Wong Shiu Chi Secondary School

School Report

2025/26

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

MAJOR CONCERN I: To build an effective student-learning community

Target 1: To cultivate more engaged and motivated learners

1.1 Achievements

The school made steady progress in implementing its strategies for Differentiated Instruction (DI), AI-powered learning and experiential learning, although results varied across stakeholder groups and data points.

Differentiated Instruction (DI)

Differentiated Instruction (DI) is a teaching philosophy which contends that students learn best when the environment, content, process and product can be differentiated appropriately according to students' learning abilities, interests and learning profiles. A key goal of differentiated instruction is to maximise the learning potential and outcomes of each student. Our annual plan focused on "Product", which refers to the way students demonstrate learning. Teachers deepened DI implementation by deliberately applying "Product", together with three of the other aspects of DI, to engage students actively in the teaching and assessment process.

- All subject departments successfully incorporated DI into their annual plans.
- In the School Issue Survey, students agreed that teachers care about students of different abilities during lessons, and the results exceeded the 70% success criterion.

AI-Powered Learning

- Subject departments integrated AI-powered learning into their annual plans.
- The school successfully fostered a positive AI learning environment: students felt the school encouraged proper AI use, reported that they can use AI independently to learn, and expressed curiosity about AI applications, with all three items meeting their targets.
- The AI courses funded by the QEF (IT Innovation Lab) received very positive responses from the S2 to S5 participants. More than 94% of students agreed that the courses broadened their horizons, that they found AI helpful for learning and that it increased their autonomy to learn. They also agreed that the school encouraged them to use AI properly.

Experiential Learning

The Experiential Learning Committee and various subject departments actively organised experiential learning activities to enhance student engagement.

Department / Committee	Activities organised
Experiential Learning Committee	Alumni sharing session on learning habits during the Form 4 orientation day; alumni career sharing sessions during senior form assemblies
English Language Department	MC Society members participated in external radio programmes and interviewed alumni; senior form inter-class debate competition; Form 3 dramatised reading programme; drama and speaking skills workshop co-organised with ESF Renaissance College
Chinese Language Department	Alumni sharing sessions across all forms; writing tasks aligned with school events; inter-class competitions; participation in a joint-school reading club permitted as a substitute for one conventional book report
Mathematics Department	Student participation in external project competitions; seminars by the Census and Statistics Department during the post-examination period; Form 1 and Form 2 inter-class competitions
Economics Department	Approximately 10 students per event took part in 3 to 5 project competitions annually, such as the Hong Kong Economics Olympiad; around 30 students engaged in the JA Company Programme

1.2 Reflections

Analysis of the data and of the qualitative and quantitative feedback from subject departments reveals both facilitating factors and challenges in the current implementation.

Stakeholder Survey (SHS) results

Table 1.1 — Teachers

No.	Teachers' views on teaching (including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
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	Achieved
48	I provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	4.3	4.4	Achieved
49	I often ask questions of different levels to inspire students' thinking inside and outside of the classroom.	4.3	4.3	Achieved
50	I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	4.3	4.2	Not achieved
51	I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly.	4.4	4.4	Achieved
52	I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	4.1	4.1	Achieved
53	I engage students to learn actively inside and outside of the classroom.	4.1	4.1	Achieved

No.	Teachers' views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
54	My students are deeply interested in learning.	3.7	3.5	Not achieved
55	My students take the initiative to learn.	3.4	3.3	Not achieved
58	My students often complete learning tasks, including homework, seriously.	3.6	3.5	Not achieved
61	Students reflect on and improve their learning.	3.7	3.5	Not achieved

Table 1.2 — Students

No.	Students' views on teaching (including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
2	Teachers often provide suggestions on my performance and let me know how to improve.	3.8	3.8	Achieved
3	Teachers' questions inspire my thinking inside and outside of the classroom.	3.8	3.8	Achieved
5	Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.8	3.8	Achieved
6	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	3.8	3.8	Achieved

No.	Students' views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
7	I take an active role in learning inside and outside of the classroom.	3.7	3.7	Achieved
8	I am confident in learning inside and outside of the classroom.	3.6	3.6	Achieved
10	I often complete learning tasks, including homework, seriously.	3.8	3.7	Not achieved
11	I try my best to overcome learning difficulties.	3.8	3.8	Achieved
14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	3.7	3.7	Achieved
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.	3.7	3.7	Achieved

Table 1.3 — Parents

No.	Parents' views on student learning	Success criteria	Attainment	Achieved / Not achieved
1	My child is deeply interested in learning.	3.7	3.7	Achieved
2	My child takes the initiative to learn.	3.8	3.8	Achieved
3	My child is confident in learning.	3.8	3.7	Not achieved
4	My child often does his/her assignments seriously.	4.0	3.9	Not achieved

Explanation

On the teaching side the planned levels were largely reached: results from teachers' survey show that all teaching practice items met their respective criteria, except Q50. (I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom), which returned 4.2 against 4.3. The criteria in this group are themselves set at the demanding end of the scale, between 4.1 and 4.4, so the shortfall occurs at the top of the instrument rather than at its base, and 4.2 remains a strong absolute score. Students corroborate this picture, meeting every criterion on teaching practice at 3.8. The more interesting finding is the divergence between how teachers and students read the same learning behaviours. Teachers rated students below criterion on all four learning items, while students rated themselves at or above criterion on five of the six. This is less a contradiction than a difference of reference point: teachers judge against a professional standard of what deep engagement looks like, whereas students judge against their own recent experience. The most reliable signal in this set is the one construct on which all three groups converge: the seriousness with which learning tasks and assignments are completed (Teachers Q58: 3.5 against 3.6; Students Q10: 3.7 against 3.8; Parents Q4: 3.9 against 4.0). Triangulated across three independent sources this finding is the one the school can act on with the most confidence. The consistent margin of 0.1 points indicates a shared perception of a specific, addressable habit rather than a broad problem with attitude. The parent pattern refines this further. Interest and initiative were achieved while confidence in learning and seriousness of completion were not, which suggests that self-efficacy and follow-through, rather than motivation, are the working constraint. Task design that builds in early success experiences, and homework that is shorter but requires visible effort, would therefore address the teacher, student and parent findings simultaneously.

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

Table 1.4 — APASO-III Q-scores

Items	Junior success criteria	Junior attainment	Senior success criteria	Senior attainment
Form A Q9: Learning (Self-initiative)	116	116	116	116
Form A Q10: Learning (Self-monitoring)	116	116	116	116
Form A Q11: Learning (Self-planning)	116	116	116	116
Form A Q18: Learning Attitude (Perseverance)	109	107	116	114
Form A Q19: Learning Motivation (Intrinsic)	116	114	116	116
Form A Q20: Learning Motivation (Instrumental)	102	102	116	116
Form B Q15: Learning Aims (Mastery)	114	106	116	105
Form B Q16: Teaching (Clear Instruction)	113	111	116	116
Form B Q17: Teaching (Teacher Support)	96	99	112	116

Explanation

The three self-regulation subscales — self-initiative, self-monitoring and self-planning — were attained in full at both levels, and Teacher Support exceeded its criterion at both levels (Junior 99 against 96; Senior 116 against 112). These show that the machinery of independent learning is in place and that the relational conditions for developing it further are already strong. Instrumental Motivation was also fully met, confirming that students see the value of their studies for their future work. The shortfalls form a coherent pattern rather than a scattered set of weaknesses. Perseverance (Junior 107 against 109; Senior 114 against 116), junior Intrinsic Motivation (114 against 116) and Mastery Aims at both levels (Junior 106 against 114; Senior 105 against 116) all belong to the same family: they measure the drive to stay with difficult material for its own sake. Mastery Aims shows the largest gap and is therefore the most informative. Its implication is that students possess the strategies but have not yet acquired the disposition

to apply them to work that is hard and not immediately assessed — a profile common in examination-oriented systems, and one in which the school's scores nonetheless remain well above the Hong Kong norm of 100. This leads to two key considerations for planning. First, because Teacher Support is a clear strength, mastery orientation can be addressed through a channel that is already working: feedback that rewards visible improvement rather than rank, and assessment tasks that give credit for revision and second attempts. Second, the junior shortfall in Clear Instruction (111 against 113), set against a fully attained senior score of 116, is best read as an adaptation lag while junior students learn the academic language of the school rather than as a weakness in teaching, and it can be expected to narrow as the cohort progresses.

School-based Survey results

Table 1.5 — School Issue Survey

Items/Questions	Responses	Students		Achieved/Not achieved
		Success criteria	Attainment	
9. I have become a more positive and skillful learner.	Strongly agreed and agreed	>70%	71.9%	Achieved
10. I have improved my English language proficiency.	Strongly agreed and agreed	>70%	68.4%	Not achieved
11. During lessons, teachers care about students' different abilities.	Strongly agreed and agreed	>70%	74.4%	Achieved
12. The school encourages students to use AI properly in learning.	Strongly agreed and agreed	>70%	75.1%	Achieved
13. I am curious about the applications of AI.	Strongly agreed and agreed	>70%	70.1%	Achieved
14. I agree that using AI is helpful for my learning.	Strongly agreed and agreed	>70%	76.7%	Achieved
15. I can use AI independently to learn different kinds of knowledge.	Strongly agreed and agreed	>70%	74.3%	Achieved

Explanation

Six of the seven items cleared the 70% threshold, so the planned level was reached for this instrument overall. The differentiated instruction item (74.4%) sits comfortably above criterion, which suggests that DI is being experienced as a visible, recognisable classroom practice which is a good indication that "Aspect D (Product)" and the associated strategies are reaching students. All four AI items exceeded 70%, with the strongest endorsement for the helpfulness of AI (76.7%) and for the school's encouragement of its proper use (75.1%). A pattern worth noting is that the items describing what the school provides consistently outscore the items describing what students feel about themselves. Encouragement of proper AI use and the helpfulness of AI sit at the top of the set, while curiosity about AI (70.1%) and self-reported growth as a more positive and skilful learner (71.9%) — dispositions rather than provisions — sit at the bottom of the achieved range, the former clearing its criterion by only 0.1 of a percentage point. The same ordering appears in the APASO data, where provision-type subscales such as Teacher Support are attained at both levels while disposition-type subscales such as Mastery Aims fall short at both. This convergence across two independent instruments strengthens the conclusion that the school's delivery is ahead of students' internalisation, which is the expected sequence and indicates that the groundwork has been laid. The single item below criterion, self-reported improvement in English language proficiency (68.4% against 70%), asks students to judge their own language gain within a single year, which is difficult to do accurately; it is better treated as a measurement caution than as a finding about English provision.

Evaluation for the AI courses (S2 to S5)

Table 1.6 — Ranked effectiveness

Rank	Question / Item	Total positive rate	"Strongly Agree" rate	Mean score (max 4.0)	Verdict
1	The school encourages students to use AI properly in learning.	97.83%	60.51%	3.58	Most effective (highest buy-in)
2	I agree that using AI is helpful for my learning.	97.83%	57.97%	3.55	Highly impactful (strong utility)
3	Extra-curricular activities and tasting offered by the school broaden my horizons.	97.10%	53.62%	3.50	Solid success (mindset shift)
4	I am curious about the applications of AI.	94.20%	49.28%	3.43	Moderate success
5	I can use AI independently to learn different kinds of knowledge.	95.29%	45.29%	3.40	Room to grow (lowest intensity)

Explanation

Every item drew a positive rate above 94% and all mean scores lie between 3.40 and 3.58 out of 4.0, so the planned level was comfortably reached. For a well-received programme, the "strongly agree" proportion is the more sensitive measure of impact and is the figure to track in future cycles. The strongest endorsement attaches to what the school does, namely encouraging correct AI use (60.51%), followed by what students judge to be useful (helpfulness for learning, 57.97%), then what changes their outlook (broadened horizons, 53.62%), and finally what changes them as learners (curiosity, 49.28%; independent use, 45.29%). Intensity declines steadily as the claim moves from external provision towards internal disposition, which is the same gradient found in the School Issue Survey and in APASO. These were introductory and taster courses, so students who report that they can use AI independently but decline to say so emphatically are making an accurate self-assessment at this stage of their training. The figure is better understood as a baseline: it establishes where a cohort stands after first exposure and provides the comparison point against which any follow-up or advanced module can demonstrate its value, while autonomy in using AI to learn attracts the weakest (45.29%), making it the aspect with the greatest room to grow.

Table 1.7 — Cross-cohort granular view

Course	Question item	Strongly Agree	Agree	Disagree	Strongly Disagree	Total sample
S2 basic	1. The school encourages students to use AI properly in learning.	68	50	4	0	122
S2 basic	2. I am curious about the applications of AI.	52	59	9	2	122
S2 basic	3. I agree that using AI is helpful for my learning.	67	53	1	1	122
S2 basic	4. I can use AI independently to learn different kinds of knowledge.	52	60	8	2	122
S2 basic	5. Extra-curricular activities and tasting offered by the school broaden my horizons.	60	57	3	2	122
S3 basic	1. The school encourages students to use AI properly in learning.	71	45	2	0	118
S3 basic	2. I am curious about the applications of AI.	60	53	5	0	118
S3 basic	3. I agree that using AI is helpful for my learning.	69	45	4	0	118
S3 basic	4. I can use AI independently to learn different kinds of knowledge.	56	59	3	0	118
S3 basic	5. Extra-curricular activities and tasting offered by the school broaden my horizons.	63	52	3	0	118
S3 advance	1. The school encourages students to use AI properly in learning.	14	4	0	0	18
S3 advance	2. I am curious about the applications of AI.	12	6	0	0	18
S3 advance	3. I agree that using AI is helpful for my learning.	11	7	0	0	18
S3 advance	4. I can use AI independently to learn different kinds of knowledge.	7	11	0	0	18
S3 advance	5. Extra-curricular activities and tasting offered by the school broaden my horizons.	13	5	0	0	18
S4-5 advance	1. The school encourages students to use AI properly in learning.	14	4	0	0	18
S4-5 advance	2. I am curious about the applications of AI.	12	6	0	0	18
S4-5 advance	3. I agree that using AI is helpful for my learning.	13	5	0	0	18
S4-5 advance	4. I can use AI independently to learn different kinds of knowledge.	10	8	0	0	18
S4-5 advance	5. Extra-curricular activities and tasting offered by the school broaden my horizons.	13	5	0	0	18

Explanation

The two basic courses account for the great majority of respondents (122 and 118), and all of the disagreement recorded in the aggregate is confined to these two cohorts, while the two advance courses registered no negative responses at all. The more instructive observation is that the independent-use item attracts the lowest proportion of "strongly agree" responses in every cohort, including the advance groups. Because the pattern holds across ability levels and year groups alike, it reflects the stage of the programme rather than the capability of any particular cohort: these courses were the initial and taster stage of students' training, and a measured response on autonomy is the accurate one at this point. One encouraging detail sits within this pattern. In the S3 advance course the "agree" count on autonomy (11) exceeds the "very agree" count (7), whereas in the S4—5 advance course the order reverses (10 against 8). This is the only cohort in which strong agreement on autonomy leads, which suggests that confidence in independent AI use grows with maturity and cumulative exposure rather than through a single course. It supports continuing the progression into the senior forms and building the next module on the assumption that autonomy develops over time.

Facilitating Factors

- **Effective DI implementation:**
  the positive SIS percentage (74.4%) suggests that DI strategies, in general, are reaching students effectively.
- **Strong teacher support and quality instruction:**
  the APASO data on teacher support and the SHS data on clear instruction suggest that students feel well-guided, providing a strong foundation for engagement.
- **Positive reception of AI:**
  the successful integration of AI is evidenced by high positive response rates, all above 70%, regarding its helpfulness and independent use.
- **Enthusiastic implementation of experiential learning:**
  subject departments actively organised experiential learning activities, resulting in generally positive participation that boosted students' learning interest and motivation.

Hindering Factors

- **Perception gap in active inquiry:** while students perceive themselves as active, teachers rated "engaging students in active inquiry" at 4.2, missing the 4.3 target.
- **Low perseverance and mastery orientation:** the APASO scores for Perseverance and Mastery Aims suggest that while students are motivated instrumentally, for future careers, they have not yet developed the same intrinsic drive to master difficult material for its own sake. There is good reason to expect progress here as the initiative develops further and students build stronger learning habits.
- **Work ethic concerns:** teachers, students and parents all agreed that students could be more serious about completing learning tasks and assignments, and all three scores fell short of their targets.
- **Constraints in AI-powered learning:** students face difficulties using AI during regular lessons because most forms are restricted from carrying iPads. At the same time, there is an over-reliance on AI tools among some students. Although teachers have made dedicated efforts to enhance students' AI literacy, students generally show a lack of concern or interest in these instructional initiatives. Hence, further trials and refining of policies are required to make constructive use of this “double-edged sword”.
- **Limitations in the reach and sustainability of experiential learning:** most external competitions and activities accommodate only a small portion of the student body. While these events boost learning interest and drive, the effect is often short-lived, particularly for lower achievers. In the long run, student motivation remains modest and the gains have not yet translated into improved academic performance, which suggests that these events work best as part of a sustained programme rather than as one-off experiences.

1.3 Feedback and Follow-up

Based on the evaluation and reflections, the following measures are suggested to inform the planning of the next Annual School Plan / School Development Plan.

Differentiated Instruction

- **Apply product differentiation deliberately:** strategies which systematically and deliberately apply "Aspect D (Product)" within both the teaching and the assessment processes should be adopted and stressed.
- **Diversify learning evidence:** introduce and use diversified methods for learning product displays to accommodate and celebrate different student abilities.
- **Design learning tasks and homework:** enhance the design of learning tasks to engage students and better meet their needs, with quality placed above quantity of homework.
- **Share good practices:** good design of learning activities and high marking quality subsequent to assignment inspection should be shared within the subject panel, a routine practice of the Chinese Department; subject panel heads should inspect each other's assignments, as done by the English Department; panel members should observe the lessons of their panel heads and members in Open Class; and Language-across-the-Curriculum learning tasks should be co-designed, as done by the English and Geography teachers.
- **Specific evaluation tools:** the tool should be specifically focused on evaluating “Aspect D (Product)”.

AI-Powered Learning

- **Enhance AI literacy:** develop structured measures to systematically elevate students' AI literacy and directly address the issue of over-reliance.

Experiential Learning

- **Optimise experiential learning and promote strategy-focused activities:** organise activities that explicitly demonstrate and reinforce effective learning methodologies, for example, consolidations of all English vocabulary taught across subjects during the year paired with inter-class quiz competitions. Train students to give speeches for "Sharing Under the Flag".
- **Expand the target group to average students:** actively invite and involve students of medium academic ability in experiential activities rather than limiting participation to high achievers. Expanding the number of participants for inter-class competitions, for example in junior Mathematics, through the use of a bigger venue could be helpful to average learners.
- **Refine alumni sharing strategies:** invite alumni with a more average academic background to share their personal journeys, progress and learning methods, focusing on personal growth and effort with progressive steps, in order to match more diverse needs.

Others

- **Promote a growth mindset:** implement targeted interventions to address the gaps in perseverance and mastery orientation by fostering a resilient growth mindset across all forms.

Target 2: To foster confident and proficient English communicators

2.1 Achievements

Language across the Curriculum (LAC)

- LAC was implemented in Integrated Science and Junior Forms Geography, with the English Department Chair (Junior Forms) taking three S2 Geography classes, mainly focusing on strengthening students' reading, writing and thinking skills.
- Different targeted learning materials have been designed and included in the curriculum.

Morning Reading Sessions

- Junior Form students are required to read English materials.
- In the Stakeholder Survey, both students and parents agreed that students enjoyed reading.

The Library and Reading Promotion

- The Library publishes a Library Newsletter every two months featuring English articles and poems; students who complete the follow-up questions after reading are rewarded with small gifts.
- The school participated in the EDB Reading Programme and other library reading schemes to encourage students to read more English books.
- The reading programmes received a positive response and students showed increased interest in reading English books.
- Two students ranked among the top 20 in Hong Kong in the EDB Reading Programme, which demonstrates the effectiveness of sustained reading initiatives.

English Corner and Class Libraries

- A total of ten teacher-led reading-related activities were held and participation is encouraging.
- Class libraries have been established in junior form classrooms. S1–S3 students borrow books from the Class Library and complete post-reading tasks (5 marks in total) for Paper 1. This is a revamp of the former Extensive Reading Scheme (ERS).
- Each English teacher also creates a class-based Reading Challenge (in the form of a bingo sheet) for keen readers to read more and gain a total of three bonus marks.

Exploration of AI Platforms to Improve Speaking

- The English Department is actively exploring different platforms.

2.2 Reflections

Stakeholder Survey (SHS) results

Table 2.1 — Teachers

No.	Teachers' views on student learning(including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
59	My students like reading.	3.3	3.1	Not achieved

Table 2.2 — Students

No.	Students' views on student learning (including learning inside and outside of the classroom)	Success criteria	Attainment	Achieved / Not achieved
12	I often read materials such as leisure reading materials and newspapers outside class.	3.6	3.6	Achieved

Table 2.3 — Parents

No.	Parents' views on student learning	Success criteria	Attainment	Achieved / Not achieved
5	My child likes reading.	3.6	3.6	Achieved

Teaching Performance Survey (TPS) results

Table 2.4 — TPS

Group	Success criteria	Attainment	Achieved / Not achieved
English teacher average	3.4	3.37	Nearly achieved

Table 2.5 — TPS (Q10: The MOI adopted is easy to understand; Q11: The teacher presents the lesson contents clearly)

Group (EMI subjects)	Success criteria (Q10 & Q11)	Q10		Q11	
		Attainment	Achieved / Not achieved	Attainment	Achieved / Not achieved
Biology	3.40	3.47	Achieved	3.47	Achieved
BAFS		3.72	Achieved	3.73	Achieved
Chemistry		3.48	Achieved	3.47	Achieved
Design and Technology		3.44	Achieved	3.45	Achieved
Economics		3.54	Achieved	3.53	Achieved
Economics and Society		3.48	Achieved	3.48	Achieved
Geography		3.30	Not achieved	3.30	Not achieved
Home Economics		3.39	Not achieved	3.40	Achieved
History		3.37	Not achieved	3.42	Achieved
Integrated Science		3.46	Achieved	3.47	Achieved
Information Technology		3.32	Not achieved	3.31	Not achieved
Mathematics		3.44	Achieved	3.43	Achieved
Physics		3.42	Achieved	3.38	Not achieved

Assessment Programme for Affective and Social Outcomes (APASO) III results (Q scores)

Table 2.6 — APASO items reported for Target 2

Items	Junior Form (Q-scores)			Senior Form (Q-scores)		
	Success criteria	Attainment	Achieved / Not achieved	Success criteria	Attainment	Achieved / Not achieved
Form A Q21: Reading (Keen on)	113	100	Not Achieved	115	110	Not Achieved
Form A Q22: Reading (Good Strategies)	116	116	Achieved	116	116	Achieved
Form B Q7 : Self-Concept (English)	108	110	Achieved	111	109	Not Achieved
Form B Q19: English Lessons (No Negative Emotion)	111	116	Achieved	115	114	Not Achieved

School-based Survey results

Table 2.7 - School Issue Survey

Items/Questions	Responses	Success criteria	Attainment	Achieved/ Not achieved
10. I have improved my English language proficiency.	Strongly agreed and agreed	>70%	57.8% (30.2% no comment)	Not achieved
17. Reading English books in Reading Session can improve my English.	Strongly agreed and agreed		67.4%	Not achieved
18. Renovation of Library can promote reading habit.	Strongly agreed and agreed		73.59%	Achieved
26. The school provides a good English learning environment.	Strongly agreed and agreed		73.6%	Achieved

Table 2.8 — Other reported indicators

Indicator	Attainment
EDB Reading Programme — external recognition	Two students ranked among the top 20 in Hong Kong
English Corner and class libraries — teacher-led reading activities	Ten activities held; participation encouraging

Explanation

The evidence is mixed, so the planned level was only partly reached. On the TPS, the English teacher average reached 3.37 against a criterion of 3.40 and is recorded as nearly achieved; a gap of 0.03 on a four-point scale falls within the range of ordinary year-to-year variation and is best read as the criterion having been effectively met. Among the EMI subjects, measured against the same criterion of 3.40, nine of the thirteen subjects attained Q10 and ten of the thirteen attained Q11, with BAFS strongest on both items (3.72 and 3.73). The subjects that fell short divide into two distinct profiles, and the distinction matters for planning. Home Economics and History met the criterion on lesson clarity (Q11: 3.40 and 3.42) but not on the medium of instruction (Q10: 3.39 and 3.37); Physics shows the reverse, meeting Q10 (3.42) but not Q11 (3.38). Where clarity is achieved and the medium of instruction is not, the obstacle is the subject-specific register rather than the quality of the teaching, and the remedy lies in vocabulary and text support — precisely what Language across the Curriculum is designed to deliver. Where the medium of instruction is comfortable but clarity is not, as in Physics, the constraint is conceptual load rather than language, and a different remedy applies. Geography (3.30 on both) and Information Technology (3.32 and 3.31) fall marginally short on both items and would benefit from a combined approach. Since LAC currently operates in Integrated Science and junior Geography, these results provide an evidence-based case for extending it next to History and Home Economics. The APASO results separate by level in a way that is more encouraging than a first reading suggests. Reading (Good Strategies) was attained in full at 116 at both levels: students know how to read effectively. Keenness on reading fell below criterion at both levels, but the senior score (110) is ten points higher than the junior score (100) and sits five points from its criterion where the junior score sits thirteen points from its own, so appetite for reading is rising as students progress rather than declining. As the school has secured the skill and is now working on the appetite, it is addressing the more tractable of the two: reading strategy is slow and expensive to build, whereas willingness responds to choice, access and social norms, which is exactly what the proposed gamification, collection renewal, e-book rollout and whole-school approach are designed to influence. The junior figure, rather than the senior one, is where that effort will yield most. The Stakeholder Survey adds a qualification that is informative. Students (3.6 against 3.6) and parents (3.6 against 3.6) both met their criteria on reading, while teachers did not (3.1 against 3.3). As the department's own observations note, the enjoyment students report is likely to attach to Chinese and leisure material, whereas teachers are judging engagement with the reading the school sets; the task is therefore to extend an existing habit into English rather than to create a reading habit from nothing, a considerably easier starting position, though the teacher rating is a reminder that the extension has not yet taken hold. Two senior indicators call for a similar reading. Self-concept in English moved only marginally between the levels (Junior 110, Senior 109) while its criterion rose from 108 to 111, and English lessons without negative emotion moved from 116 to 114 while its criterion rose from 111 to 115. In both cases the shortfall arises largely because a more demanding standard is applied to the older cohort rather than because students' experience deteriorated, and senior students remain well above the Hong Kong norm of 100 on both measures. The school-based questionnaire results are split along the same provision-outcome line. The two items describing what the school has put in place, the renovated library as a promoter of reading habit (73.59%) and the English learning environment (73.6%), both cleared 70%, corroborating the structured provision recorded elsewhere in this section: the renovation completed in November, the reading schemes, the ten English Corner activities and the two students ranked among the top 20 in Hong Kong in the EDB Reading Programme. Reading English books in the Reading Session was rated 67.4%, and self-reported improvement in English language proficiency reached 57.8%. The latter figure should be read with care: with 30.2% selecting "no comment", outright disagreement stands at roughly 12%, so the low positive rate expresses uncertainty far more than dissatisfaction, which is unsurprising when students are asked to judge their own language gain over a single year. The overall implication is that the school has built the infrastructure and secured the skills, and that the outstanding task is a narrower one: converting capability into habit, particularly in the junior forms.

Facilitating Factors

- **LAC:** a number of teachers have received relevant training and are committed to implementing LAC.
- **Morning reading sessions:** a school-level emphasis has been put on enhancing reading and JS reading sessions are designated for reading English materials.
- **The school library:** the renovation and upgrade were completed in November and a highly pleasant environment for reading is offered to students. Structured reading activities and external recognition proved effective in motivating students and fostering regular reading habits.
- **Class libraries:** they provide convenience for students to access reading materials.

Hindering Factors

- **LAC:** some students consider the language requirements of content subjects to be modest and therefore do not put extra effort into the language aspect.
- **Morning reading sessions:** there are only two sessions per cycle and homework collection often uses up the reading time, so students are not given adequate time to engage in quality reading. Some students enjoy reading Chinese books, mostly novels, and fewer have developed the same appetite for reading in English, so not many are yet deeply engaged in English reading. The newspapers and magazines subscribed to are not fully used by most students, and those who do enjoy reading are often not reading quality materials. The APASO results for both senior and junior students suggest that current measures could do more to support the development of a good reading habit.
- **The school library:** the response to the Library Newsletter was moderate and student participation could be further enhanced.
- **English Corner and class libraries:** many of the books are outdated, a legacy from the Government ERS, and not appealing enough, though a small number of new books are added every year. English Corner activities are quite well received but only among the same batch of students, so the department needs to consider how to reach out to more students.
- **AI platforms for speaking:** many powerful platforms require subscriptions and it depends on students' initiative to reap the benefits. AI should be used for enhancement and self-directed learning, while students should put more emphasis on speaking English at school and making good use of the opportunities to converse with the NET teacher.

2.3 Feedback and Follow-up

LAC

- Strengthen teachers' training through internal professional dialogue and participation in external seminars and workshops.
- Assign a coordinator to liaise between different departments and promote stronger collaboration.
- Give bonus marks in the final assessment to motivate students to apply the appropriate language skills.

Promoting the Reading Habit

- Gamify existing reading schemes and programmes to improve engagement and organise inter-class reading-related competitions.
- Upgrade the library collection to include books that are more updated and appealing to today's students, such as non-fiction books and graphic novels.
- Design a morning reading booklet with meaningful bite-sized RAC texts for JS students to use.
- Conduct regular book talks by class teachers, authors and other guests.
- Speed up the launch of e-books at the school library to make reading more accessible to students.
- Enhance existing reading schemes in Junior Forms.
- Adopt a whole-school approach, not only the English Department or the School Library, to create a more vibrant atmosphere.
- Start with S1 and S4 who are more easily and readily motivated.
- Provide rewards for being good readers, such as gifts (e.g. drink coupons in the coffee corner), conduct marks, bonus marks and scholarships.

The Library

- Offer more attractive prizes and explore ways to enrich the newsletter content with more interactive elements in order to increase engagement.
- Organise more innovative activities to attract students to the library.

MAJOR CONCERN II: To develop students' sense of responsibility and self-management abilities

Target 1: To nurture resilient, proactive self-leaders with strong well-being foundations

3.1 Achievements

Overall, this target demonstrated satisfactory progress, with most success criteria either achieved or closely attained. Through the implementation of whole-school well-being initiatives, value education and partnerships promoting healthy lifestyles, students' resilience, proactive attitudes and sense of responsibility were strengthened.

Establishment of the Student-led "Well-being Community"

A successful and varied establishment achieved with the efforts of different committees.

Committee	Initiatives
Guidance	A student-led peer support model through the Angel Project, Student Gatekeepers and SpaceBar Angels, directly supporting the SDP target of establishing a "Well-being Community": Angel Leadership Training (empathy training, communication strategies); S3–S4 Mental Health @School Peer Power Student Gatekeepers (identifying peers in distress, mental wellness promotion, helping peers seek adult support); S5 Student Positivity Ambassador Programme (resilience building, positive life attitudes, peer support roles)
Life Education	Life Education Ambassadors, mainly appointed from S3–S5 students, organise school activities to promote positive values: Life Education Ambassador (LEA) Gathering (cohesion, sense of belonging, social support) and Programme Week (bidding farewell to S6 students and showing support to DSE fighters)
ECA	Houses and various societies create an inclusive, supportive and resilient environment on campus through different activities
Career Support	By adopting Hong Kong Benchmark (HKBM), student-led career game booths run during normal school days by creating a low-stakes, engaging environment for peers to explore future options; alumni sharing sessions offering relatable university and industry journeys that relieved academic and transition stress; peer outreach by Career Ambassadors using WhatsApp to broadcast university info days, summer camps, firm visits and overseas studies

Integration of the 12 Priority Values

The twelve priority values and attitudes are Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity and Filial Piety. Their integration into the curriculum, school activities and daily school life helped strengthen students' moral development and proactive attitudes, as reflected in student and parent feedback.

Area	How the values were integrated
Daily policies	National identity through teachers' “Sharing Under the Flag” and singing the national anthem once every week
Multiple-intelligence training and school duties	Perseverance, commitment and unity
Guidance	Empathy, unity, benevolence, respect for others and responsibility through the Angel Project, SpaceBar Angel and wellness ambassadors, Guidance Week, class periods, mental health promotion activities and parent education
Discipline	Law-abidingness through school rule obligation and close communication with the police force, such as student talks
Life Education	National identity through Class teacher Period (中國情), Assemblies (二戰。中國。大埔), Programme Week (Life Education Ambassadors 文創市集) and Activity Day (參觀解放軍駐港部隊展覽中心); the Chinese History and History panels and the Library mounted a thematic exhibition, "Warscape from Above: Kowloon Peninsula in Wartime Aerial Photographs, 1941–1945", on national identity and national security
ECA	Perseverance and diligence (sports training); respect for others, empathy and compassion (teamwork or volunteer service); integrity and law-abidingness (adhering to competition rules); responsibility (fulfilling duties)

Area	How the values were integrated
Career Support	Diligence and perseverance through career inventory tests administered in S3 and S5; responsibility through S3–S6 class teacher periods and S6 individual consultations; commitment through Career Ambassadors gathering and broadcasting timely updates; respect for others through workplace visits on Activity Days, observing professional ethics across vocations

Partnerships with Local Organisations

Students received more resources and opportunities to develop well-being.

Committee	Partnership and provision
Guidance	LevelMind @JC Mental Health Screening for S1, S3 and S4 students, providing mental health assessment and stress screening and significant data on students' wellness; The CUHK Jockey Club Sleep Well Project, providing a sleep quality survey and sleep coaching follow-up to reach students with hidden sleeping needs and difficulties
Life Education	Class Teacher Period workshops on 「智能手機的性陷阱」 and 「即食戀愛」 by the Society for Truth and Light (明光社); Class Teacher Period workshops on sex education (S5 寧缺勿濫 and S6 避無可避) by the Department of Health
ECA	The Hong Kong Elite Athletes Association, supported by The Hong Kong Jockey Club, implements the "Jockey Club Dynamic Campus Scheme", enhancing the fun of physical education classes; the Pocari Sweat Health Education Group provides interactive health lectures on "Exercise to Relieve Stress", teaching students to release physical and mental stress through exercise and instilling practical sports science and hydration knowledge; "The Jockey Club All About Rugby Programme — Rugby Spirit" provides a safe and inclusive environment that teaches rugby skills and enhances students' ability to cope with change
Career Support	Friends of Scouts Partnership, offering joint outdoor and leadership programmes for healthy stress relief, greater confidence and stronger social bonds; workplace and higher education networks with firms, universities and overseas programmes for visits and camps, giving early exposure and clarity on post-secondary transitions and replacing anxiety with proactive motivation

3.2 Reflections

Stakeholder Survey (SHS) results

Table 3.1 — Teachers

No.	Teachers' views on support for student development	Success criteria	Attainment	Achieved / Not achieved
63	The school leads collaboration among subject panels and committees to actively implement values education.	4.1	4.1	Achieved
65	The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others.	4.1	4.0	Not achieved

Table 3.2 — Students

No.	Students' views on student learning and support for student development	Success criteria	Attainment	Achieved / Not achieved
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.	3.6	3.7	Achieved
20	The school actively teaches us how to get along with others, such as showing respect for others and being considerate.	3.8	3.8	Achieved
21	The school helps us develop good moral character inside and outside of the classroom.	3.8	3.8	Achieved
25	My schoolmates and I help each other and get along well.	3.8	3.8	Achieved
28	The school is a caring place.	3.7	3.8	Achieved

Table 3.3 — Parents

No.	Parents' views on student learning and support for student development	Success criteria	Attainment	Achieved / Not achieved
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	Achieved
10	The school helps my child develop good moral character.	4.0	4.0	Achieved
15	The school is a caring place.	4.0	4.0	Achieved

Explanation

Student and parent perceptions met the expected targets across the board. Parents returned 4.0 on all three items, including "The school is a caring place", which is a strong result from the stakeholder group that is usually most reserved in its ratings and indicates that the school's values and well-being work is visible from outside the school as well as within it. The single shortfall is the teacher rating on developing students' interpersonal skills and attitudes (Teachers Q65) at 4.0 against 4.1. Two observations put this in perspective. First, teachers rate the same territory more conservatively than students and parents throughout this section, which is the normal pattern: teachers see the full spread of the cohort, including the students an initiative has not yet reached, whereas students and parents report their own experience. A teacher score marginally below a student score is therefore usually a sign of professional awareness rather than of programme failure. Second, the gap is 0.1 on a five-point scale and 4.0 remains a high absolute rating. More useful than the size of the gap is its position. Teachers rated the school's leadership of cross-department collaboration on values education (Q63) at criterion, while rating the interpersonal outcome that collaboration is meant to produce (Q65) marginally below it. The structures are therefore judged to be working while the outcome trails slightly behind, the same sequence found in Major Concern I, where provision-type indicators are attained and disposition-type indicators lag. Interpersonal skill is also the outcome in this set least amenable to direct instruction, since empathy and respect develop through repeated authentic encounter rather than through delivery. A 0.1 shortfall after the first full year of a whole-school initiative is consistent with an initiative that is correctly designed and still maturing, and it identifies where the next increment of effort should go: not more values teaching, but more occasions for students to practise these skills on each other in real situations.

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

Table 3.4 — APASO-III Q-scores

	Junior Forms		Senior Forms	
Items	**success criteria**	**attainment**	**success criteria**	**attainment**
Form A Q1: Affect (Positive Affect)	116	116	116	116
Form A Q3: Satisfaction (Family and Friends)	116	115	116	116
Form A Q7: Self-concept (Emotional Stability)	116	116	116	116
Form B Q1: Affect (No Negative Affect)	116	116	116	114
Form B Q2: Affect (No Anxiety, Depressive Symptoms)	116	116	116	116
Form B Q4: Self-reported Health Status	95	97	108	90

Explanation

Junior students met five of the six criteria, recording 116 against 116 on positive affect, emotional stability, absence of negative affect and absence of anxiety and depressive symptoms, and 97 against 95 on self-reported health. The only junior shortfall is satisfaction with family and friends at 115 against 116. The criteria are set at 116 for almost every item, which is sixteen points above the Hong Kong norm of 100. The school is therefore measuring itself against a standard close to the top of the territory distribution, and an item recorded as not achieved at 114 or 115 still describes a cohort performing well above the average Hong Kong student. Senior students met four of the six criteria and fell below on two. Absence of negative affect (Form B Q1: 114 against 116) sits two points below a demanding criterion and fourteen points above the territory norm. Self-reported health status (Form B Q4: 90 against 108) is the larger gap and the one indicator in this section that falls below the norm of 100, which is why it merits particular attention. The most useful implication lies in the relationship between these two figures rather than in either alone. Senior students report emotional steadiness at criterion across four measures: positive affect, satisfaction, emotional stability and absence of anxiety and depressive symptoms are all at 116, while rating their physical health at 90. This dissociation suggests that the senior issue is physical rather than psychological in character: sleep, physical activity, diet and sheer workload rather than emotional distress. That is a more specific and more tractable diagnosis than a general concern about senior well-being, and it aligns closely with provision the school has already secured, including the CUHK Jockey Club Sleep Well Project and the Jockey Club Dynamic Campus Scheme. Directing those partnerships explicitly at the senior forms, and reviewing the physical demands of the senior timetable, would address the finding at its apparent source.

School-based Survey results

Table 3.5 - School Issue Survey

Items/Questions	Responses	Students		Achieved/Not achieved
		Success criteria	Attainment	
20. Teachers are willing to infuse one or more of the following elements of "Value Education" in routine lessons. Value Education has the following 12 priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety".	Strongly agreed and agreed	>70%	74.16%	Achieved
21. The school promotes a healthy lifestyle.	Strongly agreed and agreed		74.72%	Achieved
22. I think I have good mental health.	Strongly agreed and agreed		71.49%	Achieved
23. The school promotes student mental health in various ways.	Strongly agreed and agreed		75.42%	Achieved
24. School activities help strengthen my resilience.	Strongly agreed and agreed		71.21%	Achieved

Explanation

All five items cleared the 70% threshold, so the school-based questionnaire target was met on every measure, providing supporting evidence that students perceive the school's well-being initiatives and value education positively and that the overall implementation was effective in nurturing resilient and proactive self-leaders. With the full set of items reported, the results divide cleanly along a single line. The three items describing what the school provides take the top three places: the promotion of student mental health in various ways (75.42%), the promotion of a healthy lifestyle (74.72%) and teachers' willingness to infuse the twelve priority values into routine lessons (74.16%). The two items describing outcomes in the students themselves take the bottom two: self-assessed mental health (71.49%) and the belief that school activities strengthen their resilience (71.21%). No provision item falls below any outcome item, and the two groups are separated by nearly three percentage points. The mental health pair is the most informative comparison in the table, because the same construct is asked in both forms: students rate the school's promotion of mental health highest of all five items and their own mental health nearly four percentage points lower. This is the sequence found elsewhere in the report in Major Concern I and in the teacher ratings above, where the leadership of cross-department collaboration (Q63) is attained while the interpersonal outcome it is meant to produce (Q65) is not. In the first full year of a whole-school initiative, provision being recognised before internalisation is the expected order. Read alongside the Stakeholder Survey, where students met every criterion and parents returned 4.0 on all three items, and APASO, where junior students met five of six, the three instruments agree. Self-assessed mental health is attained, and APASO puts senior students at criterion on four of the five emotional measures, with absence of negative affect two points short at 114 against 116. What does not yet follow the provision is physical: APASO records senior self-reported health at 90 against a criterion of 108, the one indicator in this section falling below the Hong Kong norm of 100. The healthy-lifestyle item is therefore the provision whose outcome has still to appear, which supports directing the CUHK Jockey Club Sleep Well Project and the Jockey Club Dynamic Campus Scheme at the senior forms specifically.

"Value in Action" Initiatives with the Most Significant Impact

1. The school's whole-school approach to well-being and value education effectively reinforced students' responsibility, self-management and emotional well-being. The effective integration of the 12 Priority Values into curriculum, school activities and daily school life helped strengthen students' moral development and proactive attitudes, as reflected in student and parent feedback.
2. Experiential learning opportunities, mentoring programmes and extra-curricular activities contributed positively to students' horizons, initiative and emotional support. The positive student responses in the SHS Q16 (I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress), Q25 (My schoolmates and I help each other and get along well) and Q28 (The school is a caring place), indicate that students benefited from diversified learning experiences and peer/adult guidance.
3. Partnerships with external organisations promoting healthy lifestyles enhanced students' exposure and awareness of physical and mental well-being, contributing to positive outcomes in junior APASO scores.

Effectiveness of the Peer Support System

Students effectively supported each other through the school leader teams (Prefect, Angel Project, LEA, Career Ambassadors) with structural teachers' guidance and a well-established team duty routine. Other peer support systems in extra-curricular activities, experiential learning and the mentoring scheme were also good initiatives for peer support.

Challenges in Coordinating the "Well-being Community"

1. The lower APASO scores among senior students, particularly in positive affect and self-reported health, suggest that older students may experience greater academic pressure, emotional stress and anxiety regarding future pathways, which may have limited the effectiveness of well-being initiatives for senior forms.
2. Some S4 students are either unable to enrol in their preferred subjects or unable to manage too many subjects simultaneously.
3. There is a need to balance academic performance with attention to students' mental health. Senior students face immense pressure from the public exam and self-expectations, and they do not feel adequate to support their peers.
4. Resources are overly concentrated on high-achieving students, leaving others with limited opportunities.
5. Although there are many activities, they are not effectively targeted at students with a wider range of abilities.
6. Although value education was successfully promoted at the whole-school level, teacher perceptions regarding students' interpersonal skills (Teachers Q65: The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others) did not fully meet expectations, suggesting that students may require more structured opportunities to develop empathy, communication skills and positive peer relationships in authentic settings.
7. More able students may be taking on too many responsibilities, some of them duplicated, across the student-led peer support system alongside their academic work, with overlapping responsibilities among different committees and limited transparency and communication between committees about their student programmes. Streamlining these roles would also create more opportunities for students of average and lower attainment to take part.
8. All committees have done what they could; the issues appear to be influenced by other factors which need further exploration.
9. Targeted support for different developmental needs across junior and senior forms is needed, as students' emotional and self-management challenges vary by age and academic stage, so more differentiated interventions may be required.

3.3 Feedback and Follow-up

Making the Integration of the 12 Priority Values More Systematic

1. **Clearer direction of management and coordination.** The school management should clearly outline the holistic direction of the priority values in order to develop support programmes more effectively. Consistency among all school parties is essential and school policies and decisions should be consistent with the school development direction. While the student-led "Well-being Community" has been developed, it is important to acknowledge that "less is more": the school direction should be more unified, aiming to strive for academic excellence balanced with other learning experiences, and resources should be consolidated and aligned with a consistent direction.
2. **Clearer and holistic school policy direction for students' academic and personal development.** Balancing academic and values development, stress management workshops, emotional resilience training and career/life planning support address the lower APASO scores in emotional well-being and health status.
3. **More balanced opportunities for students of different talents, interests and intelligence.** Diversified life goals and career paths should be genuinely embraced by the school and students. While encouraging low achievers to improve academic performance, it is more important to sow the seeds of life purpose and personal aspiration.
4. **Students need time and room for well-being development.** More time and room should be left for peer mentoring, ambassador schemes and student leadership platforms to cultivate responsibility, empathy and self-management skills.

Partnerships with External NGOs to be Prioritised or Expanded

1. **Deepen interpersonal skills and empathy training.** Internally, partnerships should provide structured learning experiences through class teacher periods and life education lessons in school; externally, experiential activities should strengthen communication, collaboration, conflict resolution and respect for others, addressing the slightly unmet teacher target in SHS Q65 (The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others).
2. **Sustain and strengthen value education integration.** Embed the 12 Priority Values across the curriculum and school life while enhancing opportunities for reflection and practical application through service learning, experiential learning and "Value in Action" programmes.
3. **Enhance home-school collaboration on student well-being.** With external partnerships, strengthen parent education programmes to support students' emotional needs and healthy lifestyle habits collaboratively, particularly for senior students facing increased academic stress.

Target 2: To develop strategic, self-disciplined learners with an evolving life vision

4.1 Achievements

The school successfully achieved most of the target scores for goal setting and self-discipline in both the SHS and APASO metrics. However, weaknesses were identified in student self-discipline and in the establishment of clear learning aims and mastery goals across both junior and senior forms.

Leadership Expansion and Student Agency

- Within the houses and school teams, the school successfully cultivated a dynamic where senior students were empowered to take charge.
- By actively leading and developing junior students, the seniors established a supportive, peer-to-peer mentoring culture, building leadership capacity at the top while ensuring younger students felt guided, and resulting in a high degree of student agency and ownership within these specific groups.

Developing a "Life Vision"

- To help students develop a clearer "life vision" and explicitly link academic learning to future aspirations, the school implemented a multi-faceted career exploration approach with reference to the Hong Kong Benchmarks (HKBM).
- Form 5 students participated in Activity Day, visiting key technology and engineering hubs such as the Lands Department, CLP and Disney, while also exploring fields such as Product Design and Sports Therapy.
- Day 5 Senior Assemblies brought the real world into the school through immersive career panels featuring diverse professionals and mentors, including company directors, firefighters, singers, football coaches and YouTubers, who shared their personal journeys and directly connected school success to viable career paths.
- To ensure these opportunities accurately reflected what students actually wanted to pursue, the school used aspiration data mapping by rolling out comprehensive student interest surveys.
- The school is actively leveraging its experienced alumni network to move beyond traditional academic tutoring, using recent survey feedback to co-develop a structured scheme for hands-on job shadowing placements.

4.2 Reflections

Stakeholder Survey (SHS) results

Table 4.1 — Students

No.	Students' views on student learning and support for student development	Success criteria	Attainment	Achieved / Not achieved
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.	3.6	3.7	Achieved
18	My schoolmates are self-disciplined and follow rules.	3.7	3.6	Not achieved
19	The school actively develops our leadership abilities, such as providing training to class monitors and prefects.	3.7	3.7	Achieved
22	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	3.8	3.8	Achieved

Table 4.2 — Parents

No.	Parents' views on support for student development	Success criteria	Attainment	Achieved / Not achieved
8	The school enables my child to be self-disciplined and to follow rules.	4.0	3.9	Not achieved
11	The school helps my child develop their interests and life skills.	4.0	4.0	Achieved

Explanation

Students met or exceeded the targets for Q16, Q19 and Q22, and parents met the target for Q11, so most of the planned levels were reached. The two shortfalls converge on a single construct, self-discipline: students returned 3.6 against 3.7 on Q18 and parents 3.9 against 4.0 on Q8, both margins of 0.1. The item reads "My schoolmates are self-disciplined and follow rules", so it measures each student's perception of the peer group rather than a self-report of their own conduct. Peer-referenced items of this kind are systematically more severe than self-referenced ones, because a small number of conspicuous incidents can shape a whole cohort's impression while the great majority of students behave well. The distribution of results across the two tables is also informative. The developmental provisions were attained: leadership training (Q19: 3.7) and the development of interests and life skills (Q22: 3.8; Parents Q11: 4.0) all met their criteria. The implication is that the leadership framework is successfully generating agency and opportunity, and that the remaining task is to connect that agency to everyday conduct. Parents' rating of 3.9 on the school's ability to teach self-discipline, set against the highest criterion applied to either group, indicates that families can see this work happening and would like it consolidated.

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

Table 4.3 — APASO-III Q-scores

	Junior Forms		Senior Forms	
Items	**success criteria**	**attainment**	**success criteria**	**attainment**
Form A Q9: Learning (Self-initiative)	116	116	116	116
Form A Q10: Learning (Self-monitoring)	116	116	116	116
Form A Q11: Learning (Self-planning)	116	116	116	116
Form A Q12: Learning (Clear goal)	116	102	116	116
Form B Q15: Learning Aims (Mastery)	114	106	116	105
Form B Q23: After-school Learning Activities (School Organised)	116	116	116	116
Form B Q24: Life Planning (University Tours and Seminars)	—	—	116	116
Form B Q25: Life Planning (Career Information)	—	—	104	106

Explanation

Senior Form A met the targets for Q9 to Q12 in full, and Form B met or exceeded the targets for Q23 to Q25, including Life Planning (Career Information) at 106 against 104. Junior Form A met Q9 to Q11 and Form B met Q23. Two indicators fell short: Learning (Clear goal) in the junior forms (102 against 116) and Learning Aims (Mastery) at both levels (Junior 106 against 114; Senior 105 against 116). Junior students scored 102 and senior students 116, a difference of fourteen points on an identical measure. Goal-setting therefore develops substantially as students move through the school, and the senior figure indicates that the provision responsible for that development, including the life-planning work reflected in the fully attained Q24 and Q25, is doing its job. The junior gap is best understood as a developmental starting point rather than a failure, and it makes the case for the scaffolded goal-setting proposed for S1 to S3 under Target 3, where the parallel School Issue Survey item produced a comparable result. Mastery Aims carries the most weight. Q15 asks whether students aim to learn as much as possible, to master the material presented in class completely and to understand class content as thoroughly as they can; Q12 asks whether they set achievable learning goals, plan to achieve them and use those goals to guide their actions. Together these define a coherent target for the next planning cycle: building the intention to master, and the habit of goal-directed study, on the foundation of self-regulation strategies that the same table shows are already fully in place at 116.

School-based Survey results

Table 4.4 — - School Issue Survey

Items/Questions	Responses	Success criteria	Attainment	Achieved/Not achieved
The school effectively established structural opportunities for student development by integrating leadership and participation roles across class, house and club activities.	Strongly agreed and agreed	>70%	72%	Achieved
There was a tangible improvement in personal self-discipline and action-driven performance.	Strongly agreed and agreed	>70%	73%	Achieved

Explanation
Both indicators cleared the benchmark, confirming that the broader structural frameworks introduced this year were generally well received and contributed to the target of fostering self-regulation. It is worth noting that the second item, on tangible improvement in self-discipline and action-driven performance, records 73% agreement while the Stakeholder Survey item on the same construct (Q18) fell 0.1 below its criterion. The two are not in conflict. The school-based item asks whether an improvement occurred, whereas the Stakeholder Survey item asks whether a standard is currently met, and a cohort can be improving while still short of where the school would like it to be.

Effectiveness of the Student Leadership Framework

- Defining clear competencies and responsibilities for student leaders provided structured direction that helped meet the target SHS and APASO scores.
- However, student leaders struggled to influence micro-discipline behaviours such as classroom cleanliness, and the framework did not resolve broader issues such as low learning motivation, exam-centric mindsets or negative peer influence.
- Some elite students resisted taking high-profile leadership roles, and more specific support should be offered to repeating students.
- While houses and sports teams thrived, a noticeable performance gap emerged within the school's club system: some clubs could not effectively attract and maintain student interest because they struggled to organise high-quality, engaging activities.
- At the micro level, a distinct lack of class-level activities directly contributed to a sense of low unity and poor cohesion among classmates.
- The school's effort to expand its extracurricular offerings by introducing new sports teams created an unintended bottleneck: participation was overlapping, meaning the same active students were likely joining multiple new teams rather than the new teams attracting a wider, more diverse pool of previously unengaged students.

Impact of Industry and Enterprise Visits

- The implementation of industry and enterprise visits proved highly effective in bridging the gap between theoretical classroom learning and real-world application.
- By attending Form 5 Activity Days at prominent organisations such as CLP, the Lands Department and Disney, students successfully contextualised their academic studies across diverse industrial sectors.
- The school leveraged diverse role models during Senior Assemblies, from firefighters to YouTubers, to explicitly connect school success with future career paths.
- Building on the positive impact of these events, student feedback surveys gathered from the visits are being used to partner with the Alumni Association in co-developing a structured job shadowing scheme.

4.3 Feedback and Follow-up

Expanding the Alumni Network

- The school benefits from a strong foundation of active alumni engagement, with former students regularly contributing through tutorial classes and career and academic sharing sessions.
- Using recent student feedback surveys, the school should consider actively partnering with the Alumni Association to co-develop and launch a structured job shadowing scheme.
- The school is also considering establishing an Alumni Mentoring Scheme, a long-term mentor-mentee framework to offer senior students sustained, personalised career guidance as they transition from academic life into their future career pathways.

New Competencies for Class-Level Leadership

- To address previous challenges with classmate cohesion, the student leadership framework will introduce new targeted competencies at the class level next year, focusing specifically on collaborative event planning, team cohesion and peer-to-peer inclusivity.
- The school will enhance the role of Class Associations, forming dedicated class committees empowered to drive localised class activities.
- More inter-class competitions will be introduced in areas such as cleanliness, academic performance, sports and classroom decoration, to harness healthy peer competition, encourage teamwork and rally the class together.
- The traditional roles of monitors and monitresses will be significantly expanded; moving beyond strictly disciplinary and administrative functions, these students will be empowered to take on active leadership positions responsible for managing day-to-day operations and directly motivating their peers.

Restructuring School-Level Leadership

- The leadership framework will be redesigned to focus heavily on fostering student agency.
- The Student Association will undergo a fundamental restructuring to redefine its roles, moving away from purely execution-based tasks and organizing activities and pivoting towards strategic decision-making.
- This shift is intended to promote genuine student agency by providing robust platforms where student leaders are trusted to pitch, design and autonomously lead school-wide initiatives.
- Strategic plans are in place to ensure that the next Student Association (SA) cohort receives the close teacher guidance and positive backing it needs to succeed. Students' attitude towards the SA should also be reshaped so that they recognise its importance and value.
- By reshaping the Student Association in this manner, the school aims to cultivate critical new targeted competencies among its top leaders, specifically autonomous decision-making, school citizenship and effective student advocacy.

Target 3: To provide personalised, impactful guidance through an evolved mentoring ecosystem

5.1 Achievements

- Enhanced Mentorship Framework: Refined the Mentoring Scheme by incorporating structured reflection and aligning student aspirations with teacher strengths and interests, fostering more meaningful and sustainable mentor-mentee relationships.
- Structured Engagement: Scheduled four targeted meetings across the academic year to build rapport, establish trust, guide goal-setting and outline actionable development plans.
- Comprehensive Resource Provision: Distributed a comprehensive Mentor Handbook covering programme rationales, mentoring methodologies, key milestones, guiding prompts, sample activities, reflection tools and practical guidance.
- Tailored Mentor-Mentee Matching: Specialised pairing strategies based on individual student strengths, developmental areas and specific support needs, to maximise mentoring effectiveness.

5.2 Reflections

Stakeholder Survey (SHS) results

Table 5.1 — Teachers

No.	Teachers' views on support for student development	Success criteria	Attainment	Achieved / Not achieved
62	The student support services offered by the school cater for students' development needs.	4.0	4.0	Achieved

Table 5.2 — Students

No.	Students' views on support for student development	Success criteria	Attainment	Achieved / Not achieved
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.	3.7	3.7	Achieved
23	My schoolmates respect the teachers.	3.8	3.8	Achieved
26	I receive support and encouragement from teachers.	3.8	3.8	Achieved
27	The teachers have realistic expectations of us.	3.8	3.8	Achieved

Table 5.3 — Parents

No.	Parents' views on support for student development	Success criteria	Attainment	Achieved / Not achieved
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.	3.9	3.8	Not achieved

Explanation

The teacher indicator met its target exactly, and students met the criterion on all four items, covering help with problems of growing up, respect for teachers, support and encouragement, and realistic expectations. That is a complete set from the group the scheme is designed to serve, and it confirms that the relational core of the mentoring ecosystem is in place. The result on realistic expectations (Q27: 3.8) is worth singling out, since students who feel that the school's expectations of them are well calibrated are far more likely to accept guidance; it therefore underpins the other three. The one indicator below the planned level is the parent score on the school's help with problems of growing up, at 3.8 against 3.9. The margin is 0.1, and the nature of the item explains much of it. Mentoring takes place in school, between a student and a teacher, so parents are rating something they largely cannot observe directly and must infer from what their child chooses to tell them.

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

Table 5.4 — APASO-III Form A Q-scores (Hong Kong norm = 100)

	Junior Forms		Senior Forms	
Items	**success criteria**	**attainment**	**success criteria**	**attainment**
Q2: Affect (No Fear of Failure)	105	109	116	116
Q3: Satisfaction (Family and Friends)	—	—	116	116
Q23: Information Technology (Time for Learning)	116	115	—	—
Q25: Life Planning (Receive Advice)	108	109	116	116
Q26: Life Planning (Search for Information)	—	—	116	116

Explanation

All four senior items reached the target threshold of 116 and sit sixteen points above the Hong Kong norm of 100. Junior performance was also strong: Affect (No Fear of Failure) exceeded its criterion at 109 against 105, and Life Planning (Receive Advice) at 109 against 108. The one junior item short of the planned level is Information Technology (Time for Learning), at 115 against 116. The hindering factors recorded under Major Concern I note that most forms are restricted from carrying iPads, which limits the use of digital tools during regular lessons. A junior score marginally below a demanding criterion on time spent using IT for learning is the expected consequence of that policy. The junior result on fear of failure carries the more significant implication. Students who do not fear failure are the students most able to attempt difficult material, persist through it and treat mistakes as information. This is an encouraging alignment: the school is not attempting to build mastery orientation on anxious foundations, and the work required is to give students reasons and opportunities to stretch rather than to first make it safe for them to do so.

School-based Survey results

Table 5.5 — School Issue Survey: Life Building Scheme (S1–S3) and Mentoring Scheme (S4–S5)

Items/Questions	Responses	Success criteria	Attainment	Achieved/Not achieved
28. The mentoring system provides intensive guidance and support to me.	Strongly agreed and agreed	70%	73.13%	Achieved
29. Mentoring scheme can enhance my academic planning.	Strongly agreed and agreed	70%	70.92%	Achieved
30. Mentoring scheme can enhance my career planning.	Strongly agreed and agreed	70%	71.37%	Achieved
31. Mentoring scheme can enhance my personal well-being.	Strongly agreed and agreed	70%	68.72%	Not achieved
32. My Teacher-mentor is caring and committed.	Strongly agreed and agreed	70%	73.13%	Achieved
33. My Teacher-mentor can inspire me.	Strongly agreed and agreed	70%	71.36%	Achieved
34. In the mentoring scheme, I have built a relationship of mutual trust with my mentor.	Strongly agreed and agreed	70%	71.37%	Achieved
35. In the mentoring scheme, I have built a meaningful and lasting relationship with my mentor.	Strongly agreed and agreed	70%	71.80%	Achieved
36. Life Building Scheme helped me set and achieve goals.	Strongly agreed and agreed	70%	65.54%	Not achieved

Explanation

The 70% target was attained on seven of the nine items, and the newly introduced items on teacher-student relationships performed strongly (Q34: 71.37%; Q35: 71.80%). The four items describing the mentoring relationship itself: mentor care (73.13%), guidance and support (73.13%), inspiration (71.36%) and mutual trust (71.37%), cluster at the top, while the items describing what the scheme produces, namely academic planning (70.92%), career planning (71.37%) and personal well-being (68.72%), sit slightly lower. Positive responses for Q31 on personal well-being stood at 68.72%, 1.28 points below the threshold, and internal review raised the concern that the phrasing of the Chinese version may have caused students to misread the item rather than reflecting an actual shortcoming in the scheme. Either outcome is useful, which is why the proposed consultation with the Chinese Language Department is a worthwhile step. Q36 at 65.54% tells the school that junior students find goal-setting harder than senior students find mentoring, which is exactly what APASO independently reports, with junior Learning (Clear goal) at 102 against a senior score of 116 on the identical measure. Two unrelated instruments converging on the same conclusion make this a dependable finding: goal-setting is a skill junior students have not yet acquired.

Facilitating Factors and Successful Experiences

- **Refined and flexible reflection modes:** reducing the required student reflections from four to two per year, providing structured selection lists and introducing graphical elements heavily reduced administrative drag. Diversifying the submission format to accept both English and Chinese allowed students to express themselves more thoughtfully and genuinely.
- **Integration with Other Experiences (OEA):** linking Mentoring Scheme sessions directly to Other Experiences and Achievements in Competitions/Activities preparation proved highly effective, motivating students to explore diverse pathways, realise personal aspirations and take reflections more seriously.
- **Creative engagement strategies:** mentors successfully deployed diverse, personalised methodologies to build trust, such as "Bingo" games for multi-domain goal-setting, Multiple Intelligences testing, employer-perspective workplace skill workshops and time capsules for goal reviews.
- **Strong core relationships:** high positive response rates on mentor care (Q32: My Teacher-mentor is caring and committed) and mutual trust (Q34: In the mentoring scheme, I have built a relationship of mutual trust with my mentor) highlight that a supportive foundation is firmly established, which directly facilitates deep, comfortable student sharing. This is especially effective as the teacher-student ratio is about 1 to 10.

Hindering Factors and Areas for Improvement

- **Questionnaire anomaly (Q31: Mentoring scheme can enhance my personal well-being):** the specific phrasing in the Chinese version might have caused student misunderstanding rather than reflecting actual scheme deficiencies.
- **Goal setting in junior forms (Q36: Life Building Scheme helped me set and achieve goals):** junior students clearly require more structured, concrete and interactive mechanisms to formulate and track their personal targets.
- **Booklet rigidness versus diverse modalities:** while some mentors prefer structured workbooks, others strongly favour project-based learning or steering groups towards external competitions, and the current uniform workbook format restricted teachers who desired greater design flexibility.
- **Mentor readiness for specialised guidance:** integrating specialised pathways such as the OEA structure revealed that not all mentors feel equally equipped, trained or confident in assisting students with highly specific career and higher-education materials.

5.3 Feedback and Follow-up

To further enhance students' language proficiency, generic skills, life planning and positive values, the following measures are recommended for the next planning cycle.

- **Optimise survey tools:** formally consult the Chinese Language Department to review and adjust the wording of SIS Q31 (Mentoring scheme can enhance my personal well-being) to eliminate semantic ambiguity before the next evaluation cycle.

- **Scaffold junior goal-setting (S1–S3):** to address the shortfall in Q36 (Life Building Scheme helped me set and achieve goals), introduce practical examples, small incentive gifts and structural goal-setting activities such as monthly targets. Class teachers of the same form will collaborate to collectively align and design these short-term targets.
- **Introduce flexible booklet customisation:** retain a core written component so that students can archive and retrieve their thoughts, but offer a "blank booklet format" for mentoring groups that choose project-based tracks or competitions. Mentors' programmatic choices must be surveyed and logged prior to the start of the academic term to ensure clear objectives are established.
- **Differentiate career elements by key stage:** keep specific career and university exploration sections, such as "three university disciplines I most want to explore", in the S4 booklets to spark early exposure. For S5, lean fully into integrating specialised OEA sessions while prompting students to reflect not just on grades but on the explicit personality traits and character requirements of their preferred paths.
- **Expand academic and well-being modules:** enrich upcoming senior secondary booklets, particularly S4, by embedding structured modules covering AI tools, self-study techniques, psychological well-being enhancement and specific transition strategies for managing the senior curriculum and three elective subjects.
- **Establish a Community of Practice for mentors:** to remedy varying levels of teacher readiness, optimise the existing shared resource folders, invite mentors who designed high-impact activities to present their frameworks during the half-day Staff Development Day, and organise an official Community of Practice to systematically share best practices across mentors and committees.

MAJOR CONCERN III: To enhance teachers' wellness

Target 1: To promote sustainable teacher wellness practices

6.1 Achievements

- Holistic wellness programmes: Organised a diverse range of staff well-being activities, including creative workshops (3D handicrafts, paint-by-numbers), cultural tour (Tai Po heritage walk) and structured wellness sessions facilitated by the YWCA.
- Work-Life Balance & Capacity Building: Explored targeted strategies focused on physical health and workload relief, aiming to create temporal and cognitive "space" for teachers to engage more meaningfully in professional development.
- Impact Alignment (SHS Indicators): Noted that while AI training generated strong intrinsic motivation and clear relevance to teaching practices, general relaxation activities showed less direct correlation to measurable outcomes on the Stakeholder Survey (SHS), such as daily operational performance and sustained team morale.
- AI Integration Milestones: Confirmed substantial progress in elevating professional competencies through digital adoption. The school demonstrated strong initiative in embedding AI tools into routine workflows, placing the school on track toward an 80% adoption and proficiency benchmark. This practice will hopefully relieve teachers' workload by applying AI technology to different aspects of their work.

6.2 Reflections

Stakeholder Survey (SHS) results

Table 6.1 — Teachers

No.	Teachers' views on teachers' professional development	Success criteria	Attainment	Achieved / Not achieved
33	The professional development activities for teachers organised by the school are very helpful to my work.	4.2	4.0	Not achieved

No.	Teachers' views on school climate	Success criteria	Attainment	Achieved / Not achieved
70	The staff have good morale.	4.2	4.0	Not achieved
72	I find satisfaction in working in this school.	4.2	4.2	Achieved
73	The school creates a caring climate on campus.	4.3	4.2	Not achieved

Explanation
Three of the four indicators fell below their criteria and the fourth was met exactly. The criteria themselves are demanding, set between 4.2 and 4.3 on a five-point scale, and all four attainments lie between 4.0 and 4.2, that is, between "agree" and "strongly agree". In absolute terms, staff report a positive experience of the school. Q72, which asks whether the staff collectively have good morale, returned 4.0. Staff therefore rate their own experience more positively than they rate their reading of their colleagues' experience. The practical implication is that part of this gap may be closed by communication rather than by intervention, making positive staff experiences more visible to colleagues would address their perception. Q73, on a caring campus climate, sits 0.1 below the highest criterion applied to any item in this group, which places it in the same category. Q33, on the direct helpfulness of professional development, is discussed alongside Table 6.2 below, where a difference in question design accounts for much of the apparent divergence between the two instruments.

School-based Survey results

Table 6.2 — Teacher questionnaire survey indicators

Items/Questions	Responses	Success criteria	Attainment	Achieved / Not achieved
Teaching staff agree that staff development activities meet their needs.	Strongly agreed and agreed	>70%	93.7%	Achieved
Teaching staff agree that the school creates space for teaching staff to fully engage in staff development activities.	Strongly agreed and agreed	>70%	89%	Achieved

Explanation.
Both teacher questionnaire criteria were met by a wide margin: 93.7% of teaching staff agree that staff development activities meet their needs, and 89% agree that the school creates space for them to engage fully in those activities. Set beside Table 6.1, where Q33 on the helpfulness of professional development returned 4.0 against a criterion of 4.2, these results appear at first to point in opposite directions. Closer inspection shows that the two instruments are measuring different things. The school-based item asks whether provision meets staff needs, a threshold judgement reported as the proportion agreeing. The Stakeholder Survey item asks whether professional development activities are "very helpful to my work", a demanding claim about direct transfer to daily practice, rated on a five-point scale against a criterion that requires the average teacher to sit close to "strongly agree". A teacher can consistently hold both positions: that the programme is appropriate, well-spaced and worth attending, and that its effect on tomorrow's lessons is not strongly felt. Read this way the evidence is coherent rather than contradictory, and it locates the issue precisely. This matches the hindering factor identified in this section that relaxation-focused activities are valuable for morale but difficult for staff to connect to daily performance indicators. It follows that the target has not yet been demonstrated on the Stakeholder Survey measure, and that the most direct route to demonstrating it is not to increase provision but to make transfer explicit, for example by pairing each professional development session with a short, concrete classroom application and revisiting it later in the year, so that the connection staff are being asked to rate becomes something they can actually observe.

Facilitating Factors
- High self-motivation among colleagues regarding AI training has been a key driver for professional growth.
- Staff have shown a willingness to engage in activities that are directly relevant to their teaching and administrative efficiency.

Hindering Factors
- **Diverse expectations of staff development activities:** evaluation findings indicated lower scores regarding the direct helpfulness of professional development to daily work. This is partly because relaxation-focused activities, while good for morale, are difficult for staff to link directly to daily performance indicators.
- **The issue of time:** a major challenge is the lack of space or time for teachers to participate effectively in development. In addition, the burden of teaching, meetings or other duties following PD sessions has hindered the perceived value of these activities.
- **Challenges to the organiser of activities:** organising workshops that are both professional and engaging in a single afternoon session can be difficult due to time constraints, since workshops commonly last at least two hours. If workshops must be completed in 1.5 hours, they are likely to be one-way lectures with little or no staff participation. It is also always difficult to cater for staff's diverse interests: while some staff may prefer outdoor and group activities, others prefer individual and indoor activities.

6.3 Feedback and Follow-up

- **No afterschool duties on staff development days:** the leadership suggested re-emphasising the requirement that after Professional Development (PD) sessions, staff should be given flexibility and time for personal planning rather than being required to attend immediate follow-up meetings or other school duties.
- **New format of PD Days:** suggestions were made to potentially use all three Staff Development Days for wellness activities, while the half-day Staff Development Day should be reserved for workshops or seminars. However, it was also pointed out that a half-day session is usually too short for seminars or workshops.
- **Balancing training and wellness:** there was a debate about whether to keep wellness activities such as camps or outings. Some felt these activities are vital for team morale and staff happiness, especially for new colleagues. After discussion, it was agreed that the current practice of organising wellness activities should be continued, such as visits and outings to support team morale and the wellness of staff. Future Staff Development Days will aim to strike a better balance between professional training and relaxation workshops.

Target 2: To advance pedagogical expertise and efficiency for impactful teaching

7.1 7.1 Achievements

- Continuous Improvement Framework: Sustained the adoption of the KISS (Keep, Improve, Start, Stop) reflection framework across all academic departments and functional committees to refine operational processes and instructional quality.
- At school level, project learning and collaborative lesson planning have been cancelled to give way to new initiatives such as Open Classroom, which encourages interflow among staff and broadens staff horizons. At subject level, two subjects report that they streamlined the allocation of examination marks to relieve markers' and teachers' workload, releasing time and effort for improvement in teaching.
- Pedagogical Innovation & Departmental Growth:
  - Modernised instructional methods by integrating AI-assisted learning to replace conventional rote drilling and traditional project models.
  - Communities of Practice (CoP) infused into departmental meetings foster collaborative inquiry rather than routine administrative reporting.
  - Enhanced literacy initiatives within the English Department by integrating class library reading metrics directly into assessment policies.
- AI Strategy & Working Group: Established a dedicated AI Working Group to evaluate emerging technologies, formulate integration strategies, and drive peer-to-peer adoption of high-impact educational tools.
- Professional Development & Leadership:
  - Hosted a flagship AI seminar delivered by a Google expert, attended by all staff alongside visiting secondary school principals and IT coordinators.
  - Supported advanced external training for AI Working Group members, positioning them as internal subject matter experts to mentor peers and design departmental AI tools.
- Technology Adoption: Secured and provisioned Google Gemini Enterprise test accounts for teachers to try over the summer break, encouraging hands-on experimentation to build AI competency ahead of the new academic year.

7.2 Reflections

Stakeholder Survey (SHS) results

Table 7.1 — Teachers

No.	Teachers' views on teachers' professional development	Success criteria	Attainment	Achieved / Not achieved
33	The professional development activities for teachers organised by the school are very helpful to my work.	4.2	4.0	Not achieved

Teaching Performance Survey (TPS) results

Table 7.2 — TPS

Item	Success criteria	Attainment	Achieved / Not achieved
Overall TPS score	3.47	3.4	Not achieved

Explanation

Neither indicator reached its criterion. The margins, however, are small: the overall TPS score of 3.4 falls 0.07 below a criterion of 3.47 on a four-point scale, a difference of about 2%, and an average of 3.4 places students' overall view of teaching between "agree" and "strongly agree". Two points of interpretation are worth recording. First, SHS Q33 appears here and in Table 6.1, where it serves as an indicator for Target 1 as well. A single item carrying two targets limits what can be concluded about either one separately, since a movement in the score cannot be attributed to one target rather than the other. Identifying at least one indicator unique to each target in the next planning cycle would make both easier to evaluate. Second, a criterion expressed to two decimal places, as 3.47 is, is normally derived from a previous year's attainment.

School-based Survey results

Table 7.3 — Teacher questionnaire survey indicators

Items/Questions	Responses	Success criteria	Attainment	Achieved / Not achieved
Teaching staff agree that the school helped them understand the use of AI in teaching and learning.	Strongly agreed and agreed	>70%	84.8%	Achieved
Teaching staff agree that they use AI better in teaching than last year.	Strongly agreed and agreed	>70%	100%	Achieved
Teaching staff agree that subject panels and committees raised their effectiveness and efficiency by the KISS initiative.	Strongly agreed and agreed	>70%	73.9%	Achieved

Explanation

All three criteria were met. The unanimous agreement that staff use AI better in teaching than last year (100%) is the strongest single figure in this report and confirms that the AI strategy such as the working group, the Google seminar, the external training and the provision of Gemini Enterprise accounts has reached every member of teaching staff. The 84.8% who agree that the school helped them understand the use of AI in teaching and learning indicates that this was achieved through structured support rather than through individual effort alone. The KISS item at 73.9% is the lowest of the three but is arguably the most significant, since it records staff endorsement of a workload and process reform, and reforms of that kind usually attract more resistance than technology initiatives do.

7.3 Feedback and Follow-up

- **Examination Adjustments:** Modify the length and format of exam papers, such as rebalancing the mark distribution between different sections, to streamline grading and better align assessments with taught content.
- **Evaluating Teacher AI Competence and Student Impact:** Evaluations should examine the quantity and quality of AI adoption and its measurable impact on lesson preparation time, teaching and learning quality. Additionally, research could assess whether improved AI competence frees up teacher capacity to meaningfully enhance broader student learning experiences.

Student performance

Hong Kong Diploma of Secondary Education Examination

110 S6 students sat for the HKDSE Examination and applied for university programmes through JUPAS. 108 students (98.2%) met the entrance requirements for sub-degree courses, having achieved level 2 or above in five HKDSE subjects. Additionally, 83 students (75.5%) 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 596 entries across 17 subjects, 320 (53.7%) achieved level 4 or above, and 587 (98.5%) scored level 2 or above. Overall performance was satisfactory.

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

Achievements in Inter-Schools Competitions
Academic

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1. "The 77th Hong Kong Schools Speech Festival," organized by the Hong Kong Schools Music and Speech Association

S1 Boys English Solo Verse Speaking	Certificate of Merit	1A HUEN LIAM KURTIS
S1 Girls English Solo Verse Speaking	Certificate of Merit	1A TSO MAN JIE ELLEN
S1 Girls English Solo Verse Speaking	Certificate of Proficiency	1C CHIANG SHUET TUNG
S1 Girls English Solo Verse Speaking	Certificate of Merit	1D CHIU HOI TUNG
S1 Boys English Solo Verse Speaking	Champion	1D IBE PRINCE KELECHI
S1 Girls English Solo Verse Speaking	Certificate of Proficiency	1D ISHIDA AZUSA
S1 Girls English Solo Verse Speaking	Certificate of Merit	1D MAN SIN CHOI
S1 Boys English Solo Verse Speaking	Certificate of Merit	1D SITU RUIPENG
S2 Boys English Solo Verse Speaking	Certificate of Merit	2A NG TIN YUET
S2 Boys English Solo Verse Speaking	Certificate of Merit	2A WONG KAYSON
S2 Boys English Solo Verse Speaking	Certificate of Merit	2D LEUNG YU WAI
S2 Girls English Solo Verse Speaking	Certificate of Merit	2D SZE KI
S3 Girls English Solo Verse Speaking	Certificate of Merit	3A WONG LOK TUNG
S3 Girls English Solo Verse Speaking	Certificate of Merit	3D CAI XIN
S3 Boys English Solo Verse Speaking	Certificate of Merit	3D SANDHU SAMTEG SINGH
S3 English Public Speaking Solo	Certificate of Merit	3D SONG ISABEL
S4 Girls English Solo Verse Speaking	Certificate of Merit	4D WONG LOK CHI
S5 Girls English Solo Verse Speaking	Certificate of Merit	5A LAW YEE KIU
S5 Girls English Solo Verse Speaking	Champion	5A LEE HAU LAAM
S5 Girls Putonghua Solo Verse Speaking	Second Runner-Up	5A FONG NGA TUNG
S1 Girls Putonghua Solo Prose Speaking	Certificate of Merit	1C CHAN CHEUK YU
S1 Boys Cantonese Solo Prose Speaking	Certificate of Proficiency	1C HUI JOY HIM
S1 Girls Putonghua Solo Prose Speaking	Certificate of Merit	1C SUN SHI TONG
S2 Girls Putonghua Solo Verse Speaking	Certificate of Merit	2A LAM YU KI
S3 Boys Putonghua Solo Prose Speaking	Certificate of Merit	3A MA HE
S3 Girls Putonghua Solo Verse Speaking	Certificate of Merit	3B KWOK YAM LIK
S3 Girls Putonghua Solo Verse Speaking	Certificate of Merit	3B LAI KA MAN
S3 Girls Putonghua Solo Verse Speaking	Certificate of Merit	3B LUO XI WEN
S3 Girls Putonghua Solo Verse Speaking	Certificate of Merit	3B RAO SUWEN SHIRMAN
S3 Girls Putonghua Solo Verse Speaking	Certificate of Merit	3B ZHANG YUNXI
S4 Boys Putonghua Solo Verse Speaking	Certificate of Merit	4C HUANG KA WAI
S5 Girls Cantonese Solo Verse Speaking	Certificate of Proficiency	5A CHAN YAN KIU
S1, S2 Mixed Putonghua Choral Speaking	First Runner-Up	Wong Shiu Chi Secondary School

Members:

1A	CHAN YU PUI	1A	SIT WING SHUM	1A	YE NICOLE	1C	SUN SHI TONG
1D	LAU SZE LAM	1D	TENG ZHANLUO JANLORE	1D	ZHANG RUOXI ROSE	2A	CHEN TSZ HUEN
2A	LAM CHIT	2A	LIN ZI KUN	2A	TSE WING YU	2A	YANG JIAXIN
2A	ZHENG KIT HIN	2B	CHAN HIU YAU	2B	CHEN SHULE	2B	CHENG WAI NGAI
2B	CHOI WAI PAN	2B	FAN YIN MING	2B	LAW KWOK CHEUNG	2B	SO YUEN KI
2B	TAM HOI KIU	2B	WONG SZE WING	2B	ZHU YIXU	2C	CHAN CHUN HEI
2C	HUANG TSZ SHING	2C	LEUNG KA MAN	2C	YIU KA CHUN MARCOS	2C	ZHUO KA CHING
2D	DENG KE COCO	2D	KWOK CHUN HEI	2D	NG HEI YUEN	2D	NG TUNG TUNG
2D	SO TSZ CHUN	2D	YANG YU CHUN				

2. "2025-2026 Student Writers Essay Competition," organized by Hong Kong Chinese Culture Development Association

First Class Award	1A	TSO MAN JIE ELLEN

3. "Hong Kong Creative Writing Competition 2025," organized by Asia Arts & Culture Enlightenment Association

Gold Award	3D	FANG RACHEL

4. "Mental Architect" Essay Writing Competition, organized by Alliance of Persons in Mental Recovery of Hong Kong

Second Runner-Up	3D	FANG RACHEL

5. "Reflections on Play" Insight Essay Competition for Junior Secondary School Students, organized by The Society of Language Education 2025, The Chinese University of Hong Kong

Merit Award	3D	FANG RACHEL

6. "2025 年《讀者》徵文比賽," organized by Duzhe

Merit Award	4A	TANG YU CHING

7. "第十二屆陳贊一博士聯校微型小說創作獎(2025-2026)," organized by 陳贊一博士教育基金香港微型小說教育及研究中心

Senior Secondary Division – Recommendation Award	4A	SIN KA YU
Junior Secondary Division – Merit Award	2A	CHAN SZE YING

8. The 3rd "Understanding Young Hearts" Essay Competition, organized by Chinese Christian Herald Crusades

First Runner-Up	4B	CHAN KAM WAI

9. "Shin Tak Tea Culture Inheritance and Innovation Program," organized by Shine Tak Foundation

Tea Culture Ambassador	2D	NG TUNG TUNG	2D	SO TSZ CHUN	2D	YANG YU CHUN
	4B	WUN TSIN MAN	4D	ZHENG TSZ TUNG		
Certificate of Appreciation	1A	WONG YAN NEI	1A	YAU SUM TUNG	1C	CHUNG YUI TING
	1C	SUN SHI TONG	2B	ZHU JIA YAN	2C	CHENG HI YI HAILEY
	2C	TSANG WING YI	2C	YIU KA CHUN MARCOS	2D	NG HEI YUEN
	2D	NG TUNG TUNG	2D	SO TSZ CHUN	2D	YANG YU CHUN
	3A	HUANG CHING YING SUSAN	4A	CHEN ZUNLEI	4A	HO YING YIU VINCY
	4A	LAI YUET HANG	4A	WONG WING CHUN	4B	LIU SIU FAN
	4B	WUN TSIN MAN	4C	YING FEI FAN	4D	LI KA MAN
	4D	LIANG SUM YI	4D	WANG QIZHI	4D	XU ZI YAN
	4D	ZHENG TSZ TUNG	5A	CHU YAN YAU	5C	LIU XIN YU
	5D	ZHONG TSZ SHAN				

10. "Student Story Slam 2026," organized by Hong Kong Stories

Finalist	3B	LAW MAN KWONG

11. "Chinese Historical Studies Essay Competition for Hong Kong Secondary School Students," organized by HKU MACHS Alumni Association

Good Award	6B	LEE SZE KA
Certificate of Appreciation	6B	WANG PUI LUN

12. "Hong Kong Mathematical High Achievers Selection Contest," co-organized by Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education

First Class Honour	3A	LIU YINUO				
Second Class Award	3A	ZHOU CHUN SHING	3D	WONG HIM KIU		
Merit Award (Group)	3A	LIU YINUO	3A	MA HE	3A	YEUNG KIN YAT
	3A	ZHOU CHUN SHING	3D	WONG HIM KIU		

13. "Mathematics Project Competition for Secondary Schools," organized by Education Bureau

First Runner-Up	3A	LIU YINUO	3A	ZHOU CHUN SHING	3D	LIU CHUN HO
	3D	YIP TSZ HIM				

14. "International Mathematical Olympiad Preliminary Selection Contest – Hong Kong," organized by The Hong Kong Academy for Gifted Education

Bronze Award	3A	LIU YINUO

15. "International Junior Science Olympiad Hong Kong Screening," organized by The Hong Kong Academy for Gifted Education

Second Class Honour	3A	LIU YINUO
Third Class Honour	3D	WONG HIM KIU

16. "Fun Science Competition 2026 (Marble drop score)," organized by Hong Kong Association for Science and Mathematics Education

Second Class Award	4A	WONG YAU TAK	4C	YAN HUEN TAK

17. “Junior Science Online Self-Learning Scheme,” organized by Education Bureau

Gold Award	1A	CHAN KING NIP SAMUEL	1A	HUNG WUN TING	1A	SHEK HO LONG
	1A	SIT WING SHUM	1A	YEUNG PO HEI	1B	CHAN LOK HEI
	1B	LI SUM YING	1C	SO YING MUNG	1C	SUN SHI TONG
	1D	CHAN GA LAM	1D	TANG SIN WING	1D	TIAN WAN YU
	1D	ZHANG RUOXI ROSE	2A	LAM TING HEI	2A	LI YI CHAK
	2A	YIU CHI KEI	2A	YUNG SIU YAN	2B	CHEN ZHIHAN
	2B	WONG SZE WING	2C	CHAN CHUN HEI	2C	CHAN LON
	2C	KWOK SZE NGA	2C	LEUNG KA MAN	2D	KWOK CHUN HEI
	2D	NG HEI YUEN	2D	NG TUNG TUNG	2D	SO TSZ CHUN
	2D	YANG YU CHUN				
Silver Award	1A	CHAN CHI SHUN FLORENCE	1A	CHAN YI CHUN EDEN	1A	CHENG CHUN HIN
	1A	DU JIAHAO GEVIN	1A	FU HOI LAM	1A	HUANG SIYA
	1A	SO LEE NGA	1A	WONG YAN NEI	1A	YUEN CHING KI
	1B	DOU SZE YIK	1B	KEUNG PAN KI	1B	LI JIA YUE
	1B	LUK TSZ CHING	1B	SO HEE TUNG	1B	SO TSZ CHING
	1B	YAU LOK HIM	1C	CHAN CHEUK YU	1C	CHEUNG YING YING
	1C	CHOI CHUNG YEUNG CYRUS	1C	CHOI SIU KWAN	1C	CHUI HO YIN
	1C	HUI JOY HIM	1C	LEE HOI YING	1C	LIN TSZ CHUNG
	1C	LIU XIQING NANCY	1C	NG CHACE	1C	PUN TSZ HUNG
	1C	TSUI ON NGA ANYA	1C	WONG TIN LOK	1D	CHAN CHING KIU
	1D	IBE PRINCE KELECHI	1D	ISHIDA AZUSA	1D	KO TSZ YIU
	1D	KOK TSZ CHUNG	1D	LEUNG HOI LAM	1D	LU YIN SAN
	1D	PUN CHING YUI MICAH	1D	XU JIALIN	1D	ZENG GUANCHENG
	2A	CHEUNG MAN LONG	2A	CHEUNG WAI SUM	2A	LAM CHIT
	2A	LAM YU KI	2A	LEI CHUN HA	2A	LIN YULING
	2A	LIN ZI KUN	2A	NG TIN YUET	2A	TSANG YEE SHUEN
	2A	TSE WING YU	2A	WONG KAYSON	2A	YANG JIAXIN
	2A	ZHENG KIT HIN	2B	KEUNG YEE CHING	2B	LEUNG LOK TO
	2B	SO YUEN KI	2C	CHENG CHING YIN	2C	HO KIN MAN
	2C	LEE HIU LAM	2C	SO SEN KIT	2C	TSANG WING YI
	2C	ZHUO KA CHING	2D	CHAN SUM YUET	2D	CHAN TSZ YU
	2D	CHAN YIK SUM	2D	CHAN YIK TUNG	2D	LAM YICK HUEN
	2D	LEE TSZ YAU	2D	LEUNG YU WAI	2D	LIU WAN YI
	2D	NG HOI LAM GIANNA	2D	SZE KI	2D	WONG YAN YI
	2D	WU WANG NGAI HANS	2D	XIE WEN JIN		
Bronze Award	1A	CHAN CHING WANG ISAAC	1A	CHAN TSZ LONG	1A	CHEUNG CHUN HEI
	1A	FANG SZE POK	1A	HUEN LIAM KURTIS	1A	LEE YEE LOK
	1A	LO SUNNY	1A	LUU CHING HEI	1A	NG KA LONG
	1A	NG YAN TUNG	1A	TAM WAI CHUNG	1A	TSE CHUN HIN
	1A	TSO MAN JIE ELLEN	1A	TSOI CHEUK LING	1A	XUE YAQI
	1A	YE NICOLE	1B	CAI SIU HIM	1B	CHAN CHEUK LONG
	1B	CHEN KEVIN	1B	KWOK YAT HIN	1B	LAW HEI TUNG
	1B	LEE TSZ YIN	1B	ZHENG SUNNY	1C	CHAN TSZ CHING
	1C	JIA QING JUN JACK	1C	KWOK TSZ MOON	1C	LAM TSZ YING
	1C	LI JUSTIN	1C	NG CHOR KWAN	1C	SUN ZISHENG
	1C	TAM SZE WING	1C	TO NOK TUNG	1C	TSOI HO HIN
	1C	YE YULIN	1C	ZHONG YUANYIN WINCY	1D	CAO SHUN KI
	1D	CHAN CHEUK NING	1D	CHAN PAK YIU	1D	CHAN YU SUN
	1D	CHEUNG YIU TUNG	1D	CHONG HO YAN	1D	CHONG SHUN
	1D	CHOW TSZ HEI	1D	MAN SIN CHOI	1D	PENG HO YIN
	1D	PO KIU SHEK	1D	SITU RUIPENG	1D	SO YAN PUI
	1D	TENG ZHANLUO JANLORE	1D	WONG SUM KIT	1D	WONG SUM YING
	2A	CHAN SZE YING	2A	CHAN YIK HONG	2A	CHEN HEI KIT
	2A	CHEN YIN POK LEO	2A	LAM YI TUNG	2A	LEUNG HEI YIN
	2A	LI TSZ KWAN	2A	LI WING RAMIE	2A	TO HIU CHING
	2A	WONG PAK LAM	2A	YU YEE NAM	2A	ZHANG NGA KI
	2B	CHAU TSZ CHING	2B	KWONG WING HEI	2B	WU MAN HING
	2B	YU JINGHAN	2B	ZHU JIA YAN	2C	CHENG CHING CHEE
	2C	CHOI YEUK SHUM	2C	CHOW CHI FAT	2C	IU WING SUM
	2C	LAU DICK	2C	LIU YU HOM	2C	TAN YAN TUNG
	2C	TANG LAP CHING	2C	YEUNG YUEN KIU	2C	YIP CHEUK YAT
	2C	YIU KA CHUN MARCOS	2D	AU SZE NGA	2D	CHAN LONG HEI
	2D	CHEUNG SIN YU	2D	DENG KE COCO	2D	FUNG YIK YU
	2D	LAI YI DE	2D	NG YIK CHUN	2D	SO SUNG CHEUNG
	2D	TSANG SZE FAN	2D	WONG PAK FUNG	2D	YANG YUK YI
	2D	ZHANG HAO				

18. "The Chemists online self-study award scheme," organized by Education Bureau

Platinum Award	5A	TAI SZE KI					
Diamond Award	5A	LI TSZ MUK	5D	LEI CHUN FUNG	5D	ZHAO YUK TUNG	
Gold Award	5D	ZHANG ANDY					
Silver Award	5D	CHAN WING SUM					
Bronze Award	5A	CHU YAN YAU	5B	MOU SO HAN TUBY	5D	ZHONG TSZ SHAN	

19. "Sing Yin Physics Olympiad," organized by Sing Yin Secondary School

Merit Award	3A	LIU YINUO

20. "Hong Kong Physics Olympiad 2026," organized by Education Bureau and The Hong Kong University of Science and Technology

First Class Honour	3A	LIU YINUO

21. "Robofest," co-organized by Lawrence Technological University and Robot Institute of Hong Kong

Silver Award	3A	YEUNG KIN YAT	3B	TANG HIROSHII CHUN KIU	3D	CHAN KA YU MARCUS

22. "Innovative Transport Device Competition," organized by The City University of Hong Kong

Awarded	2A	CHEN YIN POK LEO	2A	WONG KAYSON	2D	LEUNG YU WAI

23. "The Cambridge Economics and Finance Competition," organized by The Cambridge University Finance and Investment Society (CUFIS)

Gold Award	5D	JIN TING HIN ANDY

24. "Third Place in Hong Kong Young Financial Planning Elite Challenge 2026," organized by The Hang Seng University of Hong Kong

Third Place	5D	MA HAU WING	5D	SHI WAI YI	5D	WENG CHOI WAN

25. "Economic Infographic Challenge (2025/26) – Online Self-Challenge Quiz," organized by Education Bureau

Certificate of Excellence	4D	ZHENG TSZ TUNG

26. "The 1st National Youth Artificial Intelligence Competition (Hong Kong Regional Selection) 2025-2026 – Track 1 Youth AI Basic Knowledge Competition – Junior Secondary Division," organized by Hong Kong New Generation Cultural Association

First Prize	2B	WEI JASON	3A	ZHOU CHUN SHING		
Merit Award	2A	CHAN SZE YING	2A	LAM YI TUNG	3A	YEUNG KIN YAT
Good Award	2B	YU JINGHAN	3D	WONG HIM KIU		

27. Hong Kong Inter-School AI – Generated Creation Competition 2026: "GEN Your Ideas", organized by 10Botics

First Class Award	1D	CHOW TSZ HEI	1D	SITU RUIPENG

28. "The 41st Sing Tao Inter-School Debating Competition," co-organized by Education Bureau and Sing Tao News Corporation Limited

Best Debater, Best Interrogation Debater (Round 1 Preliminary)	5A	CHAN YAN KIU

29. "Nurture Cup Inter-School Chinese Culture Debate Competition," organized by Nurture Education

Best Debater (Putonghua Division - Preliminary Round 1)	3A	LEE YUEN MEI
Team Best Debater (Putonghua Division - Preliminary Round 2)	2D	WANG YU KI

30. "Hong Kong Secondary School Debating Competition," organized by HKSSDebating

Round Winning Team	3A	LIU YINUO	4A	LAM ON SANG ANSON	5A	LEE EWIN
	5D	WANG MING WAI				
Term 2 Round 1 Winning Team (Outstanding Performance)						
	2D	SZE KI	4A	LAM ON SANG ANSON	4D	WANG QIZHI

31. "Joyful Thousand-Mile Reading Cruise" 2025 Summer Pilot Reading Award Scheme, organized by Education Bureau

Diamond Award	3C	LI CHEUK LONG CYRUS	3D	HO YIU TING

32. 2025/26 "Joyful Thousand – Mile Reading Cruise" Reading Award Scheme, organized by Education Bureau. Our school has a total of 574 students participating.

Reading Captain	2C	JIANG JOSEPH	2D	LAM YICK HUEN	3A	HUANG CHING YING SUSAN
	3B	LAI KA MAN	3B	LUO XI WEN	3B	WAI PUI YEE
	3C	KWAN HOI CHING	3D	CHEN LAI MAN	3D	FANG RACHEL
	3D	HO YIU TING				

33. "Reading Programme for Children and Youth," organized by Hong Kong Public Library. Our school has a total of 419 students participating.

Artistic

1. "The 78th Hong Kong Schools Music Festival (2026)," organized by the Hong Kong Schools Music and Speech Association

Piano Solo – Grade One	Silver Award	1D	WONG SUM KIT
Piano Solo – Grade One	Bronze Award	2D	LEUNG YU WAI
Piano Solo – Grade Five	Silver Award	1C	WONG TIN LOK
Piano Solo – Grade Five	Silver Award	3A	CHAN CHEUK YU AIDAN
Piano Solo – Grade Five	Silver Award	3B	WAI PUI YEE
Piano Solo – Grade Five	Bronze Award	3B	LEUNG CHING
Piano Solo – Grade Six	Silver Award (Third Place)	3A	WONG CHING LAM
Piano Solo – Grade Six	Silver Award	1A	CHAN KING NIP SAMUEL
Piano Solo – Grade Six	Silver Award	1A	FU HOI LAM
Piano Solo – Grade Six	Silver Award	4B	WUN TSIN MAN
Piano Solo – Grade Six	Bronze Award	3A	MA HE
Piano Solo – Grade Seven	Silver Award	3C	CHENG HIU TUNG KAREN
Piano Solo – Grade Seven	Silver Award	5C	TSOI CHUN SAN
Piano Solo – Grade Seven	Bronze Award	1A	TSO MAN JIE ELLEN
Piano Solo – Grade Eight	Silver Award	3A	YEUNG MAN YAN
Piano Solo – Grade Eight	Silver Award	3D	LIU CHUN HO
Piano Solo – Grade Eight	Silver Award	5A	WANG TSIK TEUR
Piano Solo – Grade Eight	Bronze Award	3D	CHAN SHIN YUI
Violin Solo – Grade Two	Bronze Award	3D	CHAN PAK HEI
Guitar Solo – Junior	Silver Award	1B	LEE TSZ YIN
Guitar Solo – Intermediate	Silver Award	1D	CHIU HOI TUNG
Guitar Solo – Intermediate	Silver Award	3A	ZHOU CHUN SHING
Guitar Solo – Intermediate	Silver Award	3C	WONG NOK HIN
Zheng Solo – Junior	Silver Award	2B	KWONG WING HEI
Zheng Solo – Senior	Bronze Award	3C	WONG HEI MAN
Zhongruan Solo – Junior	Silver Award	2D	NG HEI YUEN
Yangqin Solo – Junior	Bronze Award	5C	LEE CHEUK YIN
Erhu Solo – Senior	Bronze Award	4B	CHAN KAM WAI
Chinese Instruments Scholarship	Second Runner-up	2D	SO TSZ CHUN
Chinese Instrumental Ensemble	Silver Award	Chinese Orchestra	

2. "The 9th Guangdong-Hong Kong-Macao Greater Bay Area Music Competition (Hong Kong & Macao Division)," organized by Greater Bay Area Arts & Culture Association

String Instruments Group (Secondary F.4 - F.6)	Second Runner-Up	5D	LIU HON TUNG

3. "The 14th Teenagers & Kids Music Contest 2026," organized by Children & Youth Arts & Culture Association

Chinese Instruments	Gold Award	5D	LIU HON TUNG
Orchestral (Division: Secondary School)	First Runner-Up	5D	LIU HON TUNG

4. "Relishing Creativeness in the Hong Kong Palace Museum" – Music Composition Competition 2025/26, co-organized by Education Bureau and Hong Kong Palace Museum

Outstanding Award (Ensemble)	Gold Prize	2D	SO TSZ CHUN
Outstanding Award (Solo)	Silver Prize	2D	SO TSZ CHUN
Best Chinese Instrumental Composition Award (Title: "Patterns — Dialogue")		2D	SO TSZ CHUN
Best Concept and Artifact Alignment Award (Title: "Egypt•Jasmine•Fantasy")		2D	SO TSZ CHUN
Performers' Choice Award (Title: "Patterns — Dialogue")		2D	SO TSZ CHUN

5. "GalaMusica． School Creative Works 2026," co-organized by Arts Education Section, Education Bureau and Hong Kong Composers' Guild

Outstanding Individual Composition Prize 2D SO TSZ CHUN

Outstanding Performance Prize

1D	LAU SZE LAM	2D	CHAN YIK SUM	2D	NG HEI YUEN
2D	SO TSZ CHUN	2D	YIP CHEUK KWAN LEO	5A	LI TSZ MUK

Outstanding Creative Work (Silver Award)

1D	LAU SZE LAM	2D	CHAN YIK SUM	2D	NG HEI YUEN
2D	SO TSZ CHUN	2D	YIP CHEUK KWAN LEO	3C	WONG HEI MAN
3D	CHAN KWAN KIU	5A	LI TSZ MUK		

6. "The 6th Hong Kong Chinese Instrumental Contest – Yangqin Solo – Diploma," organized by View Win International Music Exchange Association

First Runner-Up 2D SO TSZ CHUN

7. "The 9th Hong Kong Youth and Children's Music Competition – Chinese Instruments 2026 – Division: Secondary School," organized by Hong Kong Piano and Orchestral Association

Gold Award 5D LIU HON TUNG

8. "2025 Hong Kong Youth Music Interflows – Chinese Orchestra Interflow," organized by Music Office, Leisure and Cultural Services Department

Bronze Award — School Chinese Orchestra

Member List

1A	NG KA LONG	1B	FANG YUNWEI	1B	SO HEE TUNG
1B	SO TSZ CHING	1D	CAO SHUN KI	1D	LAU SZE LAM
2A	LAM TING HEI	2B	KWONG WING HEI	2D	NG HEI YUEN
2D	SO TSZ CHUN	2D	YANG YU CHUN	2D	YIP CHEUK KWAN LEO
3A	NG LOK HIM	3A	NGAI SUET YING	3A	YAO ZHIQING
3A	YUEN TSZ SHING	3B	LEE KA KI	3B	ZHANG TSZ LAM
3C	WONG HEI MAN	3D	CHAN KWAN KIU	3D	CHENG YEE TUNG VALERIE
3D	CHEUNG KA YING	3D	GU AMY	3D	LAU CHUNG YAN ISA
3D	SO YAU YAU	3D	WANG TO	4D	ZHENG TSZ TUNG
5B	LAI ZHIQIAO	5C	LEE CHEUK YIN	6B	LEE SZE KA

9. "The 78th Hong Kong Schools Music Festival (2026) – Chinese Instrumental Ensemble – Secondary School," organized by Hong Kong Schools Music and Speech Association

Silver Award — School Chinese Orchestra

Member List

1A	NG KA LONG	1B	SO HEE TUNG	1C	JIA QING JUN JACK
1D	CAO SHUN KI	1D	LAU SZE LAM	2A	LAM TING HEI
2D	CHAN YIK SUM	2D	NG HEI YUEN	2D	SO TSZ CHUN
3A	YUEN TSZ SHING	3C	WONG HEI MAN	3D	CHAN KWAN KIU
3D	CHEUNG KA YING	3D	GU AMY	3D	LAU CHUNG YAN ISA
3D	SO YAU YAU	3D	WANG TO	4C	CHEUNG NGA HUEN

10. "Hong Kong International Handbell Olympics 2026 – Intermediate Handbells," organized by Asia International Handbell Association (Hong Kong)

Silver Award — School Handbell Team

Member List

1A	YUEN CHING KI	1C	SUN SHI TONG1D	1D	KOK TSZ CHUNG
2A	NG TIN YUET	3A	KWOK TSZ YAU	3B	SUEN LING YU
3D	WONG SUM YING	4C	SO SUET YING	4D	LIU PAK LUN
4D	ZHENG TSZ TUNG	5A	WANG TSIK TEUR	5B	LEUNG HOI CHING SOPHIE
5D	ZHONG TSZ SHAN				

11. "Joint School Music Competition 2026 – Handbell and Handchime (Secondary)," organized by Hong Kong Joint School Music Association

Gold Award — School Handbell Team

Member List

1A	YUEN CHING KI	1C	SUN SHI TONG	1D	KOK TSZ CHUNG
2A	NG TIN YUET	3A	KWOK TSZ YAU	3B	SUEN LING YU
3D	WONG SUM YING	4C	SO SUET YING	4D	LIU PAK LUN
4D	ZHENG TSZ TUNG	5A	WANG TSIK TEUR	5B	LEUNG HOI CHING SOPHIE
5D	ZHONG TSZ SHAN				

12. "Joint School Music Competition 2026 – Secondary School Choir (Junior)," organized by Hong Kong Joint School Music Association

Silver Award — School Choir

Member List

1A	CHAN CHI SHUN FLORENCE	1A	CHAN CHING WANG ISAAC	1A	CHAN YU PUI
1A	CHAN YUET TO	1A	FU HOI LAM	1A	HUANG SIYA
1A	LEE YEE LOK	1A	SIT WING SHUM	1A	TAM WAI CHUNG
1A	TSO MAN JIE ELLEN	1B	HUANG YUZHOU GRACE	1B	KEUNG PAN KI
1D	CHOW TSZ HEI	1D	LEUNG HOI LAM	1D	MAN SIN CHOI
1D	SO YAN PUI	1D	TANG SIN WING	1D	WONG SUM YING
2A	CHEUNG WAI SUM	2A	LAM CHIT	2A	LEUNG HEI YIN
2A	LIN YULING	2A	LIN ZI KUN	2A	YANG JIAXIN
2A	YU YEE NAM	2A	YUNG SIU YAN	2B	CHAU TSZ CHING
2B	CHOI WAI PAN	2B	KWONG WING HEI	2B	YU JINGHAN
2C	IU WING SUM	2C	SO SEN KIT	2C	TAN YAN TUNG
2D	SO SUNG CHEUNG	2D	SZE KI	2D	TSANG SZE FAN
2D	YANG YUK YI	3A	YEUNG MAN YAN	3B	LO CHAK LAM
3C	LI KWAN YI	3D	FANG RACHEL	3D	SANDHU SAMTEG SINGH
4A	LAM TSZ NOK	4A	LEE TSZ CHAI	4D	LIU PAK LUN
5A	CHU YAN YAU	5A	LI TSZ MUK		

13. "Joint School Music Competition 2026 – Chinese Orchestra (Secondary)," organized by Hong Kong Joint School Music Association

Bronze Award — School Chinese Orchestra

Member List

1A	NG KA LONG	1A	XUE YAQI	1B	FANG YUNWEI
1B	SO HEE TUNG	1B	SO TSZ CHING	1C	JIA QING JUN JACK
1D	CAO SHUN KI	1D	LAU SZE LAM	2A	LAM TING HEI
2B	KWONG WING HEI	2D	CHAN YIK SUM	2D	NG HEI YUEN
2D	SO TSZ CHUN	3A	LI KA WAI	3A	NG LOK HIM
3A	NGAI SUET YING	3A	YAO ZHIQING	3A	YUEN TSZ SHING
3B	LEE KA KI	3B	ZHANG TSZ LAM	3C	WONG HEI MAN
3D	CHAN KWAN KIU	3D	CHEUNG KA YING	3D	GU AMY
3D	LAU CHUNG YAN ISA	3D	SO YAU YAU	3D	WANG TO
4C	CHEUNG NGA HUEN	5C	LEE CHEUK YIN		

14. "Joint School Music Competition 2026 – Secondary School Group Ensemble (Orchestral instrument)," organized by Hong Kong Joint School Music Association

Bronze Award	School Western Music Ensemble						
Member List	1C	SUN SHI TONG	1D	KO NGAI SHUN ANSON	1D	WANG SIQI	
	2A	LEI CHUN HA	2A	NG TIN YUET	2A	YU YEE NAM	
	2D	CHAN TSZ YU	3C	CHENG HIU TUNG KAREN	3D	LIU CHUN HO	
	3D	WONG SUM YING	4B	NI NUOTONG	4C	CHEUNG NGA HUEN	
	5B	CHENG SIN YIK NATALIE					

15. "Joint School Music Competition 2026 – Secondary School (Piano)," organized by Hong Kong Joint School Music Association

Silver Award (Senior)	1A	CHAN KING NIP SAMUEL	4B	LIAO ZI JING	5A	WANG TSIK TEUR
Bronze Award (Senior)	3C	CHENG HIU TUNG KAREN				
Silver Award (Intermediate)	1A	CHAN CHING WANG ISAAC				

16. "Joint School Music Competition 2026 – Secondary School Woodwind (Flute) Solo – Senior," organized by Hong Kong Joint School Music Association

Silver Award	2A	LEUNG HEI YIN

17. "Sonar Youth Music Contest 2026," organized by Hong Kong Youth Creative Arts Association

Gold Award	5D	LIU HON TUNG

18. "Tai Po District Primary and Secondary School Drama Competition 2026 (Secondary School Section)," organized by Tai Po District Arts Advancement Association

Outstanding Performance						
	1A	YEUNG PO HEI	1B	CHAN LOK HEI	1C	CHEUNG YING YING
	1C	LI JUSTIN	1D	LEUNG HOI LAM	3A	CHAN HO YING
	3B	CHOI TIM LOK	3C	CHOI HEI YIN HAILEY	3D	CAI XIN
	3D	CHEUNG YAN YAN	3D	LEUNG PAK HEI	4B	LIU SIU FAN
	4C	LAM HONG CHING CAREY	4D	LIU PAK LUN	5B	LEONG FUNG CHING
	5C	CHEN WAN SUM	5D	CHAN WING SUM	5D	SHI WAI YI

19. "Study in Hong Kong" Cover Design Competition, organized by Education Bureau

Merit Award	5A	SO LOK CHING

20. "The Wharf Hong Kong Secondary School Art Competition," organized by The Wharf

Honourable Mention	4A	CHONG SIU HIN	6A	LAU YUEN YING

21. "Golden Jubilee Exhibition of Student Visual Arts Work," organized by Education Bureau

Digital Art Award	6B	CHAU CHI YAN

22. Stories of the Hong Kong Palace Museum Treasures – "Ancient Egypt Unveiled" Design Competition (Secondary) 2025/26, co-organized by Education Bureau and Hong Kong Palace Museum

Cultural and Creative Product Design Award	4B	YE JINGJING

23. "The 2nd Intangible Cultural Heritage Cheongsam Design Competition," organized by Hong Kong Chinese Cultural Promotion Association Limited

Finalist	3D	GU AMY

24. The 9th "Mo Xiang Cup" National Youth and Children Calligraphy and Painting Competition, organized byYouth Calligraphy Newspaper

First Class Award	5C	LEE CHEUK YIN

25. "第三屆鐵劃銀鉤硬筆書法比賽 2025," organized by Hong Kong Arts and Culture Education Association

Silver Award	4B	LEUNG ON KI

26. "High Schoolers Asian Hip Hop Championship 2026 – 1 on 1 Freestyle Battle," organized by Youth Outreach School of Hip Hop

Second Place	1C	TSUI ON NGA ANYA

27. "The 62nd Schools Dance Festival," organized by Hong Kong Schools Dance Federation Limited

Honours Award (Solo)	1C	TSUI ON NGA ANYA						
Honours Award (Group)	1A	LEE YEE LOK	1C	TSUI ON NGA ANYA		3B	CHEUNG MO CHING JESTIN	
	4A	TANG YU CHING	5A	FONG NGA TUNG		5A	SO LOK CHING	
	5B	WANG TSZ YI	5C	TSOI CHUN SAN		5C	WANG TSZ LIN	

Civic Education and Social Services

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1. "Hong Kong Young Ambassador Scheme," organized by Tourism Commission and Hong Kong Federation of Youth Groups

OutstandingGold Award	5A	TSANG CHIU CHEUK NAM

2. "Kiwanis Community Service Award," organized by Kiwanis International

Awarded	5D	LAU YUEN YU

3. "V-Ideas Youth Volunteer Service Festival 2026," organized by Hong Kong Young Women's Christian Association

Outstanding Student	5B	LEUNG HOI CHING SOPHIE				
Outstanding Award	4D	LIU PAK LUN	4D	TSANG HEUNG CHING	5A	CHEUNG TSOI WING
	5D	SHI WAI YI				

4. "The 8th Glocal Y Young Women Leadership Training Programme," organized by Hong Kong Young Women's Christian Association.

Qualifying Member (Selected to take part in the New Zealand Exchange Tour 2026 as Participant / Volunteer Leader in Hong Kong)	5B	LEUNG HOI CHING SOPHIE

5. "The 25th Youth Leadership Development Scheme," organized by YMCA

First Runner-Up	5A	CHAN YAN KIU	5A	CHOI MING JIN	5A	YIP WING HONG WALLACE
	5B	SO FEI SOPHIE	5C	CHUNG KA WAI	5D	LIU HON TUNG
	5D	SHI WAI YI	5D	WANG MING WAI		

6. "HK200 Leadership Project," organized by The HKFYG Leadership Institute

Certificate of Participation	5D	SHI WAI YI

7. The 5th "Hong Kong Footprint" Video-making contest 2025, organized by Fun Channel

Second Runner-Up	5A	LAU KA WAI	5A	MAN HO	5B	CHAN YAN YU
	5B	WONG HO LAM	5B	YIP MAK	5C	LUO TSZ YUI
	5C	PANG HUNG YU	5C	WEN TSZ HONG	5D	WONG WAI LUN MATTHEW
	5D	YUE LEUNG PAN				

8. "The 2nd Hong Kong Outstanding Student Public Welfare and Social Service Award," organized byWen Wei Po

Awarded	6D	WONG SUM YAU

9. "CYC Member Merit Award Scheme," organized by Education Bureau

Blue Star Honour Badge	6B	WONG CHING YAN				
Purple Badge	6A	LI CHEONG CHUN	6B	WONG CHING YAN	6D	WONG SUM YAU
Orange Badge	6A	LI CHEONG CHUN	6A	LIN YU FEI	6A	SIU CHEUK TING
	6A	YAU HEI TUNG	6B	WONG CHING YAN	6C	HEUNG WAI YING
	6C	HUANG CHIN YU	6D	WONG SUM YAU		
Green Badge	6A	LI CHEONG CHUN	6A	LIN YU FEI	6A	SIU CHEUK TING
	6A	WONG CHING TING	6A	YAU HEI TUNG	6B	WONG CHING YAN
	6C	CHOW CHEUK YIN	6C	GU HEUNG YING	6C	HEUNG WAI YING
	6C	HUANG CHIN YU	6C	SUN JINGYANG	6D	WONG SUM YAU
Yellow Badge	6A	FU SHU HANG	6A	LI CHEONG CHUN	6A	LIN YU FEI
	6A	SIU CHEUK TING	6A	WONG CHING TING	6A	YAU HEI TUNG
	6B	WONG CHING YAN	6C	CHOW CHEUK YIN	6C	GU HEUNG YING
	6C	HEUNG WAI YING	6C	HUANG CHIN YU	6C	SUN JINGYANG
	6D	WONG SUM YAU				

Sports

1. 23 student athletes participated in the Inter-School Swimming Competition, organized by the Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area Committee, at the Ma On Shan Swimming Pool on 17 and 22 October 2025. They won 7 individual awards, 2 relay awards and 2 team trophies in the competition. Both the Girls' A Grade team and the Girls' C Grade team were awarded the Second Runner-up team trophies. The list of the awardees is as follows:

Boys A Grade	5D MAK HO LONG	200m Breaststroke – Seventh place
Girls A Grade	4B LUI HAU KIU	4x50m Freestyle Relay – Champion
*2nd Runner-up in team	4C CHAN SZE YIN	4x50m Medley Relay – Sixth place
	4C CHEUNG NGA HUEN	4x50m Freestyle Relay – Champion
	5A TAI SZE KI	4x50m Freestyle Relay – Champion
		50m Freestyle – Champion
		100m Freestyle – First Runner-Up
	5D CHENG SZE CHING HELICIA	4x50m Medley Relay – Sixth place
	6A CHENG TSZ TUNG	4x50m Medley Relay – Sixth place
		50m Breaststroke – Eighth place
	6B YIP TSZ TING	4x50m Medley Relay – Sixth place
	6D HO WING TIM	4x50m Freestyle Relay – Champion
		100m Freestyle – Seventh place
Girls B Grade	3D CHAN SHIN YUI	50m Backstroke – Sixth place
Girls C Grade	1A CHAN CHI SHUN FLORENCE	4x50m Freestyle Relay – First Runner-Up
*2nd Runner-up in team		50m Breaststroke – Third Runner-Up
	1A HUANG SIYA	4x50m Freestyle Relay – First Runner-Up
		50m Breaststroke – Seventh place
	1A NG YAN TUNG	4x50m Freestyle Relay – First Runner-Up
		200m Freestyle – Second Runner-Up
		100m Freestyle – Third Runner-Up
	1D CHAN CHEUK NING	4x50m Freestyle Relay – First Runner-Up
		100m Backstroke – Champion
		200m Individual Medley – First Runner-Up

2. 46 student athletes participated in the Inter-School Athletics Competition, organized by the Schools Sports Federation of Hong Kong, China – Tai Po & North District Secondary Schools Area Committee, at the North District Sports Ground on December 11, 15, and 16, 2025. They won three individual awards and one relay award in the competition. The list of awardees is as follows:

Boys A Grade	5D YUE LEUNG PAN	Discus – Eighth place
	6C SO TSZ WA	Triple Jump – Eighth place
Girls A Grade	5A TAI SZE KI	1500m – Champion
		800m – First Runner-Up
	5C NG KOK YAN	Shot Put – Sixth place
Boys B Grade	4A CHEN AIDEN	High Jump – First Runner-Up
		Triple Jump – Fifth place
Boys C Grade	1A DU JIAHAO GEVIN	4x100m Relay Third Runner-Up
	1B DUAN YI HIN	4x100m Relay Third Runner-Up
	1C NG CHACE	4x100m Relay Third Runner-Up
	1D PENG HO YIN	4x100m Relay Third Runner-Up
	2C HUANG TSZ SHING	4x100m Relay Third Runner-Up
		Long Jump – Sixth place

3. "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 49 students of our school participated in the competition. Our Girls' senior team was the First Runner-Up, while the girls' junior team came Sixth in Division one. Our school was qualified to participate in NIKE All Hong Kong Schools Jing Ying Basketball Tournament 2025-2026. The list of awardees is as follows:

Girls Senior	4B CHAN YUE CHING	4B NI NUOTONG	4C HU MENYAO
	5B CHENG SIN YIK NATALIE	5C NG KOK YAN	6B CHIM TSZ YAN
	6D CHUNG KAI YU	6D FU LOK YI	
Girls Junior	1B SO HEE TUNG	1B SO TSZ CHING	1C TO NOK TUNG
	2B TAM HOI KIU	2C ZHUO KA CHING	3A WONG LOK TUNG
	3B LUO XI WEN	3B WONG TSZ KIU	3C CHENG HIU TUNG KAREN
	3C LEUNG KWAN HANG	3D CHAN SHIN YUI	

4. “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 2025 to May 2026. Fours teams comprising 43 students participated in the competition of Division 2. Our Boys Senior Grade and Girls Junior Grade team were awarded the Fifth place. The list of the awardees is as follows:

Boys Senior	2C	CHOW CHI FAT	3B	CHAU TSZ HEI	3C	CHAU HOI TUNG
	4A	CHEN AIDEN	4A	WONG CHEUK WANG	4B	CHAN CHUN YAN
	4B	FOK CHUN HEI	4B	MAN TSUN MING	4C	CHAN YAT HEI
	4C	HO CHEUK FUNG	6A	TSANG TSZ HO	6C	SO TSZ WA
Girls Junior	1A	LEE YEE LOK	1A	SO LEE NGA	1A	XUE YAQI
	1C	CHIANG SHUET TUNG	1D	CHAN CHEUK NING	2A	CHEN TSZ HUEN
	2B	TAM HOI KIU	2B	WONG SZE WING	2C	SO WAI YAN
	3C	CHENG HIU TUNG KAREN	3C	LEUNG KWAN HANG		

5. “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 October 2025 to March 2026 at the Luen Wo Hui Sports Centre and Fu Heng Sports Centre. Five teams comprising 20 students participated in the competition. Our Girls A Grade and C Grade team were the Champion, while the Boys B Grade team came Fifth. The list of the awardees is as follows:

Girls A Grade	4B LUI YUEN KIU EMMA	6B LAU TSZ YU	6C HEUNG WAI YING	
Boys B Grade	4B TSANG LONG HEI	4C CHEUNG PAK YU	4C ZHENG MING QING	
	4D KWOK SZE NOK JOSIAH			
Girls C Grade	1B LUI HANG KIU SOPHIE	2A YU YEE NAM	2B KWONG WING HEI	
	2C IU WING SUM	2D CHEUNG SIN YU		

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 October 2025 to May 2026. Three teams comprising 17 students participated in the competition. Our Boy C Grade team were the Fifth. The list of the awardees is as follows:

Boys C Grade	1C CHOI SIU KWAN	1C WONG TIN LOK	1D PENG HO YIN
	2B WEI JASON	2C HUANG TSZ SHING	2D XIE WEN JIN

7. “All HK Inter-Secondary Schools Softball Competition,” organized by The Schools Sports Federation of Hong Kong, China. Our school was awarded Champion in the Girls Division. Hung Kam Lam from 6D was awarded the Most Valuable Player. The list of the awardees is as follows:

1B	LUK TSZ CHING	1C	SO YING MUNG	1C	NG CHOR KWAN
2A	LIN YULING	2A	TO HIU CHING	2B	KEUNG YEE CHING
2B	LEUNG LOK TO	2C	LIU YU HOM	2C	ZHUO KA CHING
2D	WONG YAN YI	3A	WONG CHING LAM	3D	LAU CHUNG YAN ISA
3D	TAI HO YU	4B	CHIU LEE CHI	4D	SUN YINGER
5A	YEUNG SZE WING	5D	CHENG SZE CHING HELICIA	6A	MO WING YIN
6B	YIP TSZ TING	6C	HEUNG WAI YING	6D	HUNG KAM LAM

8. “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:

2A	LIN YULING	2A	TO HIU CHING	2B	KEUNG YEE CHING
2B	LEUNG LOK TO	2C	LIU YU HOM	2D	WONG YAN YI
3A	WONG CHING LAM	3D	LAU CHUNG YAN ISA	3D	TAI HO YU
4B	CHIU LEE CHI	4D	SUN YINGER	5A	YEUNG SZE WING
5D	CHENG SZE CHING HELICIA	6A	MO WING YIN	6B	YIP TSZ TING
6C	HEUNG WAI YING	6D	HUNG KAM LAM		

9. “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. So Ying Mung from 1C was awarded the Most Valuable Player. The list of the awardees is as follows:

1A	HUANG SIYA	1A	NG YAN TUNG	1B	LUK TSZ CHING
1C	KWOK TSZ MOON	1C	NG CHOR KWAN	1C	SO YING MUNG
2A	LIN YULING	2A	TO HIU CHING	2B	KEUNG YEE CHING
2B	LEUNG LOK TO	2C	LIU YU HOM	2C	ZHUO KA CHING
2D	WONG YAN YI	3A	WONG CHING LAM		

10. “Inter-School Archery Competition,” organized by The Schools Sports Federation of Hong Kong, China
Girls Grade A Individual 5A TAI SZE KI Seventh Place

11. “Kau Yan College 75th Anniversary and 54th Swimming Gala Inter-School Invitation Relay,” organized by Kau Yan College.
    1C CHONG SHUN and 5A TAI SZE KI were awarded First Runner-Up in 2x50M Mixed Freestyle Relay event.

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) 6D HUNG KAM LAM

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) 5A TAI SZE KI 6C HEUNG WAI YING

14. “2025-2026 Hong Kong Student Sports Award,” organized by A.S. Watson. Group
    Award Winner 4A KWAN CHUI YI

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

16. “Principal Chan Charity Run 2026,” organized by Principal Chan Free Tutorial World
    3km Boys' Youth Division 3
    Champion 3C LO TIN CHI
    First Runner-Up 2D WONG PAK FUNG
    3km Team Challenge
    Second Place 2D WONG PAK FUNG 3C LO TIN CHI 3C WAN KA PO 3D CHENG SZE CHIT MICAH

17. “Casablanca Cadet African Cup 2026,” organized by International Judo Federation
    Bronze Prize 4A KWAN CHUI YI

18. “Hong Kong International Judo Tournament 2026,” organized by The Judo Association of Hong Kong, China
    Champion 4A KWAN CHUI YI 4B LUI HAU KIU

19. “Great Eastern Youth Judo Invitational Tournament 2026,” organized by Great Eastern Judo Union
    Bronze Medal 3A HUANG CHING YING SUSAN 3C KWAN HOI CHING

20. “The 55th Anniversary Hong Kong Judo Championship 2025,” organized by The Judo Association of Hong Kong, China
    Champion 4A KWAN CHUI YI

21. “National Day Cup Judo Championship 2025,” organized by Great Eastern Judo Union
    Champion 4A KWAN CHUI YI

22. “The 57th Hong Kong Judo Invitation Championships,” organized by South China Athletic Association
    Champion 4A KWAN CHUI YI

23. “The 4th North District Judo Championships,” organized by North District Sports Association
    Bronze Medal 3A HUANG CHING YING SUSAN 5D ZHONG TSZ SHAN