



**N.T. Heung Yee Kuk Yuen
Long District Secondary
School
School Report**

2023/24

Annual School Report 2023/24

Contents	Page
1. Our school	3-4
1.1 School Mission	3
1.2 Brief Historical Background	3
1.3 School Premises	3
1.4 School Management	4
2. Achievements and Reflections on Annual School Plan	5-13
2.1 Major Concern 1	5-9
2.2 Major Concern 2	10-13
3. Learning and Teaching	14-20
3.1 Our Curriculum	14-16
3.1.1 School Curriculum	14
3.1.2 Lesson Time for the 8 Key Learning Areas (S.1-3)	15
3.1.3 Curriculum Development Plan	16
3.1.4 Teaching and Assessment	16
3.1.5 Numbers of School Days	16
3.2 Our Teachers	17-20
3.2.1 Number of Teachers	17
3.2.2 Teachers' Experience	17
3.2.3 The Highest Academic Qualification	18
3.2.4 Professionally Trained Teachers	19
3.2.5 Subject-trained Teachers	19
3.2.6 Teachers Meeting Language Proficiency Requirement (LPR)	20
4. Support for Student Development	21-35
4.1 Moral, National and Civic Education	22-23
4.2 Guidance	24-25
4.3 Discipline	26-27
4.4 Careers & Life Planning	28-29
4.5 Health & Sex Education	30-31
4.6 Environmental Education	32-33
4.7 Other Learning Experiences	34-35

Contents	Page
5. Students' Performance	36-54
5.1 Class Organization	36
5.2 Students' Attendance	36
5.3 Early Exit Students	37
5.4 Results of 2024 Hong Kong Diploma Secondary Education Examination	38-39
5.4.1 The Overall Performance	38
5.4.2 Performance in Different Subjects	39
5.5 Destination of S.6 Graduates 2024	40-41
5.6 Inter-school Activities and Awards	42-54
5.6.1 Values Education	42
5.6.2 Outstanding Students	43-44
5.6.3 Scholarships	45
5.6.4 Languages	46
5.6.5 STEAM	47-48
5.6.6 Sports	49-50
5.6.7 Art	51
5.6.8 Music	52-53
5.6.9 Community Service	54
6. Financial Summary (Government and Non-government Fund)	55-56
6.1 ESCBG Account 2023-24 Financial Year	55
6.2 Extra-curricular Account 2023/24 School Year	56
6.3 SMI Fund Account 2023/24 School Year	56
7. Future Planning	57-60
7.1 School Development Plan 2024-27	57-58
7.2 Annual School Plan 2024/25 School Year	59-60

1. Our School

1.1 School Mission

The school strives to provide students with all round education to inspire them to become responsible citizens and to be enthusiastic learners, developing their potential to the fullest extent so that they can cope with the challenge of the fast-changing world.

1.2 Brief Historical Background

The foundation-laying ceremony was held on 26th March 1966, with Hon. Aserappa JP, District Commissioner, New Territories, as our guest of honour. N.T. Heung Yee Kuk made a donation of \$600,000 while the remaining construction expenses were covered by the government. In September 1967, the first school year commenced. Since construction work was still in progress, teachers and students had to use the premises of Yuen Long Government Primary School as a temporary venue. Upon the completion of the construction work on 13th August 1968, the first batch of students moved into the new premises on 3rd September 1968. The opening ceremony was officiated by Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong, on 23rd January 1969.

1.3 School Premises

The school premises are divided into 4 blocks: Administration and Special Rooms Block, Classrooms Block, New Annex Block and the Hall. Rooms in all blocks are air-conditioned. There are altogether 34 Classrooms, 4 Science Laboratories, 2 Computer / Multi-media Learning Centres, 1 Geography Room, 1 Visual Arts Room, 1 Design and Technology Room, 1 Music Room, 1 Student Activity Room, 1 Library, 2 Social Worker Rooms, and 1 Learning Common Room. Other facilities include 2 Covered Playgrounds, 1 Basketball Court, 1 Volleyball Court, 1 School Garden, 1 Tuck shop and 1 Car Park.

1.4 School Management

The School Management Committee (SMC) was set up in September 1999 to implement school-based management. The SMC is comprised of a wide representation of stakeholders, including the Principal Education Officer (as Chairperson), the Principal, teachers, parents, alumni and independent members who are professionals from different fields, to enhance transparency and accountability.

The composition of the SMC in Recent Years

	EDB	Principal	Teacher	Parent	Alumnus	Independent Member
2021/22	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2022/23	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2023/24	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)

2. Achievements and Reflections on Annual School Plan 2023/24

2.1 Major Concern 1

Optimising teaching and learning strategies to enhance the learning effectiveness of students

Task 1

To deepen students' sense of national identity and law-abiding awareness through formal curricula

Task 2

To strengthen the catering for the diverse needs and aptitudes of students by furnishing them with extensive learning experiences

Task 3

To enhance students' English proficiency through helping them immerse in an English learning environment

Task 4

To boost students' STEAM knowledge and skills through different academic disciplines

Achievements and Reflections:

To deepen students' sense of national identity and law-abiding awareness through formal curricula

Achievement

By integrating Chinese culture into various subjects, such as introducing Chinese mathematicians and celebrating traditional festivals like the Mid-Autumn Festival, we have enhanced students' connection to their heritage. Our curriculum emphasizes historical achievements and modern advancements in science and technology, promoting a deeper understanding of our nation's contributions and instilling pride. Activities celebrating national achievements, such as creating posters about China's resources and writing letters to athletes, further cultivate a sense of national pride. Additionally, educational content covering traditional values through poetry and literature, alongside discussions on modern achievements in mega-structures and space exploration, has enriched students' appreciation of both traditional and contemporary Chinese values.

A wide variety of activities are organized to deepen students' understanding of the history, culture, and development of our country. For instance, there were visits to the Hong Kong Museum of Coastal Defense (S.3) held by the Chinese History Department, a Tai O Cultural Tour (S.4 & S.5) and a Huizhou, Mainland Study Tour (S.5) held by the CS Department. Other learning activities included "Getting to Know the National Anthem" done by the Music Department, a National Security Writing Competition and Mid-Autumn Lantern Riddle Game held by the Chinese Department, Basic Law Education done by the Putonghua Department, and learning tasks about preserving Chinese traditional culture and the development and advancement of our home country for different levels, prepared by the English Department. Studies about resource security and nuclear security topics were done in the Science KLA.

According to the student survey and teacher survey, 96% (96%) of students and 96% (100%) of teachers believed that the school-based national security education curricula can enhance students' understanding of patriotism.

According to the student survey and teacher survey, 97% (96%) of students and 96% (94%) of teachers agreed that designated learning materials and classroom activities could deepen students' understanding of the history, culture, and development of our country.

According to the student survey and teacher survey, 97% (96%) of students and 96% (94%) of teachers felt that tailor-made learning and teaching tasks could enable students to become informed and responsible citizens.

Reflection

To a large extent, Target 1.1 of the ASP Major Concern 1 has attained its success criteria within the evaluation period. The school has made good progress in enhancing students' understanding of patriotism through its national security education curricula.

Learning materials for national security education have been updated and reviewed regularly by all subject departments. This ensures that students' understanding of patriotism can be further enhanced.

The school has closely followed the curriculum framework of national security education prepared by the Education Bureau (EDB) and used the resources approved by EDB. This ensures that all information used about national security is accurate.

Effective collaboration among different departments has provided opportunities for colleagues to enhance professional exchange and experience sharing of national security education. Projects and competitions relating to national security education have been jointly carried out, and education regarding national identity and law-abiding awareness has been effectively integrated into the formal and informal curriculum, as reflected by the results of the student survey.

Way forward

With new government funding targeting the development of students' knowledge about their motherland, the school can design and implement more out-of-classroom learning opportunities. This will help students acquire relevant knowledge in a proactive way.

To broaden students' understanding of national security, they should be guided to study relevant matters in a global context. Learning components that highlight international relations, global security issues, and the impact of global events on national security should be integrated into all relevant curricula. This will enable students to develop a broader perspective on national security and realize the interconnectedness of local and global security dynamics.

To strengthen the catering for the diverse needs and aptitudes of students by furnishing them with extensive learning experiences

Achievement

Reading to Learn and OLE (Other Learning Experiences) curricula are developed and implemented in S.4 to S.6. Structured learning and teaching strategies on leisure reading and OLE activities are adopted and implemented effectively.

Refined teaching schemes and learning materials of 4 core subjects as well as the Chinese Language, and English Language School-based Assessment, are implemented, evaluated, and refined.

Various measures such as flexible grouping strategies (S.2), supplementary lessons (S.5 & S.6), and mid-term uniform tests (S.1- S.6) are implemented to help track students' learning progress, facilitating the catering of students' diverse learning needs.

According to the student survey and teacher survey, 95% (91%) of S.4 to S.6 students and 94% (94%) of teachers find that the school-based curricula of Reading to Learn can enrich their learning experience, while 96% (96%) of S.4 to S.6 students and 100% (88%) of teachers find that the school-based curricula of OLE lessons can enrich their learning experience.

Reflection

To a large extent, Target 1.2 of the Annual School Plan (ASP) Major Concern 1 has attained its success criteria within the evaluation period

The school-based Reading to Learn and OLE curricula have got comprehensively developed and refined.

Designated learning and teaching measures provide additional support for students in need of assistance and allow teachers to trace students' learning progress, identifying students facing problems and offering them timely assistance.

The revised format of uniform tests for Chinese Language and English Language better facilitates assessment for learning, allowing both students and teachers to identify their respective strengths and weaknesses.

Way forward

Even though nearly all students and teachers have given very positive feedback to all the items in Target 1.2, it is known that many students are still facing a lot of pressure and difficulties in their studies. Teachers should be highly aware of this issue and adopt the most suitable approaches to cater to different students' or classes' needs. Effective communication is the key to greater success.

To enhance students' English proficiency through helping them immerse in an English learning environment

Achievement

Bridging Programmes for Pre-S.1 students and remedial classes for selected S.1 to S.3 students effectively assisted the concerned students in learning core EMI (English Medium of Instruction) subjects, English Language and Mathematics, properly. Bridging Programme for Pre-S.1 students and remedial classes for selected S.1 to S.3 students were implemented to assist students concerned in learning relevant subjects in English properly.

EMI subject departments have adopted suitable supplementary materials to support students in learning through English. Tailor-made worksheets, revision notes, vocabulary lists, glossaries, extensive reading materials (journals) and viewing materials (videos with English subtitles), as well as authentic English materials (English songs) and learning/assignment/assessment topics relating to students' daily life have been integrated into different subject-based learning content. This is especially important for S.1 students, who are facing a critical transition period to switch from using Cantonese to English for their studies. Other means such as doing dictation, quizzes, and prompting students to answer questions in class are also well-used to facilitate the use of English in the learning and teaching process.

The English Language, Mathematics and Science Departments continued to collaborate on LaC tasks to provide students with useful language input that can aid their studies.

According to the student survey, 90% (89%) of students feel confident about learning content subjects in English.

According to the student survey and teacher survey, 93% (94%) of S.1 students and (93%) of teachers agree that subject-based adaptive measures can facilitate to learn subject content in English.

According to the student survey and teacher survey, 94% (93%) of students and 98% (97%) of teachers agree that the English-rich learning environment can further enhance students' English proficiency.

According to the student survey and teacher survey, 95% (95%) of students and 100% (100%) of teachers concerned agree that students can learn more effectively through LAC and RaC approach.

Reflection

To a large extent, Target 1.3 of the ASP Major Concern 1 has attained its success criteria within the evaluation period.

All EMI subject teachers have well prepared to conduct lessons and do learning activities using English as MOI. They pay attention to students' language needs and provide them with appropriate guidance and support

English is used as not only MOI, but also a means of purposeful communication in our school life.

Outside classrooms, students are also given an array of opportunities to practise using English in their school life. Students give sharing in morning assembly, serve as MCs in school events like Swimming Gala, Sports Day and S.6 Graduation Ceremony, make announcements via the PA system, prepare OLE promotional materials, etc. English is used naturally in students' school life, giving a boost to their language proficiency

According to the satisfying results in surveys, learning and teaching effectiveness is maximized.

Way forward

Besides using English as MOI, students should be greatly encouraged to use English for authentic communication in their regular school life or even daily life, which will help boost their language proficiency naturally.

In addition to enhancing students' English proficiency, language learning activities can also include Chinese and Putonghua to develop students' biliteracy and trilingual abilities.

To boost students' STEAM knowledge and skills through different academic disciplines

Achievement

The Computer Department has refined the curriculum and incorporated AI elements in S.1 to S.3 classes. The school also joined the CUHK Jockey Club AI for The Future Project.

More learning tasks and opportunities are provided to students for enriching their learning experience in STEAM. For instance, there were practical tasks in science KLA subjects, as well as design and hands-on projects in Arts and Technology KLA subjects for students to try.

More than 50 theme-based STEAM learning activities have been organized by STEAM-related subject departments, both individually and collaboratively. Students took part in various activities such as the Faraday Challenge 2024, Hong Kong Olympiad in Informatics, JA Company Program, Ocean Park Conservation Alliance, Formula AI Racing, Marine vehicle design/construction competition, Smart Logistic Datathon 2024, and China Manned Space delegation dialogue sessions with secondary and primary students.

STEAM Week offers a wide range of activities: demonstrations, workshops, competitions, game booths, and talks. Topics range from making telescopes and mathematical modeling to robotic and drone flight, DNA model construction, and investigating the effectiveness of homemade sunscreen for UV protection. Students highly appreciate the hands-on learning experiences and the opportunity to explore various STEAM fields in an engaging and interactive manner.

According to the student survey and teacher survey, 97% (96%) of students and 100% (83%) of teachers concerned agreed that STEAM-related learning activities can strengthen their interest.

According to the student survey and teacher survey, 96% (97%) of students and 100% (82%) of teachers concerned agreed that diverse STEAM learning activities could further develop their skills in STEAM.

Reflection

To a large extent, Target 1.4 of the ASP Major Concern 1 has attained its success criteria within the evaluation period.

Most of the STEAM activities were arranged effectively to enhance life wide learning experience of students.

There was a board spectrum of STEAM activities ranging from subject-based activities to training and competitions. Participants were highly engaged in the above-mentioned activities and some of them attained outstanding performance. Their learning skills were enhanced through participating in different problem-based learning tasks.

Although an increasing number of students have participated in STEAM activities and demonstrated exceptional performance, the overall involvement from both students and teachers remains insufficient and requires further encouragement and support.

Way forward

More subjects can be integrated into the STEAM activities and projects through cross-curriculum collaboration to equip students with a diverse skill set that prepares them for the challenges of the future.

Conclusion

Our school has made significant progress in achieving the goals set forth in Major Concern 1. Through the dedicated efforts of our faculty, we have seen a marked improvement in our students' understanding of patriotism and national security. Regular reviews of our national security education curriculum have deepened our students' appreciation for our country's history, culture, and development. Enhancements to our "Reading to Learn" and Other Learning Experiences (OLE) programs have allowed us to better cater to the diverse needs of our students, providing them with engaging learning opportunities. The integration of English as the medium of instruction (EMI) has boosted our students' language proficiency, which is essential for their future success. Alongside this, our students have thrived in various STEAM-based activities, honing their problem-solving skills.

Looking ahead, we will offer more opportunities for our students to participate in patriotic education initiatives, fostering their knowledge of our country. We will also infuse theme-based discussions on national and global issues across all subjects to cultivate their global awareness. To equip our students with the essential skills for the 21st century, we will enhance their advanced IT capabilities and information literacy through both formal and informal curriculum, as well as STEAM activities. We will continue to encourage the use of English for authentic communication and expand our language programs to develop our students' biliteracy and trilingual abilities.

2.2 Major Concern 2

Promote students' wellness by nurturing their positive outlook in life

Task 1

To nurture students' positive values and attitudes and to foster their healthy lifestyles

Task 2

To strengthen students' resilience to life challenges and adversities

Task 3

To develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security

Achievements and Reflections:

Nurturing students' positive values and attitudes and to foster their healthy lifestyles

Achievement

The effectiveness of the ASP strategies and programmes was evident from the results of school-based surveys conducted in May 2024. An impressive 94.3% of students and 98.0% of teachers agreed that the activities arranged by the school successfully developed students' positive values and attitudes, such as respect for others, care for others, and empathy. These activities also helped students become more grateful, thankful, positive, and optimistic, while enhancing their awareness and proper use of social media and electronic platforms for learning purposes. Specifically, over 82.0% of S.1 students and 100.0% of teachers agreed that uniform team activities helped S1 students develop positive attitudes and a healthy lifestyle, and the orientation programmes facilitated their adaptation to secondary school life. Overall, 96.8% of students and 100% of teachers agreed that the school's activities nurtured positive values and fostered healthy lifestyles, demonstrating that the ASP strategies effectively achieved Target 2.1 and met the success criteria.

The various WPD Teams planned their programmes in alignment with Target 2.1 and the strategies listed in the ASP. They organized a range of activities, including morning assemblies, talks under the flag, class teacher periods, and life-wide learning activities, all of which contributed to the target. Key programmes such as the S1 Orientation Programme, Mental Health Week, and Caring Week played significant roles in cultivating a positive affect and outlook towards school life among students. These activities were instrumental in supporting the fulfillment of Target 2.1.

This year, the school successfully controlled the negative affect among students, who generally remained free from negative affect. Except for the subscale of Affect (No Anxiety, Depressive Symptoms) for junior forms, the Q-scores in the subscales reflecting students' affect were above the norm. Compared to 2022/23, students generally have a greater sense of satisfaction with school life and learning experiences this year.

Furthermore, our students' performance in subscales related to using information technology (IT) for healthy lifestyles is satisfactory, as indicated by the respective Q-scores. Most junior and senior students use IT properly, despite some overuse during leisure time. Overall, our strategies to cultivate positive values, attitudes, and healthy lifestyles have successfully developed positive affect, a positive outlook towards school life and learning experiences, and healthy lifestyles among students. The enhanced S.1 Orientation Programmes were particularly effective, helping S.1 students adapt to school life, as reflected by high Q-scores in relevant subscales. Additionally, high mean scores in the Stakeholder Surveys (Teacher) and (Parent) confirm that our strategies effectively develop students' positive values and attitudes, especially in handling interpersonal relationships.

Reflection

To a large extent, Target 2.1 of the ASP Major Concern 2 and the success criteria have been met during the evaluation period. However, the APASO survey indicates that the school did not perform well in the subscale of Affect (No Anxiety, Depressive Symptoms), with S3 and S5 students particularly struggling. Additionally, some forms and classes did not perform well in the subscales of Affect (Positive Affect) and Affect (No Negative Affect), which may hinder the cultivation of positive values and attitudes among some students. The survey also shows that students generally did not perform well in the subscales of Physical Exercise and IT (Less Time for Leisure), impacting the promotion of healthy lifestyles. Most junior and senior students do not engage in regular physical exercise, with only 47.0% participating in vigorous activity for 20 minutes at most one day per week. Furthermore, many students spend a significant amount of time on digital media during their leisure time. The mean scores in the Stakeholder Survey (Student) reflect that some students do not lead a healthy lifestyle, indicating a need for more physical exercise and stress reduction strategies.

Way forward

In the new School Development Plan (SDP) 2024-27 and Annual School Plan (ASP) 2024/25, we will implement programmes aimed at enhancing students' physical and mental health by promoting healthy lifestyles on campus. Students will be encouraged to engage in more physical exercise and adopt effective stress management techniques. Additionally, S.1 students will be motivated to actively participate in uniform team activities.

Efforts will also be made to assist students in setting and achieving goals related to their studies, careers, and overall wellness. This includes helping them understand, accept, and appreciate themselves, connecting them with tertiary institutions and the workforce, establishing a coaching mechanism, and fostering a success-oriented attitude.

Furthermore, programmes will be arranged to educate students, particularly those in senior forms, on the importance of proper use of digital media and gadgets to support their learning. Strategies for maintaining a healthy digital lifestyle will be taught to minimize the harmful effects of digital media and device usage.

Strengthening students' resilience to challenges and adversities

Achievement

The school-based survey highlights the effectiveness of the ASP strategies and various team programmes. Over 95.8% of students and 100% of teachers agreed that the school has provided more success experiences for students, boosting their sense of achievement. Additionally, the school has offered more opportunities for students to plan and organize activities, enhancing their problem-solving confidence. More than 93.5% of students and 100% of teachers agreed that school activities help students understand themselves better and make sound career and life planning decisions. Furthermore, 95.5% of students in grades 4-6 and 100% of teachers agreed that OLE lessons and activities related to 'growth mindset' develop students' resilience to life challenges and adversities. Overall, 96.0% of students and 100% of teachers agreed that school activities strengthen students' resilience to life challenges, meeting the success criteria for Target 2.2.

Activity-based and focused-group surveys indicate that opportunities provided by the school for students to plan and organize key events like Open Day, Chinese Culture Week, and the Inter-class Flag-raising Competition offer success experiences and a sense of achievement, boosting their problem-solving confidence. Additionally, roles such as Prefect leaders, committee members of various units, and Caring Ambassadors provide similar benefits.

Reports from various WPD Teams show that they are attentive to Target 2.2, following ASP strategies in planning their programmes. Activities such as morning assemblies, talks, class teacher periods, and life-wide learning activities support the fulfillment of Target 2.2.

The APASO survey reveals that both junior and senior students performed above the norm in subscales of Positive Affect, No Negative Affect, and School Atmosphere. Compared to last year's scores, this year's mean scores indicate better control of negative affect and greater satisfaction with school life and learning experiences. This suggests that ASP strategies aimed at strengthening resilience contribute to positive affect and outlook towards school life, enhancing students' resilience to life challenges and benefiting them from school activities.

Reflection

To a very large extent, Target 2.2 and the related success criteria of the ASP were met during the evaluation period.

However, the APASO survey indicates that our school generally did not perform well in the subscales of Affect (No Anxiety, Depressive Symptoms), Physical Exercise, and IT (Less Time for Leisure). Additionally, some forms and classes performed below the norm in the subscales of Affect (Positive Affect) and Affect (No Negative Affect).

The presence of negative affect and the lack of healthy lifestyles related to physical exercise and the use of digital media and gadgets during leisure time among some students may discourage full engagement in the learning experiences designed for them.

Way Forward

The strategies mentioned in the evaluation of Target 2.1 above will be adopted to boost positive affect by promoting healthy lifestyles among our students and maximizing the benefits of career and life planning.

Developing students into good law-abiding nationals

Achievement

The school-based survey results indicate that the strategies of the ASP and the programmes of various teams are highly effective. Over 96.2% of students and 96.0% of teachers agreed that the school has arranged more activities for students to learn about Chinese history, culture, and the latest developments in the mainland, enhancing their national identity. Additionally, whole-school activities have increased students' awareness of comprehensive national security. More than 96.8% of students and 98.0% of teachers agreed that regular activities, such as morning assemblies and class teacher periods, along with life-wide learning activities, have strengthened students' commitment to the rule of law and safeguarding national security. Furthermore, over 96.2% of students and 98% of teachers agreed that the school has provided more opportunities for students to organize activities promoting the spirit of the rule of law and national security, enhancing their sense of law-abidingness and commitment to safeguarding national security. These figures demonstrate that the strategies in the ASP have successfully achieved Target 2.3 and met the success criteria.

Activity-based and focused-group surveys reveal that participation in life-wide learning activities, such as field trips, study tours, and Chinese Culture Week, effectively boosts students' knowledge about Chinese history, culture, and the latest developments. These activities also enhance their sense of national identity, increase their interest in Chinese history and culture, and make them proud of the traditional culture and achievements of the country. Students involved in organizing national education activities benefit more, learning extensively about Chinese history and culture, and further enhancing their sense of national identity.

Reports from various WPD Teams show a strong focus on Target 2.3, with adherence to the strategies listed in the ASP while planning their programmes. These include morning assemblies, talks under the flag, class teacher periods, and life-wide learning activities, all supporting the fulfillment of Target 2.3.

The APASO survey conducted in January 2024 shows that our students performed significantly better than Hong Kong students in the subscales of National Identity (Responsibility,

Obligation), National Identity (Proud, Love), National Identity (National Flag, Anthem), and National Identity (Achievements). All forms and classes achieved a Q-score of 116 in these subscales. This demonstrates the effectiveness of our various activities and programmes, including both life-wide learning and classroom learning activities, in continuously enhancing students' sense of national identity.

Reflection

To a large extent, Target 2.3 and the relevant success criteria of the ASP have been met within the evaluation period.

Way Forward

To further deepen national education and build on our strengths, the following strategies will be adopted to enhance students' sense of national security:

Firstly, under the new SDP/ASP, students will be encouraged to explore the history and culture of our country through well-organized study tours, field trips, and whole-school co-curricular activities. These experiences aim to provide students with a deeper understanding and appreciation of their national heritage.

Secondly, efforts will be made to deepen students' understanding of global trends that affect the security and development of our country. This will be achieved by displaying relevant information on the school campus and arranging various activities such as talks and competitions. These initiatives will help students stay informed about global issues and their impact on national security.

Lastly, attempts will be made to update students' knowledge about the latest developments in our country and the areas where they can contribute to its development. This will involve displaying relevant information on the school campus and organizing various activities and career and life planning programmes. These efforts aim to inspire students to actively participate in the nation's progress and development.

Conclusion

Thanks to the dedicated efforts of various units and individual teachers, activities addressing the three targets of Major Concern 2 have been successfully implemented. These targets include cultivating students' positive values and attitudes, developing their healthy lifestyles, strengthening their resilience to life challenges, and fostering law-abiding citizens who respect the rule of law and national security. Consequently, the goal of promoting students' wellness by nurturing a positive outlook on life has been largely achieved.

Despite students' commendable behavior regarding National Identity, the school recognizes the need to further nurture their sense of national security due to complex global trends. In the next school development cycle, efforts will focus on informing students about global trends and how they can contribute to the country's development. Additionally, addressing issues such as anxiety, depressive symptoms, inadequate physical exercise, and excessive use of digital media will be prioritized. The school aims to boost students' physical and mental health by promoting healthy lifestyles and supporting their career and life planning goals, forming the core targets of the next school development plan for 2024 to 2027.

3. Learning and Teaching

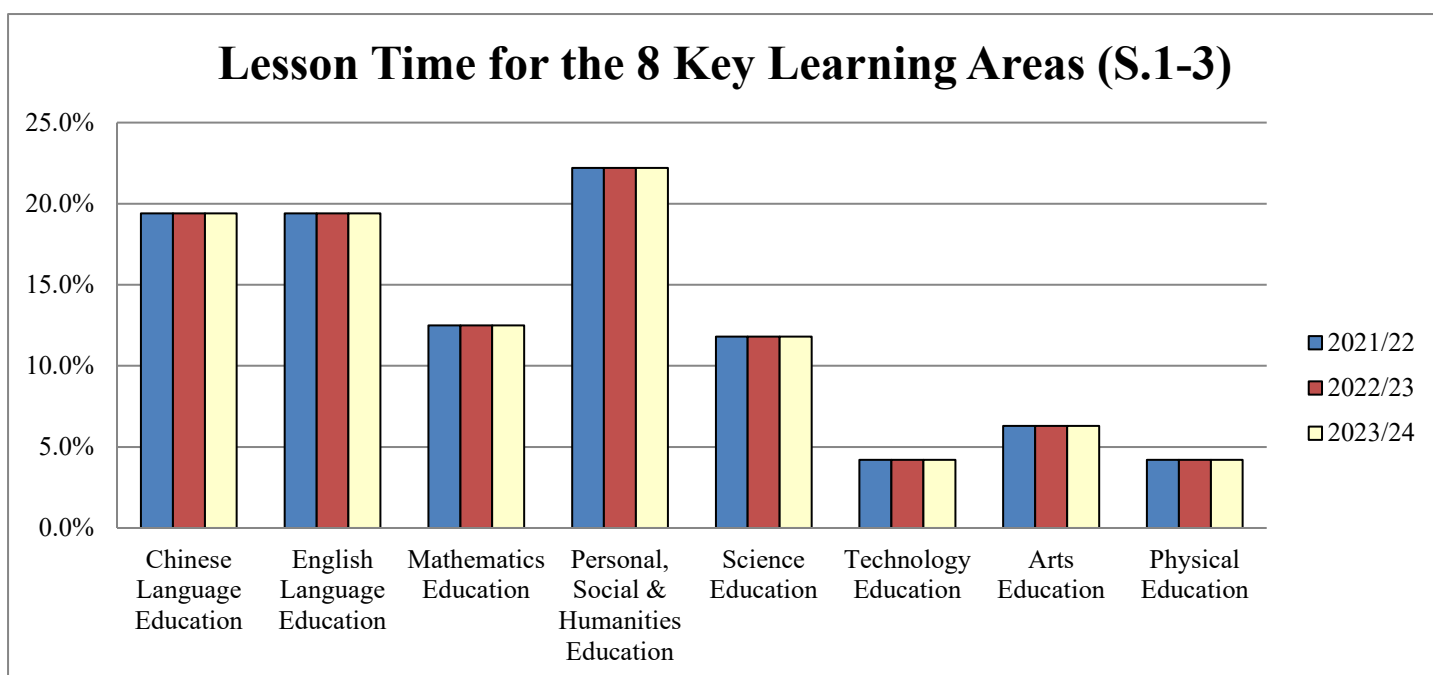
3.1 Our Curriculum

3.1.1 School Curriculum

Subject	Level	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language		✓	✓	✓	✓	✓	✓
Chinese Literature						✓	✓
Putonghua		✓	✓	✓			
English Language		✓	✓	✓	✓	✓	✓
Mathematics		✓	✓	✓	✓	✓	✓
Mathematics Extended Part (Module 2)					✓	✓	✓
Citizenship and Social Development					✓	✓	✓
Accounting and Economics				✓			
Chinese History		✓	✓	✓	✓	✓	✓
Economics					✓	✓	✓
Geography		✓	✓	✓	✓	✓	✓
History		✓	✓	✓	✓	✓	✓
Biology					✓	✓	✓
Chemistry					✓	✓	✓
Physics					✓	✓	✓
Science		✓	✓	✓			
Business, Accounting and Financial Studies					✓	✓	✓
Computer Literacy		✓	✓	✓			
Technology for Life		✓	✓	✓			
Music		✓	✓	✓			
Visual Arts		✓	✓	✓	✓	✓	✓
Physical Education		✓	✓	✓	✓	✓	✓
Class Teacher Period		✓	✓	✓	✓	✓	✓
Reading Period		✓	✓	✓	✓	✓	✓
Other Learning Experiences (OLE) Period					✓	✓	✓

3.1.2 Lesson Time for the 8 Key Learning Areas (S.1-3)

KLA \ School Year	2021/22	2022/23	2023/24
Chinese Language Education	19.4%	19.4%	19.4%
English Language Education	19.4%	19.4%	19.4%
Mathematics Education	12.5%	12.5%	12.5%
Personal, Social and Humanities Education	22.2%	22.2%	22.2%
Science Education	11.8%	11.8%	11.8%
Technology Education	4.2%	4.2%	4.2%
Arts Education	6.3%	6.3%	6.3%
Physical Education	4.2%	4.2%	4.2%



3.1.3 Curriculum Development Plan

The school curriculum was well designed to include all the key learning areas, offering students a variety of subjects and giving them different learning experiences of moral, intellectual, physical, social and aesthetic development. To meet students' need, diverse approaches like enhancement and remedial classes were adopted to stretch the potential of high flyers and give assistance to the weaker ones. It was also emphasized that students should have a broad and solid foundation of learning different subjects in junior years so that it could pave the way for their studies in senior years. Many subject-wise and cross-subject learning activities like various theme-based STEAM learning tasks, school-based reading lessons and S.1 English Language-Mathematics and Science LaC projects were also incorporated into the formal curriculum and post-lesson activities to widen students' exposure to diverse learning opportunities as well as developing their generic skills.

It is important that students can study their preferred elective subjects in the NSS curriculum. With good planning and allocation of resources, S.3 students could choose elective subjects according to their interests and abilities. Based on students' preferences, different combinations of elective subjects were formed, and it led to the satisfaction rate of 100%.

3.1.4 Teaching and Assessment

Being ambitious for students, teachers put sustained effort into their work to strive for betterment on designing teaching materials and methods. Aiming at enhancing classroom dynamics, teachers particularly paid attention to employing effective learning tools and resources. It also prompted students to try out different e-learning platforms and means. Zoom lessons were also used to well maintain interaction between teachers and students. Students participated actively in the lessons, so they kept getting themselves involved in the learning process, maximizing both learning and teaching effectiveness.

Clear and instructive guidelines were developed for assignments, tests and examinations. Assessments were done seriously to reflect students' learning progress. Moreover, appropriate encouragement and praises were suitably used to foster students to learn well. Students' good work was displayed to recognize their effort as well as facilitating peer learning. Teachers' timely feedback was very effective positive reinforcement that helped sustain students' learning motivation and boost their confidence. With teachers' support and their hard work, students achieved brilliant results in both school examinations and the HKDSE Examination.

3.1.5 Numbers of School Days

School Year	Number of School Days
2021/22	190
2022/23	190
2023/24	190

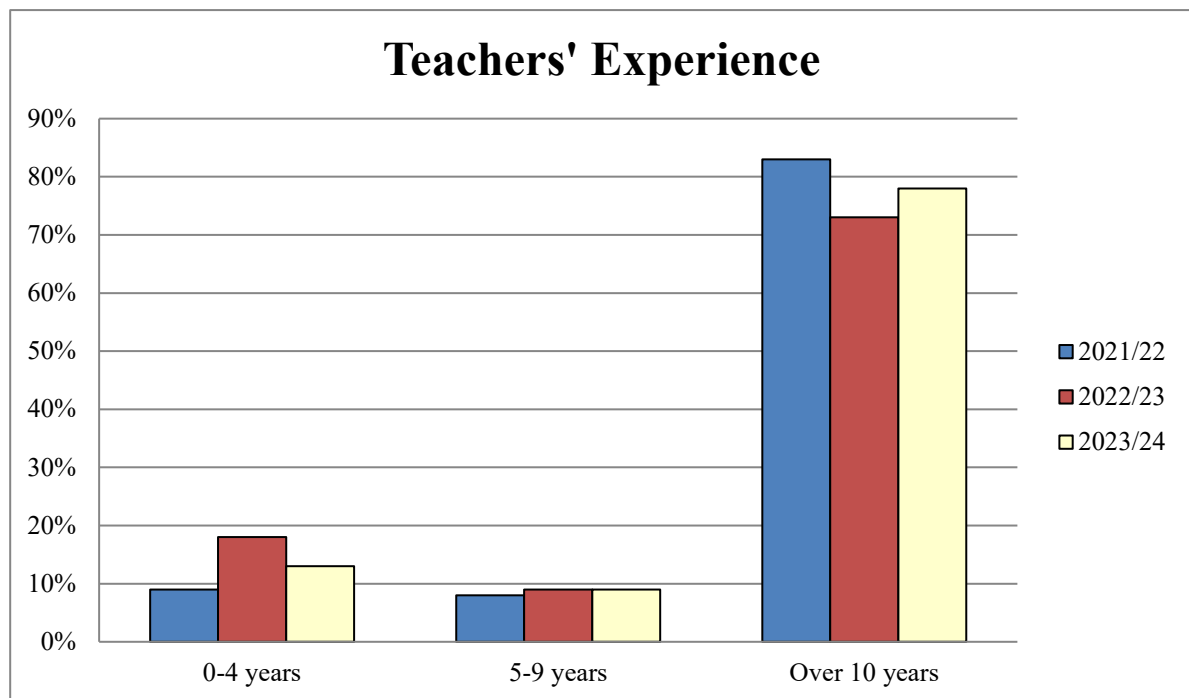
3.2 Our Teachers

3.2.1 Number of Teachers

School Year	2021/22	2022/23	2023/24
Number of Teachers'	55	55	55

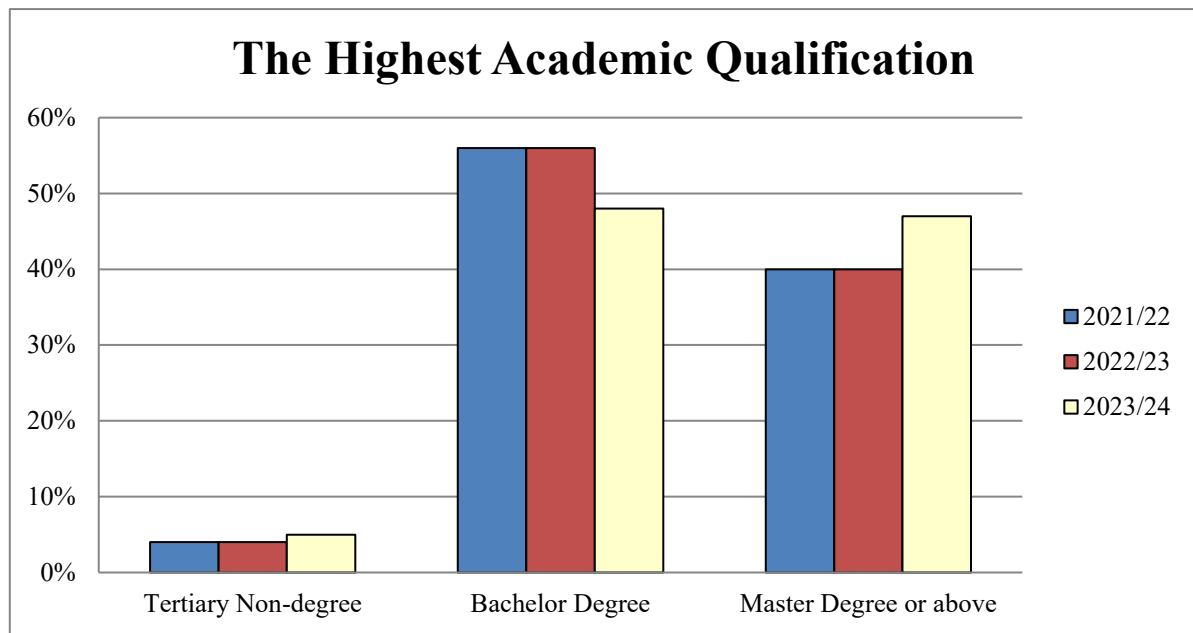
3.2.2 Teachers' Teaching Experience

School Year \ Teaching Experience	0 – 4 years	5 – 9 years	Over 10 years
2021/22	9%	8%	83%
2022/23	18%	9%	73%
2023/24	13%	9%	78%



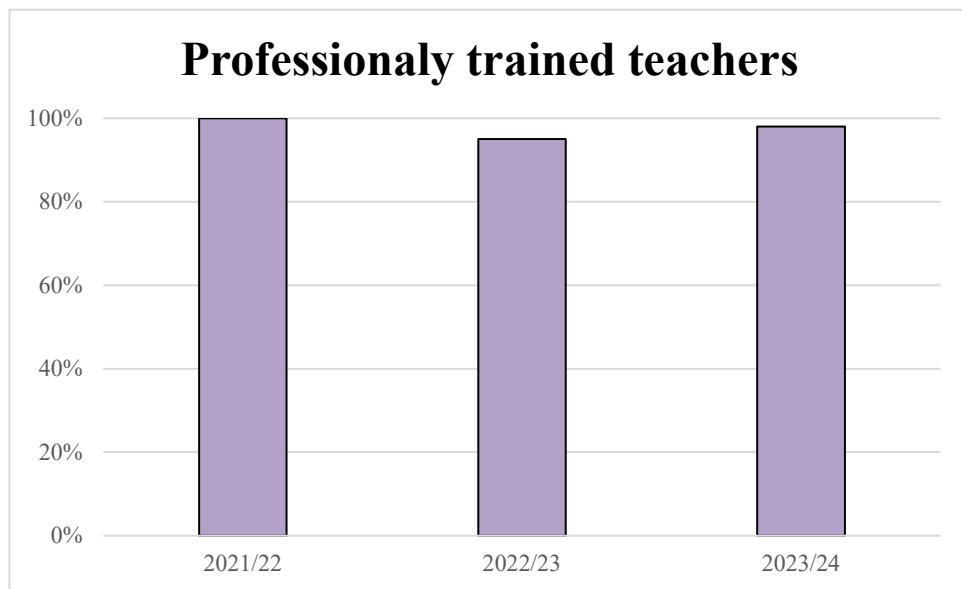
3.2.3 The Highest Academic Qualification

Qualification School Year	Tertiary Non-degree	Bachelor Degree	Master Degree or above
2021/22	4%	56%	40%
2022/23	4%	56%	40%
2023/24	5%	48%	47%



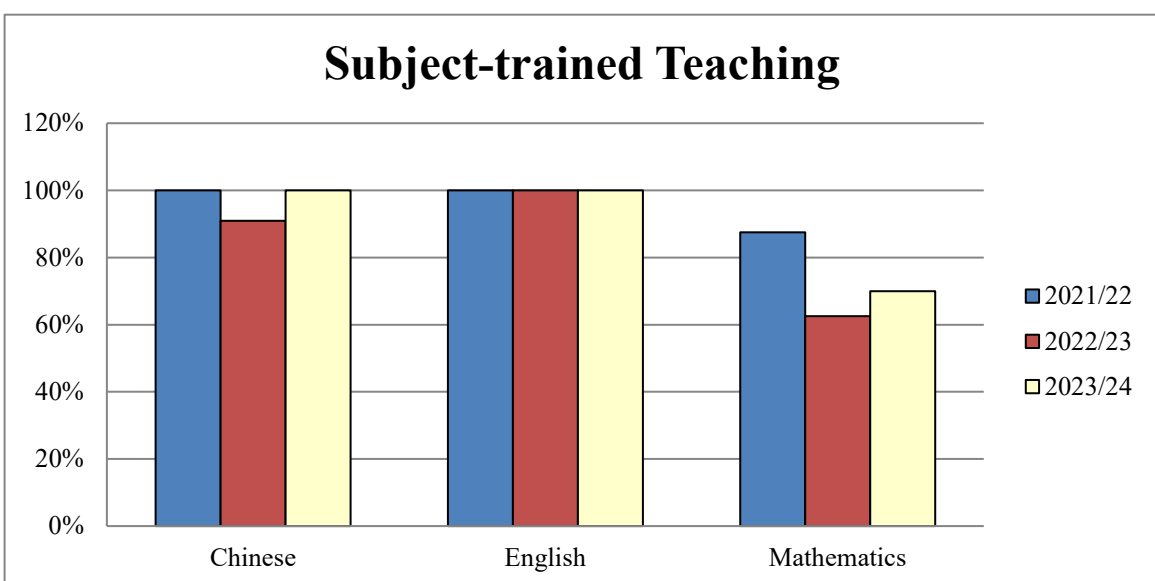
3.2.4 Professionally Trained Teachers

School Year	2021/22	2022/23	2023/24
Professionally Trained	100%	95%	98%



3.2.5 Subject-trained Teachers

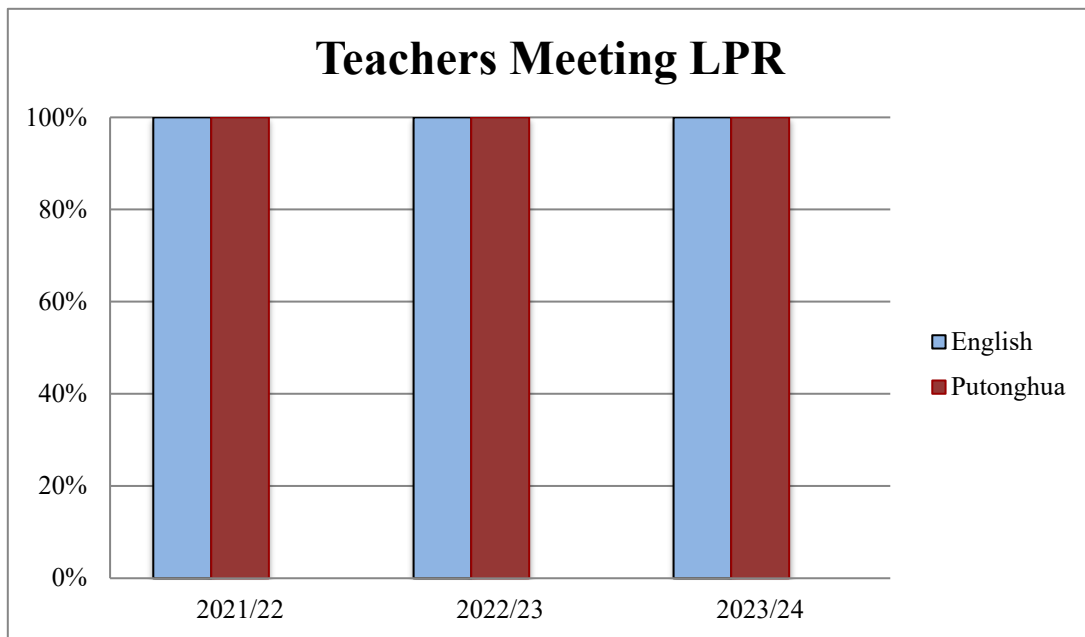
School Year \ Subject	Chinese	English	Mathematics
2021/22	100%	100%	87.5%
2022/23	90.9%	100%	62.5%
2023/24	100%	100%	70%



*Subject-trained teachers refer to serving teachers assigned to teach subjects relevant to the subjects they majored in the former College of Education / Education University of Hong Kong, post-secondary colleges or universities

3.2.6 Teachers Meeting Language Proficiency Requirement (LPR)

Subject School Year	English	Putonghua
2021/22	100%	100%
2022/23	100%	100%
2023/24	100%	100%



4. Support for Student Development

To fully support our students for their personal growth, the Whole-person Development Committee, which is comprised of the Discipline Team, the Other Learning Experiences Team, the Guidance Team, the Careers and Life Planning Team, the Moral, National and Civic Education Team, the Health and Sex Education Team, the Environmental Education Team, and the Healthy School Programme, aptly designed programmes and activities to provide pastoral care for students and to enhance their whole-person development. A whole-school approach was adopted to cater for learners' diversity. Class teachers, subject teachers, discipline teachers, guidance teachers, school social workers and the school-based education psychologist, through concerted effort with one another and effective communication with parents, devotedly provided students in need with full support and extensive assistance. Moreover, class teacher periods, morning assemblies and speeches under the national flag were conducted every cycle to disseminate positive messages that helped enhance their quality of life and guide them to seriously consider matters relating to themselves, their school, the community, the nation and the world. Finally, a wide range of life-wide learning activities were arranged for students to cultivate their positive values and attitudes, to strengthen their resilience to challenges and adversities, and to enhance their law-abidingness and commitment to safeguarding national security.

4.1 Moral, Civic and National Education

Date	Major Events / Activities	Target Group
Whole Year	Display of virtue quotes and sayings	All students
	Learning of 《弟子規》 (S.1) and 《論語》 (S.3)	S.1 & S.3 students
	Constitution and Basic Law Student Ambassadors Training Scheme	S.1 - S.4 students
	iTeen Leadership Programme for Senior Secondary School Students	S.4 - S.5 students
	Flag-raising ceremony and Speeches under the National Flag	All students
	Sharing at Morning Assemblies	All students
	Class Teacher Periods	All students
Monthly Programmes:		
1/2024, 6/2024	Most Commendable Attitude Award Scheme	All students
10/2023	Inter-class Display Board Competition	All students
Daily Programmes:		
9/2023	Board Display on the September 18 Incident Memorial Day	All students
9/2023	The 19 th Asian Games Hangzhou 2022 Online Competition	All students
9/2023	Mid-Autumn Festival decorations and lantern riddles activity	All students
9/2023	Territory-wide Inter-school National Security Knowledge Challenge	All students
10/2023	National Education Mascots Naming Competition	All students
11/2023	2023 National Constitution Day Online Competition	All students
12/2023	Board Display on National Constitution Day	All students
12/2023	The 8 th National Students “Learning the Constitution, Speaking the Constitution” Activity National Speech Competition Finals	5E LUO Tsz-ling
12/2023	Mainland Study Tour of National Education (Shanghai)	4 students from S.4
12/2023	Commemoration Activities of the 86 th Anniversary of the Nanjing Massacre	All students
12/2023	2024 National Security Writing Competition	All students
1/2024	「少年中國說 2024」 Music Video Shooting	5C WANG Ivy Yu-yin
1/2024	School Campus Cleaning Day	All students

Date	Major Events / Activities	Target Group
Daily Programmes:		
2/2024	ICAC Drama	S.4 students
2/2024	“Be Grateful and Treasure What We Have, Stay Positive and Optimistic” Writing Activity	S.1 - S.5 students
3/2024	2024 Constitution and Basic Law Territory-wide Inter-school Competition	S.1 - S.5 students
3/2024	The 16 th “Hong Kong Cup Diplomatic Knowledge Contest”	S.1, S.3-S.5 students
4/2024	School-based National Film Appreciation	S.4 students
5/2024	Chinese Culture Week	S.1 - S.5 students
6/2024	“Chinese Civilisation” Online Challenge Competition	S.1 - S.5 students
6/2024	Basic Law and National Security Inter-Class Quiz Competition	S.1 - S.3 students

Achievements

1. In the 2023 National Constitution Day Online Quiz Competition, our school obtained the Most Active Participation Award.
2. 5E LUO Tsz-ling participated in the National Speech Competition Finals for the 8th National Students ‘Learning the Constitution, Speaking the Constitution’ Activity, organized by the Ministry of Education of the People’s Republic of China and hosted by the National Youth Rule of Law Education Center at Beijing Foreign Studies University. Tsz-ling was honoured with the Third Prize.
3. In the 2024 National Security Writing Competition, our school obtained the Most Active Participation Award.
4. The Chinese Culture Week featured a range of vibrant and engaging activities. They included workshops, exhibitions, games, performances, field trips, and flag-raising competitions. Students evaluated the activities positively and agreed that the activities could achieve their goals.

Reflection and Improvements

1. Our team will encourage more students to participate in the Constitution and Basic Law Student Ambassadors Training Scheme in the next school year.
2. We will encourage our students to organize more national education activities for their schoolmates.

4.2 Guidance

Date	Major Events / Activities	Target Group
7/2023	Caring Ambassadors – Letter of Authorization Ceremony	S.4 Caring Ambassadors
8/2023	Caring Ambassador Training	S.4 Caring Ambassadors
8/2023	<ul style="list-style-type: none"> S1 Orientation School Tour by Caring Ambassadors 	S.1 students
9/2023	Adaptation Workshop	S.1 students
9/2023 – 5/2024	Tuesday Care by Caring Ambassadors	S.1 students
10/2023 – 5/2024	Morning Assembly Sharing on Resilience, Peer Relationship, Goal Setting	S.1 - S.6 students
10/2023	<ul style="list-style-type: none"> Chill 鬆 Monday Happy Friday Moments 	S.1- S.6 students
11/2023	Communication Skills Workshop	S.1 students
11/2023	Workshop on Relaxation Techniques for HKDSE Examination	S.6 students
11/2023	Mental Health Week	S.1- S.6 students
12/2023	Christmas activities	S.1 students
3/2024	Caring Week	S.1 - S.5 students
3/2024	Open Day	S.1- S.6 students
3/2024 – 7/2024	Collaboration with Healthy School Programme <ul style="list-style-type: none"> 攀石體驗 (28 Mar 2024) Dialogue in the Dark (26 Jun 2024) 禁毒天地 – 城市遊踪 (29 Jun 2024) 	S.1 - S.3 cross-border students

Achievements

1. A lot of activities have been organized for S.1 students to adapt to the school e.g. communication skills workshops, pre-S.1 orientation programmes, Amazing Start for S.1, S.1 class teacher periods, Tuesday Care, Chill 鬆 Monday, Caring week organizer, etc. Most of them have adapted well to the school environment.
2. A wide variety of activities like “Chill 鬆 Monday”, “Tuesday Care” and “Happy Friday Moments” were organized to help students better their social and learning skills and relieve their stress related to their studies.

3. Class Teacher Period's sharing helped students nurture a positive mindset. It successfully helped them cope with tough moments and equipped them with necessary skills to meet their developmental needs.
4. With collaboration with Healthy School Programme, various activities were organized to help S.1 to S.3 cross-border students to adapt to the school and community. Extra support was provided to them in dealing with daily schooling and study-related stress.
5. Leadership training programme was organized to help S.2 students to develop essential leadership skills, including communication and problem-solving, enhance self-awareness and resilience, foster confidence and ethical decision-making in participants.
6. An adventurous day camp was organized to help S.2 and S.4 students, which helped them to benefit from a holistic experience that combines physical, mental, social, and personal development, ultimately contributing to their overall growth and well-being.
7. The Caring Week was successfully held in Mar 2024. It helped establish a caring culture in school and increased their awareness to their mental health. Positive feedback was received from students, who agreed that the activities helped strengthen students' awareness of caring for themselves and others
8. Mental health talk was successfully held in May 2024. It helped students develop self-awareness, understand more about their mental health situation, build resilience, and foster a supportive school community that prioritizes overall well-being
9. All preventive and developmental measures made students feel the care and support given by the school

Reflections and Improvements

1. To cultivate students to be more caring and further enhance the caring culture in school, more involvement of other stakeholders such as parents is needed. Additional programmes can be developed to foster "growth mindset" among students.
2. More support can be provided to S.1 students to help them adapt to the new school environment. Furthermore, more focus could be placed on the proper use of online communication platforms.
3. Additional activities related to strengthening students' resilience and capacity to overcome adversities could be organized. These activities can empower students to handle challenges and obstacles more effectively.
4. More activities which focus on mental health could be organized for students.
5. A total of 28 S.4 students and 10 S.5 students have been selected as the School Caring Ambassadors and Top Ten, respectively, for the next year. As role models, they will receive further training and provide help and support to S.1 students, thereby promoting a culture of love and care in school

4.3 Discipline

Date	Major Events / Activities	Target Group
Whole Year	Develop Students' Self-discipline and Prefects' Leadership Skills.	Whole School
8/2023	Prefect Training Day Camp	School Prefects 23/24
10/2023-12/2023	Punctuality Stars Award	Whole School
1/2024	2023 National Security Display Board Design Competition	Whole School
1/2024	Prefect Training Day Camp	School Prefects 23/24
5/2024-6/2024	Inter-class School Uniform Grooming Contest	Whole School
3/2024	Leadership Training Programme	S.4 & S.5 Prefects and Prefects Leaders
3/2024	Disney's Hospitality in Practice	School Prefects 23/24
6/2023	"Wise Youth" Discipline and Law-abiding – Anti- deception Poster Design Competition	Whole School
8/2023	Prefect Training Day Camp	School Prefects 24/25

Achievements

1. Different training programmes were organized for school prefects and prefect leaders. They learnt to be independent and improved their communication skills, which allowed them to carry out their duties with confidence and to have a stronger sense of belonging to the team.
2. Promotion of punctuality was done this year. The Punctuality Stars Award in the first term encouraged students to be punctual and this good habit was nurtured in them.
3. To enable students to show their talents, a tailor-made leadership training programme was organised, targeting a group of 26 current prefect leaders. The programme included one overnight training camp for S.4 and S.5 prefect leaders. They exerted their leadership skills to complete various challenges whereas they boosted their self- confidence and continued serving as the prefect leaders.
4. As for the need of National Security Law Education in school, we collaborated with the VA Department in a competition. National Security Law was introduced and promoted successfully. Our school got the Merit Prize in 2024 School Bulletin Board Design Competition on National Security.

Reflections and Improvements

1. We found that impact from COVID-19 still had residual influence on students, particularly found in S.2. behavioral cases occurred mostly in this form. There was an improvement shown in school uniform tidiness and the use of mobile phones. Students still underperformed in punctuality. Meanwhile, students performed worst in handing in homework punctually and speaking foul language. We believe that maintaining students' discipline and cultivating students' self-control and law-abiding spirits was still very challenging.
2. It is hoped that we can instill discipline concepts into students through various activities. For instance, when promoting punctuality through the Punctuality Stars Award, some junior classes had outstanding performance. This plan will continue in the next school year to encourage students to keep up their good habit of being on time. We will also continue the competition about school uniform and tidiness of students next academic year to increase awareness of this aspect.
3. Up till now, 87 students have accepted the appointment of being prefects. Next year, the Discipline Team will encourage all the prefects to take part in different training programmes to enhance their skills and capabilities, particularly in leadership and collaboration skills.

4.4 Careers and Life Planning

Date	Major Events / Activities	Target Group
Careers Exploration activities		
Whole Year	<ul style="list-style-type: none"> • Alumni Sharing • Applied Learning Counselling 	S.1 - S.6 students
Values Education activities		
Whole Year	<ul style="list-style-type: none"> • Sharing in Morning Assemblies • Speech under the National Flag • Class Teacher Periods 	All students
Careers guidance to students		
Whole Year	<ul style="list-style-type: none"> • Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 students • Preparing Leaving Certificates, Transcripts, Letters of Recommendation, Letters of Reference and other school documents for students • Destination Survey on Graduates including S.6 and non-S.6 students • Responsive Careers Guidance Provided on the Day of Release of HKDSE Results and JUPAS Results • Dissemination of Careers Information through a variety of channels, including Parent Letters, Eclass, School Announcement, School Newsletters, Careers Display Board, etc. 	All students
Multiple Pathways Programmes		
Whole Year	<ul style="list-style-type: none"> • Careers Interest Inventory • Multiple Pathways Talk • JUPAS & E-APP Talk 	S.5 - S.6 students
Self-understanding and Development Programmes		
Whole Year	<ul style="list-style-type: none"> • Workshops and Activities on Self-understanding • Careers & Life Planning Talk for Parents of S.3 Students 	S.1- S.4 students & their parents
Careers Planning and Management activities		
Whole Year	<ul style="list-style-type: none"> • JUPAS Online Application Workshops • E-APP Online Application Workshops • Interview Workshop • School Nominations Direct Admission Scheme (SNDAS) • Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions • 清华大学 2024 年香港推薦生計劃 • 北京大学 2024 年香港地區 “博雅人才培養計劃” • The Universities and Colleges Admissions Service (UCAS) 	S.6 students

Achievements

1. In line with the Major Concern of the Annual School Plan, the CLP team successfully solicited support from different NGOs and alumni to organize life planning activities for students, nurturing the growth of students in career and life planning and instilling positive values into students.
2. The activities arranged by the CLP Team can help students understand themselves better and make sound decisions related to careers and life planning.
3. Students' interest and exposure to career exploration was enhanced.
4. Students' understanding and awareness of their national identity was enhanced. The activities arranged by CLP Team can strengthen students' resilience to life challenges and adversities.
5. Students' feedback on career guidance advisory service was highly encouraging. Careers teachers were able to use up-to-date information about senior secondary curriculum and tertiary studies to provide quality counselling for students. Career guidance advisory service succeeded in facilitating students' career planning and management, allowing them to make sound and informed choice
6. All S.6 students completed all the applications to various tertiary institutions successfully and they were able to make informed and responsible choices.

Reflections and Improvements

1. Career and life planning information is always changing. According to the evaluation of the ASP Major Concern 2 2023/24, it is found that quite a number of students have problems of anxiety and depressive symptoms. From teachers' observation, some students still have difficulty in making decisions related to career and life planning which is a major life challenge to them. In view of this, it is suggested that the CLP team can help students to set and achieve goals about their life planning and understand the multiple pathways and ever-changing world of careers via refining and enriching school-based career and life planning programmes so as to address their problems and needs.

4.5 Health and Sex Education

Date	Major Events / Activities	Target Group
09/2023	Student Health Service	All students
10/2023	Seasonal Influenza Vaccination School Outreach Programme	All students and staff
Morning assembly sharing		
12/2023	Smoke-free Promotion Week	All students
03/2024	Love is ... - A Healthy Love Relationship	All students
Speeches under the National Flag		
12/2023	Tobacco Control in the Mainland and Hong Kong	All students
11/2023	Oral Health	All students
02/2024	Obesity Problem and Dietary Advice for Chinese	All students
07/2024	Importance of Physical Exercise and Healthy Lifestyle	All students
Class teacher period		
11/2023	Anti-sexual Harassment	S.1 students
12/2023	Smoke-free Elite Teens Promotion	All students
05/2024	Beware of Love Traps	S.1-S.2 students
05/2024	Love and Sex	S.3-S.5 students
Workshops and talks		
11/2023	Sex Education Workshop: Anti-sexual harassment (organized by the Health Department)	S.1 students
05/2024	Love and Sex (delivered by speaker from the Family Planning Association)	S.3-S.5 students
Competitions and programmes		
09/2023– 05/2024	Smoke-free Elite Teens Programme 2023-24 Four S.5 students participated in the Smoke-free Elite Teens Programme co-organised by the Hong Kong Council on Smoking and Health and the Education Bureau.	4 participants organized various activities for all students of the school.

Achievements

1. 780 S.1-S.6 students participated in the Health Service and the participation rate is 91.2%.
2. Our team tailor-made topics and materials to deliver different health-related messages to students through class teacher periods and sharing sessions during morning assemblies and talks under the national flag. A Sex Education workshop organized by the Health Department and a Sex Education talk delivered by the Family Planning Association, were arranged for S.1 students and S.3-S.5 students respectively. Positive feedback was received from both class teachers and students.
3. Our school has been participating in the “Smoke-free Elite Teens” programme for 11 consecutive years. Our participating team organised various smoke-free advocacy activities on campus during the Smoke-free Week (from 12/12 to 20/12/2024) and in the community, spreading the smoke-free, healthy living message. With their concerted efforts and creativity, they attained remarkable achievements. Our students were the Champion, and they were awarded an exchange day trip to Macau and summer internship experience in COSH.

Reflection and Improvements

1. The dates and duration of workshops can be more carefully set. It is suggested that we should have some online workshops or lectures arranged for any contingency. Activities and topics in the workshops could be further refined to meet the needs of different students.

4.6 Environmental Education

Date	Major Events / Activities	Target Group
Morning assembly sharing		
11/2023	Low Carbon Life	Whole School
3/2024	Waste Problem in Hong Kong	
Speeches under the Flag		
10/2023	Environmental Protection Elements in the 19 th Asian Games Hangzhou	Whole School
11/2023	National Parks in China	
3/2024	Using Clean Energy Resources to Mitigate Global Warming	
5/2024	Waste Separation in Shanghai	
Class Teacher Period		
11/2023	Protecting Endangered Species	Whole School
3/2024	Ocean Pollution	
Educational Programmes held at School		
10/2023-7/2024	Hydroponic Farm @ Heung Chung	S.2 & S.3 students
12/2023	Plastic Recycling Programme	S.1 & S.2 students
Educational Programmes held outside School		
9/2023-7/2024	Seahorse Rangers	S.2, S.3, S.4 & S.5 students
9/2023-7/2024	Organic Ambassador Training Scheme	S.5 students
Competition		
2/2024-8/2024	PolyU Igniting Social Innovation Competition	S.4 students

Achievements

- 27 students graduated from the Organic Ambassador Training Scheme, and 9 of them got the distinction award.
- One group of students entered the final round of PolyU Igniting Social Innovation Competition.
- The above-mentioned activities provided ample opportunities for students to learn ideas, concepts and knowledge of environmental protection. All these helped students develop positive values and cultivate a sense of responsibility towards themselves, their school, the community and the world

Reflections and Improvements

1. Outings could be held in the next school year to facilitate students' interest towards protecting environment of Hong Kong.
2. Students should get more involved in organizing environmental education programmes by participating in the planning stage. The environmental ambassadors can further develop their awareness of different environmental issues by having more training at the start of the school year.

4.7 Other Learning Experiences

Date	Major Events / Activities	Target Group
9/2023	Introducing the OLE System	S.1 students
9/2023	Annual Swimming Gala	Whole School
11/2023	Annual Sports Days	
11/2023	Heung Chung's Got Talent (S6)	
12/2023	Christmas Activities	
2/2024	Life-wide Learning Day	
3/2024	Open Day	
5/2024	Heung Chung's Got Talent (S1-S5)	
6-7/2024	Life-wide Learning Period	
Whole Year	Student Association Activities	
	Management of the OLE Clubs and Team Affairs / Club and Team Activities	
	Management of House Affairs / House Activities	
	Student Award Scheme	
	Student Learning Profile	
	Speeches under the National Flag	
	School-based After-School Learning and Support Programmes: Community-based Projects	Selected students

Achievements

1. We provided a myriad of self-directed learning opportunities for students so that they utilised and demonstrated their skills and abilities in organising and preparing different school functions and events such as Heung Chung's Got Talent, Inter-house Singing Contest, Inter-house Drama Competition, Inter-house Sports Day and Open Day.
2. While students were given the active roles of organizing these events, the school acted as a facilitator to assist them in deciding on themes and venues as well as setting budgets for various events. With teachers' guidance, students learned about the importance of team spirit. A sense of commitment and responsibility was also instilled in students. More importantly, they had chances to be leaders and enhanced their generic skills.

3. Students gained experience through designing activity framework, finding resources, allocating duties and work, and organizing the activities by themselves. After each event, they would have evaluation to strive for improvement.

Reflections and Improvements

1. Although students encountered different hurdles in organizing activities, they were trained to deal with the problems skillfully, hence, strengthening their problem-solving skills. In order to overcome adversities, they learned to compromise and cooperate with different parties, teams and people. It is evident that their leadership, cooperation and collaboration, problem-solving skills as well as interpersonal skills were greatly enhanced.
2. It is also found that through solving problems together, students became more resilient and able to adopt a positive attitude in life. They learnt from experiences that they should not give up when facing problems or challenges. They could work together as a team and tried their best to find solutions. As a result, students developed a more optimistic outlook on life, which was invaluable to nourishing their whole person development. Hence, more chances will be provided for students to organize activities in the next school year to foster their whole person development.

5. Students' Performance

5.1 Class Organization

Number of Operating Classes

Level	S.1	S.2	S.3	*S.4	*S.5	*S.6	Total
No. of Classes	4	4	5	4	4	4	25

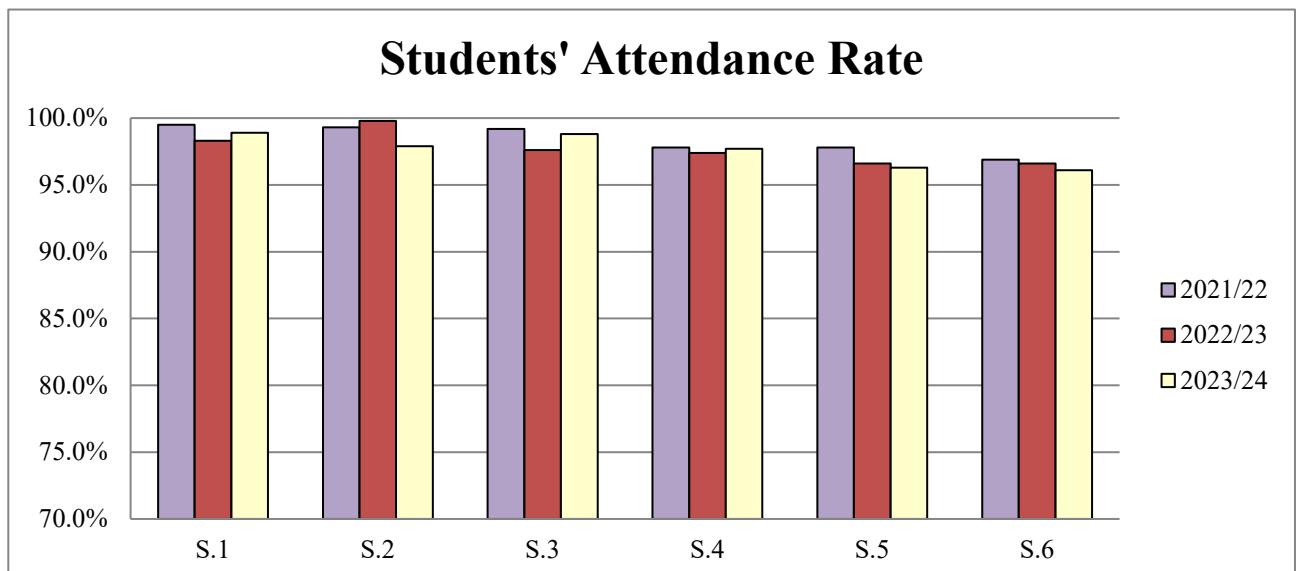
*Divided to 5 Groups for Core subjects.

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	65	69	72	52	55	47	360
No. of Girls	77	73	83	78	78	78	467
Total Enrolment	142	142	155	130	133	125	827

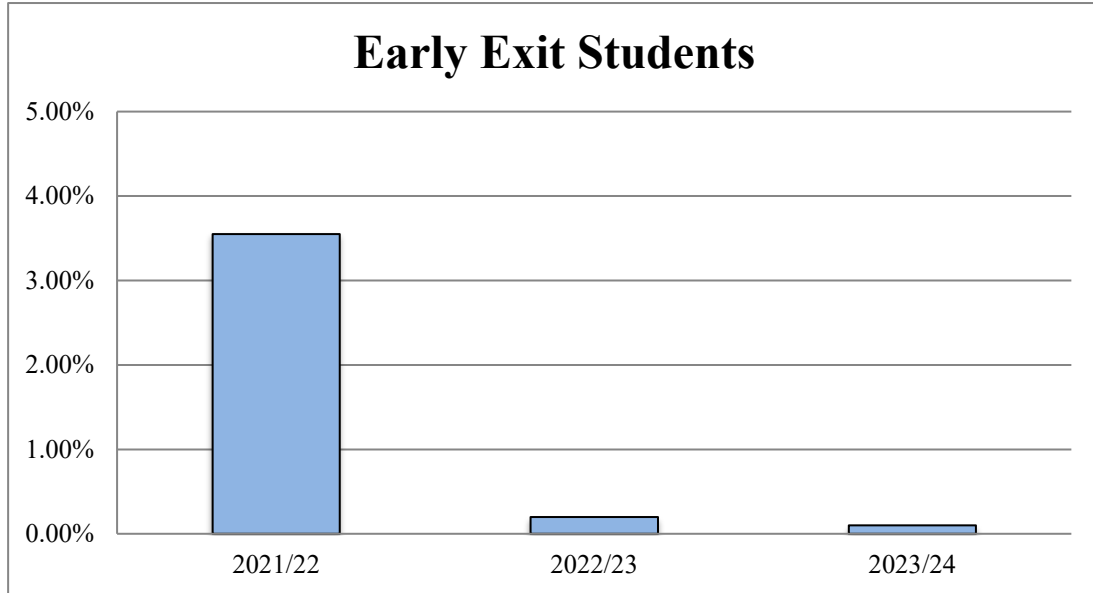
5.2 Students' Attendance

Level \ School Year	S.1	S.2	S.3	S.4	S.5	S.6
2021/22	99.5%	99.3%	99.2%	97.8%	97.8%	96.9%
2022/23	98.3%	99.8%	97.6%	97.4%	96.6%	96.6%
2023/24	98.9%	97.9%	98.8%	97.7%	96.3%	96.1%



5.3 Early Exit Students

School Year	2021/22	2022/23	2023/24
Early Exit Students	3.55%	0.2%	0.1%



5.4 2024 Hong Kong Diploma Secondary Education Examination Results

5.4.1 The Overall Performance

Total Number of Students	124
Number of Level 5** Attained	51
% of Level 5 or above in All Subjects	37.2
% of Level 5 or Above in Core Subjects [Chinese Language, English Language and Mathematics (Core)]	34.7
% of Level 4 or Above in All Subjects	70.7
% of Level 4 or Above in Core Subjects [Chinese Language, English Language and Mathematics (Core)]	71.0
Number of Level 5 or Above per Student	2.12
Number of Level 4 or Above per Student	4.03
% of Students Attained Levels 332A22 in Core Subjects and 2 Elective Subjects	91.1

Outstanding Results	No. of Student
Seven Level 5** Attained	1
Four Level 5** Attained	3
Three Level 5** Attained	3
Two Level 5** Attained	8
One Level 5** Attained	7

5.4.2 Performance in Different Subjects

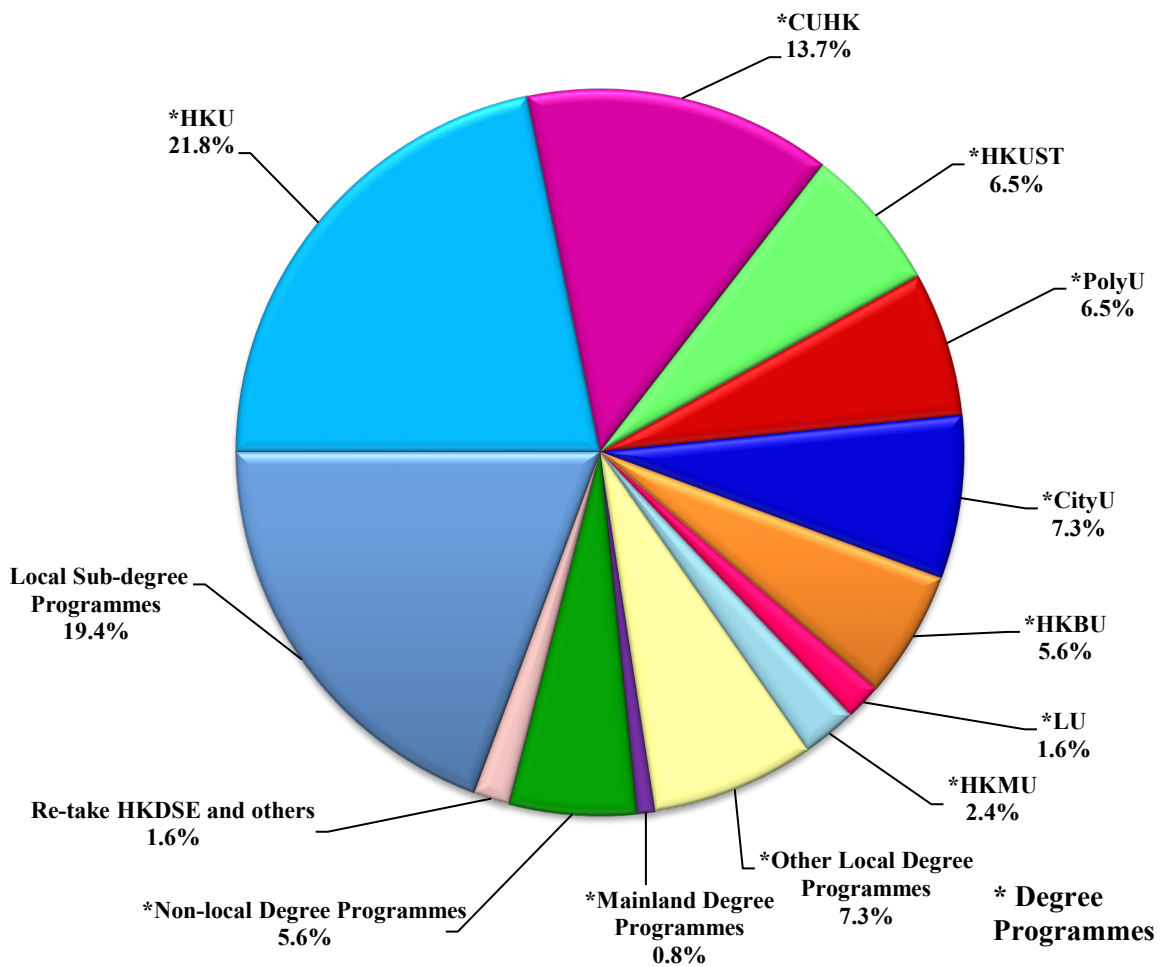
Subjects	No. Sat in School	Percentage in School (%)		Percentage in HK (%)	
		Level 5+	Level 4+	Level 5+	Level 4+
Chinese Language	124	31.5	70.2	10.6	31.8
English Language	124	32.3	69.4	9.6	27.3
Mathematics (Core)	124	40.3	73.4	16.0	39.2
Extended Module 2	27	63.0	85.2	36.8	57.9
Biology	46	47.8	82.6	20.0	46.1
Chemistry	48	58.3	72.9	26.4	50.6
Physics	38	47.4	71.1	28.2	49.3
Chinese History	25	16.0	60.0	13.1	37.1
Chinese Literature	17	29.4	52.9	13.6	35.1
Economics	38	26.3	55.3	17.5	44.4
Geography	24	70.8	100.0	11.8	36.4
History	15	20.0	66.7	13.9	45.0
BAFS	49	16.3	63.3	14.6	42.5
Visual Arts	7	28.6	42.9	6.8	24.0
Music	1	---	---	26.1	55.3

Subjects	No. Sat in School	Percentage of Attained in School (%)	Percentage of Attained in HK (%)
Citizenship and Social Development	124	100.0	93.7

5.5 Destination of S.6 Graduates 2024

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 42% of graduates were admitted to the degree programmes of the three main universities, namely the **University of Hong Kong**, the **Chinese University of Hong Kong** and the **Hong Kong University of Science and Technology**.

Destination of S.6 Graduates 2024



Statistics on the Destination of S.6 Graduates 2024 (Number and Percentage)

Degree Programme 學位課程	The University of Hong Kong (HKU) 香港大學	27 (21.8%)
	The Chinese University of Hong Kong (CUHK) 香港中文大學	17 (13.7%)
	The Hong Kong University of Science and Technology (HKUST) 香港科技大學	8 (6.5%)
	The Hong Kong Polytechnic University (PolyU) 香港理工大學	8 (6.5%)
	City University of Hong Kong (CityU) 香港城市大學	9 (7.3%)
	Hong Kong Baptist University (HKBU) 香港浸會大學	7 (5.6%)
	Lingnan University (LU) 嶺南大學	2 (1.6%)
	Hong Kong Metropolitan University (HKMU) 香港都會大學	3 (2.4%)
	Other Local Degree Programmes 其他本地院校學士學位課程	9 (7.3%)
	Mainland Degree Programmes 內地大學學士學位課程	1 (0.8%)
	Non-local Degree Programmes 非本地大學學士學位課程	7 (5.6%)
Local Sub-degree Programmes 本地院校副學位課程		24 (19.4%)
Re-take HKDSE and others 重考中學文憑試		2 (1.6%)
Total :		124 (100%)

5.6 Inter-school Activities and Awards

5.6.1 Values Education

Activities	Awards	Number obtained
The National Speech Competition Finals for the 8 th National Student “Learning the Constitution, Speaking the Constitution” Activity	Third Prize	1
2023 National Constitution Day Online Quiz Competition	The Most Active Participation Award (Secondary Section)	1
The 2023 Constitution and Basic Law Territory-wide- Inter-school Competition	First Runner-up	3
	The Best Speech Award	1
	The Most Active Participation Award	1
	District Outstanding School Award	1
2024 School Bulletin Board Design Competition on National Security	Merit	1
2024 National Security Writing Competition (Chinese)	Most Active Participation Award	1
I Love Our Motherland – Song of National Security Singing Contest	Gold Award	1
Smoke-free Elite Teens Programme 2023-24	Champion	1
Citizenship and Social Development Online Reading Award Scheme 2023/24	Merit Award	3
	18 Districts Outstanding Achievements Awards Champion in Yuen Long District	1
	School with Greatest Participation	1

5.6.2 Outstanding Students

Activities	Awards	Number obtained
New Territories Outstanding Students Selection 2024	New Territories Outstanding Student	1
HKSAR Outstanding Students Selection	Top 10 HKSAR Outstanding Students	1
The 19 th Yuen Long District Outstanding Students Selection 2024	Champion – Junior Form	1
	Top 10 Yuen Long Outstanding Students – Junior Form	2
	Yuen Long Outstanding Student Junior Form	3
	Team Cooperation Award – Junior Form	2
	Yuen Long Outstanding Student Senior Form	1
	Team Cooperation Award – Senior Form	1
	Best School Team Award	1
The 9 th Outstanding Student Leaders Selection, the Arete	Top 45 Outstanding Participants	3
	The Best Campaign Team	1
	The Most Popular Campaign Team	1
Student of the Year Award 2023/24, South China Morning Post	Student of the Year (Linguist – Putonghua) Top 8 Finalist	1
	Student of the Year (Cantonese) Top 8 Finalist	1
	Student of the Year (Sportsperson) Top 12 Finalist	1
	Student of the Year (Visual Artist) Top 12 Finalist	1

Activities	Awards	Number obtained
“Hong Kong 200” Leadership Project, HKFYG Leadership Institute	Participant	1
Tomorrow’s Leaders Forum cum Future Leaders Awards 2023	One of the 40 Finalists	1
The Greater Bay Area Outstanding Student Award 2024	Merit Award (Junior)	1
	Merit Award (Senior)	1

5.6.3 Scholarships

Activities	Awards	Number obtained
Sir Edward Youde Memorial Prize	Sir Edward Youde Memorial Prize	2
Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2023/24	Scholarship	3
Heung Yee Kuk Scholarship	Heung Yee Kuk Scholarship	3
Heung Yee Kuk Scholarship (Non-academic Fields)	Heung Yee Kuk Scholarship (Non-academic Fields)	5
Murjani Scholarship	Murjani Scholarship	4
Link University Scholarship	Link University Scholarship	2
HKU First in the School Scholarship	First in the School Scholarship	1

5.6.4 Languages

Activities	Awards	Number obtained
The 20 th Biliteracy & Trilingualism Composition and Speech Competition	Outstanding English Composition Award	1
The 6 th Biliteracy & Trilingualism Essay and Speech Competition (Junior Secondary Category)	Champion	1
	Gold Award	1
	Merit	3
English Saying of Wisdom 2023/24 - SOW in Love Letter Writing Competition	Outstanding Award	1
	Commendable Award	1
The 75 th Hong Kong Schools Speech Festival (Chinese and English and Putonghua Sections), the Hong Kong Schools Music and Speech Association	Champion	10
	First Runner-up	2
	Second Runner-up	6
“Star of tomorrow” Prize of literary creation	Merit	1
The Harvard Book Prize	The Harvard Book Prize	3
“Time to Talk” Public Speaking Competition 2024	Certificate of Participation	3
The 26 th Putonghua Public Speaking Competition for Primary and Secondary Schools 2024, Cultural and Educational Association of the New Towns	Second Runner-up (Junior)	1
	Merit Star Award	3
The HKFYG English Public Speaking Contest	Certificate of District Finalist	1
	Certificate of Good Performance	1
National Secondary School Essay Writing Competition 2023/24	Gold Award	1
	Bronze Award	2
13 th Inter-Government Secondary Schools English Debating Competition	Champion	1
	Best Debater	2

5.6.5 STEAM

Activities	Awards	Number obtained
International Junior Science Olympiad 2024	Second Class Honours	2
	Third Class Honours	1
The IET Faraday Challenge Day	Second Runner-up	1
	Merit Award	2
Sing Yin Physics Olympiad 2023/24	Merit Award	1
The 9 th Annual International Mathematical Modelling Challenge – The International Contest of Greater China	Honorable Mention	4
The 9 th Annual International Mathematical Modelling Challenge – The Regional Contest of Greater China	Meritorious Award	4
	Honorable Mention (Senior)	4
	Honorable Mention (Junior)	3
The 13 th Hong Kong Mathematics Creative Problem-Solving Competition for Secondary Schools	Silver Award	4
Robo-Soccer Competition – Bright Future Cup 2023	Champion	1
Hong Kong Physics Olympiad 2024	Most Valuable Player	1
	Second Class Honour	1
	Third Class Honour	1
	Honourable Mention	1
Hong Kong Secondary Schools Software Development Invitational Contest 2023	Silver Award	1
Hong Kong Olympiad in Informatics 2023/24	Bronze Medal	1

Activities	Awards	Number obtained
2024 Smart Logistics Datathon	Second Runner-up	1
CUHK Jockey Club AI for the Future Project Secondary School Think and Create Competition 2023/24	Certificate of Merit	5
The 41 st Hong Kong Mathematics Olympiad 2023/24	Individual Event Honorable Mention	3
	Individual Event Third Class Honour	1
	Finalist	6
New Millennium Robotic Challenge Cup 2024 – Smart Construction Combat Secondary School Group	Best Commander Award	2
	Outstanding Performance Award	5
2023/24 STEM x Marine Vehicles Design and Construction Competition	Merit Award	4
Government Secondary Schools Learning Circle: AI Education Youth AI Education Ambassador Award Programme	Silver Award	9
Underwater Robot Competition 2023 HKUST	Best Joint School Inclusion Award	3
10 Botics Limited – Formula AI Hong Kong Interschool AI Car Racing	First Runner-up (Station 1)	1
	Second Runner-up (Station 2)	1
Hong Kong Inter-school Drone Competition	Second Runner-up	5

5.6.6 Sport

Activities	Awards	Number obtained
2023 Hong Kong Inter-Secondary School (Multi-Ball Style) Dodgeball Championship	First Runner-up (Girls Team)	1
	Merit Prize (Boys Team)	1
Inter-School Swimming Championships 2023/24 (Yuen Long District)	Overall First Runner-up (Girls Overall)	1
	Overall First Runner-up Girls Grade B	1
	Overall First Runner-up Girls A	1
	Champion 4x50m Girls Grade B Medley Relay	1
	First Runner-up 4x50m Boys Grade B Freestyle Relay	1
	First Runner-up 4x50m Girls Grade A Freestyle Relay	1
	Second Runner-up 4x50m Boys Grade A Medley Relay	1
	Third Runner-up 4x50m Girls Grade C Freestyle Relay	1
	Champion	2
	First Runner-up	1
	Second Runner-up	2
	Third Runner-up	5
Inter-School Athletics Championships 2023/24, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	First Runner-up Boys Grade B Triple Jump	1
	Second Runner-up Girls Grade A Javelin	1
	Second Runner-up Girls Grade C 400m	1
	Third Runner-up Girls Grade C 200m	1
	Third Runner-up Girls Grade B High Jump	1
	Third Runner-up Girls Grade B 4x400m Relay	1

Activities	Awards	Number obtained
WSSA 2023 Asian Open Sport Stacking Championships	Second Runner-up	1
Asian Dodgeball Championship 2024	Champion	1
S.K.H. Ling Oi Primary School 28 th Annual Sports Day Invitational Relay	Third Runner-up (Girls)	1
Hong Kong Student Sports Awards 2023/24	Student Sports Awards	1
The 9 th Hong Kong Games	Champion Women's 4x50m Freestyle Relay	1
	Second Runner-up Women's 200m Individual Medley	1
Inter-School Badminton Competition 2023/24	Overall 4 th Place Girls Grade C	1
	Merit Boys Grade A	1
Shine Tak Foundation Outstanding Junior Athlete Awards 2024	Outstanding Junior Athlete Awards	2

5.6.7 Art

Activities	Awards	Number obtained
Hong Kong Schools Drama Festival (Putonghua Section) 2023/24	Award for Outstanding Performer	3
The 6 th Inter-Government Secondary Schools Drama Fest 2023/24	Award for Outstanding Cooperation	1
	Award for Overall Commendation	1
	Award for Outstanding Performer	3
Hong Kong Primary and Secondary School Chinese Penmanship Competition	Merit Award	1
The 5 th Chung Chi College “Au Kin Kung Memorial Calligraphy Competition”	Merit Award	1
The 60 th Schools Dance Festival Competition	Merit Award	2

5.6.8 Music

Activities	Awards	Number obtained
76th Hong Kong Schools Music Festival		
Female Voice Duet - Secondary School (Age 19 or under)	3 rd Place	1
Di Solo - Secondary School - Junior		1
Zheng Solo - Senior		1
Female Voice - Secondary School (Age 14 or under)	Silver	1
Female Voice - Secondary School (Age 16 or under)		1
Boys Treble Voice - Secondary School (Age 14 or under)		1
Graded Piano Solo - Grade Four		1
Graded Piano Solo - Grade Five		1
Graded Piano Solo - Grade Six		3
Graded Piano Solo - Grade Seven		4
Graded Piano Solo - Grade Eight		5
Piano Concerto (Age 13 or under)		1
Piano Solo - Chinese Composers - Senior		2
Piano Solo - Composer of the year		1
Graded Violin Solo - Grade Three		1
Graded Violin Solo - Grade Seven		1
Flute Solo - Secondary School - Junior		1
Di Solo - Secondary School - Junior		1
Suona Solo - Junior		1
Erhu Solo - Junior		1
Erhu Ensemble - Secondary School		1
Pipa Ensemble - Secondary School		1

Activities	Awards	Number obtained
76th Hong Kong Schools Music Festival		
Graded Piano Solo - Grade Six	Bronze	1
Graded Piano Solo - Grade Seven		1
Graded Piano Solo - Grade Eight		1
Cello Solo - Senior		1
Flute Solo - Secondary School - Junior		1
Sheng Solo - Junior		1
Di Solo - Secondary School - Junior		4
Pipa Ensemble - Secondary School		1
String Ensemble - Secondary School - Junior		1

5.6.9 Community Service

Activities	Awards	Number obtained
Yuen Long District Outstanding Volunteer Election 2023, Yuen Long District Co-ordinating Committee	Champion	1
	First Runner-up (Teenager)	1

6. Financial Summary

Government and Non-government Fund

6.1 ESCBG Account 2023-24 Financial Year

	Income \$	Expenditure \$
Balance B/F from 2022-23 Financial Year	639,199.86	---
(a) Non-school-specific Grants		
- Subject Grants	647,744.00	358,339.69
- Other Education Purposes	0	27,570.00
- Baseline adjustment - GSS	(130,257.00)	0
Sub-total:	517,487.00	385,909.69
(b) School-specific Grants		
- Composite IT Grant	572,178.00	440,710.00
- SBM Top-up Grant - GSS	52,187.00	4,500.00
- Capacity Enhancement Grant	661,754.00	646,331.00
Sub-total:	1,286,119.00	1,091,541.00
Unspent provision to be carried forward to 2024-25 Financial Year	997,791.00	---

6.2 Extra-curricular Account 2023/24 School Year

	(\$)
Balance B/F from 2022/23 School Year	473,768.34
Income	2,800,040.11
Expenditure	3,029,359.30
Year Deficit	(229,319.19)
Total Balance C/F for ECA A/C in 2023/24 School Year	244,449.15

6.3 SMI Fund Account 2023/24 School Year

	(\$)
Balance B/F from 2022/23 School Year	177,476.31
Income	1,369.16
Expenditure	21,882.31
Year Deficit	(20,513.15)
Total Balance C/F for SMI Fund A/C in 2023/24 School Year	156,963.16

7. Future Planning

7.1 School Development Plan 2024-27

Major Concern 1: To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities

- 1.1 To enhance patriotic education and cultivate global awareness among students
 - To nurture students' positive values and attitudes towards our country with theme-based national and global issues in all subjects
 - To organize learning activities to infuse value education across different subjects
 - To provide opportunities for students to integrate and to present the learning outcomes from the School Based national education curriculum and other learning activities through different platforms
 - To encourage students to translate patriotic sentiments into action by providing more chances for them to participate in and organise patriotic education activities
- 1.2 To broaden students' knowledge and strengthen their generic skills for the 21st century
 - To coordinate different subject departments to organize theme-based information technologies (IT) and STEAM related activities such as projects, workshops and competitions at suitable time intervals to enhance students' interest and motivation to explore the related fields
 - To strengthen students' ability to use emerging and advanced IT, such as Artificial Intelligence (AI), properly in learning and daily life through formal and informal curricula
 - To provide students with a school-based Information Literacy (IL) curriculum by incorporating the nine different IL areas in selected subjects at proper time to facilitate the application of IL
 - To insert appropriate IL learning activities in highly relevant subjects to provide students with learning experiences which involve the application of generic skills and upholding of positive values and attitudes
- 1.3 To boost students' biliterate and trilingual competency
 - To further improve students' biliterate and trilingual skills through promoting reading in learning through a Reading-across-the Curriculum (RaC) approach
 - To further enhance students' interest in language learning through encouraging students to participate in various activities and programmes
 - To further enhance students' confidence in using biliterate and trilingual skills in learning and communication through developing a language-rich environment and cross-curricular activities
 - To further enrich students' language learning experiences by promoting widespread use of English through providing interaction opportunities in English in and out of the classroom and a Language-across-the-Curriculum approach (LaC)

Major Concern 2: To nurture our students into patriotic and healthy citizens capable of achieving their life plans

- 2.1 To further enhance the sense of national security among students
 - To encourage students to delve into the history and culture of the country through different kinds of well-organised activities
 - To deepen students' understanding of global trends that affect the security and development of our country through various channels and activities
 - To update students' knowledge about the latest development of our country and the areas in which they can contribute themselves to the development of our country through various channels and activities

- 2.2 To boost students' physical and mental health by promoting healthy lifestyles on the school campus
- To promote widespread participation in physical exercise among students by stimulating their enthusiasm through various activities and programmes
 - To promote the proper use of digital media and gadgets by promoting healthy digital habits among students
 - To encourage students to actively participate in uniform teams' activities by setting up an award scheme and optimising the organisation of the uniform teams
- 2.3 To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set
- To help students understand, accept and appreciate themselves through values education and self-exploration programmes
 - To help students understand the multiple pathways and ever-changing world of careers by connecting them to tertiary institutions and different fields of work through various activities
 - To help students set suitable goals for themselves and reach their goals through proper coaching, teaching them suitable techniques and developing in them an attitude for success

7.2. Annual School Plan 2024/25

Major Concern 1: To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities

- 1.1 To enhance patriotic education and cultivate global awareness among students
 - To nurture students' positive values and attitudes towards our country with theme-based national and global issues in all subjects
 - To organize learning activities to infuse value education across different subjects
 - To provide opportunities for students to integrate and to present the learning outcomes from the School Based national education curriculum and other learning activities through different platforms
 - To encourage students to translate patriotic sentiments into action by providing more chances for them to participate in and organise patriotic education activities

- 1.2 To broaden students' knowledge and strengthen their generic skills for the 21st century
 - To coordinate different subject departments to organize theme-based information technologies (IT) and STEAM related activities such as projects, workshops and competitions at suitable time intervals to enhance students' interest and motivation to explore the related fields
 - To strengthen students' ability to use emerging and advanced IT, such as Artificial Intelligence (AI), properly in learning and daily life through formal and informal curricula
 - To provide students with a school-based Information Literacy (IL) curriculum by incorporating the nine different IL areas in selected subjects at proper time to facilitate the application of IL
 - To insert appropriate IL learning activities in highly relevant subjects to provide students with learning experiences which involve the application of generic skills and upholding of positive values and attitudes

- 1.3 To boost students' biliterate and trilingual competency
 - To further improve students' biliterate and trilingual skills through promoting reading in learning through a Reading-across-the Curriculum (RaC) approach
 - To further enhance students' interest in language learning through encouraging students to participate in various activities and programmes
 - To further enhance students' confidence in using biliterate and trilingual skills in learning and communication through developing a language-rich environment and cross-curricular activities
 - To further enrich students' language learning experiences by promoting widespread use of English through providing interaction opportunities in English in and out of the classroom and a Language-across-the-Curriculum approach (LaC)

Major Concern 2: To nurture our students into patriotic and healthy citizens capable of achieving their life plans

- 2.1 To further enhance the sense of national security among students
- To encourage students to delve into the history and culture of our country through well-organised study tours, field trips/visits, as well as whole-school, co-curricular activities
 - To deepen students' understanding of global trends that affect the security and development of our country by displaying relevant information on the school campus and arranging various activities like talks and competitions
 - To update students' knowledge about the latest development of our country and the areas in which they can contribute themselves to the development of our country by displaying relevant information on the school campus, as well as arranging various activities and career and life planning programmes
- 2.2 To boost students' physical and mental health by promoting healthy lifestyles on the school campus
- To promote widespread participation in physical exercise among students by stimulating their enthusiasm through setting up an award scheme, providing more facilities, introducing new sports, and organising more inter-class and inter-house competitions
 - To foster broad engagement in physical exercise by arranging a morning exercise session during the morning assemblies
 - To promote mental health by teaching students the relaxation techniques (such as meditation and breathing exercises) and the methods of managing pressure
 - To promote the proper use of digital media and gadgets by teaching students the strategies of maintaining a healthy digital lifestyle
 - To encourage S.1 students to actively participate in uniform team activities by setting up an award scheme and optimizing the organisation of the uniform team activities
- 2.3 To maximise the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set
- To help students understand, accept and appreciate themselves by arranging various self-acceptance and self-exploration programmes (such as character strengths tests)
 - To help students understand the multiple pathways and ever-changing world of work by connecting them to tertiary institutions and different fields of profession through tapping more resources and support from the alumni and community
 - To help students set suitable goals for themselves and reach their goals through setting up a coaching mechanism, teaching them the techniques of setting achievable goals about their studies, careers and wellness, and cultivated in them an attitude for success (such as positive mental attitude)