



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

School Report

2024/25

Annual School Report 2024/25

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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 John Philip Aserappa, 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
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%)
2024/25	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 2024/25

2.1 Major Concern 1

To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities

Target 1

To enhance patriotic education and cultivate global awareness among students

Target 2

To broaden students' knowledge and strengthen their generic skills for the 21st century

Target 3

To boost students' biliterate and trilingual competency

Achievements and Reflections:

To enhance patriotic education and cultivate global awareness among students

Achievement

The school has made significant progress in advancing its aim to strengthen patriotic education and foster global awareness among students. Survey results reflected overwhelmingly positive feedback, with 97% of students and 100% of teachers affirming that the school-based patriotism education curriculum effectively enhanced students' positive values and attitudes towards the country. The same proportion agreed that the learning materials and classroom activities deepened students' understanding of Chinese culture and the nation's development.

Furthermore, 98% of students and 100% of teachers recognized that the learning and teaching tasks promoted positive values and attitudes towards pluralism in society. Equally, 98% of students and 100% of teachers agreed that opportunities to participate in and organize patriotic education activities strengthened students' patriotism and sense of national security.

Through a combination of well-designed learning materials, engaging classroom activities, and multimedia approaches, students developed a deeper appreciation of Chinese history, culture, and achievements. These initiatives not only nurtured national identity, pride, and responsibility, but also encouraged critical thinking and the appreciation of diverse perspectives.

Students actively participated in projects, competitions, and tailored activities, applying cross-disciplinary knowledge to real-world contexts. These experiences enhanced their generic skills, reinforced academic learning, and cultivated a strong sense of citizenship and responsibility towards the nation, while also broadening their global outlook.

Reflection

Over the past year, the school has successfully achieved its learning goals in the areas of national and global identity, breadth of knowledge, language proficiency, generic skills, and information literacy through well-planned strategies. Students actively engaged in school-based patriotic education and benefited from multidisciplinary programmes that enriched their understanding of the nation's history, culture, and development, while also broadening their global perspectives.

Learning tasks such as national security worksheets, projects, and competitions proved highly effective in fostering a sense of citizenship, deepening students' appreciation of the nation's advancements, and strengthening their commitment to the country. Innovative approaches, including the use of comic design to teach the Basic Law and National Security Law, enhanced students' grasp of key legal concepts while promoting national identity, inclusivity, and respect for diverse perspectives.

Across various subjects, students demonstrated growth in positive values such as diligence, kindness, law-abiding behaviour, and respect for others. These outcomes reflect the dedication of teachers in designing meaningful learning experiences that integrate value education into daily teaching and learning.

Way forward

Building on these achievements, the school will continue to strengthen patriotic education and cultivate global awareness by deepening collaboration with community organizations to provide authentic, real-world learning opportunities that reinforce value education. Teachers will further develop and diversify learning tasks that integrate national security education, ensuring they remain engaging, relevant, and effective in nurturing students' sense of responsibility and commitment to the nation.

The school will also expand the use of innovative pedagogies, such as creative media and cross-disciplinary projects, to enhance students' understanding of legal concepts, national development, and global interconnectivity. In alignment with future educational priorities, proactive steps will be taken to integrate the updated Curriculum Framework of National Security Education (2025) across different subjects, ensuring a coherent and comprehensive approach.

Through these measures, the school aims to sustain students' enthusiasm for learning, strengthen their national identity, and equip them with the knowledge, skills, and values needed to thrive as responsible citizens with a global outlook.

To broaden students' knowledge and strengthen their generic skills for the 21st century

Achievement

The school made substantial progress in achieving its aim to broaden students' knowledge and strengthen their generic skills through a range of targeted strategies in Information Technologies (IT), STEAM education, and Information Literacy (IL).

A strong majority of stakeholders affirmed the effectiveness of these initiatives, with 94% of students and 97% of teachers agreeing that the school-based IT and STEAM curricula enhanced students' skills, interest, and capacity to integrate knowledge, fostering self-directed learning. Similarly, 95% of students and 94% of teachers recognized that the learning materials and classroom activities on advanced IT—including Artificial Intelligence—significantly improved students' ability to use emerging technologies appropriately in both learning and daily life.

The school's IL curriculum, which incorporated the nine IL areas across subjects, was also highly effective. 96% of students and 97% of teachers agreed that these learning and teaching tasks enabled students to use information effectively and ethically, nurturing them into responsible citizens. Furthermore, 96% of students and 95% of teachers affirmed that the combined IT, STEAM, and IL initiatives broadened students' horizons and strengthened their generic skills.

Students actively participated in competitions, projects, and self-directed learning programmes, making effective use of multimedia resources and interactive platforms to deepen their understanding and enhance their information literacy. Teachers integrated innovative tools such as ChatGPT, DeepSeek, and Google Classroom to enrich teaching and learning, while e-learning materials and targeted support addressed diverse learning needs, fostering responsibility and effective study habits.

Across subject departments, IL activities and STEAM-themed projects were embedded into the curriculum, empowering students to develop critical thinking, creativity, and collaborative learning skills. These achievements reflect the school's commitment to equipping students with the knowledge, skills, and values essential for success in the 21st century.

Reflection

The school successfully achieved its Learning Goals in the areas of national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle. Through the implementation of targeted strategies, students demonstrated notable growth in their ability to apply knowledge across disciplines, communicate effectively, and think from multiple perspectives.

Collaborative projects, competitions, and thematic events such as Chinese Culture Week, STEAM Week, and poster design competitions provided rich opportunities for students to develop creativity, cultural awareness, and biliterate and trilingual proficiency. These activities also fostered teamwork, problem-solving skills, and an appreciation for cultural diversity.

The integration of information technology into learning tasks enabled students to search for, evaluate, and apply information effectively. By exchanging ideas sourced from the Internet with their peers, students engaged in meaningful peer learning, broadened their horizons, and cultivated a positive attitude towards the ethical and responsible use of technology. The incorporation of AI tools in teaching further enhanced learning experiences and prepared students for the demands of the digital era.

Way forward

Looking ahead, the school will continue to promote collaborative projects and competitions as a means to strengthen students' generic skills and encourage the purposeful use of information technology in learning. Signature events such as Chinese Culture Week, STEAM Week, and creative competitions will be sustained and further enriched to nurture students' creativity, cultural awareness, and biliterate and trilingual development.

Subject departments will deepen the integration of AI tools and ethical IT practices into their curricula, ensuring that students are equipped to critically evaluate, select, and use technology responsibly in their studies and daily lives. Opportunities for peer learning and cross-disciplinary collaboration will be expanded, enabling students to apply their knowledge in authentic contexts and develop the adaptability, innovation, and global outlook required for the 21st century.

Through these initiatives, the school aims to consolidate the achievements made, further broaden students' knowledge base, and strengthen the essential skills and values that will empower them to thrive in an ever-changing world.

To boost students' biliterate and trilingual competency

Achievement

The school made significant progress in boosting students' biliterate and trilingual competency through a range of targeted strategies. The Reading-across-the-Curriculum (RaC) approach proved highly effective, with 94% of students and 94% of teachers agreeing it enhanced students' biliterate and trilingual skills. Language learning activities and programmes were also well-received, with 94% of students and 95% of teachers recognizing their role in fostering interest in Chinese Language, English Language, and Putonghua.

A language-rich environment and cross-curricular activities successfully strengthened students' confidence in using biliterate and trilingual skills, as reflected by 95% of students and 95% of teachers. Opportunities for English interaction both inside and outside the classroom, supported by the Language-across-the-Curriculum (LaC) approach, enriched students' English learning experiences, with 96% of students and 95% of teachers affirming their effectiveness.

Students actively engaged in diverse activities such as competitions, discussions, and public speaking in English and Putonghua, applying their skills across subjects. Reading programmes, including recommended holiday book lists and online resources, strengthened reading habits and language proficiency. Many students demonstrated increased confidence in using English and Putonghua for academic tasks, presentations, and peer learning activities, reflecting the success of the school's integrated approach.

Reflection

The strategies implemented this year effectively achieved Learning Goals on enriching breadth of knowledge, language proficiency, and generic skills. Students benefited from a variety of authentic contexts to practise biliterate and trilingual skills, both in and beyond the classroom. Activities such as morning assembly sharing, serving as MCs for school events, making announcements via the PA system, and preparing promotional materials for OLE provided authentic opportunities to use English and Putonghua in daily school life.

Participation in events such as the Speech Festival, English Day, public speaking, debating competitions, and drama further enhanced students' confidence and fluency. However, there is room to encourage less confident students to take part in these activities. While reading programmes have been implemented, initiatives to cultivate a reading-friendly culture will be further extended.

Cross-subject collaboration and peer learning have shown potential in enhancing reading skills and broadening students' knowledge base, supporting self-directed learning. Strengthening collaboration among KLAs at the start of the school year will further enrich the content and implementation of both LaC and RaC.

Way forward

Looking ahead, the school will continue to build on the momentum of this year's achievements by integrating more presentations and proposal writing into lessons to strengthen students' language proficiency, fluency, and confidence in English usage. Cross-subject collaboration and peer learning will be further promoted to enhance reading skills, broaden students' knowledge base, and encourage self-directed learning. Authentic opportunities for language use will be expanded so that English and Putonghua are embedded naturally in both formal and informal school contexts, while targeted support will be provided to encourage less confident students to participate in public speaking, debating, and performance-based events. Collaboration among KLAs will be strengthened from the beginning of the school year to enrich the content and coherence of LaC and RaC initiatives. At the same time, the school will place greater emphasis on fostering a strong reading culture by organizing book fairs, reading sessions, and book recommendation activities, with the aim of inspiring students to develop regular reading habits that will further enhance their biliterate and trilingual competency.

Conclusion

Our school has made significant progress in achieving the goals set forth in Major Concern 1. The school has made significant progress in enhancing students' knowledge and skills to navigate future challenges and opportunities. Through effective strategies in patriotic education, IT, STEAM, and Information Literacy, as well as the Reading-across-the-Curriculum and Language-across-the-Curriculum approaches, students have developed a deeper understanding of Chinese culture, improved their generic skills, and boosted their biliterate and trilingual competency. The positive feedback from students and teachers reflected the success of these initiatives, which have prepared students for the demands of the digital era and fostered a strong sense of citizenship and responsibility. Moving forward, the school aims to deepen collaboration with community organizations, expand innovative pedagogies, and foster a strong reading culture to further enhance students' learning experiences and outcomes.

2.2 Major Concern 2

To nurture our students into patriotic and healthy citizens capable of achieving their life plans

Target 1

To further enhance the sense of national security among students

Target 2

To boost students' physical and mental health by promoting healthy lifestyles on the school campus

Target 3

To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set

Achievements and Reflections:

To further enhance the sense of national security among students

Achievement

The programme plans and activity reports conducted by various Whole-person Development (WPD) Teams show that they consciously plan activities and programmes according to Target 2.1 of the Annual School Plan, including morning assemblies, talks under the flag, class teacher periods, programmes and life-wide learning activities, duly covering the target. The activities organized support the fulfillment of Target 2.1.

More activities were organized in the second term to promote a sense of national security among our students, including the Chinese Culture Week from 6 to 9 May 2025. More information about global trends that affect our country's national security and her latest developments was broadcasted through the audio-visual equipment in the covered playground.

The school-based survey results testify to the effectiveness of the strategies of the ASP and the programmes of the various teams. Surveys of students and teachers conducted in February and May 2025 show that the programmes were positively regarded by the majority. Over 95.9% (95.9%) of students and 94.1% (96.1%) of teachers agreed that the various activities deepen students' knowledge of and interest in Chinese history and culture, increase their understanding of global trends affecting our country's security and development, and update their knowledge about recent national developments and ways they can contribute. Overall, 97.8% (94.8%) of students and 100% (98%) of teachers agreed that the various activities arranged by the school nurture patriotism and further enhance students' sense of national security. The above figures prove that Target 2.1 can be achieved, and the success criteria met (The figures in brackets represent the survey result in February 2025).

According to some activity-based surveys, over 95.9% of students agree that participation in life-wide learning activities supporting national security education – field trips to Six Heungs in March 2025, Chinese Culture Week, and Inter-class Flag-raising Competition in May – increases their knowledge of our country's history, culture and recent developments; raise their interest in Chinese history and culture; enhances their sense of national identity; lets them understand that cultural security is part of national security; and strengthens their commitment to safeguarding national security. Over 98.6% of students agree that the study tours to the Mainland, including the Guangzhou Sister School Exchange Study Tour in December 2024, and Jinhua and Ningbo Sister School Exchange Study Tour in April 2025, increase their knowledge of our country's history, culture, latest development, and education system; increase their interest in Chinese history and culture; instill pride in the country's traditional culture and recent achievements and developments; and enhance their sense of national identity.

According to the APASO survey (KPM17) conducted in February 2025, our students performed substantially better than the Hong Kong norm. Both sexes, across all forms and classes, scored 116 on each subscale measuring students' national identity, including National Identity (Responsibility, Obligations), National Identity (Proud, Love), National Identity (National Flag, Anthem) and National Identity (Achievements).

Overall, the survey results and reports reflect the effectiveness of our various programmes in nurturing students' patriotism and enhancing their sense of national security.

Reflection and Way Forward

Target 2.1 of the ASP Major Concern 2 and the associated success criteria were met within the evaluation period.

Continuous efforts will be made to further boost students' sense of patriotism and national security.

There are two emphases: (i) To continue arranging quality programmes that enable students to delve into the history and culture of our country; (ii) To ensure effective display and broadcast of information about our country and improve the organization of activities that deepen students' knowledge of our country.

To boost students' physical and mental health by promoting healthy lifestyles on the school campus

Achievement

The programme plans and activity reports conducted by various WPD Teams show that they pay due attention to Target 2.2 and consciously follow the strategies listed in the ASP when planning their programmes. Activities including morning assemblies, talks under the flag, class teacher periods, programmes and life-wide learning activities, duly addressing and supporting the fulfillment of Target 2.2.

Our school has participated in a number of programmes to promote physical exercise, including "School Physical Fitness Award Scheme", "sportACT Award Scheme", and "MVPA60 Award Scheme", with a view to encouraging broad student engagement in physical activity.

A large number of students received awards under these schemes. The number of students winning awards in sportACT Award Scheme and sportFIT Award Scheme from January to May 2025 is shown below:

Award	sportACT Award Scheme	sportFIT Award Scheme
Gold	199 (84)	328 (306)
Silver	200 (343)	192 (207)
Bronze	192 (198)	118 (89)

* The figures in brackets represent the data from September 2024 to January 2025

The school-based survey demonstrates the effectiveness of the ASP strategies and the programmes of various teams. 95.7% of students and 92.2% of teachers agree that the school's measures promote widespread participation in physical exercise among students. 91.7% (82%) of students and 96.1% (100%) of teachers agree that the arrangement of morning exercise sessions foster broad engagement in physical activity. Over 95.7% (87.9%) of students and 96.1% (92.2%) of teachers agree that the relaxation techniques of managing pressure taught help promote students' mental health and that strategies for maintaining a healthy digital lifestyle help minimize the harmful effects of digital media and gadget use. 91.5% of students and 94.1% of teachers agree that the school has introduced an award scheme and improved the organization of uniform team activities to encourage S1 students' active participation in uniform team activities. 91.3% (85%) of S1 students and 88.2% (90.2%) of teachers agree that S1 students have actively participated in uniform team activities. Overall, 96.8% (93.2%) of students and 98.1% (100%) of teachers agree that the various activities arranged boost students' physical and mental health by promoting healthy lifestyles on school campus. All these figures prove that Target 2.2 and the relevant success criteria can be met.

The APASO survey shows that both our junior and senior form students outperformed the norm on subscales related to mental and physical health, including Affect (Positive Affect) and Affect (No Negative Affect), Satisfaction (School), Meaning in Life and Physical Exercise, and the subscales related to healthy lifestyles, including Reading (Non-assigned Materials), Reading (Time for Leisure Reading), IT (No Addition), and IT (Not Attracted by its Functions).

Performance in Physical Exercise subscale for both junior and senior forms improved markedly compared with last year.

Overall, the survey results and reports show that our strategies are effective in promoting students' physical and mental health and fostering healthy lifestyles.

Reflection and Way Forward

To a large extent, Target 2.2 of the ASP Major Concern 2 and the success criteria have been met.

Nevertheless, both junior and senior forms performed unsatisfactorily on several subscales related to mental health and healthy lifestyles, including Affect (No Anxiety, Depressive Symptoms) and IT (Less Time for Leisure), with the Q-score for these subscales below the norm. Senior form students performed even worse than the norm in Reading (Time for Leisure Reading).

The survey results show that anxiety and depressive symptoms trouble many students, and many students have not yet developed healthy lifestyles and habits like reducing screen time on and spending more time on leisure reading.

Senior forms in general perform worse than junior forms across most subscales related to mental and physical health as well as healthy lifestyles.

A few classes perform poorly across most subscales related to mental health and healthy lifestyles, with the Q-score below the norm.

The strategies implemented this year to boost students' physical and mental health by promoting healthy lifestyles on the school campus, including the learning of relaxation techniques and pressure-management methods, encouraging widespread participation in physical exercise, promoting appropriate use of digital media and gadgets, and increasing participation in uniform team activities, will be refined to raise their effectiveness.

Adaptation programmes will be introduced for specific levels (S1, S2 and S4) to reduce students' anxiety and stress associated with major changes in learning context.

To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set

Achievement

The programme plans and activity reports of various WPD Teams show that they pay due attention to Target 2.3 and consciously follow the strategies listed in the ASP when planning their programmes. A range of activities was organized, including morning assemblies, talks under the flag, class teacher periods, programmes and life-wide learning activities, all of which duly support the fulfillment of Target 2.3.

Specific activities were carried out to connect our students with the world of professions through alumni, including Careers Expo (July 2025); and the Mentorship Programme, which creates a communication platform for S5 students and distinguished alumni.

The school-based survey results can demonstrate the effectiveness of the ASP strategies and the programmes of various teams.

- 96.7% (93.7%) of students and 94.1% (98.0%) of teachers agree that the self-acceptance and self-exploration programmes arranged for students in the OLE lessons/class teacher periods help them understand, accept and appreciate themselves.
- 94.8% of students and 96.1% of teachers agree that the school has increased efforts to obtain resources and support from the alumni and community to connect students with tertiary institutions and different fields of professions.

- 95.6% (92.5%) of students and 96.1% (96.1%) of teachers agree that the school's efforts to connect students to tertiary institutions and different fields of professions help them understand multiple pathways and the ever-changing world of work.
- 94.3% (90.4%) of students and 98.0% (98.0%) of teachers agree that the guidance and support provided by Class Teachers through the "Wellness Portfolio" (a school-based support mechanism) help students set and achieve suitable goals related to leading a healthy life.
- 95.7% (94.6%) of students and 96.1% (98.0%) of teachers agree that the various careers and life planning programmes help students set and achieve suitable goals related to further studies and future careers.

The survey results and reports reflect that the various programmes we implemented help maximise the benefits of career and life planning by strengthening guidance and support, enabling students to achieve the goals they set for themselves.

Reflection and Way Forward

Target 2.3 and the relevant success criteria of the ASP have been met within the evaluation period.

The strategies implemented this year to maximise the benefits of career and life planning through a strengthened guidance and support mechanism, including helping students understand, accept and appreciate themselves, informing them about multiple pathways and the evolving world of work, and supporting them to set and reach their goals, will be refined to boost their effectiveness.

Conclusion

Thanks to the conscious attempts by various units and individual teachers to plan and implement activities to address the three targets of Major Concern 2, the activities they organized could effectively meet and contributed to fulfillment of the three targets, namely, to further enhance the sense of national security among students, to boost students' physical and mental health by promoting healthy lifestyles on the school campus, and to maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set. Hence, to a very large extent, the goal of Major Concern 2 to nurture our students into patriotic and healthy citizens capable of achieving their life plans has been achieved.

Although our students performed impressively across all the subscales about National Identity, we will continue boosting students' sense of patriotism and national security in the new annual school plan by continuously providing quality programmes to deepen students' understanding of our country's history and culture and by effectively displaying and broadcasting information about our country's latest developments and global developments that affect national security. Moreover, students' performance in most of the APASO subscales related to mental and physical health and healthy lifestyle improved compared with last year and is generally above the norm. To address some obvious weaknesses troubling many students, such as anxiety and depressive symptoms and excessive screen time in leisure, additional measures will be included in the next annual school plan to further raise the effectiveness of the strategies implemented this year.

Although our strategies are effective in maximizing the benefits of career and life planning by strengthening the guidance and support for students to reach their goals, further enhancement will be made in the next plan to help students understand, accept and appreciate themselves, to help them understand multiple pathways in the evolving world of work, and to help them set and achieve goals related to their studies, careers and wellness.

As for the contribution to the fulfilment of the Seven Learning Goals of Secondary Education, the three targets and the strategies set for the Annual School Plan Major Concern 2, together with the ways of implementing the strategies, helped achieve the Seven Learning Goals, in particular National and Global Identity, Life Planning and Healthy Lifestyle.

3. Learning and Teaching

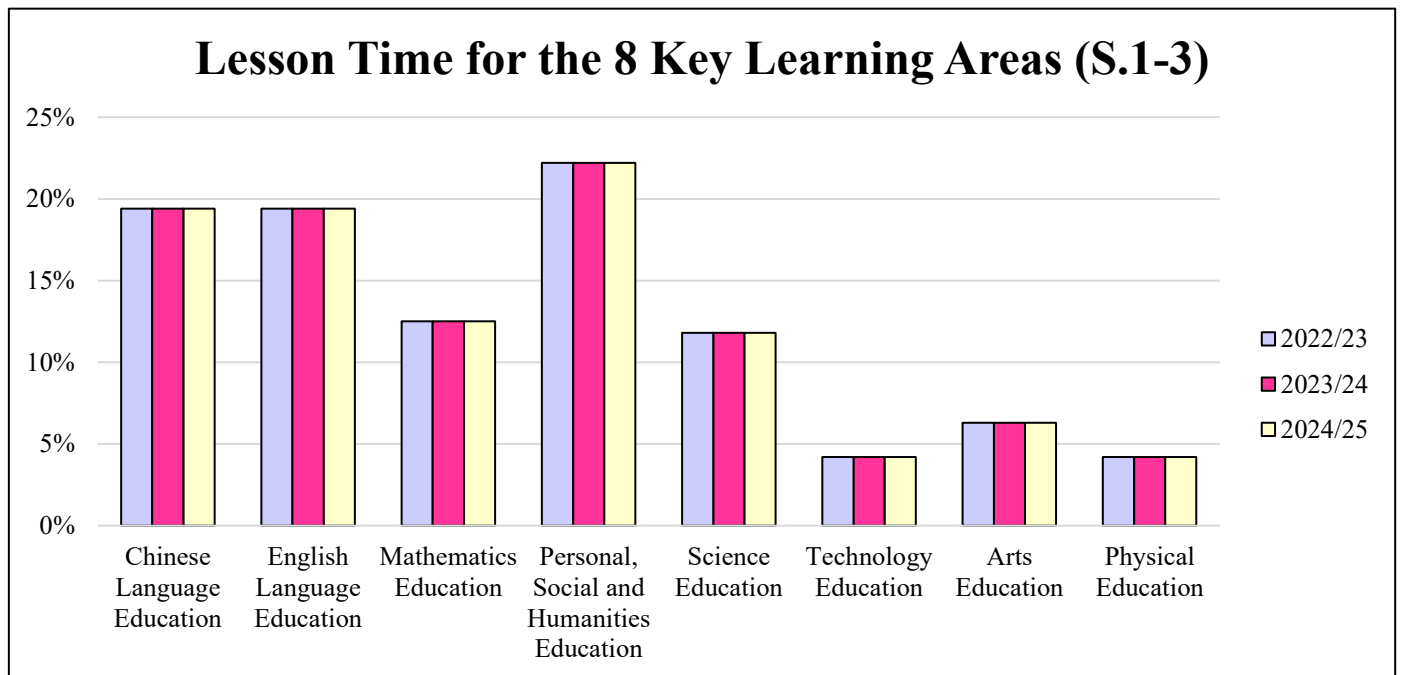
3.1 Our Curriculum

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	✓	✓	✓	✓	✓	✓
Citizenship, Economics and Society	✓					
Economics				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
Biology				✓	✓	✓
Chemistry				✓	✓	✓
Physics				✓	✓	✓
Science	✓	✓	✓			
Business, Accounting and Financial Studies				✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓		
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	2022/23	2023/24	2024/25
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' needs, 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 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
2022/23	190
2023/24	190
2024/25	190

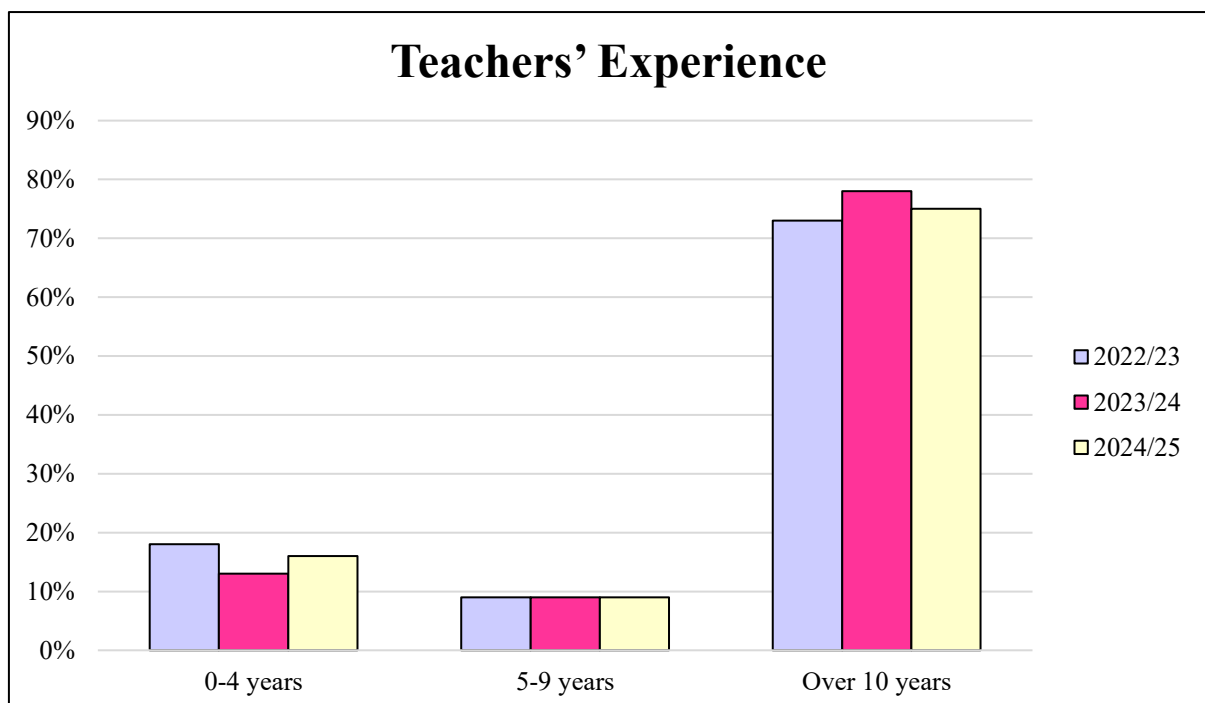
3.2 Our Teachers

3.2.1 Number of Teachers

School Year	2022/23	2023/24	2024/25
Number of Teachers	55	55	55

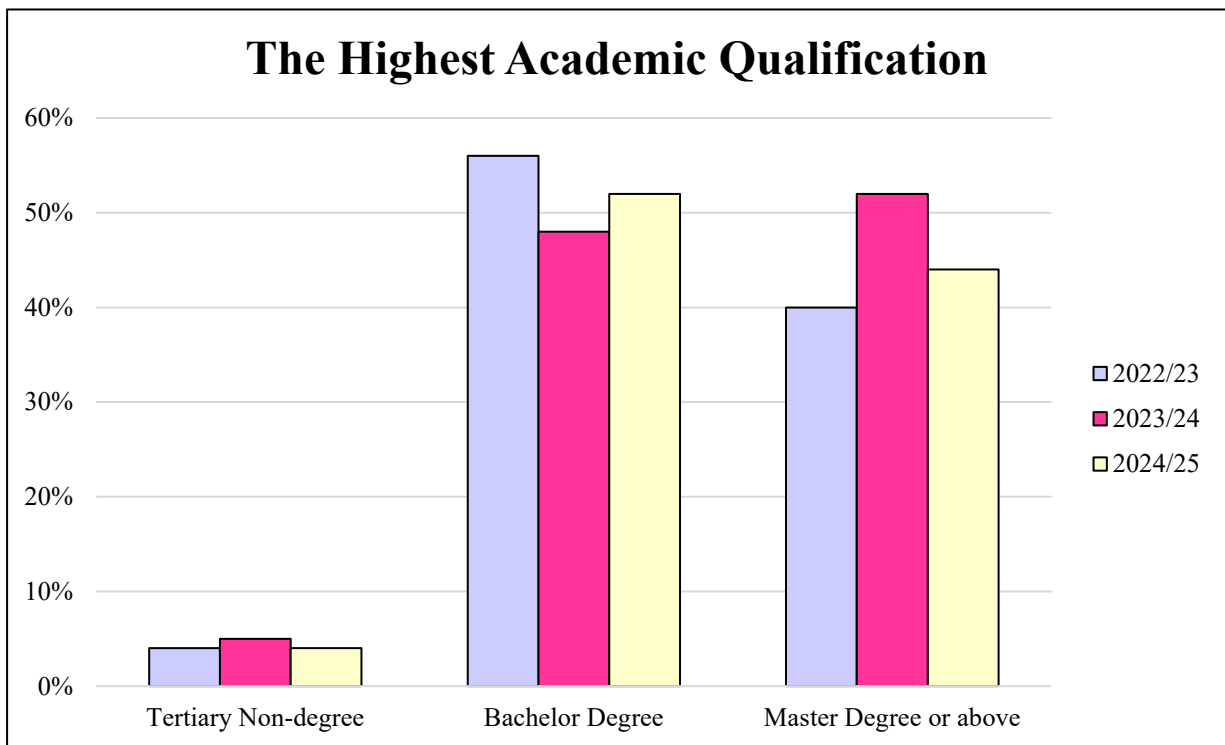
3.2.2 Teachers' Teaching Experience

School Year	Teaching Experience	0 – 4 years	5 – 9 years	Over 10 years
2022/23		18%	9%	73%
2023/24		13%	9%	78%
2024/25		16%	9%	75%



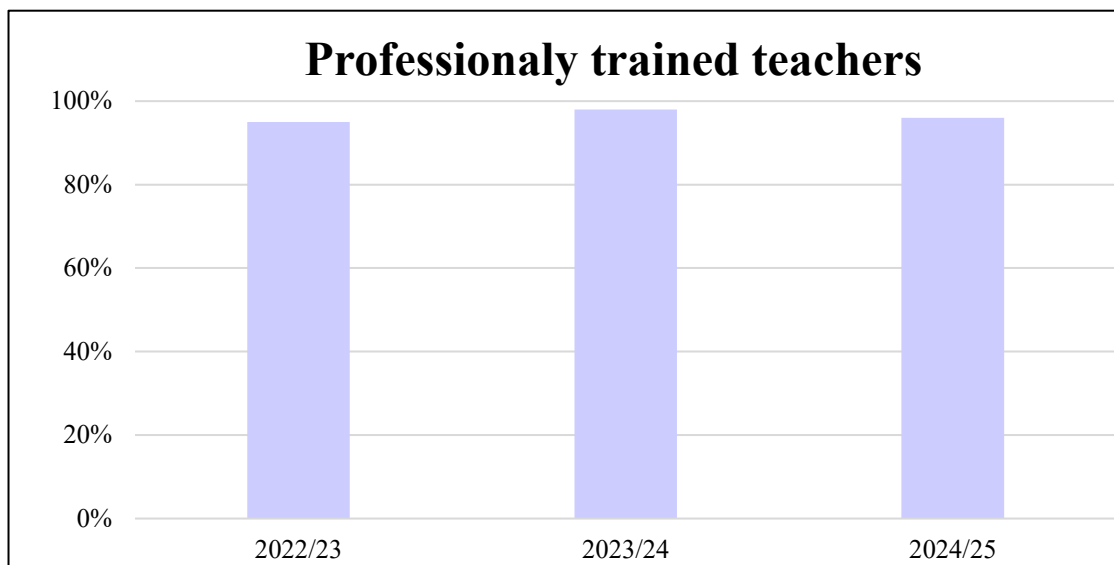
3.2.3 The Highest Academic Qualification

School Year \ Qualification	Tertiary Non-degree	Bachelor's degree	Master's degree or above
2022/23	4%	56%	40%
2023/24	5%	48%	47%
2024/25	4%	52%	44%



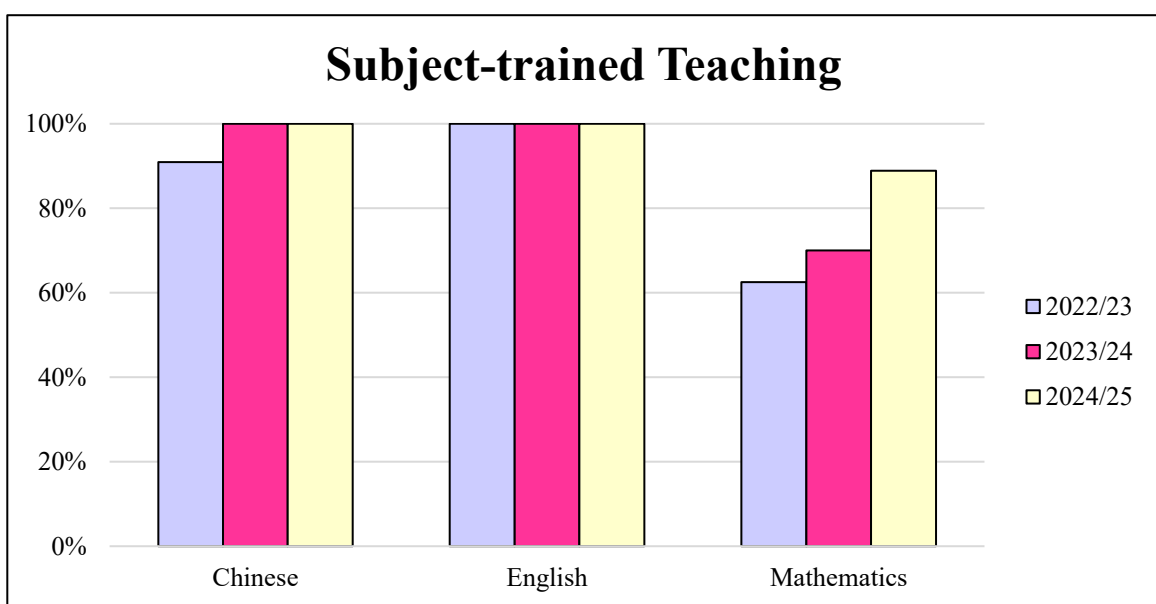
3.2.4 Professionally Trained Teachers

School Year	2022/23	2023/24	2024/25
Professionally Trained	95%	98%	96%



3.2.5 Subject-trained Teachers

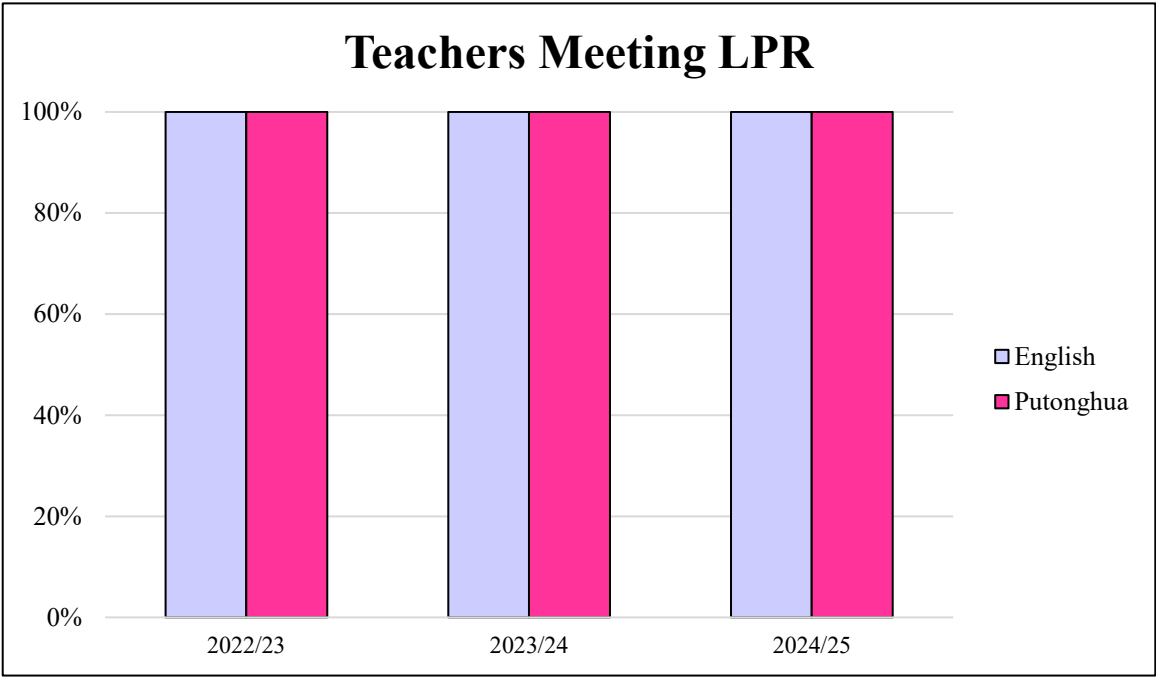
School Year	Subject		
	Chinese	English	Mathematics
2022/23	90.9%	100%	62.5%
2023/24	100%	100%	70%
2024/25	100%	100%	88.9%



*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)

School Year	Subject	
	English	Putonghua
2022/23	100%	100%
2023/24	100%	100%
2024/25	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 Guidance Team, the Discipline Team, the Careers and Life Planning Team, the Other Learning Experiences 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 enhance their sense of national security, to cultivate their positive values and attitudes, to promote their physical and mental health, and to help students set and achieve their life plans.

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.6 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:		
1/2025, 6/2025	Most Commendable Attitude Award Scheme	All students
9/2024	Inter-class Display Board Competition	All students
Daily Programmes:		
9/2024	Board Display about the September 18 th Incident Memorial Day	All students
9/2024	The 14 th Hong Kong students National Knowledge Contest	S.4 - S.5 students
9/2024	Mid-Autumn Festival decorations and lantern riddles activity	All students
9/2024	Territory-wide Inter-school National Security Knowledge Challenge	All students
9/2024	Board Display on National Day	All students
12/2024	National Constitution Day Booth Game Design Competition	S.3 - S.4 students
12/2024	Board Display on National Constitution Day	All students
12/2024	Commemoration Activities of the 87 th Anniversary of the Nanjing Massacre	All students
12/2024	National Security Short Speech Competition	All students
12/2024	學生內地交流計劃「灣區夢成真」行程設計比賽	S.4 - S.6 students
2/2025	2025 Constitution and Basic Law Territory-wide Inter-school Competition	All students
2/2025	ICAC Drama	S.4 students
2/2025	Writing activity on 「孝情」	S.1 - S.5 students

Date	Major Events / Activities	Target Group
Daily Programmes:		
3/2025	The 17 th “Hong Kong Cup Diplomatic Knowledge Contest”	S.1 - S.5 students
4/2025	Video of National Security	S.1 - S.5 students
4/2025	《憲法》和《基本法》學生校園大使分享—香港海洋公園全方位學習之旅	S.1 - S.5 students
5/2025	「香港國安法—守護與希望」社交媒體帖文創作比賽	S.1 -S.5 students
5/2025	Chinese Culture Week	S.1 - S.5 students
7/2025	誠信微電影觀賞及廉政問答比賽	S.1 - S.5 students
7/2025	班際國情知識問答比賽	S.1 - S.3 students

Achievements

1. The School Flag-guards have performed outstandingly. This school year, the team has expanded in size and further refined its flag-raising and marching techniques under the guidance of instructors from the Hong Kong Police. Additionally, by organizing inter-class flag-raising competitions, the team has been able to teach other students the etiquette and skills of flag-raising, passing on the tradition.
2. Students at our school actively participate in various national education activities organized by the Education Bureau, and won numerous “Most Active Participation” awards.
3. The Chinese Culture Week featured diverse activities and received positive feedback from students, who agreed that the event successfully achieved its objectives.
4. This school year, “班際國情知識問答比賽” was held again. The responsible students drew on last years’ experience to design questions suitable for junior secondary students. Both participants and spectators responded enthusiastically, creating a lively and engaging atmosphere.

Reflection and Way Forward

1. Students actively participate in activities. In the next school year, we can encourage those joining the “Constitution and Basic Law Student Ambassadors Training Scheme” and the “iTeen Leadership Programme for Senior Secondary School Students” to take more initiative in organizing events to enhance their learning experience. Additionally, students can be arranged to promote content related to the Constitution, the Basic Law, national security, and law-abiding awareness through the LED screens in the school lobby.
2. Collaboration with other subjects can be continued to provide more topics related to the Constitution, the Basic Law, national security, and Chinese history and culture, enabling students to gain a deeper understanding of these subjects.

4.2 Guidance

Date	Major Events / Activities	Target Group
8/2024	Caring Ambassador Training	S.4 Caring Ambassadors
8/2024	Pre S.1 Orientation and School Tour by Caring Ambassadors	S.1 students
9/2024	Amazing start for S.1	S.1 students
9/2024 – 5/2025	Tuesday Care by Caring Ambassadors	S.1 students
10/2024 – 5/2025	Morning Assembly Sharing on Resilience, Peer Relationship, Goal Setting, and time management	S.1 - S.6 students
10/2024	情緒健康與網絡 Workshop	S.4 students
10/2024	Workshop on Relaxation Techniques for HKDSE Examination	S.6 students
10/2024	Collaboration with Healthy School Programme -探訪流浪貓咖啡館	S.3- S.4 students
11/2024	Communication Skills Workshop	S.1 students
11/2024	抗逆力 Level Up	S.5 students
11/2024	Chill 鬆 Monday	S.1- S.6 students
12/2024	X'mas activities	S.1 students
2/2025	衛生署成長新動力工作坊	S.2 students
2/2025	Mental health week	S.1- S.6 students
3/2025	Open Day	S.1- S.6 students
4/2025	Adventurous Day Camp	S.1- S.4 students
5/2025	Mental health talk -面對壓力，應對考試焦慮	S.1 - S.5 students
5/2025	Leadership training program	S.1 students
7/2025	Collaboration with Healthy School Programme - 美荷樓生活館導賞團及戲劇體驗	S.1-S.4 students
8/2025	Pre-S.1 Orientation Pre-S.2 Orientation Pre-S.4 Orientation	Pre-S.1 students Pre-S.2 students Pre-S.4 students

Achievements

1. A lot of activities have been organized for S.1 students to adapt to the school: communication skills workshops, pre-S.1 orientation programmes, Amazing Start for S.1, S.1 class teacher periods, leadership training program, Tuesday Care, Chill Zone Monday, Caring Week, etc. Most of them have adapted well to the school environment.
2. Well-designed Class Teacher Periods helped students nurture a positive mindset, facilitating them to cope with tough moments and equipped them with necessary skills to meet their developmental needs.
3. Various activities were organized to help S.1 to S.3 cross-border students to adapt to the school and community. Extra support was given to them in dealing with daily schooling and study-related stress.
4. A leadership training programme was organized for S.1 and S.2 students to develop leadership, communication, and problem-solving skills; enhance self-awareness and resilience; and foster confidence and ethical decision-making. An adventurous day camp was also held for S.2 to S.4 students, providing a holistic experience that integrated physical, mental, social, and personal development, contributing to their overall growth and well-being.
5. The Caring Week was successfully held in Feb 2025. It helped establish a caring culture in school and increased students' awareness of their mental health. Positive feedback was received from students, who agreed that the activities helped strengthen their awareness of caring for themselves and others.
6. Students' mental health was a key focus this year. Through collaboration among the Whole-person Development Teams, the Healthy School Week was successfully held in Feb 2025. A range of activities and promotions—including game booths, workshops, and talks—were successfully held to help students develop self-awareness, better understand their mental health, build resilience, and foster a supportive school community that prioritizes overall well-being.
7. All preventive and developmental measures made students feel the care and support given by the school.

Reflections and Way Forward

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 for S.1 students to help them adapt to new school life. More emphasis could be placed on the proper use of online communication platforms.
3. Additional activities regarding 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 focused on mental health could be organized for students.
5. A total of 33 S.4 students and 10 S.5 students have been selected as the School Caring Ambassadors and Top Ten, respectively, for the next school year. As role models, they will receive further training and provide help and support to S1 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
8/2024	Prefect Training Day Camp	School Prefects 24/25
10/2024-12/2024	Punctuality Stars Award	Whole School
10/2024	Talks on School Bullying	Whole School
12/2024	Talks on Theft and Etomidate	Whole School
2/2025	Prefect Training Day Camp	School Prefects 24/25
3/2025	Punctuality Slogan Design competition	Whole School
2/2025	Talks on Etomidate	Whole School
3/2025	Talks on Cybercrime and National Security	Whole School
4/2024	Leadership Training Programme	S.4 & S.5 Prefects and Prefects Leaders
5/2025-6/2025	Inter-class School Uniform Grooming Contest	Whole School
8/2025	Prefect Training Day Camp	School Prefects 25/26

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 perform 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 organized, targeting a group of 29 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. To address the issue of Etomidate, we have implemented comprehensive programs to enhance students' awareness of its potential hazards and implemented preventative measures against its detrimental effects through talks, morning assemblies and class teacher periods.

Reflections and Way Forward

1. 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.
2. Up till now, 83 students have accepted the appointment of being prefects. In the next school 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	Alumni Sharing	S.4-S.5 students
	Applied Learning Counselling	
	Careers Expo	
	Mentorship Program	
Values Education activities		
Whole Year	Sharing in Morning Assemblies	All students
	Speech under the National Flag	
	Class Teacher Periods	
Careers guidance to students		
Whole Year	Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 students	All 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, e-Class, School Announcement, School Newsletters, Careers Display Board, etc.	
Multiple Pathways Programmes		
Whole Year	Careers Interest Inventory	S.5 - S.6 students
	Multiple Pathways Talk	
	JUPAS & E-APP Talk	

Date	Major Events / Activities	Target Group
Self-understanding and Development Programmes		
Whole Year	Workshops and Activities on Self-understanding	S.1- S.4 students
	Careers & Life Planning Talk for Parents of S.3 Students	S.3 students
	Wellness Portfolio	S1.-S.5 students
Careers Planning and Management activities		
Whole Year	JUPAS Online Application Workshops	S.6 students
	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 2025 年香港推薦生計劃	
	北京大学 2025 年香港地區 “博雅人才培養計劃”	
	The Universities and Colleges Admissions Service (UCAS)	

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 set suitable goals for themselves and reach their goals related to further studies and future careers.
3. Students' interest and exposure to career exploration was enhanced. A new initiative, Mentorship Program, has been successfully launched and students showed positive response.
4. Students' positive values and understanding and awareness of their national identity were enhanced.
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 Way Forward

1. Career and life planning information is always changing. According to the evaluation of the ASP Major Concern 2 24/25, it is found that the strategies of the CLP team are effective in maximizing the benefits of career and life planning by strengthening the guidance and support for students to reach their goals. In view of this, it is suggested that more can be done to maximise the benefits of career and life planning including better connecting students to tertiary institutions and different fields of profession. Refinement and enrichment school-based career and life planning programs would be made to address the needs of students.

4.5 Health and Sex Education

Date	Major Events / Activities	Target Group
09/2024	Student Health Service	All students
10/2024	Seasonal Influenza Vaccination School Outreach Programme	All students and staff
02/2025 07/2025	HPV Vaccination Catch-up Programme (1 st & 2 nd dose)	S.5 & S.6 female students
Morning assembly sharing		
11/2024	Smoke-free Promotion Week	All students
05/2025	Importance of Good Postures	All students
Speeches under the National Flag		
10/2024	Importance of sports	All students
12/2024	Smoking Ban Policies in Mainland China and Hong Kong	All students
03/2025	The Benefits of Good Quality Sleep	All students
04/2025	Headphone Use and Hearing Protection	All students
05/2025	Harnessing Technology to Safeguard Health	All students
Class teacher period		
12/2024	Healthy Diet, Healthy Lifestyle	S.1-S.2 students
12/2024	Love is...?	S.3-S.5 students
12/2024	Beware of Love Traps	S.6 students
12/2024	Smoke-free Elite Teens Promotion	All students
03/2025	Anti-sexual Harassment	S.1 students
Workshops and talks		
03/2025	Sex Education Workshop: Anti-sexual harassment (organized by the Health Department)	S.1 students
Competitions and programmes		
09/2024 – 05/2025	Smoke-free Elite Teens Programme 2024-2025 (organized by the Hong Kong Council on Smoking and Health)	3 teams of S.3-S.4 students participated in the Programme.
12/2024	HKPS Christmas function 2024 (organized by the Hong Kong Paediatric Society)	10 S.6 students participated in the function.

Achievements

1. 789 S.1-S.6 students participated in the Health Service and the participation rate is 92.8%.
2. 570 students and 25 colleagues participated in Seasonal Influenza Vaccination Day. 100 S.5-S.6 girls participated in the HPV vaccination.
3. Our team curated customized topics and materials to disseminate a variety of health-related messages to students. These were delivered through class teacher periods, morning assembly sharing sessions, and talks held under the national flag. Additionally, a Sex Education workshop, organized by the Health Department, was arranged for S.1 students. The initiative received positive feedback from both class teachers and students
4. Our school has been participating in the “Smoke-free Elite Teens” programme for 12 consecutive years. Our participating team organized various smoke-free advocacy activities on campus during the Smoke-free Week (25-28/11/2024) and in the community, spreading the smoke-free, healthy living message. With their concerted efforts and creativity, they attained remarkable achievements. Team 2 was awarded First Runner-up, and all the three participating teams- Team 1, Team 2 and Team 3 were honoured with the Smoke-free Teams (Gold Award). Team 2 students was awarded an exchange day trip to Macau.
5. 10 S.6 students formed a volunteering team with our alumnus, WONG Ching-hong to be the volunteers in the HKPS Christmas function 2024, organized by the Hong Kong Paediatric Society. Positive feedback was received from participating students, who described the volunteering experience as meaningful.

Reflection and Way Forward

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		
11/2024	Energy conservation	Whole School
Speeches under the Flag		
10/2024	Panda protection efforts and achievements in China	Whole School
1/2025	Green cities in China	
3/2025	Development of new energy vehicle in China	
6/2025	Carbon Capture, Utilization, and Storage in China	
Class Teacher Period		
11/2024	Green consumption	Whole School
3/2025	Conservation of freshwater ecosystem	
Educational Programmes held outside School		
9/2024-7/2025	Seahorse Rangers	S.2, S.3, S.4 & S.5 students
9/2024-6/2025	Freshwater turtle conservation and educational programme	S.3, S.4, S.5 students
Competition		
10/2024-08/2025	“My Green Space” Student Competition	S.3, S.4, S.5
2/2024-8/2024	PolyU Igniting Social Innovation Competition	S.4 students

Achievements

- Students from Seahorse Rangers have successfully organized different activities in school, including recycling activities, interclass competition and game booth in the open day.
- 1 group of students got the 2nd Runner-up Prize in junior secondary division, 1 group of students got Merit Award in the senior secondary division in the “My Green Space” Student Competition. 1 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 Way Forward

1. Outings could be held in the next school year to enhance 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
9/2024	Introducing the OLE System	S.1 students
9/2024	Annual Swimming Gala	Whole School
11/2024	Annual Sports Days	
11/2024	Heung Chung's Got Talent (S6)	
12/2024	Christmas Activities	
3/2025	Open Day	
5/2025	Heung Chung's Got Talent (S1-S5)	
6-7/2025	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 utilized and demonstrated their skills and abilities in organizing 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 an evaluation to strive for improvement.

Reflections and Way Forward

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 try 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	4	5	4	4	25

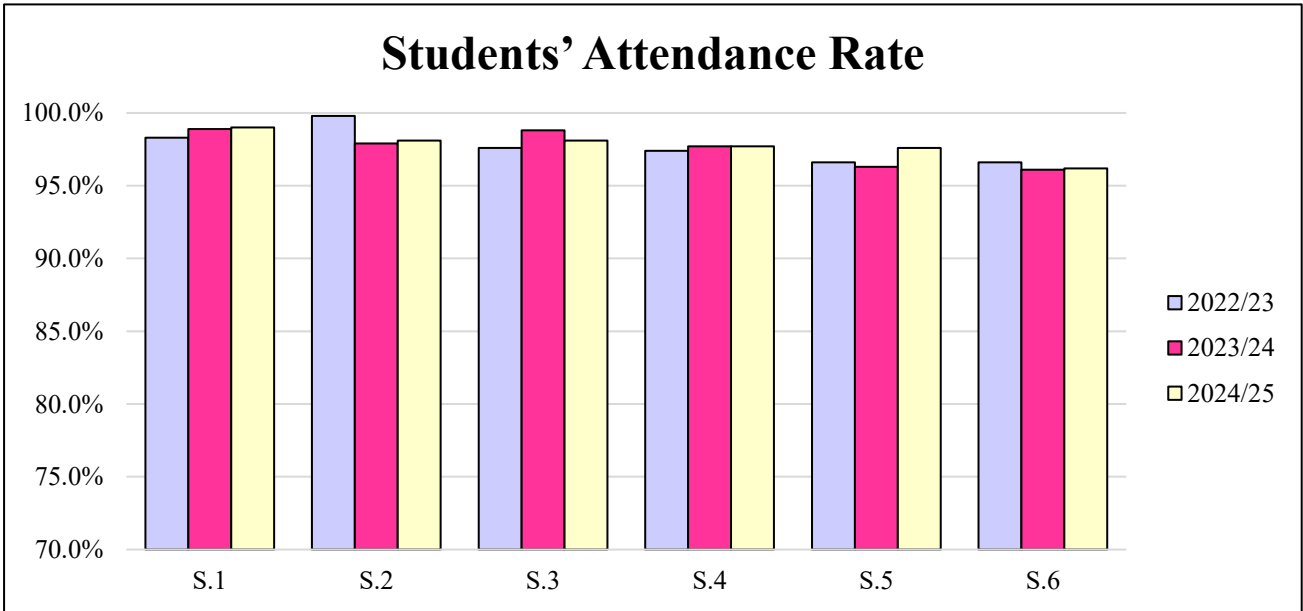
*Divided to 6 Groups for S4 Core subjects and 5 Groups for S5 and S6 Core subjects

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	67	65	68	70	53	54	377
No. of Girls	72	76	72	80	78	78	456
Total Enrolment	139	141	140	150	131	132	833

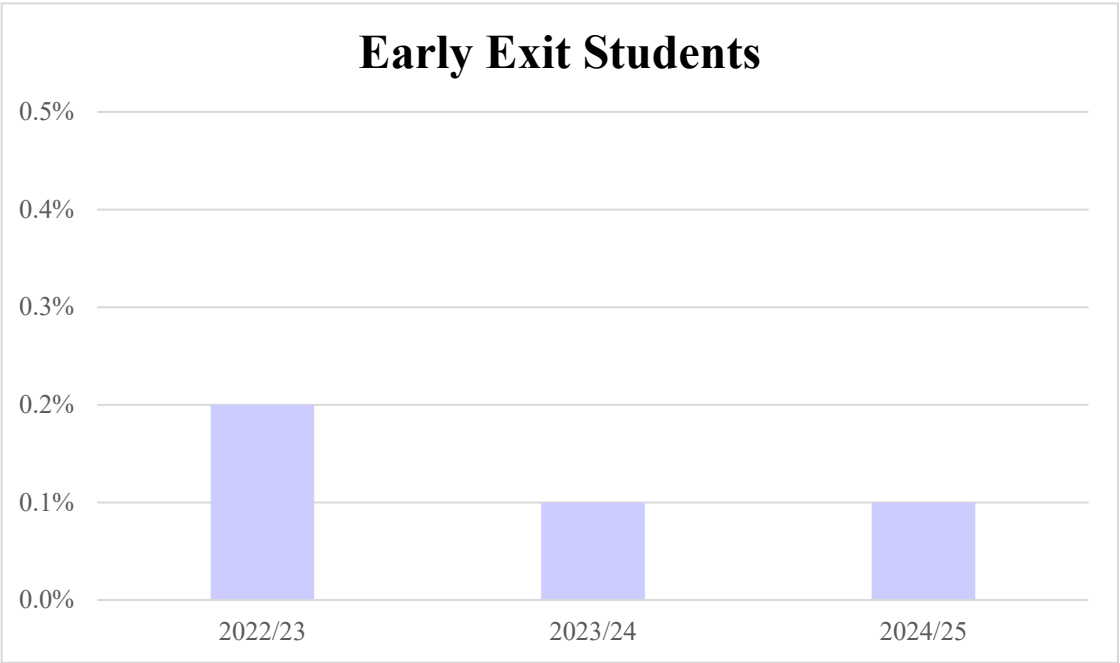
5.2 Students’ Attendance

Level School Year	S.1	S.2	S.3	S.4	S.5	S.6
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%
2024/25	99.0%	98.1%	98.1%	97.7%	97.6%	96.2%



5.3 Early Exit Students

School Year	2022/23	2023/24	2024/25
Early Exit Students	0.2%	0.1%	0.1%



5.4 2024 Hong Kong Diploma Secondary Education Examination Results

5.4.1 The Overall Performance

Total Number of Students	130
Number of Level 5** Attained	59
% of Level 5 or Above in All Subjects	43.4
% of Level 5 or Above in Core Subjects [Chinese Language, English Language and Mathematics (Core)]	35.4
% of Level 4 or Above in All Subjects	77.1
% of Level 4 or Above in Core Subjects [Chinese Language, English Language and Mathematics (Core)]	73.8
Number of Level 5 or Above per Student	2.48
Number of Level 4 or Above per Student	4.4
% of Students Attained Levels 332A22 in Core Subjects and 2 Elective Subjects	91.5

Outstanding Results	No. of Student
More than Six Level 5** Attained	1
More than Five Level 5** Attained	2
More than Four Level 5** Attained	4
More than Three Level 5** Attained	8
More than Two Level 5** Attained	17
More than One Level 5** Attained	27

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	130	33.1	71.5	11.2	33.4
English Language	130	30.0	70.0	9.5	27.0
Mathematics (Core)	130	43.1	80.0	15.7	40.0
Extended Module 2	37	75.7	91.9	34.0	58.8
Biology	53	54.7	83.0	19.3	46.1
Chemistry	48	52.9	82.4	24.6	50.8
Physics	46	58.7	78.3	27.5	49.6
Chinese History	23	26.1	69.6	13.4	37.5
Chinese Literature	14	14.3	50.0	15.0	37.0
Economics	25	44.0	72.0	16.8	43.8
Geography	31	74.2	93.5	12.1	35.3
History	11	45.5	90.9	12.8	43.7
BAFS (Accounting)	29	37.9	86.2	14.4	42.2
Visual Arts	14	35.7	57.1	6.6	24.5
Music	1	100.0	100.0	26.7	61.7

Subjects	No Sat in School	Percentage of Attained in School (%)	Percentage of Attained in HK (%)
Citizenship and Social Development	130	99.2	92.8

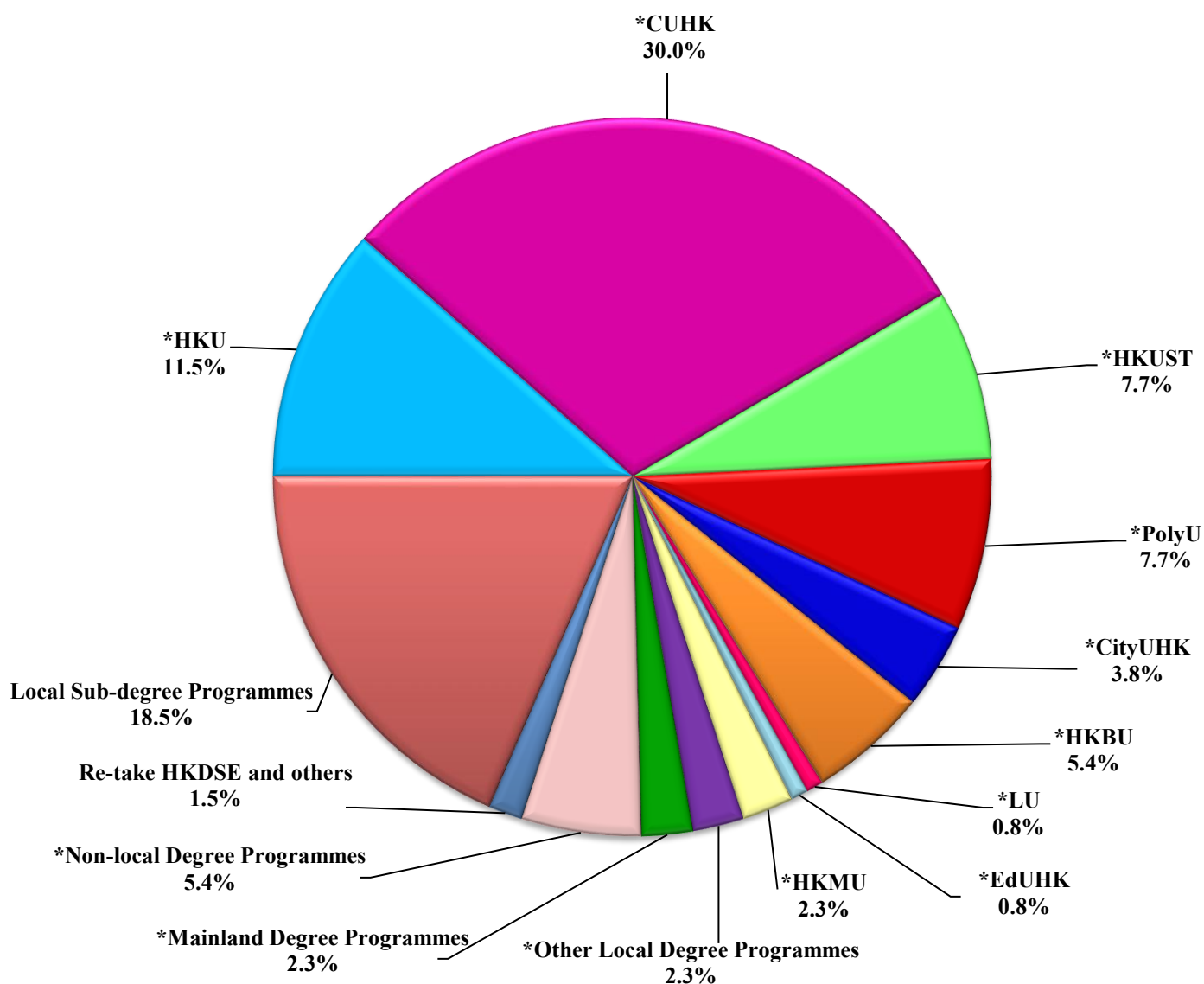
5.5 Destination of S.6 Graduates 2025

Results of 2025 JUPAS & SNDAS Number and Percentage of Graduates with Offer

University/SSSDP	Degree	Sub-degree
The University of Hong Kong HKU	15 (11.54%)	---
The Chinese University of Hong Kong CUHK	40 (30.77%)	---
The Hong Kong University of Science and Technology HKUST	11 (8.46%)	---
The Hong Kong Polytechnic University PolyU	10 (7.69%)	---
City University of Hong Kong CityU	7 (5.38%)	---
Hong Kong Baptist University HKBU	7 (5.38%)	---
Lingnan University LU	1 (0.77%)	---
The Education University of Hong Kong EdUHK	1 (0.77%)	---
Hong Kong Metropolitan University HKMU	13 (10.00%)	---
Study Subsidy Scheme for Designated Professions SSSDP	7 (5.38%)	---
Subtotal	112 (86.14%)	---
Total	112 (86.14%)	

Final Destination of S.6 Graduates 2025

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 49% of graduates were admitted to the degree programmes of the three main universities, namely the **University of Hong Kong (HKU)**, the **Chinese University of Hong Kong (CUHK)** and the **Hong Kong University of Science and Technology (HKUST)**. One of our graduates declined an offer from CUHK and accepted an offer from **Tsinghua University**.



*** Degree Programmes**

Statistics on the Final Destination of S.6 Graduates 2025
Number and Percentage

Degree Programme 學士學位課程	The University of Hong Kong (HKU) 香港大學	15 (11.5%)
	The Chinese University of Hong Kong (CUHK) 香港中文大學	39 (30%)
	The Hong Kong University of Science and Technology (HKUST) 香港科技大學	10 (7.7%)
	The Hong Kong Polytechnic University (PolyU) 香港理工大學	10 (7.7%)
	City University of Hong Kong (CityU) 香港城市大學	5 (3.8%)
	Hong Kong Baptist University (HKBU) 香港浸會大學	7 (5.4%)
	Lingnan University (LU) 嶺南大學	1 (0.8%)
	The Education University of Hong Kong (EdUHK) 香港教育大學	1 (0.8%)
	Hong Kong Metropolitan University (HKMU) 香港都會大學	3 (2.3%)
	Other Local Degree Programmes 其他本地院校學士學位課程	3 (2.3%)
	Mainland Degree Programmes 內地大學學士學位課程	3 (2.3%)
	Non-local Degree Programmes 非本地大學學士學位課程	7 (5.4%)
	Local Sub-degree Programmes 本地院校副學位課程	24 (18.5%)
Re-take HKDSE and others 重考中學文憑試		2 (1.5%)
Total :		130 (100%)

5.6 Inter-school Activities and Awards

5.6.1 National Education

Activities	Awards	Number obtained
Smoke-free Elite Teens Programme 2024-2025	First Runner-up	1
	Smoke-free Team (Gold Award)	3
Citizenship and Social Development Online Reading Award Scheme 2023/2024	Merit Award	3
	18 Districts Outstanding Achievements Awards Champion in Yuen Long District	1
	School with Greatest Participation	1
Junior Police Call Flag-raising Competition 2024	Excellent Award (Semi-Final)	5
Constitution and Basic Law Student Ambassadors Training Scheme School-based National Film Appreciation Short Film Competition	Secondary School Category Second Runner-up	3
2024 Let's Join Hands in Safeguarding National Security Programme	Secondary School – Merit	6
Sing Our Song 'Building Our Dream' Singing Competition	Secondary school Category Silver Award	1
Territory-wide Inter-school National Security Knowledge Challenge 2024/25	Most Active Participation Award (School)	1
The 17 th "Hong Kong Cup Diplomatic Knowledge Contest"	Most Active Participation Award (School)	1
2025 Constitution and Basic Law Territory - wide Inter-school Competition	Secondary school Category Most Active Participation Award	1
"2025 Let's Join Hands in Safeguarding National Security" Programme –National Security Short Speech Competition	Secondary school Category Most Active Participation Award	1
	Secondary school Category Most Active Participation Award in Yuen Long District	1
	Most Active Participation Award (School) – Champion	1
	District Outstanding School Award	1

Activities	Awards	Number obtained
Basic Law and One Country, Two Systems Comic Design Competition 2024	First Runner-up	1
	Merit	5
	Most Active Participation	1

5.6.2 Outstanding Students

Activities	Awards	Number obtained
New Territories Outstanding Students Selection 2024	New Territories Outstanding Student	1
The 20 th Yuen Long District Outstanding Students Selection 2025	Yuen Long Outstanding Student Senior Form	1
The 36 th HKSAR Outstanding Students Selection	Top 10 HKSAR Outstanding Students	1
The Arete The 10 th Outstanding Student Leaders Selection	Top 45 Outstanding Participants	2
The Student of the Year Awards 2024/25	Student of the Year (Linguist – English) Top 8 Finalist	1
	Student of the Year (Best Devotion to School) Top 5 Finalist	1
	Student of the Year (Scientists and Mathematician) Top 12 Finalist	1
	Student of the Year (Sustainability Advocate) Top 12 Finalist	1
The Greater Bay Area Outstanding Student Award 2025	Distinction Award (Junior)	1
	Distinction Award (Senior)	1
	Merit Award (Junior)	7
	Merit Award (Senior)	6
2024-2025 Grantham Scholars of the Year Award	One of the Twenty-four Grantham Scholars of the Year	1
Hong Kong Playground Association Hong Kong Outstanding Teens Election 2025	One of the Twenty “Hong Kong Outstanding Teens”	1
Tuen Mun, Yuen Long, and Tin Shui Wai Outstanding Students Selection 2024	Outstanding Student in Academic and Moral Excellence	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 2024/25	Scholarship	3
Link REIT 20 th Anniversary Outstanding Student Scholarship	Top 30 Awardee	1
Heung Yee Kuk Scholarship (Non-academic Fields)	Heung Yee Kuk Scholarship (Non-academic Fields)	5
HKU First in the School Scholarship	First in the School Scholarship	1
Youth Arch Student Improvement Award	Youth Arch Student Improvement Award	20

5.6.4 Languages

Activities	Awards	Number obtained
The 7 th Biliteracy & Trilingualism Essay and Speech Competition	Junior Secondary Finals Gold Award	1
	Junior Secondary Finals Silver Award	1
	Junior Secondary Finals Bronze Award	1
	Junior Secondary Finals The First Prize	8
	Junior Secondary Finals The Second Prize	2
	Best English Essay Competition Second Runner-up	1
	Best English Essay Competition Merit Award	2
	Best Chinese Essay Competition Merit Award	2
‘SOW Inspiring’ Book Gifting Competition	Outstanding Award	1
The 76 th Hong Kong Schools Speech Festival (Chinese and English and Putonghua Sections), the Hong Kong Schools Music and Speech Association	Champion	9
	First Runner-up	10
	Second Runner-up	13
	Certificates of Honours	3
	Certificates of Merits	124
	Certificates of Proficiency	8
Harvard Club of Hong Kong Education Fund Harvard Prize Book Award 2024/25	The Harvard Prize Book Award	3
“Time to Talk” Public Speaking Competition 2024/25	Second Place	3
	Third Place	3

Activities	Awards	Number obtained
The HKFYG English Public Speaking Contest 2025	Certificate of District Finalists	1
	Certificate of District Semi-Finalists	3
	Certificate of Participation	1
National Secondary School Essay Writing Competition 2024/25	Silver Award	1
14 th Inter-Government Secondary Schools English Debating Competition	Champion	1
	The Best Debater Award	3
City University of Hong Kong City Literacy Awards 2024	Prose Category Recommendation Award	1
Professional Speakers and Trainers Association Little Golden Bell Speaking Competition	National Grand Final Silver Award (Youth Group)	1
	Hong Kong Contest Silver Award (Youth Group)	1
The China Daily Group “21 st Century Cup” National English Speaking Competition Hong Kong Regional – Final	Junior Secondary – First Prize	1
	Junior Secondary – Second Prize	1
	Senior Secondary – Second Prize	1
The Universal Postal Union The 54 th International Letter Writing Competition for Young People	Hong Kong Region Merit Award	1
Hong Kong Baptist University 13 th Interschool Creative Writing Competition	Prose Category Young Writer Award	1
The Education Bureau Citizenship and Social Development Online Reading Award Scheme 2023/24	Merit Award	3
2024 The Harvard Prize Book	Winners of the Harvard Prize Book	3
City Literacy Awards 2024	Prose Category Recommendation Award	1

Activities	Awards	Number obtained
Creative Speech Competition	Champion	1
	Distinction	2
	Merit	1
	Active Participation	1

5.6.5 STEAM

Activities	Awards	Number obtained
International Junior Science Olympiad 2025	First Class Honours	1
	Second Class Honours	2
	Third Class Honours	2
The 14 th Hong Kong Mathematics Creative Problem-Solving Competition for Secondary Schools	Bronze Award	4
Hong Kong Secondary Schools Software Development Invitational Contest 2024	Senior Group – Gold Medal	1
Hong Kong Olympiad in Informatics 2024/25	Senior Group Bronze Award	1
	Junior Group Honourable Mention	2
The National Olympiad in Informatics in Provinces 2024 (Hong Kong)	Senior Group Second Grade Award	1
The 21 st Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad	Mechanics Test 2 nd Class Honours	1
	Mechanics Test 3 rd Class Honours	1
	Comprehensive Physics Test 3 rd Class Honours	1
The Mathematical Modelling Competition for Secondary Students (MMCSS) 2024/25	Excellent Performance Award (Senior Secondary Category)	4
PolyU SCIENCE Young Talents Competition 2025	Second Runner-up	3
Hong Kong Tech Challenge Junior 2025	VEX IQ Robotics Competition Judges Award	6
The 42 nd Hong Kong Mathematics Olympiad 2024/25	First-class Honour for School	1
	Hong Kong Regional Winner (School)	1
	First-class Honour	2
	Third-class Honour	2

Activities	Award	Number obtained
New Millennium Robotic Challenge Cup 2025 – (Outer Space Combat)	Second Prize	2
	Third Prize	1
2024/2025 STEM x Marine Vehicles Design and Construction Competition	Gold Award	1
	Silver Award	4
	Bronze Award	1
The China Mathematics Education Research Association Hua Xia Cup National Mathematical Olympiad Competition 2024	Final First Class Prize	1
	Final Second Class Prize	2
	Semi-Final - Hua Nan First Class	1
	Semi-Final - Hua Nan Second Class	2
	Semi-Final - Hua Nan Third Class Prize	2
	Heat (Hong Kong) Second Class Prize	1
	Heat (Hong Kong) Third Class Prize	3
The Ocean Park Ocean Park Conservation Carnival cum Ocean Park Conservation Alliance 2024	Certificate of Appreciation	4
The Hong Kong Polytechnic University Igniting Social Innovation Competition 2024	First Runner-up	5
The Hong Kong Polytechnic University Senior Secondary Python Programming Contest	Distinction Award	3
The Education Bureau and the Hong Kong University Hong Kong Physics Olympiad 2024	Second Class Honours	1
	Third Class Honours	1
	Honourable Mention	1

Activities	Award	Number obtained
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2024 (Hong Kong Region)	Qualifier Round First Class Award	3
	Qualifier Round Second Class Award	1
	Qualifier Round Third Class Award	2
	Qualifier Round Merit Award	2
	Preliminary Round First Class Award	1
	Preliminary Round Second Class Award	1
	Preliminary Round Third Class Award	2
HKUST School of Engineering ExxonMobil iSTEAM Program 2024	Weightlifting Robot Achievement Level Silver	1
	Fencing Robot Achievement Level Silver	1
International Junior Science Olympiad 2025 – Hong Kong Screening	First Class Honours	1
	Second Class Honours	2
	Third Class Honours	2
International Biology Olympiad - Hong Kong Contest 2024	Bronze Award	1
	Honourable Mention	2
	Honourable Mention for Schools	1
Astronomical Training Programme for Secondary Students 2024/25	Certificate of Achievement	3
The 4 th Hong Kong Youth Aerospace Innovation Competition	Third Prize (Junior Secondary)	2
Creative Infographic Design Competition on Applications of Mathematics 2024/25	Silver Award (Junior Secondary)	1
	Bronze Award (Junior Secondary)	1
	Merit Award (Junior Secondary)	1

Activities	Award	Number obtained
The Mathematics and Information Engineering Programme The Competition on the Mathematics of Information 2024	Bronze Award	2
	Honorable Mention	1
The Mathematical Modelling Competition – Secondary Students 2024	Junior Secondary Outstanding Award	3
2024 Asia International Mathematical Olympiad Open Contest (AIMO Open)	Gold Honour	2
	Silver Honour	3
	Bronze Honour	1
	Honourable Mention for School	1
2024 International Chemistry Quiz (ICQ)	Certificate of Excellence	2
	Certificate of High Distinction	6
	Certificate of Distinction	4
	Certificate of Credit	6
	Certificate of Participation	2

5.6.6 Sport

Activities	Awards	Number obtained
New Territories East and West Dodgeball Inter Secondary-School (Single-ball Style) Championship 2025	N.T. West Secondary Girls First Runner-up	1
	N.T. West Secondary Boys Third Runner-up	1
Inter-School Swimming Championships 2024-2025 (Yuen Long District)	Girls Grade C Overall First Runner-up	1
	Boys Grade C Overall Fifth Place	1
	Girls Grade A Overall Sixth Place	1
	Boys Grade A Overall Sixth Place	1
	First Runner-up (Individual)	4
	Second Runner-up (Individual)	4
	Third Runner-up (Individual)	4
Inter-School Athletics Championships 2024-2025	Girls Grade A – Long Jump Second Runner-up	1
	Girls Grade A – 400m Third Runner-up	1
	Boys Grade B – High Jump Third Runner-up	1
WSSA 2024 Asian Open Sport Stacking Championships	(Team) Timed 3-6-3 Relay 18U Champion	1
	(Team) Head-To-Head Cycle Relay 18U Champion	1
	(Team) Head-To-Head 3-6-3 Relay 18U Second Runner-up	1
	Individual Cycle 17-18F Second Runner-up	1
	Double Cycle 18U Second Runner-up	1

Activities	Awards	Number obtained
S.K.H. Ling Oi Primary School 29 th Annual Sports Day Invitational Relay	Secondary School Girls Second Runner-up	1
	Secondary School Boys Second Runner-up	1
AS Watson Group Hong Kong Student Sports Awards 2024-2025	Hong Kong Student Sports Awards	1
Inter-School Cross Country Competition 2024-2025	Girls Grade A – Eighth Place	1
	Girls Grade C – Seventh Place	1
All Hong Kong Inter-School Rope Skipping Competition 2025	Overall Secondary Girl's Senior Division Third Runner-up	1
	1-Minute Three-Person Double Dutch Freestyle (Secondary Girl's Senior Division) Third Runner-up	1
	1-Minute Six-Person Long Rope (Secondary Girl's Senior Division) Second Runner-up	1
Inter-School Volleyball Competition 2024-2025	Girls B Grade - Merit	1
Inter-School Basketball Competition 2024-2025	Boys B Grade - Merit	1
Inter-School Football Competition 2024-2025	Boys' Junior – Third Runner-up	1
2025 International Open Tournament	Double Dutch Speed Relay 4x30 – First Runner-up	1

5.6.7 Art

Activities	Awards	Number obtained
Hong Kong Schools Drama Festival 2024/2025	Award for Outstanding Performer	2
	Award for Outstanding Director	2
	Award for Commendable Overall Performance	1
	Award for Outstanding Cooperation	1
	Award for Outstanding Stage Effects	1
The 7 th Inter-Government Secondary Schools Drama Fest 2024/2025	Award for Outstanding Performer	3
	Award for Outstanding Director	2
	Award for Outstanding Cooperation	1
	Award for Outstanding Special Effect	1
	Award for Commendable Overall Performance	1
	Adjudicator's Award	1
The 61 st Schools Dance Festival Competition	Highly Commended Award	1
"Our Community – Built From the Heart" Photo and Short Video Competition	Secondary Section (Photo) Merit Award	1
Yuen Long District Dance Competition 2024	Gold Award	1
Grantham Visual Arts Award 2023/24	Junior Secondary Scholarship	1
10 th Yuen Long District Star of Arts Programme 2023/2024	Star of Arts	1
The Hong Kong Youth Couplets Competition 2023/24	Merit Award	1
1 st Smart Consumption Academy Instagram Post Design Competition	Silver Award	1

5.6.8 Music

Activities	Awards	Number obtained
77th Hong Kong Schools Music Festival		
Zheng Solo – Junior	Gold	1
Tom Lee Music Scholarship for Piano Solo		1
Pipa Ensemble – Secondary School		8
Female Voice Duet Secondary School (Age 19 or under)	Silver	1
Zheng Solo – Senior		1
Female Voice Secondary School (Age 16 or under)		1
Boys Treble Voice Secondary School (Age 14 or under)		1
Graded Piano Solo – Grade One		1
Graded Piano Solo – Grade Three		1
Graded Piano Solo – Grade Four		1
Graded Piano Solo – Grade Five		1
Graded Piano Solo – Grade Six		1
Graded Piano Solo – Grade Seven		2
Graded Piano Solo – Grade Eight		2
String Ensemble Secondary School (Junior)		2
Zheng Solo – Junior		2
Erhu Solo – Intermediate		1
Chinese Instrumental Ensemble Secondary School		18

Activities	Awards	Number obtained
77th Hong Kong Schools Music Festival		
Cantonese Operatic Song	Silver	1
String Ensemble Secondary School (Junior)		4
Descant Recorder Solo Secondary School (Age 16 or under)		1
Treble Recorder Solo Secondary School (Age 16 or under)		1
Piano Duet – Intermediate		1
Cello Solo – Senior		1
Graded Piano Solo – Grade Three	Bronze	1
Graded Piano Solo – Grade Four		1
Graded Piano Solo – Grade Six		3
Graded Piano Solo – Grade Seven		2
Graded Piano Solo – Grade Eight		2
Erhu Ensemble – Secondary School		9
Female Voice Secondary School (Age 14 or under)		1
Zheng Solo - Junior		2
Di Solo Secondary School (Junior)		1
Suona Solo – Senior		1
Piano Solo – Chinese Composers – Senior		1

5.6.9 Community Service

Activities	Awards	Number obtained
S.K.H. Ling Oi Primary School 29 th Annual Sports Day Volunteer Service	Timekeeping Team Members	15
The Hong Kong Federation of Youth Groups Appreciation for Volunteer Service 2024	Gold Award	17
	Silver Award	9
	Bronze Award	9

6. Financial Summary

Government and Non-government Fund

6.1 ESCBG Account 2024-2025 Financial Year

	Income \$	Expenditure \$
Balance B/F from 2023-2024 Financial Year	997,791.00	---
(a) Non-school-specific Grants		
- Subject Grants	658,528.00	283,216.12
- Other Education Purposes	0	41,879.20
- Baseline adjustment - GSS	(131,478.00)	0
Sub-total:	527,050.00	325,095.32
(b) School-specific Grants		
- Composite IT Grant	581,704.00	565,358.09
- SBM Top-up Grant - GSS	53,056.00	4,000.00
- Capacity Enhancement Grant	672,774.00	706,492.68
Sub-total:	1,307,534.00	1,275,850.77
Unspent provision to be carried forward to 2025-2026 Financial Year	1,234,705.00	---

6.2 Extra-curricular Account 2024/25 School Year

	(\$)
Balance B/F from 2023/24 School Year	244,449.15
Income Contribution from Students and Government	372,560.88
Expenditure Extra-curricular Activities and Programmes	337,622.90
Year Profit	34,937.98
Total Balance C/F for ECA A/C in 2024/25 School Year	279,387.13

6.3 SMI Fund Account 2024/25 School Year

	(\$)
Balance B/F from 2023/24 School Year	156,963.16
Income	2,226.68
Expenditure	24,237.60
Year Deficit	(22,010.92)
Total Balance C/F for SMI Fund A/C in 2024/25 School Year	134,952.24

7. Future Planning

7.1 School Development Plan 2024-2027

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 organize 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 the 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-organized 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 optimizing the organization 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 2025/26

Major Concern 1: To empower students by deepening patriotic education in the curriculum, strengthening STEAM and IT skills, and enriching biliterate and trilingual competency, enabling them 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 organize theme-based information technologies (IT) and STEAM related activities including projects, workshops and competitions to enhance students' interest and motivation to explore the related fields
- To strengthen students' ability to use emerging and advanced IT, including 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 IL areas across subjects to facilitate the application of IL in different subjects
- To organize IL learning activities 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 further delve into the history and culture of our country through well-organized 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 through effective display and broadcast of relevant information on the school campus and better organization of relevant 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 effective display and broadcast of relevant information on the school campus and better organization of suitable 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 mental health by arranging more students to learn relaxation techniques and methods of managing pressure (using OLE lessons / class teacher periods)
- To relieve the pressure of students in S1, S2 and S4 associated with a drastic change in the learning context by arranging suitable adaptation programmes for them
- To promote widespread participation in physical exercise among students through effective arrangement of morning exercise, effective use of award schemes, efficient utilization of facilities, introduction of new sports, selecting students for suitable sports programmes, and organization of more inter-class and inter-house competitions
- To promote the proper use of digital media and gadgets by arranging more activities for students to learn strategies of maintaining a healthy digital lifestyle (using OLE lessons / class teacher periods)
- To encourage S.1 students to actively participate in uniform team activities by better utilization of the award scheme and organization of more uniform team activities

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 by arranging various self-acceptance and self-exploration programmes suitable for specific levels
- To help students understand the multiple pathways and ever-changing world of work by better connecting them to tertiary institutions and different fields of profession by soliciting more resources and support from the alumni and community
- To help students set suitable goals for themselves and reach their goals by maintaining an effective coaching mechanism, teaching them the techniques of setting achievable goals related to their studies, careers and wellness, and cultivating in them an attitude for success