

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2024-2025)

School Vision & Mission

Vision

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the school shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. We make every effort to provide a positive learning environment in which students are encouraged to fulfil our school motto - Wisdom, Perseverance, Health and Gregariousness - whereby they can develop into healthy, independent, civic-minded and responsible citizens and leaders of tomorrow.

Mission

Our mission is to:

A. Goals related to outcomes for students

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; to cope with stress and the epochal changes of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in an increasingly globalised world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges of adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy all-round development of the body and the mind.
9. Develop cultural, creative and recreational interests in students and guide them in making meaningful use of their leisure time.
10. Develop students' appreciation of natural and cultural heritage, making them active agents for protection of the environment.
11. Enhance students' understanding of their society, their Motherland and the world in different contexts with a view to nurturing in them a commitment to their civic responsibilities, a sense of national identity and a global perspective.

B. Goals related to learning experiences for students

1. Ensure that students' learning is an intellectual experience through which they acquire knowledge and skills using scientific methods.
2. Provide a wide variety of subjects to meet students' needs and to enable students to explore possibilities for future learning.
3. Provide opportunities for students to know and understand the Christian faith.
4. Develop students' self-esteem and self-discipline by giving them experience which is designed to foster harmonious relationships with their peers and teachers.
5. Provide learning opportunities for students so that they gain an awareness of the individuality and abilities of their peers.
6. Provide opportunities for students to participate in activities in large groups so as to develop their social skills and promote a sense of belonging to the school.
7. Provide opportunities for extra-curricular activities to facilitate students' well-balanced development, and to develop their leadership potential and organising ability.
8. Provide opportunities for students to compete in various endeavours and to develop a sense of sportsmanship.

C. Goals related to provision of resources

1. Continue the development of the school as a positive learning environment to best meet the needs of our students.
2. Provide adequate teaching aids and equipment to facilitate learning and teaching.
3. Provide support programmes to assist the professional development of teachers and, particularly, beginning teachers.
4. Promote the appropriate use of the community and its members as a school resource.
5. Optimise the contributions made to the school by the PTA and alumni as a school resource.
6. Provide facilities related to student welfare.
7. Provide facilities related to staff welfare.

D. Goals related to management

1. Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them, including a channel to express their views.
2. Provide means to inform parents regularly about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
3. Organise staff meetings and provide channels of communication in a way that expedites staff participation in decision-making.
4. Develop staff's skills in programme planning and evaluation.
5. Develop staff's skills in management practices appropriate to their level of involvement and/or interest.
6. Develop an award system that recognises and applauds excellence in students' achievements in academic and non-academic performances.
7. Develop a wide variety of opportunities for parental involvement in the school activities.

1. Our School**1.1 Brief Introduction**

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTSTSS) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidised by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 32 secondary schools sponsored by Sheng Kung Hui in the territory and SKHTSTSS is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

1.2 School Premises

The school campus provides an excellent learning environment. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalise on IT opportunities for learning. Many highly functional facilities, on top of the standard provision, are provided. As a hub of knowledge, our School Library operates on a fully computerised system. The Reading Lounge provides a setting where students can read in comfort. The Chapel is a focal point of our spiritual life. Two Band Rooms have been equipped for students' use. With the generous donation from the Tsang Family, the Lecture Theatre is installed with advanced Hi-Fi, lighting and a LED screen wall, providing yet another optimal environment for students to explore a new way of learning. Another important addition to the school facilities is the newly furnished STEM & Innovation Centre, which is well-equipped with the state-of-the-art devices including a racing cockpit, a high-quality laser engraving and cutting machine and a 3D printer to unleash students' potential in innovation.

1.3 School Climate

Over the years, we have developed a friendly and caring atmosphere within our campus. This is evident from the number of students involved in various group activities held after school. As reported in Stakeholder Survey conducted over the past years, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

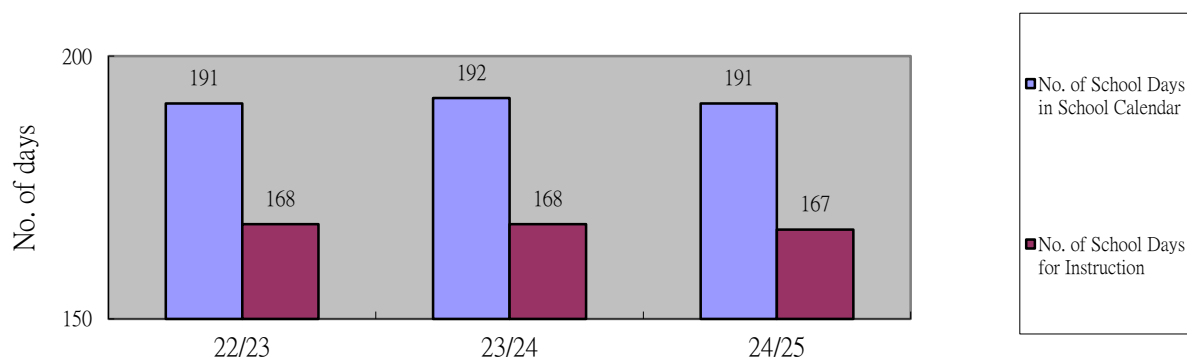
Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, to keep in close contact with the teachers via different means and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

1.4 Incorporated Management Committee Member

	Name of Member	Position
1.	Prof. CHAN Ho Yin Edwin	Chairman/Supervisor
2.	Mrs WONG Leung Ka On Charlotte	Hon. Treasurer
3.	Ms LAM Mei Yee	Hon. Secretary
4.	The Revd IP Tsz Leung	S.S.B. Manager
5.	Mr TSANG Kai Kin Clinton	S.S.B. Manager
6.	Mr NG Chou Keen	S.S.B. Manager
7.	Ms NGAI Kwok Chun Sarah	S.S.B. Manager
8.	Ms LEE Shuk Yee	S.S.B. Manager
9.	Ms SIN Lai Fong	Alternate S.S.B. Manager
10.	Mr CHENG Kwun Kit Kenneth	Independent Manager
11.	Mr NG Yeuk Cheung Nelson	Alumni Manager
12.	Ms PO Kit Ying	Parent Manager
13.	Ms FUNG Mei Lee Querida	Alternate Parent Manager
14.	Mr SHEK Ting	Teacher Manager
15.	Mr WONG Kin Wa	Alternate Teacher Manager

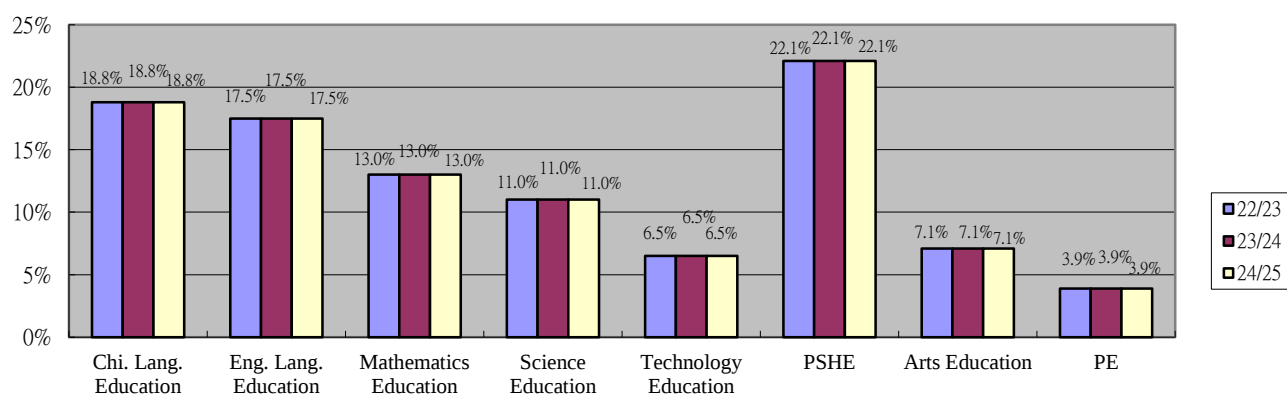
1.5 Number of Active School Days

The numbers of school days for S1-S3 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below:



1.6 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below:



2. Our Students

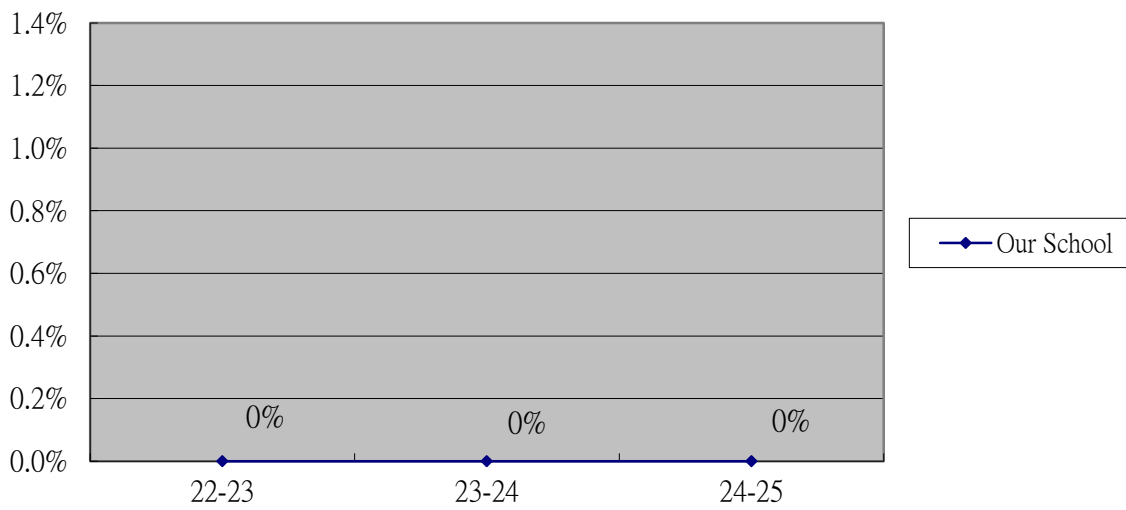
2.1 Class Organisation

The number of operating classes and the number of students (boys/girls/total) by level in 2024/25 are shown in the following table:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	87	102	85	79	67	75	495
Girls	78	63	80	65	68	51	405
Total Enrolment	165	165	165	144	135	126	900

2.2 Unfilled Places

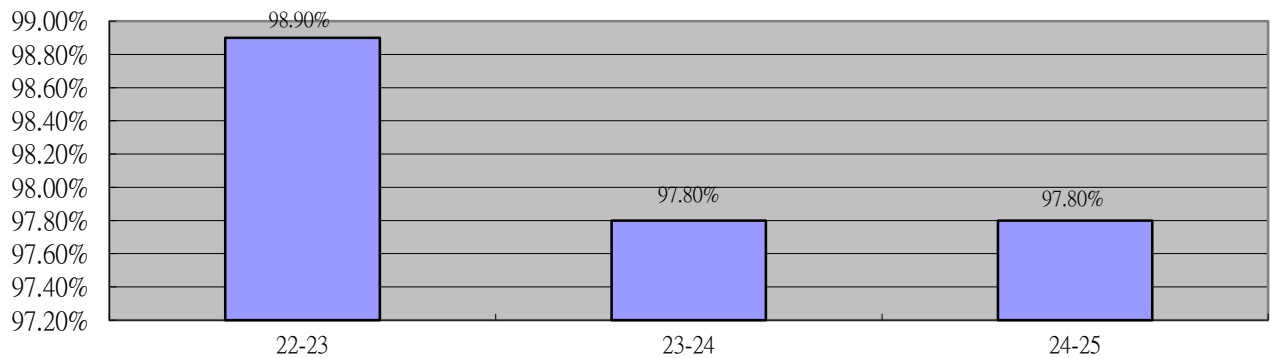
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

Below is a bar chart indicating student attendance rates in the past 3 years.

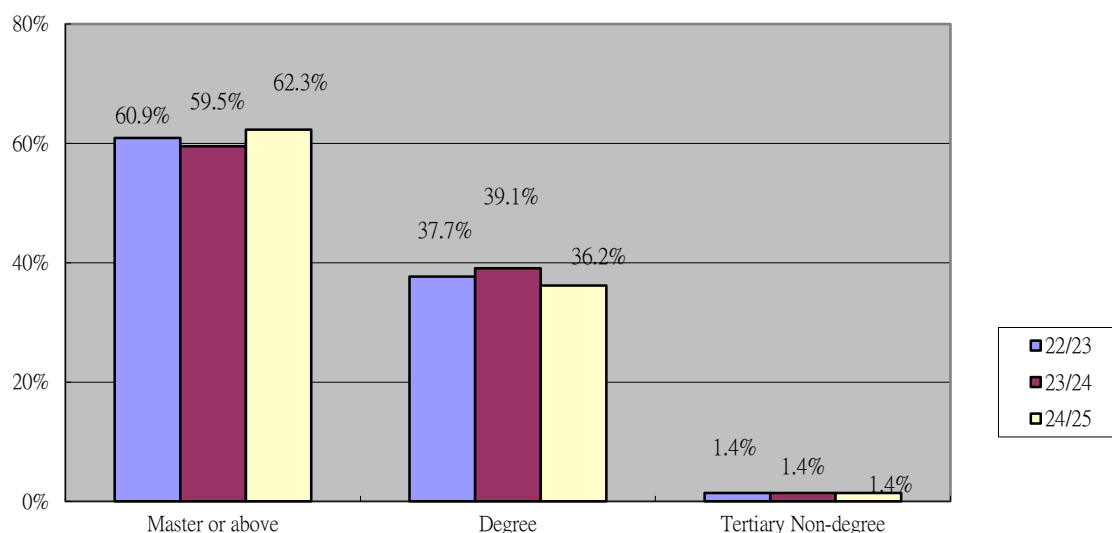
Students' Attendance Rate



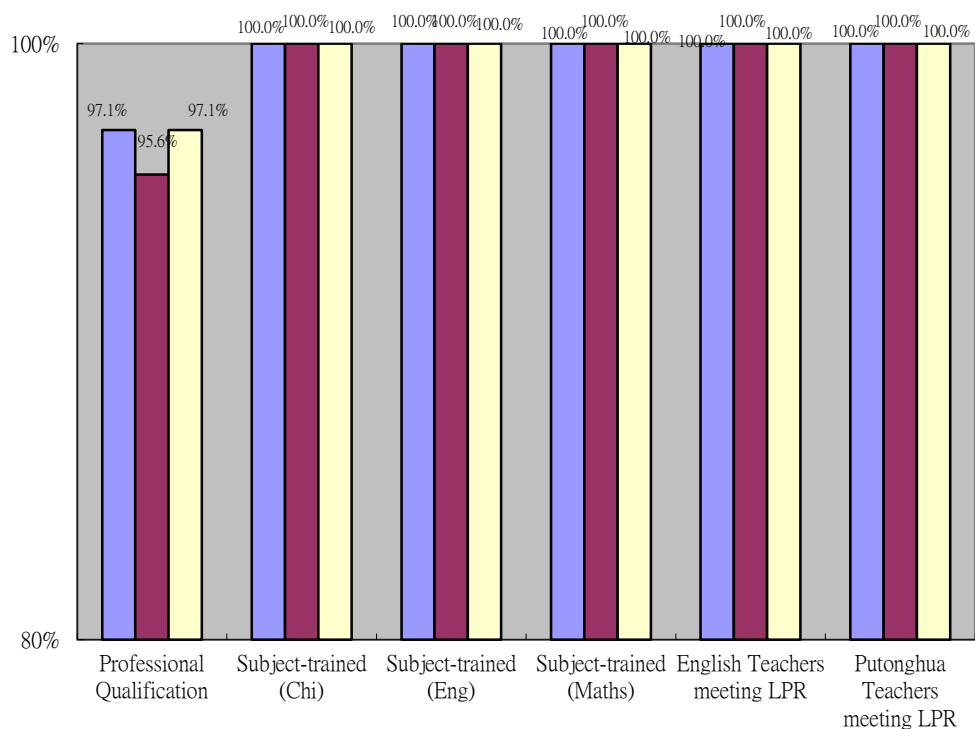
3. Our Teachers

3.1 Teachers' qualifications

There were 68 teachers in our school in 2024/25. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:

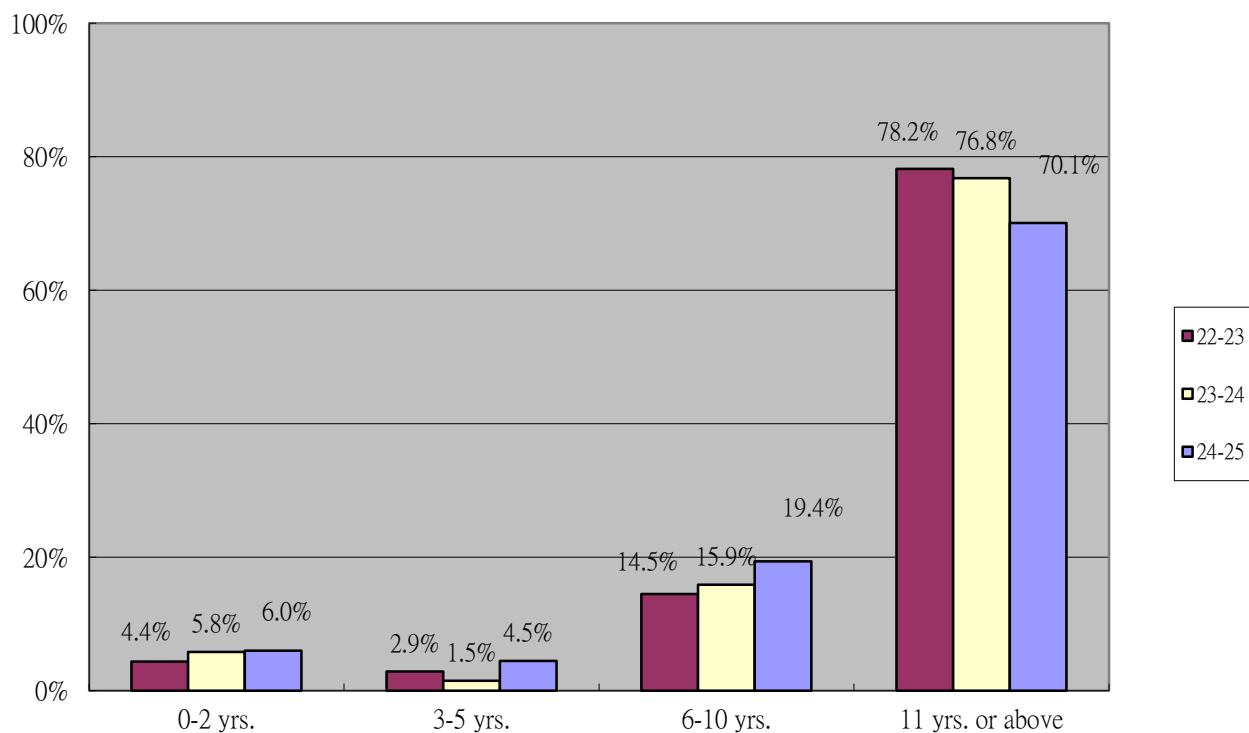


Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



3.2 Teaching Experience

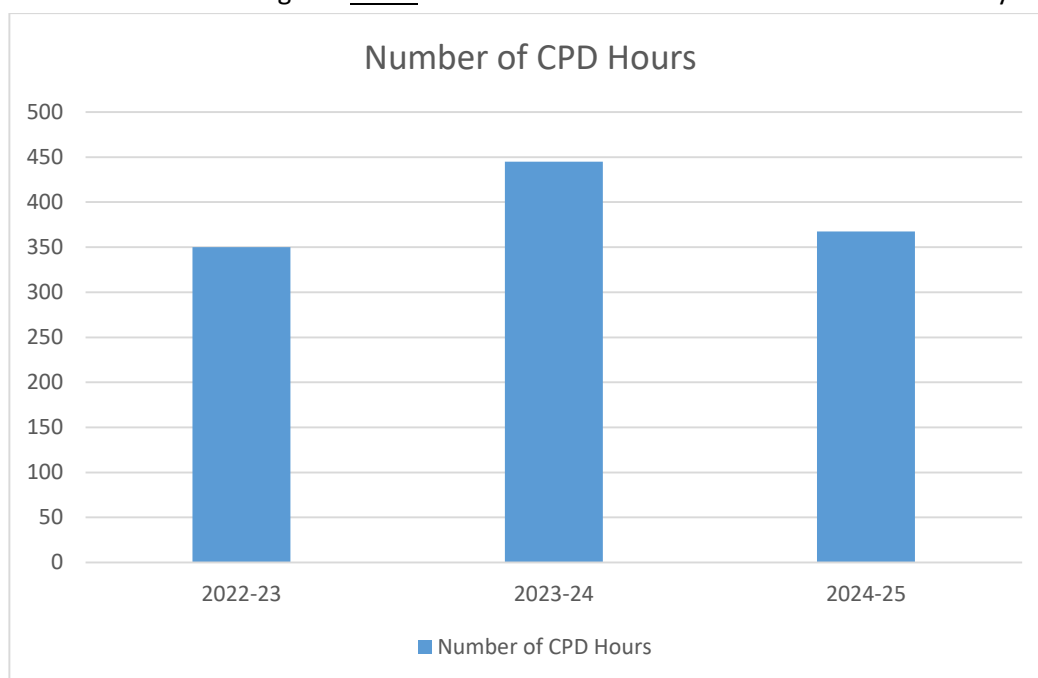
The percentages of teachers' experience in the past 3 years are shown below:



3.3 Teachers' Professional Development

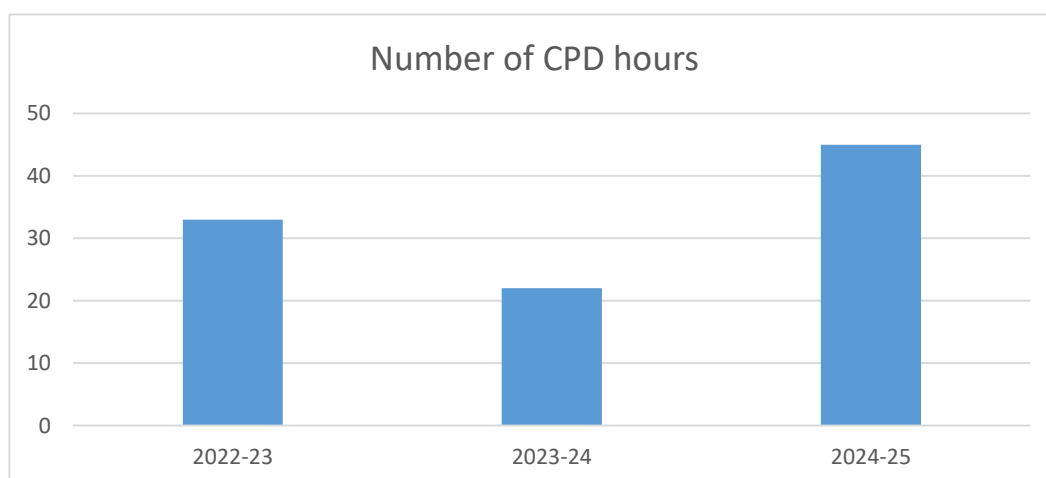
3.3.1 Report progress on the Principal's Continuing Professional Development (CPD)

The principal undertook 367.3 hours in her CPD consisting of 30 hours of structured learning, 139 hours under action learning and 198.3 hours of service to education and the community.



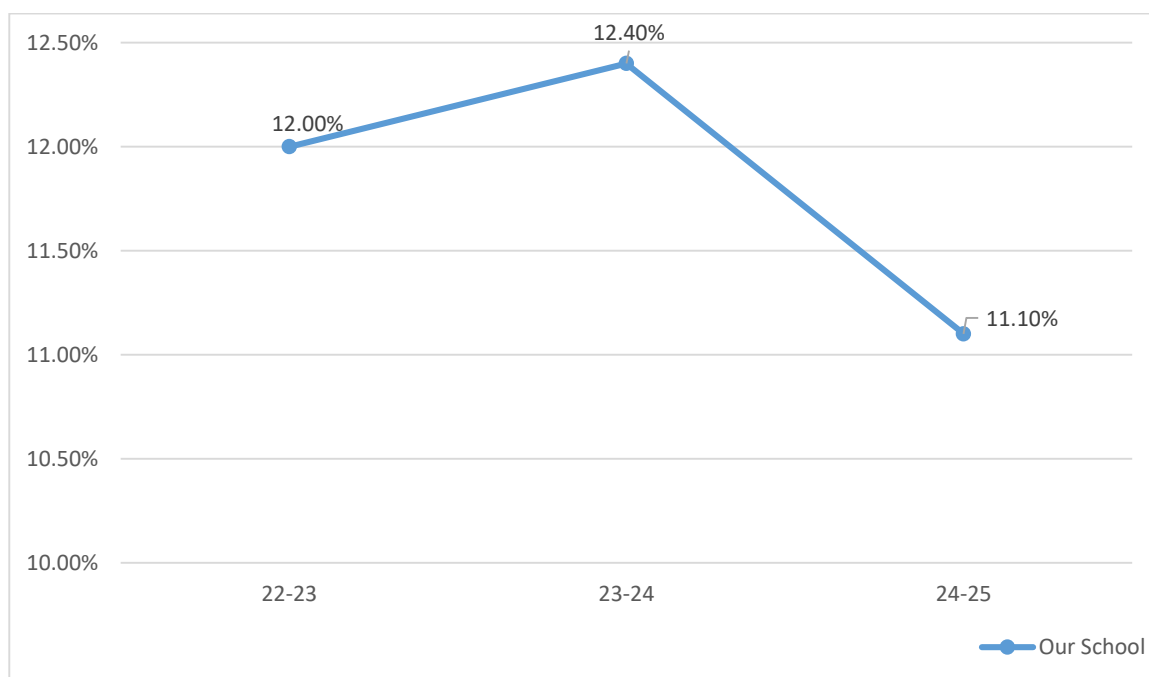
3.3.2 The average number of training hours undertaken by a teacher

The 67 staff members (other than the principal) participated in a total of 3026 hours. The average number of hours undertaken by an individual teacher is 45 hours.



3.4 Staff Turnover Rate

The line graph below indicates the staff turnover rates in our school in the past 3 years.



4. Major Concerns (Achievements and Reflections)

4.1 Introduction

Cognizant of the need to prepare students for a fast-evolving knowledge-based global village, our school, in consultation with teachers, has chosen the following main pillars as priorities for development in these three years:

- Inspire students' innovation through enlightening STEAM-related activities
(STEAM 教育活動—激發學生發揮創意潛能)
- Foster a vibrant reading culture with enhanced cross-curricular collaboration
(跨科組協作—促進閱讀文化)
- Enable students to develop life-long learning capabilities through experiential learning
(體驗式學習—提升終身學習能力)

Notably, these major concerns accord with the thrust of the Education Reform promulgated by the EDB and are realised in the Annual School Plan under identical headings below.

4.2 Major Concern: Unleash students' potential in Innovation - STEM education (激發學生發揮創意潛能 - STEM 教育)

4.2.1 Incorporate more learning elements of innovation and technology (I&T) into various subjects

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 24 - Aug. 25	At least one-third of the subject panels have conducted cross-curricular projects incorporating STEAM elements	- Surveys - Deliverables (assignments, projects, competitions, etc.) - Students' participation in STEAM-related training and competitions - Prizes and awards obtained - Annual reports	<u>Lau Y.K.</u> - STEAM teachers - Subject panel heads	- External resources - LWL Grant - Alumni network - Local tertiary institutes

Achievements

Name of the Activity	Subject / committee / club	Date	Target Students		Report and feedback
			Level	Number of Participants	
International Junior Science Olympiad 2024 - Hong Kong Screening	Science, Physics, Chemistry, Biology	9/2024	F.2	6	Third Honour Award x 4
Junior Secondary Science Online Self-learning Scheme 2025	Science, Physics, Chemistry, Biology	11/2024 to 4/2025	F.1-F.2	24	Gold (4) Silver (1) Participation (4)
2025 Big Science Competition	Science, Physics, Chemistry, Biology	14/5/2025	F.1-F.4	24	HD(2) D(5) C(10) P(7)

Hong Kong Digital Art Battles Schools Tournament (Season 5)	Visual Arts Panel	19/3/2025, 5/4/2025	F.5	1	The participant (5A Su Hiu Tung) made it to the elite group of 16 finalists in the competition, which is held at InnoCell in Science Park.
第二屆全球機械人挑戰賽	Robotics and Engineering Team / DT	4/12/2024	F.1-F.2	4	卓越新星大獎
STEAM Exploration for Primary Students	DT / Science / Physics / Chemistry / Biology / Maths / STEAM innovators	17/5/2025	F.2-F.5	20	Four primary schools (about 60 primary students) attended this activity
Dr Catherine F Woo Memorial School STEAM Day	Robotics and Engineering Team / DT / STEAM innovators	24/6/2025	F.2-F.5	5	Our robotics team members attended this activity to teach primary students 3D drawing.
Lego Serious Play-design Thinking Workshop	Economics Panel & Sense Training	23/6/2025	F.2-F.5	19	Most of them enjoyed the workshop by playing lego. Five of them joined a design thinking competition in July and got a merit.
Australia STEAM and Aviation Study Tour	Maths / Science / Physics / Chemistry / STEAM education committee / STEAM innovators / Aviation and Aeronautical Technology Club	3/7/2025 - 8/7/2025	F.1-F.5	14	According to the questionnaires, 92 % of the participants agreed that the STEAM and Aviation Study Tour experience was valuable, engaging and educational. 57 % of the participants are interested in pursuing a career or further studies in aviation or STEAM fields.
Arts Buddies 2025 Virtual Art Gallery	Visual Arts Panel / EDB / Leisure and Cultural Services Department / Hong Kong Arts Development Council	26/4/2025	F.5	1	5A Ng Lok Hei Dicken got the Outstanding Presentation Award in the competition.

Alphabet Design	Visual Arts	14/10/2024-29/10/2024	F.1	Whole form	All students were able to use Canva (an AI tool) to create their alphabet designs. They enjoyed the process of working on their projects.
Linear Perspective in Renaissance - A Scientific Way to Show the Illusion of Depth	History / Science / Visual Arts	22/10/2024-28/11/2024	F.2	Whole form	All students were able to draw a 1-point perspective gallery, but fewer than 10% of the students could complete the light bulb circuit to illuminate the artwork.
History 4-Panel Comics Drawing	Visual Arts Panel	2/4/2025-13/5/2025	F.2	Whole form	All students were able to use Canva and POE (AI tool) to create 4-panel comics. Furthermore, they adjusted the comics with unexpected endings.
LA x VA 1-min Poem Video	English / Visual Arts	14/5/2025-3/6/2025	F.2	Whole form	All students managed to incorporate photos into video clips, and background music to create an audio record of the poem, with subtitles using APPs (InShot) to produce a 1-min video.
Chinese Novel Character Design	Chinese Language / Visual Arts	14/2/2025-26/3/2025	F.3	Whole form	All students created the character design with APPs (Sketchbook). And 50% of the students used 3D pens to mock up the model's props.
360 Camera Workshop	Integrated Arts	22/10/2024-6/11/2024	F.4	Whole form	All students could manage the 360 cameras. 70% of the students applied 360 cameras to create a 1-min video to introduce a Hong Kong scenery.
Minority Ethnic Groups Dress Accessories Design Competition	CSD / Integrated Arts	2/1/2025-28/2/2025	F.4	Whole form	All groups designed the accessories using the apps Sketchbook and SketchUp. The products were made with 3D pens, cardboard and lightweight clay.
Animation Class	Art Club	7/10/2024-13/1/2025	F.2	9	All participants enjoyed the art making experiences using the app Blender. The videos were exhibited at the exhibition corner on parents' day.
Mathematics behind the Prague Astronomical Clock	Maths / Physics	10/7/2025	F.4-F.5	120	All students engaged themselves and felt satisfied with the activity.

F.3 STEAM Day (Hovercraft Competition)	Computer Literacy/ Maths/ Science / Physics/ Visual Arts / DT / Cross- Disciplinary (STEAM)	7/2025	F.3	Whole form	According to the questionnaires, 92% of the students were satisfied with the STEAM Day activity.
F.2 STEAM Day	Computer Literacy / Maths/ Science / Physics / Visual Arts / DT/ Cross- Disciplinary (STEAM)	7/2025	F.2	Whole form	80% of the students were satisfied with the STEAM Day activity.

Reflections and suggestions

According to our annual report, more than one-third of our subject panels successfully conducted cross-curricular projects that incorporated STEAM elements. This fulfills the target 4.2.1 of our plan to integrate more innovation and technology (I&T) into various subjects. The success of this initiative is supported by a holistic evaluation using a range of methods.

Evidence of Success

Surveys:

Feedback from both teachers and students indicates a positive shift in attitudes toward cross-curricular learning. Teachers reported feeling more confident in incorporating I&T tools, while students expressed greater engagement and a deeper understanding of how different subjects connect.

Deliverables:

The quality and creativity of student deliverables—such as design projects, coding assignments, and multimedia presentations—have shown a marked improvement. These projects demonstrate students' ability to apply theoretical knowledge from multiple disciplines to solve real-world problems.

Participation and Awards:

There has been a notable increase in student participation in external STEAM-related competitions. We have also seen a rise in the number of prizes and awards won, which serves as a powerful testament to the effectiveness of our curriculum changes and the high-level skills our students are developing.

Annual Reports:

The subject panel annual reports have provided concrete evidence of the projects undertaken, including details on the subjects involved, the technologies used, and the learning outcomes achieved. This documentation confirms that we have met our quantitative goal.

and careers in I&T and STEAM. This can be done by inviting guest speakers or using project themes that relate to current innovations.

4.2.2 Cultivate a conducive atmosphere for learning Science, Technology, Visual Arts, Mathematics, and Innovation & Technology (I&T)

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 24 - Aug. 25	70% of students find their inspiration ignited and interest sparked by STEAM Day activities	- Surveys - Evaluation reports - Feedback from participants	<u>Lau Y.K.</u> •STEAM teachers	- External resources - LWL Grant

Achievements

Name of the Activity	Subject / committee / club	Date	Target Students		Report and feedback
F.3 STEAM Day (Hovercraft Competition)	Computer Literacy / Maths / Science / Physics / Visual Arts / DT / Cross-Disciplinary (STEAM)	7/2025	F.3	Whole form	According to the questionnaires, 92% of the students were satisfied with the STEAM Day activity.
F.2 STEAM Day	Computer Literacy / Maths / Science / Physics / Visual Arts / DT / Cross-Disciplinary (STEAM)	7/2025	F.2	Whole form	According to the questionnaires, 80% of the students were satisfied with the STEAM Day activity.

Reflections and suggestions

Based on the evaluation reports and surveys from our F.2 and F.3 STEAM Days, we successfully met Target 4.2.2 of cultivating a conducive atmosphere for learning STEAM and I&T. The data showed that a significant majority of students felt inspired and interested by the activities, exceeding our success criterion of 70%.

Evidence of Success

Surveys and Questionnaires:

Our findings indicated high levels of student satisfaction and engagement. Specifically, 92% of F.2 students and 80% of F.3 students reported that the STEAM Day activities sparked their interest and inspiration. This positive feedback confirmed that the event effectively met its primary objective.

Participant Feedback:

In addition to the quantitative data, anecdotal feedback from students and teachers confirmed the event's success. Many participants expressed excitement about the hands-on nature of the activities and the opportunity to apply what they had learned in a fun, collaborative environment.

Suggestions for Future Development

While the STEAM Day was a great success, we can make further improvements to maximise its impact:

Increase Hands-On Activities:

The feedback from F.2 students specifically suggested a desire for more hands-on activities. In future events, we should prioritise workshops and projects that require direct student participation and problem-solving, rather than a focus on demonstrations.

Encourage Cross-Grade Collaboration:

While the F.2 and F.3 events were successful, future STEAM Days could benefit from activities that encourage collaboration among students from different grades. This would foster a stronger school-wide community and allow older students to mentor younger ones.

Integrate More Real-World Applications:

To make the activities even more relevant and inspiring, we should connect them to real-world problems and careers in I&T and STEAM. This can be done by inviting guest speakers or using project themes that relate to current innovations.

4.2.3 Facilitate the utilisation of the STEM & Innovation Centre as the hub of students' innovation and creativity

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 24 - Aug. 25	STEAM innovators and coaches are involved in at least one STEAM-related exhibitions and exchange programmes	- Surveys - Feedback from STEAM innovators and coaches	<u>Lau Y.K.</u> •STEAM teachers	- External resources - LWL Grant

Achievements

Name of the Activity	Subject / committee / club	Date	Target Students		Report and feedback
BETT Show 2025 and STEAM Education Study Tour	STEAM innovators	19-30/1/2025	F.4-F.5	6	All students were satisfied with the activity
HKIA Integrated Tour 創新之旅 - 香港國際機場綜合導覽	STEAM innovators	2/4/2025	F.1-F.5	28	92% of the students were satisfied with the activity.
Artificial Intelligence and Information Literacy (Assembly)	STEAM innovators, ICT, Computer Literacy	21/1/2025	F.1-F.5	All students	All students engaged themselves and were satisfied with the activity.

Reflections and suggestions

The implementation of Target 4.2.3 was successful, as we effectively identified and nurtured students with potential in STEAM. Our student innovators and coaches were actively involved in at least one STEAM-related exhibition and exchange programme, meeting the success criteria. This engagement not only provided them with invaluable experience but also empowered them to become leaders within the school community and beyond.

Evidence of Success

Participation in Exchange Programmes:

Our student STEAM innovators participated in two key exchange programmes, providing them with exposure to different educational approaches and innovative technologies. This involvement expanded their skills and gave them a broader perspective on the field.

Leadership and Training:

Beyond just participating, our student innovators and coaches took on a leadership role by providing training for primary school students on STEAM topics. This initiative demonstrated a successful transition from learning to teaching, which is a crucial step in developing true expertise and confidence.

Student Satisfaction:

Feedback from the students involved indicated high levels of satisfaction with their roles and activities. They expressed a sense of purpose and pride in their ability to share their knowledge and inspire younger students.

Suggestions for Future Development

Building on this success, we can further strengthen our programme for nurturing student talent:

Formalise the Coaching Role:

Create a more structured framework for our student coaches, offering them formal training in pedagogy and communication skills. This would not only enhance their coaching abilities but also provide them with a valuable skill set for their future careers.

4.3 Major Concern: Foster a vibrant reading culture with enhanced cross-curricular collaboration (跨科組協作—促進閱讀文化)

4.3.1 Enhance students' reading habits through interdisciplinary collaboration

Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
At least one-third of the subjects organise one cross-curricular project	- Teachers Comments - Surveys - Annual plan & Evaluation reports - Deliverables (e.g. book sharing, board displays)	Sep. 24 – Aug. 25	<u>Ma W.L.</u> Reading across the Curriculum (RaC) Promotion Group Committee	- Promotion of Reading Grant - LWL Grant - External resources

Background:

On top of the core members, the RaC Promotion Group comprises of all subject panel chairpersons who are dedicated to promoting reading across different disciplines. Interdisciplinary projects and activities that incorporate reading and information literacy have been devised to promote reading in real-life contexts, which engage students in meaningful reading experiences through inter-disciplinary collaboration.

Conclusion on achievements:

Brief Description and Objective of the Activity	Date	Target Students		Report and Feedback
		Level	Number of Participants	
All subject departments were invited to join our newly established Reading across the Curriculum (RaC) Promotion Group.	9/2024	F.1 - F.6	23 academic subjects and 3 extra-curricular activity groups joined	In mid-September, our members collaborated to produce a reading promotion video, which was publicly shown during the Reading Period via the school broadcast. The responses from both students and teachers were enthusiastic, significantly raising the awareness of reading on campus.

Brief Description and Objective of the Activity	Date	Target Students		Report and Feedback
		Level	Number of Participants	
Celebrity Book Sharing Session: Reading with Me by Dr. Serrini Leung. The session aimed at inspiring our students and teachers together with participants from six neighbouring secondary schools through an engaging session on the joy of reading.	12/9/2024	F.4 - F.6	600 students and teachers from our school as well as six neighbouring secondary schools	Students responded with great enthusiasm, and our guest was highly impressed by them. Dr. Serrini Leung answered the hosts' questions in both Chinese and English, sharing her personal reading experiences and promoting books at various levels.
Career and Life Planning Themed Book Exhibition co-hosted with the Career and Life Planning Committee. This exhibition provided valuable resources for students to encourage exploration of diverse career pathways.	14-18/10/2024	F.1 - F.6	Whole school	The book exhibitions allowed students to explore a variety of books related to their future pathways. During the exhibition, CLP teachers were present on-site to answer students' questions about further studies and career opportunities.
TST BookFest (悅讀嘉年華) With the theme 'Turn The Page, Set Your Stage' (跳出書本 悅讀世界), our carnival included game booths, a mini book fair, a talk by an author, a book character role-play fundraising event, a lyrics-rewriting competition, the Battle of the Books and an exhibition of handmade Chinese historical figurines.	27/3/2025	F.1 - F.5	Whole school	Over 80% of the students and teachers expressed satisfaction with the overall execution, organisation, and arrangements of the carnival. Additionally, 78% of the respondents agreed that the event increased their exposure to a wider range of books. Furthermore, 82% of the students indicated a strong interest in joining similar activities in the future.

Brief Description and Objective of the Activity	Date	Target Students		Report and Feedback
		Level	Number of Participants	
Themed Book Exhibition organised in collaboration with the Chinese History Panel, showcased historical literature and interactive materials aimed at deepening students' understanding of Chinese History.	17-27/03/2025	F.1 - F.5	Whole school	The Chinese History Themed Book Exhibition provided students with access to a wide range of historical books and multimedia resources. Through these materials, students were able to trace the development of various dynasties and explore their relevance to modern life. To spark junior secondary students' interest in Chinese history, the Chinese History teachers selected books that present each dynasty in comic book formats. Students had their sense of connection to the subject strengthened and their sense of belonging to the nation deepened.

Reflections:

We sincerely thank all subject panels for joining our RaC Promotion Group. Through their collaboration and support, we were able to implement a variety of initiatives such as themed book exhibitions, author talks, and the TST BookFest to raise students' interest in reading from multiple perspectives. In the coming year, we will continue to work hand in hand with subject panels to launch a new initiative called the TST Book Week. This event will feature a series of reading-related activities to further broaden students' horizons and ignite their reading passion.

4.3.2 Empower students as engaged learners and avid readers

Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
10% of F.4 and F.5 students participate in the Reading Ambassador Scheme to promote reading in the junior forms - At least 50 book review videos created by students 10% increase in book borrowing rate	- Attendance records of students in Reading Ambassador Scheme - Deliverables (e.g. book sharing, board displays) - Feedback from students and teachers concerned	Sep. 24 - Aug. 25	<u>Ma W.L.</u> - RaC Promotion Group Committee - IT Committee	- Promotion of Reading Grant - LWL Grant - External Resources

Background:

The goal is to cultivate and enhance students' interest and sense of ownership in learning by providing enriching reading experiences. Students are motivated to read more books after viewing their peers' book review videos. Additionally, they are encouraged to share their reading experiences through meaningful online and offline activities.

Conclusion on achievements:

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Library directors and professors from Rissho University (日本立正大學) visited our school library for an exchange visit. During the meeting, both parties shared insights into the methods and challenges of promoting reading in their respective regions.	30/10/2024	Japanese Club students and student librarian	32	Students from our school who study Japanese in their spare time had the opportunity to introduce the features of our school's library and other facilities to the visiting guests in Japanese, which proved to be a highly rewarding experience for all involved.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
The School Library and the Religious and Life Education Committee jointly organised the Nagasaki Life Education and Cultural Exchange Trip 「長崎生命教育暨文化交流團」 from 30 April to 4 May. Principal Lam, along with the Head of the Religious Studies Department, Mr Ma King Man, HKSKH Holy Spirit Church Pastor The Revd Ip Tsz Leung, and Church member Mr Tang Hon Man, who has profound knowledge of the Japanese culture, led 19 students on this journey. The purpose of the exchange programme was to encourage students to care for themselves and understand the world. Through learning about the hardships endured by many Christians in Japan as they upheld their faith, students gained an understanding of the grace behind suffering and learn to cherish life.	30/4-4/5/2025	F.3 - F.5	23	At the Nagasaki Ceramics Experience Centre, students learned pottery-making, reflecting on resilience and self-growth. The visit to the Anglican Church in Nagasaki and the Twenty-Six Martyrs Museum and Monument deepened their understanding of Japan's Christian heritage and faith under persecution. They also explored Shūsaku Endō's Silence, gaining insights into faith and adversity. At the Nagasaki Peace Park and Atomic Bomb Museum, students reflected on the impact of the atomic bombing and the importance of peace. The group visited Kwassui Women's University, conducting discussions about Nagasaki's history, university life, and their own school experiences. This enriching trip strengthened friendships, inspired reflections, and deepened cultural understanding. Additionally, the students participated in group reading and sharing sessions, exchanging reflections and learning from one another's perspectives.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Twelve Values - Themed Reading Corner This specialised corner promotes the 12 essential values for youth development and encourage character-building through curated resources.	5/2025	F.1 - F.5	Whole school	In accordance with the Education Bureau's guidelines, a dedicated shelf featuring the 12 core values has been set up in the library. Relevant books have been selected and grouped together, allowing students to easily identify and access them. This initiative aims to encourage more borrowing of materials related to these values. For instance, books on filial piety and a sense of responsibility - topics that might have previously received little attention - have noticeably aroused students' interest after being placed in the dedicated section.
Book Recommendation Broadcasts Students, alumni, and teachers shared engaging book recommendations via broadcasts, enriching the literary exposure of the students.	10/2024 - 4/2025	F.1 - F.6	Whole school	During morning reading periods, short video clips were played. Over 40% of the student supported playing them once a week, while less than 40% preferred once a month. Only around 10% believe they should be played once per term or at other frequencies. In general, the Book Recommendation Broadcasts feature engaging summaries and personal reflections, inspiring more students to explore the library collection.
Librarian Monthly Book Reviews Student librarians share monthly reviews videos highlighting new arrivals, encouraging borrowing by the school community.	10/2024 - 4/2025	Student librarians	30	The Monthly New Book Reviews, shared in both written form and short video clips, provided an interactive and student-led platform for book discussions. 53 book review videos have been created by students and teachers. These reviews spark curiosity, encourage peer-to-peer sharing, and foster critical thinking through reflection and expression.
Junior Librarian Internship Programme for F.1 to F.4 students focused on training in library operations, leadership and event coordination, fostering teamwork and responsibility.	2/2025	F.1 - F.4	20	The Junior Librarian Internship Programme equips student librarians with essential skills in library management and reader services. This not only boosts their confidence and sense of responsibility but also deepens their connection to the library as a learning hub.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Reading Ambassador Scheme The Chinese and English Panels organised a series of training programmes to promote reading in each class.	10/2024 - 4/2025	F.1-F.5	Whole school	Through the Reading Ambassador Programme, students take on active roles in promoting the reading culture among their peers. By organising reading activities and recommending books, they cultivate leadership, communication, and a deeper appreciation for literature. Nearly 70% of the students agreed that the programme enhanced their interest in reading and helped them build better reading habits. They also mentioned that they listened attentively when the Reading Ambassadors shared recommended books. Around 80% of the students believed the ambassadors were well-prepared and that the activity deepened their understanding of the featured books. Over 70% felt the programme encouraged them to explore a wider variety of reading materials. About 60% said they would consider purchasing or borrowing the recommended books in the future. Around 65% supported continuing the programme next year. Notably, more than 30% of the students even expressed a willingness to serve as Reading Ambassadors themselves to help promote a reading culture.

Reflections:

These programmes have transformed students from passive readers into proactive contributors to the school's reading culture, fostering enthusiasm, independence, and a lifelong love of reading.

4.3.3 Implement effective strategies to cultivate a vibrant reading culture

Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
- At least 70% of the students have expressed an increased interest in reading - Over 60 % of the students have a regular habit of leisure reading outside class	- Surveys conducted among students - Feedback from students and teachers concerned	Sep. 24- Aug. 25	<u>Ma W.L.</u> RaC Promotion Group Committee	- Promotion of Reading Grant - CFEG - External resources

Background:

Reading promotion campaigns are conducted to create a buzz around reading and generate excitement among students.

Conclusion on achievements:

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Annual Book Fair In collaboration with Commercial Press, the two-day fair showcased over 6,000 books for browsing and purchase, garnering enthusiastic participation.	11/2024	F.1 - F.6	Whole school	The Annual Book Fair was once again a great success. According to a recent survey, 98% of the students expressed their appreciation for this event. They found the fair very convenient for purchasing books and stationery items that support their learning. With the special discount offers, students and parents could purchase books and stationery at more affordable prices. These promotions made the event even more attractive and accessible to the school community. Parents were also welcome to visit the book fair during lunch hours. Many took the opportunity to explore and choose suitable reading materials for their children. This not only encouraged home-school collaboration but also promoted parent-child reading habits. The fair was held in November, which allowed F.6 students to participate before their graduation. Their involvement helped make the event more inclusive and meaningful for the whole school community.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Cultural Reading Exchange Programme The school library, in collaboration with the Chinese Language and the Chinese Literature Panels organised the Beijing Bookstore Map Tour 北京書店地圖之旅 from 1 to 5 January. Four teachers led 36 students to visit major historical landmarks, writers' former residences, and unique bookstores in Beijing. Students also had the valuable opportunity to interact with students from the Chinese Panel of Beijing Normal University, broadening their horizons.	1-5/1/2025	F.3 - F.5	40	Over 90% of the students agreed that the pre-reading activities were instrumental in enhancing their understanding of Beijing and deepening their comprehension of the reading materials. More than 70% indicated that the post-activity, morning sharing sessions, provided them with meaningful insights. Furthermore, 80% of the students expressed keen anticipation for the publication of the post-activity essay collection booklet. All respondents acknowledged that the activity enriched their knowledge of Chinese culture, broadened their perspectives, and fostered a greater interest in reading. In addition, 92% of the students perceived that the activity successfully stimulated their creativity.
Religious and Moral Education Book Promotions Religious teachers recommended life education and religious books to junior form students, encouraging them to borrow and read books related to personal growth and life development.	10/2024	F.1 - F.3	450	By promoting reading habits centered around values and life purpose, the activity not only nurtured a deeper understanding of important life themes but also aligned well with the goals of holistic education. It was encouraging to see students show interest and positive engagement throughout the event. Although the overall number of borrowed religious education books remained relatively low and showed little improvement compared to previous years, students' responses were encouraging. Many expressed curiosity and openness towards exploring these topics, suggesting that the promotion successfully planted seeds of interest that may grow over time.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
JoyReadClub E-book Platform Promotion Campaigns featuring bookmarks and posters drove platform usage, with two F.1 students winning the prestigious Hong Kong-Macao Reading Star Awards.	9/2024 to 5/2025	F.1 - F.6	Whole school	Promoting the E-book platform has been one of our key focuses in reading promotion over the past two years. Our aim is to provide students with access to a diverse range of reading materials. According to recent data, there has been a slight increase in the overall usage of E-books. However, compared with the total school population of 899 students this academic year, only 284 students have used the platform, with a total usage time of just 737 hours. These figures indicate that we still need to strengthen our efforts in promoting e-reading.
Monthly New Book Additions Approximately 70 new books, spanning diverse genres, including fiction, STEAM, and biographies, and more are added monthly to cater to a wide range of interests.	10/2024 to 5/2025	F.1 - F.6	Whole school	Monthly new book recommendations play an important role in boosting students' interest in reading. However, this academic year we were unable to reach the goal of introducing 70 new titles each month. On average, only 43 new books were added per month. Nevertheless, we remained committed to maintaining a diverse selection. The collection continues to include a wide variety of books, covering different subjects as well as many engaging titles beyond textbooks and academic materials.
World Book Day Writing Competition Students participated in the Hong Kong Public Libraries' competition on the theme "Reading – My Travel Buddy," enhancing creativity and critical thinking through literature.	4/2025	F.1 - F.5	37	In general, students have shown a keen interest in writing. This year, 37 students took part in the World Book Day Writing Competition. To further encourage student participation in writing contests, our school has also introduced internal awards as a form of motivation and recognition.

Reflections:

Our students generally place strong emphasis on academic achievement. Although over 75% of the students expressed interest in reading in the questionnaire conducted during the annual Book Fair in November, the overall data for the year shows that the number of books borrowed from the library or e-books accessed on digital platforms remains relatively low. One possible reason for the low borrowing rate may be that students tend to prioritise their academic performance over leisure reading. Moreover, we believe that in today's society, gaining knowledge beyond the classroom is no longer limited to traditional books. The data also shows that students enjoy interactive learning experiences, such as the Reading Ambassador Scheme and Cultural Reading Exchange Programmes. As the saying goes, "Reading thousands of books is not as valuable as traveling thousands of miles." The Annual Book Fair has also continued to receive enthusiastic support from both teachers and students. In the coming year, our RaC Promotion Group will explore more diverse and lively formats to engage students and spark their interest in reading.

4.4 Major Concern: Enable students to develop life-long learning capabilities through experiential learning (體驗式學習—提升終身學習能力)

4.4.1 Enrich and extend learning in subjects and cross-curricular studies in order to acquire and construct a broad and solid foundation of knowledge

Achievements

To enhance and expand students' intellectual abilities across various Key Learning Areas (KLAs) for their further development, each KLA organised a range of Life-wide Learning (LWL) activities, non-local exchange programmes, and non-local competitions aimed at broadening students' horizons. The table below presents a selection of these LWL activities along with their evaluation results.

KLA	Name of the Activity	Date	Target Students		Evaluation Results
			Level	Number of Participants	
Chinese Language Education	創意小說故事寫作班	5/10/2024-16/11/2024	F.1-F.5	9	100%學生認同課程安排恰當、內容生動有趣能提升他們的寫作興趣及能力，89%學生認同課程能提升他們的閱讀興趣，67%學生認同課程能提升他們的閱讀能力。
English Language Education	English Speaking Club-HKMUN 2025	28/3/2025	F.1-F.5	20	70% of the students surveyed agreed that the activity offered them an invaluable chance to mingle and exchange ideas with elite peers from other schools. 62% of the students agreed that the activity aroused their interest in communicating in English while 88% of them agreed that the activity sharpened their understanding and awareness of pressing global issues.
	Overseas Study Trip 2025	17/7/2025-28/7/2025	F.1-F.3	30	The majority of the students agreed that they had enjoyed the tour and enhanced their confidence in speaking English.

Mathematics	Training for Mathematics competitions	1/2025 – 2/2025	F.3	4	All students received prizes after participating in different mathematics competitions.
	Mathematics programme outside school	1/2025 – 8/2025	F.1-F.3	15	Most participants were satisfied with the programme. They agreed that the programme could enhance their knowledge of mathematics and expressed a desire to join the course again.
Science	Field study activity for F.5 students	20/11/2024	F.5	77	82% of the participants agreed or strongly agreed that the activity enriched their knowledge of ecology and expanded their horizons in various areas of biological and environmental studies. Additionally, they reported an increased ability to manage skills in ecological field studies.
	Mangrove Ecology in Mai Po	9-10/12/2024	F.6	68	89% of the participants agreed or strongly agreed that the activity enriched their knowledge about the relationships among organisms and their interactions with the environment. They also reported an expanded understanding of various areas of biological and environmental studies and an increased ability to manage skills in ecological field studies.
	Snorkeling and diving field study of coral ecology	23/6/2025	F.4	16	94% of the participants found the field trip interesting and meaningful. Students were able to dive into the sea and study coral communities directly, allowing for the observation of various coral behaviours. Additionally, 100% of participants found the beach-cleaning activity following the field trip valuable.
	Diving course for coral nursery team	7-8/2025	F.4	14	100% of the participants passed the course and were awarded the SDI Open Water Diving Certificate. They will be able to conduct reef checks in October 2025.

	Teaching elderly participants about positive aging through simple chemical experiments	15/3/2025	F.4-F.5	10	100% of the student helpers agreed that they learnt how to communicate with the elderly more effectively, and the activity promoted their understanding of the traditional Chinese virtue of respecting the elderly.
	Ocean Park Educational programme	25/6/2025	F.1-F.5	19	90% of the students agreed that they would join the activity again.
	Regular Aviation Training	11/2024 – 5/2025	F.1-F.5	20	Students demonstrated outstanding performance and learned the concepts of aviation and aeronautical technology.
	Local Aviation & Aeronautical Technology Visit	2/4/2025	F.1-F.5	30	76% of the students agreed that the event was interesting and engaging.
	International Chemistry Quiz	26/6/2025	F.4-F.5	62	There was one absentee among 61 participants. 3 students received the Excellence Award, 16 received High Distinction, and 21 received Distinction.
	Aviation & Aeronautical Technology tour (Australia)	3/7/2025-8/7/2025	F.1-F.5	5	100 % of the students agreed that the study tour was good or excellent.
Technology Education	F.3 STEAM Day	26/6/2025	F.3	148	The overall satisfaction rate is 4.07 out of 5. Students performed well during the event.
	Tutor Fee of the Smart Home IoT Coding Course	26/10/2024-15/3/2025	F.1-F.3	18	75% of the students agree that they are satisfied with the course. They learnt different kinds of sensors and single board computer coding well (78% in average).

	BETT Show 2025 Exhibition & UK Study Tour	1/2025	F.5	2	The participating students demonstrated excellent interpersonal skills and adaptability during the exchange tour.
	MOS World Championship 2025 (9-day) to Orlando, US	24/7/2025-1/8/2025	F.4	1	The student got the fifth place in Microsoft PowerPoint 2019 category of the MOS World Championship 2025.
Personal Social and Humanities Education	中國歷史科到校講座	6/11/2024	F.3	165	透過觀察所得，活動過程中，同學大都能專心聆聽嘉賓講者的解說，積極回應講者的提問。整體而言，是次活動有助加深同學對香港非物質文化遺產概況的了解，了解它們所蘊含的文化、歷史及社會等價值，與及保育非物質文化遺產時所面對的機遇與挑戰，從中學會欣賞和珍惜傳統文化。
	“Eat Well Workshop” (The Green Hub)	24/1/2025	F.1-F.3	38	The participants actively engaged in the activity and shared their insights from the visit in class, which helped reinforce their learning. Overall, the activity enhanced students’ understanding of the revitalisation of historical buildings in Hong Kong and deepened their awareness of our connection to climate change and commitment to low-carbon living.
	「中史 X 世史：本地歷史考察之旅」	26/2/2025	F.1-F.5	26	據問卷數據所得，84.2%的參加者非常同意或同意是次活動有助加深他們對香港歷史的認識；78.9%的參加者非常同意或同意活動可培養他們對香港歷史文化的欣賞之情；78.9%的同學對是次考察感到非常滿意或滿意。
	參加本地歷史考察團：「中上環考察之旅」	7/3/2025	F.3	33	透過觀察所得，同學投入參與是次活動。是次考察活動有助同學認識香港在辛亥革命中的角色，加深對「活化歷史建築」、「文化保育」此等概念的了解，培養他們對本地社區的歸屬感。
	參觀香港故宮文化博物館	10/4/2025	F.3	165	透過觀察所得，同學投入參與是次活動。此外，參訪期間，同學需要挑選兩件個人最欣賞的展品，拍下照片，並按指定形式完成課業，以鞏固所學。整體而言，是次活動有助加深他們對中國歷史的了解，提升他們對國家民族的歸屬感。
Arts Education	Drama Training Camp	9/11/2024	F.1-F.5	41	All of the students agreed that the camp was useful for learning drama skills and strengthened the relationships among members.

	Appreciation of Dance Performance	4/2025	F.1-F.5	8	100% of the students agreed that they gained knowledge of dance and developed the ability to appreciate performing arts.
	Art Appreciation Class	28/2/2025-30/4/2025	F.4-F.6	10	80% of the students could appreciate the artwork literally.
	InDesign Workshop	24/6/2025	F.4-F.5	10	80% of the students could use the software InDesign to complete the drama pamphlet layout design.
	Classical Music Concerts outside school	9/2024 - 7/2025	F.1-F.3	60	All students attended the concerts and enjoyed the performances.
	Dance World Cup Final 2025-Burgos, Spain	7/2025	F.2-F.5	13	100% of the students agreed that they gained knowledge in dance and the ability to appreciate the performing arts.
Physical Education	F.4 Archery lessons	3/2025 - 4/2025	F.4	144	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.
	F.4 Lacrosse lessons	3/2025 - 4/2025	F.4	144	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.
	F.4, F.5 Bowling lessons	10/2024 - 11/2024	F.4-F.5	279	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.
	F.5 Golf lessons	3/2025 - 4/2025	F.5	135	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.
	F.6 Dance lessons	10/2024 - 11/2024	F.6	126	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.
	F.6 Fencing lessons	10/2024 - 11/2024	F.6	126	Students showed a strong interest in the sports introduced and greatly enjoyed the lessons.

Cross-Disciplinary	Wuhan, Chibi - Historical, Cultural and Natural Science Exploration	14/4/2025-17/4/2025	F.2-F.3	33	92% of the participants found their knowledge about fossil records of extinct species and the relationship between organisms and the environment enriched. 100% of the participants expressed an increased interest in joining similar activities in the future. 81% of the participants expressed a deeper understanding of how scientific concepts were applied in the past and in daily life.
	Study Tour to Okinawa, Japan	28/6/2025 - 2/7/2025	F.4-F.5	40	100% of the participants agreed that coral communities are essential to the marine ecosystem. 96% of the participants expressed a desire to conserve the marine environment in their daily lives. 88% of the participants agreed that they had gained a better understanding of the history of Japan, China, and the role of Okinawa in World War II.

Reflection

During the last academic year, our school administered an extensive survey to assess experiential learning activities and non-local exchange programmes. The findings indicated robust student involvement and encouraging responses regarding their cognitive growth.

In the area specific to intellectual advancement, 90% of the students participated in activities aligned with academic subjects. Of these, 82% expressed considerable satisfaction with the experiences, and 78% affirmed that their subject-related knowledge was broadened. Additionally, 75% agreed that these activities helped them gain more profound insights into topics affecting their personal lives, communities, nation, and the world. Notably, all these figures showed an upward trend compared to the previous School Development Cycle.

Feedback and Follow-up

The encouraging upward trends highlighted the effectiveness of our experiential learning programmes across eight Key Learning Areas and various cross-curricular disciplines, demonstrating meaningful student engagement and enrichment. To foster deeper learning, it is recommended that the school inspire students to thoughtfully reflect on the outcomes of these activities, prompting them to evaluate the values, attitudes, and versatile skills acquired throughout their experiences. Furthermore, by offering expanded opportunities, such as interdisciplinary projects, educational excursions, and immersive field trips, the school can further broaden students' intellectual horizons and cultivate essential skills for success in an ever-evolving world.

4.4.2 Provide quality physical and aesthetics education beyond the classroom to help them establish a healthy and balanced lifestyle

Achievements

Throughout the 2024-2025 academic year, our students demonstrated remarkable achievement and dedication across a diverse range of competitions and festivals, earning numerous prestigious awards for the school. From sports, music, and speech to debate, drama, dance, and academic clubs, our teams and individuals consistently excelled at local, regional, and international levels. Highlights included championship titles and top placements in inter-school sports events such as swimming, volleyball, football, handball, athletics, and orienteering. Our talented musicians and choirs were celebrated with Gold and Silver Awards at the Hong Kong Schools Music Festival and other music competitions, while our speech and debate teams achieved outstanding results in both English and Chinese categories. Additionally, our drama and dance clubs garnered multiple honours for their creativity and performance, and our Scrabble Team and English Speaking Club members received recognition for their language prowess and strategic skills. These accomplishments reflected not only our students' exceptional abilities but also their commitment to personal growth, teamwork, and excellence, further enhancing our school's reputation for holistic education.

Sports

- Girls B Grade Swimming Team won two champions individual prizes in the Inter-School Swimming Competition.
- Boys C Grade Swimming Team won the second runner-up in the 4 × 50m Freestyle Relay in the Inter-School Swimming Competition.
- Boys C Grade Swimming Team won two champions individual prizes in the Inter-School Swimming Competition.
- Boys C Grade Swimming Team won the overall third runner-up prize in the Inter-School Swimming Competition.
- Girls C Grade Swimming Team won the second runner-up in the 4 × 50m Freestyle Relay in the Inter-School Swimming Competition.
- Girls C Grade Swimming Team won two champions individual prizes in the Inter-School Swimming Competition.
- Girls C Grade Swimming Team won the overall sixth runner-up prize in the Inter-School Swimming Competition.
- Boys A Grade Volleyball Team won the fourth runner-up in the Inter-school Volleyball Competition (Division I).
- Boys C Grade Volleyball Team won the first runner-up in the Inter-school Volleyball Competition (Division I).
- Girls A Grade won the fourth runner-up in the Inter-school Volleyball Competition (Division II).
- Boys U15 Football Team won the third runner-up in the Inter-school Football Competition (Division II).
- Boys C Grade Handball Team won the fourth runner-up in the Inter-school Handball Competition (Division I).
- Boys A Grade Athletics Team won one second runner-up individual prize in the Inter-School Athletic Competition.
- Girls C Grade Athletics Team won one champion individual prize in the Inter-School Athletic Competition.
- Boys A Grade Long-distance Running Team won the overall fourth runner-up in the Inter-School Cross-Country Competition.

- Boys A Grade Long-distance Running Team won the overall third runner-up in the Inter-School Long Distance Run Competition.
- Boys C Grade Long-distance Running Team won the overall fifth runner-up in the Inter-School Cross-Country Competition.
- Boys C Grade Long-distance Running Team won the overall first runner-up in the Inter-School Long Distance Run Competition.
- Boys C Grade Long-distance Running Team won one eighth runner-up individual prize in the Inter-School Long Distance Run Competition.
- Girls C Grade Long-distance Running Team won one eighth runner-up individual prize in the Inter-School Long Distance Run Competition.
- Boys B Grade Table-tennis Team won the fourth runner-up in the Inter-school Table Tennis Competition.
- Boys B Grade Badminton Team won the fourth runner-up in the Inter-school Badminton Competition.
- Girls A Grade Badminton Team won the fourth runner-up in the Inter-school Badminton Competition.
- Boys A Grade Orienteering Team won the champion in the Hong Kong Inter-school District Orienteering Championships (Middle-distance).
- Boys B Grade Orienteering Team won the champion in the Hong Kong Inter-school District Orienteering Championships (Middle-distance).
- Boys C Grade Orienteering Team won the first runner-up in the Hong Kong Inter-school District Orienteering Championships (Middle-distance).
- Boys A, B, C Grades Orienteering Team won the second runner-up in the Hong Kong Inter-school Orienteering Championships (Middle-distance).
- Boys A Grade Orienteering Team won the champion in the Hong Kong Inter-school District Orienteering Championships (Sprint).
- Boys B Grade Orienteering Team won the second runner-up in the Hong Kong Inter-school District Orienteering Championships (Sprint).
- Boys C Grade Orienteering Team won the champion in the Hong Kong Inter-school District Orienteering Championships (Sprint).
- Boys A, B, C Grades Orienteering Team won the first runner-up in the Hong Kong Inter-school Orienteering Championships (Sprint).

Music Festival and School Orchestra

- 42 students were awarded prizes in the 77th Hong Kong Schools Music Festival 2024/25 with 2 champions, 2 second places, 1 third place, 4 Gold Awards, 19 Silver Awards and 11 Bronze Awards.
- The Mixed Voice Choir achieved the prestigious Silver Award in the Senior Mixed Voice Choir (Chinese) category.
- The Treble Voice Choir earned the first runner-up position with a Gold Award in the Secondary School Choir (Age 15 or under) – Church Music Singing in Foreign Language category.
- The School Orchestra garnered the Silver Award in the Hong Kong Youth Music Interflow. Additionally, in the Joint School Music Competition 2025, the School Orchestra triumphed with the Gold Award in the Secondary School Symphony Orchestra.
- The Strings Orchestra secured the Gold Award in the Secondary School Group Ensemble (String).
- The Percussion Ensemble won the Gold Award in the Secondary School Ensemble (Percussion).
- The Flute Ensemble received the Silver Award in the Secondary School Ensemble (Woodwind).
- The Violin Duet earned the Bronze Award in the Secondary School Ensemble (String).

Speech Festival

- In the 76th Hong Kong Schools Speech Festival, 90 students achieved remarkable success, with 6 champions, 21 first runners-up, and 11 second runners-up in English events.
- In Cantonese events, 23 students excelled, earning 1 champion, 2 first runners-up, and 8 second runners-up.
- In Putonghua events, 27 students shone brightly, securing 3 champions, 7 first runners-up, and 3 second runners-up.

Debate Competitions

- The Chinese Debate Team achieved the championship in the 14th Fun Cup (奇趣盃).
- The Chinese Debate Team advanced to the Grand Finals in the 40th Sing Tao Inter-School Debating Competition (Chinese Section) and achieved the first runner-up.
- The English Debate Team secured the championship title at the Hong Kong Secondary School Debating Competition (HKSSDC) HKI & NT (Senior Division 1).

Drama and Dance

- Students from the Chinese Drama Club garnered multiple accolades, including the Award for Outstanding Script, Award for Outstanding Director, Award for Outstanding Stage Effects, Award for Outstanding Cooperation, and the prestigious Award for Commendable Overall Performance in the Hong Kong School Drama Festival 2024/25.
- Three students from the Chinese Drama Club received the Award for Outstanding Performers in the same competition.
- Students from the English Drama Club won the Outstanding Spoken English Award in the EMI English Drama Fest 2025 (Modern Drama Category) and the Outstanding Teamwork Award in the Shakespearean Category in the same event organised by the Association of EMI Schools.
- Students from the Senior Dance Club won the impressive Group Merit Award in Jazz and Street Dance (Secondary Section) at the 61st Schools Dance Festival. They also won one Honours Award and two Highly Commended Awards in the Festival.
- Students from the Junior Dance Club earned the Commended Award in Jazz and Street Dance (Secondary Section).
- Students from the Chinese Dance Class also received the Honours Award in Chinese Dance (Secondary Section).
- Two students from the Senior Dance Club formed our school's first duo dance team. They participated in the 2025 International Elite Dance Competition with their original piece "Twins", and impressively secured the Gold Award.
- Thirteen students from the Dance Club triumphed in the Dance World Cup 2025 (Hong Kong), advancing to the Grand Finals of the Dance World Cup (Junior Large Group Showstopper category) held in Spain in July 2025. They won the eighth place in the world class competition.

Scrabble Team, English Speaking Club, and Toastmasters

- The Scrabble Team achieved remarkable success by clinching the team championship in the Inter-School Scrabble Championship 2024 (Grand Final - Secondary Category).
- The Scrabble Team also secured one championship and one first runner-up position in the Hong Kong Scrabble Championship 2025 (Division B).
- Four members from the Scrabble Team earned the prestigious qualification to join the Hong Kong Youth Scrabble Team and participated in the ASTAR Scrabble Challenge International 2025. Impressively, one member attained fifth place in the U18 category. Another two members also performed outstandingly, claiming 15th and 25th places respectively.
- The Scrabble Team also held the 9th Shatin Inter-School Scrabble Competition 2025 and won the team championship. The members were also the champion and the first runner-up in the individual category.
- Twelve students from the English Speaking Club advanced to the Hong Kong Federation of Youth Groups (HKFYG) English Public Speaking Contest District Semi-Finals 2025, with four of them advancing to the District Finals. In the Grand Finals of the same event, one student won the first runner-up in the Junior Secondary category, while another student won the first runner-up in the Senior Secondary category.
- Four students from the English Speaking Club also advanced to the Semi-Finals of the 21st Century Cup National English Speaking Competition (Hong Kong Region).
- Our school held the Inter-School Speech Contest of SKHTSTSS Toastmasters Youth Leadership Programme (TYLP). One student in our school won the third place in the Senior Division – Prepared Speech.
- 普通話集誦隊在「第四屆曾憲備・紫荊全港少兒普通話朗誦比賽」中脫穎而出，榮獲銀獎。同學們以標準的發音、深情的語調與恰當的節奏，配上笛子與簫的沉鬱，生動呈現了《再別康橋》依依惜別的意境和語言之美，展現出優秀的朗誦水準，以及對經典文學的深刻理解，最終贏得評委一致認可。
- 另外，普通話集誦隊亦在「第一屆中華經典誦讀大賽香港分賽中學組」表現卓越，成功晉級中學組決賽，並在決賽中榮獲「優異獎」，成績令人鼓舞。同學們於比賽中以笛子與鑼鼓的創新配樂，在悠揚而莊重的樂聲襯托下，朗誦出唐代詩人杜甫的經典名篇《兵車行》。朗誦隊以真摯情感與動人音韻，生動表現出詩作中的深沉情懷，獲得評委與觀眾的一致好評。

Reflections

The breadth of our students' achievements in sports, languages, and aesthetic competitions over the past year powerfully demonstrates the transformative impact of experiential learning on their holistic development. Participation in diverse activities—from athletic championships to music, drama, debate, and language contests—not only nurtured their talents but also fostered resilience, teamwork, and a passion for excellence. These experiences enabled students to deepen subject knowledge, enhance communication and leadership skills, and express creativity in meaningful ways. The consistent success and recognition at local, regional, and international levels affirm the effectiveness of our school's commitment to a well-rounded education. Looking ahead, continued support for such experiential learning opportunities will further empower students to discover their strengths, cultivate lifelong values, and thrive in an ever-evolving world.

Feedback and Follow-up

In light of the current limitations in facilities supporting our students' aesthetic and physical growth, the school should embark on a visionary plan to revitalise and enhance our campus infrastructure. This includes the thoughtful renovation of the Student Activities Centre and the creation of vibrant new spaces—such as a state-of-the-art gymnasium or an inspiring multi-purpose activity room—designed to nurture the physical vitality and artistic aspirations of our students. These enhancements will serve as dedicated sanctuaries for school teams to train and flourish, ensuring our community is well-prepared to celebrate the Gold Jubilee Anniversary with pride and excellence.

4.4.3 Engage students in career-related experiences and community services to nurture their lifelong interest, habits and personal career planning

Achievements

1. On July 3, 2025, the Career and Life Planning Committee hosted the F.4 Workplace Experience Day, providing all F.4 students with valuable exposure to a variety of professional environments. Students participated in site visits across diverse fields, including science, medicine, social science, and business. Through these experiences, they gained firsthand insights into different career paths and developed a better understanding of the skills required in each sector. The following section presents feedback from both teachers and students, highlighting the impact and learning opportunities offered by the event.

Workplace	Teachers' comments
HKU Archaeology Lab	The speaker presented the material in a serious yet engaging manner, making the session both informative and captivating. Students had the unique opportunity to touch and even smell the bones, providing a special hands-on experience that deepened their understanding of archaeology.
School of Nursing, Caritas Medical Centre of the Hospital Authority	Students had numerous hands-on experiences that allowed them to truly grasp the realities of nursing. They even had the opportunity to simulate the discomfort associated with procedures like intubation, offering a valuable insight into the challenges and responsibilities of the profession.
Social Entrepreneurship - Sustainable Agriculture	Due to the small group size, the speaker was able to tailor the session to everyone's needs. Given the hot weather, students didn't engage in outdoor farming activities; instead, they focused on making pots indoors. However, the activity did not discuss the principles of social entrepreneurship as much as intended.
YWCA - Physiotherapists	The speaker was informative, discussing not only the nature of the job but also opportunities for promotion, salary, and other relevant topics. Additionally, students had the chance to use various equipment, enhancing their understanding of the field.
PathLab Medical Laboratories Ltd.	A special opportunity to observe the operation of a medical lab. The speaker is informative and very detailed, but there is not enough time for the entire sharing.
Ma Hang Prison (Girls)	Students greatly enjoyed the room escape activity 'Mission in Prison' as it was exciting and full of fun. Through the activity, students could experience various emergencies and situations confronted by staff of the Correctional Services Department (CSD). However, it would be better if the CSD Department could provide more information about the job requirements of CSD staff.
Mezzanine Makers - Manufacturing Process of Drinks	This was a unique opportunity, as there are not many factories like this in Hong Kong today. The speaker shared insights ranging from the reasons behind starting the business to the details of the ingredients used in drink production. Students had the chance to taste various drinks. However, the factory size was small, making it less suitable for a large group listening session. Additionally, due to time constraints, students were unable to see a demonstration of the drink-making process.

Feedback and comments from students:

- 100% of the students found that the visit met their expectations, and the visit allowed them to understand the workplace culture and environment.
- 97% of the students found that the visit allowed them to understand skills, knowledge and attitudes required in the workplace. It also helped them understand potential career paths.
- 91% of the students found that the visit was relevant to their career interests. They also felt motivated to pursue a career related to this experience.

- Students found the workplace visits eye-opening and expressed deep respect for professionals in healthcare and manufacturing fields. They gained a clearer understanding of the resilience, compassion, and dedication required in these careers, which inspired them to consider similar paths and motivated them to adopt healthier lifestyles to avoid medical procedures.
 - The visits provided students with valuable hands-on experience in medical procedures such as CPR, wound care, bandaging, and intubation. They appreciated learning from passionate professionals and recognised the importance of hygiene and patient-centered care. Students also realised that success in these roles requires hard work, patience, and kindness.
 - Exploring different workplace environments and processes, such as biological testing and beverage manufacturing, enriched students' knowledge of career options. They noted the importance of communication and collaboration within teams, and many felt more motivated to pursue meaningful careers and support unique local industries in Hong Kong.
2. The Voluntary Service Committee actively promotes service learning by organising a variety of meaningful activities for F.3 and F.4 students. F.3 students participated in a dedicated service learning programme during the Life-wide Learning lessons, as well as the F.3 Service Day held on January 9, 2025. These experiences offered opportunities to develop communication and organisational skills, while fostering positive values such as empathy and benevolence. Additionally, the committee coordinates F.4 Class-based Service Learning activities, enabling senior students to further engage with the community and gain valuable hands-on experience through social service projects.
- 92% of F.3 students agreed that they had their soft skills like communication and organisational skills enhanced through the F.3 Service Learning Programme and the F.3 Service Day.
 - 94% of F.3 students agreed that they had greater appreciation for positive values and attitudes such as benevolence and empathy developed through the F.3 Service Learning programme and the F.3 Service Day.
 - A formal debriefing session was held right after the service. In each class, there was a social worker leading students to share their feelings and learning. Generally speaking, the students found the programme meaningful.
 - An evaluation meeting was also held on June 3, 2025. In the meeting, the Centre-in-charge of YWCA and our committee member agreed that the programme was run smoothly. The feedback collected from the elderly people was good too. And it is suggested that more exposure should be given to students by modifying the service nature in the next year. We will explore the possibility of organising an 'activity day' in elderly centres on the Life-wide Learning Day next year.

F.4 Class-based Social Service Scheme

	Date	Time	Place	Partner organisation	Service description
4A	8/2/2025	10:00 a.m. – 5:00 p.m.	Wo Che Estate	YWCA Shatin Integrated Social Service Centre	Organised a community carnival to promote healthy lifestyle
4B	17/5/2025	9:00 a.m. – 2:00 p.m.	Shatin Park	Amity Foundation (Hong Kong)	Organised a community carnival to raise fund for the water projects in less developed regions
4C	30/12/2024	2:00 p.m. – 5:00 p.m.	Cheshire Home, Shatin	Medical Social Service Unit, Hospital Authority	Organised a Christmas party for in-patients
4D	28/3/2025	1:15 p.m. – 4:30 p.m.	A sheltered workshop in Sham Shui Po	New Life Psychiatric Rehabilitation Association	Organised an activity day for people with mental health needs
4E	10/5/2025	9:00 a.m. – 1:30 p.m.	An elderly service centre and elderly's flats in Sha Kok Estate	TWGHs Wilson T.S. Wang District Elderly Community Centre	Made flower crafts with the elderly at the centre and visited other elderly people's flats

- 98% of the F.4 students agreed that they had their soft skills like communication and organisational skills enhanced.
 - 98% of the F.4 students agreed that they had greater appreciation for positive values and attitudes such as benevolence and empathy developed.
 - Members from the Voluntary Service Committee have collected opinions from the students, form teachers and the staff members in the partner organisations right after each programme. Generally speaking, they were satisfied with the arrangements and found the programmes meaningful.
3. The Extra-curricular Activities Committee proactively launched the Leadership Framework, known as “The Cradle of Leadership,” to nurture and develop the leadership potential of our F.1 to F.5 students. This framework encompasses a diverse range of structured leadership programmes and experiential activities, designed to systematically equip students at every level with essential skills, values, and practical experiences that prepare them to become confident and capable leaders.
- Sixteen F.1 students from the Class Club Committees took part in the inaugural “F.1 Class Club Committee Leadership Workshop”. During the 2-day workshop, they engaged in a three-hour session focused on equipping committee members with skills to plan, run, and review class activities. The workshop featured ice-breaking, team-building, and problem-solving games, providing practical guidance on organising engaging activities for their peers.

- In January 2025, 126 F.2 students took part in the “I-check Online Leadership Test” run by the HKFYG Leadership Institute via ZOOM. The assessment focused on evaluating students’ collaboration, communication, and creative problem-solving abilities, conducted by certified assessors. Each participant received a personalised report in April 2025, providing valuable insights into their leadership skills and areas for development.
- 26 F.2 students, selected for their strong performance in the online leadership test, attended a Leadership Day Camp on 2 September, 2025. Led by adventure trainers from the Hong Kong Baptist Assembly, the camp focused on strengthening team spirit, decision-making, and problem-solving skills through activities such as low beam challenges and swimming pool exercises. The programme provided an engaging environment for practical leadership development.
- The Shatin District Joint-school Leadership Programme, organised by the YWCA Jockey Club Shatin Integrated Social Service Centre, ran from October 2024 to July 2025 and welcomed participants from eight secondary schools. Themed “愛社區、愛傳承· 共建關愛共融社會”, the year-long initiative offered a range of activities including leadership and design-thinking workshops, voluntary services, and mental health experience sessions. Nominated by teachers, 3A Jiang Wen Jin, 3A Guo Wing Tung, 3B Sin Pak Fung, and 3C Lai Ka Yan took part. Notably, 3A Guo Wing Tung and 3C Lai Ka Yan earned the Outstanding Leadership Awards, while 3B Sin Pak Fung received the Most Popular Leader Award at the closing ceremony on 6 July 2025.
- The Leadership Camp, held from 9 to 11 January 2025, engaged 80 F.3 to F.4 potential student leaders from service groups and ECA clubs in team-building activities such as rock-climbing, Roman Catapult, and adventure-led challenges. Pre-camp group games fostered rapport, while a barbecue night enhanced camaraderie. More than 90% of the participants reported significant growth in team spirit, communication, cooperation, problem-solving, creativity, and self-confidence.
- In July 2025, 135 F.4 students attended the Personality Dimensions® workshop organised by the YWCA Jockey Club Shatin Integrated Social Service Centre. The workshop enabled students to gain deeper self-awareness, improve cooperation with peers of diverse personalities, and develop essential planning, implementation, and evaluation skills for activities, enhancing their leadership capabilities.
- During the 2024-2025 academic year, six F.5 student leaders were nominated to participate in the Student Leaders Training Certificate Course, organised by the HKFYG Leadership Institute. The training, held in October and November, covered essential topics such as leadership theory, conflict management, creativity, and problem-solving. In addition, four potential student leaders from F.3 were nominated for the Foundation Course for Student Leaders held from February to April 2025. Throughout the programme, participants engaged with student leaders from other schools, which contributed to the enhancement of their leadership abilities. Feedback indicated that all attendees experienced significant improvement in their leadership skills as a result of the course.

Reflection

The Workplace Experience Day, Voluntary Service Programmes, and the “Cradle of Leadership” collectively empowered students to explore diverse careers, foster positive values, and develop essential skills for personal growth. Through hands-on exposure to professional environments, meaningful community service, and structured leadership training, students gained deeper self-awareness, enhanced communication, and built resilience. These experiences not only sparked lifelong interests and habits but also equipped students with practical knowledge and attitudes essential for successful career planning and personal fulfillment, ensuring they are well-prepared to thrive in a rapidly changing world.

Feedback and Follow-up

To build on the successes of the above programmes, the school plans to implement targeted follow-up actions in the next academic year. These include establishing regular feedback channels for students, teachers, and partner organisations to continuously refine programme content and delivery. The Voluntary Service Committee will collaborate with subject panels to further integrate holistic service-learning elements, ensuring greater alignment between classroom learning and real-world experiences. Additionally, the Extra-curricular Activities Committee will expand leadership workshops and experiential activities, offering advanced sessions for returning participants and introductory modules for new students. The Career and Life Planning Committee will also extend Workplace Experience Day to both F.4 and F.5 students, some of them will have a chance to visit workplace in the Greater Bay Area. By monitoring students’ progress and engagement, the school aims to deepen the impact of these initiatives, promote sustained personal growth, and better prepare students for future academic and career challenges.

4.5 Report on the use of the Capacity Enhancement Grant

Achievements

The Capacity Enhancement Grant (CEG) helped us hire more teachers, which made workloads lighter and improved how we delivered the Senior Secondary Curriculum. With more teachers, we could update learning materials and teaching tools to reflect recent curriculum changes. This also allowed teachers to improve the existing curriculum, carry out School-based Assessments (SBA), conduct Territory-wide System Assessments (TSA), and participate in professional development. As a result, students received more personalised support based on their individual needs.

Reflection

The CEG was crucial in helping teachers create teaching strategies and materials that matched the latest curriculum updates, especially for the four core senior secondary subjects. It also addressed the varied needs of students with special educational requirements. Teachers became more effective in managing learning and teaching, which led to successful ways to engage students. For example, we organised STEM activities to encourage creativity and introduced various Life-wide Learning activities to enhance students' experiences outside the classroom.

In conclusion, both teachers and students provided very positive feedback. Teachers strongly support ongoing funding to keep extra staff, develop new teaching methods, and run programmes that assist students with special learning or mental health needs.

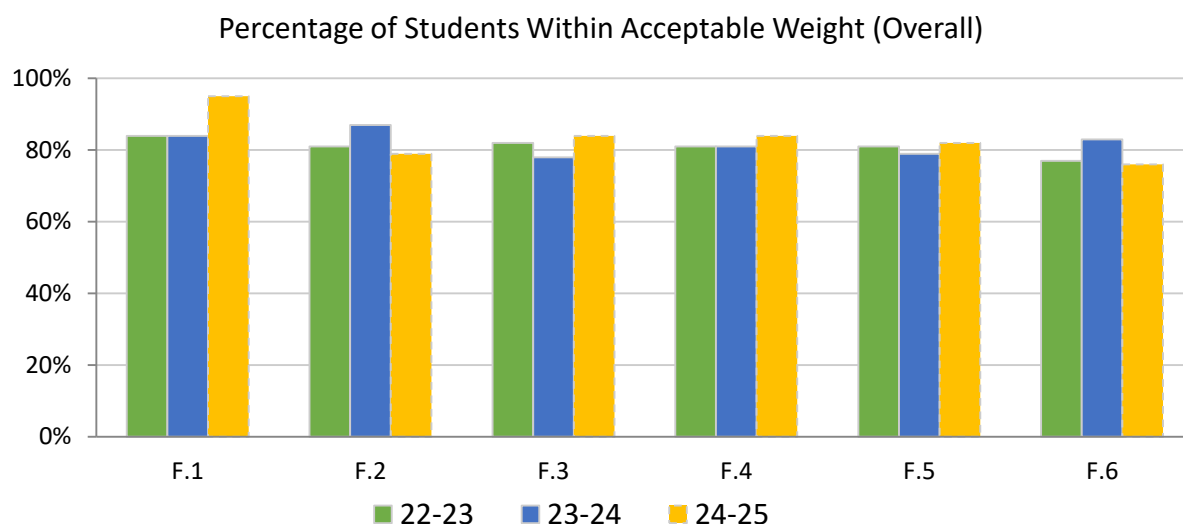
5. Financial Summary

	Balance b/f (HK\$) (i)	Grant Received (HK\$) (ii)	Other Income (HK\$) (iii)	Expenditure (HK\$) (iv)	Surplus / Deficit for the year (HK\$) (v)=(ii+iii-iv)	Amount Refundable to EDB (HK\$) (vi)	Deficits Transferred to EOFBG (HK\$) (vii)	Surplus after Transfer c/f (HK\$) (i+v+vi+vii)
A. GOVERNMENT FUND								
I. Expanded Operating Expenses Block Grant (EOEBG)	4,672,900.74							
1 School Specific Grant								
a. Administration Grant	-	4,787,136.00	8,500.14	4,312,456.33	483,179.81	-	-	-
b. Air-conditioning Grant	-	643,425.00	14,690.75	467,183.99	190,931.76	-	-	-
c. Capacity Enhancement Grant	-	676,944.00	-	1,055,751.66	(378,807.66)	-	-	-
d. Composite Information Technology Grant	-	585,308.00	-	746,098.70	(160,790.70)	-	-	-
e. School-based Management Top-up Grant	-	53,385.00	-	42,000.00	11,385.00	-	-	-
f. School-based Support Scheme for Schools with Intake of Newly Arrived Children	-	12,272.00	-	16,000.00	(3,728.00)	-	-	-
g. SB Speech Therapy Administration Recurrent Grant	-	8,541.00	-	8,503.00	38.00	-	-	-
2 Non- School Specific Grant								
Baseline Reference	-	2,471,464.41	178,472.20	3,203,123.87	(553,187.26)	-	-	-
Sub-total		9,238,475.41	201,663.09	9,851,117.55	(410,979.05)	-	-	-
2024/25 excessive provision of long service payment/severance payment reversed to EOEBG Control Account					637,196.95	-	-	-
Deficit transferred from Information Technology Staffing Support Grant (A.II.8)					(117,373.00)	-	-	-
Deficit transferred from One-off Grant for Mental Health of Parents and Students (A.II.13)					(186.40)	-	-	-
Balance carried forward to next year (AI)					108,658.50	-	-	4,781,559.24
II. Other Grants outside EOEBG								
1 Committee on Home-School Co-operation Project	16,847.50	12,044.00	-	14,170.00	(2,126.00)	(1,200.00)	-	13,521.50
2 Diversity Learning Grant – Other Programmes	105,000.00	105,000.00	-	121,450.00	(16,450.00)	-	-	88,550.00
3 Enhancing Professional Development Teachers & Principals-C21	-	25,000.00	-	12,060.00	12,940.00	(12,940.00)	-	-
4 ER's Contributions to PF/MPF Scheme for NTS	-	462,652.25	-	445,131.08	17,521.17	(17,521.17)	-	-
5 Fringe Benefits under the Enhanced NET Scheme	-	71,280.00	200.00	71,480.00	-	-	-	-
6 Grant for the Sister School Scheme	-	165,439.00	-	30,601.00	134,838.00	-	-	134,838.00
7 Hong Kong School Drama Festival	14,750.00	3,950.00	-	1,457.61	2,492.39	-	-	17,242.39
8 Information Technology Staffing Support Grant	-	338,819.00	-	456,192.00	(117,373.00)	-	117,373.00	-
9 Learning Support Grant	8,186.80	544,544.00	-	473,456.84	71,087.16	-	-	79,273.96
10 Life-wide Learning Grant	1,202,813.31	1,505,474.00	-	1,853,815.93	(348,341.93)	-	-	854,471.38
11 Moral and National Education Support Grant	431,000.00	-	-	-	-	-	-	431,000.00
12 One-off Grant for Mental Health at School	60,000.00	-	-	60,000.00	(60,000.00)	-	-	-
13 One-off Grant for Mental Health of Parents and Students	11,564.20	-	-	11,750.60	(11,750.60)	-	186.40	-
14 One-off Grant for Supporting the Implementation of the SS Subject Citizenship and Social Development	239,974.00	-	-	239,574.20	(239,574.20)	(399.80)	-	-
15 One-off Grant on Parent Education (Secondary)	200,000.00	-	-	5,006.00	(5,006.00)	-	-	194,994.00
16 One-off Grant for Promotion of a Sports Ambiance and MVPA60 in Schools	150,000.00	-	-	5,586.88	(5,586.88)	-	-	144,413.12
17 One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	-	-	60,300.00	(60,300.00)	-	-	239,700.00
18 One-off Grant for Promotion of Self-directed Language Learning (English Language)	-	200,000.00	-	-	200,000.00	-	-	200,000.00
19 One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	-	200,000.00	-	-	200,000.00	-	-	200,000.00
20 Other Recurrent Grants (Rent & Rates)	-	569,512.00	-	569,512.00	-	-	-	-
21 Promotion of Reading Grant	76,064.00	77,205.00	-	81,907.34	(4,702.34)	-	-	71,361.66
22 Salaries Grant	-	60,247,489.40	-	60,247,489.40	-	-	-	-
23 SB After-school Learning and Support Programme	124,200.00	102,000.00	-	151,458.00	(49,458.00)	-	-	74,742.00
24 Senior Secondary School Students Exchange Programme Subvention Scheme	-	72,250.00	-	45,250.00	27,000.00	(27,000.00)	-	-
25 Student Activities Support Grant	-	81,250.00	-	81,250.00	-	-	-	-
26 Teacher Relief Grant	-	297,103.50	7,416.00	263,642.73	40,876.77	-	-	40,876.77
27 Teacher Training Grant-Special Education Needs	-	87,138.00	-	87,138.00	-	-	-	-
Sub-total	2,940,399.81	65,168,150.15	7,616.00	65,389,679.61	(213,913.46)	(59,060.97)	117,559.40	2,784,984.78
Balance carried forward to next year (AII)								2,784,984.78
B. OTHERS								
Other Charges : Income & Expenditure A/C	235,426.73	0.00	0.00	6,334.81	(6,334.81)	-	-	229,091.92
Balance carried forward to next year (B)								229,091.92
C. SUBSCRIPTIONS								
1 Tong Fai	-	111,070.00	-			-	-	-
2 Tuckshop Rental	-	10,000.00	-			-	-	-
3 Hiring of School Premises	-	5,332.74	-			-	-	-
4 Feed-in Tariff (FIT) Scheme	-	18,791.67	-			-	-	-
5 Others	-	262,045.50	-	209,672.75		-	-	-
Sub-total		407,239.91	-	209,672.75	197,567.16	-	-	5,029,994.15
Balance carried forward to next year (C)								5,029,994.15
D. APPROVED COLLECTION FOR SPECIFIC PURPOSES								
1 Air-Conditioning	(86,657.02)	-	-	-	-	-	-	-
2 Other Purposes	1,030,312.79	250,200.00	-	1,040,446.05	(790,246.05)	-	-	-
Sub-total	943,655.77	250,200.00	-	1,040,446.05	(790,246.05)	-	-	153,409.72
Balance carried forward to next year (D)								153,409.72

6. Performance of the Students

6.1 Students' Physical Development Report

(a) Percentage of Students within Acceptable Weight (Overall)



6.2 Library Report 2024-2025

Achievements

The school library plays a vital role in supporting both teaching and learning by providing professional guidance and resources for teachers and students throughout the academic year.

The library comprises the Main Library and the Reading Lounge, both designed to offer user-friendly services and access to the latest information to meet the educational and informational needs of the school community. Services include lending library materials, newspapers, and periodicals.

As of this year, the Main Library collection, inclusive of the Reading Lounge, houses 11,888 Chinese books, 8,380 English books and approximately 1,288 multimedia items. Additionally, the library subscribes to 43 local and international periodicals and 4 local newspapers. To further support the Senior Secondary Curriculum, digital subscriptions to the South China Morning Post, The Economist, Sing Tao Education, Ming Pao, and the Hong Kong Economic Times are also available. Beyond physical and online resources, students and teachers have access to e-books via the JoyReadClub (金閱閣) platform. Teachers can utilise this platform's data on students' reading habits to develop targeted reading promotion strategies.

In alignment with the school's three-year strategic focus on fostering a vibrant reading culture through enhanced cross-curricular collaboration, the School Library and the Reading across Curriculum (RaC) Promotion Group have organised a diverse range of activities aimed at cultivating students' reading interests and habits. Key events from September 2024 to May 2025 included:

1. **Celebrity Book Sharing Session (12 September, 2024)** Guest speaker: Dr. Serrini Leung inspired over 600 students and teachers from six neighbouring secondary schools through an engaging session on the joy of reading (閱讀·真美) .
2. **Career and Life Planning Thematic Book Exhibition (14-18 October, 2024)** Co-hosted with the Career and Life Planning Committee, this exhibition provided valuable resources to encourage exploration of diverse career pathways.

3. **Library directors and professors from Rissho University (日本立正大學) visited our school library (30 October) for an exchange visit.** During the meeting, both parties shared insights into the methods and challenges of promoting reading in their respective regions. Additionally, students from our school who study Japanese in their spare time had the opportunity to introduce the features of our school's library and other facilities to the visiting guests in Japanese, which proved to be a highly rewarding experience for all involved.
4. **Annual Book Fair (11-12 November, 2024):** In collaboration with Commercial Press, the two-day fair showcased over 6,000 books for browsing and purchase, garnering enthusiastic participation.
5. **Cultural Reading Exchange Programme:** The school library, in collaboration with the Chinese Language and Literature Panels organised the Beijing Bookstore Map Tour 北京書店地圖之旅 from 1 to 5 January, 2025. Four teachers led 36 students to visit major historical landmarks, writers' former residences, and unique bookstores in Beijing. Students also had the valuable opportunity to interact with students from the Chinese Department of Beijing Normal University, broadening their horizons.

The School Library and the Religious and Life Education Committee jointly organised the Nagasaki Life Education and Cultural Exchange Trip 「長崎生命教育暨文化交流團」 from 30 April to 4 May, 2025. Principal Lam, along with the Head of the Religious Studies Panel, Mr Ma King Man, HKSKH Holy Spirit Church Pastor The Revd Ip Tsz Leung, and Church member Mr Tang Hon Man, who has profound knowledge of Japanese culture, led 19 students on this journey. The purpose of the exchange programme was to encourage students to care for themselves and understand the world. Through learning about the hardships endured by many Christians in Japan as they upheld their faith, students gained an understanding of the grace behind suffering and learn to cherish life.

6. **Chinese History Department Thematic Book Exhibition (17-27 March 2025):** In partnership with the Chinese History Department, the exhibition featured historical literature and interactive materials to deepen students' understanding of Chinese history.
7. **Twelve Values-Themed Reading Corner:** These specialised corner promotes the 12 essential values for youth development and encourage character-building through curated resources.
8. **Book Recommendation Broadcast:** Students, alumni, and teachers shared engaging book recommendations via audio and video broadcasts, enriching the literary exposure of our students.
9. **Religious and Moral Education Book Promotion:** Religious teachers recommended life education and religious books to junior form students, encouraging them to borrow and read books related to personal growth and life development.
10. **English Department Reading Initiative:** Targeting F.3 and F.4 students, this initiative promoted the exploration of English novels and non-fiction to encourage a robust English reading culture.
11. **JoyReadClub E-book Platform Promotion:** Campaigns featuring bookmarks and posters drove platform usage, with two F.1 students winning the prestigious Hong Kong-Macao Reading Star Awards.
12. **Monthly New Book Additions:** On average 43 new books, spanning diverse genres, including fiction, STEM, and biographies, and more are added monthly to cater to a wide range of interests.
13. **Librarian Monthly Book Reviews:** Student librarians share monthly reviews highlighting new arrivals, encouraging borrowing by the school community.
14. **TST BookFest (27 March, 2025):** This was a collaboration with 24 school departments including a role-play based on characters from selected books, a mini book fair, interactive booths, an author seminar, an old melody new lyrics competition and an exhibition of handmade figurines representing historical figures from Chinese history, centering around the theme "Turn The Page; Set Your Stage 跳出書本 悅讀世界".
15. **World Book Day Writing Competition (23 April, 2025):** Students participated in the Hong Kong Public Libraries' competition on the theme "Reading - My Travel Buddy," enhancing creativity and critical thinking through literature.

16. **Junior Librarian Internship Programme (Launching March 2025):** A programme for F.1 to F.4 students focused on training in library operations, leadership and event coordination, fostering teamwork and responsibility.

Reflection

Reading connects people across time and space, allowing us to explore new worlds and perspectives. This belief continues to guide the library team together with 29 dedicated student librarians. We strive to serve our school community. Through leadership training and workshops, student librarians are empowered to take initiative and develop a strong sense of responsibility. Guided by our motto, “We are brothers and sisters serving brothers and sisters,” we are proud to contribute meaningfully to the school’s learning environment.

Since 2019, the Reading Core Group has played a central role in promoting a reading culture. In this academic year, we expanded this group to include all subject panels and rename it the Reading across the Curriculum (RaC) Promotion Group. This strategic move has fostered deeper cross-disciplinary collaboration and allowed us to launch broader initiatives such as the TST Book Week and creative reading programmes.

To support students’ and teachers’ understanding of the Hong Kong National Security Law, we have enriched our collection with relevant books and audiovisual materials. These resources offer diverse perspectives and encourage critical thinking about the law’s implications for society. Documentaries and other multimedia formats also make complex topics more accessible and engaging.

We have worked closely with subject panels to ensure our library collection complies with EDB guidelines and legal requirements. Materials suspected of breaching the law have been removed, and our selection policy is reviewed regularly. Ongoing dialogue with subject leaders ensures our collection remains relevant, balanced, and aligned with curriculum goals.

Library usage has grown significantly this year. The average daily borrowing rate rose from 22 to 31 items, and e-book engagement increased dramatically—from 57 students in 2023–24 to 284 in 2024–25. Teacher usage also improved. Initiatives such as the Friday reading broadcasts, e-book Incentive Scheme, and the Mobile Pop-up Library Book Cart have made reading more accessible and enjoyable. With 3,870 items borrowed this year, we have been encouraged by the growing enthusiasm for reading.

Looking ahead, we will continue to collaborate with subject panels to design engaging programmes that promote reading across disciplines. Fostering a vibrant reading culture remains a cornerstone of our upcoming School Plan.

Library Use Distribution

In the 2024–2025 academic year, the school library was open for a total of 127 days, with an average daily borrowing rate of approximately 31 items, a notable increase from the 22 items per day recorded in 2023–24. This growth reflects the library’s expanding role in supporting student learning and engagement.

To further enrich our offerings, the library subscribed to nearly 3,800 e-books from JoyReadClub (金閱閣), covering both Chinese and English materials. According to the usage report:

- In 2023–24, only 57 out of 856 students accessed the e-books, and 12 out of 67 teachers found them useful.
- In 2024–25, following targeted reading promotion efforts, including Friday reading broadcasts and the e-book Incentive Scheme, usage rose significantly to 284 out of 899 students, with 15 out of 67 teachers reporting the resources as beneficial.

In collaboration with the Reading across the Curriculum (RaC) Promotion Group, we launched the TST BookFest in March 2025, a school-wide celebration of reading. In April, we introduced the Mobile Pop-up Library Book Cart, stationed in the school courtyard, which made borrowing and returning books more convenient for both students and teachers.

By June 2025, the total number of books borrowed reached 3,870 items, underscoring the growing enthusiasm for reading across the school community.

Looking ahead, we aim to further improve access to both print and digital reading materials. A series of engaging programmes will be rolled out in partnership with various subject panels to strengthen the reading culture. Promoting a vibrant reading environment through cross-curricular collaboration remains a key priority in the upcoming School Development Plan.

Feedback and Follow-up

With the aim of building and maintaining a comprehensive library collection and improving the reading culture at school, the library has planned several new initiatives for the upcoming academic year, 2025-2026. These initiatives include:

1. Collaborate with the RaC Promotion Group to promote good books recommended by teachers and students via the Day 4 Assembly, the eClass library system, and book sharing workshops.
2. To organise “Thematic Book Exhibitions” to support project-based learning programmes.
3. To coordinate regular checks with subject/committee heads to ensure books and A.V. materials in the library comply with the National Security Law.
4. To collaborate with the Counselling Committee in the establishment of the Therapy Corner in the library to enhance students’ self-esteem and promote their mental and emotional health.
5. Refurnish and establish new facilities (Creative Ark 創意方舟) to enhance students’ sense of belonging and develop their talents.
6. Plan and organise cultural exchange tours, e.g. 江南文化之旅.
7. Through the bookstore visit with the Chinese and Chinese Literature Panels 《書店地圖》 to promote students’ cultural literacy and foster the reading atmosphere.
8. To collaborate with the RaC Promotion Group in the organisation of activities to promote the school’s reading culture through TST Book Week.
9. To conduct parents / parents and students reading workshop(s).

Conclusion

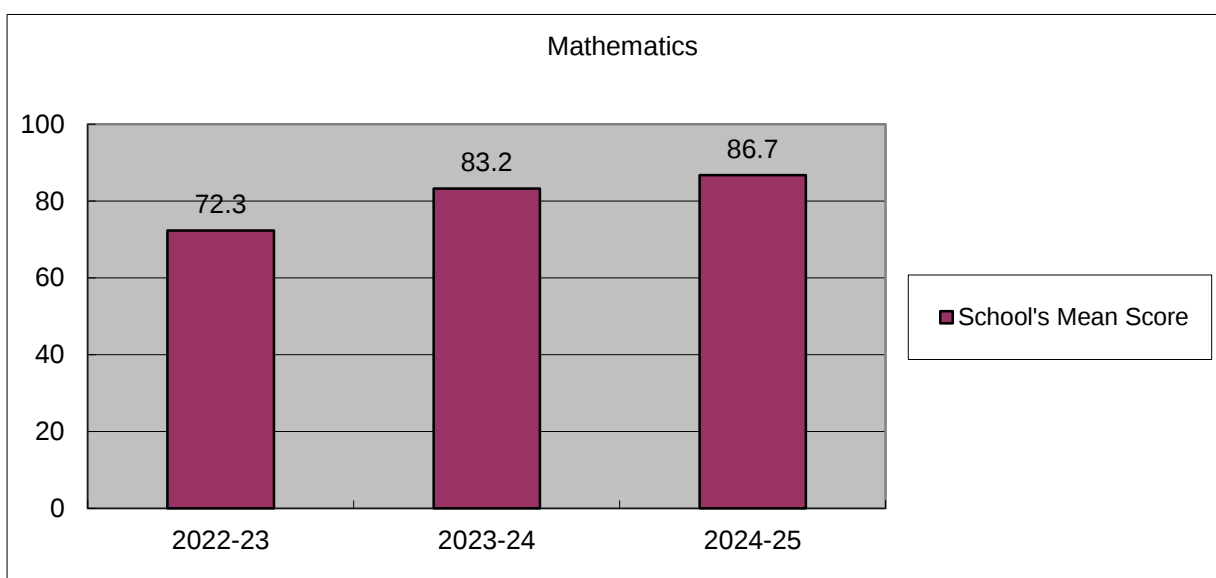
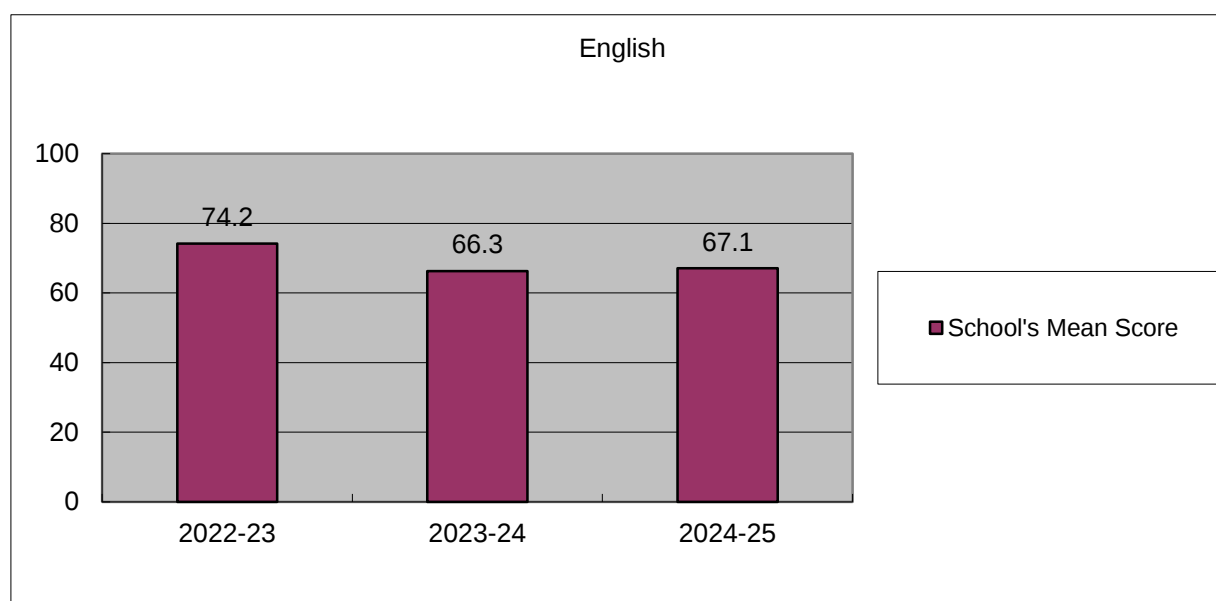
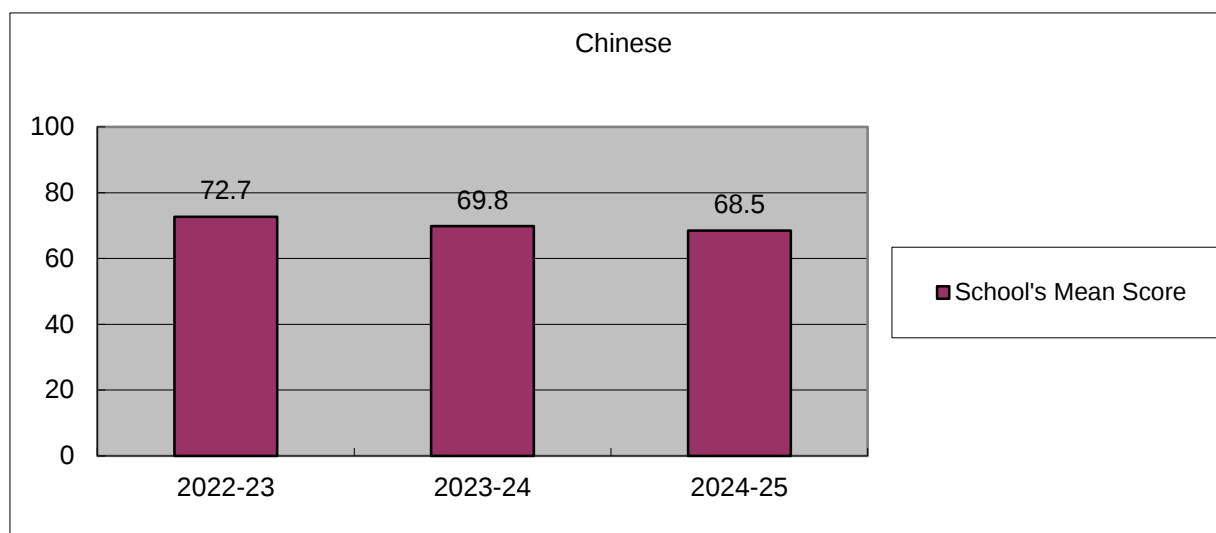
Promoting a strong reading culture is essential for nurturing lifelong learners and supporting students’ holistic development. This year, our library has made significant strides in enriching resources, expanding outreach, and deepening cross-curricular collaboration.

We are deeply grateful to the school leadership, teachers, parents, and student librarians for their unwavering support and partnership. Together, we have created a dynamic and inclusive reading environment that inspires curiosity, creativity, and critical thinking.

As we look to the future, we remain committed to broadening students’ horizons and supporting teachers in their educational mission. With continued collaboration and innovation, we believe our library will remain a vibrant hub of learning, imagination, and growth.

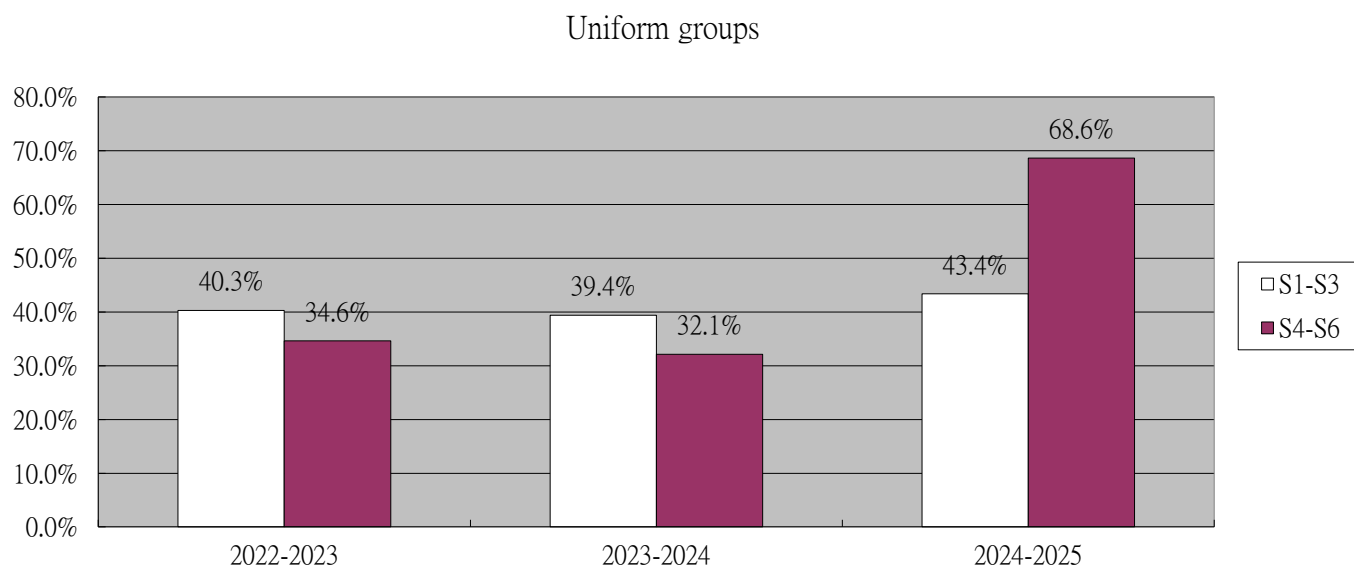
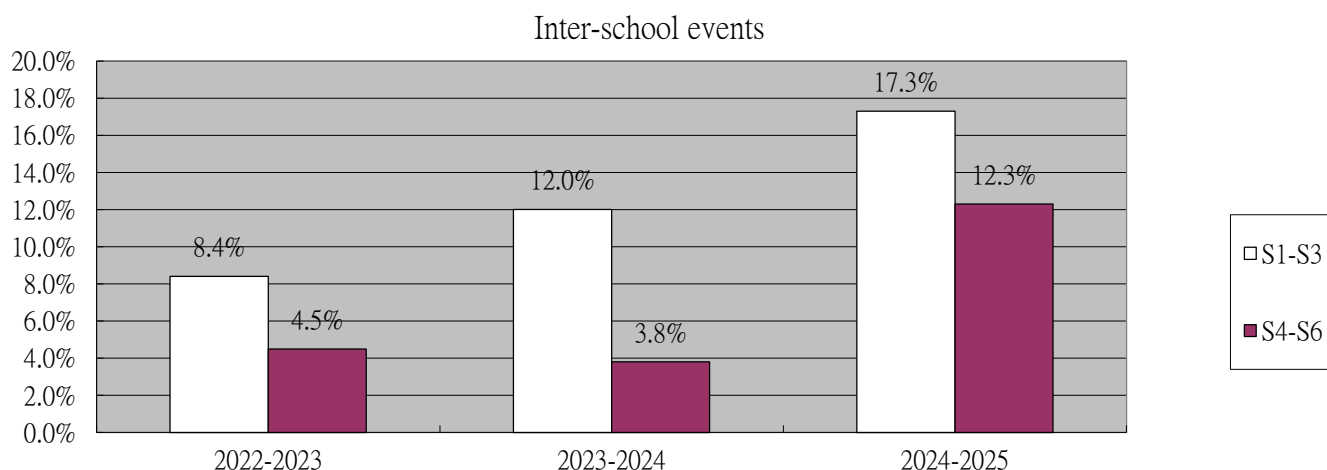
6.3 HKAT (Pre-S1)

The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below: (*22-23, 23-24 and 24-25 Score converted based on 18-19.)



6.4 Student Participation in Inter-school Events and Uniform Groups

- (a) The following bar charts report the participation rates (number of participating students divided by the total number of students in the school) for F.1-F.3 and F.4-F.6 inter-school events and uniform groups in the past 3 years. Inter-school events include Schools Music, Speech and Dance Festivals and sports events organised by the HK Schools Sports Federation. Uniform groups include Scouts, Girl Guides and Air Cadets and Red Cross Youth Unit.



- (b) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniform groups in the past 3 years:

Activities	2022/2023	2023/2024	2024/2025
Inter-school sports events	198	219	242
Schools Dance Festival	37	50	42
Schools Music Festival	31	40	112
Schools Speech Festival	170	147	146
Scouts	600	600	600
Girl Guides	450	380	380
Air Cadets	120	180	340
Red Cross Youth Unit	695	605	651

6.5 HKDSE

Our school attained the following results in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 3 years:

	2022/2023	2023/2024	2024/2025
No. of students sat	130	124	125
Average % of subjects awarded level 2 or above	99.9%	99.6%	99.9%
Average % of subjects awarded level 4 or above	80.1%	84.9%	82.6%
Average % of subjects awarded level 5 or above	41.9%	53.1%	48.5%

6.6 Destinations of exit students

The following bar chart shows the percentages of academic and other final destinations of our F.6 students in the year of academic year 2024-2025.

