S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2025-2026)

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 Parent-Teacher Association (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.

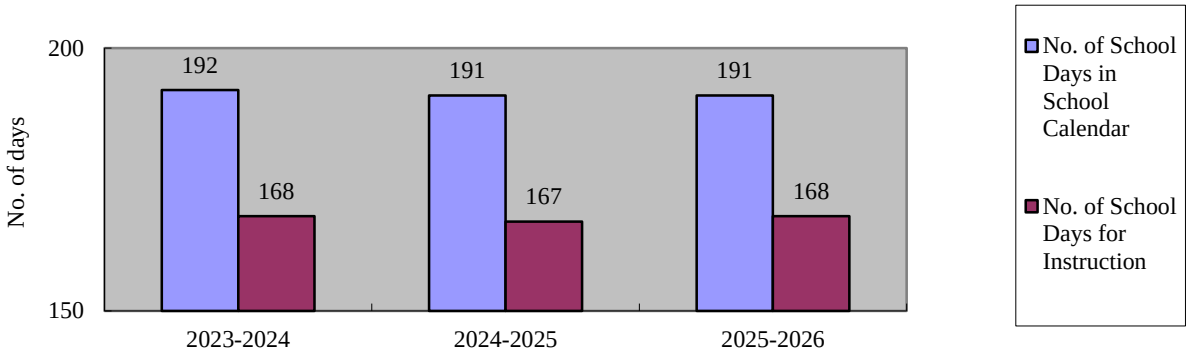
Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, to keep in close contact with the teachers via different means and use school facilities to conduct parent recreational activities. Over 90% of them are pleased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

1.4 Incorporated Management Committee Members

	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 SIN Lai Fong	S.S.B. Manager
8.	Ms LEE Shuk Yee	S.S.B. Manager
9.	Ms NGAI Kwok Chun Sarah	Alternate S.S.B. Manager
10.	Mr CHENG Kwun Kit Kenneth	Independent Manager
11.	Mr TANG Ho Yeung	Alumni Manager
12.	Ms KWOK Yuet Fun	Parent Manager
13.	Ms KEE Hiu Yin	Alternate Parent Manager
14.	Mr LI Chun Wai	Teacher Manager
15.	Mr WONG Kin Wa	Alternate Teacher Manager

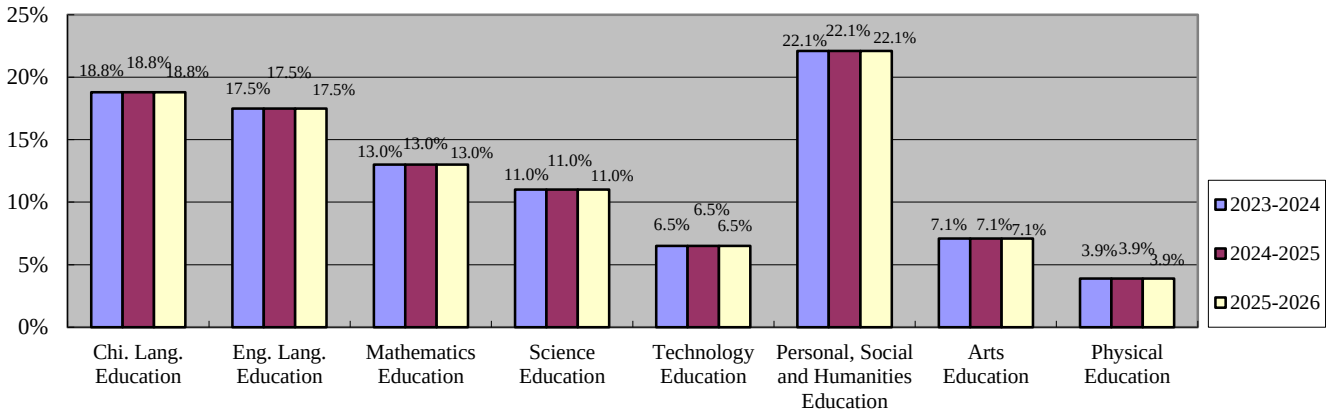
1.5 Number of Active School Days

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

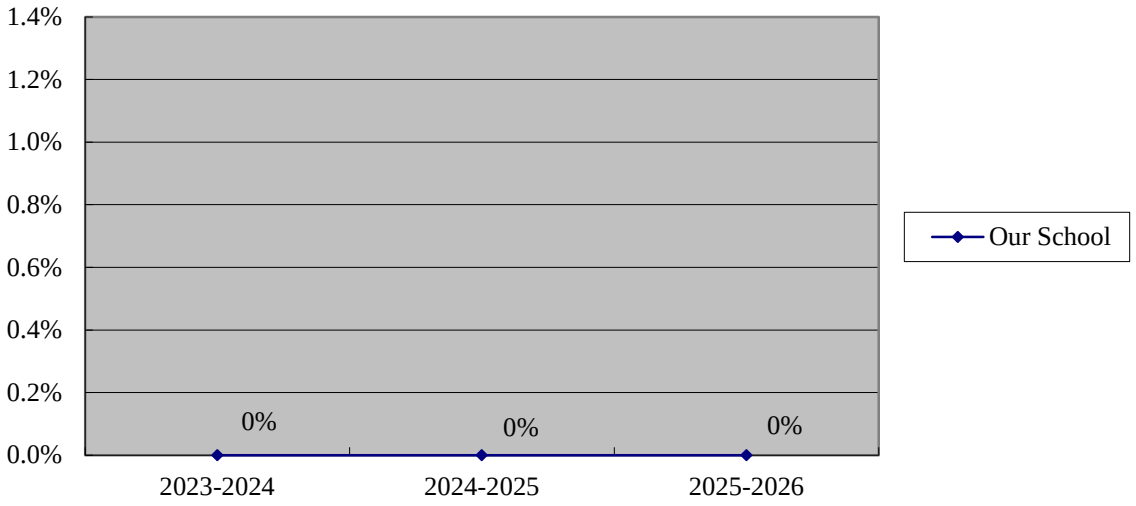
2.1 Class Organisation

The number of operating classes and the number of students (boys/girls/total) by level in 2025-2026 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	94	88	101	81	79	66	509
Girls	69	75	63	77	59	67	410
Total Enrolment	163	163	164	158	138	133	919

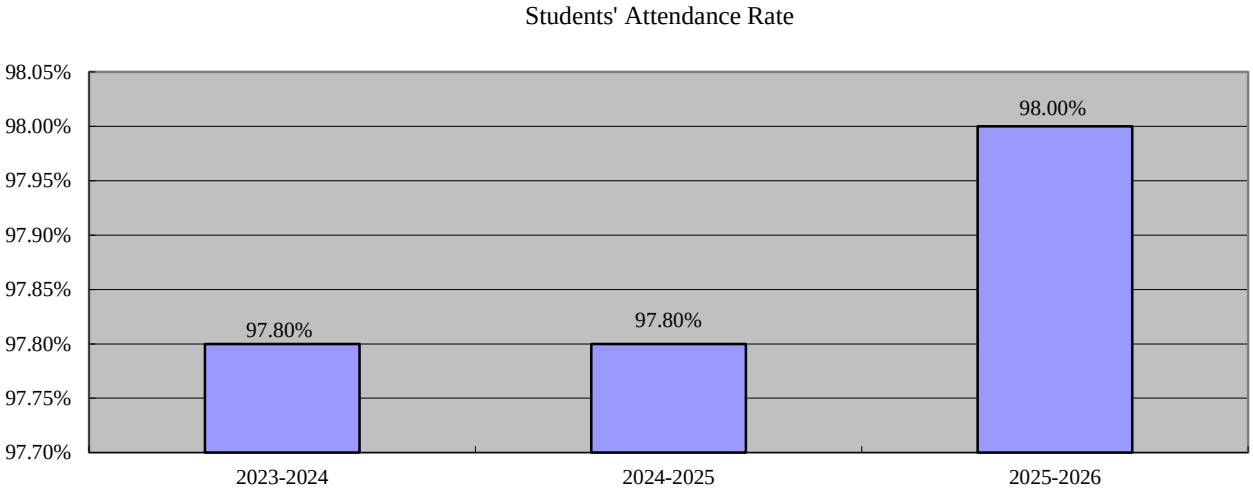
2.2 Unfilled Places

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



2.3 Students' Attendance

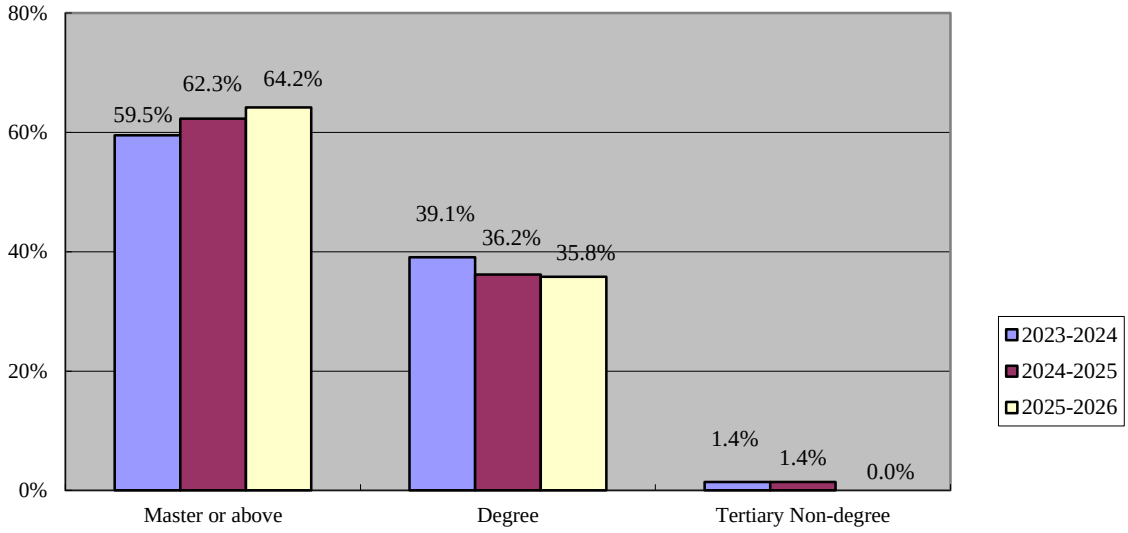
Below is a bar chart indicating student attendance rates in the past 3 years.



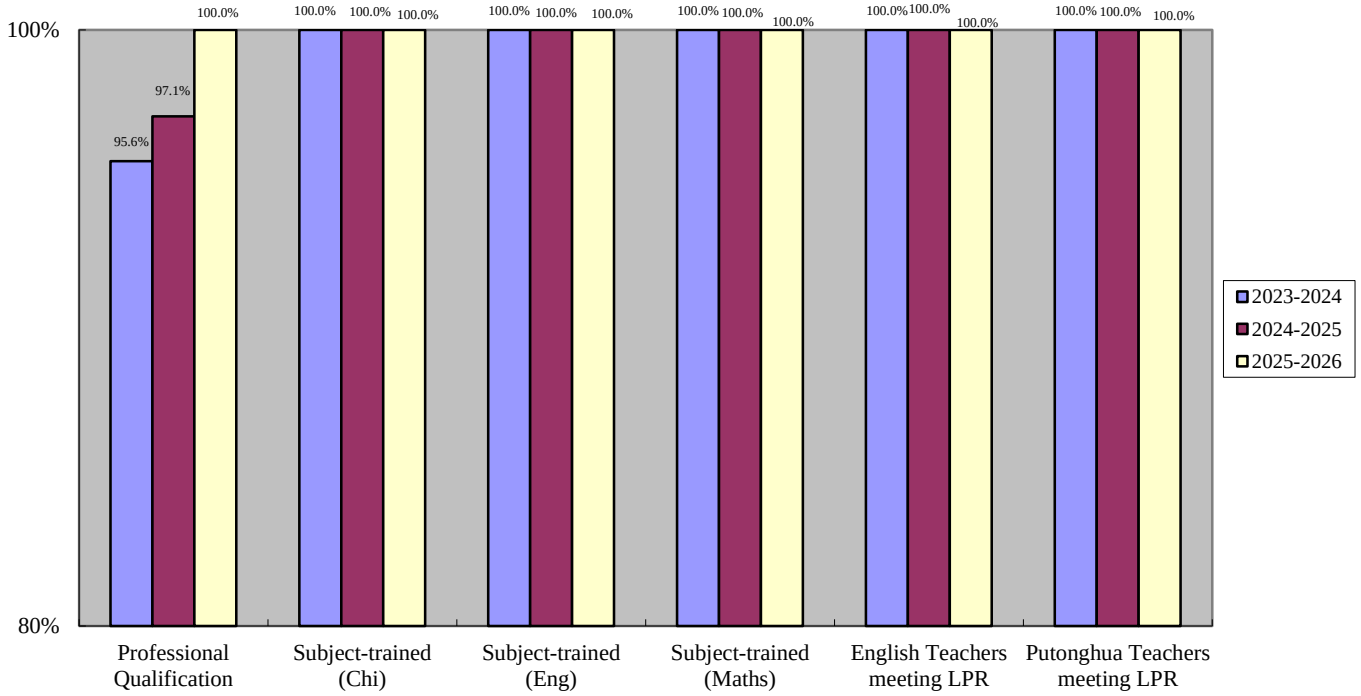
3. Our Teachers

3.1 Teachers' qualifications

There were 67 teachers in our school in 2025-2026. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:

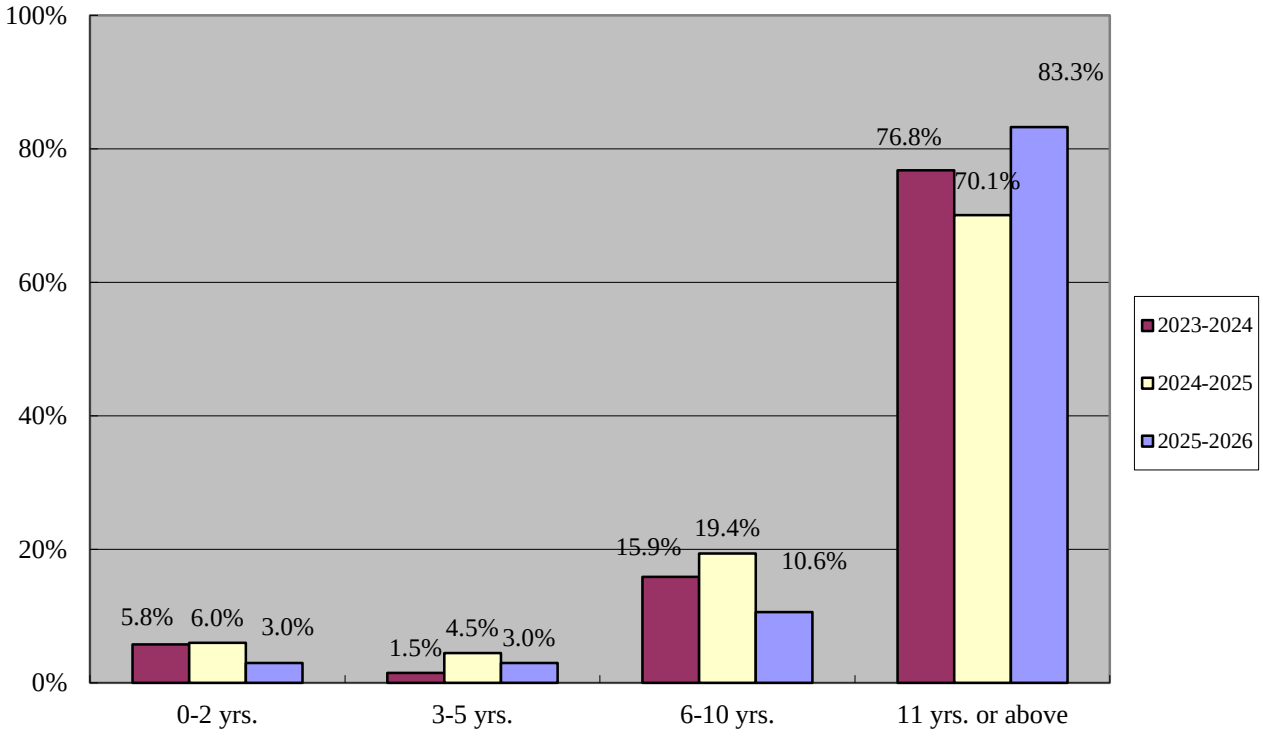


Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



3.2 Teaching Experience

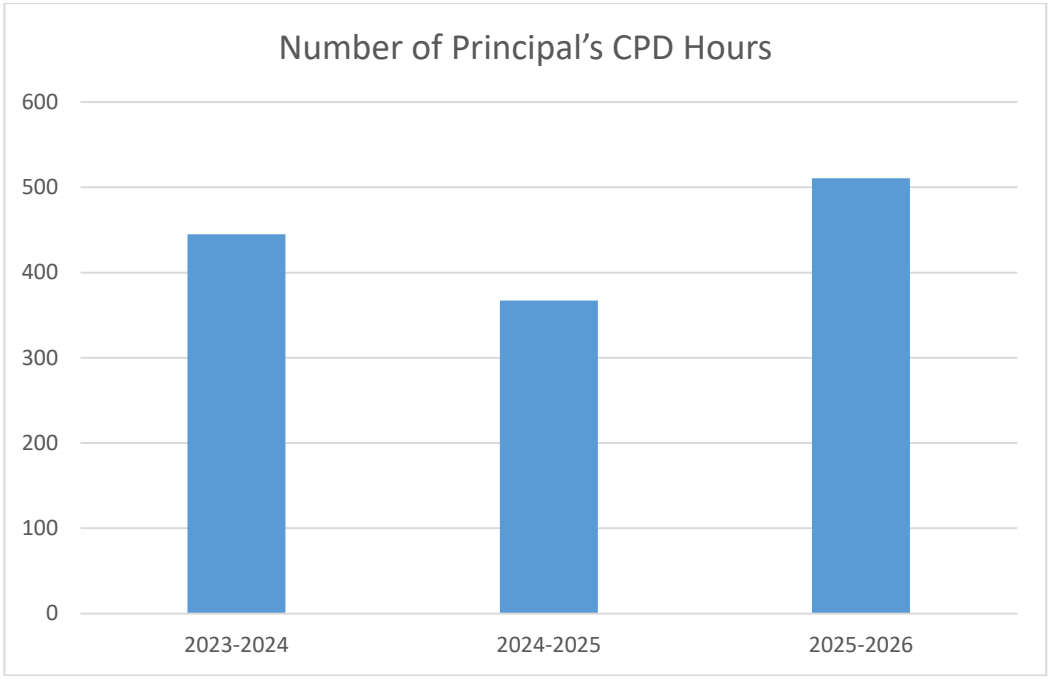
The percentages of teachers' experience in education in the past 3 years are shown below:



3.3 Teachers' Professional Development

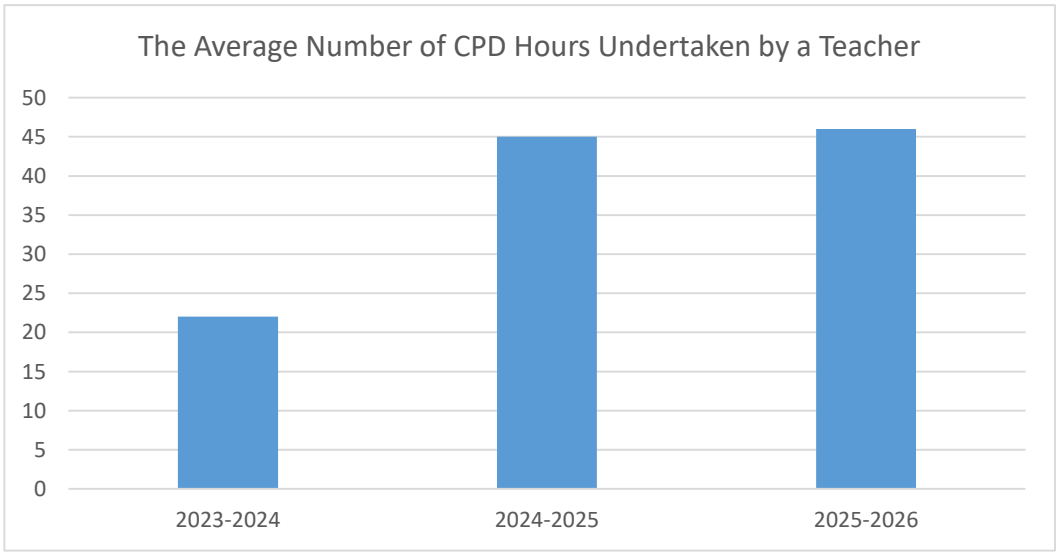
3.3.1 Report progress on the Principal's Continuing Professional Development (CPD)

The principal undertook **510.5** hours in her CPD consisting of **21.5** hours of structured learning, **288** hours under action learning and **201** hours of service to education and the community.



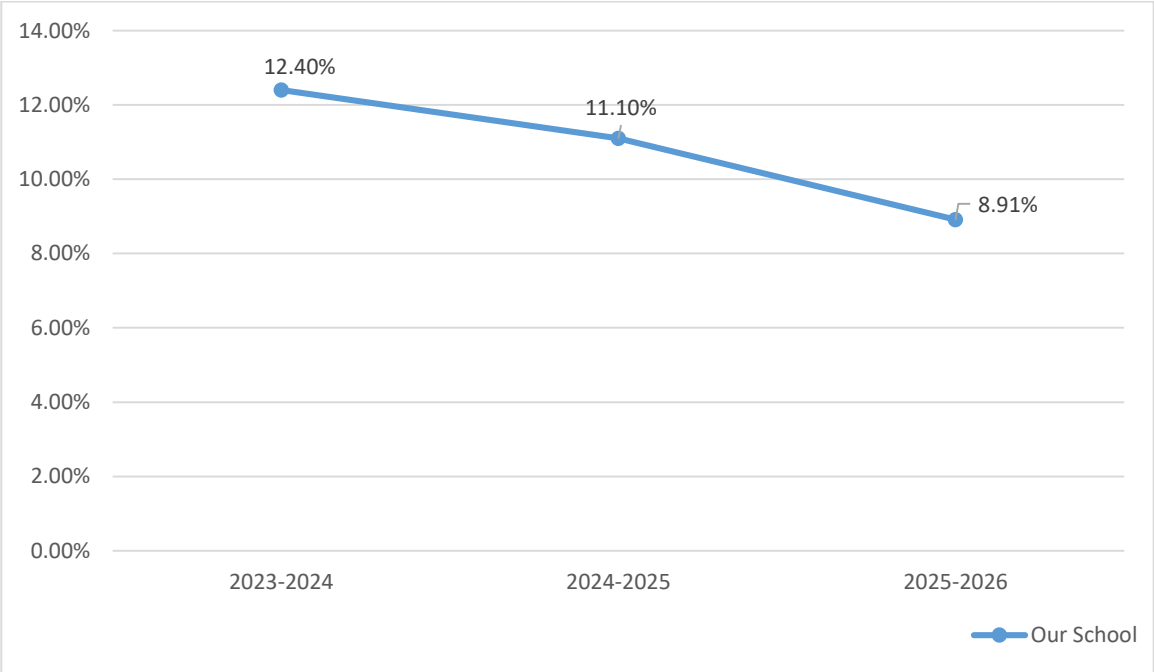
3.3.2 The average number of training hours undertaken by a teacher

The **67** staff members (other than the principal) participated in a total of **3062** hours. The average number of hours undertaken by an individual teacher is **46** 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. 25 - Aug. 26	• 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	**Lau Y.K.** • STEAM teachers • Subject panel heads	• External resources • Life-wide Learning Grant (LWLG) and / or Life-wide Learning and Sister School Grant (LWLSSG) • Alumni network • Local tertiary institutes

Achievements

Name of the Activity	Subject / Committee / Club	Date	Target Students		Report and Feedback
			Level	Number of Participants	
F.2 STEAM Day (AI Brawl Python Card Game Workshop)	CL/ Math/ Sci / Phy/ VA / DT/ Cross-Disciplinary (STEAM)	22/6/2026	F.2	Whole form	According to the questionnaires, over 95% of students were satisfied with the STEAM Day activity.
F.3 STEAM Day (micro:bit Hovercraft Fun Day)	CL/ Math/ Sci / Phy/ VA / DT/ Cross-Disciplinary (STEAM)	23/6/2026	F.3	Whole form	According to the questionnaires, over 93% of students were satisfied with the STEAM Day activity.
Day 4 assembly : STEAM 航天科技之旅分享會	STEAM Committee / AAT	12/11/2025	F.1-F.6	Whole school	Students enjoyed the sharing session by the participating students.
Sky Dream Inter School Aviation Competition 2026	STEAM Committee / AAT	9/5/2026	F.5	8	The students entered the final round of the competition.

(QEF project 2022-0202) Learning STEAM Aeronautical Knowledge through Immersive Experience : Aviation Club Training	STEAM Committee / AAT	12/1/2026 - 18/5/2026 (24 hours)	F.1 - F.5	25	Over 80 % enjoyed the experiences on the training class. Over 70% participants are planning in pursuing a career or further studies in aviation or STEAM fields.
Explore the World of Symmetry	CL/Math	5/2026	F.1	Whole Form	76% of the students agreed that the project has broadened their understanding of Mathematics in diverse STEAM-related contexts. 76% of the students agreed that the project helps their understand the skills and concepts of programming.
Making of a Gear Box	DT/Math	1-4/2026	F.2	Whole Form	68% of the students agreed that the project has broadened their understanding of Mathematics in diverse STEAM-related contexts. 78% of the students felt that their knowledge about rates and ratios has been enriched and broadened after the project.
Decoding a QR Code	CL/Math	1/2026	F.3	Whole Form	58% of the students agreed that the project has broadened their understanding of Mathematics in diverse STEAM-related contexts. 57% of the students agreed that the project increases their interest in Computer Literacy and Mathematics.
HKBU Service-Learning Programme (Visit to HKSTP Experience Centre)	ICT/Math	17/3/2026	F.5	23	90% of the students agreed that the talk had broadened their knowledge in Mathematics. 95% of the students agreed that the talk had improved their understanding of Mathematics.
Motion Analysis in Bowling Lesson	PE	11/2025	F.5	Whole Form	The F.5 Bowling Motion Analysis assignment was highly successful, achieving an outstanding student satisfaction score of 4.6/5. Students utilized video-recording technology to capture their bowling forms, effectively engaging in objective self-evaluation against established skill rubrics (including approach, release, and follow-through).
The 3rd Global Marty Challenge	DT	10/2025	F.1-F.3	4	Four Robotics and Engineering Team members attended this competition. They won two awards: 舞蹈新星大獎 and 卓越新星大獎.
UK BETT Show 2026	DT	1/2026	F.1-F.3	4	Four Robotics and Engineering Team members attended this exhibition. They acted as the exhibitors to introduce Marty the Robot to foreigners. They trained their communication skills during this event.

「語文學習新視界」閱讀寫作活動(中三級) –利用人工智能輔助學與教，提升學生資訊素養及語文綜合能力。	中國語文	2/2026	中三	全級	學生利用人工智能生成圖像，表達對詩歌內容的理解，並分析及反思。
Visit to Hong Kong Science and Technology Park Experience Centre	Career and Life Planning Committee	30/3/2026	F.3-F.5	6	Students visited the HKSTP Experience Centre to learn about Hong Kong's Leading Innovation and Technology Achievements through diverse sensory experience. Students showed great interest in the exhibits and the interactive learning experiences.
國家創新科技講座	Career and Life Planning Committee and the Citizenship and Social Development Panel	11/2/2026	F.4	Whole Form	Students gained insights into national innovation strategies, emerging technologies, and their societal impact. They learnt how research drives economic growth, the importance of interdisciplinary collaboration, and how innovation fosters sustainable development, preparing them to contribute meaningfully to future technological advancements.
STEAM exploration for Primary Students	STEAM Committee	23/5/2026	F.1-F.5	8	STEAM exploration turns primary students' natural curiosity into hands-on discovery, sparking early innovation through creative problem-solving and playing.
F.1 STEAM Activity	CL	22-23/6/2026	F.1	Whole Form	Students were satisfied with the STEAM activity.
Create Your AI App with Azure Computer Vision & App Inventor 2	CL	25/6/2026	F.1-F.3	20	Students were satisfied with the activity.
MEV JRC Training	CL	26/6/2026	F.1-F.3	20	Students were satisfied with the activity.
STEAM Activity	CL/Bio/Chem/Sci	8/7/2026	F.1-F.2	30	One team has selected to participate an AI & Aviation competition which will be held in the 2026-2027 school year.

Reflections and suggestions

According to our annual report, more than one-third of our subject panels (including CL, Math, DT, PE, Chinese, CS, Science, Bio, Chem, Phy, VA, and CLP) successfully conducted cross-curricular projects that incorporated STEAM elements. This fulfils 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 high satisfaction and engagement across cross-curricular projects. For instance, 76% of F.1 students agreed the Symmetry project broadened Math and programming understanding, 68% and 78% of F.2 students reported enriched Math/ratio knowledge from the Gear Box project, 90–95% of F.5 students noted improved Math understanding from the HKSTP visit, and the PE Motion Analysis in Bowling lesson achieved an outstanding satisfaction score of 4.6/5.

Deliverables:

Student deliverables showed high quality and creativity, including AI-generated images for poetry analysis in F.3 Chinese, gear box models in DT/Math, symmetry programming in CL/Math, QR code decoding, and video-recorded bowling form self-evaluations against skill rubrics.

Participation and Awards:

Student involvement in external competitions increased significantly, yielding notable achievements. Four team members won the 舞蹈新星大獎 and 卓越新星大獎 at the 3rd Global Marty Challenge, eight F.5 students reached the final round of the Sky Dream Inter School Aviation Competition, and a team was selected for the 2026–2027 AI & Aviation competition.

Annual Reports:

Subject panel annual reports provided concrete evidence confirming that cross-curricular I&T projects were successfully implemented across diverse subjects.

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. 25 - Aug. 26	• 70% of students find their inspiration ignited and interest sparked by STEAM Day activities	• Surveys • Evaluation reports • Feedback from participants	**Lau Y.K.** •STEAM teachers	• External resources • LWLG and / or LWLSSG

Achievements

Name of the Activity	Subject / Committee / Club	Date	Target Students		Report and Feedback
			Level	Number of Participants	
F.2 STEAM Day (AI Brawl Python Card Game Workshop)	CL/ Math/ Sci / Phy/ VA / DT/ Cross-Disciplinary (STEAM)	22/6/2026	F.2	Whole form	According to the questionnaires, over 95% of students were satisfied with the STEAM Day activity.
F.3 STEAM Day (micro:bit Hovercraft Fun Day)	CL/ Math/ Sci / Phy/ VA / DT/ Cross-Disciplinary (STEAM)	23/6/2026	F.3	Whole form	According to the questionnaires, over 93% of students were satisfied with the STEAM Day activity.

Reflections and suggestions

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

Evidence of Success

Surveys and Questionnaires:
Findings indicate high levels of student satisfaction. Specifically, over 95% of F.2 students were satisfied with the F.2 STEAM Day (AI Brawl Python Card Game Workshop), and over 93% of F.3 students were satisfied with the F.3 STEAM Day (micro:bit Hovercraft Fun Day).

Participant Feedback:
Quantitative and anecdotal feedback confirmed strong engagement. Students enjoyed the whole-school assembly sharing session on the STEAM Aviation Journey, and positive feedback was also gathered from F.1 STEAM activities, Azure AI App creation, and MEV JRC training.

Suggestions for Future Development

Increase Hands-On Activities:
Prioritise interactive workshops and projects that require direct student participation and problem-solving, building on the positive feedback from hands-on Python card game and micro:bit hovercraft sessions.

Encourage Cross-Grade Collaboration:
Expand activities that foster collaboration between students across different grade levels during school-wide assemblies and STEAM Days to allow senior students to mentor junior peers.

Integrate More Real-World Applications:
Connect learning directly to real-world I&T careers and national development trends by expanding site visits (such as the HKSTP Experience Centre) and lectures on emerging technologies.

4.2.3 Identify and nurture students with potential in STEAM as innovators and coaches

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 25 - Aug. 26	• STEAM innovators and coaches are involved in at least one STEAM-related exhibitions and exchange programmes	• Surveys • Feedback from STEAM innovators and coaches	**Lau Y.K.** •STEAM teachers	• External resources • LWLG and / or LWLSSG

Achievements

Name of the Activity	Subject / Committee / Club	Date	Target Students		Report and Feedback
UK BETT Show 2026	DT	1/2026	F.1-3	4	Four Robotics and Engineering Team members attended this exhibition. They acted as the exhibitors to introduce Marty the Robot to foreigners. They trained their communication skills during this event.
Day 4 assembly : STEAM 航天科技之旅分享會	STEAM Committee / AAT	12/11/2025	F.1-6	Whole school	Students enjoyed the sharing session by the participating students.
STEAM exploration for Primary Students	STEAM Committee	23/5/2026	F.1-5	8	STEAM exploration turned primary students' natural curiosity into hands-on discovery, sparking early innovation through creative problem-solving and play.
(QEF project 2022-0202) Learning STEAM Aeronautical Knowledge through Immersive Experience : Aviation Club Training	STEAM Committee / AAT	12/1/2026 - 18/5/2026 (24 hours)	F.1 - F.5	25	Over 80 % enjoyed the experiences in the training class. Over 70% participants were planning in pursuing a career or further studies in aviation or STEAM fields.

Reflections and suggestions

The implementation of Target 4.2.3 was successful, as we effectively identified and nurtured students with potential in STEAM as innovators and coaches. Our student innovators were actively involved in international exhibitions, exchange programmes, and coaching initiatives, meeting the success criteria.

Evidence of Success

Participation in Exchange Programmes:

Four Robotics and Engineering Team members served as exhibitors at the UK BETT Show 2026 in January 2026, introducing Marty the Robot to international visitors and developing their communication skills. Students also participated in the Global Marty Challenge and the Sky Dream Inter-School Aviation Competition.

Leadership and Training:

Eight student innovators actively acted as coaches for primary students during the "STEAM exploration for Primary Students" activity on 23 May 2026, guiding younger learners in hands-on discovery and creative problem-solving.

Student Satisfaction:

Participants reported high satisfaction and motivation. In the QEF Aviation Club Training programme, over 80% of the 25 participants enjoyed the training, and over 70% indicated plans to pursue further studies or careers in aviation or STEAM fields.

Suggestions for Future Development

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

Formalise the Coaching Role:

Create a structured framework for student coaches that offers formal training in pedagogy and communication skills to better prepare them for mentoring primary and junior students.

4.3 Major Concern: Foster a vibrant reading culture with enhanced cross-curricular collaboration (跨科組協作一促進閱讀文化)

4.3.1 Enhance students' reading habits through interdisciplinary collaboration

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 25 - May 26	• One-third of the subjects organised one cross-curricular project	• Teachers Comments • Surveys • Annual plan & Evaluation reports • Deliverables (e.g. book sharing, board displays)	**Ma W.L.** • Reading across the Curriculum (RaC) Promotion Group • Library Committee	• Promotion of Reading Grant • LWLG and / or LWLSSG • 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	
Enhance students' reading interest through book review videos. Engage students to share reading experiences through reading broadcast during morning reading period.	10/2025 to 4/2026	F.1 - F.6	Whole school	From October 2025 to April 2026, our RaC Promotion Group 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. 48 book review videos were created by students.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
The Chinese History Department Themed Book Exhibition, organised in collaboration with the Chinese History Department, showcased historical literature and interactive materials aimed at deepening students' understanding of Chinese history.	11/2025	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, strengthening their sense of connection to the subject and deepening their sense of belonging to the nation.
English Themed Book Exhibition co-hosted with the English Department. This exhibition provided various kinds of novels for students to encourage exploration of diverse novelists to expand their literary perspectives.	3/2026	F.1 - F.6	Whole school	The book exhibitions allowed students to explore a variety of English novels. It helped to broaden students' choices of English novels and enhance their interest in reading English books. About 120 students from both senior and junior forms participated in the exhibition, English teachers sometimes were present on-site to answer students' questions about how to select suitable English books that match their interests and level.
'TST Book Week' – In celebration of World Book Day on 23 April 2026 (Thu), all subject panels will collaborate with the School Library to run an array of reading activities throughout the Week, which aim at raising students' reading interest and broadening their horizons. Activity Dates: 17 April 2026 (Fri) – 24 April 2026 (Fri)	4/2026	F.1 - F.5	Whole school	Approximately 75% of the students expressed satisfaction with the overall arrangements of the Week while 95% of the teachers affirmed that its educational objectives had been successfully achieved. Additionally, 53% of the student respondents acknowledged that the Week broadened their exposure to a wider range of books. Furthermore, 72% indicated a heightened interest in reading following the Week.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Celebrity Book Sharing Session: 新聞工作者的視角「書本外的真實」by Akina Fong . The session aimed at inspiring our students and teachers through an engaging session on the new horizons in reading.	22/4/2026	F.3 - F.5	450 students and teachers	Students responded with great enthusiasm, and our guest was highly impressed by them. Akina Fong answered the hosts' questions in both Chinese and English, sharing her personal reading experiences and promoting books at various levels.

Reflections:

We sincerely thank all subject panels for their close collaboration with the RaC Promotion Group. With their support, we have successfully implemented a variety of initiatives—including themed book exhibitions, author talks, and the TST Book Week—that have helped raise students' interest in reading from multiple perspectives. More than one-third of the subject panels joined our programmes, reflecting the strong commitment across departments to fostering a culture of reading.

In the coming year, we will continue to work hand in hand with subject panels to launch a new initiative, *"Dreams Take Flight: Reading Mileage Scheme."* This programme will feature a series of reading-related activities designed to motivate students to make effective use of Morning Reading Periods, borrow books more frequently from the school library, and participate actively in reading activities organised by different subject panels.

4.3.2 Empower students as engaged learners and avid readers

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 25 - Jun. 26	• Collaborate with the RaC Promotion Group to ensure that at least one-third of subject panels participate in reading promotion programmes, while also enriching the library collection with quality reading materials	• Feedback from students and teachers concerned • Deliverables (e.g. book fair, board displays)	**Ma W.L.** • RaC Promotion Group Committee	• Promotion of Reading Grant • LWLG and / or LWLSSG • External resources

Background:

The goal is to cultivate and enhance students' interest in learning and their sense of ownership by providing enriching reading experiences. Students are motivated to read more books after engaging with their peers' book review videos and participating in reading-sharing workshops. In addition, they are encouraged to share their own reading experiences through meaningful activities both inside and outside the school, further strengthening the culture of reading promotion.

Conclusion on achievements:

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Monthly Chinese and English Good Books Recommendation Broadcasts: Students, alumni, and teachers shared engaging book recommendations via broadcasts, enriching the literary exposure of the students.	10/2025 to 4/2026	F.1 to F.6	Whole school	During morning reading periods, short video clips were played. Over 60% of the student supported playing them once a week, while less than 30% prefer once a month. Only around 10% believe they should be played once per term or at other frequencies. In general, the Book Recommendation Broadcasts featured engaging summaries and personal reflections, inspiring more students to explore the library collection.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
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.	10/2025 to 5/2026	F.1 - F.6	Whole school	Monthly new book recommendations played 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 55 new books were added per month. Nevertheless, we remained committed to maintaining a diverse selection. The collection continued to include a wide variety of books, covering different subjects as well as many engaging titles beyond textbooks and academic materials.
Reading Ambassador Scheme: The Chinese and English Departments organised a series of training programmes to promote reading in each class.	10/2025 to 4/2026	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 organizing reading activities and recommending books, they cultivate leadership, communication, and a deeper appreciation for literature. Nearly 85% 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.

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
Junior Librarian Internship Programme for F1 to F4 students focused on training in library operations, leadership and event coordination, fostering teamwork and responsibility.	2/2026	F.1 - F.5	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.
A visit to Baptist Liu Ming Choi Secondary School invited students to share and discuss books in various topics and across different genres. Students enhanced communication and enriched their interests of reading.	21/4/2026	F.1 - F.3 and student librarians	15	One Chinese teacher and one English teacher accompanied a group of 15 students to participate in the inter-school reading sharing session. The students responded enthusiastically, taking the initiative to introduce their favourite books, which ranged from novels and biographies to popular science works. Impressively, 98% of the participants reported that they thoroughly enjoyed the entire reading exchange, while 90% expressed their hope that the school would continue to connect with other schools for similar activities. In addition, 75% of the students suggested that holding such exchanges during class time would be even more beneficial.

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

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 25 - Jun. 26	• 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	**Ma W.L.** • RaC Promotion Group Committee • Parent-Teacher Association	• Promotion of Reading Grant • LWLG and / or LWLSSG • External resources

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

Conclusion on achievements:

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. Notably, two F1 students and one F4 student won the prestigious Hong Kong-Macao Reading Star Awards.	9/2025 to 7/2026	F.1 - F.6	Whole school	Promoting the E-book platform has been a central focus of our reading initiatives over the past two years. Our goal is to provide students with access to a wide variety of reading materials. Recent data showed a modest increase in overall E-book usage. This academic year, 322 students out of a total school population of 919 used the platform, compared with 289 students in 2024-2025. However, total usage time decreased slightly, from 755 hours last year to 689 hours this year. These figures highlighted that while progress has been made, further efforts are needed to strengthen the promotion of e-reading among students.
Annual Book Fair: In collaboration with Commercial Press, the two-day fair showcased around 6,000 books for browsing and purchase, garnering enthusiastic participation.	11/2025	F.1 - F.6	Whole school	The Annual Book Fair was once again a great success. According to a recent survey, 80% 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, this allowed students and parents to purchase books and stationery at more affordable prices. These promotions made the event

Brief Description and Objective of the Activity	Date	Target Students		Report and feedback
		Level	Number of Participants	
				even more attractive and accessible to the school community. Parents were also welcome to join 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 on 19-20 November 2025, which allowed Form 6 students to participate before their graduation. Their involvement helped make the event more inclusive and meaningful for the whole school community.
Cultural Reading Exchange Programme: The school library, in collaboration with the Chinese Language and the Chinese Literature Departments organised the Jiangnan Bookstore Map Tour 千里鶯啼綠映紅: 江南書店地圖. Four teachers led 36 students to visit major historical landmarks, writers' former residences, and distinctive bookstores in Shanghai. Students also had the valuable opportunity to interact with students from the Chinese Department of Suzhou University, and an appreciation of Suzhou Pingtan (蘇州評彈) performances. These experiences enriched their awareness of Chinese cultural heritage.	30/12/2025 to 3/1/2026	F.3 - F.5	40	Over 90% of the students agreed that the pre-reading activities were instrumental in enhancing their understanding of Jiangnan 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 heritage, 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.	4/2026	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 toward exploring these topics, suggesting that the promotion successfully planted seeds of interest that may grow over time.

Reflections and Conclusion:

Our students generally place a strong emphasis on academic achievement. While 80% of students expressed interest in reading in the questionnaire conducted during the Annual Book Fair in November, the year's overall data showed that the number of books borrowed from the library and e-books accessed on digital platforms remains relatively low. A possible explanation is that students tend to prioritise academic performance over leisure reading.

The Stakeholder Survey conducted this academic year further reflects this trend: parents and students rated students' interest in reading at an average of 3.4 out of 5, while teachers rated it slightly higher at 3.5 out of 5. These figures suggested that although interest in reading exists, it has not yet translated into consistently high borrowing or usage rates.

At the same time, we recognise that in today's society, gaining knowledge beyond the classroom is no longer confined to traditional books. Data indicated 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 continues to receive enthusiastic support from both teachers and students, reinforcing the importance of diverse approaches to reading promotion.

Looking ahead, our RaC Promotion Group will explore more dynamic and engaging formats to spark students' interest in reading. In 2026-2027, our school will collaborate with the Chinese, English, and Mathematics Departments to launch an interdisciplinary cultural and academic exchange tour in Singapore. Eighty students, accompanied by teachers, will visit universities to participate in cultural and academic exchanges, broadening their perspectives and deepening their learning in a multicultural environment.

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

Through authentic, experiential learning in Hong Kong and overseas, students applied subject knowledge, explored different cultures and contexts, and developed broader perspectives. These opportunities enriched and extended classroom learning, enabling students to acquire and construct a broad and solid foundation of knowledge while strengthening transferable skills for lifelong learning.

1. Local activities by Different Key Learning Areas (KLA)

- The Chinese Language KLA offered a literary walk and writing class for 20 F.2–F.5 students, using site visits to enhance observation, textual understanding and appreciation of literature. A practical writing programme engaged 165 F.2 students to strengthen their proficiency and confidence through a writing competition. Both activities largely or fully achieved their objectives.

- The Mathematics KLA subsidised 14 F.1–F.3 students throughout the year to participate in mathematics competitions and external programmes. These activities broadened students' learning experiences, strengthened their mathematical skills and provided opportunities to apply their knowledge beyond the classroom. Both initiatives fully achieved their objectives.

- The Personal, Social and Humanities Education KLA provided five experiential learning activities for F.3–F.5 students, generating 627 student-participations. Visits to the Hong Kong Palace Museum enabled students to examine valuable Chinese and ancient Egyptian artefacts, deepening their understanding of Chinese history, culture, religion and social structures. These visits also developed students' source-analysis skills, strengthened their national identity and broadened their global perspectives. A heritage tour of Kowloon City allowed students to explore local monuments and experience Hong Kong's culture from different perspectives. An on-campus talk and soft-food tasting session raised students' awareness of swallowing difficulties, soft-food culture and issues affecting older people, encouraging greater concern for the elderly and society. In addition, the Social Entrepreneurship Programme offered diverse career-related experiences to support students' further studies, career development and personal goals. Overall, the activities combined museum learning, field studies, interactive experiences and career education. Four activities fully achieved their objectives, while one mostly achieved them.

- The Science Education KLA provided five experiential learning activities for 94 F.3–F.5 student-participations. Students entered an analytical chemistry competition and the Physics Olympiad or other external physics competitions to broaden their scientific knowledge, with one chemistry team reaching the final round. An intergenerational activity developed students' presentation skills and respect for older people as they guided elderly participants through simple chemical experiments. Snorkelling and diving field studies enhanced students' understanding of coral ecology, while a PADI open-water diving course equipped the coral nursery team with practical skills for marine research and conservation. Four activities fully achieved their objectives, while one mostly achieved them.

- The Physical Education KLA provided four experiential learning activities for 753 F.4–F.5 student-participations. F.4 students took part in archery and lacrosse lessons, while F.5 students received golf instruction. External PE sessions were also organised throughout the year. By learning and practising sports beyond the school setting, students experienced a wider variety of physical activities and developed new skills. The programmes supported the school's major concern of cultivating positive values and attitudes, encouraging students to maintain an active and healthy lifestyle throughout their lives. Three activities mostly achieved their objectives, while the year-round external PE sessions fully achieved them.

2. Non-local study trips by different subject panels and committees

Theme	Dates	Participants involved	Responsible subject panels or committees
日本關西可持續發展五天遊學團	2025 年 10 月 3 至 7 日	30 名 中三至中五級學生	全方位學習組
姊妹學校（東莞中學）藝術文化交流團	2025 年 12 月 22 至 23 日	30 名中四學生	姊妹學校統籌組
「千里鶯啼綠映紅：江南書店地圖」五天遊學團	2025 年 12 月 30 日至 2026 年 1 月 3 日	約 36 名 中三至中五級學生	中國語文科、 中國文學科、 圖書館委員會
佛山嶺南文化內地考察（兩天）	2026 年 1 月 8 至 9 日	全體中五級學生	公民與社會發展科
UK EdTech Exchange Tour (BETT Show)	2026 年 1 月 17 至 25 日	4 名 中一至中三級學生	STEAM 教育組
廣州中醫藥探索之旅	2026 年 3 月 29 至 31 日	30 名 中一至中三級學生	科學科、就業及生涯規劃委員會
潮汕歷史文化及文化遺產探索之旅	2026 年 3 月 30 日至 4 月 2 日	40 名 中一至中四級學生	視覺藝術科
韓國首爾服務及文化體驗團	2026 年 6 月 19 至 23 日	30 名 中三至中五級學生	學生輔導委員會、 義工服務委員會

大灣區職涯探索之旅—江門	2026 年 7 月 2 至 3 日	58 名 中四至中五級學生	就業及生涯規劃委員會
2026 加拿大英語交流團	2026 年 7 月 9 至 20 日	40 名 中一至中三級學生	英國語文科

During the 2025–2026 academic year, the school organised nine non-local study trips for students from F.1 to F.5, covering sustainable development, arts and culture, Chinese language and literature, national education, educational technology, Chinese medicine, cultural heritage, community service, career exploration and English learning. Destinations included the Mainland, Japan, South Korea, the United Kingdom and Canada. The programmes offered students valuable opportunities to extend classroom learning through visits, exchanges, field observation, practical activities and direct interaction with people from different cultural and professional backgrounds. Taken together, the trips broadened students' knowledge, strengthened their cultural awareness and national identity, and enhanced their communication, collaboration, problem-solving and independent-living skills. They also enabled students to connect subject knowledge with authentic contexts and to gain a clearer understanding of sustainable development, technological innovation, traditional culture, service learning and future study and career pathways.

Overall, the objectives of the study trips were mostly achieved. The wide range of themes and destinations catered for students of different ages, interests and learning needs, while the involvement of subject panels and committees ensured that the activities were closely linked to curriculum priorities and whole-person development. In particular, the trips provided meaningful experiential learning that could not be fully replicated within the classroom and encouraged students to become more open-minded, responsible and confident learners. To further strengthen the impact of future programmes, participating students should be guided to consolidate their learning through structured reflection, presentations, journals or follow-up projects. Opportunities for them to share their experiences with classmates would also extend the benefits to a wider group of students. The school may continue to review student feedback, participation patterns, learning outcomes, programme costs and logistical arrangements so that future trips remain safe, inclusive, purposeful and aligned with school development priorities. Greater attention could also be given to pre-trip preparation and post-trip application, enabling students to set clear learning goals and demonstrate how their experiences have contributed to their knowledge, values and transferable skills.

Reflection

During the 2025–2026 academic year, the local activities and non-local study trips provided meaningful experiential learning across subjects and cross-curricular areas. Survey findings reflected strong student participation and positive perceptions of how these programmes supported intellectual development, broadened perspectives and connected classroom knowledge with authentic contexts.

Overall, 90% of students participated in subject-related experiential activities; 82% were satisfied with their experiences, and 78% reported wider subject knowledge. Moreover, 75% agreed that the activities deepened their understanding of issues affecting themselves, their communities, the nation and the world. These results were generally higher than those in the previous School Development Cycle, indicating that the programmes mostly achieved their objectives. Continued emphasis on purposeful preparation, structured reflection and opportunities to apply and share learning would further strengthen their impact.

Feedback and Follow-up
The positive outcomes indicate that the school's experiential learning programmes have effectively enriched students' learning across Key Learning Areas and cross-curricular domains. However, the approximately 10% reduction in funding from the Education Bureau (EDB) will place greater constraints on future planning. With fewer resources available, the school may need to reduce the number of non-local study trips, prioritise programmes with the strongest educational value, or arrange more cost-effective destinations. Students wishing to join overseas study trips may also need to bear a greater share of the expenses. To maintain accessibility, the school should explore external sponsorship, additional subsidies and lower-cost alternatives, while ensuring that financial considerations do not unduly limit participation. Structured preparation, reflection and sharing should continue to maximise the learning impact of every activity.

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

Achievements
Throughout the 2025–2026 academic year, our students achieved outstanding results in both physical and aesthetic inter-school competitions, reflecting their perseverance, talent and all-round development. In the physical domain, school teams excelled in a wide range of sports. Swimmers achieved impressive individual, relay and overall results in the Inter-School Swimming Competition, while the Boys U15 Football Team and Boys C Grade Handball Team captured championship titles. Students also earned commendable results in volleyball, basketball, athletics, cross-country running, long-distance running, table tennis and indoor rowing, demonstrating determination, resilience and strong team spirit. Particularly remarkable were the orienteering teams, which attained multiple championships and top placements at district and Hong Kong levels, showcasing students' stamina, strategic thinking and collaboration. Students also gained recognition in rope skipping, taekwondo and other sporting events, further extending the school's sporting presence. In the aesthetic domain, students likewise achieved excellent results. In music, the choir, orchestra, string ensemble and individual musicians received numerous Gold, Silver and Bronze Awards in major competitions, including the Hong Kong Schools Music Festival and the Hong Kong Joint School Music Competition. In speech, public speaking and debate, students excelled in English, Cantonese and Putonghua events, securing championships, runners-up, merit awards and best debater titles, which highlighted their confidence, eloquence and critical thinking. Our drama and dance students also gained notable success, receiving awards in script writing, directing, stage effects, acting, spoken English, dance performance and short film production. In visual arts and calligraphy, students earned prizes in drawing, handwriting and calligraphy competitions, demonstrating creativity, patience and artistic sensitivity. These remarkable accomplishments across both physical and aesthetic arenas brought honour to the school and affirmed the importance of quality learning experiences beyond the classroom.

Sports
- ***Boys B Grade Swimming Team*** won three first runners-up and one third runner-up individual prizes in the Inter-School Swimming Competition.
- ***Boys B Grade Swimming Team*** won the second runner-up in the 4 × 50m Freestyle Relay and the overall third runner-up in the Inter-School Swimming Competition.
- ***Girls B Grade Swimming Team*** won two champions, one second runner-up and two third runners-up individual prizes in the Inter-School Swimming Competition.
- ***Girls B Grade Swimming Team*** won the champion in the 4 × 50m Freestyle Relay and the overall second runner-up in the Inter-School Swimming Competition.
- ***Boys C Grade Swimming Team*** won two second runners-up and one third runner-up individual prizes in the Inter-School Swimming Competition.

- ***Boys C Grade Swimming Team*** won the first runner-up in the 4 × 50m Freestyle Relay and the overall third runner-up in the Inter-School Swimming Competition.
- ***Boys B Grade Volleyball Team*** won the second runner-up in the Inter-School Volleyball Competition (Division I).
- ***Boys C Grade Volleyball Team*** won fifth place in the Inter-School Volleyball Competition (Division I).
- ***Boys U15 Football Team*** won the championship in the Inter-School Football Competition (Division II).
- ***Boys C Grade Handball Team*** won the championship in the Inter-School Handball Competition.
- ***Boys B Grade Basketball Team*** won the third runner-up in the Inter-School Basketball Competition (Division II).
- ***Boys A Grade Athletics Team*** won two third runners-up individual prizes in the Inter-School Athletics Competition.
- ***Girls B Grade Athletics Team*** won two second runners-up and one third runner-up individual prizes in the Inter-School Athletics Competition.
- ***Girls C Grade Athletics Team*** won one champion individual prize in the Inter-School Athletics Competition.
- ***Boys A Grade Long-distance Running Team*** won one second runner-up individual prize in the Inter-School Long Distance Run Competition.
- ***Boys B Grade Long-distance Running Team*** won the overall fifth place in the Inter-School Cross-Country Competition, and the overall sixth place in the Inter-School Long Distance Run Competition.
- ***Girls B Grade Long-distance Running Team*** won one third runner-up individual prize in the Inter-School Long Distance Run Competition.
- ***Girls C Grade Long-distance Running Team*** won one ninth place individual prize in the Inter-School Cross-Country Competition.
- ***Girls C Grade Long-distance Running Team*** won the overall eighth place in the Inter-School Cross-Country Competition.
- ***Boys B Grade Table Tennis Team*** won the overall fifth place in the Inter-School Table Tennis Competition.
- ***Girls C Grade Table Tennis Team*** won the overall fifth place in the Inter-School Table Tennis Competition.
- ***Girls A Grade Indoor Rowing Team*** won one ninth place individual prize in the Inter-School Indoor Rowing Competition.
- ***Boys B Grade Indoor Rowing Team*** won one third runner-up individual prize in the Inter-School Indoor Rowing Competition.
- ***Boys C Grade Indoor Rowing Team*** won one fifth place individual prize in the Inter-School Indoor Rowing Competition.
- ***Boys C Grade Indoor Rowing Team*** won the seventh place in the 4 × 500m Relay and the overall sixth place in the Inter-School Indoor Rowing Competition.
- ***Boys A Grade Orienteering Team*** won six individual prizes in the Hong Kong Inter-School District Orienteering Championships (Middle Distance).
- ***Boys A Grade Orienteering Team*** won the championship in the Hong Kong Inter-School District Orienteering Championships (Middle Distance), and the first runner-up in the Hong Kong Inter-School Orienteering Championships (Middle Distance).
- ***Boys A Grade Orienteering Team*** won the championship in the Hong Kong Inter-School Orienteering Championships (Sprint) in the New Territories District, and the first runner-up in the Hong Kong Inter-School Orienteering Championships (Sprint) in Hong Kong.
- ***Boys B Grade Orienteering Team*** won four individual prizes in the Hong Kong Inter-School District Orienteering Championships (Middle Distance).
- ***Boys B Grade Orienteering Team*** won the championship in the Hong Kong Inter-School District Orienteering Championships (Middle Distance), and the second runner-up in the Hong Kong Inter-School Orienteering Championships (Middle Distance).
- ***Boys B Grade Orienteering Team*** won the championship in the Hong Kong Inter-School Orienteering Championships (Sprint) in the New Territories District.
- ***Boys C Grade Orienteering Team*** won three individual prizes in the Hong Kong Inter-School District Orienteering Championships (Middle Distance).

- ***Boys C Grade Orienteering Team*** won the championship in the Hong Kong Inter-School District Orienteering Championships (Middle Distance), and the second runner-up in the Hong Kong Inter-School Orienteering Championships (Middle Distance).
- ***Boys C Grade Orienteering Team*** won the championship in the Hong Kong Orienteering Championships (Sprint) in the New Territories District, and the second runner-up in the Hong Kong Inter-School Orienteering Championships (Sprint) in Hong Kong.
- ***Girls C Grade Orienteering Team*** won the championship individual prize in the Hong Kong Inter-School District Orienteering Championships (Middle Distance).
- One student was awarded the HKSFF New Territories Secondary School Outstanding Athlete Award.
- In the 8th Hong Kong Inter-School Jump Rope Competiton, one student won the champion and the first runner-up in 30-second Single Rope Speed Sprint – Sha Tin Junior Secondary Group and 45-second Single Rope Individual Freestyle – Sha Tin Junior Secondary Group respectively.
- 中國香港跆拳道協會主辦「香港跆拳道黑帶賽2025」，本校學生獲得輕量級男子青少年黑帶組季軍。

Music

- In the 78th Hong Kong Schools Music Festival 2025-2026, 30 students were awarded with individual prizes in the solo and duet events, including one first place, three third places, three Gold Awards, twenty-two Silver Awards and four Bronze Awards.
- In the 78th Hong Kong Schools Music Festival 2025-2026, the Treble Voice Choir achieved the prestige first place with a Gold Award in the Secondary School Choir (Age 15 or under) – Church Music Singing in Foreign Language category, while the Mixed Voice Choir earned the Silver Award in the Secondary School Choir Singing in Chinese Language category.
- In the 78th Hong Kong Schools Music Festival 2025-2026, the Strings Orchestra garnered the Silver Award in the Secondary School String Ensemble – Junior category, while the School Orchestra secured the Bronze Award in the Secondary School Symphony Orchestra – Intermediate category.
- In the 2025 Hong Kong Youth Music Interflows, the School Orchestra won the Silver Award in the Symphony Orchestra Interflow – Secondary School.
- In the Hong Kong Joint School Music Competition 2025, the School Orchestra members won three Gold Awards in solo events
- In the Hong Kong Joint School Music Competition 2026, students from School Choir and School Orchestra won two Gold Awards and one Silver Award in solo events.
- In the Hong Kong Joint School Music Competition 2026, the School Choir triumphed with two Gold Awards in the Secondary School Choir – Senior category and the Secondary School Group Ensemble (Singing) respectively.
- In the Hong Kong Joint School Music Competition 2026, the School Orchestra garnered the Gold Award in the Secondary School Symphony Orchestra, while the Strong Orchestra earned one Gold Award in the Secondary School Group Ensemble (String) and two Silver Awards in the Secondary School Ensemble (String).
- Members from the School Orchestra also garnered four Silver Awards in the Secondary School Ensemble (Brass), Secondary School Ensemble (Woodwind) and Secondary School Pop Band in the Hong Kong Joint School Music Competition 2026.
- One student was awarded the championship in the HKBU Secondary School Songwriting Competition.

Speech Festival

- In the 77th Hong Kong Schools Speech Festival, 111 students achieved remarkable success, with four championships, seven first runners-up, and nine second runners-up in English events.
- In Cantonese events, 30 students excelled, earning four championships, five first runners-up, and six second runners-up.
- In Putonghua events, 33 students shone brightly, securing two champions, three first runners-up, and five second runners-up.

Debate Competitions

- The English Debate Team secured the first runner-up title at the Hong Kong Secondary School Debating Competition (HKSSDC) HKI & NT (Senior Division 1) 2025-2026.
- 中文辯論學會於香港學界辯論挑戰賽2026總決賽中榮獲冠軍；於同一比賽中，辯論學會同學共獲得四次最佳辯論員。
- 中文辯論學會於第十一屆聯合盃粵語辯論比賽總決賽中榮獲亞軍；於同一比賽中，辯論學會同學共獲得兩次最佳辯論員。
- 中文辯論學會於參加由寶血會上智英文書院主辦之第十五屆奇趣盃，在總決賽中獲季軍成績，於同一比賽中，辯論學會同學共獲得四次最佳辯論員。
- 中文辯論學會於第六屆「童行盃」全港校際服務辯論比賽中榮獲冠軍；於同一比賽中，辯論學會同學共獲得六次最佳辯論員。

Drama and Dance

- Students from the Chinese Drama Club garnered multiple accolades, including the Award for Outstanding Script, the Award for Outstanding Director, the Award for Outstanding Stage Effects, the Award for Outstanding Cooperation, and the prestigious Adjudicators' Award in the Hong Kong School Drama Festival 2025-2026 Secondary School (Cantonese). Twenty-two 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 Script Writing and the Outstanding Supporting Actor, Spoken English Award in the EMI English Drama Fest 2025-2026. One student received the Star Performer prize while twenty-four students received the Commendable Award for Spoken English.
- Eight students from the English Drama Club earned the Fourth Prize Merit Award in the Speak Up-Act Out Drama Competition 2025-2026.
- Seven students from the English Drama Club won the First Prize in the prestigious short film competition Filmit, organised by the EDB NET Section. Two students out of the team also achieved the Outstanding Actor Award.
- Students from Team A of the Dance Club won the impressive Honours Award in Jazz and Street Duet Dance (Secondary Section) at the 62nd Schools Dance Festival. They also won two Highly Commended Awards in the Festival.
- Students from Team B of the Dance Club earned the Commended Award in Jazz and Street Dance (Secondary Section) at the 62nd Schools Dance Festival.
- Students from the Chinese Dance Team also received the Commended Award in Chinese Group Dance (Secondary Section) at the 62nd Schools Dance Festival.
- Eight students from teams of the Dance Club won the Bronze Medal in the Junior Small Group National and Folklore category at the Dance World Cup Hong Kong Qualifying Match 2026. They were qualified for the Dance World Cup Finals.
- Eight students from teams of the Dance Club also won the Gold Medal in the Junior Small Group Showstopper category at the Dance World Cup Hong Kong Qualifying Match 2026.

- Two students from Team A of the Dance Club won the seventh place in the Junior Duet Showstopper category, while three students from the same team also won the eighth place in the Junior Trio Contemporary at the Dance World Cup Hong Kong Qualifying Match 2026.

Public Speaking and Toastmasters

- Nine students from the English Speaking Club advanced to the Hong Kong Federation of Youth Groups (HKFYG) English Public Speaking Contest District Semi-Finals 2026, with seven of them advancing to the District Finals. In the Grand Finals of the same event, one student won the Merit Award in the Senior Secondary category.
- One student from the English Speaking Club won the championship of the 21st Century Cup National English Speaking Competition 2026 (Hong Kong Region).
- Four students from the English Speaking Club won the First Prize in the "Time to Talk Public Speaking Competition 2025-2026", while another four students earned the Merit Award in the same competition.
- The Toastmasters Youth Leadership Programme (TYLP) of our school held the Inter-School Speech Contest 2026. Two students in our school achieved the Most Interesting Speaker in the Junior and Senior Section respectively. One students won the first place in the Junior Division – Prepared Speech, while two students won the first and the second place in the Senior Division - Prepared Speech respectively.
- 於第32屆聖經朗誦節，本校三位學生分別獲得中四至中六級個人獨誦廣東話季軍及優異獎。
- 於第九屆中國少兒小金鐘主持大賽（港澳賽區）中，本校學生獲得少年組（廣東話）銀獎，並代表香港參加全國總決賽。該生亦於全國總決賽少年組獲得銅獎。

Visual Arts and Calligraphy

- Students won two Gold Awards, one Silver Award and one Bronze Award in the 5th Portrait Drawing Competition.
- Students earned one champion, one first runner-up and one second runner-up in the 5th WCACA Calligraphy Competition 2025.
- Two students won the Excellence Award in the Junior Group and Senior Group of the English Handwriting Competition Secondary School category in the 5th Hong Kong School Chinese and English Handwriting Competition respectively. In the same competition, one student won the championship in the Junior Group of the Chinese Handwriting Competition Secondary School category.
- 本校學生獲得第十四屆文協盃書法比賽高中組及親子組二等獎。
- 本校學生於2025年全港青少年書畫比賽中，毛筆書法中學組獲得亞軍。
- 本校學生於新春書法比賽2026中獲得高中組亞軍。
- 本校學生於第九屆香港青少年書法大獎賽中獲得硬筆組三等獎。
- 本校學生於2025文藝盃硬筆、毛筆書法大賽中獲得硬筆中學組季軍。
- 本校學生於第五屆筆藝全城書法比賽中，初中組中文硬筆獲得冠軍。

Reflection

The remarkable achievements attained by our students in both physical and aesthetic inter-school competitions strongly reflect the effectiveness of providing quality education beyond the classroom. Through active participation in sports, music, speech, debate, drama, dance, visual arts and calligraphy, students were given valuable opportunities to develop their talents, confidence and perseverance in authentic settings. These experiences not only enhanced their skills, but also nurtured important values such as discipline, teamwork, creativity, resilience and appreciation of beauty. In particular, students' success in a wide range of competitions showed that learning outside the classroom can broaden their horizons and strengthen their motivation to pursue excellence. More importantly, the balanced exposure to physical and aesthetic activities helped students understand the importance of both bodily fitness and emotional well-being. The achievements therefore affirm the school's continuous effort to promote a healthy and balanced lifestyle, while supporting students' whole-person development through meaningful and enriching learning experiences.

Feedback and Follow-up

In response to the encouraging achievements in 2025–2026, the school will continue to uphold its major concern of providing quality physical and aesthetics education beyond the classroom in 2026–2027. The remarkable performance of students in various sports, music, speech, drama, dance, visual arts and calligraphy competitions has affirmed the value of life-wide learning in nurturing confidence, perseverance, creativity and a healthy, balanced lifestyle. Looking ahead, the school will face new challenges as it prepares for the Golden Jubilee Anniversary, which will create both additional responsibilities and valuable opportunities for students to showcase their talents and school spirit. At the same time, with the Life-wide Learning and Sister School Grant from the EDB reduced by about 10%, careful planning and prioritisation will be required. The school will review existing programmes, optimise resources and strengthen collaboration among departments and activity groups, so as to sustain meaningful learning experiences while maintaining quality provision for students' whole-person development.

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 3 July, 2026, the Career and Life Planning Committee hosted the F.4 and F.5 Workplace Experience Day, providing all Form 4 and Form 5 students with valuable exposure to a variety of professional environments. Students participated in site visits across diverse fields, including science, medicine, social science, tourism, fashion industry 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
Career Exploration of Occupational Therapist	The activity is well-conducted. Students are able to have a deeper understanding on occupational therapy and experience patients' difficulties.
School of Nursing, Caritas Medical Centre of the Hospital Authority	Nurses were in general experienced, friendly and patient. Students acquired hand-on experiences on basic routine tasks of patients like installation of nasal-gastric tubes, setting physical restraints, measuring blood glucose level, intramuscular injection of drugs, etc. Besides, students were briefed on the Registered Nurse (RN) and Enrolment Nurse (EN) programmes offered by the HA-operated nursing schools. A point to note, though, is that the programme went underrun for almost an hour short of the scheduled time, which might cause slight troubles if the coach is not ready. Otherwise, this is a programme I personally endorse to continue in the future.
Disney's Foundations for Career Success	The visit is an eye-opening experience as students get to see the theme park from a different perspective, not as a visitor, but as a potential employee here in a workplace with various behind-the-scenes facilities and resources. The explicit teaching and demonstration of soft skills like building a good first impression and the dramatic acting seen in a theme park staff member's daily routine gave students a tangible, inspiring look at what it takes to thrive in the service industry. The experience wasn't flawless as riding Space Mountain to symbolise the 'ups and downs' of a career was a bit unconventional, but the students loved the analogy and the thrill it brings. The visit concluded with an interesting sharing session by a senior staff member about her career path in Disneyland.
Visit to Conrad Hotel	The students enjoyed a three-course meal while learning dining etiquette, followed by a presentation on university interview skills for hospitality and hotel management programmes. Advice and tips given in the talk were very practical and helpful.
Visit to Customs Headquarters Building	I would like to express our heartfelt gratitude for the inspiring visit to the Customs Headquarters Building on 3 July 2026. The tour guide was exceptionally detail-minded and delivered patient guidance throughout the session. This immersive experience deepened our understanding of the Department's core functions and vital duties, sparking our students' career interests and broadening their professional horizons for the future.

Visit to Hong Kong Monetary Authority Information Centre	In the exhibition hall, the guide made a general introduction to the monetary system in HK, including its history and development, information on HK dollars and design of money notes. The guide gave a clear walkthrough of the major exhibits, thorough yet easy to follow. But the exhibition hall is relatively small.
Visit to School of Fashion and Textiles, Hong Kong Polytechnic University	The visit was highly educational, led by an engaging and knowledgeable professor who delivered excellent learning experience for the students. Through guided tours of various specialised fashion and textile laboratories, students gained invaluable, in-depth knowledge of the modern technological applications within the field. This immersive experience enhanced their understanding of the current landscape and future development of both the Hong Kong fashion and clothing industries.
Visit to Chemistry Laboratory	The visit to the Hong Kong Productivity Council (HKPC) offered students an invaluable chance to the future of technology and sustainability. Led by an expert tour guide, the students explored various specialised sections such as Circular Innovation Laboratory and the Green Living Laboratory. Students were introduced to the latest testing methodologies and sustainable technologies. Beyond theoretical knowledge, this experience provided students with the unique opportunity to examine scientific instruments. Observing these advanced instruments not only deepened their technical understanding but also sparked their curiosity in research development and innovations.
Visit to Lands Department	The visit to the Lands Department (Survey and Mapping Office) provided senior secondary students with valuable and detailed career information about the role of a land surveyor. It also helped students, as Hong Kong citizens, learn how to use the geospatial online platform and mapping products offered by the Lands Department. It was a pleasant surprise that one of the interns, who is our alumnus and graduated in 2019, delivered a career talk to our F.4 and F.5 students. His sharing aroused students' interest in pursuing a career as land surveyors. Although the visit was conducted indoors, a range of hands-on activities, such as controlling a drone and trying various simulators, made the experience highly interactive and engaging. As both arts and science students are eligible to become land surveyors, I would recommend organising a similar visit again in the future.
Visit to Jones Lang LaSalle (JLL) Limited	The visit primarily featured career talks that offered valuable industry insights and practical CV-writing tips. Concluding with a company tour, the event provided students with an excellent firsthand look at an international corporate environment. However, because of the lecture-heavy format, students who lack a keen interest in this specific industry might find the activities less engaging.
Visual · Audio · Virtual Production Odyssey	During the trip, students visited the HKDI music library, explored course pathways, and observed focused graduation exhibitions. At Shaw Studios, they received an introduction to 4K monitor production and actively tried out software for filming photos and videos on a large screen.

Feedback and comments from students:

- Students' feedback on Workplace Experience Day was highly positive. All respondents agreed or strongly agreed that the visits met their expectations and helped them understand workplace culture and environments. 95% of students also agreed that the visits enhanced their understanding of the skills, knowledge and attitudes required in the workplace, as well as possible career pathways.
- The results also showed that students found the programme meaningful and engaging. 89% of students agreed that the visits were well organised, enjoyable and worth recommending to others. In particular, students appreciated the opportunity to learn directly from professionals, observe real workplace operations and take part in hands-on activities.
- In terms of career planning, 91% of students agreed that the visits were relevant to their career interests and motivated them to consider related career paths. Their reflections showed that the experience broadened their horizons, deepened their respect for different professions, and helped them recognise the importance of communication, teamwork, resilience and dedication in the workplace.
- Students' reflections showed that the Workplace Experience Day broadened their understanding of different professions and workplace expectations. They learnt about the duties, challenges and required attitudes in various fields, including customs, hospitality, healthcare, land surveying, media production, green technology and the music industry. Many students appreciated the hands-on experiences, professional sharing and practical advice, such as interview skills and workplace etiquette. The visits also helped them recognise the importance of responsibility, professionalism, empathy, communication and perseverance. Overall, the experience was meaningful in widening students' horizons, deepening their career awareness and inspiring them to reflect on their future pathways.
- Students expressed interest in exploring a wider range of careers next year, particularly in economics, engineering, public services, healthcare, law, education, business, finance, social work, psychology, sports, airport operations and urban planning. Their suggestions reflect diverse career aspirations and a strong curiosity about professional pathways across different sectors.

2. The Voluntary Service Committee actively promoted 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 Life-wide Learning lessons on 12 November, 21 November, 1 December 2025 and 7 January 2026, with a total duration of six hours. They also took part in the F.3 Service Day held on 8 January 2026, which lasted four hours. Students were divided into groups and visited elderly homes, where they organised activities for the elderly. These experiences provided students with valuable opportunities to develop their communication and organisational skills while fostering positive values such as empathy and benevolence. In addition, the committee coordinated F.4 class-based service-learning activities, enabling senior students to further engage with the community and gain meaningful hands-on experience through social service projects.

F.3 Service Learning and Service Day

Co-organiser: YWCA Shatin Integrated Social Service Centre

Class	Sub-group	Elderly service unit (address)
3A	A1	東華三院馬興秋安老院（瀝源邨福海樓六字樓）
	A2	路德會新翠長者中心（新翠邨新偉樓地下）
3B	B1	仁愛堂香港台山商會長者鄰舍中心（穗禾苑商場平台及地庫）
	B2	信義會善學慈善基金關宣卿愉翠長者鄰舍中心（愉翠苑服務設施大樓地下）
3C	C1	女青年會中心（禾輋邨協和樓二樓平台）活動室 A
	C2	女青年會中心（禾輋邨協和樓二樓平台）活動室 B
3D	D1	禮賢會沙田長者中心（水泉澳邨明泉樓平台）
	D2	東華三院王澤森長者地區中心（沙角邨綠鷺樓地下）
3E	E1	沙田多元化金齡服務中心（長者到訪本校 G09 室）
	E2	沙田多元化金齡服務中心（長者到訪本校地理室）

Evaluation:

Number of responses received: 137

Success criteria 1: 70% of the participants agree that they have their soft skills like communication and organisational skills enhanced

A. Communication skills:

Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
48.9	48.9	1.5	0.7

B. Organisational skills:

Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
48.9	48.2	2.2	0.7

Success criteria 2: 70% of the participants agree that they have a greater appreciation for positive values and attitudes such as benevolence and empathy developed

Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
55.5	42.3	1.5	0.7

The questionnaire results above indicate that all objectives were successfully achieved.

A formal debriefing session was held immediately after the service. In each class, a social worker guided students to share their feelings and learning experiences. In general, students found the programme meaningful.

This year, the programme was modified to adopt a different approach from the previous year. Last year, F.3 students visited elderly residents in small groups at their housing units. This year, they were tasked with organising an activity day for the elderly, which required a higher level of active involvement and organisational skills. At the evaluation meeting held on 5 June 2026, the YWCA Centre-in-charge, the coordinating social worker and our committee members agreed that the programme was carried out smoothly, and that the change in service format brought about more fruitful outcomes. Feedback collected from the elderly participants was also positive.

F.4 Class-based Social Service Scheme

	Date	Time	Place	Partner organisation	Service description	PIC
4A	31 March 2026	8:10 a.m. – 1:30 p.m.	Tamar Park and Central Waterfront Promenade	Amity Foundation (Hong Kong)	Organised a community carnival to raise fund for the water projects in less developed regions	Wong H.L. (Voluntary Service Committee)
4B	30 December 2025	10:00 am – 4:45 pm	Cheshire Home, Shatin	Medical Social Service Unit, Hospital Authority	Organised a Christmas party for in-patients	Sung S.M. (Voluntary Service Committee)
4C	28 February 2026	10:00 am – 5:00 pm	Wo Che Estate	YWCA Shatin Integrated Social Service Centre	Organised a community carnival to promote healthy lifestyle	Lau K.S. (Voluntary Service Committee)
4D	26 January 2026	1:15 pm – 4:30 pm	A sheltered workshop in Sham Shui Po	New Life Psychiatric Rehabilitation Association	Visited a sheltered workshop. Listened to personal stories from recovered individuals. Provided recreational activities to them.	Cheng Y.Y. (Student Counselling Committee)
4E	25 October 2025	2:15 p.m. – 5:30 p.m.	An elderly service centre in Sham Shui Po	Hong Kong Christian Service Un Chau OPlus	Accompanying the elderly to the supermarket for shopping	Kelly Cheung (School Social Work)

Evaluation:

Number of responses received: 4A (25), 4B (27), 4C (30), 4D (17), 4E (28)

Success criteria 1: 70% of the participants agree that they have their soft skills like communication and organisational skills enhanced

A. Communication skills

	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
4A	24	76	0	0
4B	37	59.3	3.7	0
4C	60	40	0	0
4D	35.3	64.7	0	0
4E	53.6	46.4	0	0

B. Organisational skills

	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
4A	20	80	0	0
4B	40.7	51.9	7.4	0
4C	63.3	36.7	0	0
4D	58.8	41.2	0	0
4E	16.4	46.4	7	0

Success criteria 2: 70% of the participants agree that they have a greater appreciation for positive values and attitudes such as benevolence and empathy developed

	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
4A	24	76	0	0
4B	37	63	0	0
4C	63.3	36.7	0	0
4D	52.9	47.1	0	0
4E	50	50	0	0

The questionnaire results above show that all objectives were successfully achieved. Our committee members collected feedback from students, form teachers and staff members of the partner organisations immediately after each programme. In general, they were satisfied with the arrangements and found the programmes meaningful.

3. The Extra-curricular Activities Committee implemented the Leadership Framework, entitled “The Cradle of Leadership,” to nurture and develop the leadership potential of students from Form 1 to Form 5. The framework comprised a diverse range of structured leadership programmes and experiential activities designed to equip students at each level systematically with the essential skills, values, and practical experience required to become confident and capable leaders.

- Thirty-six Form 1 Class Club members participated in the inaugural “Form 1 Class Club Committee Leadership Workshop.” Over two days, they completed a three-hour workshop designed to develop the skills required to plan, conduct, and evaluate class activities. The workshop incorporated ice-breaking, team-building, and problem-solving exercises and provided practical guidance on organising engaging activities for their peers.

- In May 2026, 155 Form 2 students participated in the “I-check Online Leadership Test,” which was administered via Zoom by the HKFYG Leadership Institute. Certified assessors evaluated students’ collaboration, communication, and creative problem-solving abilities. Each participant received a personalised report in July 2026, providing useful insights into individual leadership strengths and areas for further development.

- 26 Form 2 students who demonstrated strong performance in the online leadership test attended a Leadership Day Camp on 9 July 2026. Facilitated by adventure trainers from the Hong Kong Baptist Assembly, the camp aimed to strengthen team spirit, decision-making, and problem-solving skills through activities such as low-beam challenges and swimming-pool exercises. The programme provided an engaging setting in which students could apply and further develop practical leadership skills.

- The Shatin District Joint-school Leadership Programme, organised by the YWCA Jockey Club Shatin Integrated Social Service Centre, was conducted from October 2025 to July 2026 and involved participants from eight secondary schools. Under the theme "青年領航沙田·共築永續未來", the year-long initiative comprised leadership and design-thinking workshops, voluntary service, and related activities. Participants were divided into three groups to undertake social projects and community services aligned with the Sustainable Development Goals: SDG 1—No Poverty; SDG 3—Good Health and Well-being; and SDG 16—Peace, Justice and Strong Institutions. The teacher-nominated participants were 2D Chan Tsz Yui, 3A Yao Lexi, 3C Chen Wang Yuen, 3C Lee Alarice Rui, and 3E Deng Rui Yang Dany. At the closing ceremony on 5 July 2026, 2D Chan Tsz Yui received the Outstanding Leadership Award.

- The Leadership Camp, held from 9 to 11 January 2026, engaged 80 potential student leaders from Forms 3 and 4 who represented service groups and ECA clubs. Participants undertook team-building activities, including bamboo-raft river crossing, a high-wall challenge, and other adventure-based tasks. Pre-camp group games facilitated rapport-building, while an evening detective game further strengthened camaraderie. More than 90% of participants reported substantial improvement in team spirit, communication, cooperation, problem-solving, decision-making, creativity, and self-confidence. Participants regarded the camp as enjoyable, meaningful, and rewarding. They particularly valued the friendships formed, the leadership and teamwork skills developed, and the sense of achievement gained from overcoming challenges. Many suggested extending the duration of the camp and expressed appreciation for the teachers' dedication.

- On 8 and 15 July 2026, 150 Form 4 students attended the DISC Leadership Styles workshops organised by the YWCA Jockey Club Shatin Integrated Social Service Centre. The workshops enhanced students' self-awareness, strengthened their ability to collaborate with peers with diverse personality styles, and developed the planning, implementation, and evaluation skills required for effective leadership.

- From 6 to 10 July 2026, twelve students from Forms 3 and 4 participated in the Outward Bound Leadership Programme. Through a five-day, four-night outdoor learning experience involving camping, kayaking, and hiking in Hong Kong's natural environment, the programme strengthened participants' resilience, environmental responsibility, and self-confidence.

- During the 2025–2026 academic year, five Form 5 student leaders—5B Wong Nga Wai, 5D Qiao Zi Xuan, 5D Lam Wing Ting, 5D Cheng Hoi Kiu, and 5E Tsang Pui Ying—were nominated to participate in the Student Leaders Training Certificate Course organised by the HKFYG Leadership Institute. Conducted in October and November, the training addressed leadership theory, conflict management, creativity, and problem-solving. In addition, 2 Form 4 student leaders, 4B Sin Pak Fung and 4B Lai Ka Yan, were nominated for the Hong Kong 200 Leadership Project held from July to August 2026. Through interaction with student leaders from other schools, participants further developed their leadership capabilities. Feedback indicated that all participants regarded the programmes as having significantly enhanced their leadership skills.

Reflection

Overall, the Workplace Experience Day, Voluntary Service Programmes, and Leadership Programmes successfully provided students with purposeful opportunities to explore careers, serve the community, and develop as confident leaders. Authentic workplace exposure broadened their understanding of professional pathways and expectations, while service-learning experiences strengthened communication, organisational skills, empathy, and benevolence. The progressive leadership initiatives further enhanced teamwork, self-awareness, resilience, decision-making, and problem-solving through practical challenges and collaboration. Positive feedback and evaluation results indicated that the programmes met their intended objectives and were meaningful to participants. Collectively, these experiences supported students' holistic development, encouraged responsible participation in society, and equipped them with the values, attitudes, and transferable skills needed for future study, career planning, and lifelong growth.

Feedback and Follow-up

Despite positive outcomes in 2025–2026, several gaps require attention. Some Workplace Experience Day visits were lecture-heavy, limited in scope, or shorter than scheduled, reducing engagement and hands-on learning. Voluntary service experiences varied among classes, making learning outcomes and opportunities to apply organisational skills less consistent. Leadership activities reached many students, but progression, post-programme practice, and evidence of sustained growth could be strengthened. In 2026–2027, the school will select a wider range of career sectors, agree clear schedules with partners, and require interactive workplace tasks, including suitable Greater Bay Area visits. Service-learning will include common preparation, defined student roles, structured reflection, and closer curriculum links. A tiered leadership pathway will provide introductory, advanced, and student-led opportunities, supported by mentoring and follow-up projects. Standardised pre- and post-evaluations, participation records, and stakeholder feedback will be reviewed regularly to refine implementation and address students' diverse needs.

4.5 Report on the use of the Capacity Enhancement Grant

Achievements

During the 2025–2026 academic year, the Capacity Enhancement Grant (CEG) was strategically deployed to employ additional teaching staff, successfully reduce teachers' workload and optimise the delivery of the Senior Secondary Curriculum. The enhanced staff capacity enabled the continuous refinement of pedagogical tools and learning materials in close alignment with recent curriculum reforms. Furthermore, it provided teachers with the necessary time and space to enhance school-based curricula. Consequently, teachers were able to offer more customised, diversified support tailored to students' distinct learning profiles and individual needs.

Reflection

The CEG was very important in helping teachers create better teaching methods and materials that match the newest curriculum updates. At the same time, having extra staff helped us better support the diverse needs of students with special educational needs (SEN).

With lighter workloads, teachers were more effective in engaging students throughout the year. For example, the school successfully ran different STEAM activities to boost student creativity, alongside many Life-wide Learning (LWL) activities to enrich learning outside the classroom.

Overall, both teachers and students gave very positive feedback. Teachers strongly support keeping this funding so we can retain extra staff, try out new teaching methods, and continue programs that support students' learning and mental health needs.

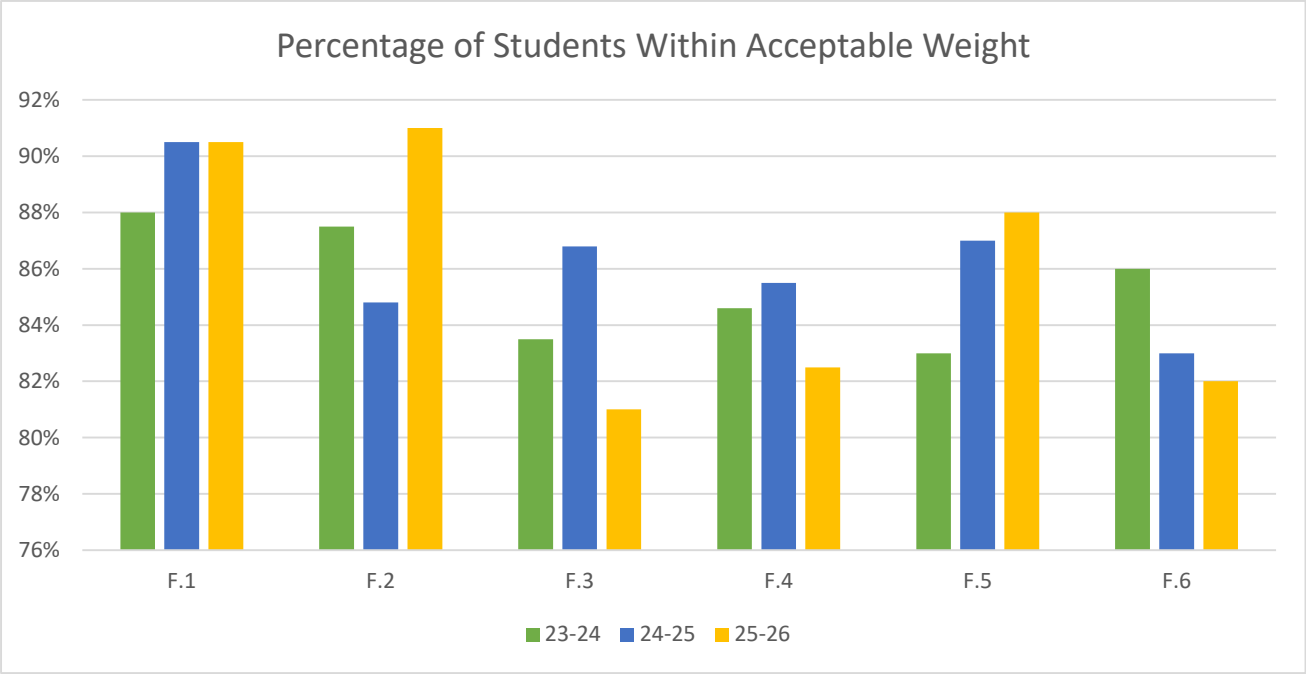
5. Financial Summary

				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 EOEBG (HK$) (vii)	Surplus after Transfer c/f (HK$) (i+v+vi+vii)
A.	**GOVERNMENT FUND**										
	I.	Expanded Operating Expenses Block Grant (EOEBG)		4,781,559.24							
		1	School Specific Grant								
			a. Administration Grant	-	4,308,420.00	19,340.00	4,056,027.25	271,732.75	-	-	-
			b. Air-conditioning Grant	-	579,084.00	20,558.50	431,225.35	168,417.15	-	-	-
			c. Capacity Enhancement Grant	-	609,252.00	-	747,446.00	(138,194.00)	-	-	-
			d. Composite Information Technology Grant	-	526,777.00	-	663,881.65	(137,104.65)	-	-	-
			e. School-based Management Top-up Grant	-	48,047.00	-	42,000.00	6,047.00	-	-	-
			f. SB Speech Therapy Administration Recurrent Grant	-	7,687.00	-	360.00	7,327.00	-	-	-
		2	Non- School Specific Grant								
			Baseline Reference	-	2,224,317.97	120,144.35	2,853,248.89	(508,786.57)	-	-	-
	Sub-total				*8,303,584.97*	*160,042.85*	*8,794,189.14*	*(330,561.32)*	-	-	-
	2025/26 additional provision of long service payment/severance payment transferred from EOEBG Control Account							*(65,501.60)*	-	-	-
	Deficit transferred from Information Technology Staffing Support Grant (A.II.9)							*(112,630.00)*	-	-	-
	Deficit transferred from Teacher Relief Grant (A.II.25)							*(32,799.01)*	-	-	-
	Balance carried forward to next year (AI)							(541,491.93)	-	-	**4,240,067.31**
	II.	Other Grants outside EOEBG									
		1	AI for Empowering Learning and Teaching Funding Programme	-	500,000.00	-	-	500,000.00	-	-	500,000.00
		2	Committee on Home-School Co-operation Project	13,521.50	26,044.00	-	29,900.00	(3,856.00)	-	-	9,665.50
		3	Diversity Learning Grant – Other Programmes	88,550.00	105,000.00	-	107,510.00	(2,510.00)	-	-	86,040.00
		4	ER's Contributions to PF/MPF Scheme for NTS	-	467,817.45	-	467,245.22	572.23	(572.23)	-	-
		5	Fringe Benefits under the Enhanced NET Scheme	-	138,913.91	-	138,913.91	-	-	-	-
		6	Grant for the Sister School Scheme	134,838.00	-	-	134,838.00	(134,838.00)	-	-	-
		7	Grant for Support for Non-Chinese Speaking Students	-	159,041.00	-	159,041.00	-	-	-	-
		8	Hong Kong School Drama Festival	17,242.39	-	-	-	-	-	-	17,242.39
		9	Information Technology Staffing Support Grant	-	343,562.00	-	456,192.00	(112,630.00)	-	112,630.00	-
		10	Learning Support Grant	79,273.96	736,736.00	-	603,882.00	132,854.00	-	-	212,127.96
		11	Life-wide Learning and Sister School Grant	-	1,546,500.00		1,209,998.07	336,501.93			336,501.93
		12	Life-wide Learning Grant	854,471.38	-	-	854,471.38	(854,471.38)	-	-	-
		13	Moral and National Education Support Grant	431,000.00	-	-	392,764.00	- 392,764.00	-	-	38,236.00
		14	One-off Grant on Parent Education (Secondary)	194,994.00	-	-	95,510.20	(95,510.20)	-	-	99,483.80
		15	One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	144,413.12	-	-	101,478.77	(101,478.77)	-	-	42,934.35
		16	One-off Grant for Promotion of Chinese Culture Immersion Activities	239,700.00	-	-	109,194.00	(109,194.00)	-	-	130,506.00
		17	One-off Grant for Promotion of Self-directed Language Learning (English Language)	200,000.00	-	-	-	-	-	-	200,000.00
		18	One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	200,000.00	-	-	66,495.20	(66,495.20)	-	-	133,504.80
		19	Other Recurrent Grants (Rent & Rates)	-	553,742.00	-	553,742.00	-	-	-	-
		20	Promotion of Reading Grant	71,361.66	77,205.00	-	102,809.25	(25,604.25)	-	-	45,757.41
		21	Salaries Grant	-	65,545,157.94	-	65,545,157.94	-	-	-	-
		22	SB After-school Learning and Support Programme	74,742.00	50,000.00	-	104,444.20	(54,444.20)	-	-	20,297.80
		23	Student Activities Support Grant	-	71,500.00	-	71,500.00	-	-	-	-
		24	Support Fund for Students Residing in Wang Fuk Court in Tai Po	-	40,000.00	-	40,000.00	-	-	-	-
		25	Teacher Relief Grant	40,876.77	296,640.00	3,708.00	374,023.78	(73,675.78)	-	32,799.01	-
		26	Teacher Training Grant-Special Education Needs	-	76,384.80	-	76,384.80	-	-	-	-
	Sub-total			*2,784,984.78*	*70,734,244.10*	*3,708.00*	*71,795,495.72*	*(1,057,543.62)*	*(572.23)*	*145,429.01*	1,872,297.94
	Balance carried forward to next year (AII)										**1,872,297.94**
B.	**OTHERS**										
	Other Charges : Income & Expenditure A/C			229,091.92	-	-	2,988.90	(2,988.90)	-	-	226,103.02
	Balance carried forward to next year (B)										**226,103.02**
C.	**SUBSCRIPTIONS**			5,029,994.15							
	1	Tong Fai		-	134,560.00	-			-	-	-
	2	Tuckshop Rental		-	10,000.00	-			-	-	-
	3	Hiring of School Premises		-	6,677.58	-			-	-	-
	4	Others		-	188,622.30	-	251,802.59		-	-	-
	Sub-total				*339,859.88*	-	*251,802.59*	*88,057.29*	-	-	*5,118,051.44*
	Balance carried forward to next year (C)										**5,118,051.44**
D.	**APPROVED COLLECTION FOR SPECIFIC PURPOSES**										
	1	Air-Conditioning		(86,657.02)	-	-	-	-	-	-	-
	2	Other Purposes		240,066.74	306,950.00	-	68,678.02	238,271.98	-	-	-
	Sub-total			*153,409.72*	*306,950.00*	-	*68,678.02*	*238,271.98*	-	-	*391,681.70*
	Balance carried forward to next year (D)										**391,681.70**
E.	**RESERVES AND FUNDS**										
	1	Reserves for Severance Payment / Long Service Payment		262,870.55	65,501.60	-	32,957.78	32,543.82	-	-	295,414.37
	2	Scholarship Funds Accounts		240,435.08	84,840.10	-	67,300.00	17,540.10	-	-	257,975.18
	3	Air-conditioners Fund		40,713.24	-	-	-	-	-	-	40,713.24
	4	Sustainable Learning Development		38,842.13	84,686.30	-	-	84,686.30	-	-	123,528.43
	5	Fund-Helping students from underpriviledge families		166,324.50	-	-	18,395.00	(18,395.00)	-	-	147,929.50
	6	Hang Lung Mathematics Awards Fund		64,815.00	-	-	-	-	-	-	64,815.00
	7	School Anniversary		52,224.64	-	-	50,766.00	(50,766.00)	-	-	1,458.64
	8	QEF Fund		-	113,869.00	0.14	69,780.00	44,089.14	-	-	44,089.14
	9	IT Innovation Lab in Secondary School Programme		265,176.00	695,550.00	-	940,011.00	(244,461.00)	-	-	20,715.00
	Sub-total			*1,131,401.14*	*1,044,447.00*	*0.14*	*1,179,209.78*	*(134,762.64)*	-	-	*996,638.50*
	Balance carried forward to next year (E)										**996,638.50**
F.	**FUNDS FOR DESIGNATED PURPOSES**										
	1	Donations from F.6 Graduated Students		26,872.30	-	-	26,872.30	- 26,872.30	-	-	-
	2	Drama		4,586.60	-	-	-	-	-	-	4,586.60
	3	English Class		85,630.90	54,800.00		42,500.00	12,300.00	-	-	97,930.90
	4	Putonghua		3,736.00	-	-	-	-	-	-	3,736.00
	5	School Choir		2,600.00	44,200.00	-	42,167.66	2,032.34	-	-	4,632.34
	6	Student Union		191,111.17	9,200.00	-	4,892.60	4,307.40	-	-	195,418.57
	7	Parent-teacher Associatiion		198,248.82	130,170.00	-	136,464.25	(6,294.25)	-	-	191,954.57
	Sub-total			*512,785.79*	*238,370.00*	-	*252,896.81*	*(14,526.81)*	-	-	*498,258.98*
	Balance carried forward to next year (F)										**498,258.98**
Accumulated surplus as at the end of school year [(AI)+(AII)+(B)+(C)+(D)+(E)+(F)]											**13,343,098.89**

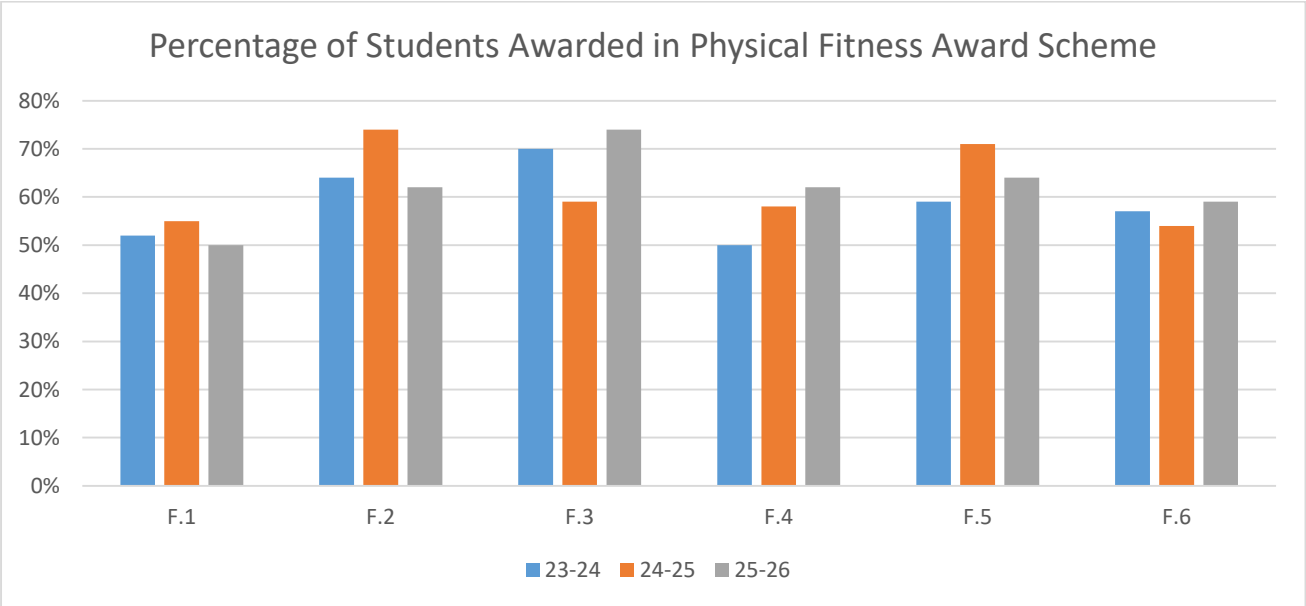
6. Performance of the Students

6.1 Students' Physical Development Report

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



(b) Percentage of Students awarded in Physical Fitness Award Scheme



6.2 Library Report 2025-2026

Achievements

The school library continues to serve as a cornerstone of teaching and learning, offering professional guidance, diverse resources, and meaningful activities for both teachers and students. More than a repository of information, it is a welcoming space that nurtures curiosity, collaboration, and a lifelong love of reading.

Library Facilities and Resources

Our library comprises the Main Library and the Reading Lounge, both designed to provide user-friendly services and access to the latest information. Lending services include books, newspapers, and periodicals, ensuring the school community has reliable access to knowledge and inspiration.

By the 2025–2026 academic year, the collection has grown to 18,035 Chinese books, 10,133 English books, and approximately 1,000 multimedia items. Subscriptions include 43 local and international periodicals and 4 local newspapers. To support the Senior Secondary Curriculum, digital subscriptions are available for South China Morning Post, The Economist, Sing Tao Education, Ming Pao, and Hong Kong Economic Times.

Students and teachers also benefit from e-books via the JoyReadClub (金閱閣) platform, which provides valuable insights into reading habits and helps teachers design targeted reading promotion strategies.

Reading Promotion and Activities

Aligned with the school's three-year strategic focus on fostering a vibrant reading culture through cross-curricular collaboration, the School Library and the Reading across Curriculum (RaC) Promotion Group organised a wide range of activities from September 2025 to May 2026. These initiatives cultivated students' reading interests, broadened horizons, and strengthened the community's shared commitment to literacy.

Key Highlights

1. TST Book Week (17–24 April 2026): In collaboration with 24 departments and 4 clubs, activities included a Book Fair, interactive booths, second-hand book giveaway, quiet reading space, and a Constitution & Basic Law mobile exhibition. The theme, "Turn the Page; Set Your Stage – Together, we embark on a new reading voyage", reflected the spirit of collective growth through reading.
2. Celebrity Book Sharing (22 April 2026): Guest speaker Ms Akina Fong, former news anchor and now a successful "slasher," inspired students and teachers with her reflections on reading and life.
3. Inter-school Reading Exchange: Students visited Baptist Lui Ming Choi Secondary School to share and discuss books in Cantonese, Putonghua, and English, enriching their literary perspectives.
4. Junior Librarian Internship (Launched in May 2026): Designed for S1–S4 students, this programme fosters teamwork, leadership, and responsibility through training in library operations and event coordination.
5. World Book Day Writing Competition (23 April 2026): Students engaged with the theme "Blissful Moments Between Pages", deepening their connection to reading.
6. JoyReadClub Promotion: Campaigns boosted platform usage, with three students winning the prestigious Hong Kong–Macao Reading Star Awards.
7. Cultural Reading Exchange (30 Dec 2025 – 3 Jan 2026): A tour to Suzhou and Shanghai broadened cultural and literary horizons through bookstore visits, historical landmarks, and exchanges with Jiangsu University students.

Reflection

This year marks the final stage of our major concern on reading promotion. Through the Reading Passport Scheme, students will review their reading achievements, borrow more books, and participate in activities across departments. Outcomes will be showcased on World Book Day, April 23 2027, with book prizes awarded as encouragement.

Looking ahead, we will collaborate on the Singapore Reading and Cultural Exchange Tour in April 2027, offering insights into Singapore's reading culture, technology, history, and arts.

Our motto, “We are brothers and sisters serving brothers and sisters,” continues to guide the library team and 25 dedicated student librarians. Through leadership training and workshops, they are empowered to take initiative and contribute meaningfully to the school’s learning environment.

Library Use Distribution

In 2025-2026, the library was open for 128 days, with an average daily borrowing rate of 35 items, up from 31 in 2024-2025. E-book engagement rose significantly, with 386 students and 29 teachers reporting active use compared to 284 students and 15 teachers the previous year. Initiatives such as Friday reading broadcasts, the e-book incentive scheme, and the Mobile Pop-up Library Book Cart made reading more accessible and enjoyable.

Feedback and Follow-up

Planned initiatives for 2026-2027 include:

1. Collaborate with the RaC Promotion Group to promote good books recommended by teachers and students via the Day 4 Assembly, the E-class library system, and book sharing workshops.
2. To organise “Thematic Book Exhibitions” to support Project-based Learning programs.
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 Student Counselling Committee and creating the Therapy Corner in the library to enhance students’ self-esteem and promote their mental and emotional health.
5. Continue to develop the (Creative Ark 創意方舟) Project to unleash students’ diverse potential and boost their self-conference.
6. Plan and organise cultural exchange tour **Singapore Reading Culture Exchange Tour.**
7. To collaborate with the RaC Promotion Group to promote the school’s reading culture through **Reading Mileage Scheme.**
8. Parents / Parents and students reading workshop(s)
9. Collaborate with the RaC Promotion Group, the Reading Ambassador Scheme was launched. Form 1 to 5 Student ambassadors visited different classes during Morning Reading Periods.

Conclusion

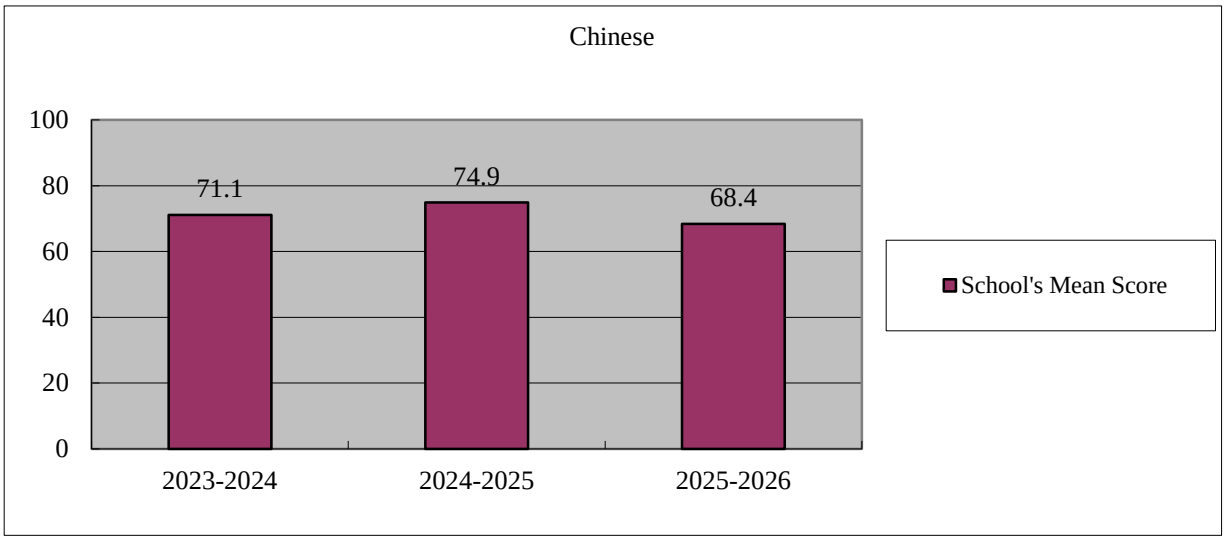
Promoting a strong reading culture is essential for nurturing lifelong learners and supporting holistic development. This year, our library has enriched resources, expanded outreach, and deepened cross-curricular collaboration.

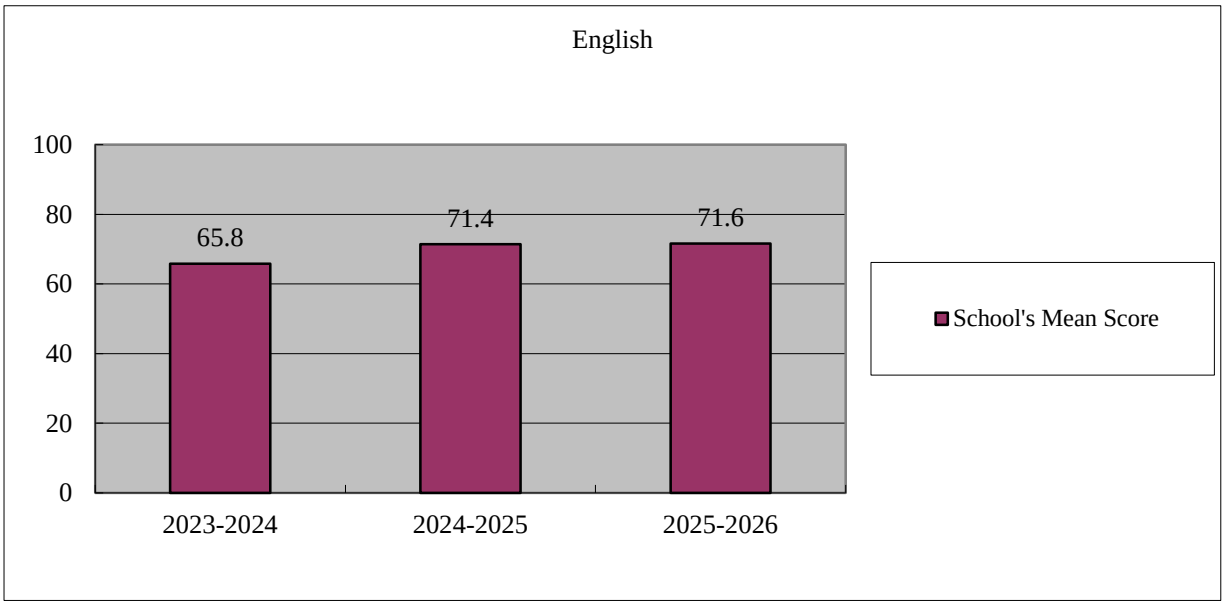
We are deeply grateful to the school leadership, teachers, parents, and student librarians for their unwavering support. Together, we have created a dynamic and inclusive reading environment that inspires curiosity, creativity, and critical thinking.

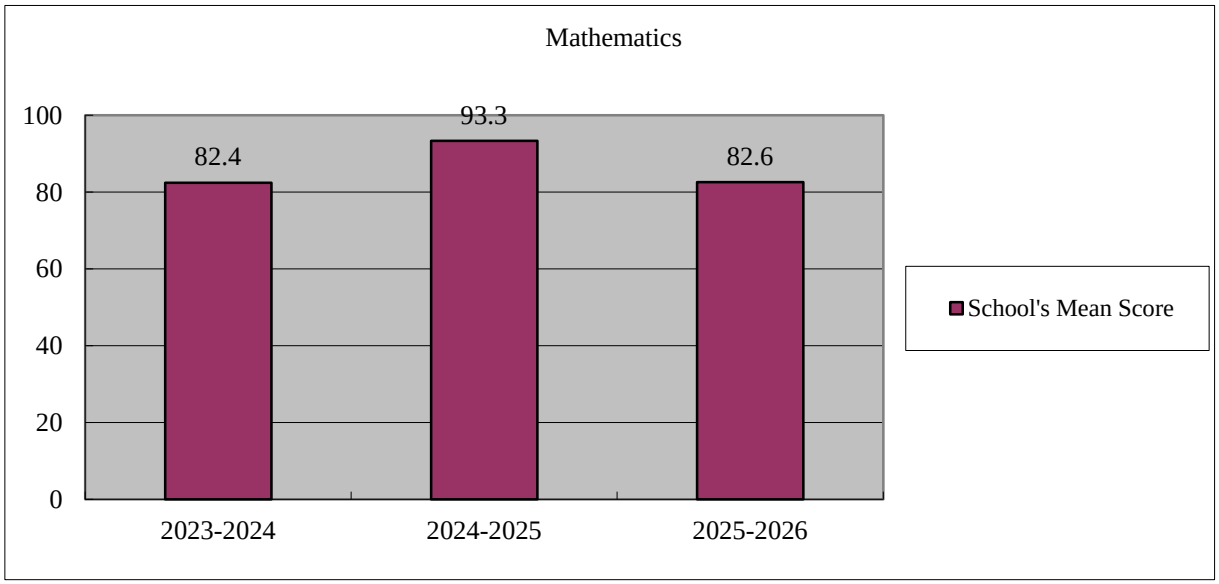
As we look to the future, we remain committed to broadening students’ horizons and supporting teachers in their mission. With continued collaboration and innovation, the library will remain a vibrant hub of learning, imagination, and growth.

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:

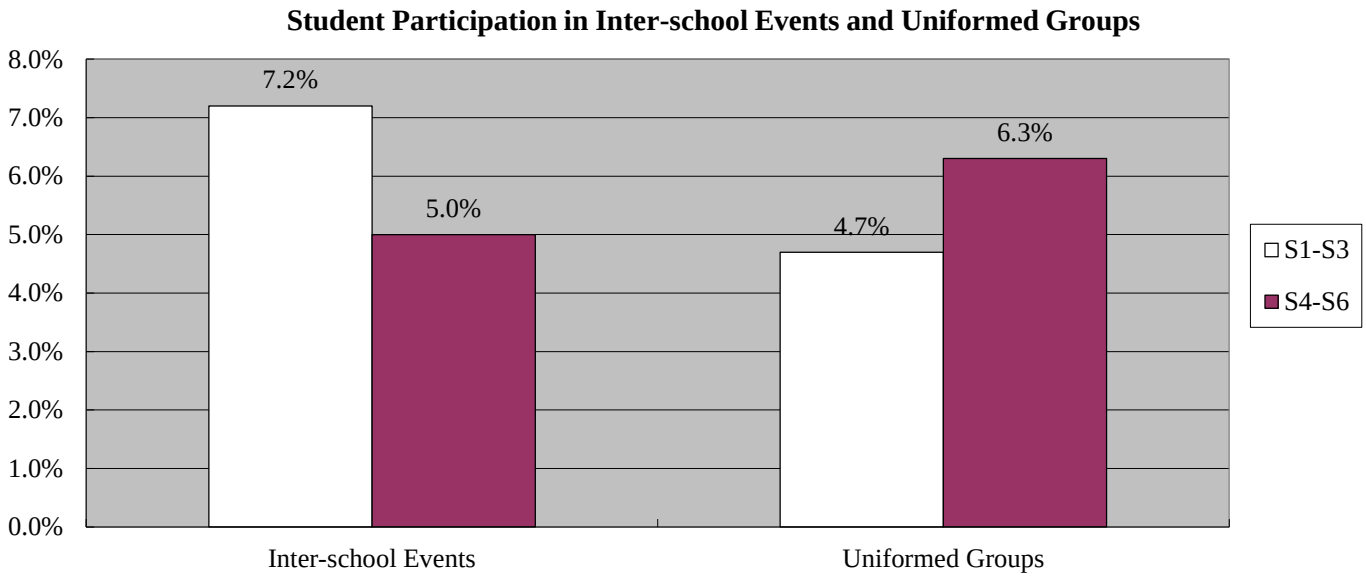






6.4 Student Participation in Inter-school Events and Uniformed Groups

(a) The following bar chart 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 uniformed groups in the past 3 years. Inter-school events include Schools Music, Speech and Dance Festivals and sports events organised by The Schools Sports Federation of Hong Kong, China (HKSFF). Uniformed groups include Air Cadets, Girl Guides, Red Cross Youth Unit, and Scouts.



(b) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniformed groups:

	Activities	**2025-2026**
Inter-school Events	Inter-school sports events	1340
	Schools Dance Festival	43
	Schools Music Festival	30
	Schools Speech Festival	169
Uniformed Groups	Air Cadets	644
	Girl Guides	300
	Red Cross Youth Unit	320
	Scouts	600

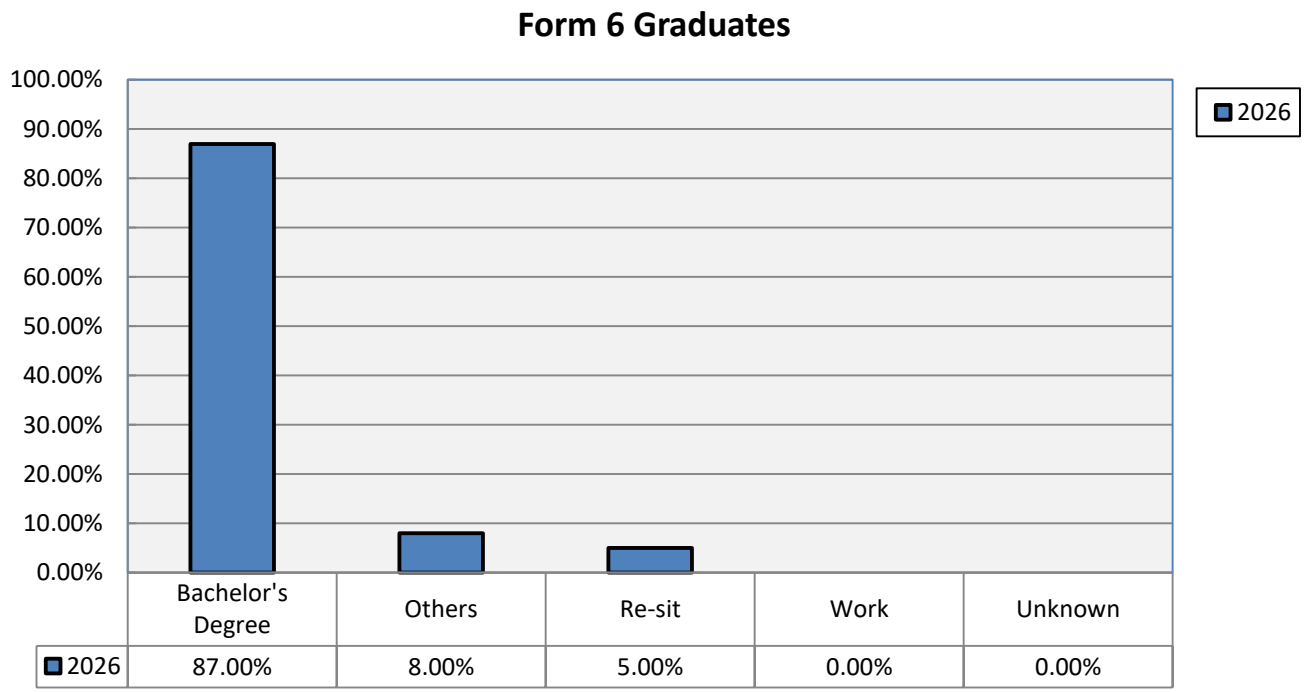
6.5 HKDSE

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

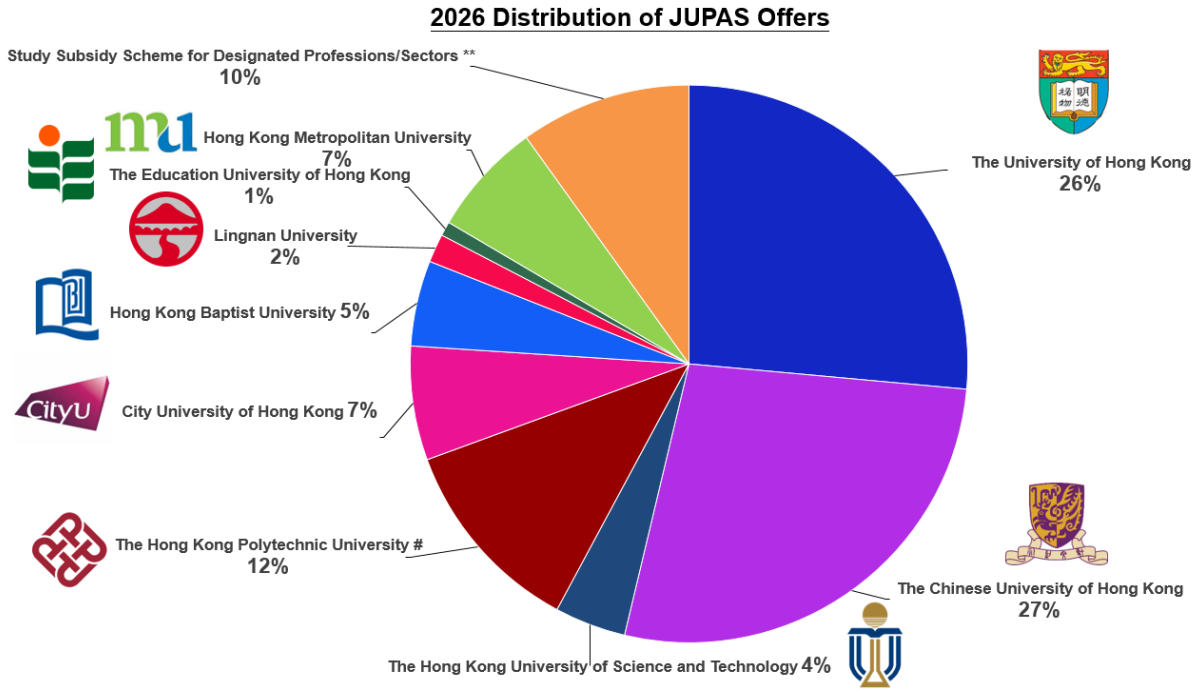
	2023-2024	2024-2025	2025-2026
No. of students sat	124	125	132
Average % of subjects awarded level 2 or above	99.6%	99.9%	100%
Average % of subjects awarded level 4 or above	84.9%	82.6%	84.9%
Average % of subjects awarded level 5 or above	53.1%	48.5%	54.2%

6.6 Destinations of exit students

(a) The following bar chart shows the percentages of academic and other final destinations of our F.6 students in the year of academic year 2025-2026.



(b) The following charts show distribution of JUPAS offer of our F.6 students in the year of academic year 2025-2026.



including Bachelor of Science (Honours) in Medical Laboratory Science (2 offers), Nursing (1 offer), Occupational Therapy (1 offer), Radiography (2 offers), and Speech Therapy (1 offer)
** including Bachelor of Nursing (4 offers)

Total number of JUPAS/SNDAS applicants:	131
Number of applicants with JUPAS / SNDAS offers:	121/131 (92.4%)
Number of applicants with Degree programme offers:	121/131 (92.4%)
Number of applicants with JUPAS offers from HKU, CUHK and HKUST:	70/131 (53.4%)
Number of applicants with JUPAS offers from the “Eight universities”:	101/131 (77.1%)
Distribution of Main Round Offers by Band A [including SNDAS]:	114/131 (87%)

Faculties of Studies	Area of Studies	Number of Offers	Total Number of Offers
Medicine and Health Science	Chinese Medicine	1	***36***
	Medicine (including 1 admitted via SNDAS; 2 admitted to the Global Physician- Leadership Stream and 1 admitted to the Distinguished MedScholar Programme)	15	
	Medical Laboratory Science	2	
	Nursing (including 1 admitted to the Advanced Leadership Track)	12	
	Occupational Therapy	1	
	Pharmacy	1	
	Radiography	2	
	Speech Therapy	2	
Law	Law	2	***2***
Education	Special Education	1	***1***
Social Science	Government and International Affairs	1	***12***
	Psychology	4	
	Social Sciences	5	
	Social Work	2	
Science	Aerospace Science	1	***16***
	Biomedical Sciences	2	
	Biotechnology	1	
	Data Science	5	
	Earth and Environmental Sciences	1	
	Sciences	6	
Engineering	Artificial Intelligence Engineering	3	***14***
	Aviation/ Aerospace Engineering	2	
	Biomedical Engineering	1	
	Engineering	8	
Computing and Media	Artificial Intelligence	1	***2***
	Financial Technology	1	
Building and Architecture	Architecture	1	***6***
	Surveying	5	
Business	Accounting	3	***24***
	Actuarial Science	2	
	Economics and Finance	4	
	General Business	9	
	Hotel, Tourism and Hospitality	3	
	Information Management	2	
	Quantitative Finance & Risk Management	1	
Arts and Humanities	Arts	5	***8***
	Global China Studies	1	
	Language	1	
	Music	1	
Total number of applicants with JUPAS / SNDAS offers			**121**

- End of Report -