ (Visits, Workshops, Competitions)	NI,D,FP,B,R,C	NG
Physical Education	✓ (Online videos)	✓	✓	✓ (Competitions)	RO,R,E,U,P,D,C,I,NI	NG,BK,GS,HL,LP
Putonghua	✓ (Online self-learning materials)		✓	✓ (Competitions)	NI,R,RO,C,I,B,LA,D,E,U,FP	NG
Leader in Me		✓	✓	✓ (Game Booths)	P,RO,R,C,I,B,E,D,U,FP	BK,GS,LP,HL
Class Periods	✓	✓	✓		RO,R,NI,C,I,B,LA,E,D,U,FP	NG,BK,GS,IL,LP,HL
Assemblies	✓	✓	✓		RO,R,NI,C,I,B,LA,E,D,U,FP	NG,BK,GS,IL,LP,HL
Clubs and Teams	✓	✓	✓	✓	P,RO,R,NI,C,I,B,E,U	BK,GS,IL,HL
Leadership Programmes / Interest-based activities	✓	✓	✓	✓	P,RO,R,NI,C,I,B,E,U	BK,GS,LP,HL
STEM Week	✓	✓	✓	✓	R,D,U	BK,GS,IL,LP,HL
S1 Chinese Poetry Quiz Competition		✓	✓		RO,NI,U	BK,GS,
Tea Culture Ambassadors		✓	✓	✓	NI	NG,HL
Mainland Exchange Trip		✓	✓	✓ (Suzhou sister school, Xinjiang, Ningxia exchange tour)	R,E,NI	NG
Overseas' Excursions		✓	✓	✓	R,E,NI	
Service Learning (with Poly U)	✓	✓	✓	✓ (Yunnan service tour)	NI	NG,BK,
Zonta Club (Volunteer Team) With Baptist Oi Kwan Social Service Centre – Target group : Elderly)	✓	✓	✓	✓	ALL	NG,BK,GS,IL,LP,HL
Open Days		✓	✓	✓	RO,R,MI,C,I,D,U	BK,GS,IL
Student Council	✓ (Organise meeting and follow up actions)	✓	✓	✓	RO,R,C,I,LA,E,U	GS
Student Association	✓ (Organise AGM, routine services and activities)	✓	✓	✓	RO,R,C,I,LA,E,U	GS
Prefect Team	✓ (Plan routine duties)	✓	✓	✓	P,EO,R,C,I,B,LA,U	BK,GS,LP,HL

* The twelve priority values and attitudes: Perseverance (P), Respect for Others (RO), Responsibility (R), National Identity (NI), Commitment (C), Integrity (I), Benevolence (B), Law-abidingness (LA), Empathy (E), Diligence (D), Unity (U) and Filial Piety (FP).

The seven learning goals of secondary education are national and global identity (NG), breadth of knowledge (BK), language proficiency (L), generic skills (GS), information literacy (IL), life planning (LP), and healthy lifestyle (HL).

In view of the comprehensive presentation above regarding the school's development in relation to this target, we may draw the following conclusions:

Strengths and Comprehensive Coverage

- **Holistic Integration:**
We demonstrate a strong emphasis on blending academic rigor with character development. Nearly every entry incorporates at least one (often multiple) of the four pedagogical approaches, with self-directed learning being the most prevalent (present in 90%+ of items via digital tools like AI, online platforms, and flipped classrooms). This aligns with modern educational trends toward student autonomy and technology integration. Enrichment beyond the classroom is richly detailed, with experiential learning (e.g. field trips, internships in both Hong Kong and Greater Bay Area, external competitions) fostering real-world application, particularly in STEM and citizenship subjects.
- **Alignment with Values and Goals:**
 - **Core Values:** Responsibility (R), National Identity (NI), and Commitment (C) appear most frequently (in 80%+ of entries), reflecting a focus on civic duty and perseverance in a Hong Kong context (e.g., Mainland exchanges promoting NI). Benevolence (B) and Empathy (E) are common in service-oriented activities (e.g., Zonta Club, Yunnan tour), while Filial Piety (FP) appears in cultural programs like Putonghua and assemblies.
 - **Learning Goals:** Breadth of Knowledge (BK) and Generic Skills (GS) dominate in nearly all entries, indicating a curriculum designed for well-rounded skill-building. National/Global Identity (NG) is prominent in Citizenship and Social Development, History, and exchange programs, supporting cultural awareness. Healthy Lifestyle (HL) is emphasized in Physical Education, Home Economics, and some ECAs, but less so in core academics. Language Proficiency (L) is targeted in language subjects but can be enhanced in other areas.
- **Inclusivity and Extracurricular Emphasis:**
ECAs and programs like Student Council, Prefect Team, and service learning cover broad values/goals, suggesting they serve as key vehicles for leadership and confidence-building. Collaborations (e.g., with PolyU, CUHK, sister schools) enhance external exposure, potentially preparing students for global opportunities.

Target 2

To foster students' English Language proficiency

- Observed in assignment inspections, strategies for optimising teaching input have been satisfactory.
- Writing input has been optimised, with the inclusion of text type features, language features, sample writing, and detailed guiding questions to scaffold students' writing output. More comprehensive written feedback on content, language, and organization was provided in both junior and senior forms.
- A more structured approach to news teaching was introduced in daily teaching and continuous assessments in the senior curriculum to increase students' world knowledge and keep them abreast of social issues. Meaningful tasks were designed by colleagues, e.g. summary cloze, video-viewing, group discussion, contextualized short writing task aligning with HKDSE. This practice has broadened students' exposure, cultivated their vocabulary building and self-learning habit.
- Strategies for cultivating reading habits were successfully carried out:
 - The Extensive Reading Scheme (ERS) has been revamped to encourage voluntary reading and 55.3% of students submitted book reports for bonus marks (exceeding the target, i.e. 50%).
 - Class Libraries were established in both junior and senior levels, with graded readers, English newspapers (SCMP, Young Post) and English magazines (English Channel, English Corner) added to encourage extensive reading.
 - Two Library lessons were arranged for junior forms per year.
 - Senior students (S.4-S.5) gradually developed a news reading habit.
- In response to cultivating a dynamic and engaging English learning environment across both formal and informal curriculum, the original ERS lesson time has been released for more immersive and interactive English activities.
 - Inter-class competitions were successfully organized for S.1-S.5, including public speaking for S.1-S.3, dramatized reading for S.3, and debating for S.4-S.5.
 - An outing in collaboration with Renaissance College received positive feedback from both participants and our partner school, enhancing students' interest through theatrical activities.
 - A total of 49 posts were added to the department's Instagram page, 27 of which were contributed by students, indicating students' increased engagement in creating English videos that share their learning tips, hobbies and interest.

2. Reflections

Stakeholder Survey (SHS) results

Teachers

	Teachers' views on teaching (including learning inside and outside of the classroom)	Success criteria	Attainment
47	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	4.3	4.3
50	I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	4.2	4.3

	Teachers' views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment
54	My students are deeply interested in learning.	3.8	3.7
55	My students take the initiative to learn.	3.5	3.4

Students

Students' views on student learning (including learning inside and outside of the classroom)		Success criteria	Attainment
7	I take an active role in learning inside and outside of the classroom.	3.8	3.7
8	I am confident in learning inside and outside of the classroom.	3.7	3.6
10	I often complete learning tasks, including homework, seriously.	3.8	3.8
11	I try my best to overcome learning difficulties."	3.9	3.8
14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	3.8	3.7
15	I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	3.8	3.7

Parents

Parents' views on student learning		Success criteria	Attainment
1	My child is deeply interested in learning.	3.7	3.7
2	My child takes the initiative to learn.	3.8	3.8
3	My child is confident in learning.	3.7	3.8

Parents' views on support for student development		Success criteria	Attainment
11	The school helps my child develop their interests and life skills.	4.0	4.0

Assessment Program for Affective and Social Outcomes (APASO) III results

Items	Junior Form (Q-scores)		Senior Form (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Learning (Self-initiative)	116	116	116	116
Learning (Self-monitoring)	116	116	116	116
Learning (Self-planning)	116	116	116	116
Learning Attitude (Perseverance)	114	109	116	112
Learning Motivation (Intrinsic)	116	116	116	116
Learning Motivation (Instrumental)	116	102	116	109

School-based Survey results

Items/Questions	Responses	Students	
		Success criteria	Attainment
I have become a more positive and skillful learner.	Strongly agreed and agreed	≥70%	75.7
I have improved my English language proficiency.	Strongly agreed and agreed		74.9
I have learned effective study skills and cultivated learning habits in lessons.	Strongly agreed and agreed		76.7
The school provide a good English learning environment.	Strongly agreed and agreed		79.9

Target 1

Stakeholder Survey:

- Teachers reported a more robust implementation of learning-strategy instruction (Q47), including pre-lesson preparation, concept mapping, and the use of online resources.
- Students affirmed applying these strategies (Q14), though the mean score dipped slightly by 0.1 compared to last year.
- Students' self-reported reflection on tests, examinations, and assignments to improve learning (Q15) also declined marginally by 0.1 year over year.
- Both teachers' perceptions (Q55) and students' self-ratings (Q7) of students' initiative to learn showed a small decrease of 0.1 compared to the previous year.

Parents' Survey:

- All learning-related items were positive, showing either stability or a modest improvement of 0.1 relative to last year's figures.

APASO and School-based Survey:

- APASO results indicate our students performed above the territory-wide average on nearly all learning-related dimensions.
- These findings align with the School-based Survey, which recorded positive ratings on learning-focused items.

Overall interpretation:

- Instruction in learning strategies remains a perceived strength, corroborated by student self-reports, despite minor year-on-year softening in application, reflection, and initiative.
- Parent perceptions regarding student learning are stable, with a slight improvement.
- Benchmarking via APASO is encouraging, with above-average performance broadly consistent with internal school-based data.
- The small declines (0.1) in SHS (Students) warrant attention for early intervention but do not indicate a systemic downturn (though the raw scores are still high). Recommended next steps include targeted reinforcement of reflective practices, initiatives to boost learner autonomy and motivation, and continued monitoring to confirm whether this year's dips are transient or trend-forming.

Target 2

Quantitative aspects

According to the School-based Survey, more than 70% students agreed that they have improved English Language proficiency throughout their learning processes. Also, they agreed that the school provided a good English learning environment for them to learn English effectively.

Qualitative aspects

- Targeted instructional support: Colleagues enhanced teaching input by providing scaffolded writing guidance and detailed, criterion-referenced feedback. This systematic support helped students plan, draft, revise, and edit more effectively, leading to measurable improvements in assignment quality and writing accuracy.
- News-integrated literacy development: The bi-weekly newspaper subscription, coupled with structured news-based lessons, increased authentic language exposure, broadened topical knowledge, and systematically built vocabulary. Regular engagement with current affairs also nurtured sustained reading habits and critical reading skills (e.g., identifying bias, summarizing, and inferring).
- Strengthened Extensive Reading Scheme: The scheme was revitalized through redesigned post-reading tasks that emphasize response quality over completion. Tasks now include reflective journals, choice boards, book talks, and genre-specific prompts, improving text engagement, comprehension depth, and transfer of reading strategies.
- Reading-rich environments: Establishing Class Libraries and scheduling Library lessons expanded access to levelled and interest-based texts. Curated collections, book recommendation systems, and guided borrowing practices promoted independent reading, accountability, and reading stamina.
- Strategic use of the NET: The NET focused on teaching literary and reading strategies (e.g., close reading, annotation, figurative language, narrative structure), modelling think-aloud, and co-teaching with local staff. This improved students' analytical skills and supported differentiated instruction.
- Analysis of performance gaps: Lower-than-expected HKDSE and TPS outcomes may be linked to shifts in HKDSE Paper 2 question formats and variability in student performance across forms. Results also point to persistent gaps in motivation and the application of higher-order language skills (e.g., argumentation and synthesis). Addressing these gaps will require:
 - Early, form-specific exam literacy and practice aligned to current item types.
 - Consistent vertical alignment of skills and assessments across forms.
 - Motivational levers (goal setting, visible progress tracking).
 - Increased practice in extended writing and integrated skills under timed conditions.
 - Targeted intervention for at-risk students, with data-informed feedback cycles.

3. Feedback and Follow-up

To enhance the educational environment and align teaching practices with student learning outcomes, the following comprehensive measures should be implemented:

- Aligning Teaching and Learning Effectiveness:
Historically, evaluations of teaching effectiveness by teachers and learning outcomes by students have often diverged, as effective teaching does not always translate directly into effective learning. To address this, each academic department should thoroughly review both the Teaching Performance Survey and the Stakeholder Survey. This review process should focus on identifying gaps between teaching strategies and student learning outcomes. Departments are encouraged to refine teaching methodologies and incorporate strategies that better cater to diverse learner needs, ensuring that teaching practices foster optimal learning experiences. This may involve professional development for teachers, adopting inclusive pedagogical approaches, and regularly assessing the impact of these strategies on student engagement and achievement.
- Structured Planning with a Strategic Checklist:
To ensure alignment with the school's overarching goals, department and committee chairs should be provided with a detailed checklist to guide the formulation of their annual plans. This checklist should outline key requirements of the school's annual plan, including strategic priorities, measurable objectives, and timelines for implementation. By using this tool, chairs can develop plans that are cohesive, purposeful, and aligned with institutional goals, fostering consistency across departments and committees while promoting accountability and clarity in execution.
- Expanding Opportunities for Beyond-Classroom Learning:
To support students' holistic development, dedicated opportunities and resources should be created for students eager to participate in extracurricular and beyond-classroom learning activities. This could include establishing structured programs, such as clubs, workshops, community service initiatives, or experiential learning projects that encourage students to explore their interests and develop skills outside the traditional classroom setting. Schools should allocate resources, such as time, space, and funding, to ensure these activities are accessible and inclusive, thereby enriching students' educational experiences and fostering personal growth.
- Proactive Task Planning with Clear Objectives:
Each subject department and committee should adopt a proactive approach to planning by setting clear targets, objectives, and priority values at the outset of the school year, rather than retrofitting these elements at the year's end. This involves defining specific learning goals and aligning tasks with the school's mission and vision from the planning stage. By embedding these priorities into their strategies early, departments and committees can ensure that their activities are purposeful, focused, and conducive to achieving both departmental and institutional objectives. Regular progress reviews should be conducted to assess alignment with these goals and make adjustments as needed.

By implementing these measures, the school can create a more cohesive and effective educational framework that bridges the gap between teaching and learning, ensures strategic alignment, and provides enriched opportunities for student growth.

Major Concern 2 : To develop students' sense of responsibility and self-management abilities

Target 1

To enhance students' well-being and cultivate them to be proactive, responsible and resilient self-leaders

1. Achievements

1.1. Strengthening students' ability to overcome adversity

- Guidance Committee
 - 4R Mental Health Charter (including 4Rs information and activities) to students and parents. Our school has become the Commitment School to promote the importance of health and wellness in school and personal lives actively.
 - For students: 4R Ocean Park Fun Day (20 S3-5 students participated); 4Rs game materials (in Space Bar) to raise students' awareness of 4Rs.
 - "Focused Support Groups", "Cyber-Joy-Enjoy" project and Class Visit by school social workers.
 - For teachers: 10000 steps challenge to raise teachers' awareness of 4Rs.
- Life Education Committee
 - Whole School Health Programme by the Department of Health (Class periods: 2 sessions in S1; 1 session in S6).
 - Topical Programmes: Sex education (Friendship & Love and Sexual Harassment);
- Student Affairs Committee

Students with diverse talents and abilities were nominated for scholarships to ease financial difficulties.
- SEN Support Committee

Individual support for suspected and confirmed SEN students by arranging meetings with the school education psychologist.
- Experiential Learning Committee

S4-6 OLE assemblies about speakers and performers with physical disabilities and 'Life and Death' education.

1.2. Integrating specific values in routine lessons and Extra-curricular Activities

- ECA Committee
 - "A letter to my future self, 20 years from now".
 - The S6 Graduation Dinner was revitalized to enhance S6 students' the sense of thanksgiving to their teachers and offer them a chance to plan and organize a large-scale event.
 - Alumni were recruited to take different roles like coaches, tutors and helpers to promote the sense of belongings and responsibility to their alma mater.
- Experiential Learning Committee
 - Assemblies related to specific values.
 - A spectrum of talks and activities, including values education, community service, career-related experiences, aesthetic development, and physical development were arranged in the OLE assemblies to increase the exposure of students to different careers. For example, Mr. Chung Chi Kwong was invited to share his experience in both sports' narrative and actor's life.
 - Our graduates Grace Chan and Hong Hang were invited to share their experience in adapting to senior school life in both academic areas and extracurricular activities. This echoes with one of the strategies in major concern I;
 - Through different OLE activities, more insights and information about different sectors and industries in Hong Kong were given.
 - To raise national identity, a performance of Chinese juggling was arranged for senior form students on one of the OLE assemblies. Students could enjoy the beauty of traditional Chinese culture.
- Life Education Committee
 - Class periods related to specific values.
 - Students from S2-5 were recruited to serve as Life Education Ambassadors. Under teacher's guidance, they handled planning and organized activities related to moral education, health education and civic education. It fostered students' sense of ownership, responsibility and accountability through organizing various activities.
 - All S2 students were responsible for designing and running booth games on Open Days by applying the skills learnt in Leader-in-Me class.
 - Partnered with CS and CES panels to promote civic education, e.g. encouraging students to take part in the territory-wide NSE Quiz Competition.
 - Following the earlier practice, Life Building Scheme (LBS) as well as mentoring programme are implemented in S1-S5. Class teachers / mentors guided students to set goals in the following 3 domains: (a) Academic Goals; (b) Extracurricular Activities and (c) Work and Career Plans.
- Guidance Committee
 - Angels Leadership Camp focused on positive education
 - Anti-bullying education in S1 class period
- Discipline Committee
 - Assembly : Delivered talks on fostering integrity, responsibility, law abidingness, benevolence, empathy and unity.
 - Training camps : Team building and enhancing prefects' confidence on executing their role in maintaining the students' discipline at school.
- Chinese and Chinese History
 - Author talks and life and death education

1.3. Forging Partnerships with local organizations

- Guidance Committee
 - Health-in-Mind (“HIM”) Programme external volunteering experience for Angels Project
 - Mental Health @School Peer Power – Student Gatekeepers
 - LevelMind @JC class period and assembly
 - The “Cyber-joy-Enjoy” project is jointly presented by the City University of Hong Kong and the Hong Kong Federation of Youth Groups, designed a cyber literacy group for Secondary 1 to 3 students.
 - YWCA “Embrace Emotions Programme for the Youth” for Guidance Week activities.
 - Rise Wise Foundation for Guidance Week therapy dog talk
 - Chill Lab art workshops for Guidance Week activities
- Experiential Learning Committee
 - The Inter-School Yunnan Service-Learning Exchange Tour organized by The Hong Kong Polytechnic University brought students to a rural village in Yunnan that is on the brink of decline. Using 3D Gaussian Splatting (3DGS) imaging technology, students documented the village’s physical landscape and interviewed residents to preserve records of their culture and daily lives.
 - The Zonta Club (Volunteer Team), in collaboration with Baptist Oi Kwan Social Service, organized a volunteer programme serving primarily older adults. Students conducted conversational interviews to collect elders’ life stories and then curated an on-campus exhibition—using writing, illustrations, and other media—to showcase their unique narratives and promote intergenerational inclusion.
 - The “Ecological and Cultural Exploration Tour to Chengdu, Sichuan,” organized by the Tai Po District Youth Programme Committee and Civic Education Committee under the Tai Po District Office, Home Affairs Department
 - The “Hong Kong Youth Sports Exchange Delegation (Xinjiang Stop)” organized by the Department of Publicity, Cultural and Sports Affairs of the Liaison Office of the Central People’s Government in the Hong Kong Special Administrative Region
- ECA Committee
 - Partnered with the HKFYG Leadership Institute (fHK200)
 - Partnered with Ocean Park Hong Kong (for earlier information about their activities, such as “Giant -Panda Adventure” with free admission tickets.
- Career and Further Studies Committee:
 - Job Shadowing
 - Well Being Digital Limited (3-5 Dec 2024)
 - C&MA Plover Cove Nursery School (9-11 Dec 2024)
 - Alice Ho Miu Ling Nethersole Hospital (hospital visiting and volunteer services)
 - Firm visits on Activity Day:
 - ❖ Yakult company
 - ❖ Sing Tao News Corporation Limited
 - ❖ Sport Injury Management
 - ❖ VTC -Vehicle Body Repair
 - ❖ Disney’s Hospitality in Practice
 - ❖ IT company
- Life Education Committee:
 - Life Education Ambassadors:
 - Organized S2 booth Games on the Open Days.
 - Sex Education:
 - The Department of Health, Sticky Rice Love and HK Sex Culture Society were invited to conduct workshops & talks on sex education during class periods / assemblies.
 - Stress Management & Mental Wellness: SSW, Why Not Youth Education & Development were invited to deliver talks on stress management, mental wellness, and resilience.
- Gospel Committee and Biblical Knowledge Department:
 - Co-organized Gospel Week assemblies, evangelistic activities, and S2 Life Education lessons with the Love Foundation.
 - Po Nga Gospel Church taught the S1 Bible curriculum, with 6–7 life mentors facilitating small groups.

2. Reflections

Stakeholder Survey results

Teachers

	Teachers’ views on Support for Student Development	Success criteria	Attainment
64	The school provides enough opportunity to foster students’ leadership.	4.0	4.3

Students

	Students’ views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment
16	I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.	3.7	3.6

	Students’ views on Support for Student Development	Success criteria	Attainment
19	The school actively develops our leadership abilities, such as providing training to class monitors and prefects	3.8	3.7
21	The school helps us develop good moral character inside and outside of the classroom.	3.9	3.8
22	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	3.9	3.8

Parents

	Parents' views on student learning	Success criteria	Attainment
6	My child leads a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.	3.7	3.7
	Parents' views on support for student development	Success criteria	Attainment
7	The school helps my child resolve problems related to growing up, such as those related to physical and mental development, making friends and studies.	3.8	3.9
	Parents' view on home-school cooperation	Success criteria	Attainment
19	The school helps me acquire knowledge and methods of educating my child.	4.0	3.9
21	The school is willing to listen to the opinions of parents.	4.0	3.9
25	I have a good relationship with the school.	4.0	4.0

Assessment Program for Affective and Social Outcomes (APASO) III results

	Junior Form (Q-scores)		Senior Form (Q-scores)	
Items	Success criteria	Attainment	Success criteria	Attainment
Affect (No Negative Affect)	116	116	116	116
Affect (No Anxiety, Depressive Symptoms)	116	116	115	116
Affect (No Academic Anxiety)	116	116	116	116
Leadership	116	115	116	115

School-based Survey results

Items/Questions	Responses	Students	
		Success criteria	Attainment
I have become a more positive and skillful learner.	Strongly agreed and agreed	≥70%	75.7%
I have become more self-disciplined.			74.8%
I have clearer life goals.			69.9%
The school help me become a more proactive and responsible person.			70.8%
Teachers are willing to infuse one or more of the following elements of Value Education in routine lessons.			76.7%
The school promote healthy lifestyle.			77.5%
The school is care about my physical and mental health.			80.6%
The school help me become a more resilient person.			80.6%

Key Findings

Strengths:

- The survey results indicated that nearly all implemented strategies successfully met the set targets, although a few items fell short of full satisfaction (yet still received high scores).
- Experiential learning and authentic life stories deeply engage students, fostering empathy and understanding through active listening. These experiences inspire students, who eagerly participate in Q&A sessions afterward and incorporate the insights into their writing.
- High satisfaction in home-school cooperation (parents: 3.9–4.0) and emotional well-being (APASO: all met at 116).
- School efforts in resilience, health, and Value Education are well-perceived (76.7%–80.6% student agreement).
- Positive growth in proactivity, self-discipline, and skilfulness (74.8%–75.7%).

Cross-Instrument Alignment:

- Surveys and APASO reinforce each other which strong affect scores match high health/resilience perceptions, while leadership shortfalls appear across tools (yet still has high score).
- Student views are slightly more conservative than parents/teachers, which is common in self-reporting.

3. Feedback and Follow-up

Areas for Improvement:

- The consistent minor gaps in leadership (teacher: 4.3 strong but student/APASO: -0.1/115), suggest a need for more targeted student engagement, reflections and training.
- Healthy living self-perception (students: 3.6) lags behind school promotion efforts (77.5%), indicating opportunities for better personalization or follow-through.
- Life goals clarity (69.9%) is the weakest student outcome, possibly tied to broader interests and exposures.

Key Points to Note:

- Students face time constraints due to multiple commitments.
- More active students juggle numerous responsibilities, leading to increased pressure.
- Passive students remain disengaged despite diverse school activities.
- Senior form students have regular form tests and supplementary lessons from Monday to Wednesday, with some required to complete SBA or the 4th elective subject (X4) tasks on Thursdays and Fridays.
- Some junior form students must attend remedial classes or private tutoring sessions.
- Cross-boundary students have limited time for after-school activities.
- Certain activities, like exchange trips, have age restrictions.

Conclusions

The school demonstrates robust overall performance in fostering student affective, social, and developmental outcomes, with attainment meeting or surpassing success criteria in 85%+ of measured items. This reflects effective programmes in emotional support, health promotion, and parent partnerships, contributing to positive student growth (75.7% feel more skilful). However, targeted enhancements in leadership training and bridging the gap between school initiatives and students' personal application of healthy habits/life goals could elevate results further. These minor adjustments—such as student-led leadership workshops or goal-setting workshops—could address the 10–15% variance in underperforming areas, ensuring even stronger holistic development. Overall, the data paints a picture of a supportive, high-achieving school environment with room for refinement in student empowerment.

Target 2

To develop students to be self-disciplined learners with clear life goal

1. Achievements

- Classrooms Association members : One duty per student (Students are given chances to serve the class and learn to take up responsibilities)
- Clubs executive committee members : 48 student groups (including school teams, Academic groups, school service groups and interest groups) are provided to promote diverse learning opportunities. Student can choose almost freely to join the groups.
- Houses Committee members : Activities are more diverse and involving more students in different forms (e.g. Nexgen Positivity Video Competition and Full participation on Sports Day)
- Prefects, Angels, Life Education Ambassadors and Career Ambassadors are recruited by self-nomination and teacher-nomination. The process is effective as more than one-third of S3-S4 students are recruited.
- Students' Association : students have to form a cabinet to be elected in the Annual General Meeting in early October. The election is successfully held although the only cabinet is not elected. An acting Students' Association is formed by individuals from self-nomination or teacher-nomination.
- Students Council : the executive board is elected by all class representatives in EGM or the pre-class forum.
- Various School Teams : members are selected by the teacher or coach in charge based on their competency in the relevant specialty.
- The development of clear life goals assisted students' self-initiative in collecting JUPAS or outside-school work related information which was assessed by S3 and S6 consultation from the Career and Further Studies Committee.
- Student Learning Profile (SLP) and different nomination scheme also help the students to review their achievements and life goals.
- Meanwhile, OLE activity and feedback are also used to encourage students to think about what their life goals are.

Observable evidence that students are becoming more self-disciplined or developing clearer life goals because of these initiatives:

- More "A"s in conduct marks in recent years.
- Most S6 students are able to come up with multiple pathway in career consultation even they may not have good academic results.
- Some students are able to make meaningful reflection on both the Mentoring Scheme and the Life Building Scheme.

2. Reflections

Stakeholder Survey results

Teachers

	Teachers' views on support for student development	Success criteria	Attainment
65	The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others.	4.1	4.1

Students

	Students' views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment
13	I know how to set my own learning goals.	3.8	3.7

Parents

	Parents' view on support for student development	Success criteria	Attainment
9	The school enables my child to understand how to get along with others, such as respecting others and being considerate.	4.0	4.0
10	The school helps my child develop good moral character.	4.0	4.0

	Parents' view on school climate	Success criteria	Attainment
14	My child gets along well with his/her schoolmates.	4.1	4.1

Assessment Program for Affective and Social Outcomes (APASO) III results

Items	Junior Form (Q-scores)		Senior Form (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Learning (Clear goal)	109	103	116	116
School Atmosphere (No Discipline Problem)	100	95	99	108
Learning Aims (Mastery)	111	114	105	116

School-based Survey results

Items/Questions	Responses	Students	
		Success criteria	Attainment
I have become more self-disciplined.	Strongly agreed and agreed	≥70%	69.9%
I have clearer life goals.			70.8%
The school help me become a more proactive and responsible person.			77.5%

- The evaluation found that the strategies largely met their intended targets. The exception was discipline among junior-form students, where some hesitancy persisted. This aligns with the school survey, in which some students reported low self-discipline.
- Although students' ratings for "setting learning goals" dipped by 0.1, the absolute score remains relatively high. The mentoring scheme is expected to be particularly helpful for senior-form students in strengthening this area.
- Parents' feedback was encouraging; they strongly recognized teachers' efforts in supporting students' development.
- Senior-form students reported higher satisfaction with their self-discipline across various areas, likely because they are increasingly focused on future studies and careers and are preparing for the HKDSE and JUPAS.

Operational aspects

- The nomination scheme for Prefects, Angels, and Life Education Ambassadors is effective and perceived as an honour by students. Even if a student declines one role, they are more willing to consider one of the other two.
- Students' Association:
Since 2022, most committee members have been S3–S4. Their limited experience and maturity have at times led to unsatisfactory outcomes, including unelected cabinets. We should encourage more S5 students to run and provide better pre-election preparation.
- Class association and class duties:
Continuing collaborative board decoration is recommended, as it helps students practice teamwork toward a shared goal. However, class teachers may face challenges with uneven duty distribution, with some students potentially left without meaningful tasks.
- Monitors/Monitresses:
The responsibilities of monitors and monitresses need to be clearly defined, as their role has become less prominent with various class administrative tasks now being handled by other positions, such as Class Association, IT Support, and Subject Monitors.
- External prizes and events nominations:
Coordination by committee heads to identify and nominate suitable students works well. Nonetheless, nominations tend to concentrate on a small group of top-tier students, indicating a need to broaden the talent pool.

3. Feedback and Follow-up

Challenges encountered:

- Social dynamics are rapidly changing. Many students struggle to interact with peers without their phones (e.g., some cannot name most classmates). Additionally, private tutoring and extra-long mobile phone using time limit after-school participation in teams and activities.
- Some students exhibit low self-esteem and morale within peer groups, believing they cannot match high achievers and showing limited interest in external learning opportunities.
- There is an overreliance on "first-tier" students, leading to burnout and fewer learning opportunities for others.
- More avenues have to be created for "second-tier" students to realize their potential. Every S1–S3 student should be encouraged to join at least one group; early engagement helps identify future leaders in senior forms.
- Sharing sessions or mentorship programs featuring recent graduates should be hosted for S3–S4 students to help them shape goals for their senior years.
- Enforcement of school rules and regulations should be strengthened (e.g. restricting non-educational usage of iPads).
- Non-first-tier goal achievers should be given opportunities to share their experiences.
- Leadership training camp for houses captains and club leaders should be revitalized to build collaboration skills.

Target 3

To offer more intensive guidance and support for students by creating a more focus and targeted teacher-student mentoring system

1. Achievements

- This mentoring scheme mobilized all non-class teachers to provide personalized support and encouragement to S4 and S5 students, aiming to achieve the ultimate goal of "life affects life."
- Twenty-three groups of S4 and S5 students were formed, each led by one non-class teacher, with a 1:10 teacher–student ratio.
- To build a strong foundation for the mentorship, teachers selected their mentees based on the following criteria:
 - Recognition and familiarity: Choose students they know well to better understand their needs and aspirations.
 - Club/house/society involvement: Prioritize students who are members of the clubs, houses, societies, or associations they lead to deepen connection and understanding.
 - Class/subjects connection: Select students from their classes or subjects to ensure regular interaction and guidance.
 - Frequent contact: Choose students they see often to provide ongoing support and encouragement.
- Each mentor received a comprehensive handbook with detailed guidelines on leading the group and nurturing student development.
- Four sessions were scheduled throughout the year, covering introduction, action planning, reflection and evaluation, sharing, support, and review.

2. Reflections

Stakeholder Survey results

Students

Students' views on support for student development		Success criteria	Attainment
17	Teachers help us resolve problems related to growing up, such as those related to our physical and mental development, making friends and our studies.	3.8	3.7

Students' views on school climate		Success criteria	Attainment
23	My schoolmates respect the teachers.	3.9	3.8
26	I receive support and encouragement from teachers.	4.0	3.8
28	The school is a caring place.	3.8	3.7

Parents

Parents' view on school climate		Success criteria	Attainment
12	The students respect their teachers.	4.1	4.1
15	The school is a caring place.	4.0	4.0
17	I am pleased to let my child study in this school.	4.2	4.1

Assessment Program for Affective and Social Outcomes (APASO) III results

Items	Junior Form (Q-scores)		Senior Form (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Life Planning (Receive Advice)	113	108	116	116
Life Planning (Search for Information)	107	108	116	116
Life Planning (University Tours and Seminars)	109	116	116	116
Life Planning (Career Information)	85	85	113	104
Career Aspiration (Consider Others' Expectations/Plans)	101	87	116	116
Career Aspiration (Consider Own Competence)	111	94	107	101
Career Aspiration (Expected Future Career)	85	85	85	85
Entrepreneurial Spirit (Risk Bearing)	112	108	107	114

School-based Survey results

Items/Questions	Responses	Students	
		Success criteria	Attainment
Mentoring system provides intensive guidance and support to me.	Strongly agreed and agreed	≥70%	78%
Mentoring scheme can enhance my academic planning.			76.6%
Mentoring scheme can enhance my career planning.			78%
Mentoring scheme can enhance my personal well-being.			74.7%
My teacher-mentor is caring and committed.			79.4%
My teacher-mentor can inspire me.			78%

- The revised mentoring system showed progress in strengthening teacher–student relationships and supporting student development.
- Stakeholders Survey (Students): Students perception on teacher support has improved, though a few targets were narrowly missed. For example, Q17 scored 3.7 which is just below the 3.8 target. Stakeholders Survey (Parents) was more positive: Q15 met the 4.0/5.0 target.
- APASO data highlighted ongoing gaps in junior forms: Q27 (“I have clear career aspirations”) scored 87/200, well below the 101 benchmark, indicating unresolved challenges in early-stage career planning.
- School-Based Questionnaire (SIS) results provided strong evidence of mentoring engagement. Items 14–19 on mentorship quality recorded 74.7%–79.4% positive responses, exceeding the 70% benchmark. Notably, 79.4% agreed mentors were “caring and committed” (Q18), and 78% reported improved academic/career planning (Q16). These outcomes are attributed to the program’s structured sessions, personalized goal-setting booklets, and monthly progress reviews. Collaboration with the Life Education Committee further enriched the program through reflective activities on commitment, responsibility, and empathy which are in line with the EDB’s Values Education Framework.

3. Feedback and Follow-up

- The mentoring system’s structured design produced measurable gains but faced systemic and contextual hurdles.
- Smaller mentor groups (9–10 students per teacher) improved accountability; 78% of students reported better career planning (SIS Q16).
- Teacher feedback flagged practical limits: larger groups curtailed individualized support, especially for introverted students. As one teacher noted, “Discussions became superficial when managing 10 students in 40-minute sessions,” highlighting the case for further reducing group size.
- Emphasis on written reflections (e.g., goal-tracking booklets) fostered self-awareness but met resistance. APASO data showed juniors struggled with Q28 (I regularly reflect on my strengths and weaknesses), scoring 94/200 versus the 111 target. Teachers cited language barriers and discomfort with writing, recommending alternatives such as visual journals and peer discussions.
- While S5 students benefited from JUPAS-oriented mentoring (82% found university application guidance “helpful”), S4 students called for more hands-on career exposure—internships and industry visits—which were not systematically embedded.
- Cross-committee collaboration was mixed. The Student Affairs Committee and Academic Committee agreed on setting and reviewing academic targets, but coordination with the Life Building Scheme lagged. Several of the 12 priority values—such as filial piety and unity—were addressed mainly through standalone workshops or assemblies rather than woven into mentoring dialogues. Teacher interviews cited time constraints and overlapping duties as key barriers.

To address these gaps, the following measures will be prioritized in the next annual cycle:

- **Structural Adjustments to Mentoring Groups**
 - Try to reduce group size to 5–6 students per mentor, allowing deeper rapport-building and tailored support. Pilot data from the teacher's feedback suggests smaller groups correlate with a significant improvements in student engagement. However, this approach would require doubling the manpower, which the current staffing levels cannot support.
 - If feasible, replace quarterly hour-long meetings with monthly 30-minute sessions to sustain consistent interaction and meet student and teacher requests for ongoing support. However, the current timetable limits this change; broader scheduling adjustments would be needed to implement it.
- **Diversified Reflection and Evaluation Methods**
 - Replacing written reflections with multimodal formats:
 - ❖ Visual journals: Students document goals through photos, drawings, or mind maps to accommodate diverse learning styles.
 - ❖ Peer-led discussions: Small groups share reflections verbally, fostering collaborative learning.
 - Integrating the 12 priority values into activities (e.g., role-playing scenarios on *integrity* or debates on *unity*).
- **Enhancing Integration with Life Building Scheme**
 - Aligning mentoring milestones with Life Building targets, such as:
 - ❖ Linking career-planning sessions to Learning Goal 6 ("Life Planning")
 - ❖ Incorporating community service projects (e.g., elderly home visits) to reinforce empathy and care for others.
 - In the Life Building Scheme, it is suggested that students be encouraged to evaluate various aspects of their development, including academic performance, extracurricular activities, and daily habits—particularly their roles within their families and communities. Such practice can align with the Learning Goal 1 ("National and Global Identity")
- **Targeted Support for Junior Forms**
 - Address gaps in APASO scores through:
 - ❖ Career exploration workshops: Inviting alumni and professionals to share experiences (aligned with Learning Goal 6: "Life Planning")
 - ❖ University immersion programs: Organizing campus tours (virtual tours are also acceptable) for Form 1–3 students to spark early interest in higher education
- **Teacher Training and Resource Allocation**
 - Conducting workshops on group counselling techniques and values-based mentoring, funded by the EOEBG/LWLG grant.
 - Allocate resources for student incentives (e.g., stationery vouchers for active participants) and tracking tools (e.g., digital portfolios).

Conclusion

The mentoring system has established a solid foundation for student support but needs refinement to improve scalability, engagement, and integration. By prioritizing smaller groups, multimodal reflection methods, and explicit alignment with the seven learning goals (e.g., life planning, healthy lifestyle) and the 12 priority values (e.g., responsibility, resilience, commitment), the school can build a more holistic and sustainable model. Ongoing feedback—via focus groups (Annual Evaluation Pre-meeting) and data-informed adjustments (APASO, TPS, SHS, SIS)—will help the system evolve to meet diverse student needs.

Major Concern 3 : To enhance teachers' wellness

Target 1

To strengthen teachers' physical and mental wellness

1. Achievements

The following professional development programs addressing physical/mental well-being were offered in school year 2024-2025:

- Board game tasting (1.5 hours)
- Molky tasting (1.5 hours)
- Archery tasting (1.5 hours)
- A guided tour to Former Fanling Magistracy (1.5 hours)
- Workshop on music therapy and relaxation, and well-being activities (Mocktail, Sand Art, Latte Art, Flower arrangement & dart tasting) (3 hours)

2. Reflections

Stakeholder Survey results

Teachers

	Teachers' views on teachers' professional development	Success criteria	Attainment
33	The professional development activities for teachers organised by the school are very helpful to my work.	3.9	4.2

	Teachers' views on school climate	Success criteria	Attainment
70	The staff have good morale.	4.0	4.2
72	I find satisfaction in working in this school.	4.1	4.2
73	The school creates a caring climate on campus.	4.3	4.3

School-based Survey results

Items/Questions	Responses	Teachers	
		Success criteria	Attainment
The staff development activities in current school year can enhance my physical and/or mental well-being	Strongly agreed and agreed	≥70%	79.1%
The school provides a wide range of activities for staff development in current school year			95.4%

- All target SHS scores (Teachers Q33, Q70, Q72, Q73) were met. Additionally, 79.1% of respondents agreed or strongly agreed that this year's staff development activities enhanced their physical and/or mental well-being, and over 95.4% agreed or strongly agreed that the school offered a wide range of staff development activities.
- Overall, all six criteria were achieved, with strong evidence confirming the target was met.
- Participation exceeded 90% for most activities, as attendance was required, with only a few staff absent due to casual or sick leave.

3. Feedback and Follow-up

- Overall, this year's wellness activities were well received and suited staff needs as 79.1% of questionnaire respondents agreed or strongly agreed that the activities enhanced their physical and/or mental well-being.
- Non-strenuous indoor activities were the most appealing, though short, weather-appropriate outings were also welcomed.
- Time constraints limited outings to about 1.5 hours, as some staff needed to return by 3:25 p.m., making trips feel rushed. To minimize the need to return to school after wellness activities, it is recommended that no supplementary classes, training, or meetings be scheduled after school.
- For staff wellness, the "indoor and light" principle will remain, while exploring new options such as staff-led community tours focused on folklore, local culture, or history etc.

Target 2

To enhance teachers' professionalism in teaching effectiveness

1. Achievements

- The following "Keep-Improve-Start-Stop" (KISS) initiatives have been implemented:
 - School level: Time and staffing have been strategically reallocated by redirecting the Project Learning and Collaborative Lesson Planning/Action Research to other strategies e.g. mentoring scheme, open classrooms etc.
 - Subject level: Several subjects have adopted KISS to boost efficiency and deepen learning. Examples include:
 - ❖ Physics: Stopped mind-map training to create more time for targeted past-paper practice.
 - ❖ English: Replaced ERS lessons with strengthened grammar instruction.
 - ❖ Chinese: Reduced the number of extensive reading articles to enable more in-depth reading.
- Most teachers reported applying Differentiated Instruction strategies, with subjects sharing effective practices:
 - Physics and Chinese: Emphasizing real-life examples to enhance relevance.
 - Chinese: Using multi-sensory learning, inviting students to express outcomes through drawing.
 - English, Biology, and BAFS: Implementing scenario-based learning anchored in real-world contexts and problems.
 - ICT: Using flipped classroom approaches to increase participation for all learners.
 - Geography: Providing tiered materials, enabling high-ability students to extend learning beyond core content.
- To support staff in meeting the 50-hour Continuing Professional Development (CPD) requirement, a supportive, multi-pronged approach is in place:
 - Information: The office routinely shares CPD opportunities tailored to staff needs.
 - Financial and administrative support: Coverage, substitute teachers, and logistical assistance are provided.
 - Supervision and follow-up: Annual reviews of CPD records help identify colleagues who need additional hours, with timely, personal support to help them catch up.
 - Administrative arrangements: Where appropriate, teachers are assigned relevant courses (e.g., SEN). Typically, fewer than five teachers per year fall short of the requirement.
- AI and IT integration continues to expand across subjects:
 - Geography: Regularly using satellite imagery and VR to bring remote or hard-to-access places into the classroom.
 - AI for writing: Frequently used to generate model essays for students, followed by refinement and localization to fit context and level.
 - Chinese and English: Piloting AI-assisted composition marking to explore efficiency gains; next steps include enhancing personalized and tiered feedback and improving handwriting recognition.
 - Mathematics: Using AI to proofread assignments and exam papers, with positive results.
 - BAFS and ICT: Employing AI to generate questions and exam papers, with ongoing fine-tuning improving performance over time.
 - Physics: Using AI for proofreading; for complex problem-solving, teacher-crafted solutions remain the gold standard, guiding how AI can be best leveraged in the subject.

2. Reflections

Teaching Performance Survey (TPS)

	Questions	Rating	Success criteria
4	The teacher is able to give enrichment to high achievers.	≥3.4	3.45
5	The teacher is able to give remedial teaching to low achievers.		3.45
6	The teacher is able to adopt pedagogical strategies based on our levels.		3.46
9	The teacher makes use of different pedagogical strategies to achieve the teaching objectives.	>3.5	3.47

Stakeholder Survey results

Teachers

	Teachers' views on teachers' professional development	Success criteria	Attainment
31	The professional development activities for teachers organised by the school cater for the school development and students' needs.	4.1	4.3
33	The professional development activities for teachers organised by the school are very helpful to my work.	3.9	4.2

Assessment Program for Affective and Social Outcomes (APASO) III results

Items	Junior Form (Q-scores)		Senior Form (Q-scores)	
	Success criteria	Attainment	Success criteria	Attainment
Satisfaction (School)	116	116	116	116
Teaching (Teacher Support)	99	96	110	112
Life Planning (University Tours and Seminars)	109	116	116	116
Life Planning (Career Information)	85	85	113	104

School-based Survey results

Items/Questions	Responses	Teachers	
		Success criteria	Attainment
The subject panel(s) or committee(s) I serve adopted KISS (Keep-Improve-Start-Stop) strategy in current school year to enhance efficiency	Strongly agreed and agreed	≥70%	74.5%
I have applied Differentiated Instruction strategies in my lessons			90.7%
The school allows me to have flexible working hours (e.g. offering substitute teachers) when I need to join staff development courses held in school time.			81.4%
The school provides sufficient financial support for me to join courses and training offered by external organizations.			67.5%

- TPS and SHS results
 - Targets were met for TPS Q4, Q5, Q6 and SHS Teacher Q31, Q33. TPS Q9 highlights an opportunity to place greater emphasis on clarifying lesson objectives and reviewing progress with students.
- APASO results
 - Most targets were achieved with Junior Form “Teaching (Teacher Support)” and “Life Planning (Career Information)”, appear less aligned with our current goals. We will take these insights into account when shaping future strategies.
- School-based survey insights
 - Strong agreement (70%+) on three items:
 - ❖ Panels/committees applied KISS to enhance efficiency.
 - ❖ Teachers applied Differentiated Instruction strategies.
 - ❖ The school provided flexible scheduling (e.g., substitutes) for CPD during school time.
 - For financial support to attend external CPD, 67.5% agreed/strongly agreed—an encouraging base from which to further strengthen subsidy arrangements.
- Streamlining initiatives (KISS)
 - The decision to conclude Project Learning and Collaborative Lesson Planning/Action Research is broadly supported, as it frees time and energy for higher-impact teaching and learning. Project Learning is no longer a key EDB emphasis, and Open Classrooms now address many of the original goals of lesson planning/action research.
 - To retain benefits previously offered:
 - ❖ For external project competitions, we can provide targeted guidance sessions or mentors in lieu of Project Day.
 - ❖ To complement Open Classrooms, we can schedule occasional subject-specific collegial planning so sit-in teachers benefit from closer curricular alignment.
- AI integration
 - AI requires initial setup and “training,” but delivers sustained time-savings once workflows are established.
 - Agreed strengths:
 - ❖ Offloads routine tasks (e.g., official letters, drill exercises), freeing teachers to focus on pedagogy.
 - ❖ Rapidly generates tiered materials at varied challenge levels to support learner diversity.
 - Next steps include documenting effective prompts/templates to accelerate onboarding and sharing good practices across subjects.
- Differentiated Instruction (DI)
 - Even where the term DI is still new, many teachers are already incorporating DI elements—such as tiered exercises and multi-sensory approaches—to support diverse abilities and learning styles.
 - The overall improvement in Teaching Performance Survey items (Q1–Q6) on catering for learner diversity from 2023–24 to 2024–25 is a positive signal. We will continue monitoring to distinguish sustained gains and to understand contributions from DI and other initiatives.
- CPD support
 - Information sharing, scheduling flexibility, and supervision have helped many colleagues access CPD opportunities.
 - Financial support stands at a solid baseline with room to grow: fewer than 70% perceive external-course subsidies as sufficient, particularly when non-EDB courses may exceed the current annual cap (e.g., HKD 1,000). We will explore:
 - ❖ Prioritizing high-impact external courses for enhanced subsidy
 - ❖ Group enrollments or institutional partnerships to reduce fees
 - ❖ Expanding in-house or EDB-aligned options to minimize cost barriers
 - Time remains the greatest constraint. While lesson swaps and substitute coverage enable attendance, they can place additional demands on colleagues and may not always optimize learning continuity. To address this constructively, we can:
 - ❖ Increase use of blended CPD
 - ❖ Pre-plan release schedules with clearer coverage protocols and learning materials
 - ❖ Cluster CPD on lower-impact days or windows (e.g., post-examination periods) to reduce disruption

Overall, the data show strong progress across most targets, effective streamlining, and growing adoption of DI and AI. Focused refinements—clarifying lesson objectives (TPS Q9), aligning APASO indicators with goals, strengthening CPD funding and time solutions, and complementing Open Classrooms with subject-specific planning—will further enhance impact.

3. Feedback and Follow-up

- To amplify the impact of KISS on efficiency, we will first spotlight what works best in our teaching so we can confidently streamline lower-impact practices.
- While schools are dynamic rather than controlled environments, we can still make strong, evidence-informed judgments. Regular reflection, peer feedback, and light-touch action research will help us gauge the contribution of specific practices and guide wise decisions.
- When time and staffing are freed by simplifying or integrating tasks, we will reinvest these gains strategically. Through purposeful planning and review, we will channel released capacity into high-impact teaching and learning initiatives, ensuring changes translate into measurable benefits for students.
- For staff development, AI will be a focal area given its substantial potential to enhance learning and teaching. Recognizing class size as a structural constraint for DI, AI-enabled tools can help personalize learning at scale. Practical, colleague-led workshops and Communities of Practice will anchor this effort. To ensure sustainability, facilitators will receive appropriate workload adjustments or duty relief.
- Our CPD support model remains comprehensive and effective, with time and workload identified as the primary participation barriers. We will continue to optimize scheduling and explore refinements to financial support to further empower staff development. One proposal is to concentrate paid-course subsidies: offer a limited number of higher-value awards (e.g., 20 places at HKD 3,000 each) to maximize impact. Clear criteria and a transparent selection process led by the Staff Development Committee or a designated body will ensure fairness and strong stewardship.
- We will also explore using the EDB eService platform to record CPD activities. Potential benefits include reduced data entry, portability of personal CPD records, and greater consistency. Any transition will be planned to balance efficiency gains with administrator workload, with support in place to ensure a smooth rollout.

Student performance

Hong Kong Diploma of Secondary Education Examination

111 S6 students sat for the HKDSE Examination while 110 applied for university programmes through JUPAS. 107 students (96.4%) met the entrance requirements for sub-degree courses, having achieved level 2 or above in five HKDSE subjects. Additionally, 84 students (75.7%) met the degree course requirements under JUPAS, with levels 3,3, and 2 in Chinese Language, English Language, and Mathematics, an attained level in Citizenship and Social Development (CSD), and level 2 or above in one elective subject.

Out of 631 entries across 17 subjects, 348 (55.2%) achieved level 4 or above, and 610 (96.7%) scored level 2 or above. Overall performance was satisfactory.

Students excelled in Economics, History, and Physics, with over 60% achieving Level 4 or above. In Mathematics Extended Part (Modules 1 and 2), over 70% achieved Level 4 or above.

Statistics on Further Studies and Employment

105 out of 111 S6 graduates in 2025 pursued tertiary education. The following table provides the statistics on further studies and employment:

	<u>No. of graduates</u>	<u>%</u>
Local degree courses	67	60.4%
Overseas (including China) degree courses	7	6.3%
Local sub-degree courses	31	27.9%
Repeating S6	2	1.8%
Employment	1	0.9%
Others	1	0.9%
Not confirmed	2	1.8%

2. Achievements in Inter-Schools Competitions

Academic

1. “The 76th Hong Kong Schools Speech Festival,” organized by the Hong Kong Schools Music and Speech Association.

S1 English Solo Verse Speaking – Girls	Certificate of Merit	1D SZE KI
S1 English Solo Verse Speaking – Boys	Certificate of Merit	1D LEUNG YU WAI
S2 English Solo Verse Speaking – Girls	Certificate of Merit	2A WONG LOK TUNG
S3 English Solo Verse Speaking – Girls	Certificate of Merit	3A WONG EUNICE
S3 English Solo Verse Speaking – Boys	Certificate of Merit	3D CHAN CHUN YIN
S4 English Solo Verse Speaking – Girls	Certificate of Merit	4A CHAN TSZ YAU STARRIE
S4 English Public Speaking Solo	Certificate of Merit	4A CHEUNG YUET TUNG RENEE
S5 English Solo Verse Speaking – Girls	Certificate of Merit	5D TANG WAN FUNG
S1 Putonghua Solo Verse Speaking – Girls	Second Runner-Up	1D LAM YU KI
S1 Putonghua Solo Verse Speaking – Girls	Certificate of Merit	1A WANG YU KI
		1B CHAN CHEUK YU
S1 Putonghua Solo Verse Speaking – Girls	Certificate of Proficiency	1A CHAN HIU YAU
		1D LEUNG LOK TO
S1 Cantonese Solo Verse Speaking – Girls	Certificate of Merit	1D KEUNG YEE CHING
S1 Cantonese Solo Verse Speaking – Boys	Certificate of Proficiency	1D NG TIN YUET
		1D KONG SHING CHUN
S1 Cantonese Solo Prose Speaking – Boys	Certificate of Merit	1A FAN YIN MING
S2 Putonghua Solo Verse Speaking – Girls	Certificate of Merit	2B LAI KA MAN
		2C KWOK YAM LIK
S2 Putonghua Solo Verse Speaking – Girls	Certificate of Proficiency	2A FANG RACHEL
S2 Cantonese Solo Verse Speaking – Girls	Certificate of Proficiency	2C CHEUNG HAU NI
S2 Putonghua Solo Prose Speaking – Boys	First Runner-Up	2A MA HE
S4 Putonghua Solo Verse Speaking – Girls	Certificate of Proficiency	4B WEI JENNY
S4 Cantonese Solo Verse Speaking – Girls	Certificate of Merit	4A CHAN YAN KIU
S5 Putonghua Solo Verse Speaking – Girls	Certificate of Proficiency	5A TING SZE NGA
S1, S2 Cantonese Verse Speaking - Mixed	Second Runner-Up	Wong Shiu Chi Secondary School

Member List:

1A CHAN HIU YAU	1A FAN YIN MING	1A KWOK CHUN HEI	1A NG HEI YUEN
1A SO TSZ CHUN	1B LI WING RAMIE	1B TAM HOI KIU	1B TSE WING YU
1B WONG SZE WING	1B ZHUO KA CHING	1C CHAN CHUN HEI	1C DENG KE COCO
1C LEE HIU LAM	1C LIU WAN YI	1C NG TUNG TUNG	1C SO SUNG CHEUNG
1C SO YUEN KI	1D CHENG HI YI HAILEY	1D CHEUNG WAI SUM	1D THUNG TSZ YEUNG ETHAN
1D YANG YUK YI	2A CHEN YUK LUN	2C WONG HEI MAN	2D CHAN HO YING
2D LAM TSZ FUNG JOVAN	2D LIU CHUN HO	2D ZHONG KAI MAN	2D ZHOU CHUN SHING

2. “2023-2024 陳贊一博士聯校微型小說創作獎 (Award Notification to be Received in September 2024-2025 Academic Year),” organized by Dr. Stephen Chan Education Foundation.

Second Runner-Up 5B LIU LAI NA

3. 2023-24 “Affection Across Generations” Essay Competition Collection of Essay Competition Award (Award Notification to be Received in September 2024-2025 Academic Year), organized by Hong Kong Youth Hostels Association.

Champion	4A CHAN YAN KIU		
Merit Prize	4B SO FEI SOPHIE	4B WANG TSZ YI	4D WANG MING WAI
	6A CHUA YU LAM	6A FAN PUI SZE	6A YAU LIK SAN
	6A ZHOU YIK TSZ		

4. “2024-2025 中國中學生作文大賽（香港賽區）,” organized by The Hong Kong Institute for Promotion of Chinese Culture.

Silver Award 3A LIAO ZI JING 5A LAU YUEN YING

5. "Good Stories of Hong Kong Campaign," organized by Hong Kong Economic Journal.
 Runner-up Team 2A LIU YINUO 3D LAM CHI KWO 3D SIN KA YU
 First Runner-Up 2A LIU YINUO
 Merit Prize 4A CHAN YAN KIU
 Best Article 2A LIU YINUO 3D LAM CHI KWO 3D SIN KA YU
 4A CHAN YAN KIU 4A SO TSZ YAN 5A LI HO TING
 Best Short Film 2A LIU YINUO 3D LAM CHI KWO 3D SIN KA YU
 4A CHAN YAN KIU 4A SO TSZ YAN 5A LI HO TING
6. "Hong Kong Junior Secondary School Students Script Adaptation Competition," organized by The Society of Language Education 2024, The Chinese University of Hong Kong.
 First Runner-Up 3D SIN KA YU
7. "第一屆全港中文兒童故事創作比賽," organized by Primary Batteries Recycling Scheme.
 Merit Prize 5A LAU YUEN YING
8. "The 13th Interschool Creative Competition," organized by Hong Kong Baptist University.
 傑出少年作家獎 6C KONG CHEUK YAN
9. "Why I Love This Book" The 2nd Hong Kong Primary and Secondary School Students Chinese Writing Competition, co-organized by My Book One Club and Wholesome Books Club.
 Merit Prize 5A LAU YUEN YING
10. "Dreams to GBA Come True" Itinerary Design Competition under Mainland Exchange Programmes for Students, co-organized by the Education Bureau and Constitutional and Mainland Affairs Bureau.
 First Runner-Up 4A CHAN YAN KIU 4A LI TSZ MUK 4A SO TSZ YAN
11. "第三屆全港中小學生創意寫作比賽「好山好水好香港 灣區生活齊分享」," organized by Hong Kong Ample Love Society.
 First Runner-Up 4D WENG CHOI WAN
 Merit Prize 2B CHOI HEI YIN HAILEY 3D SUN YINGER 5D SIU HOI CHING SYRIA
12. "Pegasus Cup 2024-2025 Hong Kong Chinese Writing Competition," organized by Hong Kong Art Education Association.
 Gold Award 4A CHAN YAN KIU 5D TANG WAN FUNG
 Silver Prize 3D SUN YINGER 5C CHOW CHEUK YIN
 Bronze Award 2C WAN PUI KA 4A SO TSZ YAN
 Third Runner-Up 3B TUNG SUM YUET 3D SIN KA YU
13. "Walking with History: Time Travel Novel Competition for Hong Kong Secondary School Students," co-organized by Department of History at Hong Kong Shue Yan University and the Education Network and the Loke Kok Kuen Chinese Cultural Legacy Research Trust.
 Merit Prize 6A LIANG YUNG 6A WONG TSZ YAN 6B IP WAI YING
14. The 2nd "Understanding Youth Hearts" Essay Contest, organized by Chinese Christian Herald Crusades.
 Merit 2A FANG RACHEL 2B LUO XI WEN
15. "善德茶文化傳承及創新計劃——茶藝班," organized by Shine Tak Foundation.
 茶文化大使 2A HUANG CHING YING SUSAN 3B YING FEI FAN 4C LEE CHEUK YIN
 4C LUO TSZ YUI 4C YAU TSZ YAN
16. "The Harvard Book Prize 2025," organized by The Harvard Club of Hong Kong.
 Awarded 5D CHU KA HANG 5D HO CHEUK NAM 5D TANG WAN FUNG
17. "Hong Kong Mathematical High Achievers Selection Contest," organized by Po Leung Kuk.
 Third Award 2B LIANG CHI HIN
18. "The Hong Kong Mathematics Olympiad," co-organized by Education Bureau Mathematics Education Section and EdUHK Department of Mathematics, Information Technology.
 Merit 2A LIU YINUO 5D CHAN CHUNG HIM 5D CHAN YIN HANG
 5D ZENG CHEUK HANG 5D ZHONG ZHANPENG
19. "「華夏杯」全國數學奧林匹克邀請賽 2024 (香港賽區)," organized by 中國數學教育研究會華夏杯組委員香港數學奧林匹克協會.
 Second Class Prize (Preliminary Round) 4D LIU HON TUNG
 Third Class Prize (Advancement Round) 4D LIU HON TUNG

20. "2024 Hong Kong & Macau Mathematical Olympiad Open," organized by Hong Kong Mathematical Olympiad Association.
Silver Prize 4D LIU HON TUNG
21. "International Mathematical Olympiad Preliminary Selection Contest – Hong Kong," organized by The Hong Kong Academy for Gifted Education.
Honourable Mention 2A LIU YINUO 5D CHAN YIN HANG
22. "Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools," organized by Education Bureau.
Silver Award 1A WU KWUN TUNG 1D LAI YI DE 2A LIU YINUO
2A YEUNG KIN YAT
23. "Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools," organized by Education Bureau.
Bronze Award 2A LIU YINUO
24. "Mathematics Project Competition," organized by Education Bureau.
Champion and Best Presentation Award
2A LIU YINUO 2A YIP TSZ HIM 2D LIU CHUN HO 2D ZHENG HAO XUAN 2D ZHOU CHUN SHING
25. "Statistical Project Competition (SPC) for Secondary School Students," organized by Hong Kong Statistical Society.
Certificate of Appreciation 2A CHAN TSZ KIU 2A LIU YINUO
2D HUANG SUET KEI 3A KWOK SZE NOK JOSIAH
3A LIU PAK LUN 3A WONG LOK CHI
26. "International Biology Olympiad - Hong Kong Contest 2024," organized by International Biology Olympiad.
Honourable Mention 6A CHEUNG TSZ HEI 6A LIU KA LONG
27. "Hong Kong Physics Olympiad," co-organized by Education Bureau, HKAGE, HKUST.
Honourable Mention 4A TAI SZE KI
28. "International Primary and Secondary Chemistry Elite Challenge," organized by International Youth Academic Elite Association.
Grand Champion 4D LIU HON TUNG 5A LI CHEONG CHUN 5A LIN YU FEI
5C SUN JINGYANG 5C TAM WUN LAM
Champion 4A TAI SZE KI 5C HUANG CHIN YU
First Runner-Up 4D CHAN WING SUM 5A LEUNG YAN NAM 5A TING SZE NGA
5C LAW LOK CHING 5D MAN CHING NGA 5D TAM TSZ YIU
Second Runner-Up 4A LI TSZ MUK 5A LEE CHEUK LAM 5D CHU KA HANG
5D ZHONG ZHANPENG
Merit 4D WANG MING WAI 4D ZHAO YUK TUNG
29. "Robotfest," co-organized by Lawrence Technological University and Robot Institute of Hong Kong.
Gold Award 2A YEUNG KIN YAT 2D CHAN KA YU MARCUS 2D ZHAO ZI CHENG LARRY
30. "Fun Science Competition 2025," organized by Hong Kong Association for Science and Mathematics Education.
Second Prize 5D WU KA YIN
31. "New millennium robotics challenge cup 2025," organized by Hong Kong Association for Computer Education (HKACE).
Second Prize 3A WONG YAU TAK 3C YAN HUEN TAK
Best Strategy Award 1A CHAN SZEYING 1C NG YUN SHING
32. "Interschools (Secondary School) Flight Simulator Competition (Elementary) HK," organized by International Unmanned Aircraft Systems Association.
Merit Award (最佳飛行時間及最佳飛行技術) 1A CHAN LON 1C CHEN SHULE
1C YIM BOON HO 1C ZHU YIXU
33. "Hong Kong Secondary School Debating Competition," organized by HKSS Debating.
Term 1 Round 1 Champion Team 3A LIU PAK LUN 3D LAM ON SANG ANSON
4D WANG MING WAI
Term 1 Round 2 Champion Team 3D LAM ON SANG ANSON 4D WANG MING WAI
6A WONG YAT LAM
Term 1 Round 3 Champion Team 4A LEE EWIN 4D WANG MING WAI
Term 2 Round 1 Champion Team 1D KONG SHING CHUN 3D LAM ON SANG ANSON
4A SO LOK CHING 5D HO WING TIM
Term 2 Round 2 Champion Team 4A LEE EWIN 4A LI TSZ MUK
4A SO LOK CHING
Term 2 Grand Final Round Champion 1D KONG SHING CHUN 3D LAM ON SANG ANSON
4D WANG MING WAI
Best Debater 3D LAM ON SANG ANSON 4A SO LOK CHING
6A WONG YAT LAM

34. "The 40th Sing Tao Inter-School Debating Competition (Chinese Section)," organized by Sing Tao Newspaper Group Limited.

Best Debater 3A WONG LOK CHI
最佳交互問答辯論員 4A CHAN YAN KIU 5A TSANG SHEUNG CHUNG

35. "Junior Secondary Science Online Self-learning Scheme 2025," organized by Education Bureau.

Gold Award
1A WU KWUN TUNG 1B CHAN YIK HONG 1B CHENG CHING YIN
1B LAU DICK 1B LI YI CHAK 1B WONG YAN YI
1B ZHU JIA YAN 1B ZHUO KA CHING 1C KWOK SZE NG
2A FANG RACHEL 2A HOANG KA SHUN 2A KWAN HOI CHING
2A LIU YINUO 2A SANDHU SAMTEG SINGH 2A WONG SUM YING
2A YEUNG KIN YAT 2B CHAN KWAN KIU 2B LIANG CHI HIN
2B SO WING CHING 2D LAU CHUNG YAN ISA 2D ZHOU CHUN SHING

Silver Award
1A LI TSZ KWAN 1A SO TSZ CHUN 1B CHEN HEI KIT
1B CHEN ZHIHAN 1B KWONG WING HEI 1B LI WING RAMIE
1B LIN YULING 1B LIU YU HOM 1B TAM HOI KIU
1B TSANG WING YI 1C CHAN CHUN HEI 1C JIANG JOSEPH
1C LIU WAN YI 1C NG TUNG TUNG 1C SO SUNG CHEUNG
1C WANG YU 2A CHEN YAN TUNG 2A LIANG YE LEO YING YI
2A TAI HO YU 2A WONG HIM KIU 2B CHAN CHEUK KIU BRUCE
2B LEUNG KWAN HANG 2B WONG NOK HIN 2D CHEN LAI MAN

Bronze Award
1B WEI JASON 1B WONG SZE WING 1C CHEN SHULE
1C KAN WAI HEI ETHAN 1C LAM YI TUNG 1C SO YUEN KI
2A CHAN TO YU COSMO 2A CHEN YUK LUN 2A HUANG CHING YING SUSAN
2A LEUNG PAK HEI 2A LI KA WAI 2A MA HE
2A NGAI SUET YING 2A WONG TSZ KIU 2A YAO ZHIQING
2B CHENG SZE CHIT MICAH 2B LAU CHUN HIM 2D CHAU CHEUK LAM
2D CHEUNG KA YING 2D GU AMY 2D HUANG SUET KEI
2D KWOK TSZ YAU 2D LAM TSZ FUNG JOVAN 2D LEE YUEN MEI
2D NG HEI YIU 2D NG LOK HIM 2D SONG ISABEL
2D WAN KA PO 2D WONG CHING LAM 2D ZHAO ZI CHENG LARRY
2D ZHENG HAO XUAN

36. "Reading Programme for Children and Youth," organized by Hong Kong Public Library. Our school has a total of 450 students participating.

Artistic

1. "77th Hong Kong Schools Music Festival (2025)," organized by Hong Kong Schools Music and Speech Association.

Piano Solo - Grade Four	Silver Award	2A	LEUNG CHING
Piano Solo - Grade Five	Silver Award	2B	WAI PUI YEE
Piano Solo - Grade Five	Silver Award	2D	WONG CHING LAM
Piano Solo - Grade Five	Silver Award	3D	WUN TSIN MAN
Piano Solo - Grade Five	Bronze Award	2D	CHAN CHEUK YU AIDAN
Piano Solo - Grade Five	Bronze Award	3A	TING HAU YAU
Piano Solo - Grade Six	Silver Award	2D	YEUNG MAN YAN
Piano Solo - Grade Six	Bronze Award	2C	CHENG HIU TUNG KAREN
Piano Solo - Grade Six	Bronze Award	3A	LEE TSZ CHAI
Piano Solo - Grade Six	Bronze Award	4C	TSOI CHUN SAN
Piano Solo - Grade Seven	Silver Award	2D	CHAN SHIN YUI
Piano Solo - Grade Seven	Bronze Award	1A	LI TSZ KWAN
Piano Solo - Grade Eight	Silver Award	3A	WONG LOK CHI
Piano Solo - Grade Eight	Silver Award	3C	KWOK TSUN LAM
Piano Solo - Grade Eight	Bronze Award	2D	LIU CHUN HO
Piano Solo - Grade Eight	Bronze Award	4A	WANG TSIK TEUR
Violin Solo - Grade Six	Bronze Award	3D	TSANG HEUNG CHING
Guitar Solo - Junior	Silver Award	2D	ZHOU CHUN SHING
Guitar Solo - Junior	Silver Award	4D	LAU YUEN YU
Guitar Solo - Junior	Bronze Award	2B	WONG NOK HIN
Flute Solo - Junior	Silver Award	1D	LEUNG HEI YIN
Flute Solo - Senior	Bronze Award	4B	CHENG SIN YIK NATALIE
Clarinet Solo - Junior	Bronze Award	3D	XU ZI YAN
Zheng Solo - Senior	Bronze Award	1B	LIU YU HOM
Yangqin Solo - Junior	Bronze Award	3D	SIN KA YU
Yangqin Solo - Junior	Bronze Award	4C	LEE CHEUK YIN
Yangqin Solo - Advanced	Gold Award (Second Runner-up)	1A	SO TSZ CHUN
Erhu Solo - Intermediate	Bronze Award	3C	CHAN KAM WAI
Erhu Solo - Intermediate	Bronze Award	5B	LEE SZE KA
Di Solo - Intermediate	Silver Award	4B	LAI ZHIQIAO
Chinese Instrumental Ensemble	Silver Award		Chinese Orchestra

2. "The 5th Hong Kong Chinese Instrumental Contest - Yangqin Solo - Senior," organized by View Win International Music Exchange Association.

Champion 1A SO TSZ CHUN

3. "Joint School Music Competition 2025 - Secondary School (Piano) Solo – Senior," organized by Hong Kong Joint School Music Association.

Gold Award 4A WANG TSIK TEUR

4. "Joint School Music Competition 2025 - Handbell and Handchime (Secondary)," organized by Hong Kong Joint School Music Association.

Silver Award School Handbell Team

Member List	1C SO SUNG CHEUNG	1D NG TIN YUET	1D YUNG SIU YAN
	2A WONG SUM YING	2B SUEN LING YU	2D KWOK TSZ YAU
	3A LIU PAK LUN	3A ZHENG TSZ TUNG	3C SO SUET YING
	3D SUN YINGER	4A LEUNG HOI CHING SOPHIE	4A WANG TSIK TEUR
	4D ZHONG TSZ SHAN	5C LAW LOK CHING	

5. "Hong Kong International Handbell Olympics 2025 - Intermediate Handbells," organized by Asia International Handbell Association (Hong Kong).

Silver Award School Handbell Team

Member List	1C SO SUNG CHEUNG	1D NG TIN YUET	1D YUNG SIU YAN
	2A WONG SUM YING	2B SUEN LING YU	2D KWOK TSZ YAU
	3A LIU PAK LUN	3A ZHENG TSZ TUNG	3C SO SUET YING
	3D SUN YINGER	4A LEUNG HOI CHING SOPHIE	4A WANG TSIK TEUR
	4D ZHONG TSZ SHAN	5C LAW LOK CHING	

6. "Joint School Music Competition 2025 - Chinese Orchestra (Secondary)," organized by Hong Kong Joint School Music Association.

Gold Award School Chinese Orchestra

Member List	1A CHAN YIK SUM	1A CHEUNG MAN LONG	1A LAM TING HEI
	1A NG HEI YUEN	1A SO TSZ CHUN	1A YIP CHEUK KWAN LEO
	1D CHENG CHING CHEE	1D YANG YUK YI	2A NGAI SUET YING
	2A YAO ZHIQING	2B CHAN KWAN KIU	2C SO YAU YAU
	2C WONG HEI MAN	2C ZHANG TSZ LAM	2D CHENG YEE TUNG VALERIE
	2D CHEUNG KA YING	2D GU AMY	2D LAU CHUNG YAN ISA
	2D NG LOK HIM	2D WANG TO	2D YUEN TSZ SHING
	3A ZHENG TSZ TUNG	4B LAI ZHIQIAO	4C LEE CHEUK YIN
	5B HUNG PO YAN	5B LEE SZE KA	5C TAM WUN LAM
	5D CHUNG KAI YU		

7. "2024 Hong Kong Youth Music Interflows - Chinese Orchestra Interflow," organized by Music Office, Leisure and Cultural Services Department.

Bronze Prize School Chinese Orchestra

Member List	1A CHAN YIK SUM	1A CHEUNG MAN LONG	1A LAM TING HEI
	1A NG HEI YUEN	1A SO TSZ CHUN	1A YIP CHEUK KWAN LEO
	1D CHENG CHING CHEE	1D YANG YUK YI	2A NGAI SUET YING
	2A YAO ZHIQING	2B CHAN KWAN KIU	2C SO YAU YAU
	2C WONG HEI MAN	2C ZHANG TSZ LAM	2D CHENG YEE TUNG VALERIE
	2D CHEUNG KA YING	2D GU AMY	2D LAU CHUNG YAN ISA
	2D NG LOK HIM	2D WANG TO	2D YUEN TSZ SHING
	3A ZHENG TSZ TUNG	4B LAI ZHIQIAO	4C LEE CHEUK YIN
	4D WEN YEN	5B HUNG PO YAN	5B LEE SZE KA
	5C TAM WUN LAM	5D CHUNG KAI YU	

8. "Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass," organized by The Hong Kong Virtuoso Chorus.

Silver Award School Choir

Member List	1A CHAN YIK SUM	1A CHEUNG SIN YU	1A FAN YIN MING
	1A IU WING SUM	1A LIN ZI KUN	1A TSANG SZE FAN
	1B KWONG WING HEI	1B LI YI CHAK	1B LIN YULING
	1B SO SEN KIT	1C CHEN YIN POK LEO	1C CHOI WAI PAN
	1C LEE HIU LAM	1C SO SUNG CHEUNG	1D CHEUNG WAI SUM
	1D CHUNG WANG SING	1D KEUNG YEE CHING	1D KONG SHING CHUN
	1D LAM CHIT	1D LAM YICK HUEN	1D LAW CHEUK LAM KAREN
	1D LEUNG HEI YIN	1D LEUNG YU WAI	1D SZE KI
	1D TO HIU CHING	1D WONG KAYSON	1D YANG YUK YI
	1D YUNG SIU YAN	1D ZHANG NGA KI	2A CAI XIN
	2A FANG RACHEL	2A LAU WAI LAM	2A LI KWAN YI
	2A LIU YINUO	2A MA HE	2B LEE LOK CHING
	2B WONG YIN CHUN	2B ZHANG YUNXI	2C SO YAU YAU
	2D CHAU CHEUK LAM	2D CHU CHIN CHING	2D GU AMY
	2D KWOK TSZ YAU	2D WONG CHING LAM	2D YEUNG MAN YAN
	3A LAU KA YI	3A LEE TSZ CHAI	3A LIU PAK LUN
	3A WONG EUNICE	3D LAM TSZ NOK	3D LUO JIAQI
	3D NI NUOTONG	4A CHU YAN YAU	4A LI TSZ MUK

9. "Joint School Music Competition 2025

– Secondary School Choir (Junior)," organized by Hong Kong Joint School Music Association.

Silver Award	School Choir		
Member List	1A CHAN YIK SUM	1A CHEUNG SIN YU	1A FAN YIN MING
	1A IU WING SUM	1A LIN ZI KUN	1A TSANG SZE FAN
	1B KWONG WING HEI	1B LI YI CHAK	1B LIN YULING
	1B SO SEN KIT	1C CHEN YIN POK LEO	1C CHOI WAI PAN
	1C LEE HIU LAM	1C SO SUNG CHEUNG	1D CHEUNG WAI SUM
	1D CHUNG WANG SING	1D KEUNG YEE CHING	1D KONG SHING CHUN
	1D LAM CHIT	1D LAW CHEUK LAM KAREN	1D LEUNG HEI YIN
	1D LEUNG YU WAI	1D SZE KI	1D TO HIU CHING
	1D WONG KAYSON	1D YANG YUK YI	1D YUNG SIU YAN
	1D ZHANG NGA KI	2A CAI XIN	2A FANG RACHEL
	2A LAU WAI LAM	2A LI KWAN YI	2A LIU YINUO
	2A MA HE	2B LEE LOK CHING	2B WONG YIN CHUN
	2B ZHANG YUNXI	2D CHAU CHEUK LAM	2D CHU CHIN CHING
	2D GU AMY	2D KWOK TSZ YAU	2D WONG CHING LAM
	2D YEUNG MAN YAN	3A LAU KA YI	3A LEE TSZ CHAI
	3A LIU PAK LUN	3A LO CHI HIM	3A WONG EUNICE
	3D LAM TSZ NOK	3D LUO JIAQI	3D NI NUOTONG
	4A CHU YAN YAU	4A LI TSZ MUK	

10. "Stories of the Hong Kong Palace Museum Treasures – Handmade Picture Book Creating Competition (Secondary) 2024/25," co-organized by Hong Kong Palace Museum and the Education Bureau.

Excellent Award	5A LAU YUEN YING		
Merit Award	5D SIU HOI CHING SYRIA		
Honourable Mention	4A CHEUNG YUET TUNG RENEE	4A SO LOK CHING	4B LUO SUM YIN SAMANTHA
	5C NG CHIN TUNG		
Finalists Award	4A FONG NGA TUNG	4B LEONG FUNG CHING	4B PENG GEMINI
	5B CHAU CHI YAN		

11. "Exhibition of Student Visual Arts Work," organized by Arts Education Section of Curriculum development institute, Education Bureau.

Silver Award	6A NONG QING
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12. "「細看多元社區·共建和諧香港」香港中小學生海報設計比賽 2024," organized by Youth.Travel.

Honourable Mention	4B LUO SUM YIN SAMANTHA
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13. "The Wharf Hong Kong Secondary School Art Competition," organized by The Wharf.

Honourable Mention	3C CHONG SIU HIN	6A POON TSZ YAN
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14. "大埔區中小學戲劇比賽 2024-2025 (中學組)," organized by Tai Po District Arts Advancement Association.

Best Actress (Merit)	4D CHAN WING SUM		
Certificate of Proficiency	3C CHAN YAT HEI	4D CHAN WING SUM	5A CHEUNG CHING HO
	5A HUNG TSZ KIU	5A LAI CHEUK SZE	5A LI PUI CHUN
	5A LIN CHEUK YIN	5A TAM KA PO	5A TSANG SHEUNG CHUNG
	5A TSANG TSZ HO	5A WANG KIU NGA	5A WONG HEI LAAM
	5B ZHENG WAI MAN	5C SO TSZ WA	5C WONG KA CHUN
	5D FU LOK YI	5D LI KIN FUNG BRANDON	5D WONG PAK CHI
	5D WONG SUM YAU		

15. "2025 UK Blackpool NATD Ballroom Dance and Latin Dance Solo Championships – Hong Kong Selection," organized by National Association of Teachers of Dancing (NATD) Hong Kong Ballroom Dancing Council (HKBDC).

First Runner-Up (NATD Ballroom 5 Dances Gold Medal and above (WTVFQ))	3A WONG EUNICE
Second Runner-Up (NATD Latin 5 Dances Gold Medal and above (CSRPI))	3A WONG EUNICE

16. "The 68th Festival of Sport: National Dance Sports Latin Dance and Ballroom Dance New Open Competition Solo," co-organized by Sport Federation & Olympic Committee of Hong Kong, China DanceSport Association of Hong Kong, China.

12 to 15 Years Old Single Ballroom Dance			
Second Runner-Up	Foxtrot	3A WONG EUNICE	
Second Runner-Up	Viennese Waltz	3A WONG EUNICE	
Awarded	Tango	3A WONG EUNICE	
Awarded	Waltz	3A WONG EUNICE	

14 to 15 Years Old Single Latin Dance			
First Runner-Up	Paso Doble	3A WONG EUNICE	
First Runner-Up	Rumba	3A WONG EUNICE	
First Runner-Up	Chachacha	3A WONG EUNICE	
Second Runner-Up	Samba (S)	3A WONG EUNICE	

Civic Education and Social Services

Sports

- 20 student athletes participated the Inter-School Swimming Competition, which was held by the Tai Po & North District Secondary Schools Area Committee of Hong Kong Schools Sports Federation, China, in the Ma On Shan Swimming Pool on 16 and 21 Oct 2024. With their huge effort, they won 10 individual awards, 2 relay awards and 2 team trophies in the competition. The team of Boys A grade was awarded a trophy with 5th place in team, while the team of Girls A grade was the overall Champion in team. The list of prize recipients is as follow:

Boys A Grade * Fifth place in team	4A YAU CHUN HIN	4x50m Freestyle Relay – Fifth place
		100m Freestyle – Seventh place
	4D MAK HO LONG	4x50m Freestyle Relay – Fifth place
		200m Breaststroke – Seventh place
	6B CHOW PUN HIN	4x50m Freestyle Relay – Fifth place
Girls A Grade * Champion in team		100m Backstroke – Champion
	6D CHAN HON WANG WILLIAM	200m Individual Medley – Second Runner-Up
		4x50m Freestyle Relay – Fifth place
		200m Breaststroke – Sixth place
	3B CHAN SZE YIN	4x50m Freestyle Relay – Second Runner-Up
	4A TAI SZE KI	4x50m Medley Relay – Second Runner-Up
		100m Breaststroke – 1st Runner-Up (Record)
		200m Individual Medley – Champion
	4D CHENG SZE CHING HELICIA	4x50m Freestyle Relay – Second Runner-Up
		100m Backstroke – Sixth place
	5B YIP TSZ TING	4x50m Freestyle Relay – Second Runner-Up
		100m Freestyle – Sixth place
	5D FU LOK YI	4x50m Medley Relay – Second Runner-Up
	5D HO WING TIM	4x50m Freestyle Relay – Second Runner-Up
		50m Breaststroke – Eighth place
Girls B Grade		50m Freestyle – Sixth place
	6A CHOY TSZ YU	4x50m Medley Relay – Second Runner-Up
		100m Backstroke – First Runner-Up
		200m Breaststroke – Second Runner-Up
	6A LO TSZ KWAN	4x50m Medley Relay – Second Runner-Up
Boys C Grade		100m Freestyle – Champion
		200m Individual Medley – Third Runner-Up
	4A YEUNG SZE WING	100m Freestyle – Fifth place
Girls C Grade		200m Individual Medley – Fifth place
	1A WU KWUN TUNG	50m Breaststroke – First Runner-Up
	2C CHEUNG HAO NI	100m Breaststroke – Second Runner-Up
	2D CHAN SHIN YUI	100m Freestyle – Fifth place
		50m Backstroke – Sixth place
		50m Freestyle – Eighth place

- “Inter-School Table Tennis Competition,” organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2024 to May 2025 at the Luen Wo Hui Sports Centre. Five teams comprising 22 students participated in the competition. Our Girls A Grade team was the Champion, while the Girls C Grade team was awarded the First Runner-Up. The Boys B Grade team came Fifth. The list of the awardees is as follows:

Girls A Grade	3B LUI YUEN KIU EMMA	5B LAU TSZ YU	5C HEUNG WAI YING
	5D CHUNG KAI YU	6C LEE YUET	
Boys B Grade	3A KWOK SZE NOK JOSIAH	3B CHEUNG PAK YU	3B ZHENG MING QING
	3C TSANG LONG HEI	4C SO HO WA	
Girls C Grade	1A CHEUNG SIN YU	1A IU WING SUM	1A YU YEE NAM
	2A TAI HO YU		

- 42 student athletes participated the Inter-School Athletic Competition, which was held by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee in the Tai Po Sports Ground on 12th, 13th and 17th December 2024. They won three individual awards and one relay awards in the competition. The list of awardees is as follows:

Boys A Grade	5A CHEUNG CHING HO	4x100m Relay – Third Runner-Up
	5A TSANG TSZ HO	4x100m Relay – Third Runner-Up
	6C TAM PAK KIU	4x100m Relay – Third Runner-Up
	6D GUO HAOHAN	4x100m Relay – Third Runner-Up
		100m – Fifth place

Girls A Grade	6D LUO TSZ TING	4x100m Relay – Third Runner-Up
	4A TAI SZE KI	4x100m Relay – Eighth place
		200m – Sixth place
Boys B Grade	4D WENG CHOI WAN	4x100m Relay – Eighth place
	5A CHENG TSZ TUNG	4x100m Relay – Eighth place
	5A MO WING YIN	4x100m Relay – Eighth place
	6D TANTIKOVIT SHEUNG YIN	4x100m Relay – Eighth place
	5D HUNG KAM LAM	Javelin – Eighth place
	3D CHEN AIDEN	High Jump – Third Runner-Up
Girls B Grade	4A IP MING HIN	Triple Jump – Seventh place
	3A KWAN CHUI YI	Long Jump – Seventh place
Boys C Grade		400m – Third Runner-Up
	2D ZHONG KAI MAN	Long Jump – First Runner-Up

5. “Inter-School Basketball Competition,” organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee. Four teams comprising 50 students of our school participated in the competition. Our boys’ junior team was the First Runner-Up, while the girls’ senior team and the girls’ junior team came Sixth. The list of awardees is as follows:

Girls Senior	3A NI NUOTONG	3B CHAN SZE YIN	4C CHENG SIN YIK NATALIE
	4C NG KOK YAN	5B CHIM TSZ YAN	5D CHUNG KAI YU
	5D FU LOK YI	6A LO TSZ KWAN	
Boys Junior	1A CHAN LONG HEI	1A NG YIK CHUN	1A WU KWUN TUNG
	1B CHEN HEI KIT	1B LEUNG TSZ HIM	1D WONG PAK LAM
	1D THUNG TSZ YEUNG ETHAN	2A CHAI MATTHEEW TSZ SHING	
Girls Junior	2A LI HON LAP	2D ZHONG KAI MAN	2D SIN SZE YUI DAVID
	3A KWOK SZE NOK JOSIAH	3A ZHU KA CHUN JERI	
	3B CHOI CHUN HEI	3C TSANG LONG HEI	3D CHEN AIDEN
	1B CHAU TSZ CHING	1B ZHUO KA CHING	1D CHENG HI YU HAILEY
	2A WONG LOK TUNG	2A WONG TSZ KIU	2B LEUNG KWAN HANG
	2B LIN HEI MANG	2B LUO XI WEN	2D CHAN SHIN YUI
	3B CHAN YUE CHING	3B HU MENYAO	

6. “Inter-School Badminton Competition,” organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2024 to May 2025. Four teams comprising 26 students participated in the competition. Our Girls A Grade team was awarded the Fifth place. The list of the awardees is as follows:

Girls A Grade	4A LEUNG HOI CHING SOPHIE	4D MA HAU WING	5A CHENG TSZ TUNG
	5B YIP TSZ TING	6B DENG TING YAN	6B LI JUNYUE
	6C LEE YUET		

7. “Inter-School Volleyball Competition,” organized by The Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area committee, was held from September 2024 to May 2025. Four teams comprising 41 students participated in the competition of Division 2. Our Boys Senior Grade team was awarded the Third Runner-Up, Boys Senior Grade team was awarded the Fifth place. Our school was also awarded the overall girls champion in table tennis event. The list of the awardees is as follows:

Boys Senior	3C CHAN YAT HEI	3C MAN TSUN MING	5A TSANG TSZ HO
	5C SO TSZ WA	5D ZHANG SIU TO	6C MA TSZ HO
	6C TAM PAK KIU	6D LUO TSZ TING	
Boys Junior	1A CHEUNG MAN LONG	1B CHOW CHI FAT	1C CHEN SHULE
	1C CHEUNG HIN SHEK	1C KAN WAI HEI ETHAN	1D LAI YI DE
	2B CHAU HOI TUNG	2C WONG SHUE TING	2D CHAU TSZ HEI
	2D LAM TSZ FUNG JOVAN	3A HO CHEUK FUNG	3B CHENG KAI YAU
	3B FOK CHUN HEI	3B FOLEY ADEN	3C CHAN CHUN YAN

8. "All HK Inter-secondary Schools Softball Competition," organized by The Schools Sports Federation of Hong Kong, China. Our school was awarded First Runner-up in the Girls Division. The list of the awardees is as follows:

2A TAI HO YU	2D LAU CHUNG YAN ISA	2D WONG CHING LAM
3A TANG YU CHING	3B LUI YUEN KIU EMMA	3D CHIU LEE CHI
3D SUN YINGER	4A YEUNG SZE WING	4D CHENG SZE CHING HELICIA
5A MO WING YIN	5B YIP TSZ TING	5C HEUNG WAI YING
5D HUNG KAM LAM	6A CHOY TSZ YU	6C HO HAU CHING
6D LIANG KAM KI	6D TANTIKOVIT SHEUNG YIN	

9. "Hong Kong U19 Softball Elite Competition," organized by The Softball Association of Hong Kong, China. Our school won Second Runner-Up in the Girls Division. The list of the awardees is as follows:

1B ZHUO KA CHING	1C NG TUNG TUNG	1D KEUNG YEE CHING
1D LEUNG LOK TO	1D TO HIU CHING	2A TAI HO YU
2D LAU CHUNG YAN ISA	2D WONG CHING LAM	3A TANG YU CHING
3D CHIU LEE CHI	3D SUN YINGER	4A YEUNG SZE WING
4D CHENG SZE CHING HELICIA	5A MO WING YIN	5B YIP TSZ TING
5C HEUNG WAI YING	5D HUNG KAM LAM	

10. "Hong Kong U15 Age Group Softball Competition," organized by The Softball Association of Hong Kong, China. Our school won the championship in the Girls Division. The list of the awardees is as follows:

1B LIN YULING	1B LIU YU HOM	1B WONG YAN YI
1B ZHUO KA CHING	1C LEE HIU LAM	1C NG TUNG TUNG
1D KEUNG YEE CHING	1D LEUNG LOK TO	1D TO HIU CHING
2A TAI HO YU	2D LAU CHUNG YAN ISA	2D WONG CHING LAM
3A TANG YU CHING	3D CHIU LEE CHI	

11. "60th School Anniversary FLSS Archery Cup," organized by Fanling Lutheran Secondary School.
Recurve Boys 5A HO TSZ HO The 8th place

12. "Grantham Outstanding Student Athletes Awards," organized by The Schools Sports Federation of Hong Kong, China and funded by Grantham Scholarships Fund.
New Territories Region
Outstanding Athlete Award (Softball) 3D CHIU LEE CHI

13. "NT Secondary Schools Outstanding Athlete Award (All Round)," organized by The Schools Sports Federation of Hong Kong, China and funded by Grantham Scholarships Fund.
Tai Po and North District
Outstanding Athlete Award (All Round) 5C HEUNG WAI YING

14. "2024-2025 Hong Kong Student Sports Award," organized by A.S. Watson. Group.
Award Winner 6B CHOW PUN HIN

15. "Overall Champion Awards (All Sports)," organized by the Schools Sports Federation of Hong Kong, China.
Girls Team Top-Ten Award

16. "Hong Kong International Judo Tournament 2025," organized by The Judo Association of Hong Kong, China.
Champion 3A KWAN CHUI YI

17. "Hong Kong Student Judo Championship 2024," organized by The Judo Association of Hong Kong, China.
Champion 3A KWAN CHUI YI 3B LUI HAU KIU
First Runner-Up 2C MAK HING YUET
Second Runner-Up 4A CHAN YAN KIU 5B LAI TSZ YING 5B LAU HIU YEUNG

18. "Hong Kong Junior Judo Team Championships 2024," organized by The Judo Association of Hong Kong, China.
Champion 3A KWAN CHUI YI

19. "Hong Kong Junior Judo Championships 2024," organized by The Judo Association of Hong Kong, China.
Champion 3A KWAN CHUI YI 3B LUI HAU KIU
First Runner-Up 5B LAU HIU YEUNG
Second Runner-Up 3B CHOI CHUN HEI 4A CHAN YAN KIU 5B ZHENG WAI MAN

20. "54th Anniversary Hong Kong Judo Championships 2024," organized by The Judo Association of Hong Kong, China.
Champion 4A CHAN YAN KIU
First Runner-Up 4D ZHONG TSZ SHAN 5B LAI TSZ YING
21. "Starland Cup Hong Kong Judo Championship 2024," organized by Kowloon City District Recreation and Sports Council.
Champion 3A KWAN CHUI YI
First Runner-Up 2D LEE YUEN MEI
Second Runner-Up 2A HUANG CHING YING SUSAN 2C MAK HING YUET
22. "National Day Cup Judo Championship 2024," organized by Great Eastern Judo Union.
Champion 3A KWAN CHUI YI 5B LAI TSZ YING
Second Runner-Up 3B LUI HAU KIU 4A CHAN YAN KIU
23. "3rd North District Judo Championships," organized by North District Sports Association.
Champion 3A KWAN CHUI YI
First Runner-Up 2D LEE YUEN MEI
Second Runner-Up 2C MAK HING YUET 3B LUI HAU KIU
24. "The 56th Hong Kong Judo Invitation Championships," organized by South China Athletic Association.
Champion 3A KWAN CHUI YI
Second Runner-Up 4A CHAN YAN KIU
25. "Hong Kong Judo Champion Tournament 2024," organized by The Judo Association of Hong Kong, China.
Champion 3A KWAN CHUI YI