

School Annual Report

2025 – 2026

The Way Towards Great Learning

PLK Tong Nai Kan JS College

Our Mission :
Achieving Academic Excellence
Nurturing Potential Talent

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我們的使命：
追求卓越
啟發潛能

黃仲奇校長
保良局唐乃勤初中書院

The Kuk's Spirit



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1. Our School

1.1 The Vision of the School

In the pursuit of educational excellence, the school seeks to establish an environment on campus conducive to an enjoyable and effective teaching and learning atmosphere. By embracing a rich life together, teachers and students work in partnership to mutually encourage each other and instill the spirit of life-long learning.

1.2 The Mission of the School

The school is committed to providing high quality education to enhance students' bi-literacy and tri-lingualism, to develop students' higher order thinking skills, and to foster students' multi-intelligence. As a caring community, the school values and promotes the growth of the whole person so as to enable the student to become a responsible citizen and make a positive contribution to the local and global community. The school motto of *Love, Respect, Diligence and Honesty* embodies the school ethos.

1.3 Long Term Objectives of the School

The school aims to
1.3.1 promote successful, enthusiastic, and inspirational teaching and learning,
1.3.2 enhance students' language proficiency,
1.3.3 strive to develop students' potential with multi-intelligence and creativity, and
1.3.4 foster students' self-discipline and nurture students' sense of responsibility.

1.4 School Motto

Love
Respect
Diligence
Honesty

1.5 Brief Introduction of the School

The school was established in September 1997. It was first located at a site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 2000 – 2001, the school received a generous donation from Dr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which is the fourteenth grammar school of Po Leung Kuk. In November 2006, our school was permitted by EDB to be a through-train aided school of Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building is a well-equipped seven-storey block. The project of Smart Home Lab was completed on 2022. The New Annex, The Irene Yu's library and The Tony Tong's Biotechnology laboratory provide high quality facilities to students. There are 24 classrooms, a debate room, 3 multi-media classrooms, a self-study room and a dance room, together with an English corner, Fab Lab, life planning training centre, a student union room, two science laboratories, Biotechnology laboratory, a library, a geography room, a living technology lab, a visual art room and a music room. Besides these facilities, we have a multi-purpose activity centre, a lecture theatre, a hall, a covered playground, two basketball courts and a campus TV room. All rooms are air-conditioned, connected by an optical fibre network and equipped with glass-wall and laser projectors, all of which help foster a diversified educational environment in our school.

1.6 Class Organization

Level	S1	S2	S3	Total
No. of Classes	6	6	6	18
Total Enrolment	182	195	186	563

2. Our Teachers

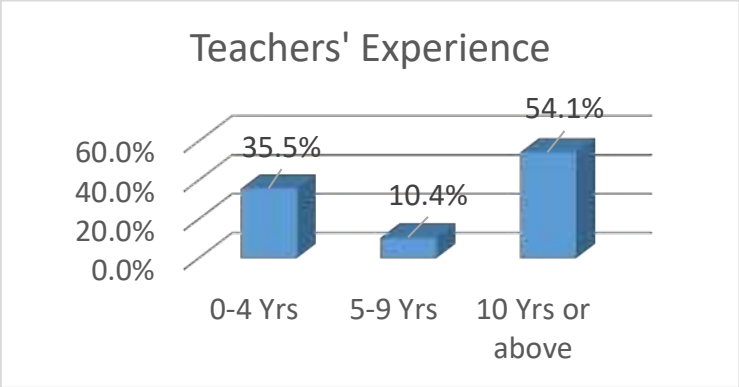
2.1 Staff Establishment

In this academic year, there were 48 teachers (including Principal and NET), 2 assistant teachers, 2 teaching assistants, 2 social workers, 1 educational psychologist, 2 laboratory technicians, 1 technology manager, 2 technology technicians, 1 school executive officer, 4 administrative assistants, 2 clerical officers, 1 clerical assistant and 4 janitors working for the school.

2.2 Teachers' Qualifications

Qualifications of teachers	Percentage (%)
Teachers with master degrees or above	56
Teachers with bachelor degrees or above	100
Teachers with professional training	81
English Teachers meeting Language Proficiency Requirement	100
Putonghua Teachers meeting Language Proficiency Requirement	100

2.3 Teachers' Experience



2.4 Teachers' Development

The school lays strong emphasis on the continuous professional development of teachers. Therefore, our staff attended seminars, workshops or courses offered by the Education Bureau, local universities and other educational organizations. In the year 2025-2026, the total time for teachers' continuous professional development of our teachers was **5790** hours and the average hour per teacher was 87.7 hours.

To enhance the quality of learning and teaching, lesson observations by the assistant vice-principals, AC panels, subject panel heads and MOI-focused lesson observations were conducted. There were peer lesson observations among teachers in the school within the Professional Exchange Months held twice a year. This aims to encourage teachers to share their teaching experiences in the same, and even different, subjects. As for inter-school lesson observations with teachers in PLK Vicwood K.T. Chong Sixth Form College, subject representatives from the Sixth Form College were invited to observe lesson at our school and ours to theirs to foster the exchange between the two schools.

To strengthen teachers' professionalism, three staff development days were organized. We invited an expert in AI education to introduce the field and the nature of AI in general. Colleagues then have more accurate understanding of AI and how that affects education in general. The MOI team of ASDC briefed common mistakes in document drafting and explain the road map of how proofreading of school document should proceed. Team members understand much better all the parameters and since then the work of the team is much smoother. Our Educational Psychologist talked about SEN categories and common strategies. Participants were new staff this year and last. Colleagues in general have more understanding in the field in the context of our school. In these workshops on crisis management and environment, colleagues were exposed to different kinds of crisis in school context and through sharing, staff members have much better understanding of their role in a crisis. For the environment workshop, colleagues were exposed to knowledge of marine life. They also worked on draft work using environmentally friendly materials. Our speech therapist introduced his work at the school and exposed colleagues with speech-related educational needs. An in-house training programme on the use of Wayground has exposed colleagues with necessary knowledge and skills to incorporate the software in their teaching.

3. Our Learning and Teaching

3.1 Language Policy

To prepare students for progression to the senior forms in Po Leung Kuk Vicwood K.T. Chong Sixth Form College, the school has adopted a range of measures to strengthen students' mastery of the English language. A variety of English-related activities is organized throughout the academic year to support this goal, such as "English Week". During this week, the English Department organizes supplementary English activities, with the participation of students appointed as English Ambassadors for the academic year.

3.2 MAKER Curriculum (Mathematical Modelling, Analytical Skill, Knowledge Management, Entrepreneurship Skill, Research Skill)

To better equip our students with the skills and attitudes needed to cope with the changing world, the school-based MAKER Curriculum was introduced in the 2021/22 school year. In the MAKER Curriculum, five key skills are highlighted, namely Mathematical modelling skills, Analytical skills, Knowledge management skills, Entrepreneurship and Research skills. Assembly sessions were arranged as MAKER course across the three forms to deliver these skills to students. These skills are also infused into the curriculum of various subjects under Integrated STEM, Integrated Humanities, and Integrated Arts to extend students' learning and offer them chances to apply the skills in different areas.

3.3 Teaching Methods/Strategies

To facilitate the development of e-learning, the school has fully implemented BYOD. The Apple Books and Keynotes created by teachers were adopted in lessons to stimulate students' learning interests and self-learning ability. Besides, all subjects have adopted Flipped Classroom since 2015. Students were required to prepare lessons at home and provide feedback and conclusion during lessons. There is an AI app for past paper practice and an AR app for homework assistance. This helped to cultivate students' self-learning habits, enhance their self-learning ability, and increase teaching effectiveness.

3.4 Reading Scheme

To enhance students' learning abilities, the Academic Committee and the library have launched a reading initiative called "Joy of Reading." This program encourages students to explore literature beyond the curriculum. In addition to monthly reading themes and award-based reading activities, we offer opportunities for language teachers to share their favorite books and for non-language teachers to recommend excellent reads. Through these efforts, we aim to cultivate a lifelong reading habit in students, helping them develop a deeper connection to both the school and the community.

3.5 Project-based Learning

To instill lifelong learning skills and the nine generic skills, project-based learning (PBL) has been implemented in our school since the 2007-2008 academic year. Form 1 and Form 2 students conducted studies in various areas across faculties. They successfully completed their projects and shared their findings with peers during two Presentation Days.

3.6 Enhancement and Consolidation Measures

To enhance students' academic results in public and school exams, the Academic Committee organized a series of elite and remedial courses to cater for students' needs.

There were after-school on-line tutorials for students. Teachers of all subjects were responsible for remedial courses and after-school tutorials, according to students' levels and needs. Enhancement courses with knowledge outside the academic syllabus were arranged for elite students. Professional tutors from service providers were recruited. All of them catered for students with different ability levels.

3.7 e-Learning / IT in education

The school has made its utmost effort to build an IT learning and teaching environment in which computers and the peripherals have been made readily accessible to teachers and students. The BYOD policy implemented in School Year 2020/21 brought our IT in education to the next level. To support the BYOD policy, a wide variety of hardware is installed in all classrooms and in the campus, including Laser projectors, visualizers and iPads. There are also 4 Mac computers installed in the library. The WiFi coverage has reached almost every corner of the school. 4 TVs and 8 all-in-one computers have been set up in the canteen. Every teacher has been provided with a Macbook and an iPad.

The above-mentioned IT equipment has significantly improved teachers' ability to deliver engaging, effective and efficient lessons. iPads were set up outside classrooms and admin application was launched for showing the class info and students could book classrooms for after school tutorials. Fab Lab contained 37 iMac computers, 2 sets of 3D scanners and 2 sets of 3D printers for creative training. Smart Home Lab contained 18 Notebook computers, 1 Imitated-Metal 3D Printer, 5 sets professional 3D printers, 1 Laser Cutter and Laser Engraver. Campus TV and Lecture Theatre were developed and this could help to enhance students' video making and editing skills.

Training sessions were organized to ensure that all teachers become familiar with operating various hardware and software, and learn how to effectively utilize them to enhance the quality of learning and teaching.

3.8 Learning Support Team

The Learning Support Team, led by the Special Educational Needs Coordinator (SENCO), has been restructured under the Academic Committee this year. The team consists of members from different language subjects, AC, DGC and CGC, social workers and educational psychologist, to look into the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs. Regular meetings have been held to review relevant school policies, discuss students' learning progress and needs of those students.

3.9 Gifted Education

Gifted education in our school continues to develop in accordance with the Three-tier Implementation Model suggested by the EDB.

At Level 1, our school joined the EDB Gifted Education School Network to collaborate with the EDB and other schools on catering the affective needs of gifted students. Teachers from English, Mathematics, and Science Departments were engaged in professional exchanges with EDB officers and teachers from other network schools on lesson and curriculum designs which catered for the learning of more able students in the regular classrooms.

At Level 2, pull-out programmes and various school teams were organized to offer training to gifted / more able students in different subjects. There were altogether more than 30 teams under 3 main streams, namely academic stream, aesthetic stream, and sports stream, with trainings provided by our teachers and hired coaches / instructors. Different subject school teams have continued to prepare students for various competition and have achieved commendable results.

At Level 3, students were nominated to join various programs and activities held by local universities and other institutions to broaden their horizons. This year, four students have completed the Pre-Stage Level in the Dual Programme offered by the Hong Kong University of Science and Technology. Four students were admitted as members of the Hong Kong Academy for Gifted Education this year via the Principal Nomination Scheme and the Academy's screening test.

3.10 Support for Non-Chinese Speaking students

To support NCS students in Chinese language learning, a school-based Chinese language curriculum was designed and developed. NCS students were not required to take Putonghua lessons, instead, they were provided with Chinese language consolidation training. Further Chinese language learning activities and tasks, such as story creating activities and dictations, were arranged to strengthen their language foundation and arouse their interest in learning the Chinese language.

In Citizenship and Society lessons, a split-class arrangement is in place for NCS students, where English was used as the medium of instruction for the class. The subject content, including syllabus, assignments and assessments were the same as local students, despite being conducted in English.

In Chinese History lessons, the lack of prior knowledge in Chinese History was the biggest hurdle to NCS students in learning the subject. Therefore, issues would be taught to NCS students in a special way, with reference made to current events so as to facilitate their understanding. Small group teaching for NCS students also made it easier to teach them the historical timeline through storytelling.

For tests and examinations, a different set of paper was provided for NCS students in Chinese Language and Chinese History. In Citizenship and Society, the papers were set in English, with the same content as local students.

To further promote an inclusive atmosphere in the school, a "Cultural Journey Carnival" was held in May. Game booths and cultural experience activities were arranged at lunch time. A group of students were invited to be the Multicultural Student Ambassador this year. Led by social workers from outsourced NGO, they have designed and run two booths at the Carnival to promote cultures from their home countries. More than 100 students participated in the activities and feedback from participants was very positive.

3.11 Support for Special Educational Needs

Under a whole-school approach of supporting students with SEN, diversified pedagogies, homework accommodation, special examination arrangement and school-based curriculum were arranged for students according to their needs. Form meetings were regularly held so that all subject teachers could discuss issues related to students with SEN.

With resources from Learning Support Grant and the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs, additional teachers and assistant teachers were hired to facilitate the co-teaching, split class arrangement and after-school tutorials in English and Mathematics, which allowed better catering for students' needs. Individual and group speech therapy services were arranged for students with speech and language impairment. The Speech therapist also advised teachers and parents on how to support the students in classroom and at home. Various intervention groups were organized by our social workers, educational psychologist, or outsourced organizations to enhance students' needs in different areas, such as reading and writing abilities in Chinese, emotional and stress awareness and management, communication skills, interpersonal skills, and positive psychology. Individual Educational Plans were also arranged for students in need.

A meeting for Form 1 parents on "Measures on supporting students with ADHD/ASD in their learning and assessment" was held in September and a post-group parents' talk was arranged in June to facilitate parents' understanding on how their children were supported at school.

At the school level, our educational psychologist has conducted a workshop for the newly-joined teachers on identification and classroom support for students with SEN. A sharing session by the clinical psychologist was also arranged to facilitate teachers' awareness and understanding on students' mental health needs.

3.12 Life-wide Learning Experience

To enable students to learn outside the classroom, Life-Wide Learning Day was carried out in both the first and final terms every year. Subject departments in the same faculty work together to arrange the most appropriate activities for students. Activities such as Study Tour of Guangzhou – the Birthplace of the Maritime Silk Road, Shenzhen and Dongguan Planning and Economic Development Exploration Trip, visits to Patriotic Education Centre, Ta Kung Wen Wei Media, Kai Tak Sports Park, etc. are arranged for students this year. It helps enrich students' learning experience and consolidate what they have learnt in different subjects.

4. Support for Student Development

4.1 School Ethos & Support of Students

To foster students' self-discipline, Discipline and Guidance Committee implemented an effective system of conduct marks for rewards and punishments, with school rules clearly outlined. The well-structured prefect system also aids in developing leadership skills and a sense of responsibility among students.

Through initiatives such as the S.1 and S.3 Leadership Training Camps and various classroom management activities, students learn to face adversity, cultivate a sense of responsibility, collaborate in problem-solving, and engage in self-reflection. The ‘Breakthrough Program’ was introduced across all grades to encourage students to set learning and improvement targets, with regular follow-ups from class teachers to ensure accountability.

To support the holistic development of students, the ‘Stand By Me - Mentor System’ was launched, employing a whole-school counseling approach. Each teacher mentors 5-6 S.1 students, expressing care through personalized cards, small gifts, and regular tea gatherings.

To provide effective guidance, a dual class teacher system is in place, allowing class teachers at the same level to meet regularly. They share concerns regarding student progress in various areas, enabling early identification of issues and timely intervention.

Numerous activities have been organized to enhance students' sense of happiness and well-being, focusing on positive emotions, relationships, and a sense of accomplishment. These initiatives aim to improve students' physical, mental, and emotional health while promoting a healthy lifestyle. Activities designed for stress relief and relaxation have been tailored to meet diverse learning needs, including resilience-building exercises to strengthen students' abilities to overcome challenges. Notable events include Retreat Day, DGC Theme Weeks, Exam Cheering Days, booth activities, lunch performances, and various workshops in music and animal visits.

The Discipline and Guidance Committee collaborates closely with a dedicated social worker team, holding regular meetings to ensure the well-being of students. Individual counseling services, group programs, and large-scale support initiatives are offered by social workers, while an educational psychologist provides professional guidance on learning and pastoral care matters.

To develop students' proper moral values, virtues and positive views of life, a Moral Education Session is held every Wednesday. MCNEC members or Class teachers share a specific topic like The 12 Values Education from the EDB teaching curriculum, moral and national education, goal setting, life planning and sex education etc. Some other programmes like Service Learning, Healthy School Scheme, Green School programme and Assembly Session are held within the whole school year. It helps students understand more about themselves and their responsibility to their home country, family, society and the world.

Our school proudly received the Honour Award in the 2025 Caring School Award Scheme, recognizing our commitment to fostering a supportive environment for all students.

4.2 Extra Curricular Activities

To broaden students' horizons and life-long competencies through life-wide learning, our school provides students with a variety of extra-curricular learning opportunities. In September 2025, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and held Inter-House athletic competition, swimming gala, volleyball, football, basketball, table tennis, badminton, dance and basic law competitions. Nearly 500 students participated, representing 85% of the school's student population.

In 2025-26, the ECA interest classes were carried out smoothly, with 10 sessions of 11 interest classes. Many emerging interest classes have been added, including Japanese, Spanish, French, Korean, Magic, Juggling, Boardgame, Origami, Photography, Cartoon Comics, Short Film Production and others. Nearly 180 students participated in the school, accounting for about one-third of the total number of students

We had a total of over 50 academic and non-academic ECA teams and clubs. These included cultural and art teams, sports teams, physique series classes, interest series classes, service series classes, academic school teams, and academic series classes. In terms of school hours, all our students accumulated approximately 15,000 hours of ECA study. In the 2025-26 academic year, the average ECA study time per student was approximately 30 hours.

In service team this year, our Girl Guides Team had around 20 students. We scheduled 10 meetings throughout the year. The St. John Ambulance consisted of 15 members and scheduled 30 meetings throughout the year. The Scouts and Air Scouts recruited 20 members and scheduled 40 meetings throughout the year. The FAST CONNECT recruited 10 members and scheduled 10 activities throughout the year. Nearly 70 students participated in Service Teams.

In the Creativity Thinking Team, a total of 10 students participated in the “Drone Performance Course” and they are ready to create a drone performance in 2026-27. They completed a 3D printing course and joined InnoBot Asia STEM/AI Competition this year.

4.3 Services and Community

Other Learning Experiences (OLE) is a key learning component for students. Therefore, the school has organized school-wide community service-learning activities. Through various types of community services, students have not only gained rich learning experiences but also learned how to serve others and expressed care for groups in need.

In the school-wide service learning programme, all students take part in beach clean-up activities, aiming to cultivate their civic awareness and encourage them to serve the community. However, due to a typhoon on the scheduled day, the activity was changed to an on-campus environmental protection workshop, with the hope of raising students' environmental awareness and inspiring them to contribute to society.

In addition to the school-wide community service, nearly all Form Three students actively participated in the Po Leung Kuk Flag Day held on July 22, 2026. Furthermore, all students took part in the Po Leung Kuk Charity Dress Day to raise funds for both the school and Po Leung Kuk.

Through these activities, students gained valuable learning experiences. They learnt how to serve others and demonstrate care for those in need while also developing their activity-planning skills. These experiences helped strengthen their self-confidence as well as communication abilities. Additionally, they become more aware of their role and responsibility in society.

Our school had close links with parents through formal and informal channels to communicate students' progress. The well-established Parent-Teacher Association acted as a liaison between the school and parents, organizing numerous home-school cooperation activities throughout the academic year. Parents participated actively and assisted in organizing various activities. Through collaboration and joint efforts, we strived to provide the best support for our students.

Parents played a crucial role as important stakeholders in monitoring school policies and decision-making processes. The representatives of the PTA attended the Trading Operation Committee (TOC) meetings and School Council Meetings. All parents had the opportunities to express their opinions regarding school policies through "A Genuine Discussion between Parents and the Principals".

Some dedicated parents formed a Parent Volunteer Team to provide assistance with various activities such as Parents' Talks, Parent's Workshops, Sports Day, Swimming Gala and Joint-school Activity Day at school. Our PTA also sponsored different school events, such as the Joyful Fruit Day and the farewell party for Form 3.

In recognition of students who made notable advancements in academic or moral areas, the PTA presented a 'Significant Progress Award' in each class. This award recognized students who have demonstrated significant progress in academic performance, character and conduct, attendance and punctuality or other learning experiences.

The Parent Teacher Association was honorably awarded the "Outstanding Parent Teacher Association Award". The parents of 2A KWOK TSZ HIN (Mr. KWOK WAI KIN) and 2B HE WEIHAO (Ms. SU WENDING) were awarded an "Outstanding Parent Volunteer Award".

5. Evaluation on Major Concerns and Key Projects by Subjects and Committees

5.1 Achievements and Reflection of Major Concerns

Major Concern 1: Cultivate students' positive values and attitudes

Achievements

- 中國語文文化及歷史學系

  中國語文科部 - 本學年「飛天計劃」因報價問題未能成功推行，但本科仍透過獎勵用心撰寫筆記的學生（共 11 位同學獲贈具中國文化元素的活頁筆記簿）及按時完成課業的同學，有效提升學生的責任感與學習動機；各級教師均反映學生對獎勵機制反應正面，尤以中一級投入度最高，整體學習氣氛有所提升。在國民身份認同與中華文化教育方面，各級閱讀教學課題均扣連中華文化元素，並於進度表中清晰標示，讓師生明確掌握文化教育目標；各級「谷歌教室」已上載多項認識祖國的豐富資料，包括《論語》、荀子、《易經》、《莊子》、《孟子》等經典介紹，以及《平「語」近人——習近平喜歡的典故》等影片（資料多來源自教育局），內容豐富且貼近課程需要，學生在課堂討論中能主動分享對中華文化的理解和感受，文化認同感明顯增強。校本《語文基礎知識冊》及各級指定閱讀《中國古代文化知識趣談》／《中國文化知識 360》推行效果良好，學生反映教材內容生動有趣、知識涵蓋面廣，有助建立紮實的中華文化知識基礎。非華語學生課程方面，三個年級均以「由近及遠、由具體至抽象」的原則設計主題單元——「打掃課室」聚焦個人對所屬群體的責任，「餐桌禮儀」延伸至社交場合的相互尊重，「締造宜居的生活空間」則提升至社區公民意識；全年課程透過螺旋式的主題編排，逐步建立非華語學生對「守法」與「公德心」的認知與認同，大部分學生已能建立「遵守規則＝對別人的尊重」的基本連結，高年級能力較佳者更能主動以簡單中文表達：「如果人人都不守規矩，大家都不舒服」，顯示價值觀內化正逐步發生。本學年成功舉辦多項中華文化推廣活動：創意雙週以「環保袋紮染」為主題，活動形式新穎且富實用性，參與人數較去年大幅提升，活動期間攤位幾乎全程滿額，反映學生對文化創意活動的濃厚興趣及高度投入；此外，全年亦舉辦了慶祝國慶活動、農曆新年節慶活動、非遺活動（漆扇、手挽袋）、馬面裙試穿、中國古代旗幟面面觀活動，以及與德育、公民及國民教育組、普通話科及中史科合辦之中秋節猜燈謎、國慶日有獎問答、農曆新年寫春聯、舞龍表演、傳統民族表演及民族服飾日等，並與視覺藝術科合辦班際花燈設計比賽，各項活動均獲師生熱烈響應，有效營造校園中華文化氛圍，深化學生對傳統文化的認識與歸屬感，其中試後舉辦的馬面裙試穿活動學生反應尤為熱烈。在展示學生佳作方面，已於壁報板張貼多篇學生優秀寫作作品，並與中國歷史科協作展示學生專題研習成果，有效提升學生的成就感與自信心；學生看到自己的作品被展示後，更願意主動練習寫作，形成「願意嘗試→獲得肯定→更加投入」的良性循環。

  普通話科部 -舉辦與中國傳統文化有關的跨科系活動，增加學生對中國文化的認識。活動包括：「中華文化活動」、「農曆新年寫揮春」、「中秋節猜燈謎」、「中國文化知識早會活動」等，培養學生的國民身分認同；參加與中國文化有關的比賽，藉著訓練學生參賽的過程，提升學生的中國傳統文化及國情的認識。優化評估系統，提升學與教效能，本年度，普通話科從聆聽、說話、語音拼讀、網上語音評估四方面評核學生普通話能力，教師能更全面掌握學生的學習成效。語音知識由讀出改為筆試，有助教師檢視及分析學生表現，提升教學質素。本年度由於疫情過去，各項課外活動及各類比賽如常進行，綜合能力較強的學生在參加各項比賽方面由較大的拉扯，但普通話科仍積極推動學生參與校外比賽，並於多個比賽中取得佳績。

  中國歷史科部 -本年度目前以龍虎榜及增加操行分肯定學生努力。

- Faculty of English

  Department of English - Various components are included in the curriculum for this purpose; see the 'Review Report on the Current Situation of National Security Education 2025–26' for details. Students' good works were displayed in the school lobby this year, and many students went to read and appreciate them.

- Faculty of STEM

  Department of Mathematics - To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum, all forms successfully completed two school-based National Security Education worksheets during the academic year in accordance with the planned teaching schedule. The curriculum successfully integrated mathematical concepts with national culture and achievements, covering "China's Olympic Results and the Number of Chinese Athletes" and "Chinese Chess" for S1; "Recognise Different Timekeeping Methods in Ancient China" and "Mathematical Achievement of China: Pi" for S2; and "Afforestation in China" alongside "Understand National Flag" for S3.

  To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements and foster successful experiences, the ground floor Mathematics notice board was regularly updated to display the top 10 exam result billboards for each form, and feedback keynotes were successfully utilised to show class-level billboards. Numerous mathematics competition awards and certificates won by the Maths Team, along with demonstrations of excellent student works such as book reports, were prominently displayed in the school lobby and notice boards as suggested by the AC.

  To continue with the existing life planning education to help students understand themselves, make effective plans and develop a sense of anticipation for the future, math-related career websites, articles and news were successfully prepared and shared with students via the notice board and within the Moxo group. Specific career insights related to the topic of Statistics were prepared to be introduced to S1 students during the Term 3 feedback day. For S3 students, subject teachers directly discussed the M1 extended module with high-achieving students during regular lessons. An SFC Mathematics teacher was invited to explain the importance and long-term impact of studying M1 and M2 on future academic and career paths during the Star Programme, where students attended SFC training sessions. S3 students provided highly positive feedback regarding these sessions, revealing that the introductions from the SFC teachers significantly enhanced their clarity and aided their decision-making process for choosing M1 or M2 in the coming academic year.

Department of Science – a Study Tour of Guilin and Greater Bay Area Cities was organized. Self-regulated learning: Presentations by students on 'Introduction of Alternative Energy Sources in China' in lessons were conducted. Students' good work on their self-regulated learning were post in school exhibitions boards to showcase their good works. The goal of biotechnology teaching is to promote the students' interest in science subject and make the science subject more related to their daily life. Students learnt the importance of clearing their hands, application of DNA technology and the use of antibiotics. All the experiments were closely related to our daily life. This year we collaborated with Living Technology to enhance the students learning experience. LT applied the equipment previously used in science subject to teach food science. Fat content from potato chips and other snacks was determined by the students and they were more aware of the total energy from food. This year eight experiments were designed by LT. These experiments were designed to help the students to gain a better understanding about science through their daily life experience. This is not only beneficial for the science subject, but students can also improve their Mathematical skills from these newly designed curricula. All the six experiments in biotechnology curriculum were delivered in this year. Now, the science team has a better understanding of the students' abilities, the strengths and weakness of the curriculum and we were able to improve the whole curriculum. QEF has given us the opportunities and resources to enhance our curriculum.

A set of biotechnology teaching materials were produced based on our current curriculum in last year. We are going to promote these teaching materials with QEF in the following years. Elements of MAKER curriculum were incorporated in the subject's assignment. The Department has also assisted in designing the MAKER Course on the part of analytical skills. Topics related to scientific invention and discovery and conservation are added to the subject's own curriculum and the MAKER curriculum.

Department of Information & Technology Studies - A talk on online privacy protection and use of AI was arranged for Form 2 students during the post-exam period. The subject notice board in the computer lab has been updated with information literacy as the theme. Topics related to network security have been part of the Form 3 curriculum in the subject. A "Hall of Fame" was created on the subject board in the computer lab to celebrate the achievements of the Robotics Team. Robotics Team members were arranged to be helpers at the Inno4Life Expo to introduce projects made by our students to the visitors. A new section has been added on the subject's Google Classroom to introduce to students relevant courses in JUPAS and VTC to facilitate their life planning.

Department of Design & Technology - To introduce the engineering standards of China. To appreciate the robust engineering and technology standards of China, while raising the awareness related to technology e.g. AI, threats in using IoT technology. Showcase students' projects under the staircase at G/F.

- Faculty of Humanities

Department of Economics – School-based curriculum including the content of Economics and resources, helps build up the fundamental knowledge for students studying Economics.

Department of Finance and Accounting – School-based curriculum including the content of Financial education and resources is able to build up the fundamental knowledge for students studying FA.

Department of Geography - The Geography Department collaborated with other Humanities departments to organise the Mainland Exchange Programme 2025–26, a Guangzhou Urban Planning and Economic Development Exploration Tour for all S3 classes. Through visits to various sites in Guangzhou, students deepened their knowledge of China-related subjects, gained clearer awareness of economic security and urban development in Chinese cities, and strengthened their understanding of modern China's transformation and national identity. To further support learning and motivation, EDB China Geography posters and self-directed learning exercises on China Geography were provided to enhance students' understanding of the motherland; students' achievements, prizes and outstanding work were showcased on School Info Day and in the school lobby; and Class-based Top 3 and Form-based Top 10 examination lists were displayed in homerooms, communication groups and outside the Geography Room to recognise effort and encourage academic excellence. Geography-related career and further study information was shared via form-based Google Classrooms to inspire interested students to explore future opportunities, while visual strategies in the Geography Room—such as displaying fieldwork equipment, samples, posters and books—helped create a positive and stimulating learning environment.

Department of History - Aligned with the curriculum theme, we are dedicated to nurturing students' positive values, including respect for others, responsibility, and a commitment to obeying the law. It is essential that we not only teach these values but also embed them into the fabric of our educational environment, fostering a culture of integrity and ethical behavior. In addition to classroom instruction, we provide ample opportunities for students to demonstrate and share their achievements. Initiatives such as showcasing students' work and recognizing a "Top 10" list serve to reinforce the importance of hard work and ethical conduct. By celebrating these accomplishments, we encourage students to take pride in their efforts and understand the value of positive contributions to their community.

公民與社會科部 - 配合新高中公民與社會教育課程的改變，持續更新有關課程內容，培養積極價值觀和生活態度、深化對一國兩制的認知、拓展世界觀；推廣校訓及「保良精神」，於中一加入《認識保良局》之單元，把校訓及「保良精神」融入於課程；強化學生品德，培養正面價值觀和態度、尊重社會上的多元性，營造健康正面的校園氣氛，如中一級加入《寰宇一家》和《建立價值觀》兩個單元；中二級加入《權利與義務》章節(香港及中國公民)；中三則有《可持續環境》及《公共衛生》單元(世界公民意識)；推廣《憲法》和《基本法》教育，培養學生認同國民身份，認識祖國及珍視中華文化中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《一國兩制及基本法》及《國安法》的單元；另加入《大灣區發展》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節；按教育局「香港國家安全教育課程框架」更新課程；因應非華語學生需要，開展以英語為教學語言的課程。

- Faculty of Creative and Performing Arts

Department of Visual Arts - Student engagement in visual art increased, as shown by group visits to a contemporary museum in Hong Kong and popular lesson tasks and workshops such as Chinese ink painting, ceramic making and shadow puppetry. Students also developed a deeper understanding and appreciation of their own birthplace and those of others, fostering a stronger sense of pride in their identity.

Department of Music - To better support student development, we have refined our performance exams to focus on essential skills that go beyond musical proficiency; this approach aims to cultivate a well-rounded skill set in our students, fostering personal growth alongside their musical talents, such as confidence, discipline, teamwork, collaboration and cultural awareness, as well as the music skills learnt in lessons. The performance exam has been arranged to encompass a diverse range of instruments and learning methods, including iPad-based learning for piano and GarageBand; by incorporating technology and innovative approaches, students can explore different avenues of musical expression and adapt to contemporary learning tools. This varied approach to performance exams encourages students to develop their skills across multiple instruments and embrace modern techniques, fostering a well-rounded musical education. To reinforce students' values on national education, national anthem singing training has been conducted in all S1 to S3 music lessons; this training aims to cultivate students' sense of national identity and appreciation of Chinese culture, with a focus on teaching students the background, musical elements, mood and composer's information related to the National Anthem.

- Faculty of Sports Science

  體育科部 – 成功製作國家體育發展及成就閱讀教材套及網上自學及評核材料，讓學生更了解國家體育發展及成就，提升國民身份認同；成功進行國家體育發展及成就閱讀教學活動及網上自學活動，讓學生更了解國家體育發展及成就，提升國民身份認同；成功透過聯校水運會/運動會、學校運動會及外出參觀活動，教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；成功安排小息及午息在 CCTV5＋頻度透過觀賞國家體育賽事(全運會)，建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；並過認識不同運動，建立積極奮鬥的正面價值觀；於全方位學習日，與香港精英運動員交流，學習運動員努力不懈的堅毅精神；於全方位學習日，認識中國傳統武術，學習武得精神；成功透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式，從而明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；成功定期進行體適能測試、健康指標測試及身體測量指標測試。

- Academic Committee

  The main focus was to teach Form One students about study habits and learning methods, resulting in noticeably improved study habits. Subjects showcased the work of outstanding students, and project-based learning included presentation days to provide opportunities for students to share. All subjects covered elements of "understanding the motherland".

- Academic & Staff Development Committee

  Study tours to the Chinese Mainland (e.g. under the Sister School Scheme) were organised to deepen students' understanding of China's cultural and technological development. The Shenzhen tour in December 2025 and the Kunming tour in April 2026 were held successfully, with 100% of participating students viewing the tours as helpful for learning beyond the classroom. Relevant books were purchased and SDD sessions aligned with Target 1 were conducted for this purpose.

- Discipline and Guidance Committee

  Classroom management activities and value education sessions were conducted to promote positive values such as integrity, responsibility, diligence and teamwork, thereby strengthening students' character. To help S.1 students develop leadership skills and positive values, a Leadership Training Camp was organised to build confidence, responsibility and self-discipline through engaging group activities and training, while a Leadership Training Day Camp for S.3 students enhanced individual abilities and prepared them for greater social and academic challenges. Discipline Week was held each term to promote self-discipline and encourage good classroom behaviour. The Healthy School Scheme, together with various Discipline and Guidance Committee (DGC) activities—including Retreat Day, talks, game booths, performances and exhibitions—was implemented to foster positive thinking and values across the school community. Numerous initiatives enhanced students' happiness and well-being by focusing on positive emotions, relationships and a sense of accomplishment, aiming to improve physical, mental and emotional health and promote a healthy lifestyle; stress-relief and relaxation activities were tailored to diverse learning needs and included resilience-building exercises to strengthen students' ability to overcome challenges, with notable events such as Retreat Day, DGC Theme Weeks, Exam Cheering Days, booth activities, lunch performances, and workshops featuring music and animal visits.

- Extra-Curricular & Creative Activities Committee

  For 2025–26, all students were assigned "one art/sport per student". ECA interest classes ran smoothly this year, with 10 sessions across 11 classes, and many new interest classes were added, including Japanese, Spanish, French, Korean, Magic, Juggling, Boardgame, Origami, Photography, Cartoon Comics and Short Film Production; nearly 180 students participated, representing about one-third of the total student body. The school now has over 50 academic and non-academic ECA teams and clubs, encompassing cultural and art teams, sports teams, physical series classes, interest series classes, service series classes, academic school teams and academic series classes. In terms of school hours, all students accumulated approximately 15,000 hours of ECA study, with an average of about 30 hours per student in the 2025–2026 school year.

- Moral, Civic and National Education Committee

  MCNEC collaborated with Social & Cultural Studies, Integrated Humanities (Geography, History, Economics) and Chinese History to establish the overall Personal, Social and Humanities Education (PSHE) Key Learning Area curriculum, covering the Basic Law, the Belt and Road Initiative, national identity and global citizenship, Chinese foreign policy and moral education; the national education curriculum was revised, with national education activities held at least once per week to enhance students' understanding of national identity, national security and the Basic Law. Through "Life-wide Learning Day" activities, students gained a deeper understanding of various aspects of the motherland, China. A regular flag-raising ceremony is held in the hall every Tuesday, with outdoor flag-raising ceremonies held around three special occasions (1 July, 1 October and 1 January). The school has 30 Civic and Basic Law Ambassadors who are encouraged to take on responsibilities in areas such as serving as Basic Law team leaders. The MCNEC Google Classroom features prize quizzes on specific days to encourage learning about national education, national security education, the Basic Law, information literacy and related topics. Students visited the Patriotic Education Support Centre, and participation in the Jockey Club Giant Panda Visit Programme enhanced awareness of ecological conservation, strengthened national identity and sense of belonging to the motherland, and cultivated responsibility, empathy, teamwork and positive life attitudes while promoting physical and mental well-being.

- Student Affairs Committee
  The Student Affairs Committee has consistently cooperated with the DGC and MCNEC to promote students' positive moral values through various activities and inter-class competitions; this year, the Student Union organised events such as the Inter-class Classroom Notice Board Decoration Competition, Discipline Week and Green Christmas, all of which promoted positive moral values among students. Moral values and attitudes of perseverance, filial piety and diligence were promoted during monthly theme moral education sessions, to which students responded positively and reflected meaningfully. To create a healthy life and healthy campus atmosphere, planned activities such as Joyful Fruit Week and Health Talks were held, and the SAC regularly announced or promoted healthy information to students. To effectively prevent influenza, the SAC joined the Seasonal Influenza Vaccination Scheme provided by the Department of Health, with nearly 54% of students receiving the seasonal influenza vaccine this year.
- Careers and Guidance Committee
  The Life Planning Mentorship Program's curriculum and teaching materials were fine-tuned to align with students' learning needs and the new school timetable, covering values, attitudes, self-understanding, skills and career exploration, as well as study methods, time and stress management, revision timetables, the NSS curriculum, HKDSE and university entrance requirements, and financial planning; multimedia resources and interactive activities engaged students in lessons delivered by class teachers, and students reflected that the program fostered positive learning attitudes and habits, with books and reference materials deepening self-understanding and supporting exploration of NSS subjects, study pathways and careers, while career exploration videos were particularly enjoyed. In the Life Planning Education Enrichment Program, around 2–3 in-class workshops and one in-school job simulation day per grade were conducted by an outsourced provider with class teacher support, with grade-specific foci on Direction (S1), Possible Jobs (S2) and Informed Choices (S3), yielding positive feedback and equipping students with the knowledge, skills and attitudes to make informed choices aligned with their interests, abilities and orientations while integrating academic and career aspirations with whole-person development and lifelong learning. All S3 classes introduced a career spotlight during morning assemblies, where students presented on job descriptions, duties, competencies, requirements, career paths, salaries, and related education, training and work environments for careers such as Cadet Pilots, Software Engineers, Bankers, Fashion Designers, News Reporters and Pet Caregivers, using videos and engaging questions to enrich both their own and their schoolmates' career knowledge. A JA Planning with Purpose programme for all S2 students cultivated career readiness, financial health and entrepreneurship skills through business volunteers, helping students link education and career goals to personal skills, interests, values and financial planning.
  Four Further Studies Talks for S3 students and parents covered SFC expectations, NSS and elective selection, PS3 education pathways beyond NSS, and promotion to SFC with class teacher meetings, providing valuable information on post-S3 preparation and Hong Kong's education pathways. A visit to the VTC Youth College Open Day (Kowloon Bay) for some S3 classes broadened understanding of vocational education options and nurtured positive values towards diverse institutions. The S3 Elective Day, co-organised with SFC, enhanced understanding of elective subjects and included an alumni sharing session to support academic and future planning.
  A Life Planning and Career Talk on the pet industry by LOVE@CannieVolunteer with the school's Discipline and Guidance Committee covered pet-industry careers and positive attitudes towards pets, and was highly appreciated. The Exploring Barista Program offered hands-on experience in latte art and hand-drip coffee skills, helping students explore hospitality careers and recognise the professional skills, practice and dedication required. The VTC VPET Van On-campus Scheme visited the school, using MBTI assessments to link personal traits to career options and raise awareness of VPET pathways. Two Education and Careers Weeks raised awareness of life planning and career exploration. The PLK Shanghai Exchange Tour visited Shanghai Jiao Tong University and Fudan University to broaden horizons and enhance understanding of mainland higher education and university life. The Work Experience Programme at Hotel ICON provided NCS students with a three-day hospitality experience across concierge, housekeeping, and food and beverage departments, enriching industry understanding and practical skills. Promotion of the Strive and Rise Programme resulted in nine student participants, supporting personal development goals in education, vocational training and skills enhancement while strengthening self-awareness and motivation to implement development plans.
- Public Communication and Ceremony Committee
  Official school ceremonies, including the School Opening, Closing Ceremony and Prize Presentation Ceremonies, were successfully organised to celebrate learning achievements, foster successful experiences, and cultivate national pride and school identity. The 22nd PTA Annual General Meeting was held on 10 October 2025, facilitating smooth Executive Committee elections, and a series of collaborative parent activities—including the Joint School PTA Activity Day, Dialogue with Principals and specialised Parent Talks—achieved high participation and overwhelmingly positive feedback. Parent education was strengthened through tailored workshops on digital literacy, cyber pitfalls and digital life planning in the AI era, while students' resilience and mental health were promoted via interactive parent–child bonding workshops such as Floating Flower, Succulent Potting and Pebble Painting Creation. The "Parent Education Tool" was published and distributed during the final term Parents' Day, providing practical tips on stress relief and failure education.
- Environment & Resources Management Committee
  The new smart locker provides a more efficient way for students to store their books and notes. Back-end system is installed for 4/F smart locker. The smart classroom system is installed on 3/F to manage the equipment in the classroom.
- Financial Committee
  Clear financial processes and procedures that are easy for teachers to follow were established to help teachers instil positive financial values and attitudes in students. The school regularly updated teachers on new financial requirements from the Education Bureau and Po Leung Kuk in a timely manner, enabling them to impart accurate and positive financial information and concepts through daily teaching. Financial guidelines and forms were updated so that school financial work, procurement and student-related activities could operate in a safe, National Security-compliant and orderly environment. A teacher development event, FC Training, was successfully held on 5 September 2025, which helped improve teachers' financial literacy.

Reflections

- 中國語文文化及歷史科系

  中國語文科部 -獎勵機制方面，本學年透過獎勵用心撰寫筆記的學生，已初步建立鼓勵學生積極學習的氛圍；獲獎學生對獲贈具中國文化元素的活頁筆記簿表現得十分高興，顯示物質獎勵與精神鼓勵並行的方向正確，而不同年級學生對獎勵的反應略有差異，亦提醒我們可進一步按學生特質設計分層獎勵，讓每位學生都能感受到被肯定。中華文化活動方面，「環保袋紮染」等創意手工藝形式成功吸引大量學生參與，參與人數較去年大幅提升，證明活動設計切合初中生喜好；未來將在手工藝基礎上，適度加入更多傳統工藝與環保元素結合的主題（如藍染布袋、再生紙製作或傳統剪紙等），讓學生既能廣泛參與，亦能獲得更豐富的文化沉浸感。非華語學生課程與活動參與方面，非華語學生積極投入課外活動及宗教生活，展現多元發展的活力；為兼顧其學習需要，我們將進一步靈活調整補課時間與內容，並加強課堂內的支援，確保他們在文化共融中穩步成長。朗誦節參與情況方面，因應比賽日期與考試重疊，本年度改為家長自費形式，讓有興趣的學生仍能自主參加；此安排既尊重學生選擇，亦為未來探索更合適的比賽模式（如演講、講故事比賽）提供了寶貴經驗，有助拓展更多元的語文展現平台。成果展示與校園氛圍方面，優秀作品展示有效激發了學生的學習熱情與創作動力，同時為其他同學樹立了學習榜樣，促進了良性競爭氛圍，教師亦能通過作品展示更深入了解學情，有助調整教學策略。價值觀教育整體推進方面，透過全方位的價值觀教育策略，本科在培養學生的正向價值觀和國民身份認同方面取得實質進展；國家安全教育與課程內容的融合日趨自然，學生能在閱讀教學中自然地接觸相關概念，而各項中華文化活動不僅豐富了學生的校園生活，更讓他們在實踐中體驗傳統文化的魅力。

  普通話科部 -透過舉辦多元化的中華文化活動及參與相關比賽，學生能在輕鬆互動的氛圍中認識傳統節日與歷史，增強對國家的歸屬感；比賽過程中的訓練更深化了他們對國情與文化的理解，有助培養國民身份認同，成效顯著。普通話科本年度改革評估系統，加入聆聽、說話、語音拼讀及網上評估，並將語音知識改為筆試，讓教師能更全面分析學生強弱項；此舉有效提升學與教效能，教師可針對學生表現調整教學策略，持續優化普通話學習質素。雖然學生同時參與多項課外活動與比賽，時間安排上存在較大拉扯，但普通話科仍積極推動學生參加校外賽事，並在多個比賽中取得優異成績，包括多項冠軍、亞軍及季軍，反映學生具備良好潛能與抗壓能力；未來應進一步優化訓練與選拔機制，鼓勵更多學生均衡發展、持續參與。

- Faculty of English

  Department of English - Conduct marks can be awarded to students on more occasions, such as during EMI Week activities and the Halloween activity. Value education worksheets are included to ensure that core Chinese values are systematically incorporated. However, the number of display opportunities may not be sufficient.

- Faculty of STEM

  Department of Mathematics - Departmental reflection indicated that the current provision of only two worksheets per year for each form is insufficient to build a continuous learning routine. Department evaluation indicated that displaying these certificates and top 10 student lists served as a highly effective way to celebrate learning achievements and greatly motivated students in their learning journeys; however, demonstrating excellent solutions of student homework alone may not fully highlight their personal growth and performance. Providing a broader platform to recognise academic excellence and personal growth can further engage student initiatives. The positive feedback from students regarding life planning initiatives underscores the immense value of connecting academic subjects with real-world applications, effectively enhancing their readiness for future challenges.

  Department of Science - Through studying biodiversity and the conservation of endangered species, students learned the importance and necessity of National Security in establishing regulations and protected areas for animals. By crossing over with other subjects, more science knowledge could be delivered to students, and more subject heads expressed interest in joining the programme. Further topics on biotechnology and renewable energy development in China will be added to the curriculum.

  Department of Information & Technology Studies - Information literacy education was strengthened this year through subject-based learning, board displays, and talks arranged by different committees; further collaboration with ITC would help deepen students' understanding of emerging issues such as deepfakes and AI-related ethics. The Greater Bay Area visit tour was meaningful and well organised; it provided students with authentic exposure to technological development in China and helped strengthen their sense of national identity. National security education was incorporated into the curriculum, but the amount of learning material remained limited; students would benefit from more structured learning tasks and related self-learning resources. The "Hall of Fame" was updated promptly, and the student sharing session was effective in recognising achievement; however, greater visibility and promotion would help raise students' awareness of these accomplishments. Although life planning resources were uploaded to Google Classroom, students did not visit the platform regularly; more teacher guidance is needed to encourage active use of the resources.

  Department of Design & Technology - Building on the foundation, the course further expanded to introduce key developments in Smart Home and Smart City technologies, with a particular focus on advancements in mainland China. In addition to showcasing the robotics team's awards, motorcar coding results from primary schools' workshops can also be displayed. A significant milestone was achieved through collaboration with ITS, where students explored the use of AI video generation tools to enhance their project presentations.

- Faculty of Humanities

  Department of Economics – School-based curriculum is able to provide fundamental knowledge and equip students to further study Economics in senior form. The content from Citizenship, Economics and Society will be embedded in subject.

  Department of Finance and Accounting – School-based curriculum is able to provide fundamental knowledge and equip students to further study BAFS in senior form. The content from citizenship, Economics and society will be embedded in subject.

  Department of Geography - The measures successfully extended learning beyond the classroom and examinations, allowing students to experience Geography as meaningful, relevant and future-oriented. Through study tours, display materials, self-directed learning tasks and public recognition, the Department promoted positive values and attitudes while strengthening students' connection with the subject.

Department of History - As we look back on our efforts to cultivate students' positive values and attitudes, it is rewarding to see the growth in our students; by emphasising respect, responsibility and lawfulness, we have created an environment where these values thrive. The initiatives to showcase student work and celebrate achievements have not only highlighted individual talents but also fostered a sense of community and pride; students are increasingly recognising the importance of their contributions and how they can positively impact those around them. These achievements remind us that nurturing positive values is an ongoing journey; as we continue to support and encourage our students, we remain committed to shaping responsible citizens who will carry these values into the future.

公民與社會科部 - 華語同事需盡早完成課業修訂、測考及功課設計，以便騰出更多時間予 NCS 同事作翻譯；來年課程宜按教育局最新指引再作檢視及修訂。

- Faculty of Creative and Performing Arts

  Department of Music - Rearranging teaching and learning materials for generic skills development. More group projects should be incorporated into lesson time to help train students in their generic skills; for instance, through collaborative composition, students can work in small groups to create an original piece of music, fostering teamwork and creativity. More feedback should be given among students to encourage their appreciation and critical judgment of music performances.

  Department of Visual Arts - Student engagement in visual art increased, as shown by group visits to a contemporary museum in Hong Kong and popular lesson tasks and workshops such as Chinese ink painting, ceramic making and shadow puppetry. Students also developed a deeper understanding and appreciation of their own birthplace and those of others, fostering a stronger sense of pride in their identity.
- Faculty of Sports Science

  體育科部 –繼續製作及更新國家體育發展及成就閱讀教材套及網上自學材料，能讓學生更了解國家體育發展及成就，提升國民身份認同；繼續進行國家體育發展及成就閱讀教學活動及網上自學活動，能讓學生更了解國家體育發展及成就，提升國民身份認同；繼續透過聯校水運會/運動會、學校運動會及外出參觀活動，能教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；繼續小息及午息在 CCTV5＋頻度透過觀賞國家體育賽事，能建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；繼續透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式這方面，要加強教育學生明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；繼續尋找學生與運動員交流機會，讓學生可以學習到運動員努力不懈的堅毅精神；認識中國傳統運動，有助學生培養中國的傳統美德；必需繼續進行體適能測試、健康指標測試及身體測量指標測試，讓學生建立健康的生活模式。
- Academic Committee

  Students' morals need to be enhanced, as some lack self-discipline. More effort is required to improve students' sense of satisfaction, and additional platforms are needed to provide opportunities for them to share their achievements. Some parents do not recognize the importance of 'school-home cooperation' and believe that it is solely the school's responsibility for their children's development.
- Academic & Staff Development Committee

  Study tours to the Chinese Mainland (e.g. under the Sister School Scheme) were organised to deepen students' understanding of China's cultural and technological development. The Shenzhen tour in December 2025 and the Kunming tour in April 2026 were held successfully, with 100% of participating students viewing the tours as helpful for learning beyond the classroom. Relevant books were purchased and SDD sessions aligned with Target 1 were conducted for this purpose.
- Discipline and Guidance Committee

  Students' self-discipline and consideration for others still require improvement.
- Extra-Curricular & Creative Activities Committee

  In the past year, more and more activities were provided to the students including academic and ECA courses or competitions. We found that having too many activities caused the attendance of ECA sessions to drop in 2nd term. Thus, we plan to reduce the interest classes in 2026-27.
- Moral, Civic and National Education Committee

  Class teachers play a crucial role in delivering content on the Basic Law, national identity, global citizenship, Chinese foreign policy, and moral education; since student participation is largely influenced by teachers' motivation and facilitation skills, more professional development training and teaching resources should be provided to enhance their confidence and effectiveness in leading these sessions. Student feedback from activities such as the military camp visit and the National Security Exhibition has been positive, indicating genuine interest and engagement; to maintain this momentum, more diversified activities—such as national security talks, interactive workshops, quiz competitions, and visits to patriotic education centres—should be organised in the coming year. Learning about the Basic Law and the National Security Law has proven effective in deepening students' understanding of our motherland and strengthening their sense of national identity and respect for the rule of law, and more structured learning opportunities—including case studies, debate sessions, and law-related experiential activities—should be offered to consolidate this learning. The 30 Civic and Basic Law Ambassadors have taken on active leadership roles, including serving as Basic Law team leaders, and their potential could be further unleashed by providing advanced training so they can organise peer-led activities and act as student mentors in promoting national education across the school. The MCNEC Google Classroom, with its prize quizzes on national education, national security, the Basic Law, and information literacy, has effectively encouraged self-directed learning; to enhance its impact, the quiz content could be diversified and linked to current affairs, with more rewards and recognition to motivate sustained student participation. Life-wide Learning Days, flag-raising ceremonies, and the four-day National and Life Education Tour have offered valuable experiential learning about different aspects of China; these programmes should be continued and expanded, with more reflection and sharing sessions incorporated to help students articulate what they have learned and internalise their national identity.
- Student Affairs Committee

  Regarding the monthly theme moral education sessions, the focus has mainly been on worksheets to consolidate what students have learnt; moving forward, different methods and teaching strategies could be used to deliver moral values more effectively. As there is no direct way to measure how these sessions strengthen students or change their behaviour, a follow-up task could be introduced. The Healthy Team can disseminate or promote more useful health information to students through various activities or measures, such as posters, game booths and inter-class competitions, to create a healthy and positive campus atmosphere, and community resources—such as cooperation with NGOs or the Department of Health—can be leveraged more effectively for the same purpose.

- Careers and Guidance Committee
  Time allocation within the Life Planning Mentorship Program was relatively tight, with only 15 minutes provided for certain activities, which may have limited students' opportunities for in-depth engagement; additionally, class teachers play a very important role in conducting the Life Planning programmes, and students participate more actively when class teachers are able to motivate them effectively. For the S3 Careers Sharing in morning assemblies, despite the effort put into producing Keynotes, some students were shy and failed to deliver the message effectively; while students demonstrated the ability to organise information about their targeted careers, some Q&A questions were not well aligned with the sharing's objectives. The venue for the Exploring Barista Program was too crowded for the activity.
- Public Communication and Ceremony Committee
  Emphasising the national flag raising, national anthem singing and the Po Leung Kuk spirit during official events has effectively deepened students' civic responsibility and national identity. The high level of engagement in diverse workshops indicates that practical, hands-on and conversational sessions are most effective in addressing adolescent growth needs and strengthening family intimacy. Additionally, outdoor excursions require more structured rainy-day backups, future workshops need professional tour guide instruction, and communication requires more targeted support for non-Chinese speaking (NCS) parents.
- Environment & Resources Management Committee
  It is important to balance between the progress of work and operation of the school in order to minimize the negative impact of the construction works on the operation of the school.
- Financial Committee
  Continue to cultivate teachers' correct financial knowledge and concepts so that they can timely instill relevant, accurate, and positive financial knowledge in students during teaching, helping students establish sound financial management concepts as early as possible. Continue to regularly update teachers on new financial requirements from the Education Bureau and Po Leung Kuk and notify them promptly, ensuring these updates are integrated into teaching so students learn current standards early. In parallel, monitor and review even minor financial matters to prevent problems from escalating.

Feedback and Follow-up

- 中國語文文化及歷史學系

  中國語文科部 -獎勵機制將持續優化，針對中二、中三學生設計更具吸引力的鼓勵方式（如小組認可、創作展示等），讓不同年級學生均能獲得適合的肯定，深化對正向價值的認同；同時繼續獎勵用心撰寫筆記的學生，並配合校方重點推廣「整理及運用筆記」的策略。中華文化活動來年將延續「動手做」的創意手工藝模式，可考慮加入藍染布袋、再生紙製作或傳統剪紙等主題，既可保持活動新鮮感，亦能延續學生對文化創意活動的熱情；建議延續跨科組協作模式，並進一步發掘更多科組合作機會，豐富活動內容，整體規劃方面則建議來年提早規劃活動時間表及物資採購，確保各項活動籌備工作充足。非華語學生課程將按「由個人到群體」的原則調整主題單元（建議中一「打掃課室」、中二「餐桌禮儀」），更符合價值觀由個人遞層至整體社區的發展脈絡；另將發展電子課程，加強非華語學生的自主學習支援，補課則改為不分年級、只按程度分組，以更精準照顧學習差異。朗誦節將繼續以家長自費形式進行，並積極發掘更多不與考試衝突的比賽（如演講、講故事比賽等），讓學生有更多展現才能的機會。成果展示將持續優化展示形式，讓成果呈現更生動，進一步推動學生成長；同時將預早儲存中一、中二學生作品，並於壁報板安排公布學生得獎消息。國家安全教育將更系統化地融入課程，制定更詳細的教學指引，確保相關內容能夠自然融入各個教學環節，並計劃透過案例分析、討論活動、角色扮演等多元形式，讓不同性格的學生都能在適合的方式中深化對國家安全重要性的理解。

  普通話科部 -延續並推廣校內文化活動：繼續於農曆新年、中秋節等節日舉辦寫揮春及猜燈謎活動，並考慮增設「中國文化知識小擂台」，利用早會或午息時間進行快速問答，提升學生參與率及記憶點，強化國民身份認同。加強比賽前的針對性訓練：根據本年度朗誦及作文比賽的佳績，下年度可提早選拔學生，並利用課後或週末進行短期密集訓練，重點改善語音、肢體表達及作品理解，以提升獲獎層次及人數。建立校內朗誦觀摩及分享機制：安排獲獎學生在早會或普通話課堂上示範朗誦，並分享備賽心得，一方面肯定其努力，另一方面激發其他學生的興趣與信心，形成校園朗誦文化，推動更多學生參與校外賽事。

  中國歷史科部 -每班可設課堂小測排行榜，肯定學生努力。

- Faculty of English

  Department of English - The department will add in the stamp as reward for good performance in activities. Students are constantly exposed to information and values of the motherland. A more permanent and regular display may be useful.

- Faculty of STEM

  Department of Mathematics - For the next academic year, it is highly recommended to identify more eligible mathematical topics to design additional National Security Education worksheets, thereby providing students with more regular opportunities to naturally integrate national security concepts into the mathematics curriculum. The practice of updating notice boards with exam results and outstanding competition awards will be continued in the upcoming academic year. More activities outside the classroom will be explored to promote right values and attitudes, such as learning more history from Chinese culture and fostering respect for pluralism in society. Practical examples of how math is used in various careers will be further integrated into the regular curriculum to help students see its relevance. The department will explore opportunities for further collaboration with external educators, workshops and mentorship programmes that connect students directly with professionals in math-related fields to provide diverse perspectives on academic and career paths.

  Department of Science - Next year, more introductions to Chinese culture related to science will be incorporated during lessons on appropriate topics, and internal and external activities will be enhanced. More high-quality self-regulated learning outputs such as Keynotes and posters will be collected. Additional school-based experiments will be modified, finalised and conducted to arouse students' interests and curiosities and equip them with diverse investigation and logical thinking skills in inquiry science. More learning and teaching materials and activities, especially those integrating AI, will be designed and implemented within the current curriculum to strengthen students' sense of identity and belonging as Chinese citizens, while space for collaboration with Ocean Park (ECCAC) will be used to introduce concepts of environmental protection.

  Department of Information & Technology Studies - More AI-related and information literacy talks should be arranged next year, with possible focus areas including deepfakes, online responsibility, and the legal consequences of misuse. More suitable teaching materials and worksheets on national security education should be developed, and relevant videos can be uploaded to the self-learning resources Google Classroom. The "Hall of Fame" should continue to be updated and redesigned in a more eye-catching way to enhance students' awareness of the team's achievements. Student sharing sessions in assembly can continue to be held regularly to recognise student representatives and promote a positive school atmosphere. Teachers should remind students more frequently to access Google Classroom resources on life planning, further studies, and IT-related career pathways.

  Department of Design & Technology - The curriculum will be amended in response to the whole-curriculum reform for S3. After this year, students' good work will serve as reference examples for future cohorts to further improve project development. As AI continues to evolve rapidly, with tools becoming smarter and more capable with each update, I plan to integrate AI into more aspects of student projects going forward. In addition, an extension will be added to the project next year, allowing the work to grow further and explore new possibilities.

- Faculty of Humanities

  Department of Economics - Referring to the latest curriculum of citizenship, Economics and society, keep revising the curriculum to be able to equip students to further study.

  Department of Finance and Accounting - Referring to the latest curriculum of citizenship, Economics and society, keep revising the curriculum to be able to equip students to further study.

  Department of Geography - The Geography Department will continue to promote value education through Geography-related learning activities, particularly those connected with China, sustainable development and real-life issues.

  Department of History - Consider integrating more multimedia resources, such as virtual field trips, to enhance engagement.

  公民與社會科部 - 本年度中一及中二啟用已通過教育局審批的公民、經濟與社會課程用書，來年將推展至中三級。

- Faculty of Creative and Performing Arts

  Department of Music - Some topics need to be rearranged to achieve effective learning; by restructuring the sequencing or grouping of topics, students can better grasp the content. More time should be dedicated to working on group projects to help students develop their generic skills, such as through collaborative music activities. Various activities that incorporate different skills—such as the use of visual aids, performance opportunities and multimedia resources—should be provided to encourage students to learn the lyrics of the national anthem.

  Department of Visual Arts - Most students are skilled at replicating sample works but lack the confidence to express their own thoughts; future sessions may therefore integrate elements of psychological analysis to help students understand their inner world and become more open to engaging with the wider world.
- Faculty of Sports Science

  體育科部 – 繼續使用國家體育發展及成就閱讀教材套及網上自學材料，提升學生國民身份認同；繼續進行國家體育發展及成就閱讀教學活動及網上自學活動，提升學生國民身份認同；繼續透過聯校水運會/運動會、學校運動會及外出參觀活動，能教育學生在奏唱國歌、升國旗時及參予或觀看體育賽事時的正確態度及應有的禮儀；繼續小息及午息在 CCTV5＋頻度透過觀賞國家體育賽事，能建立學生參予或觀看體育賽事時的正確態度及讓學生更了解國家體育發展及成就，提升國民身份認同；繼續透過體適能、健康和營養的教學單元，讓學生建立健康的生活模式這方面，並加強教育學生明白國民健康對國家經濟、民生、體育運動、醫療、公共衛生等各方面的發展均能作出貢獻；會舉辦學生與運動員交流活動，讓學生可以學習到運動員努力不懈的堅毅精神；會舉辦認識中國傳統運動活動，有助學生培養中國的傳統美德；必需繼續進行體適能測試、健康指標測試及身體測量指標測試。
- Academic Committee

  Greater efforts are needed to strengthen students' moral character and educate them in self-discipline and compliance with rules. More educational activities will be held to promote the concepts of rule adherence and law-abidingness; Efforts to enhance students' sense of satisfaction should be intensified, and more platforms will be provided for students to share their achievements; Parent education needs to be strengthened to enhance parents' awareness of "school-home cooperation."
- Academic & Staff Development Committee

  The Australia tour this summer trained students in the target skill, with reflections to be completed after the activity. More programmes should be connected to the Flying High Programme, or the stamp can be brought forward. The sister school tour and Shanghai tour have been established to give more students opportunities to understand the motherland, although the tour schedules were very rushed. Better scheduling to suit colleagues' work schedules is recommended, and earlier planning is preferred to allow easier and more effective preparation for students.
- Discipline and Guidance Committee

  In response to student performance, it is essential to strengthen character development by promoting self-discipline and consideration for others through additional educational activities, and to implement a variety of activities that enhance students' satisfaction with school and help them enjoy campus life.
- Extra-Curricular & Creative Activities Committee

  Planning to use some new companies for the academic year of 2026-27. Enhance interest class promotion in the academic year of 2026-27. Make good use of resources, planning to reduce interest classes 11 to 8, in the academic year of 2026-27. Using Google-Form for the promotion and Recruitment of the interest classes in the academic year of 2026-27. Preparation for 2026-2027 ECA Interest Classes and Call for Proposals file was sent to the colleagues smooth administrative operations and better meet the needs of both teachers and students.
- Moral, Civic and National Education Committee

  Continue to supplement the deficiencies in the school subject curriculum and provide students with adequate Moral, Civic and National education. More related activities will be held next year and the civic ambassadors will be trained to lead those activities.
- Student Affairs Committee

  Regarding teaching strategies in monthly theme moral education sessions, the Student Affairs Committee will use more interesting and varied approaches to consolidate student learning; for example, students may be asked to write short cards or use drawing instead of only completing worksheets to express their thoughts and ideas during moral education lessons. Students could also be asked to complete a task and submit it after a week to demonstrate how they applied their learning to strengthen their positive values and attitudes. To effectively use community resources to create a healthy and positive campus atmosphere, the school will cooperate with NGOs or government departments to organise health talks or programmes for students; for example, it will join health programmes such as the Seasonal Influenza Vaccination Programme and health talks provided by the Department of Health in the next academic year.
- Careers and Guidance Committee

  Kahoot! games will be added where needed to further promote interactive learning in the Life Planning lessons of the Life Planning Mentorship Program, and the programme will be further enriched by updating lesson plans, presentation materials and worksheets to ensure all content is meaningful, relevant and conducive to deeper student engagement. For the Job Simulation, form career teachers will send reminders earlier, conduct patrols and provide help during the activity, while class teachers will look after students' disciplinary issues. The effectiveness of the S3 Careers Sharing in morning assemblies will be enhanced by arranging sufficient rehearsal opportunities for student presenters prior to the sharing and by providing clear guidelines to help students align their content and Q&A preparation with the sharing's objectives. For the Barista programme, the number of participants will be limited to a maximum of 12 students to ensure each participant has sufficient hands-on experience.
- Environment & Resources Management Committee

  Keep updating and upgrading smart locker and smart classroom in order to make use of IT to enhance teaching and learning.
- Financial Committee

  Continue to organise financial literacy workshops and teacher development activities to cultivate teachers' ability to teach students financial knowledge and correct financial management concepts, while strengthening communication with the Finance and Audit Department of Po Leung Kuk to stay abreast of the latest financial information.

Major Concern 2: Cultivate students' self-directed learning ability to develop students' potential and reach higher levels

Achievements

- 中國語文文化及歷史學系

  中國語文科部 - 電子學習持續推進：各班別全年進行多次翻轉課堂練習，學生已逐步養成課前預習的習慣；Google Classroom 內的預習材料、溫習資源及歷年試題持續更新，為學生提供豐富的自學材料。各班別已就翻轉教學、Padlet 寫作課堂等作出初步嘗試，部分班級完成率理想，顯示電子學習方向正確，惟中一第一學期因未能使用 iPad 上課，電子學習進度稍受影響。閱讀推廣成效顯著：本學年已購置《城南舊事》60 本、《清明上河圖密碼》1–6 冊、《百家講壇：清明上河讀宋朝》、《從清明上河圖看北宋民間百態》、《清明上河圖——宋朝的一天》、《清明上河圖深度遊》、《張擇端和他的清明上河圖》、《清明上河圖細節中的風華》、《清明上河圖騎驢記》、《回娘家：清明上河圖》及《風華再現·科學家篇》6 本等多本優質圖書供圖書館上架，並拍攝書本封面照上載 Google Classroom，方便學生借閱；與圖書館合作舉辦的讀書會已舉辦十次，每次均有不同學生參與，科本廣泛閱讀計劃方面亦已確保班主任知悉並容許學生於晨讀節閱讀本科設計的廣泛閱讀計劃材料。跨課程專題研習（PBL）方面，中一級學生首次以 Keynote／Google Slide／Canvas 等方式完成專題研習，主題與《清明上河圖》閱讀結合，學生在研習中運用電子工具進行資料搜集與匯報，初步掌握跨課程學習的基礎技能，圖書館亦已購置足夠的相關書籍供學生借閱。語文比賽成果豐碩：本年度學生在多項語文比賽中積極參與並取得良好成績——中三劉佳悅同學於「慶祝中華人民共和國成立 76 周年暨紀念抗戰勝利 80 周年——『我愛我的祖國·抗戰勝利篇』金紫荊盃香港校際作文暨普通話朗誦大賽」中獲得三等獎及 500 元現金獎；中二梁洛斯同學於香港城市大學『尋城記』——「故事導賞」徵文比賽中獲得入圍獎；中二李泫穎同學於「相助·互愛@香港」原子筆中文書法比賽中獲得優異獎；中三方嘉怡同學獲得中三特別獎；普通話朗誦方面，2B 陳頌昇獲得優良獎狀、3A 吳雨璐獲得良好獎狀；粵語朗誦方面，1F 吳芷霖獲得優良獎狀、1F 黃雲汐獲得良好獎狀，以上獎項充分展現本科語文教學的成效及學生的語文才華。辯論隊本年度參與校外比賽（正向思維《基本法》全港中學生辯論賽），讓學生開闊視野、累積實戰經驗，初中同學面對高中強勁對手，從中獲益良多，惟辯論隊出現收生不足、青黃不接的情況，需來年加強招募。照顧學習多樣性方面，課後補課及星期六補課持續進行，教材設計切合學生需要：中一補課首兩節教授學生使用《語文基礎知識冊》的安排恰當；中二、中三補課教材（如教導學生寫作開首與結尾）設計有效；中三畢業試補課四次，包括批改實用文、詩歌賞析及閱讀理解，有效理清學生概念，學生表現有進步；星期六 TSA 補課修訂了白話文及文言文閱讀理解題目，任教同事反映教材設計適合本校學生使用。非華語學生課程方面，本學年更新了單元三及單元四的課程內容，選材更生活化、貼近學生經驗：中一選材圍繞家庭與節日，詞彙實用且重複率高，有效協助學生累積基礎閱讀詞庫；中二以校園生活及節日慶祝為主軸，語境真實；中三選材文體多樣，引入文化比較，有效引導學生運用自身文化背景與中國文本對話；教師亦為非華語學生設計「段落框架」、「情感詞彙庫」等寫作支架，鞏固抒情文表達能力。教師專業發展方面，多位同事積極參與校外專業發展活動，包括 HKU AI Platform (MAImind) 培訓、「解鎖 Gen AI 賦能教育的中文教學」講座、「中國語文課程第二語言學習架構」研討會、「非華語學生中文讀寫能力的進展及學與教策略」分享會、「數字教育人工智能於教育培訓系列」課程、「中學中國語文科課程中的文學文化及國家安全教育」講座等，參與同事均於科內作出分享，促進教學交流與專業成長。

  普通話科部 -善用翻轉教室及網上資源，促進自主學習：教師製作大量聆聽、說話、朗讀及語音知識的網上學習資源及教學影片，上載至「谷歌教室」，並設計翻轉教室練習，鼓勵學生課前預習；學生能按自己的進度重溫內容，培養自主學習能力，突破傳統課堂限制，有效發展自學潛能。配合自攜裝置及 Kahoot！練習，提升學習興趣與參與度：配合學校「自攜裝置」政策，教師於課堂上運用 Kahoot！進行互動練習，提升學生學習普通話的興趣與專注力；學生在遊戲化的氛圍中主動回答問題，即時回饋有助鞏固所學，讓不同能力的學生都能積極參與，突破被動學習的模式。優化評估系統，全面掌握學習成效以促進突破：本科優化評估系統，從聆聽、說話、語音拼讀及網上語音評估四方面評核學生，並將語音知識由讀出改為筆試；教師能更全面分析學生表現，針對弱項提供適切指導，幫助學生持續改進，在普通話能力上不斷突破自我，達致更高水平。

  中國歷史科部 -本年度科內持續推動電子學習，各科運用電子學習進行課堂教學，並各班別於 T1、T2＋T3 進行多於兩次翻轉課堂。科內利用自學資源庫，讓學生按學習多樣性調節學習進度，並由科內持續優化及更新本科「谷歌課室」的資料。於各科目持續評估中包含提升學生自主學習的項目，要求學生進行課前預習、課內做筆記、課後溫習；課程加入學習起跑點、價值反思等部分，並於教學策略中加入推動學生自主學習活動，課程中加入自學內容，並於進度表中顯示。科內全面推行 BYOD 政策，所有學生均使用電子學習平板電腦進行課堂，配合 BYOD 政策，學生於課前／課後完成翻轉課堂練習。

- Faculty of English

  Department of English – Students are consistently required to prepare for lessons using online materials and resources; materials and worksheets are uploaded to Google Classroom and s.TNKJSC so that students can access and complete tasks at their own pace with teachers' constant monitoring. S1 PBL in Terms 2 and 3 was completed in collaboration with the VA and Music Departments; students were trained to complete the task and systematically organise it into a self-planned schedule, managing group work dynamics to produce the final product with teachers' close monitoring. Students were provided with two readers per year, with exercises on s.TNKJSC to complete at their own pace under teachers' monitoring. All teachers held at least one reading club session this year, totalling at least ten sessions; students generally enjoyed the book-sharing during these sessions. All English Weeks were completed successfully, with many students awarded conduct marks for successful completion of tasks. Eight tutorial sessions for S2 students were conducted, allowing students to revise knowledge learnt in lessons; eight sessions for S1 and thirteen for S3 were completed this year. Eight sessions of the "Future Stars" programme were conducted, with attendance generally over 80%; students learnt HKDSE listening data file manipulation skills. Teachers used a variety of online resources and applications in lessons and for homework to support students' revision and lesson preparation. Students generally follow the AC requirements under the monitoring of English teachers. Task-based activities are coached in lessons, with discussion incorporated during mutual lesson planning sessions. A few talents were identified and included in the gifted teams. More students joined the Speech Festival this year, with more students achieving Merit awards.

To make good use of multimedia learning and teaching resources and utilise the subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity, activities that promote students' self-directed learning were incorporated into teaching strategies across subjects to enhance students' engagement and sense of involvement. Dynamic platforms such as Kahoot!, Nearpod, gMaths, Canvas and Quizizz were heavily utilised to facilitate lessons and structured quizzes, helping students learn mathematical concepts in a fun, interactive manner while catering to the upper end of the learning spectrum. Analysis of internal assessment results was made after every assessment using AQP analysis across all exam papers to highlight common student errors; focused feedback and lesson keynotes designed with interactive visual effects (such as Magic Move) were delivered to students to clarify challenging subject concepts.

To require students to engage in pre-class preparation, note-taking during class and review of materials after class to enhance their self-learning abilities, a complete set of school-based lesson worksheets was successfully developed, featuring learning summaries and hints to facilitate pre-class preparation. The teaching sequence and self-study bonus sections were refined in each form to strengthen bridging with the senior secondary curriculum. Flipped classroom activities were implemented at least three times per semester as required; worksheets were printed at 80% size to provide note-taking space, and outstanding student notebooks were submitted to the AC for recognition.

Cross-KLA Project Study and Reading Scheme: a cross-KLA reading and project-based learning scheme was successfully organised in collaboration with the STEM Faculty and Sports Science departments for S2 and S3 students during the first term. Most students completed and submitted their tasks properly, culminating in successful presentations where selected student groups showcased their projects focused on football tournament systems.

Tutorial arrangements: the department completed 18 tutorial sessions (with more than 12 successfully arranged by AC), with teachers actively sharing the workload. Tutorial exercises were deepened by giving demonstrations of similar questions to help students consolidate their knowledge.

To revamp the curriculum of S1 Bridging Course: the structural overhaul of the Secondary 1 Bridging Course curriculum was fully completed. A dedicated Keynote presentation was constructed and utilised to explicitly teach incoming students subject-specific learning strategies, study habits and essential note-taking techniques.

"Future Stars" programme: potential students were successfully selected into the "Future Stars" programme to enhance their public assessment exam techniques, with SFC teachers delivering 10 enhanced sessions throughout the year. Student feedback was highly positive, with participants noting that the course successfully broadened their mathematical horizons and enhanced their math sense.

Maths School Team: a Maths Gifted Education Training Programme with a refined school-based curriculum for each form was arranged for math elite students, focusing on local and international competitions. The team comprised 33 members in total (10–11 elite students from each form) selected through talent pool records and screening tests. The training was carried out by math teachers and outsourced organisations throughout the year. The team achieved outstanding results, winning over 100 prizes at territory-wide and regional levels.

To provide opportunities for students to share and exchange their experiences and insights: to ensure high participation, a policy of having one teacher gather students to go to competition venues was strictly maintained. Furthermore, Maths Team students were invited twice to share their experiences and insights during morning assemblies after prize presentations, resulting in highly positive school-wide responses.

Mathematics Club: the Mathematics Club, formed by S1 to S3 students with teachers as consultants, held three successful whole-school mass events as inter-class competitions: the 2048 Competition, Inter-class Rummikub Competition and Inter-class Kahoot! Competition. These activities provided students with a lot of fun and developed a cross-faculty learning experience.

- Faculty of STEM

  Department of Mathematics -The department continued to promote e-learning by effectively using Keynote, Google Classroom and Google Forms to enhance teaching and support self-directed learning, with high-quality notes, Keynotes and flipped classroom videos regularly uploaded so students could study at their own pace, and TSA past papers organised by sub-topic for independent practice that S1–S3 students engaged with enthusiastically, especially S3 students who found the platform highly useful for revising S1–S2 content thanks to detailed solutions. Multimedia and self-study resources were leveraged to cater for learning diversity, with Kahoot!, Nearpod, gMaths, Canvas and Quizizz used extensively to make lessons and quizzes interactive, while AQP analysis after each assessment highlighted common errors and informed focused feedback and visually engaging Keynotes to clarify difficult concepts. To strengthen self-learning, a complete set of school-based worksheets with summaries and hints was developed, teaching sequences and self-study bonus sections were refined to better bridge to senior secondary, and flipped classroom activities were run at least three times per semester with 80%-size worksheets to encourage note-taking and outstanding notebooks recognised. A cross-KLA reading and project scheme with STEM and Sports Science engaged S2–S3 students in Term 1, with most completing tasks and selected groups presenting projects on football tournament systems. The department completed 18 tutorial sessions (over 12 arranged by AC) with teachers sharing the workload and deepening exercises through similar-question demonstrations, while the S1 Bridging Course curriculum was fully overhauled and supported by a dedicated Keynote on learning strategies, study habits and note-taking. The “Future Stars” programme selected potential students for 10 enhanced sessions with SFC teachers, earning positive feedback for broadening mathematical horizons, and the Maths School Team’s gifted training programme comprised 33 elite students who won over 100 territory-wide and regional prizes. Opportunities for experience-sharing were provided by ensuring one teacher accompanied students to competitions and inviting team members to share at morning assemblies, generating positive responses, and the Mathematics Club held three successful whole-school inter-class events (2048, Rummikub and Kahoot!) that were enjoyable and fostered cross-faculty learning.

Department of Science - To improve students' academic quality and strengthen support for different learning groups, self-learning materials including videos, Keynotes and additional online resources were prepared and will be rolled out across all forms so students can review subject topics at any time. To cater for learner diversity, a biotechnology curriculum was designed for general education, while a biotech research team and gifted curriculum were established for gifted students; these learners were nurtured systematically in science and strongly encouraged to participate in international and local competitions, with 20 students invited to join a training series covering competitions and biotech research works such as the Hong Kong School Children Challenge Contest, the 205th Infrastructure Building Competition for Secondary School, the Chemist Online Self-study Award, the CityU Science Video Competition 2026, the 28th Hong Kong Youth Science and Technology Innovation Competition (Science Fiction Drawing, Secondary), the Hong Kong Student Science Project Competition 2026 (Science Wallchart Division), projects on safeguarding native freshwater turtles and their habitats, and participation in the 1st International Conference on Integrated Conservation of Asian Turtles. Life-wide learning activities included STEAM-related workshops and visits to the science museum and the Yakult factory, enriching students' knowledge through museum facilities and introductions to probiotics and beneficial micro-organisms, and deepening their understanding of STEAM development and the presence of science in daily life. To integrate cross-subject reading with project-based learning and help students connect learning experiences while improving reading abilities, S2 and S3 undertook a project-based learning unit co-organised with PE on "Newton's Laws in Sports," which generated strong student interest in investigating the physics principles behind their favourite sports; student work and presentations were of good quality, and students completed self-reflections after each presentation.

Department of Information & Technology Studies - Keynotes were prepared for all curriculum topics and uploaded to the self-learning resources Google Classroom for students' reference. Google Colab was introduced into the syllabus to provide students with a more suitable coding interface. Flipped classroom activities were introduced in the second and third terms, with one new flipped classroom activity created for each form. Further past papers from before 2021 were uploaded to Google Classroom as extra exercises for self-directed revision. iPads were ready by November and were used effectively in practical lessons to support BYOD learning. The first term cross-curricular PBL was successfully concluded; most students met the foundational requirements and actively engaged with ITS-related practical tasks, especially those related to sports and fitness applications. The curriculum continued to cater for learner diversity through a balance of theory and practical components. The Robotics Team recruited 43 students, including around 13 Form 1 students, and joined seven competitions in the first term; the MakeX Team won the overall Champion. A robotics competition for primary students was successfully held, and the AIoT taster programme was conducted in the second term, providing opportunities for students to demonstrate leadership and communication skills.

Department of Design & Technology - The school team experienced remarkable success this term, with over 30 students joining and actively participating. A structured routine was established with regular meetings held every Monday, fostering consistency, teamwork, and a strong sense of community. Students were thoughtfully assigned to competitions based on their individual strengths and abilities, ensuring they were both challenged and supported. This strategic approach contributed to the team's outstanding performance in the MakeX competitions, where they achieved impressive results. The team received awards in various competitions, including the PLK and MakeX competitions. Students also shared their experiences on stage during assemblies, highlighting their competition journey; on competition day, they enjoyed the process and felt especially happy when they received the champion award. Different STEM learning platforms were introduced to students in various forms. Lesson content and self-learning exercises were posted on Google Classroom. Collaboration on PBL with STEM departments and the P.E. Department was established. A cross-curriculum project with ITS for S1 students was set up in the second term. The use of AI video tools from ITS in the S2 project was successfully implemented.

- Faculty of Humanities

Department of Economics - Self-study platform has been completed to students for revision.

Department of Finance and Accounting - Self-study platforms have been made available to students for revision.

Department of Geography - To strengthen students' self-directed learning ability in Geography, flipped exercises were implemented in each form to encourage independent learning. Form-based and class-based Google Classrooms were well prepared to support learning, improve student performance and encourage pre-class preparation: past papers with suggested answers, lesson notes, presentation slides, video lists and lesson substitution materials were all uploaded, enabling students to study and revise at their own pace; step-by-step guidance was also provided at the beginning of the learning process to help students use these resources effectively. Students were required to complete Geography lesson notes before class, take notes during lessons and review them after class to reinforce their learning. To enhance reading ability, subject teachers recommended the books *Climate and Weather* in Term 1 and *Simply Climate Change* in Terms 2 and 3, with their attractive features displayed outside the Geography Room. An encouraging learning environment was established by setting out clear subject expectations in the first lesson, helping students understand the learning routine.

Department of History - Book recommendations in the subject were provided to encourage students to read more. Learning skills and habits were shared with students to enhance their abilities. Additionally, self-regulated learning activities were implemented to help students develop these skills.

公民與社會科部 -本科繼續利用數據找出學生的強弱項，在課堂及其後的測考跟進，並配合 BYOD 政策，學生能檢視其測考成績數據，有助學習。非華語學生抽離學習，課程以全英語授課，以照顧其語言能力；科任教師因應有特殊教育需要的學生的學習表現作教學上的調適；建立自主學習資源庫及網上教學平台內容，有利學生自主學習的意識和能力。按教育局「香港國家安全教育課程框架」更新課程。於課上加入不同的電子教學策略：如 Kahoot! Mentimeter。善用 Google classroom，達至學生多元化學習。

- Faculty of Creative and Performing Arts

  Department of Music - Self-learning flipped classrooms were conducted on Google Classroom for all S1 to S3 students, covering topics such as music theory, music appreciation and national education, to maintain students' self-learning ability. Self-learning materials and glossaries for different topics have been uploaded to support students in completing the flipped classroom activities. A lunchtime workshop is held every Thursday for students to develop various musical talents and experience unique activities. Consistent gifted education training was provided, along with additional lunchtime sessions for orchestra and percussion members to help them achieve a higher level of performance. Additionally, our school music team members have actively participated in various competitions, achieving notable accomplishments.

  Department of Visual Arts - Through the development of consistent art journaling habits, students demonstrated keen observational skills and a willingness to explore their surroundings and ideas, with structured prompts and examples supporting their ability to document and creatively interpret experiments and experiences, thereby enhancing both artistic practice and personal insight. Collaboration across art, English and music fostered creativity, critical thinking and emotional expression, contributing to students' holistic development, supported by clear guidelines and examples. Group projects enhanced collaboration skills by encouraging teamwork and communication across disciplines, and many students successfully created stop motion stories that combined visual art, narrative writing and musical elements, showcasing their multidisciplinary abilities.
- Faculty of Sports Science

  體育科部 – 成功完成 PLK 體育質素圈計劃體適能測試，並成功製作恆常體適能網上訓練教材供學生日常自學；每循環週首課節進行不少於 20 分鐘體適能活動，每學期進 2 次體適能評估，同時成功製作評估前教學單元的網上教室(Google Classroom)供學生預習及重溫。成功製作技能評估能力指標，並於每單元設立技能評估，即時按能力指標給予回饋；此外成功舉辦多個球類、握拍、田徑、游泳及劍擊訓練，並帶領學生參加多項比賽，成功培育學生在游泳、田徑、越野跑及足球項目上為校爭光，在學界賽事上取得佳績。
- Academic Committee

  Subjects showcased the work of outstanding students, and project-based learning included presentation days that provided opportunities for students to share, encouraging them to reach higher levels. Reading clubs and good book recommendations were introduced more intensively to enhance the school's reading atmosphere, and self-regulated learning activities were carried out smoothly across all subjects.
- Academic & Staff Development Committee

  Different study tour schemes, including the Sister Schools scheme, AFS and the PLK Joint School Study Tour, were organised; four tours were arranged for this purpose, and together with other subjects and committees, more than 10 tours were organised this year. Student representatives from the previous academic year's Australia and Shanghai tours, as well as from the current academic year's Shenzhen and Kunming tours, shared their learning outcomes from the study tours during weekly assembly sessions.
- Extra-Curricular & Creative Activities Committee

  10 students from the creative thinking team participated in the Drone Performance Course, 5 students achieved success in the STEAM AI competition, and nearly 60 students took part in Uniform Teams, reflecting broad engagement across STEAM and co-curricular programmes.
- Moral, Civic and National Education Committee

  Our school has planned a series of activities and programmes throughout the year to promote healthy living and the anti-drug theme, including anti-drug talks, training day camps and overnight camps, and health checks and drug tests organised both on and off campus to disseminate the message of healthy living. To facilitate students' positive development and unleash their potential, the school will arrange community service learning schemes for all levels; through providing service experiences, students' civic awareness will be enhanced while their understanding of the underprivileged and sense of community belonging will be strengthened, with volunteerism integrated into students' lives and learning to care for others as key focuses. This year's service learning arrangements are: Form 1 and Form 2 – Beach Clean-up Activity; Form 3 – Environmental Service Learning Workshop. Students are encouraged to participate in the Po Leung Kuk Flag Paper Design Competition, and they were also encouraged to take part in the "National Security Good Student – Secondary School Quiz Competition," in which they were awarded a Merit Award.
- Careers and Guidance Committee

  A team of four Secondary 2 students, in collaboration with the Career Guidance Committee and the Information Technology Studies Department, was selected to participate in the JA Code for Impact Challenge, enhancing students' entrepreneurship and STEM competencies through engagement with business volunteers and fostering career awareness and real-world problem-solving skills. Taster programmes and visits were organised throughout the year, including visits to The Chinese University of Hong Kong to explore courses and university life; the AIA Carnival Career Adventure Day to examine career development in event management and entertainment; the Hong Kong Monetary Authority to learn about its role in monetary and banking stability and related careers; the Hong Kong Customs and Excise Department to gain insights into its national security responsibilities and associated career pathways; Hotel ICON to explore hospitality industry roles; the Cooking Lab and Start-up Sharing Workshop to experience professional baking work and enhance understanding of bakery and entrepreneurship careers; the Pet Industry Practitioner Workshop to learn about pet industry roles; the "IG Reels Competition" to gain insights into logistics and self-media trends; and a workshop at Ocean Park to explore job roles and workplace operations, including animal caretakers and ride operators, with back-office visits broadening awareness of future career options. A Careers Ambassador Team comprising several S1–S2 students was formed to promote life planning and career-related information and activities, successfully organising two whole-school events during the Education and Careers Weeks and before the Final Term Exam. Ad hoc activities were promoted for student participation, including the "YMCA Health Genius" to cultivate problem-solving skills and innovative thinking; the "青 Teen 友法師友計劃 2026" to broaden awareness of future career planning; the "HKU SPACE Law School preparation program" to help students build a clear roadmap for entering the legal profession; and the HKFYG Leadership Institute foundation course for student leaders to develop communication, problem-solving and teamwork skills essential for life planning and future career pathways.

- Public Communication and Ceremony Committee

  Opportunities were provided for students to share and exchange their experiences and insights through the coordination of the Primary School Talk Tour and School Info Day Admission Talks, which filled the school hall to capacity and gave student helpers, Ambassadors and Ceremony MCs real-world platforms to share learning insights with prospective primary school families. Students were encouraged and arranged to participate in external and internal competitions, notably through a partnership with the Academic Committee (STEM Task Force) to successfully execute the Primary School Robotic Competition. High-visibility public stages were provided during the Charity Bazaar cum CoolSTEAMaker Festival (raising $30,630 with 91 visitors) and the Bio-tech/AIoT Taster Workshops (attracting 54 visitors and 27 families) to showcase student learning achievements, generic skills and campus life.
- Environment & Resources Management Committee

  Routine maintenance and inspection for campus facilities such as drinking water machine, air-conditioners, security system, town gas system, electricity system and fire alarm system provide comfortable teaching environment.

Reflections

- 中國語文文化及歷史學系

  中國語文科部 -電子學習與自主學習方面，學生已逐步養成使用 Google Classroom 及翻轉課堂的習慣，部分班級的完成率理想，顯示電子學習方向正確；學生對電子學習的接受度高，各種電子教學工具的運用豐富了教學手段，為不同學習風格的學生提供了多元的學習方式，未來將進一步優化練習設計與平台功能，持續提升學生的自主學習動機。AI 工具融入教學方面，學生對 AI 輔助寫作表現出濃厚興趣，反映科技融入語文教學的巨大潛力；我們將善用這份興趣，加強引導學生正確運用 AI 作為素材整理、語法校對的工具，而非取代個人創作，從而培養數位素養與原創寫作能力，同時科內同事已積極參與多個 AI 教學培訓，為來年將 AI 有效帶進課堂奠定良好基礎。寫作教學與比賽培訓方面，本年度學生在多項寫作比賽中積極參與並取得良好成績，寫作隊學生自發性寫作的意願持續高漲，反映出學生對創作的熱情；來年將進一步透過與圖書館閱讀活動的密切配合，強化寫作訓練之成效，同時明確引導學生正確使用 AI 工具，確保自主創作能力持續提升。補課與保底措施方面，現行補課規劃已趨完善，教材設計切合學生需要，尤其是教導學生寫作開首與結尾的策略，對能力較弱的學生幫助甚大；非華語學生因宗教理由及課外活動請假較多，來年將按程度分組施教，以更精準照顧學習差異，星期六 TSA 補課教材設計有效，來年將沿用並持續優化。課程進度與教學節奏方面，中一第一學期課程內容較多，習作題目較多，教學進度較為趕急，但經第二、三學期加入學習筆記與語譯練習後，教學節奏已明顯改善，特別在文言文教學方面成效顯著，這說明持續優化課程規劃與教學資源能有效回應學生需要。電子平台優化方面，Google Classroom 聆聽練習已為學生提供基本訓練，部分技術問題（如學習成果未能呈現）將透過引入「普普城」AI 平台優化，提升練習質素與使用體驗；mLang AI 寫作平台雖有批改不準確及遺失功課的問題，但 Wayground 等新平台的出現為我們提供了更多選擇。語文活動與比賽參與方面，各項語文比賽的成績展現了科組對培養學生語文素養的重視，中國文化知識早會活動深受歡迎，成功營造了濃厚的語文學習氛圍；校際朗誦節因與考試日期重疊，參與人數受影響，但改為家長自費形式後，讓有興趣的學生仍能自主參加，此安排靈活且尊重學生選擇；辯論隊本年度參與校外比賽，讓學生開闊視野、累積實戰經驗，為持續發展奠定基礎。學習常規與自主學習能力方面，學習常規的建立和考試策略的教授幫助學生提升了學習效能，中一學生的寫筆記習慣比中二、中三學生為佳，反映盡早培養學習習慣的重要性，來年將配合校方重點推廣「整理及運用筆記」的策略，進一步強化學生的自主學習能力。

  普通話科部 -網上資源促進自主學習，學生自學潛能得以發揮：教師製作大量網上學習資源及翻轉教室練習，上載至「谷歌教室」，讓學生能按個人進度課前預習及重溫；反思所見，自主學習能力較弱的學生仍需教師適時跟進，未來應加強引導他們善用資源，進一步培養自學習慣，真正突破傳統課堂的限制。Kahoot！提升興趣，惟需兼顧深度學習：配合「自攜裝置」政策，課堂運用 Kahoot！進行互動練習，有效提升學生的學習興趣與參與度；然而，反思發現部分學生過於追求答題速度而忽略語音準確性，未來應平衡遊戲化學習與知識鞏固，引導學生在趣味中追求更扎實的語音能力。評估系統優化有助精準回饋，促進學生持續突破：本科從聆聽、說話、語音拼讀、網上語音評估及筆試多方面評核學生，教師能更全面分析強弱項；反思可見，清晰的評估數據讓教師能針對學生弱點提供個別指導，幫助學生逐步改進，在普通話能力上不斷挑戰自己，達致更高水平。

  中國歷史科部 -科內電子學習的次數不足，而方式亦單一使用「谷歌表格」，可考慮在課堂上應用互動性更強的電子學習模式。同儕備課宜討論板書教學策略，以及如何更方便學生製作筆記。

- Faculty of English

  Department of English - Teachers may not have monitored students' progress in a timely manner. The workload for English teachers was very heavy, as the entire burden of monitoring progress rested on them. There might not have been enough time or scheduled time slots to teach the readers, and no significant improvement was observed in the assessment results. The number of students joining had been in single digits. Repeating the same kind of activity did not inspire participation. Grouping and materials might not have been optimised. Attendance was not very high. Participation and training were insufficient. An earlier start to the "Future Stars" programme might be preferable to avoid clashes with student activities. Curriculum content remains not very systematic or consistent despite this year's revisions. Talent has not been utilised systematically.

- Faculty of STEM

  Department of Mathematics - Not many students utilised the publisher's self-study resource database, and among those who did, none reached the 60% completion target; the main reason was the late implementation, as the system was only introduced to students in Term 2, and students required more time and guidance to become familiar with it. The progress of students regarding flipped classroom materials was not satisfactory, as most students showed low initiative and often failed to complete pre-lesson tasks as expected. Class feedback indicated a widening learning gap and a general "lack of revision" routine among lower achievers, hurting their performance on basic assessments; local lower achievers and NCS students faced persistent obstacles in coping with English and math foundations when handling exam questions. Despite the detailed feedback provided on Keynotes, many students were still making common mistakes and not paying attention to them.

  Student engagement and initiative in pre-class preparation still need improvement. Regarding note-taking, the majority of students mainly used highlighters to mark key points, but their overall active note-taking habits are generally weak and require further development. Departmental evaluation indicated that the initial cross-KLA assignment guidelines were too broad, leaving some student groups unclear about the exact project requirements. The tutorial arrangements provided appropriate support, but the AC's introduction of tutorial notices requiring parental consent in the second term severely lowered actual attendance; many parents did not give consent, an issue that was particularly serious among NCS students.

  Classroom observations showed that many S1 students still struggle to apply note-taking skills consistently during regular lessons after the bridging course concluded. Similarly, S3 students tended to forget topics learnt in S1 and S2. In the "Future Stars" programme, a few S3 students recorded two to three absences due to low initiative or clashes with other school activities. For the Maths School Team, although attendance improved, the overall rate remains less than ideal as some members forget to attend or are occupied by other ECA activities. The atmosphere was significantly better than in previous years since the competitions were moved to the hall assembly; students were highly engaged, especially in the Rummikub competition. However, the attendance of committee members was not good enough, and there is an urgent need to recruit more S1 and S2 helpers for smooth operations.

Department of Science - Through a series of research works and training, many students became more devoted and better equipped for research; this year marked the school's and students' first poster presentation at an international conference, where they engaged in meaningful discussions with local and overseas professors and leading experts, gaining invaluable insights and broadening their horizons.

Department of Information & Technology Studies - The use of e-learning was effective in supporting classroom teaching, and the prepared Keynotes provided students with accessible revision materials; however, more flipped classroom activities are still needed to strengthen students' preparation and independent learning habits. Google Colab provided a better coding interface for students, while the current AI platform was still not user-friendly for revision purposes. The flipped classroom arrangement started only in the second and third terms; more systematic development of pre-lesson learning tasks is needed to build a stronger self-directed learning routine. Not many students took notes during lessons, so stronger scaffolding is needed to help students build note-taking habits. The curriculum design continued to cater for different learning groups effectively, especially through practical components. The Robotics Team developed in a healthy direction, with a good variety of competitions catering for different talents; the team's success in MakeX reflected strong student potential and effective coaching. Organising external activities such as the primary school robotics competition also demonstrated students' leadership and the team's growing maturity.

Department of Design & Technology - The number of D&T lessons was significantly fewer than in other subjects, and students did not use the LMS frequently or regularly; as a result, students may not have been aware of the online exercises on the platform. Due to the instability of STEAMakers Blocks, offline tools should be explored for special occasions, such as AIoT workshops or other external programmes. With limited guidance from teachers, students may not produce satisfactory projects, and learning goals were not fully achieved. The experience not only showcased students' technical talents but also highlighted the effectiveness of structured mentorship and personalised guidance in driving team success. A reverse implementation—allowing students to carry knowledge from D&T back to ITS—may be considered.

- Faculty of Humanities

  Department of Economics - More Support to low motivation students in turn to enhance the overall academic performance. The self-study platform will be continued to be used in the next year. Hopefully teacher can make better use of the data in feedback for teaching.

  Department of Finance and Accounting - More Support to low motivation students in turn to enhance the overall academic performance. The self-study platform will be continued to be used in the next year. Hopefully teacher can make better use of the data in feedback for teaching.

  Department of Geography - The strategies helped create a motivating learning environment in which students were encouraged and supported to learn beyond the classroom. They not only strengthened students' subject knowledge, but also extended their learning in Geography from textbooks to online resources.

  Department of History - Students' learning confidence needs to be improved. The reading abilities of students and the overall reading atmosphere should be enhanced. Students' self-directed learning skills require further strengthening.

  公民與社會科部 - 本科大部分同事已掌握數據輸入與分析的運作，日後可再研究如何更有效善用數據找出學生表現的強弱項，以作跟進。能力及學習動機較高的非華語學生能明顯受惠於英語課程，成績表現平穩。能力較弱的特殊需要學生即使得到調適，在學習表現上亦未見有太大改善。未來可引入更多合適的電子教學平台/ 網上資源及工具以充實課堂教，令教學更多元化。本年度共參加 3 個網上問答比賽，分別由中一至中三不同級別參與。校本學生人才庫有助甄選合適的學生參加不同的比賽項目，可加以利用。

- Faculty of Creative and Performing Arts

  Department of Music - Regular reminders were arranged to encourage students to complete flipped lessons throughout the year. Some students were planned to participate in competitions, however, due to time limitations for practice, they were unable to attend during the first semester. The Choir and A Capella team do not have enough members to participate in any competitions.

  Department of Visual Arts - The project catered to diverse learning styles by allowing students to express themselves through multiple mediums, thereby reinforcing their understanding of the material; however, some students found it challenging to merge art, music and narrative elements cohesively.

- Faculty of Sports Science

  體育科部 – 成功完成 PLK 體育質素圈計劃體適能測試，並成功製作恆常體適能網上訓練教材供學生日常自學；每循環週首課節進行不少於 20 分鐘體適能活動，每學期進行 2 次體適能評估，同時成功製作評估前教學單元的網上教室（Google Classroom）供學生預習及重溫。成功製作技能評估能力指標，並於每單元設立技能評估，即時按能力指標給予回饋；此外成功舉辦多個球類、握拍、田徑、游泳及劍擊訓練，並帶領學生參加多項比賽。

- Academic Committee

  Students' self-directed learning ability needs to be further strengthened. Students' reading ability and reading atmosphere need to be vigorously enhanced. Further support different learning groups is needed to improve students' learning efficiency. Students' learning confidence needs to be enhanced.

- Academic & Staff Development Committee

  Some tours were scheduled within the same period, leading to competition between tours. Better coordination is needed in allocating presentation content for each tour to make it more appealing to the audience.

- Extra-Curricular & Creative Activities Committee

  The Drone Performance Course will continue in the 2026–27 academic year, while students in uniform units learn flag-raising skills and Chinese marching; to further strengthen capacity, the TIC team will require additional knowledge and skills training.

- Moral, Civic and National Education Committee
  A series of healthy living and anti-drug activities (e.g., talks, camps, health and drug tests) were organised throughout the year, effectively promoting healthy lifestyles both on and off campus. Community service learning schemes were arranged for all levels, with Form 1 and 2 students participating in beach clean-ups and Form 3 students joining environmental service learning workshops; these experiences enhanced students' civic awareness, understanding of the underprivileged, and sense of community belonging. Students were encouraged to join external competitions, including the Po Leung Kuk Flag Paper Design Competition and the "National Security Good Student – Secondary School Quiz Competition," in which they achieved a Merit Award, demonstrating their active participation and commendable performance.
- Careers and Guidance Committee
  Students demonstrated a proactive attitude and strong initiative when collaborating with group members in the JA Code for Impact Challenge; however, some JA competitions can be very demanding, making it challenging to compete against senior form students from prestigious schools, and the programme required substantial manpower to coordinate with the organising body and participating students. Greater emphasis should be placed on empowering members of the Careers Ambassador Team by providing them with more opportunities to take initiative in organising life planning activities.
- Public Communication and Ceremony Committee
  The mass event experienced minor delays due to looking up visitor invitations via email rather than phone numbers, promotional material stock was low leaving very few files post-event, and the collection of prizes and finalisation of the school ceremony rundown lacked a standardized timeline, resulting in limited preparation time. Junior S1 ambassadors showed a lack of experience and required longer preparation cycles, the MC Team faced a shortage of S1 and S2 Chinese MCs, and there was no formal backup system for sudden student absences during major events. While large-scale public events ran smoothly, the multi-floor layout added friction to field set-up.
- Environment & Resources Management Committee
  The facilities of school need to be kept in good condition through lasting maintenance and school inspection. It is important to balance between the progress of work and operation of the school in order to minimize the negative impact of the construction works on the operation of the school.

Feedback and Follow-up

- 中國語文文化及歷史學系

中國語文科部 -電子學習與 AI 教學方面，來年將引入「普普城」AI 平台取代 Google Classroom 舊有聆聽及視聽練習，提升練習質素與效率；另將試用 Wayground 等 AI 平台輔助寫作教學，並鼓勵教師進修專業發展培訓，如「數字教育人工智能於教育培訓系列——人工智能＋科目：運用人工智能教授中國語文（進階程度）」課程。各級來年將選取一個寫作課題融入 AI 課堂教學，讓學生學習正確使用 AI 輔助寫作，並安排課堂時間教授學生使用《語文基礎知識冊》，減輕學生課後負擔。寫作隊與語文比賽方面，寫作隊將與圖書館閱讀活動密切配合，強化寫作訓練成效；同時開設 AI 寫作課堂，明確 AI 只可作為素材整理、語法校對工具，禁止直接生成全文。來年將繼續積極選取學生作文投稿參賽，並培訓更多中一、中二學生，避免青黃不接；辯論隊將規定每班至少推薦兩位同學參加，以確保穩定梯隊。補課與保底措施方面，來年補課將不分年級，只按非華語學生程度施教，以更精準照顧學習差異；中一至中三補課均會加入《語文基礎知識冊》的教學，並設計教材教導學生寫對白以支撐寫作字數，以及達致文章「畫龍點睛」的效果；星期六 TSA 補課將沿用本年有效教材，中三新課題補課教材則由黃曉彤副校長負責。課程與教材修訂方面，來年將進一步修訂校本習作、默書範圍（每年級 8 次）及閱讀理解練習；中一進度表需安排課節教授《語文基礎知識冊》（3 節）及 PBL（2 節）；各級進度表需清晰標示價值觀教育（包括新增的「感恩」、「歸屬」）、國家安全教育二十範疇、認識祖國元素及課堂活動；隨筆將改為雙周進行（中一 100 字、中二 150 字、中三 200 字），加入寫作提示及示例，每級修改三個題目，由潘斯斯老師負責。學習習慣培養方面，配合校方第三年「整理及運用筆記」的主題，將於中一銜接課程及科內教學加強教授以下策略：彩色標記（用不同顏色標記「我已經會的」、「我還不懂的」、「我覺得老師會考的」）、筆記反思（在筆記下方或空白位置寫下自己的思考）、整理／修正筆記（確保內容正確性與結構清晰度）、記錄溫習次數（在筆記上加上日期），並配合中一銜接課程、科內教學及早會價值教育時段推行。跨課程專題研習（PBL）方面，來年題目將調整為「參觀博物館（香港藝術館／故宮博物館／香港歷史博物館／內地中國文化／歷史博物館／院）」，要求學生介紹三件作品（拍照、文字介紹）；功課形式可接受 Keynote／Google Slide／Canvas／PPT，每版附聲音檔案解說，將預購有關書籍給圖書館上架、選取學生範本上載 Google Classroom 供參考，並容許學生二人一組完成，學習分工合作。電子學習資源方面，谷歌教室將持續優化，每級第一學期及第二、三學期每單元皆會進行翻轉教室練習；科內將提供參考書書單，並上載聆聽及視聽資訊練習；來年將善用「團結香港基金當代中國線上資訊平台」的國情教育及中華文化資訊短片（免費使用），放置於科目 Google Classroom 供教學用途。交流考察活動方面，來年將繼續舉辦戶外學習活動：中一、中二建議活動包括欣賞電影、參觀愛國教育支援中心等；中二、中三建議活動包括香港歷史博物館「萬眾一心維護和平——紀念抗戰勝利八十周年展覽」、珠海航天及航空科技探索之旅等；遊學團將繼續「帶着書本去旅行」的概念，將遊、學有機結合。非華語學生課程方面，將持續更新課程內容，發展電子課程，並按學生程度調適教材；來年將善用「非華語學生綜合支援津貼」及「優化校本學習活動支援津貼」，為非華語學生提供更全面的學習支援。

普通話科部 -加強引導自主學習策略：針對部分學生未能善用網上資源的問題，來年於學期初製作「谷歌教室自學指引」，並安排每兩個月檢視學生觀看影片及完成翻轉練習的數據；對參與率較低的學生進行個別提醒或課後輔導，幫助他們建立自主學習常規，真正突破課堂限制。優化 Kahoot！設計，兼顧趣味與準確性：為避免學生追求速度而忽略語音質素，來年在 Kahoot！題目中增加語音辨識及聆聽題型，並於賽後即時講解易錯音節；同時可加入「準確度加分」機制，引導學生在遊戲中注重發音正確性，提升學習深度與成效。善用評估數據作個別化跟進：根據優化後的評估系統（聆聽、說話、拼讀、筆試等）所收集的數據，來年可為不同弱項的學生設計分層練習，例如針對語音拼讀較弱者提供額外拼讀影片及練習；建議每學期舉行一次「學生表現分析會」，共同商討跟進策略，幫助每位學生持續突破。

中國歷史科部 -科內電子學習的次數不足，而方式亦單一使用「谷歌表格」，可考慮在課堂上應用互動性更強的電子學習模式。同儕備課宜討論板書教學策略，以及如何更方便學生製作筆記。

- Faculty of English

Department of English - More apps are to be installed on iPads for students' access and use. A Google Classroom and a more detailed schedule should be established for all students and teachers involved so that monitoring can be conducted online rather than in person by English teachers alone. More promotion is suggested; switching the entire arrangement to reading session PA system announcements may be better received. More displays of student work and performance, as well as a greater variety of activities, should be implemented. English Ambassadors should receive better training for this purpose. A more structured curriculum should be put in place. Earlier planning and closer monitoring are required. A more effective admin team should be established for this purpose. The "Future Stars" programme should start in Term 1. More extensive use of Wayground and Lingo Task should be implemented. Content discussed this year should be included in the subject handbook and student booklets. Better use of the talent pool—for example, entering data and utilising it—should be established.

- Faculty of STEM

Department of Mathematics - To strengthen self-directed learning, the self-study resource database will be introduced earlier and daily e-learning and assessment tools will be adapted to offer broader tiering for both struggling and advanced students, with lesson quizzes implemented more frequently across all forms and pre-lesson worksheets printed to provide clearer guidance for lower achievers. More explicit instruction on effective note-taking will be given, good examples of student notes will be shared regularly, worksheets will be printed at 100% size, and note-taking will be mandated in a separate notebook to cultivate deeper study habits. To improve future project outcomes, the project scope will be narrowed with more specific sub-topic guidance, and S2 assignments next year will focus on cross-subject activities with LT and Science centred on graph drawing and pattern observation to develop Mathematical Modelling skills. S3 mock TSA and targeted remedial sessions will continue, while the number of students initially selected for AC tutorials will be significantly increased to offset low parental consent rates, and classroom progress evaluations will remain in form subject meetings to refine tutorial topics. Exemplary notebooks will continue to be shared to bridge gaps from the S1 Bridging Course, the school will seek to continue the "Future Stars" programme with SFC, and for the Maths School Team pre-season training will be completed before the match schedule with stricter absence controls via parent letters and doctor certificates, while the promoting team member list will be shared with KTC Math to sustain gifted education support. Finally, committee recruitment will be conducted early to secure more S1 and S2 helpers, the Kahoot competition will be scheduled earlier with questions based on common mistakes, and during the competition both screens will display questions clearly with teachers explaining previous questions immediately after each round to maximise learning effectiveness.

Department of Science - Through a series of research works and training, many students became more devoted and better equipped for research; this year marked the school's and students' first poster presentation at an international conference, where they engaged in meaningful discussions with local and overseas professors and leading experts, gaining invaluable insights and broadening their horizons.

Department of Information & Technology Studies - More flipped classroom activities should be planned for each term, with clearer pre-lesson tasks and follow-up activities to strengthen students' self-directed learning skills. Different e-learning platforms, such as Wayground, can be explored to provide more user-friendly and targeted revision support for students. The self-study resource database should continue to be enriched with more interactive materials and better structured revision resources. More structured guidance should be provided in PBL and reading tasks so that students can learn how to extract technical information and apply it in their work. The current balance between theory and practical assessment should be maintained, as it continues to support students with different abilities. More opportunities should be arranged for students to share their experiences and achievements, so as to enhance confidence, communication skills, and motivation.

Department of Design & Technology - Normal approaches may not work in D&T, as the number of lessons is already small and will be even fewer next year. Students are not accustomed to regularly accessing online platforms or building consistent learning habits. We may implement mBlock, CocoPi or Mixly next year. It is not very meaningful to provide online study materials for practical subjects; we will therefore continue to populate the LMS primarily to fulfil the school's subject requirements. We will continue to provide feedback to AC on the arrangement of PBL, with the hope of developing a more sophisticated approach to collaborating with other departments on PBL. We will continue to showcase students' success in assembly sessions, highlighting their achievements and encouraging wider participation; we also aim to motivate more able students to join the school team so that it can become stronger and more diverse, and we plan to open more competition categories to give students more opportunities to strive for top achievements. Finally, we will collaborate with the senior form to strengthen robotics training, ensuring students receive high-quality guidance and preparation. The existing collaborations in S1 and S2 will continue, and we will build on them to further improve students' learning and project outcomes. Next year, we will implement AI training and AI-related applications in lessons to help students develop relevant skills and gain practical experience. In addition, project collaboration will be extended to S3 in line with the new curriculum arrangement.

- Faculty of Humanities

  Department of Economics - Improve the overall academic result of Low motivation students is useful to raise the results.

  Department of Finance and Accounting - Improving the overall academic academic of low motivation students is effective and useful in raising overall results.

  Department of Geography - The Department will continue to strengthen students' self-directed learning ability by providing structured learning tasks, learning support materials and more opportunities for independent revision. It will also refine the use of Google Classroom and other digital learning tools to further support self-directed learning and revision.

  Department of History - More confidence-building activities: implement activities that promote collaboration and peer support, such as group projects and presentations, to help build students' confidence in their abilities. Diverse reading materials: introduce a diverse range of genres and topics in the reading curriculum; consider organising reading challenges or book clubs to encourage participation.

  公民與社會科部 -繼續優化數據分析工具以及教學資源，協助學生提升表現 。未來可繼續進行相關活動。
- Faculty of Creative and Performing Arts

  Department of Music - A well-planned schedule should be provided for students to predict the time they need for preparation; regular training with tutors and teachers is also needed. Consistent team training was implemented, along with regular checks on student attendance.

  Department of Visual Arts - Students expressed enjoyment in blending art with academics and appreciated the opportunity to express their creativity, with many feeling proud of their final projects. Additional workshops focusing on specific skills, such as narrative storytelling or basic animation techniques, will be implemented to further enhance students' capabilities.
- Faculty of Sports Science

  體育科部 – 2026–2027 年度將完成 PLK 體育質素圈計劃資料（25–26）提交工作；每循環週首課節進行不少於 20 分鐘體適能活動；每學期進行 2 次體適能評估並計算 30% 總平均分；所有評估均製作評估前教學單元的網上教室（Google Classroom）；並持續性評估學生體適能表現。由於反映及成績欠理想，將考慮取消劍擊隊，並建議加入新項目，讓學生盡展所長。
- Academic Committee

  Students' self-directed learning ability needs to be further strengthened, and the existing related programs will be optimized. Students' reading ability and reading atmosphere need to be vigorously enhanced, and the arrangement of reading sharing activities will be optimized; Further support different learning groups, strengthen students' learning skills, and improve learning efficiency; Students' learning confidence needs to be enhanced, and more opportunities will be provided for students to communicate.
- Academic & Staff Development Committee

  Better coordination will be implemented to avoid clashes with other subjects or committees. For the recruitment of study tours in the coming academic year, students will be notified of relevant arrangements in advance, and it will be clearly stated that all participants are required to share their study tour outcomes during the weekly assembly session upon completion of the tour; students in the Australia and Shanghai tours will be prepared accordingly for this purpose.
- Extra-Curricular & Creative Activities Committee

  More outside source training will be implemented instead of all activities handled by teachers only.
- Moral, Civic and National Education Committee

  Healthy living and anti-drug activities were effective; more diverse events should be added next year. Community service schemes ran well; the school should partner with more external organisations to enrich students' experiences. Students performed well in external competitions; more participation opportunities should continue to be provided. Regular student feedback should be collected to evaluate and improve future programmes.

- Careers and Guidance Committee
  For the JA Code for Impact Challenge, considering the substantial manpower required for coordination and implementation, it may not be included as one of the workshops or competitions in the coming year. The effectiveness of the Careers Ambassador Team could be enhanced by inviting responsible and reliable students to take on a more proactive role in supporting teachers, such as assisting in coordinating meetings and organising workshops.
- Public Communication and Ceremony Committee
  The reception workflow, timeline controls and inventory buffers will be streamlined by optimising visitor check-in through phone number verification instead of email addresses to drastically reduce queuing delays, establishing a rigid, standardised timeline for confirming ceremony rundowns and collecting prizes well in advance, empowering the "Total Commander" to manage the ceremony field effectively, and increasing safety stock buffers for promotional materials to prevent post-event shortages. A structured pairing system will be mandated, with one pair of Chinese MCs and one pair of English MCs (four students in total) per event to maximise student exposure and build an instant backup pool for sudden absences; targeted recruitment of junior (S1 and S2) Chinese-speaking MCs will commence in early August for bilingual excellence, and inexperienced S1 ambassadors will be paired with senior S3 leaders for peer mentoring. A single, unified floor plan for mass exhibitions will be formulated to streamline crowd control and optimise field supervision.
- Environment & Resources Management Committee
  The well-equipped facilities and venues are useful to enhance whole person development.

5.2 Key Projects Taken by Subject Faculties

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Chinese Language	
1. 培養學生正向的價值觀和態度	**中華文化推廣與交流考察活動** 本學年成功舉辦多項中華文化推廣活動。創意雙週以「環保袋紮染」為主題，活動形式新穎且富實用性，參與人數較去年大幅提升，活動期間攤位幾乎全程滿額，未有明顯空檔時段，反映學生對文化創意活動的濃厚興趣及高度投入。此外，全年亦舉辦了農曆新年節慶活動、非遺活動（漆扇、手挽袋）、馬面裙試穿、中國古代旗幟面面觀活動，以及與德育、公民及國民教育組、普通話科及中史科合辦之中秋節猜燈謎、國慶日有獎問答、農曆新年寫春聯、舞龍表演、傳統民族表演及民族服飾日等，並與視覺藝術科合辦班際花燈設計比賽。各項活動均獲師生熱烈響應，有效營造校園中華文化氛圍，深化學生對傳統文化的認識與歸屬感。試後舉辦的馬面裙試穿活動，學生反應熱烈。 **國民身份認同與中華文化教育** 各級「谷歌教室」已上載多項認識祖國的豐富資料，包括《論語》、荀子、《易經》、《莊子》、《孟子》等經典介紹，以及《平「語」近人——習近平喜歡的典故》等影片，資料多來源自教育局，內容豐富且貼近課程需要。學生在課堂討論中能主動分享對中華文化的理解和感受，文化認同感明顯增強。校本《語文基礎知識冊》及各級指定閱讀《中國古代文化知識趣談》／《中國文化知識 360》推行效果良好，學生反映教材內容生動有趣，知識涵蓋面廣，有助建立紮實的中華文化知識基礎。 **非華語學生價值觀教育** 非華語學生課程方面，三個年級均以「由近及遠、由具體至抽象」的原則設計主題單元——「打掃課室」聚焦個人對所屬群體的責任，「餐桌禮儀」延伸至社交場合的相互尊重，「締造宜居的生活空間」則提升至社區公民意識。全年課程透過螺旋式的主題編排，逐步建立非華語學生對「守法」與「公德心」的認知與認同。大部分非華語學生已能建立「遵守規則＝對別人的尊重」的基本連結，能力較佳學生更能主動以簡單中文表達：「如果人人都不守規矩，大家都不舒服」，顯示價值觀內化正逐步萌芽。 **學生成果展示** 展示學生佳作方面，已於壁報板張貼多篇學生優秀寫作作品，並與中國歷史科協作展示學生專題研習成果，有效提升學生的成就感與自信心。學生看到自己的作品被展示後，更願意主動練習寫作，形成「願意嘗試→獲得肯定→更加投入」的良性循環。 **獎勵機制** 本學年「飛天計劃」因報價問題未能成功推行。本科仍透過獎勵用心撰寫筆記的學生（共 11 位同學獲獎，獲贈有中國文化元素的活頁筆記簿），以及獎勵按時完成課業的同學，提升學生的責任感與學習動機。各級教師均反映學生對獎勵機制反應正面，尤其是中一級學生投入度最高。 **未來發展方向** 國家安全教育將更系統化地融入課程，制定更詳細的教學指引，確保相關內容能夠自然融入各個教學環節。來年將繼續以「動手做」的創意手工藝模式舉辦中華文化活動，可考慮加入藍染布袋、再生紙製作或傳統剪紙等主題，既可保持活動新鮮感，亦能延續學生對文化創意活動的熱情。建議延續跨科組協作模式，並進一步發掘更多科組合作機會。非華語學生課程將按「由個人到群體」的原則調整主題單元（建議中一「打掃課室」、中二「餐桌禮儀」），更符合價值觀由個人遞層至整體社區的發展脈絡。補課將改為不分年級、只按程度分組，更精準照顧學習差異。
2. 發展學生的潛能，讓學生突破自我，達致更高水平	**語文競賽與卓越表現** 本年度學生在多項語文比賽中積極參與並取得良好成績：中三劉佳悅同學於「慶祝中華人民共和國成立 76 周年暨紀念抗戰勝利 80 周年 —『我愛我的祖國·抗戰勝利篇』金紫荊盃香港校際作文暨普通話朗誦大賽」中獲得三等獎及 500 元現金獎；中二梁洛斯同學於香港城市大學『尋城記』—「故事導賞」徵文比賽中獲得入圍獎；中二李泫穎同學於「相助·互愛@香港」原子筆中文書法比賽中獲得優異獎；中三方嘉怡同學獲得中三特別獎。普通話朗誦方面，2B 陳頌昇獲得優良獎狀、3A 吳雨璐獲得良好獎狀；粵語朗誦方面，1F 吳芷霖獲得優良獎狀、1F 黃雲汐獲得良好獎狀。以上獎項充分展現本科語文教學的成效及學生的語文才華。辯論隊本年度參與校外比賽（正向思維《基本法》全港中學生辯論賽），讓學生開闊視野、累積實戰經驗，初中同學面對高中強勁對手，從中獲益良多。辯論隊本年度參與校外比賽（正向思維《基本法》全港中學生辯論賽），讓學生開闊視野、累積實戰經驗，初中同學面對高中強勁對手，從中獲益良多。惟辯論隊出現收生不足、青黃不接的情況，需來年加強招募。 **電子學習與 AI 教學** • 各班別全年進行多次翻轉課堂練習，學生已逐步養成課前預習的習慣。Google Classroom 內的預習材料、溫習資源及歷年試題持續更新，為學生提供豐富的自學材料。各班別已就翻轉教學、Padlet 寫作課堂等作出初步嘗試，部分班級完成率理想，顯示電子學習方向正確。惟中一第一學期因未能使用 iPad 上課，電子學習進度稍受影響。配合 BYOD 政策，學生於課前／課後完成翻轉課堂練習。由於「飛天計劃」未能推行，學生完成練習後未有獎勵加持，反應一般，來年將探索其他鼓勵方式以提升學生參與翻轉課堂的動機。 • 學生對 AI 輔助寫作表現出濃厚興趣，反映科技融入語文教學的巨大潛力。科內同事已積極參與多個 AI 教學培訓（包括 HKU AI Platform (MAImind)、「解鎖 Gen AI 賦能教育的中文教學」講座、「數字教育人工智能於教育培訓系列」課程等），為來年將 AI 有效帶進課堂奠定良好基礎。 • 經檢討後，mLang 平台因系統不穩定、會遺失學生作品，且批改文章不準確，一些水準一般的寫作往往被評為近乎滿分，將不再續用，改為全力運用 Wayground 平台，分享教材及生成練習，供學生學習之用。

照顧學習多樣性

- 課後補課及星期六補課持續進行，教材設計切合學生需要。中一補課首兩節教授學生使用《語文基礎知識冊》的安排恰當；中二、中三補課教材（如教導學生寫作開首與結尾）設計有效。中三畢業試補課四次，包括批改實用文、詩歌賞析及閱讀理解，有效理清學生概念，學生表現有進步。星期六 TSA 補課修訂了白話文及文言文閱讀理解題目，任教同事反映教材設計適合本校學生使用。第二、三學期課後補課安排了溫習《語文基礎知識冊》及教導學生描寫特定情境等內容，惟個別主題（如描寫醫院的環境）較為困難，建議來年分拆成兩個課堂。
- 非華語學生課程方面，本學年更新了單元三及單元四的課程內容，選材更生活化、貼近學生經驗。教師亦為非華語學生設計「段落框架」、「情感詞彙庫」等寫作支架，鞏固抒情文表達能力。「明日之星」拔尖計劃因第一學期集中處理校際朗誦節及兩文三語菁英大比拼，延至第二學期才開展，部分學生因午膳時段繁忙及多項活動重疊而時有請假。

閱讀推廣

- 本學年已購置《城南舊事》60 本、《清明上河圖密碼》1-6 冊、《百家講壇：清明上河讀宋朝》、《從清明上河圖看北宋民間百態》、《清明上河圖——宋朝的一天》、《清明上河圖深度遊》、《張擇端和他的清明上河圖》、《清明上河圖細節中的風華》、《清明上河圖騎驢記》、《回娘家：清明上河圖》及《風華再現·科學家篇》6 本等多本優質圖書供圖書館上架，並拍攝書本封面照上載 Google Classroom，方便學生借閱。與圖書館合作舉辦的讀書會已舉辦十次，每次均有不同學生參與。科本廣泛閱讀計劃方面，已確保班主任知悉並容許學生於晨讀節閱讀本科設計的廣泛閱讀計劃材料，惟部分班主任執行不嚴謹，部分學生未有完成或草率完成功課。
- 跨課程專題研習（PBL）方面，中一級學生首次以 Keynote／Google Slide／Canvas 等方式完成專題研習，主題與《清明上河圖》閱讀結合，初步掌握跨課程學習的基礎技能。惟學生有濫用 AI 完成功課的情況，需設計課業以杜絕此問題

學習常規與自主學習能力

教導學生撰寫筆記方面，重點為繪畫腦圖。本科以獎勵方式鼓勵學生用心撰寫筆記，本學年共 11 位同學獲獎，獲贈有中國文化元素的活頁筆記簿，獲獎學生表現得十分高興。整體而言，科內學生寫筆記的習慣尚可，仍有進步空間。中一學生的寫筆記習慣比中二、中三學生為佳，反映盡早培養學習習慣的重要性。可設計表格於科內共享筆記，讓各同事知悉學生記錄筆記的情況，也讓科任老師互相參照。

教師專業發展

多位同事積極參與校外專業發展活動，包括 HKU AI Platform (MAImind)培訓、解鎖 Gen AI 賦能教育的中文教學講座（新加坡經驗分享、探討 AI 在中文科的應用及處理功課問題）、中國語文課程第二語言學習架構研討會、非華語學生中文讀寫能力的進展及學與教策略分享會、數字教育人工智能於教育培訓系列課程、中學中國語文科課程中的文學文化及國家安全教育講座、通過微型小說提升中國語文資優/高能力學生的創造力講座、寫作能力教學與評核講座、照顧學習多樣性：善用資訊科技促進中國語文學習網上課程、古今名家作品選讀：陶潛講座等。參與同事均於科內作出分享，促進教學交流與專業成長。

未來發展方向

電子學習與 AI 教學方面，來年將引入「普普城」AI 平台取代 Google Classroom 舊有聆聽及視聽練習，提升練習質素與效率。各級來年將選取一個寫作課題融入 AI 課堂教學，教導學生運用 AI 工具改善寫作，培養學生正確運用 AI 輔助寫作的能力。寫作隊將與圖書館閱讀活動密切配合，強化寫作訓練之成效，並開設 AI 寫作課堂，明確 AI 只可作為素材整理、語法校對工具，禁止直接生成全文。另建議來年安排學生參加即席寫作比賽，以應對 AI 寫作帶來的挑戰。

照顧學習多樣性方面，來年補課將不分年級，只按非華語學生程度施教，以更精準照顧學習差異。中一至中三補課均會加入《語文基礎知識冊》的教學，並設計教材教導學生寫對白以支撐寫作字數，以及做文章「畫龍點睛」的效果。非華語學生課程將持續更新課程內容，發展電子課程，並善用相關津貼為非華語學生提供更全面的學習支援。建議來年指定每班有兩位同學參加辯論隊，以解決青黃不接的問題；「明日之星」計劃應盡早於第一學期開展。

閱讀與專題研習方面，來年 PBL 題目將調整為「參觀博物館（香港／國內）」，要求學生介紹三件作品（拍照、文字介紹），功課形式可接受 Keynote／Google Slide／Canvas／PPT，每版附聲音檔案解說。將預購有關書籍給圖書館上架、選取學生範本上載 Google Classroom 供參考，並容許學生二人一組完成，學習分工合作。

語文比賽方面，來年將繼續積極選取學生作文投稿參賽，並培訓更多中一、中二學生，避免青黃不接。朗誦節將繼續以家長自費形式進行，並積極發掘更多不與考試衝突的比賽，讓學生有更多展現才能的機會。校本演講比賽方面，由於初賽與第一學期考試時間衝突，來年如時間未能配合將不參加該項比賽。

學習習慣培養方面，配合校方第三年「整理及運用筆記」的主題，將於中一銜接課程及科內教學加強教授以下策略：彩色標記（用不同顏色標記「我已經會的」、「我還不懂的」、「我覺得老師會考的」）、筆記反思、整理／修正筆記、記錄溫習次數。同時配合中一銜接課程、科內教學及早會價值教育時段推行。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History - Putonghua	
1. 培養學生正向的價值觀和態度	**活動推行** • 普通話科與中文科及德育、公民及國民教育組一起合作，推行多元化中華文化活動，包括「中華文化活動」、「農曆新年寫揮春」、「中秋節猜燈謎」、「元宵節花燈設計比賽」、「中國文化知識早會活動」等，華語與非華語學生均表現積極，參與程度理想。活動設計配合初中學生的學習特點，同時考慮非華語學生的文化背景，適度融入跨文化對比元素，提升包容性； • 此外，本科透過「普通話知識早會活動」，讓學生在輕鬆的氛圍中學習普通話語音、詞彙及文化知識。教師製作大量聆聽、說話、朗讀及語音知識的網上學習資源及教學影片，上載至「谷歌教室」，並設計翻轉教室練習，鼓勵學生課前預習。課堂上配合學校「自攜裝置」政策，運用 Kahoot！進行互動練習，提升學習普通話的興趣與參與度； • 本科亦優化評估系統，從聆聽、說話、語音拼讀、網上語音評估四方面評核學生普通話能力，並將語音知識由讀出改為筆試，讓教師能更全面掌握學生的學習成效，提升教學質素。 **成效顯著** • 普通話科活動成功培養學生的跨文化理解與包容性，華語與非華語學生均展現積極參與態度。「普通話知識早會活動」為學生提供展示及主持的機會，學生透過主持早會，不僅鞏固了課堂所學的語音及文化知識，更重要的是建立了自信心及表達能力。活動成功將理論學習與實踐應用結合，學習效果比單純課堂教學更為深刻和持久； • 在潛能發展方面，本科積極推動學生參加校外比賽，學生在多個賽事中取得優異成績，包括香港學界公開賽中獲得 3 項冠軍、7 項亞軍及 2 項季軍，並於「專業精英盃」再奪 5 項普通話冠軍；另有學生於「金紫荊盃作文暨普通話朗誦大賽」及全港青年學藝比賽分別獲得三等獎及優異獎。學生在比賽中不斷挑戰自我，朗誦技巧與舞台表現力明顯提升，並建立了自信與抗壓能力； • 網上學習資源及 Kahoot！練習有效促進學生的自主學習能力與課堂參與度。優化後的評估系統讓教師能更全面分析學生強弱項，針對弱點提供個別指導，幫助學生在普通話能力上不斷突破自我，達致更高水平。 **未來發展方向** • 普通話科將進一步依據初中學生的認知水平與學習節奏，優化活動難度與互動形式，增加多感官體驗環節，提升活動的參與感和學習效果； • 在知識早會活動的成果分享方面，計劃安排更多學生擔任「普通話知識早會」主持，分享在校外比賽及自學過程中的心得，同時展示考察期間錄製的普通話短片或訪問片段（如適用），讓未能參與相關活動的同學更生動地感受普通話學習的樂趣，擴大學習成果的影響面； • 為加強朋輩學習效應，本科將鼓勵曾主持早會或獲獎的學生在日後的中華文化活動中分享經驗，發揮積極帶動作用。此外，將探索與中文科、歷史科、視藝科等進行跨課程合作，讓普通話學習成果能夠在不同科目中得到延伸應用，例如普通話朗誦內容可與歷史文化主題配合，形成更全面的學習體驗； • 在評估與教學跟進方面，教師將加強引導學生善用「谷歌教室」資源，定期檢視學生觀看影片及完成翻轉練習的數據，對參與率較低的學生進行個別提醒或輔導。同時優化 Kahoot！題目設計，增加語音辨識及聆聽題型，引導學生在遊戲中注重發音正確性。此外，將善用評估系統數據，為不同弱項的學生設計分層練習，每學期舉行「學生表現分析會」，共同商討跟進策略，幫助每位學生持續突破； • 增設非華語學生普通話課程，旨在幫助非華語學生掌握基本的聽、說、讀、寫技巧。課程將從拼音基礎開始，注重日常會話訓練，提升聆聽與口語表達能力；同時融入簡單讀寫練習，讓學生能認讀常用字詞及書寫短句。透過循序漸進的教學與互動活動，增強學生使用普通話的信心，為日後溝通與學習打好基礎，促進校園共融。
2. 發展學生的潛能，讓學生突破自我，達致更高水平	**競賽與卓越表現** 普通話科積極推動學生參與各類朗誦及語文競賽，學生參與踴躍，並取得優異成績 • 第 77 屆校際朗誦節中，獲得 1 項優良及 1 項良好佳績； • 金紫荊盃香港校際作文暨普通話朗誦大賽中，獲得 2 項三等獎； • 香港學界公開賽暨全港十八區學術才藝精英大賽 2025（普通話朗誦）中，勇奪 3 項冠軍、7 項亞軍及 2 項季軍； • 香港學界公開賽暨第八屆「專業精英盃」學術才藝大賽中，獲 5 項冠軍及 7 項亞軍； • 全港青年學藝比賽中，獲得 1 項優異獎； • 第二屆全港中小學虛擬實境普通話朗誦大賽中，獲得參與獎。 **學生成果展示機制** • 普通話科重視學生的學習成果展示，透過早會活動、課堂分享及校園展板等方式，展出學生的優秀朗誦片段、語音練習成果及比賽獎項，讓學生的努力得到可見的認可，有效激發了學生的學習熱情與表達動力，提升了他們的成就感； • 同時，優秀成果的展示為其他同學樹立了學習榜樣，促進良性競爭氛圍。教師亦能透過展示更深入了解學生的學習情況，有助調整教學策略，例如針對學生普遍較弱的語音難點加強訓練。 **學習動力培養** • 普通話科透過多元化的活動與比賽，成功建立了「願意嘗試→獲得肯定→更加投入」的良性學習循環。學生看到自己的朗誦片段或比賽成果被展示後，更願意主動練習語音、參與課堂互動及校外比賽； • 教師亦觀察到學生的學習動力與表達意欲有明顯提升。普通話知識早會活動及朗誦比賽中的所見所聞，豐富了學生的語言素材和表達內容，有助提升他們的普通話朗誦能力及文化表達水平。 **全校語文氛圍營造** 普通話科與中文科合辦的「中國文化知識早會活動」深受全校師生歡迎，增強了語文學習氛圍。本科亦設有「普通話知識早會活動」，由學生擔任主持，透過問答環節、語音挑戰、文化知識競賽等方式，讓全校學生都能從活動中獲得學習啟發，為不同特質的學生提供多元化的學習和展示機會

	潛能發掘成效 普通話科成功發掘了具有朗誦及語音潛能的學生，透過比賽訓練及早會主持機會，培養了他們的口語表達能力、舞台自信及抗壓能力。成果展示機制成功建立了積極的學習循環，讓學生在獲得認可中不斷突破自我。 **持續發展方向** • 未來普通話科將持續優化展示形式，讓成果呈現更生動，進一步推動學生成長； • 為讓更多不同性格特質的學生參與競賽活動，特別是那些較內向但具有語音潛能的學生，本科將考慮增設不同形式的比賽項目，如普通話講故事比賽、繞口令挑戰賽、配音比賽等，讓各類型學生都能找到適合的展示舞台； • 此外，本科將建立活動的持續評估機制，收集學生和教師的回饋意見，不斷改進活動設計和展示形式。計劃尋求更多資源支持，讓更多有需要的學生能夠參與校外比賽及訓練機會，確保教育公平和包容性。

Key Project	Evaluation
Faculty of Chinese Language & Culture and History – Chinese History	
1. 培養學生正向的價值觀和態度	• 推行多元化中華文化活動，參與的華語與非華語學生表現積極，參與程度均佳，顯示活動設計能契合初中學生的學習特點。考慮到本校學生多為低年級，活動設計同時考慮非華語學生的文化背景，適度融入跨文化對比元素，讓正向態度的培育更具包容性。中國語文文化及歷史科系聯同德育及公民教育組舉行國慶攤位、中秋節猜燈謎活動、中華文化周及非遺展板。學生從活動中學習不同中國傳統文化知識，學習欣賞中國傳統文化及手工。活動的反應十分熱烈，不少非華語學生積極與活動，十分投入。為進一步拓寬學生視野，本科籌辦各類參觀及交流考察活動，包括全方位學習日安排中二級同學參觀香港歷史博物館「萬眾一心 維護和平——紀念抗戰勝利八十周年」展覽，中史校隊參觀古物古蹟辦事處「唐風萬里：多元交融開放的盛世」展覽，以及本年度籌辦「中國東北歷史科研考察之旅」，於 9/7 – 15/7 將帶領 18 位學生到哈爾賓、吉林、長春、瀋陽等進行歷史及科研考察，行程會到訪日軍侵華的歷史場景。參觀及遊學活動讓學生親身體驗了中華文化的魅力，建立與祖國的情感聯繫，文化認同感得到顯著提升； • 中華文化活動成功培養學生的跨文化理解與包容性，華語與非華語學生均展現積極參與態度。文化交流活動為學生提供了寶貴的實地學習機會，學生透過實地考察，不僅加深了對課堂所學知識的理解，更重要的是建立了與祖國的情感聯繫。這些文化遊學活動成功將理論學習與實踐體驗結合，學習效果比單純的課堂教學更為深刻和持久。國民教育有關的遊學活動能讓學生親身體驗國家歷史文化，增強民族認同感與國民意識，並在實踐中培養團隊協作與社會責任感； • 未來將進一步依據初中學生的認知水平與學習節奏，優化活動難度與互動形式，增加多感官體驗環節，提升活動的參與感和學習效果。計劃加強交流活動後的成果分享，考慮安排學生於禮堂進行匯報，透過多媒體展示、文化表演、實物展覽等形式，讓未能參與交流的同學更生動地感受文化之旅的精彩內容，擴大學習成果的影響面。同時將建立完善的交流學習檔案系統，要求參與學生製作詳細的學習日誌、攝影作品集和感想文集。
2. 發展學生的潛能，讓學生突破自我，達致更高水平	**展示學生成果** • 成果展示的落實成效顯著。展出學生專題研習的成果，讓學生的努力得到可見的認可，有效激發了學生的學習熱情與創作動力，提升了他們的成就感。同時，優秀作品的展示為其他同學樹立了學習榜樣，促進了良性競爭氛圍。此外，教師能通過作品展示更深入了解學情，有助調整教學策略； • 未來將持續優化展示形式，讓成果呈現更生動，進一步推動學生成長。建立交流活動的持續評估機制，收集學生和教師的回饋意見，不斷改進活動設計和匯報形式。計劃尋求更多資源支持，讓更多有需要的學生能夠參與這些寶貴的學習機會，確保教育公平和包容性。 **電子學習與 AI 教學** • 未來將持續優化展示形式，讓成果呈現更生動，進一步推動學生成長。建立交流活動的持續評估機制，收集學生和教師的回饋意見，不斷改進活動設計和匯報形式。計劃尋求更多資源支持，讓更多有需要的學生能夠參與這些寶貴的學習機會，確保教育公平和包； • 各班別全年進行多次翻轉課堂練習，學生已逐步養成課前預習的習慣。Google Classroom 內的預習材料、溫習資源及歷年試題持續更新，為學生提供豐富的自學材料。配合 BYOD 政策，學生於課前／課後完成翻轉課堂練習。來年將探索其他鼓勵方式以提升學生參與翻轉課堂的動機。 **持續發展方向** • 從「考知識」向「考能力」轉變，未來的評估方向將從考查學生「記住了什麼」轉向考查學生「能如何靈活運用所學思考什麼、解決什麼問題」。評核設計將引入更多元化的題型，以配合學生不同學習需要和能力； • 強化國民教育、國安教育及價值觀教育的融入，完善初高中課程的銜接。在教學層面，也將積極擁抱數位化轉型與 AI 技術應用，發掘更適切學生學習需要的電子學習平台。

Key Project	Evaluation
Faculty of English - English Language	
1. Life-Wide Learning Day The English Speaking Activity	The English Drama activity was differentiated and engaging for our Form 3 students. The native English-speaking tutors prepared booklets, Keynote and videos for the lesson. Students learnt basic drama skills and had a great interest and demonstrated sufficient skills to conduct a mini show in the session.
2. Gifted Education **Debate Team, Speech Team, Writing Team** • Designing tailor-made curriculum for the 3 school teams • Establishing school-based gifted education curriculum aiming at raising and exploring students' potential • Encouraging and arranging for students to participate in at least 1-5 local or international competitions or assessments • Assisting individual gifted students to participate in local/international competitions • Regular training sessions were conducted before the competition throughout the year	Under the gifted education, the three school teams namely the Speech Team, Debate Team and Writing Team had won seven prizes and received forty-two certificates of merits in competitions this year. Speech: • The HK 76th Speech Festival: forty one students got the Certificates of Merits, one of them got the 1st Place and one of them got the 2nd Place. • The 21st Century Cup: one student received the Prize and advanced to the semi-final. • The HKFYG English Public Speaking Contest: one student got the Certificate of Merits and got into the semi-final • Battle of the Books: our team got into the final. Debate: Students were actively involved in the debate competitions this year. We had 21 members this year. We won in the first round and tied in the second round. With many new students this year, they learnt a lot. We need to train up new members again for next year because of promotion to senior forms. Writing: • We received the Certificate Award in the Good People Good Deeds Competition, International Story Writing Competition and the Hong Kong Young Writers Awards.
3. Running school-based English tutorials to support newly arrived children in learning English effectively • Held on Saturdays • Duration: 1 hour for each period 15 to 16 participants in each class • Teachers work with tutors to design tailor-made curriculum, teaching and learning materials	Forty-nine S1 students and forty-nine S3 students were selected to join the tutorials based on their UQ results. Tutorials started from October and 8 lessons have been conducted for each student. Two experienced teachers were hired for the tutorials, and they have provided useful teaching and learning materials and activities. Positive feedback was received from students and improvements were shown in students' results. Students' reading, grammar and listening skills were trained in the sessions. Since there were only a few NAC, those students who need more basic knowledge training were also selected for the tutorials. Attendance for all classes was satisfactory.

Key Project	Evaluation
Faculty of STEM - Mathematics	
1. To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum	All forms successfully completed two school-based National Security Education worksheets during the academic year in accordance with the planned teaching schedule. The curriculum successfully integrated mathematical concepts with national culture and achievements, covering China's Olympic results and Chinese chess for S1, Ancient Chinese Timekeeping Methods and the Mathematical Achievement of Pi for S2, and Afforestation in China alongside understanding the national flag for S3. However, reflection within the department indicated that the current provision of only two worksheets per year for each form is insufficient to build a continuous learning routine. For the next academic year, it is highly recommended to identify more eligible mathematical topics to design additional National Security Education worksheets, thereby providing students with more regular opportunities to naturally integrate national security concepts into the mathematics curriculum.
2. To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences.	The ground floor Mathematics notice board was regularly updated to display the top 10 exam result billboards for each form, and feedback keynotes were successfully utilized to show class-level billboards. In addition, many brilliant mathematics competition awards and certificates won by the Maths Team, along with demonstrations of excellent student works such as book reports, were prominently displayed in the school lobby and notice boards as suggested by the AC. Department evaluation indicated that displaying these certificates and top 10 student lists served as a highly effective way to celebrate learning achievements and greatly motivated students in their learning journeys. Consequently, the practice of updating notice boards with exam results and outstanding competition awards will be continued in the upcoming academic year.
3. To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future.	Maths-related career websites, articles, and news were successfully prepared and shared with students via the notice board and within the Moxo group, with specific career insights related to the topic of Statistics scheduled to be introduced to S1 students after their examinations. For S3 students, subject teachers directly discussed the M1 extended module with high-achieving students during regular lessons. Additionally, an SFC Mathematics teacher was invited to explain the importance and long-term impact of studying M1 and M2 on future academic and career paths. This initiative was carried out during the Star Programme, which allowed our students to attend SFC training sessions. To provide further guidance, the school's Careers and Guidance Committee (CGC) arranged a comprehensive subject selection talk with SFC, where an SFC teacher explained the details of various S4 subjects, including the M1 and M2 mathematics options, to all students. S3 students provided highly positive feedback regarding these sessions, revealing that the introductions from the SFC teachers significantly enhanced their clarity and aided their decision-making process for choosing M1 or M2 in the coming academic year.
4. Continue to promote e-learning and utilise e-learning in classroom teaching	The use of Keynote, Google Classroom, and Google Forms successfully enhanced classroom teaching and provided students with more opportunities for self-directed learning. High-quality lesson notes, Keynotes, and flipped classroom videos were regularly updated and uploaded to Google Classroom, allowing students to self-study the subject content at their own pace. Furthermore, TSA past paper questions were organized by sub-topics and uploaded to Google Classroom for independent practice. Students were generally eager to engage with these resources across S1, S2, and S3 levels; S3 students specifically reflected that the platform was highly useful for revising S1 and S2 topics, especially since detailed solutions were provided after completing the exercises. To further monitor progress, Google Form exercises were released in each session to check student understanding, and the publisher's "Self-regulated Learning & Diagnosis System" was introduced in the second term. However, department reflections indicated that not many students utilized this publisher database, and none achieved the target 60% completion rate. This underutilization was primarily due to its late implementation in Term 2, meaning students required more time and guidance to become familiar with the system.
5. Cross KLA Project Study and Reading Scheme	A cross-KLA reading and project-based learning scheme was successfully organized in collaboration with the STEM Faculty and Sports Science departments for S2 and S3 students during the first term. Most students completed and submitted their tasks properly, culminating in successful presentations where selected student groups showcased their projects focused on football tournament systems. However, departmental evaluation indicated that the initial assignment guidelines were too broad, leaving some student groups unclear about the exact project requirements. To improve future learning outcomes and better cater to individual student needs, the department will narrow down the project scope and provide more specific sub-topic guidance for the students in the next academic year.

6. To make good use of multimedia learning and teaching resources, utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to their learning diversity. To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement.	To create a more interactive teaching and learning environment, e-learning was widely carried out across all junior secondary classes throughout the year. Dynamic platforms such as Kahoot!, Nearpod, gMaths, Canvas, and Quizizz were heavily utilized to facilitate lessons and structured quizzes, helping students learn mathematical concepts in a fun, interactive manner while catering to the upper end of the learning spectrum. Visual aids and dynamic e-learning tools were specifically deployed to help students visualize abstract mathematical ideas and anchor them in real-life situations. Google Classrooms were maintained for each class to host flipped classroom content. Furthermore, AQP analysis for exam papers was conducted to highlight common student errors. Focused feedback and lesson keynotes designed with interactive visual effects were delivered to students to clarify challenging subject concepts. The progress of students regarding flipped classroom materials was not satisfactory, as most students showed low initiative and often failed to complete pre-lesson tasks as expected. Additionally, class feedback indicated a widening learning gap and a general "lack of revision" routine among lower achievers, which impacted their performance on basic assessments. To address these challenges, the department will adapt its daily e-learning and assessment tools to offer broader tiering for both struggling and advanced students. Lesson quizzes will be implemented much more frequently across all forms, with required re-quizzes conducted for the entire class until lower-achieving students master foundational calculations and reach a higher passing mark.
7. Require students to engage in pre-class preparation, note-taking during class, and review of the materials after class to enhance their self-learning abilities	A complete set of school-based lesson worksheets was successfully developed, featuring learning summaries and hints to facilitate pre-class preparation. The teaching sequence and self-study bonus sections were refined to strengthen bridging with the senior secondary curriculum. Flipped classroom activities were implemented at least three times per semester as required. Worksheets were printed at 80% size to provide note-taking space, and outstanding student notebooks were submitted to the AC for recognition. While these measures improved homework punctuality, correction quality, and filing habits, departmental evaluation showed that student initiative in pre-class preparation remains weak. Additionally, most students only used highlighters rather than actively writing notes. For the next academic year, teachers will provide more explicit guidance on note-taking and share exemplary student work in class. It is also recommended to revert worksheets to 100% printing size and mandate a separate notebook to cultivate deeper note-taking habits.
8. Tutorial Arrangements	The department completed 18 tutorial sessions, with teachers actively sharing the workload. Beyond formal hours, teachers utilized recess and after-school time to provide individual remedial support, focusing on Algebra multiple-choice strategies and calculator techniques. For S3, intensive TSA past paper drilling was conducted, including a mock TSA paper in late May to identify weaknesses for targeted remedial sessions. While these arrangements supported lower achievers, the introduction of parental consent forms by the AC in the second term severely lowered actual attendance, particularly among Non-Chinese Speaking (NCS) students. For the next academic year, S3 mock TSA and targeted remedial sessions will be continued. To ensure sufficient turnout despite low parental consent rates, the department will significantly increase the initial number of students selected for tutorials.
9. To revamp the curriculum of S1 Bridging Course	The structural overhaul of the Secondary 1 Bridging Course curriculum was fully completed. A dedicated Keynote presentation was constructed and utilized to explicitly teach incoming students subject-specific learning strategies, study habits, and essential note-taking techniques. This early intervention ensured that new students became aware of the required study habits before the formal school year began. However, classroom observations during the term indicated that many students still struggle to apply these newly acquired note-taking skills consistently during regular lessons. To address this gap in the upcoming academic year, the department will regularly share and highlight good examples of student notes during class to encourage and cultivate better habits among peers.
10.Future Stars programme	Potential students were successfully selected into the "Future Stars" programme to enhance their public assessment exam techniques, with SFC teachers delivering 10 enhanced sessions throughout the year. Student feedback was highly positive, with participants noting that the course successfully broadened their mathematical horizons and enhanced their math sense. Classroom observations showed that students were highly engaged and enthusiastic, recognizing the selective nature of the programme. However, a few S3 students recorded two to three absences due to low initiative or scheduling clashes with other school activities. To stretch high-ability learners further, the school will communicate with SFC to continue running the "Future Stars" programme in the coming academic year.
11. Provide opportunities for students to share and exchange their experiences and insights	Invited Maths Team students to share their experience and insight in the morning assembly to whole school for two times after prize presentation in the morning assembly.

12. Maths School Team	Maths Gifted Education Training Program with refined curriculum for each form were arranged for math elite students. The team has 33 members in total, selected by choosing 10-11 math elite students from each form. The program was carried out by our math teachers and out-sourced organization throughout the year with systematic trainings to inspire the members to explore their potentials. This year, our team members won over 100 prizes in various mathematical competitions in territory-wide and regional levels, such as - Bronze Award in Thailand International Mathematical Olympiad Final 2025 - 2026 (Hong Kong Region) - 1st Class Award in GUANGDONG-HONG KONG-MACAO GREATER BAY AREA MATHEMATICAL OLYMPIAD Preliminary Round 2026 (HONG KONG REGION) - 3rd Class Award in Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2026 Semi-Final - Gold Award in 2026 Asia International Mathematical Olympiad Open Contest - Gold Award in HONG KONG INTERNATIONAL MATHEMATICAL OLYMPIAD 2026 (HONG KONG REGION) - 2nd Class Award in 28th Hong Kong Mathematical High Achievers Selection Contest - Silver Award in Pan-Asia Pacific International Mathematics Invitation Competition 2026 Semi-Final
13. Mathematics Club.	Mathematics Club was formed by a group of S1 to S3 students who are interested in mathematics with teachers as consultants. 2 whole school math contest “Inter-class Rummikub competition”, “Inter-class 2048 Competition”, and “Inter-class Kahoot! competition” were carried out in each term as inter-class competition. These interdisciplinary learning activities provided students with a lot of fun and develop a cross-faculty learning experience.

Key Project	Evaluation
Faculty of STEM – Science	
1. Science Competition	Our students have participated in various competitions and gained satisfactory results. Individual academic discipline and advanced independent learning was highly reinforced through the Chemists Online Self-study Award Scheme (COSAS 2026). This platforms successfully tested exam stamina and fostered autonomous research skills in university-level chemistry. Practical, hands-on engineering competencies were demonstrated in the 20th Infrastructure Building Competition, where students translated structural mechanics into resilient physical prototypes. Meanwhile, communication and media literacy were sharpened through digital and visual mediums: the CityU Science Video Competition 2026 enhanced digital storytelling of complex science, while the Hong Kong Schools Children Challenge Contest, the 28th HK Youth Science & Technology Innovation Competition (Science Fiction Drawing) and the HK Student Science Project Competition 2026 (Science Wallchart Division) beautifully merged scientific investigation with artistic synthesis and data visualization, particularly regarding environmental issues like extreme weather. Overall, this diverse portfolio of competitions successfully catered to various learning profiles. It bridged the gap between secondary school curricula and real-world challenges, effectively cultivating future-ready talent equipped with analytical, collaborative, and creative problem-solving skills.
2. Life-wide Learning activities	This year, we organized some STEAM related visits, seminars and co-workshops with living technology to our students. • Visiting the Science Museum and let the students enrich their knowledge through the museum facilities • Visiting Yakult factory – introduction of probiotics and good micro-organisms All the above programmes aim to provide learning experience for students to be aware and deepen their understanding of the STEAM development around us, science is in our daily life.
3. Biotechnology Development • Safeguarding Native Freshwater o Turtles and its Habitats Biodiversity • The 1st International Conference on Integrated Conservation of Asian Turtles	• More and more animal species in Hong Kong are becoming endangered. It is crucial that we learn how to protect them before they are lost forever. Fortunately, the Ocean Park Conservation Fund (OPCF) has offered our students a valuable opportunity to learn about conserving Hong Kong's endangered freshwater species. • Through this program, students will visit the nursery facilities to observe firsthand how different animals are cared for within Ocean Park. This is a golden opportunity for them to understand local wildlife conservation efforts. Furthermore, students will apply what they learn from OPCF by showcasing their knowledge at the MAKER Festival. This activity aligns closely with our National Security Education goals and we are excited to collaborate with MCNEC to further promote National Security Education in the coming year. • Through the collaboration with OPCF, we had the unique opportunity to participate in an international conference on freshwater turtles where our students delivered a poster presentation. During the event, students engaged in meaningful discussions with local and overseas professors, as well as leading experts in the field. This immersive experience allowed them to gain invaluable insights and broaden their horizons.
4. E-Learning	In order to foster a more interactive learning environment, F.1 classes incorporated animations to facilitate the teaching of key topics, including "States of Matter," "Density," and "Energy." For F.2, animations were also used to support the learning of "Eye Defects," "Common Acids and Alkalis," "Neutralization," and "Photosynthesis," while F.3 students applied similar approaches to topics such as "Enzyme Functions" and "Atomic Structure". Additionally, a variety of e-learning activities, including interactive games such as Kahoot, were implemented as lesson summaries to enhance student engagement, particularly among those with lower motivation. Building on this foundation, teachers further integrated artificial intelligence into the design and delivery of e-learning materials this year. These resources were combined with self-directed learning activities, allowing students to progress at their own pace and develop a deeper understanding of key concepts. This approach enabled teachers to better cater to learner diversity and varying learning speeds within the classroom. Overall, the integration of AI-supported e-learning appeared to be effective in increasing student involvement, particularly among less able students.

Key Project	Evaluation
Faculty of STEM – Information & Technology Studies	
1. Integrate the curriculum and project with D&T such that students learn the theory part /software part in ITS and do the hardware design / implementation in D&T	• Cross-curricular collaboration with D&T was continued in Form 1 through the mini project, in which students applied software and presentation skills learnt in ITS to their project work. • In Form 2, students used Microsoft Excel to visualize experimental data collected in previous Living Technology lessons, extending the collaboration to data handling and presentation. • Cross-subject collaboration was further strengthened with Science, Living Technology and Mathematics. Students were able to complete the basic data visualization tasks, though deeper analysis and mathematical modelling still require further development.
2. Incorporation of more coding and AI elements in the curriculum	• Coding and AI elements continued to be incorporated into the curriculum of all forms, in line with subject development needs. • Topics included: o S1 covered Microsoft Word, Pictoblox, Botpress and Keynote o S2 covered iMovie, Microsoft Excel, Python and application of AI. o S3 covered Microsoft Excel and Python as core practical elements • The AI curriculum was successfully revamped. General AI knowledge and ethical issues were introduced in Form 1, while application and proper use of AI were covered in S2. • The department noted that AI development is changing rapidly, so new content on the use of AI tools will need to be added in the coming year. • In coding, Form 3 students still found text-based Python difficult. It is suggested that the coding curriculum be reviewed further, including possible streamlining of some topics or redesigning vertical progression across S1 to S3
3. Incorporation of topics introducing the technological development in China in the curriculum	• Self-study topics related to the technological development in China were introduced in all Forms as bonus part in the Exam o S1: Supercomputers in China, Development of cashless payment in China o S2: Fintech development in China, Use of AI in agricultural sector in China o S3: Blockchain and Cryptocurrency, Fintech development in China • Elements related to China's technological development were therefore regularly incorporated into students' learning and assessment across the year. • S2 students also joined the Greater Bay Area visit tour. The Zhuhai Aerospace Land workshop provided a meaningful and authentic learning experience that helped students understand technological development in China more concretely.
4. Practical exercise and examination	• Practical modules continued to play an important role in the curriculum, helping students develop computer literacy and applied IT skills across different forms • S1, Word Processing was successfully taught in the 1st Term, while Keynote was successfully implemented through the mini project with D&T. • S2, iMovie was successfully implemented and Microsoft Excel was introduced in the 2nd Term. • S3, advanced Excel functions were introduced and most students performed well in the practical component. • Practical performance was generally stronger than coding performance, showing that students were more confident in application-based tasks than in text-based programming.
5. Online Classroom	• The self-learning resources Google Classroom continued to support classroom teaching, revision and self-access learning effectively. • Keynotes for all curriculum topics were prepared and uploaded for students' reference, and all teaching materials were made available online throughout the year. • Materials related to life planning and IT-related pathways were also uploaded to support students' understanding of further studies and career development. • Past examination papers were uploaded to Google Classroom for revision.
6. Cross-curricular Project-based learning	• The cross-curricular project-based learning in the 1st Term was successfully completed, and students generally met the foundational requirements of the tasks. • Students showed active participation in ITS-related practical tasks, especially topics related to sports and fitness applications, and demonstrated clear interest in the practical side of the project. • Students still needed more guidance in reading source materials, extracting technical information and applying these ideas in their project work. More structured academic support would further improve the quality of their performance

7. Showcase and extension activities	• Info Day was successfully completed in the 1st Term. Robotics team demonstrations were arranged in the D&T room, while displays of students' work were set up in the iMac Lab • The MAKER Fortnight and MAKER Festival were also successfully completed. STEM products such as keychains and chess-related work were well received, and many students joined the robotic competition activities • The "Hall of Fame" board in Room 220 was updated to celebrate the achievements of the Robotics Team, providing students with a visible platform for recognition • Two sharing sessions were arranged during the morning assembly in the 1st term and final term, allowing student representatives to present their experiences and achievements to the whole school.
8. Developing STEM Gifted Education	• The Robotics Team continued to develop steadily, with 43 students recruited this year, including around 13 Form 1 students. • In the 1st Term, the team had already joined 7 competitions, with members assigned to different groups according to their strengths and interests. • The team achieved remarkable results in the MakeX (Hong Kong) competition and won the overall Champion. • The team's development remained healthy, with a good variety of competitions catering for students with different talents and potential. • A robotics competition for primary students was successfully organized, and the AIoT taster programme in the 2nd term provided further opportunities for students to develop leadership, communication and organizational skills. • Continued support from suitable service providers is expected to help students build a stronger foundation for future project-type and inter-school competitions.

Key Project	Evaluation
Faculty of STEM – Living Technology	
2. Competitions in school • Meringue Design Competition • Caviar Drink Design Competition	• Meringue Design Competition & Caviar Drink Design Competition: Both competitions were held in Term 2. Photos of high-quality caviar drinks and meringue were shared with other classes as inspiration. • More promotion and reminders should be made to motivate students to perform better in practical lessons.
3. Visits and other learning experience • Visit to subject related organization (Yogurt Factory) • Science and Technology Club activities	• 27 students visited a Yogurt Factory in Term 2 (33 students signed up). Students learnt how probiotics are used to produce yogurt. The activity was highly popular and well-received. • The Science and Technology Club arranged cooking activities where students prepared spaghetti and fried rice as space food; they all thoroughly enjoyed the experience. • More cooking experiences should be arranged to arouse students' interest in food science.
3. Making products for sale at the CoolSTEAMaker@TNK	• A Marshmallow Fruit activity was conducted for both the Innovative Maker Fortnight and the CoolSTEAMaker Festival. • Not all students liked eating fruits, and the set price was considered high by students, which negatively affected sales volume • Recommend trying out different food products and setting more competitive pricing for the next Maker Festival.
4. Reading & Cross-curricular Activities • Book list for PBL topic • Good book recommendation in S2 • Cross-curricular collaboration with Science Department	• A book list with at least 10 books related to the PBL topic was provided. Completed. • A subject-related good book was recommended in S2 classes in Term 2. The subject will recommend another book according to AC's schedule, with a focus on food science topics. • Collaboration with the Science Department was completed, including the experiment on the heat retention of different materials. Further coordination on worksheet collection is required after Maths teachers complete the relevant teaching. • Cross-curricular PBL guidelines and rubrics were prepared and completed in Term 2.

Key Project	Evaluation
Faculty of STEM - Design & Technology	
1. Developing a NEW Smarthome curriculum	The evaluation of the curriculum's coding component shows that students were not learning coding effectively, even though blocky coding was used. Many students did not develop a clear understanding of what each code block represented or how the blocks link logically to produce a working program. Instead of actively building meaningful blocks, students often relied on following what the teacher dragged onto the screen, rather than learning how to interpret and apply the coding structure independently. Although the intended plan was to allow students to apply their coding skills from the first term in their smart home project, the transfer of skills did not happen successfully. Only a small number of students managed to complete the coding portion successfully, while the rest were left unable to participate meaningfully in the project workflow. To address these issues, the curriculum may need to be redesigned to improve early success and confidence. One possible strategy is to consider having students complete the coding portion of the smart device during the coding lessons already in the first term, and then use the second term mainly for assembling. This would reduce the risk of students being stuck at the coding stage and prevent late-stage failure from affecting the final prototype and presentation.
2. Developing STEM Gifted Education	The school team experienced remarkable success this term, with over 30 students joining and actively participating. A structured routine was established with regular meetings held every Monday, fostering consistency, teamwork, and a strong sense of community. Students were thoughtfully assigned to competitions based on their individual strengths and abilities, ensuring they were both challenged and supported. This strategic approach contributed to the team's outstanding performance in the MakeX competitions, where they achieved impressive results. We received awards in various competitions, including the PLK and MakeX competitions. Students also shared their experiences on stage during assemblies, highlighting what happened in the competitions in the competition tour. On competition day, they enjoyed the process and felt especially happy when they received the champion. We will continue to showcase students' success in assembly sessions, highlighting their achievements and encouraging wider participation. We also hope to motivate more able students to join the school team, so the team can become stronger and more diverse. In addition, we plan to open more competition fields to give students more opportunities to work towards top achievements. Finally, we will collaborate with the senior form to strengthen robotics training, ensuring students receive high-quality guidance and preparation.
3. Motorcar coding syllabus development	The motorcar curriculum was further refined and has been a great success, offering a fun and engaging learning experience for students. Its hands-on approach made the content enjoyable, especially during assessments, which students found both challenging and rewarding. Beyond building technical skills, the curriculum also helped us to identify potential high achievers, making it a valuable tool for both learning and talent discovery. A several talented students were selected upon the motorcar curriculum. They were both competent in hardware and coding manipulations and may hopefully contribute to the school team.
4. Organize Primary School workshop and competition to promote STEM education	<u>IoT Taster Workshop</u> IoT taster workshop was held twice in this year to teach primary school students to code the motorcar to perform certain tasks on a map. AIoT workshops were **held** for 2 primary schools with 10+ students each. This year, the workshops were conducted by student helpers, and it was a great success. It provided valuable hands-on experience for primary students, as well as leadership training to our helpers. Our strong participation earned positive feedback from attendees and their teachers, enhancing our school's reputation. <u>MakeX Inspire competition</u> With funding from the Home Affairs Department, an inter-primary school robotic competition was held in October. 16 teams from 9 primary schools participated in the competition. 2 pre-competition training workshops were taught by our robotics team members. They also demonstrated an exhibition match during the competition. The competition was successfully completed and it was well received by all participants The response of the competition was good. It could help boost our school's reputation in STEAM and robotics competition. Our students were well engaged in the process and were helpful being group tutors. However, since the funding allocated was not as expected as drafted in the proposal, the competition resulted as a financial burden to the Department and affected resources available for other competitions of the team. There were also very strict documentation and financial protocols required by the Government Department. If we would like to organize similar competitions in the future, we need to secure other sources of funding to ensure that the activity will not incur losses to the subject.
5. National Education Elements	National Security Education are well incorporated by introducing SmartHome / SmartCity development in China The curriculum was successfully enriched through the integration of a Smart Home project, providing students with knowledge in AIoT applications. Students were introduced to the societal implications of AIoT, fostering an increased awareness of potential threats such as data privacy, surveillance, and ethical use of AI.

Key Project	Evaluation
Faculty of Humanities – Citizenship & Society	
1. 發展具特色的校本課程 (華語及非華語學生雙軌課程)	持續檢視課程及教材內容，以確保能符合教育局及校方的指引及要求，中一及中二級採用教育局公民經濟與社會課程，而中三繼續沿用校本教材課程並已完成基礎中英文課程及課業設計及傳簽: • 保良精神教育：於中一加入《認識保良局》之單元 • 價值教育：中一級加入《人際關係與社會共融》和《權利與義務》兩個單元；中二級加入《香港維護國家安全的責任》；中三則有《可持續環境》及《公共衛生》單元(世界公民意識) • 國民及國情教育：中一加入《中國文化遺產》及《非物質文化遺產》章節；中二級加入《香港維護國家安全的責任》，《香港特別行政區的政治體制》的單元；另加入《中央與香港特別行政區的關係》以讓學生更了解祖國國情；中三級加入《中國近代經濟發展》及《中國的可持續發展》等單元及章節 非華語學生的全英語課程已完成，內容與華語生的中文課程完全一致。能力及學習動機較高的非華語學生表示以英語學習會比中文學習較易掌握。
2. 優化評估系統	本科繼續利用數據找出學生的強弱項，在課堂及其後的測考跟進。可再研究如何更有效善用數據，以作跟進。
3. 培養學生正向的價值觀和態度	• 與 MCNEC 合作，舉辦社際基本法問答比賽，全校同學參與。 • 與 MCNEC 合作，舉辦《國家安全》教育展覽。 • 戶外研習日方面，進行不同主題的參觀；整體而言，學生反應理想。
4. 發展學生的潛能，達致更高水平	• 配合校本學生人才庫的發展，本年度本科與中國歷史科挑選有潛質的中一學生加入校隊，效果理想。 • 本科校隊於本年度參加「憲法與基本法比賽」網上問答比賽及「外交杯知識」網上問答比賽，並順利完成。 • 挑選本科校隊代表參加「聯合國可持續發展目標網上學習獎勵計劃，並順利完成。
5. 建立科本自主學習資源庫	本年已為各級建立電子學習資源庫(Google classroom)，級負責人按時上載學材，並已完成資源更新。未來會持續優化。

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Geography)	
1. Review and fine-tune of teaching and learning materials	• The teaching and learning material sets, including presentation slides, lesson notes, homework, and video lists, were reviewed and fine-tuned to facilitate the teaching and learning of the curriculum. • Strategically highlighted question and answer phrases in the suggested answers of student assignments help students better understand the questions and provide more focused responses. This also guides them in answering question words appropriately. Students have noted that these strategic highlights significantly enhance their question-answering skills, enabling them to respond in a more focused manner. • The Lesson notes included mind-mapping and note-taking pages to strengthen students' learning and organization of knowledge.
2. Cross-curricular Project-based Learning	• A faculty-based cross-curricular project-based learning activity was conducted in the second term for all S2 students, involving the departments of Geography, History, Citizenship and Society, Finance and Accounting, and Economics. The theme of the project was *Past and Present in Sham Shui Po*, with reading elements incorporated into the learning tasks. • Through the project, students deepened their understanding of the district and developed their ability to search for, analyse and consolidate information and multimedia materials in order to produce a video presentation based on knowledge learned across Humanities subjects. The group project not only strengthened students' ability to integrate subject knowledge and research findings across disciplines, but also enhanced their teamwork, presentation and IT skills. • Outstanding groups were invited to present their work to schoolmates in the school hall on the Third Term Presentation Day held on 30 April. This provided valuable opportunities for students to further develop their presentation skills, celebrate their learning achievements and gain successful learning experiences.
3. Geography Club	• To broaden students' horizons and help them develop their individual strengths, strengthen their self-image and enhance their confidence in learning Geography, the Geography Club organized a variety of activities and encouraged students to participate in competitions. These activities included the *GeoLab Online Quiz*, *Geo Mini-Quiz* during morning assemblies and the *Hong Kong GeoPark – Rock Classroom* activity. • The club members assisted subject teachers in preparing and running the Geography and History booth at the Maker Festival. Students reflected that these activities not only widened their horizons but also enhanced their self-understanding and team spirit.
4. Mainland exploration study tours on Life-Wide Learning Days	• To foster students' holistic development and broaden their learning experiences, two Mainland study tours were organized for S2 students by the Faculty of Humanities through cross-subject collaboration. In the first and third terms, two groups of S3 classes participated in the EDB's *Mainland Exchange Programme for Secondary Students 2025–26 – Guangzhou Urban Planning and Economic Development Exploration Tour (2 Days)* in November 2025 and May 2026 respectively. • Students reflected that, in addition to learning more about topics related to Geography and Economics, they also developed self-management and time-management skills during the tours. Some NCS students also joined the programme and shared that it was a valuable opportunity for them to visit modern cities in Chinese Mainland with teachers, thereby broadening their horizons.
5. Promote interdisciplinary learning in Innovative Maker Fortnight and Charity Bazaar cum CoolSTEAMaker Festival	• The Geography Department and the History Department collaborated to conduct a workshop entitled *City Story – Rebuilding Hong Kong's Streets and Typical Old Hong Kong Featured Buildings with Bricks* during the Innovative Maker Fortnight. Students reflected that the activity enriched their knowledge of local history as well as the conservation of heritage places and buildings in Hong Kong for communities and tourism development. • A cross-subject game booth, *Station Fun Hunt: Featured Buildings/Attractions × MTR Stations*, was jointly organized by the Geography Department and the History Department for the Maker Festival. The activity aimed to help participants understand the district locations of selected historic buildings and famous attractions in Hong Kong in a fun and interactive way.
6. Professional development of geography teachers	• To enhance teaching effectiveness, six sessions of mutual lesson planning were conducted in each form level with the participation of all subject teachers in the year • Teachers completed a total of eight EDB-organized professional development courses, amounting to 52 hours, on topics related to Geography. • These activities helped strengthen teachers' professional knowledge and supported the continuous improvement of teaching and learning.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities (History)	
1. Curriculum development	• Based on experience and student performance, refinements have been made to the curriculum for both S1 and S2. Additionally, the curriculum has placed an increased emphasis on value education elements.
2. Improve students' academic performance	• Data analysis was utilized for all tests and exams to assess the quality of the assessment papers and evaluate student performance. • Comprehensive assessment feedback was provided to students following uniform tests and examinations, including detailed feedback reports to identify potential errors. Subject meetings were held after each uniform assessment to review student performance, adjust teaching focus, and discuss follow-up measures to enhance academic achievement. • Ability indicators in each homework assignment were reviewed and amended as needed, enabling students to thoroughly assess their learning progress and identify areas for improving their learning efficiency and academic results.
3. Raising students' self-regulated learning abilities.	• Self-learning curriculum and bonus questions were set in exams to enhance students learning motivation. • Form-based self-study resource databases were established to enhance students' self-directed learning abilities. Bilingual reference and revision notes were uploaded to the Google Classroom. • Self-directed learning activities were implemented each term, providing students with curated virtual-tour resources and structured follow-up exercises. Through these programmes, students investigated the historical and cultural links between Hong Kong and the Mainland, with curated topics including the Fireboat Alexander Grantham Exhibition Gallery, the Ex-Sham Shui Po Service Reservoir, and the Main Building of Po Leung Kuk. These activities contributed to the strengthening of students' national and cultural identity by encouraging contextualised learning and reflection. • Additionally, S2 students participated in a task that integrated AI tools into the learning process: they used AI to design posters of selected historical figures. This assignment promoted digital literacy, creative application of technology in humanities learning, and the development of communication skills through multimodal presentation.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(Economics)	
1. Revising the curriculum	The school-based curriculum including Economics builds up the fundamental knowledge for students studying Economics. Revised curriculum allows students to have more opportunities in studying the background of Hong Kong economics under Basic Law and national education framework. The curriculum has to be amended in the coming few years to match with Citizenship, Economics & Society.
2. Participated Financial Education School Award Scheme organized by EDB	By participating in the award scheme, we have joined various activities and competitions to enrich the experience of our students. Students participated in different competitions to build up the confidence. Moreover, teachers were required to attend at least 6 hours training in order to equip ourselves in promoting financial education.
3. Reading scheme: Financial studies (Join with Integrated Humanities – FA)	S3 students were assigned to read a book relating to financial studies called "making sense of money". The selected book was especially designed for secondary school students to learn the basic idea of finance. As we had limited lessons, it was difficult for the subject to cover all the essential elements. This book could help students in understanding some basic ideas of finance in a more interesting way. The marking criteria was set to assess the students' understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students' file for reference.
4. Participate financial education online quiz competition (Join with Integrated Humanities – FA)	All S3 students were invited to participate the online quiz competition. Our students showed their talents and confidence in competing with other schools. Moreover, the students' efforts and enthusiasm for the competition enriched their knowledge and experience. Through those different competitions, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they have learnt in school.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities (Finance & Accounting)	
1. Revising the curriculum	The school-based textbook includes content of business, accounting and financial studies. It can build up the fundamental knowledge for students studying BAFS. The amendment on accounting parts means students to have more opportunities studying financial education and national education. The financial education will be embedded into the Citizenship, Economics & Society from 2026-27.
2. Participated Financial Education School Award Scheme organized by EDB	By participating the award scheme, we have joined various activities and competitions to enrich the experience of our students. Students participated in different competition in turn to broaden their horizons and build up the confidence. Moreover, teachers are required to attend at least six hours training to equip ourselves in promoting financial education.
3. Reading scheme: Financial studies (Join with Integrated Humanities – Econ)	S3 students were assigned to read the book relating to financial studies called "Making Senses of Money". The selected book was especially designed for secondary school students to learn the basic idea of finance. We had limited lessons to cover all the essential elements in BAFS. This book could help students to understand some basic ideas of finance in a more interesting way. The marking criterion were set to assess the students' understanding/ communication skills and to encourage students to read the book. The marking sheets were kept in students' file for reference.
4. Participate financial education online quiz competition (Join with Integrated Humanities – Econ)	All S3 students were invited to participate the online quiz competition. Our students had shown their talents and confidence in competing with other schools in the competition. Moreover, the students' efforts and enthusiasm for the competition had enriched their knowledge and experience. Through those different competitions, students could acquire practical financial knowledge. They could practice their financial planning skills and could develop their analytical ability and teamwork. They could also apply and reinforce what they had learnt in school.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Visual Art	
1. Exhibitions and Activities	Mini exhibitions were held at the school lobby during the CoolSTEAMaker Festival.
2. Excursions : - Visiting the M+ Museum	The M+ Museum visit was successful, providing meaningful learning experiences. More exploration of local art scenes was essential
3. Cross-subject Collaboration - Project-based learning, *collaborated with English and Music departments* - Bookmark Design Competition, *organized together with the Library* - Inter-class Animal Pouch Design Competition, *being part of the Maker Festival* - Inter-class Lantern Design Competition, *collaborated with the Chinese Dept.*	Students enjoy the activities. However, the activities complicate art room preparations, leaving limited time for students to create and refine their work.
4. Art workshops - Clay hand building - Sketching - Water-colour painting - 3D clay printing - Enamel jewellery making - Cake decoration art	Afterschool workshops have broadened student horizons. Most will be held again next year for those needing financial support. Collaboration with other departments has been effective and stress-free.
5. School teams • Drama Team • Dance Team • Campus TV Team	• This year, the drama team invested a great deal of effort in developing their drama skills, preparing their play, and rehearsing for several competitions. Their progress has impressed the teacher, and their hard work has been rewarded with recognition and awards. • This year, the dance team has two new teachers leading the group and a newly recruited dance coach. Although the number of performances and competitions has decreased compared to last year, the team's skill development and dedication are steadily growing. • This was the first year the school involved the Campus TV team. The team showed strong enthusiasm and creativity by taking part regularly in various video, documentary, and photography projects. Their dedication to meaningful storytelling was recognized through excellent performance in multiple competitions and school-related activities, reflecting steady progress in production quality and teamwork.

Key Project	Evaluation
Faculty of Creative & Performing Arts – Music	
1. Establishing school-based curriculum e-version of the teaching and learning materials for some of the topics have been developed this year so as to match up with the implementation of BYOD.	• After utilizing iPads for piano learning, S2 and S3 students had acquired the ability to read piano scores and perform simple melodies on an actual piano. In group projects, S3 students employed the iPad app GarageBand to compose movie music that reflects their emotions, utilizing a range of instruments. • After the completion of the group project by S3 students in the second term, it is advisable to organize a school-wide rating activity to evaluate the students' work. This activity allowed the entire school community to assess and provide feedback on the students' project. • Adopting the flipped classroom provided students with an e-learning tool that enhanced their self-learning experiences. However, offer constructive feedback on students' progress and assignments through Google Classroom could be adopted next year.
2. Strengthening the education on the gifted and exploring their potentials Open competitions and performance	Percussion team, Orchestra team and Chinese Orchestra team participated in different competitions and received a good result. • The 77th Hong Kong Schools Music Festival (Solo only) - Five students received Silver Awards and three students received Bronze Awards for their piano solo, violin solo, alto saxophone solo, ruan solo and Zheng solo performances. • The 6th Hong Kong Chinese Instrumental Contest - The Chinese orchestra team received the Silver award. • Joint School Music Competition 2026 - The Chinese orchestra team received the Silver Award. - Fang YingWen participated in Zheng solo and receive Gold Award • 2026 Guangdong-Hong Kong-Macao Student Music Competition - The percussion team received the Champion. - The orchestra team received the Champion. - Yiu Hok Yi participated in pop song solo and received silver award **Performance:** 23/12 「GOAT」(Greatest of All Time) in the Pacifica Mall 10/1 「2026 本地漁農美食嘉年華」 in Fa Hui Park Mong Kok 10/2 「深水埗區防災應急嘉年華 2026」 in Maple Street playground
3. Promote National Security Education	• Revise the music curriculum according to the "Curriculum Framework of National Security Education in Hong Kong" announced by EDB. • Cultivate students' sense of national identity and appreciation of Chinese culture. • Improve students' learning on singing the National Anthem. • Promote national security education. o Training students to sing National Anthem as well as Chinese folk song. o Understand the background, musical elements, mood and composer's information of the National Anthem.
4. Lunch time music workshop	• Total 22 music workshops were held throughout the year, every Thursday lunchtime. • Including tuning fork workshop, harp workshop, steel tongue drum workshop, singing bowl workshop and dancing workshop.

Key Project	Evaluation
Faculty of Sports Science - Physical Education	
1. **Life-wide learning Day**	• A first-time visit to Kai Tak Sports Park, providing an understanding of Hong Kong's large-scale, world-class sports facilities. • Students had the opportunity to stroll through each facility within the park, understanding its importance to the development of sports in Hong Kong. • Students cultivate a sense of patriotism and love for Hong Kong by appreciating their own and their community's values.
2. Gifted Education	• The school has established multiple sports teams. In the 2025-2026 academic year, we have basketball, volleyball, football, handball, table tennis, badminton, swimming, track and field, fencing, and cross-country teams. • Our sports teams have participated in the Po Leung Kuk Affiliated Secondary School Sports Incentive Scheme, the Hong Kong Sports Federation Inter-School Sports Meet, the Po Leung Kuk Joint School Swimming Competition, the Po Leung Kuk Joint School Sports Meet, and regional competitions.
3. Sports teams achievement	• Po Leung Kuk Joint Sports Day 2025-26 o Boys B Grade 1500m 1st Runner-up • HKSSF Inter-School Swimming Competition 25-26 o Girls B Grade 50M Breast Stroke 2nd Runner-up • Jockey Club Futsal Cup - Football Challenge Day (School Division) U13 2025-26 o 2nd Runner-up • A.S. Watson Group HK Student Sports Awards 25-26
4. Joint school activities (with KTC)	• The Joint School Sports Day & The Joint School Swimming Gala was successfully held, the students showed great enthusiasm and the atmosphere was excellent. • Our volleyball, football, badminton, and swimming teams have strengthened ties through joint training sessions, friendly matches, and coaching activities.

5.3 Key Projects Taken by Committees

Key Project	Evaluation
Academic Committee (AC)	
1. **Optimizing the School-based comprehensive STEM Curriculum**	The curricula are implemented by the respective Departments and cross-curricular collaboration, such as the L&T activities in Living Technology involving biotechnology are also reviewed in the Faculty meeting. MAKER Festival and MAKER fortnight was successfully completed with inter-class competitions prepared by different Departments.
2. **Project Learning**	Project Learning was held throughout the whole year, with S1 and S2 students conducting studies across various faculties. The Presentation of Outstanding works in Project-Based Learning was held in May and July, where students with exceptional PBL projects showcased their research outcomes and learning processes to their peers.
3. **Reading to learn** (a) 'Joy of Reading' - a points-rewarding system (b) Everyday a 30 minute-reading session (c) Book recommendations during morning assemblies twice a week (d) Themed book exhibition twice per year (e) Monthly Reading Scheme (f) Online Reading (g) Subjects Reading Scheme	'Joy of Reading' is a points-rewarding system that has been carried out for 17 years. The whole-school accumulated reading points are increasing year by year showing that students' interest in reading has been successfully motivated and cultivated. The completion rate of the Joy of Reading programme for the entire school is 78.5% We have implemented everyday reading sessions since 2008-09, it created a collective reading environment and a daily reading habit among our students. Good Book Recommendations were made by non-language teachers during the morning assemblies, and Reading Club activities were conducted by language teachers.
4. **Peer lesson preparation and lesson observation program** (a) Peer lesson preparation and review sessions after lessons (b) Lesson observation at different levels	To promote communication and teaching enhancement among teachers, peer lesson preparation activities in each form for each subject have been developed so that teachers could share their teaching methods and their designed learning activities. We also set up review sessions after lessons to reflect on teaching difficulties and blind spots in learning. We had a 'professional exchange' month with KTC this year. Lesson observation at different forms have helped the exchange of teaching experiences, communication and collaboration between teachers of both TNK and KTC. This enabled teachers to gain a better understanding of their own strength and areas that may require improvement and thus, enhance the quality of learning and teaching of both schools.
5. **Strengthening internal and external assessment performances and data analysis**	AQP platform has been utilized for some years. Teachers can use it and understand the meaning of data. Qualitative performance has to be transferred into data and help with evaluation.
6. **Developing various teaching pedagogies**	BYOD is fully implemented, the feedback from teachers and students were positive. All subjects have adopted the use of Flipped Classroom to increase students' learning effectiveness. The introduction of Flipped Classroom was satisfactory, students were willing to complete the preparation works before lessons and students could have deep discussions during lessons.
7. **Life-wide Learning Days**	Life-Wide Learning Day was carried out in both the first and final terms. Subject departments in the same faculty work together to arrange the most appropriate activities for students. Activities such as Study Tour of Guangzhou – the Birthplace of the Maritime Silk Road, Shenzhen and Dongguan Planning and Economic Development Exploration Trip, visits to Patriotic Education Centre, Ta Kung Wen Wei Media, Kai Tak Sports Park, etc. are arranged for students this year. It helps enrich students' learning experience and consolidate what they have learnt in different subjects.
8. **Cultivate students' sense of national identity and appreciation of Chinese culture**	Chinese History and Citizenship & Society have been optimized and Basic Law element, mother country understanding has been added. Review the curriculum of different subjects covered the elements of 'understanding the motherland' have been completed.

Key Project	Evaluation
Discipline and Guidance Committee (DGC)	
1**. Leadership Training**	S.1 and S.3 Leadership Training Day Camps were held to help students develop skills and leadership through participating in group activities and training. The camps aimed to build up students' confidence, sense of responsibility, and self-discipline. Students enjoyed the activities very much, suggesting the camps were engaging and effective in achieving their intended goals. Students particularly liked the rope-climbing and free-fall activities. The school could consider incorporating more abseiling events in future camps. The school's provision of the S.1 and S.3 Leadership Training Day Camps demonstrates a proactive approach to nurturing leadership skills and personal development among students at key transition points in their secondary education. The positive feedback from students suggests that the camps were engaging and effective in achieving their intended outcomes. The Peer Counselling Scheme (SFC Big Brother and Sister) was scheduled to be implemented in July. However, the event was cancelled due to the Red Rainstorm Signal.
2. Healthy School Programme	Drug test, health talks, board display, game booths, activities were held smoothly throughout the year, to promote a drug-free and positive thinking culture on campus and foster the healthy development of students' lifestyles. Day Camps and Overnight Camps were successfully held, and positive feedback was received from both teachers and students.
3. Mental Health activities	The Retreat Day aimed to enhance students' positive energy in facing challenges and strengthen their ability to cope with adversity. A visit to Ocean Park was arranged in collaboration with MCNEC. Positive feedback from both students and teachers indicated that the Retreat Day successfully achieved its intended goals. Numerous activities have been organized to enhance students' sense of happiness and well-being, focusing on positive emotions, relationships, and a sense of accomplishment. These initiatives aim to improve students' physical, mental, and emotional health while promoting a healthy lifestyle. Activities designed for stress relief and relaxation have been tailored to meet diverse learning needs, including resilience-building exercises to strengthen students' abilities to overcome challenges. Notable events include DGC Theme Weeks, Exam Cheering Days, booth activities, lunch performances, and various workshops in music and animal visits.

Key Project	**Evaluation**
Extra-Curricular & Creative Activities Committee (ECCAC)	
1. House Activities	We successfully organized the executive committee of the three Houses, and held Inter-House athletic meet, swimming gala, volleyball, football, basketball, table tennis, dance, basic law competition. Nearly 500 students participated, 85% students of school.
2. Other Learning Experience (Non-academic stream)	In 2025-26, all the students were assigned "ONE STUDENT ONE ART/SPORT." In the ECA interest class session this year, ten sessions of the 11 interest classes were organized. Many emerging interest classes have been added, including Japanese, Spanish, French, Korean, Magic, Juggling, boardgame, Origami, Photography, Cartoon comics, short Film Production. Nearly 180 students participated in the school, accounting for about one-third of the total number of students. We had more than 50 academic & non-academic ECA teams and clubs in total. Specifically, we had cultural and arts teams, sports teams, classes in physique series, classes in interest series, teams in services series, academic school teams, and classes in academic series. In terms of hours, all students of our school, have accumulated around 15,000 hours ECA learning time in total. In average, around 30 hours ECA learning time for each student in 2025-2026 academic year.
3. 'A Student, A Duty' Program	All students were assigned at least one duty in "A Student A Duty Programme". The duty list was updated in 1st term and 2nd term. Students' duties records were reflected on their annual report card.
4. Service Teams	Girl Guides Team got around 20 members and they had 10 meetings throughout the year. St. John Ambulance got 15 members and they had 30 meetings throughout the year. Scout and Air Scout got 20 members and they had 40 meetings throughout the year. The FAST Connect got 10 members and 10 activities were arranged throughout the year. Nearly 70 students participated Service Team.
5. Creative Thinking Team	Ten students from the Creativity Thinking Team participated in the Drone Training Programme. The team prepared to contribute the Drone Performance to the school.

Key Project	Evaluation
Careers Guidance Committee (CGC)	
1. Life Planning Mentorship Program (S.1-3)	The Life Planning Mentorship Program was redesigned by career teachers and implemented by class teachers over 20 sessions (every Thursday) throughout the year during the Moral, Value, and Life Education Period. The program included five key elements: Values, Attitudes, Skills, Knowledge (VASK), and Career Exploration. Specific topics were introduced at different grade levels to empower students' life planning abilities. These topics included goal setting, creating revision timetables, study methods, time and stress management, financial planning, careers and jobs, HKDSE information, Senior Form elective subject selection, and university entry requirements. With cooperation from class teachers, activities were conducted according to the plan, and students actively participated in the sessions. The majority of S.1 students found the lessons interesting and acquired useful self-management skills essential for their future career planning. They also broadened their horizons by being introduced to different careers during the mentorship lessons. S.2 and S.3 students particularly enjoyed the sessions on university entrance requirements and Senior Form elective subject selections, as these lessons provided valuable information for planning their further studies. They also appreciated the Holland Codes aptitude test, which helped them make more informed choices based on their personalities. For S.3 students, the tool books "My Role" and "Finding Your Color of Life" offered extensive information about various careers in Hong Kong and Senior Form elective subjects. These resources enriched students' knowledge of different industries and facilitated better self-understanding regarding their elective subject selections for Senior Forms.
2. Life Planning Education Enrichment Programme (S.1-3)	In the Life Planning Education Enrichment Program, around 2 to 3 in-class workshops and 1 in-school job simulation day were held in each grade. It was conducted by the outsourced service provider with the support of class teachers. Different foci were carried out in different grades, such as Direction in S1, Possible Jobs in S2 and Informed Choices in S3. The feedback from teachers and students were positive. For Job Simulation, there were different job tasting experience for each grade level. Through exposure to different careers, students had a better understanding of various job requirements, natures and their characteristics. This also helped them prepare plan for a better future. A Life Planning Class Report was given to each class teachers. S.1 class report provided details about students' dream careers in general and how to develop habits. S.2 class report provided details about the possible jobs, work values and strengths that need to be developed for each class. S.3 class report provided details about students' interest in different electives and identified students who need more support when making informed choices. For individual level, an individual Life Planning Report was also given to each student. The report served as a good reference for both students and their parents when they make informed choices of their further studies or better prepared themselves to the working world in the future. Three teacher training workshops were given to S.1 to S.3 class teachers. Teachers were equipped with the skills on how to use the individual reports to help students in the selection of subjects and self-advancement. Class teachers discuss the results with parents on Parents' Day or Parents' Meeting.
3. Seminars and activities on PS3 further studies and NSS elective subject selections	Four Parents' Talks (Talk 1: KTC Expectations; Talk 2: Senior Secondary and Subject Selection; Talk 3: Other PS3 Education Pathways; Talk 4: Promotion to SFC Seminar) on post-secondary three further studies for S.3 students and parents were held this year. For Talk 1, students and parents were informed about the expectations from the KTC. They were introduced the promotion criteria and reminded to work hard towards their study. For Talk 2, students and parents were informed about subject selections available in KTC and were provided a trial selection of elective subjects. In addition, considerations and important information on choosing electives were delivered to the students and their parents. This could help students and parents to have a full picture in planning their Senior Form studies in the KTC. For Talk 3, students and parents were informed about other possible education pathways. The talk provided useful information for students who were interested in other post S.3 exits other than the promotion to S.4. For Talk 4, a promotion to the KTC seminar was held. Students and parents were informed the combination choices of electives that will be offered in KTC in coming year, important dates for promotion and considerations when considering elective combinations. The S3 Elective Day was organised in collaboration with the SFC to enhance students' understanding of the elective subjects offered. An alumni sharing session was also conducted on the same day at SFC, allowing students to gain valuable insights into different subject choices through interaction with alumni, thereby supporting their academic and future planning. A visit to the VTC Youth College Open Day (Kowloon Bay) was organized for some S.3 classes and their parents to help them explore options available within the vocational education system. Students gained firsthand experience of the various programs and facilities offered by the VTC, which broadened their understanding of alternative post-secondary education routes beyond traditional academic paths. It also nurtured students with positive values towards different types of educational institutions.

4. Counselling on Further Studies	The Careers Guidance Committee compiled class follow-up tables based on students' academic results from the 1st exam, 2nd exam, and annual results to identify those in need of life planning counselling. This enabled class teachers to provide ongoing support to students and their parents. The committee offered proactive assistance and guidelines to teachers throughout the year. Each careers teacher selected at least five students requiring more focused follow-up to provide intensive further studies counselling and guidance. A set of updated further studies materials was prepared for students and parents in need, containing the latest school information.
5. Career-related Taster Programme and Visits	Four career-related taster programs and five visits were organized to students in the year. The taster programs and the visits allowed students to explore the roles and responsibilities in different professions, connecting theoretical knowledge with real-world job contexts. • Taster Program - The Cookie Lab and Job-sharing Workshop To help students gain the experience of a baker, 15 S.1-S.3 students joined the Cooking Lab and Start-up Sharing Workshop. The workshop enhanced their understanding of the careers related to the baking industry and entrepreneurship sectors. • Taster Program - Pet Industry Practitioners To help students understand more about the pet industry, the Career Guidance Committee collaborated with the Discipline and Guidance Committee to organize a visit to a workshop about pets. 10 Students joined the visit. They were attentive, and they enjoyed interacting with the animals. Overall, they gained some hands-on experience of looking after animals, and knew more about the career opportunities related to the industry. • Taster Program – EDB IG Reels Logistics in Your Eyes Competition To help students know more about the logistics and self-media industry, 5 students joined the "IG Reels Competition" which provided an insight into the industry, and equipped them with the skills needed to promote the industry by making appealing videos and IG posts. • Taster Program - Life Planning Education Workshop at Ocean Park To understand more about the theme park industry, about 16 S.1-S.3 students experienced the work in animal care and amusement ride maintenance offered by the Ocean Park. Through visiting behind-the-scenes areas and professional interflow with the professionals, students enhanced their understanding of the related industries. Students realized that it required commitment and a good attitude to look after animals. • A Visit to the Chinese University of Hong Kong To broaden students' horizon and help them prepare for the future, 25 S.1 - S.3 students visited the Chinese university of Hong Kong. During the visit, students not only knew more about university life, but they also learned about different courses offered by the university. • Career Visit - AIA Carnival Career Adventure Day To let students explore the career development in the event management and entertainment industry, 20 S.1-S.3 students joined the AIA Carnival Career Adventure Day. They also conducted interviews to understand how various roles work together to operate the carnival, which greatly broadened their horizons. • Career Visit - Hong Kong Monetary Authority To enable students to learn about the banking industry, 20 S.1-3 students paid a visit to the Hong Kong Monetary Authority. Students engaged in tour and interactive exhibits to understand how professionals collaborate in maintaining the financial stability of Hong Kong. • Career Visit - Hong Kong Customs & Excise Department To help students understand more about the career paths in disciplined services, 20 S.1-3 students paid a visit to the Hong Kong Customs and Excise Department. The visit featured officer Q & A sessions and facilities, which helped students understand diverse roles from frontline enforcement to intelligence analysis. Such an experience enhanced students' career awareness, civic responsibility, and their understanding of national security. • Career Visit – Hotel ICON To help students understand more about the hospitality industry, 20 S.1-S.3 students visited the Hotel ICON. During the visit, students had an opportunity to explore the operations and behind-the-scenes aspects of the hospitality industry. They were guided by professional hotel staff on a tour of various facilities. Overall, they understood more about the job roles within the industry and explored various career options. Besides, 3 NCS students will join a work experience program offered by Hotel ICON from 13th to 15th July 2026. They will work there for 3 days to gain some work experience related to the hospitality industry. • Barista Workshop The Career Guidance Committee collaborated with the Discipline and Guidance Committee to organize a Barista Taster Program this year. This program not only allowed students to experience the work of a barista but also cultivated practical barista skills to students. There were 4 workshops with about 50 students. Students reflected on the challenges of the job, recognizing that it requires professional skills and knowledge. They learned valuable lessons about the demands of the role. • Further Studies: PLK Shanghai Study Tour To provide students information about further study on the mainland and prepare for the future, the Career Guidance Committee invited 6 S.3 students to join an exchange tour to Shanghai. The trip provided useful information about the admission to top universities in the mainland China. In general, students' feedback was positive. • A visit to the VTC Youth College Open Day (Kowloon Bay) To provide students with more educational pathways, the Careers Guidance Committee organized a visit to the VTC Youth College Open Day (Kowloon Bay) for some S3 classes. The Kowloon Bay centre is one of VTC's key campuses dedicated to providing practical skills training and industry-relevant programmes. The visit offered students a chance to have some hands-on job tasting experience offered by different departments in VTC. The experience helped students gain more exposure to different careers and prepare for the future.

6. Education and Careers Weeks	Two Education & Career Weeks were successfully completed. Career quizzes, job sharing, visit of "VTC VPET Van", the barista program, career book sharing sessions at the Education and Careers Corner located in the library, job simulation activity and in-class life planning enrichment sessions were introduced to students. Students Through interactive games and attractive rewards, students actively participated in the events. Students learnt more about the work values of different occupations, realized the importance of having a good attitude in learning, learnt to respect different professions, obtained useful information about further studies and had a clear understanding of the MBTI test and its relevance to their career planning and further studies when visiting the VTC VPET Van. For career ambassadors, they also assisted in the Education and Career Weeks. They played a vital role in designing Keynotes, guiding students during the activities and assisting career teachers. By empowering students, they also realized that all duties require constant practice and dedication.
7. Career aspirations and positive work ethics activities	• Career Talk: LOVE@Cannie To help students know more about the pet industry, the Careers Guidance Committee collaborated with the Discipline and Guidance Committee to organize a Life Planning and Career Talk titled LOVE@Cannie for S.1 students. The talk explored various careers in the pet industry and emphasized the importance of positive values and attitudes toward pets. Students highly appreciated the event. • Career Sharing (S.3) Six sessions of career sharing were conducted by S.3 classes during morning assemblies, offering insights into the working world and helping students develop appropriate values and attitudes toward various careers. The presentations covered job descriptions and duties, generic and industry-specific competencies, general requirements, career paths and salaries, as well as related education, training, and work environments for specific careers. Engaging videos and thought-provoking questions enhanced the presentations. The careers included pilots, software engineers, bankers, fashion designers, news reporters and pet caregivers. This initiative not only deepened the S.3 classes' understanding of their chosen careers but also enriched the career knowledge of all students. • Mini Book Exhibition To give students more insight into the ways of learning, working world and further study pathways, a mini book exhibition was held in the Careers & Education Corner of the school library. Students' feedback was positive. • VTC VPET Van On-campus Scheme The VTC VPET Van On-campus Scheme was invited to visit our school this year. Through activities such as MBTI personality assessments and career explorations, students gained a better understanding of how their personal traits are related to different career options and knew more about different careers. The programme also raised students' awareness of vocational and professional education pathways.
8. Junior Achievement Programs	To cultivate students' entrepreneurship and STEM skills, the Careers Guidance Committee worked closely with the Information Technology Studies Department to invite S.2 students to join the JA Code for Impact Challenge competition. 3 students joined the workshop. Later, 2 more students joined the competition. Eventually, 5 students successfully submitted the video for the competition. They came up with a prototype app that could help the underprivileged or disabled people control the home appliances in subdivided flats. To help students identify education and career goals based on one's own abilities, interests and values, as well their connection with personal finance, all S.2 students joined the JA Planning with Purpose. Students learnt basic concepts of financial management and played an inspiring board game about making decisions in financial planning in their life. Students' feedback was positive.
9. Careers Ambassadors and Class Representatives	To promote career information to students, a Career Ambassador Team consisting of several S1 - S2 students was formed to promote life planning and career-related information and activities to their schoolmates. They successfully organized two whole-school activities during the Education and Careers Weeks and before the Final Term Exam. During the Career Week, the career ambassadors designed the Keynote and questions when introducing an industry to all students at the hall. Before the Final Term Exam, they also invited all students to write message cards to each other, hoping every student will obtain good results in the exams and have a prosperous future. The cards were displayed on a board outside the hall. S.3 class representatives were selected by class teachers. They helped facilitate the Parents' Talk by assisting their peers, career teachers and parents during the talks.
10. Professional Development in Life Planning for class teachers	To help teachers acquire the updated knowledge regarding careers and life planning, three teacher training workshops were given to S.1-3 class teachers and careers teachers. Class teachers were equipped with the skills on how to use the individual reports to help students in the selection of subjects and self-advancement. Class teacher could also discuss the results with parents on Parents' Day and Parents' Meeting. Career teachers learnt how to interpret the data with the class and individual reports.

Key Project	Evaluation
Moral, Civic and National Education Committee (MCNEC)	
1. **Moral Education** - To develop students' proper moral values, virtues and positive views of life, a Moral Education Session was being held every Wednesday. MCNEC members or Class teachers share a specific topic of 12 Values Education, Moral and National education, Goal Setting, Life Planning and Sex Education.	From the reflections of students, most of them think that the assembly was useful for them to gain more knowledge and information on this topic. The instructional video was interesting. The quiz with prizes in class also stimulated students' interest in participating in values education.
2. **Service learning** Service Learning for this year was planned as below. Form One - Beach Cleaning Activity Form Two - Beach Cleaning Activity Form Three - Service Learning Workshop	Regarding the implementation details, the activities were successfully held on 2nd July. Students from Form One and Form Two visited the beach to conduct a beach cleaning activity. Meanwhile, Form Three students remained on the school premises to participate in a service-learning workshop. Most class teachers and social workers accompanied the students to facilitate the smooth running of the activities. These sessions provided highly meaningful learning experiences for our students. To evaluate the effectiveness of the scheme and facilitate better planning for future initiatives, a feedback questionnaire was prepared and distributed to the participants after the activities.
3. Charity Event - PLK Indoor Flag Day - PLK Charity Raffle - Green Christmas Donation - National Costume Donation - PLK Outdoor Flag Selling	Our committee has demonstrated outstanding performance in the series of charitable activities organized by Po Leung Kuk, with all scheduled projects successfully concluded. The outdoor flag selling activity was smoothly held on 23rd July 2025, while the remaining donation events were also completed successfully. Thanks to the full support and active participation of all members, our committee stood out and was honored with the 'Compassionate Bronze Award' at the subsequent Po Leung Kuk Dress Day
4. Green School Scheme	Morning assembly time was utilized for promotional activities under the theme "Charge the Earth, Ride Out Your Miracle." The activity featured the "Eco-Power Bike" as the key medium, enabling students to experience first-hand the process of generating electricity through human power. This served to stimulate their reflection on energy conservation and carbon reduction, while also encouraging them to collectively develop more innovative and practical environmental measures, thereby contributing to sustainable development. The Green Christmas Catwalk show was held on 22/12/2025. Students dressed up for the catwalk using recycled materials. This event demonstrated the potential of recycled materials and help raise student's awareness of recycling. The Environmental Workshop was held on 6/3/2026. Students were taught how to use recycled red pockets to create lanterns. They also learned how to make good use of the red pockets as decorative items after Chinese New Year. The Environmental Talk was held on 10/3/2026. Students were briefed on the current environment situation in Hong Kong, which helped raise their awareness of environmental issues in the community. A Visit to Museum of Climate Change at The Chinese University of Hong Kong (CUHK) was held on 31/3/2026. Students learned more about climate change, which helped raise their awareness of the importance of protecting the environment. December 18 was designated as a Teacher Development Day. On that day, all teachers participated in an environmental protection workshop. The workshop included sessions on environmental knowledge, handicraft making using recycled materials, and the sharing of practical strategies for waste reduction on campus. Through this activity, teachers not only enhanced their personal environmental literacy but also acquired concrete methods for integrating environmental protection concepts into their teaching and campus management.
5. Healthy Campus Scheme A series of programs and activities were planned to be held throughout the year to promote healthy life and the anti-drug theme. Activities like anti-drug talks, training day camp and over-night camp, game booths, health tests and drug tests, were planned in and outside the school to promote healthy life.	In collaboration with DGC, a series of activities were conducted to guide students toward physical and mental well-being. These activities helped students master emotion management and stress coping skills, enhance their resilience, and strengthen their mental toughness to face academic and developmental challenges, thereby supporting the development of a positive mindset. The "Healthy Sun Teen Programme" overnight camp was held on 19–20 July 2025, with the participation of 28 students from S1 to S3. Through team tasks and adventure-based training, students improved their communication and collaboration skills, self-confidence, and self-discipline, while also learning healthy lifestyle habits. The students successfully completed all tasks assigned by the organisations. The feedback was positive, with students expressing that the camp helped relieve stress, make friends, and enhance their sense of belonging.

6. National Flag Raising	On special days, such as September 1 (the first day of the school year), October 2 (the day following National Day), January 5 (the first school day after the New Year), and July 2 (the day following the Hong Kong Handover Day), an outdoor flag-raising ceremony must be held. The Principal will deliver a speech before and after the flag-raising to reinforce the solemnity and educational significance of the ceremony. Furthermore, on public holidays or statutory memorial days themselves (e.g., October 1 (National Day), January 1 (New Year's Day), and July 1 (Hong Kong Handover Day)), janitors are responsible for raising the flag outdoors to ensure that the national flag is raised as required on these important dates. The annual calendar clearly indicates the staff members responsible for flag-raising, including arrangements for weekly flag-raisings, outdoor flag-raisings on special days, and janitor-led flag-raisings, ensuring smooth procedures and clear accountability, reflecting the school's respect for the national flag and its emphasis on National Education.
7. Assembly Education	A talk on 'National cybersecurity and Media Information Literacy' was held on 14/11/2025 for S.1 students. Students listened to the talk with the support of a worksheet to guide their learning. They were attentive and actively responded to the speaker. "A talk on 'Hong Kong National Security and National Security' was held for students on 10 December 2025. Through the talk, students learned about the importance of national security, Hong Kong's legal responsibilities in safeguarding national security, and how to identify and respond to potential security risks in daily life. Furthermore, the Inter-House Basic Law Competition was successfully held on 12 May 2026, and the set targets were achieved. By participating in the competition, students deepened their understanding of the articles, background, and implications of the Basic Law regarding the rights and duties of Hong Kong residents. They also enhanced their teamwork and self-directed learning skills."
8. National Education Session Promote national pride through anthem education and current events.	In terms of daily campus education, we make full use of morning assembly time to conduct school-wide promotional and educational activities. For example, through the "Your Protection, My Singing" campaign, we explain to students the historical background, lyrical meaning, and symbolic significance of the national anthem, teaching them that during the flag-raising ceremony and when the national anthem is played, they must stand solemnly and sing seriously, loudly, and with emotion, expressing their respect and love for the nation through concrete actions. We also make good use of current events—such as the successful launch of Shenzhou-23—as an opportunity to arrange related activities like thematic exhibitions, launch footage viewing, and aerospace knowledge quizzes, enabling students to understand the nation's remarkable achievements in the aerospace field and inspiring a sense of national pride as well as a strong interest in technological innovation.
9. National Educational Activities for Special days	• September 18 Incident Memorial Day • Sharing and one minutes of silence Martyrs' Day • Sharing of National Day • Nanjing Massacre National Memorial Day • Sharing of New Year's Day • Commemoration Day for the Promulgation of the Basic Law • National Security Education Day • Labour Day activity • May Fourth Youth Day • The Fourth Anniversary of the Promulgation of the Hong Kong National Security Law • July 7 Incident Memorial Day All sharing and silence ceremony activities were successfully completed, and teachers and students were involved in the activities.
10. National Book Recommendation	• Victory Day of Chinese People's War of Resistance against Japanese Aggression (Introduction to special books) • The 104th anniversary of the founding of the Communist Party of China • The Promulgation of the Hong Kong National Security Law • HKSAR Establishment Day (Books recommendation) All Books recommendation were successfully completed, and teachers and students were involved in the activities.

11. Other MCNE Acitivities	• MCNEC Google classroom • We strictly follow the Education Bureau's National Education Calendar, systematically planning and implementing a diverse range of school-based National Education activities. We actively collaborate with different subject departments to jointly organize traditional festival celebration activities, allowing students to experience the rich connotations of Chinese culture in a festive atmosphere. • We co-organize Lunar New Year celebration activities with the Chinese Language Department, enabling students to experience traditional customs such as writing couplets and paying New Year's visits • During the National Day period, we hold quiz booths with prize games to enhance students' understanding of the nation's history, geography, and achievements. • During the Mid-Autumn Festival, we co-organize lantern riddle activities with the Chinese History Department, combining historical knowledge with festive fun. • For the Lantern Festival, we collaborate with the Visual Arts Department to organize a lantern design competition, encouraging students to use their creativity to produce lanterns with traditional characteristics. • In addition, we participate with the Chinese Language Department and the Putonghua Department in writing and recitation competitions on the Basic Law and the Constitution, deepening students' understanding and recognition of the nation's rule of law spirit through written expression and oral presentation. • We also encourage students to participate in flag design competitions, expressing their patriotic feelings through artistic creation. • Furthermore, we organize students to take part in the "Good Student of the National Security Law" quiz competition, and they successfully achieved an excellence award, effectively strengthening their mastery and awareness of national security knowledge. • An inter-house Basic Law competition was organized with full participation from the entire school. The event effectively enhanced students' legal literacy, critical thinking abilities, and their sense of recognition and identification with the "One Country, Two Systems" policy. • In terms of comprehensive learning, we carefully arrange outdoor learning days, leading students to visit the Patriotic Education Support Centre. Through professional guided tours, historical exhibitions, and interactive experiences, students gain an in-depth understanding of the nation's development journey, cultural heritage, and latest achievements. • During retreat days, we arrange for students to visit the giant pandas at Ocean Park, learning about the living habits, conservation efforts, and ecological value of this nationally protected animal, fostering a sense of appreciation and belonging towards the nation's species and natural resources from an ecological perspective. • Finally, we make full use of campus media resources by regularly broadcasting satellite television channels related to National Education and Patriotic Education in the school hall. The content covers major national celebrations, historical documentaries, cultural feature programmes, current affairs news, and more, allowing students to naturally access positive and diverse National Education content during their spare time. This creates a continuous and stable learning atmosphere, enabling patriotic sentiments to be subtly integrated into students' daily campus life.

Key Project	Evaluation
Information Technology Committee (ITC)	
1. IT ambassadors (A-student-a-duty program)	A-student-a-duty program (IT ambassadors) has provided a good learning opportunity for students to be responsible for IT duties. IT ambassadors were requested to monitor, assist and manage all IT equipment in the classrooms, which could support teachers in conducting lessons efficiently. IT ambassadors were encouraged to join IT related competitions.
2. Providing a stable IT environment - Server Management (CloudSAMS, AWS, DNS, Firewall, Switches, Library LMS, CCTV, Door Access, PA, IP Phone) - WiFi 7 upgrading	All server services (CloudSAMS, AWS website server, Google Drive backup, PaperCut printing server, DNS/Firewall, core and floor switches, Library LMS/OPAC/RFID, School Firewall, Domain Server, IP phone, PA system, Door Access, CCTV) maintained smoothly throughout the year with no major interruptions to staff, students or parents. Huawei WiFi 7 has been successfully implemented as planned. Real Wi-Fi 7 SSIDs with WPA3 (giving access to 6GHz band) will be introduced gradually. New devices supporting WPA3 are being connected to the new SSID (TNK-STAFF7). All network cables should be upgraded next. Regular backup restoration checks during long holidays are recommended to verify data integrity. Firewall rules and network performance continue to be monitored and adjusted as needed. Files backed up should be verified with restoration regularly during long holidays. Guidelines and screenshots for printing settings (especially for the General Office) have been established.
3. School Administration Management System (Substitution, Invigilation, Room Booking, Display App, Inventory)	School Administration System running smoothly with no major interruptions to staff, students or parents. Guidelines provided to staff on system use. Google SSO for the school administration system login is available. Vendor follow-up on major enhancements is continuing. Service provider continues to be engaged for bug fixing and system improvements.
4. Full Implementation of BYOD	BYOD fully implemented across all forms. S2 and S3 students brought iPads to support e-learning from October 2025. S1 students began bringing iPads in December 2025. QEF applications guided for eligible students. MDM system implemented for efficient iPad management across all student devices. The MDM system has streamlined device monitoring and support for students and staff. Secure storage areas for student devices established. Power bank rental service implemented to support BYOD. iPad procurement process started in June; students can order iPads in late August, with delivery estimated for November — earlier than the previous year. BYOD training provided to teachers and students. Guidelines on BYOD and essential iPad operations distributed to both students and teachers. Booking system for secure storage monitored for usage. Ongoing feedback collected to refine training sessions.
5. Application of IT Innovation Funding (AR/VR / Innovation Lab)	The school has successfully initiated the application process for Innovation Lab funding for the development of a school-based AR/VR gifted education curriculum. Preliminary work includes development of the v.TNKJSC platform, which currently hosts AR teaching materials. AR teaching materials developed and available on v.TNKJSC, enhancing student engagement and interactivity in lessons. AR/VR technology is seen as a key driver for self-directed learning. Student engagement with current AR materials is being observed to refine the VR module design.

Key Project	Evaluation
Environment & Resources Management Committee (ERMC)	
1. Routine Maintenance and Inspection of campus facilities such as water tanks, air-conditioners, security system, town gas system, electricity system and fire alarm system etc.	The operation of our school was done smoothly through coordinating the facilities maintenance well. Collect the relevant information and investigate the possibility of renewal and enhancement of all systems were in place. Making Record Booklet to record the whole-year operation and maintenance of all systems allowing the team members to conduct an analysis of the operation of system at the end of year. The supervision of MR and ER items was a requirement by the school.
2. Additional Construction • Smart Locker • Smart Classroom	Smart Lockers were installed for S1 at 2/F in 2022-23. The 2nd phase installation of Smart Lockers for S2 at 3/F was done in 2023-24 and the 3rd phase installation of Smart Lockers for S3 at 4/F was done in 2024-25. We are going to pay $8,000 per year for the Annual License fee for all Smart Lockers starting from 2025-26. The first phase installation of Smart Classroom for S1 at 2/F was finished in 2023-24. The 2nd phase installation of Smart Classroom for S2 at 3/F was finished in 2024-25. The last phase installation of Smart Classroom for S3 at 4/F, Hall and all corridor on 2-4/F was finished in 2025-26.
3. Anti-mosquito measures	The information was released to students, parents and staff through Moxo. The effectiveness was improved. More anti mosquito spraying will be expected in the coming year.
4. Lease of school venues to different organizations	The operation of leasing was smooth. We joined the Arts-in-School Partnership Scheme. Hong Kong String Orchestra Limited was our partner this year. We planned to join Arts-in-School Partnership Scheme next year as well.
5. Garden maintenance	The garden maintenance provided a better environment for students. As the suppliers usually come only twice a month, janitors were suggested water the plants.
6. Venue rental	Successful to find new companies to rent our facilities, that increase our income.

Key Project	Evaluation
Student Affairs Committee (SAC)	
1. TNK Star Award Scheme	A total of 3 students applied for TNK Star (2026) this year. They were assessed by the judging panel before their selection as the "TNK Star". Finally, 3B Chan Ho Long, 3C Chan Yui, 3F Kwan Hou Yan received the award. We will continue to promote TNK Star next year. Teachers are suggested to encourage more students to apply for the TNK Star.
2. Student Union • **Establishment of Student Union** • **Provide routine service to students and organize various activities and competitions** o Classroom notice board decoration competition o Inter-class competition o Students' welfare o TNK Special Event o Joyful Fruit Week o Form 3 farewell party o Lunch with Vice-Principal o Chatting with Principal • **Organize students activities and competitions with other subject faculties or committees** o Relay on sports day (with PE) o Promotion of Monthly Themes (with DGC and MCNEC) o Inter-class competitions (with DGC and MCNEC)	• **Establishment of 25-26 Student Union** o The election of the new Student Union Cabinet was completed smoothly. Around 52% of the students voted for the new Student Union Cabinet(Pharos). o As all members in the Student Union Committee members were from junior forms, they lacked experience in organizing activities. Teachers needed to play an important role in the Student Union. Clear instructions were needed. • **Provide routine service to students and organize various activities and competitions** o Most of the classes successfully decorated their own classroom boards on time. All students voted for the best decoration. The themes of board decoration were "S1 Hong Kong Story", "S2 Campus Zero Bullying" and "S3 China Dream" in 1st term and "S1-S3 Filial Piety" in 2nd term. The process was smooth. o S1-3 classes formed teams to take part in some fun competitions. The competitions were exciting and many students gave great supports to the participants. o Student Union provided service for our students and SU committee members had to be on-duty during lunch time, including selling stationery. We hope SU office can provide more and various services to our students in next academic year. o The "Compassion Chorused, Tenderness Shared" Special Event. This event provided a platform for students to express their condolences for the victims of the Tai Po fire. Through their voices and body movements, students chorused their compassion and shared their tenderness. o The Student Union obtained the sponsor ($2,500) from PTA. There were three activities in total during the week for the promotion of Joyful Fruit Week. In order to promote a habit of eating more fruit regularly and encourage more students to participate in the Joyful Fruit events in school, there were a variety of activities for our students, such as fruit quiz at hall, fruit party and health talk. o The farewell party was completed in July. PTA members sponsored $60 each student for the farewell party. S3 students from different classes shared their school life with teachers. Hence, they prepared different performances and video clips to show their gratitude for teachers. Teachers were invited to give encouraging speeches to their students. Both teachers and students enjoyed the activity. o All S2 students in groups of 5-6 had lunch with Vice-Principal Chiu. They expressed their opinions on school policies and shared their school lives. The atmosphere was good and students enjoyed this activity. All sessions went smoothly. o All S3 students in groups of 5-6 chatted with Principal Wong during reading session. They expressed their opinions and shared their school lives with principal. The atmosphere was good. All sessions were done smoothly. • **Organize student activities and competitions with other subjects and committees** o Student Union kept on cooperation with PE subject and all classes had joined the relay on that day. o This activity was jointly organized with DGC and MCNEC. Our committee did the promotions in September and October. Students understood more about various ethical virtues through the promotion of monthly themes. The Student Union helped promote the themes through drama and videos in morning assemblies. o "Compassion Chorused, Tenderness Shared" Special Event. This special event has been running in a meaningful way. After the special event, in order to promote environmental protection, MCNEC organized Green Christmas Party with SU for our students. Students performed well in party.
4. Health Promotion Team Setting up and executing health-related procedures	• Nearly 54% of our students joined the seasonal influenza vaccination programme this year. The process of seasonal influenza injection was smooth. We will encourage more students to join this programme in next academic year.

Key Project	Evaluation
Public Communication and Ceremony Committee (PCCC)	
1. Inter-primary School Robotic Competition	In collaboration with STEM Faculty, our school organized the "Inter-primary School Robotic Competition". We were honoured to have Mr. Simon Sit, Chief School Development Officer (Sham Shui Po), as our Guest of Honour, who give an opening address and presented the prizes to the winners. Finally, our Robotics Team members treated the audience to two intensely contested exhibition matches of MakeX competition, which left a lasting impression on over 9 participant primary schools to deepen their understanding of STEAM education.
2. School Info Day and Admission Talk	The School Info Day was held on 6th December 2025 (Sat). Admission talks and different sessions of campus tour were arranged. All student helpers from TNK actively participated in introducing our school to the public. The feedback was positive from the participants. It was useful to provide flexibility for the public to select their sessions.
3. Charity Bazaar cum CoolSTEAMaker Festival	To promote the STEAM Education and Maker Culture to our students, the CoolSTEAMaker Festival was successfully held on 13th March 2026 (Sat). Different exhibition, experiential learning activities, workshops, competitions and games were held for the participants. The feedback from our students and the participants from the primary school was positive.
4. Bio-TechTaster@TNK and AIoT Taster@TNK	In order to promote our school features to the public, Bio-Tech Taster@TNK and AIoT Taster@TNK was held on 24th January 2026 and 18th April 2026 respectively. Primary 5 to 6 students are welcome to join the free tasting workshop after a mini school talk. All reservations are full in the enrollment.
5. Fund raising activities	Fund raising activities were held for the Lecture Theatre seating naming and Charity Bazaar cum CoolSTEAMaker Festival.
6. PTA matters	The 22nd PTA Annual General Meeting was held on 10th October 2025. New PTA committee members of the year 2025-2026 were elected. Various activities were held during the school year, such as the "Joint school PTA Activity Day", "A Dialogue Between Parents and the Principals", Parents' Talks and Parents' Workshops. Participants enjoyed the activities very much and the feedback was positive.
7. Alumni matters	The 21st Annual General Meeting was held on 12th December 2025 to provide the members with an opportunity to gain a better understanding of the association's affairs. Teachers and registered alumnus attended in school while another alumnus attended online. For the recruitment of S3 students in 2025/2026 to join the membership, the notice has been issued during the paper checking and feedback day in the final term.
8. Parent Education	• Three IT Skills and Literacy workshop for parents were held on 28/11/2025, 23/1/2026 and 20/5/2026 respectively for parents to learn how to effectively use electronic devices to support children' learning, understand cyber pitfalls and traps and conduct digital life planning in AI era for their child. • Two Parent Educational Talks were held on 10/10/2025 and 18/5/2026 respectively for parents to understand the failure education and facing challenges with children and cultivate correct values and well-being adaptation. • Three booths of parent stress relief activities were held during each parent day on 17/1/2026, 18/5/2026 and 5/7/2026 respectively for parents-child support and encouragement activities, including Floating Flower Workshop, Succulent Potting Activity and Pebble Painting Creation. • Parents Educational Tool have been published to whole school parents in the final term parent days for some useful parenting tips and stress relief method for our students and parents to self-learn the skill after the checking the result of the exam

Key Project	Evaluation
Academic and Staff Development Committee (ASDC)	
1. Sister Schools exchange programmes	• Visits to our sister school in Shenzhen this year was a tremendous success. We have closer connection to them and students' experience in the visits was good. • We also visited another sister school in Kunming, the Affiliated Middle School of Yunnan University of Finance and Economics.
2. To enhance the interface with the NSS curriculum and the collaboration between our school and SFC	• Small-scale inter-school lesson observation was conducted to foster the exchange between the two schools. • Joint-school Staff Development Day was successfully held in the final Term where subject panels met their KTC counterparts and will share about how the two schools can better collaborate in the future. S3 classes will be discussed in detail so that KTC has better preparation.
3. Staff Development	Numerous staff development programmes were conducted throughout the year to familiarize them with the system, routines and standards of our school. • 2/9/2025: We invited an expert in AI education to introduce the field and the nature of AI in general. Colleagues then have **gained** more accurate understanding of AI and how that affects education in general. • 24/10/2025: The MOI team of ASDC briefed common mistakes in document drafting and **explained** the road map of how proofreading of school document should proceed. Team members understand much better all the parameters and since then the work of the team is much smoother. • 10/12/2025: Our Educational Psychologist talked about SEN categories and common strategies. Participants were new staff members from this year and last year. Colleagues in general have more understanding in the field in the context of our school. • 12/12/2025: Principal Yeung was invited to talk about how AI is used and policies implemented in her school. The talk was inspiring. • 18/12/2025: In these workshops on crisis management and environment, colleagues were exposed to different kinds of crisis in school context and through sharing, staff members have much better understanding of their role in a crisis. For the environment workshop, colleagues were exposed to knowledge of marine life. They also worked on draft work using environmentally friendly materials. • 5/1/2026: Our speech therapist introduced his work at the school and exposed colleagues **to** speech-related educational needs. • 7/1/2026: In the 2526 校監和校董周年培訓計劃（區本培訓）, Dr. Rita Fan explained under the framework of the Constitution, the Basic Law and National Security Education, how school policies and school operation can develop. It was an inspiring talk. • 24/3/2026: An in-house training programme on the use of Wayground has exposed colleagues with necessary knowledge and skills to incorporate the software in their teaching. • 13/4/2026: A workshop conducted by HKT education was an exposure to further use of AI in education
4. Staff Union	• Matters such as Educators' Liability Insurance, preparation of Christmas cards for our school supervisor and managers, different staff gatherings, group purchase and election matters were coordinated by the Staff Union team to foster a harmonious atmosphere among members of the school and facilitate general administrative work. • Dessert treats for teachers were carried out to let teachers enjoy some relaxing time.

Key Project	Evaluation
Finance Committee (FC)	
1.To raise the awareness of teachers and staff members to comply with all the policies, procedures and requirements set by the Finance Committee	The committee has laid down clear and solid policies, procedures and sufficient guidelines which help all the staff members to comply with all the financial requirements from IMC, PLK and EDB. In addition to monitoring and reminders, we have successfully cultivated the financial knowledge and experience of teachers and staff through various meetings to properly carry out procurement and asset management work. A teacher development event, FC Training, was successfully held on 5-9-2025, which helped improve teachers' financial literacy. We will Keep organize financial literacy workshops or teacher development activities on own to cultivate teachers' ability to teach students financial knowledge and correct financial management concepts. Strengthen communication with the Finance and Audit Department of Po Leung Kuk to stay abreast of the latest financial information.
2.Fund Operation	Use the Moxo collect all the funding programmes are kept in file and record in future.
3.Asset Management Work	The Finance Committee is working with the G.O. and ITC to restructure school assets and establish an asset management system this year, which is largely complete. However, the electronic inventory system is still being tested and adjusted, and progress is lagging behind expectations, with the goal of completion by 2026.
4. Quotation team	We kept use the 'Procurement Procedure Checklist and related systems this year to assist colleagues in reviewing various procedural rules one by one in the procurement work, and to complete various procurement tasks smoothly and correctly. Regular reminders were given to each department regarding the TOC requirements.
5.The concern of National Safety	Need to pay more attention to the wordings and terms in the contract of buying goods or services. And need to check the goods or services supplier's background (including NGO). Regular reminders were given to all staff. Update financial guidelines and forms so that school financial work, procurement, and the students involved can all learn in a safe, National security, and orderly environment.

6. Performance of Students

6.1 Scholarships

Name of the Scholarships	No. of Students
Tong Nai Kan Scholarship For Excellence	41
Ting Lok Memorial Scholarship	4
Mr Chan Wing Kei (Non Chinese Speaking) Chinese History Scholarship	4
Mr. Wong Siu Yin Grants 2025-2026	2
Mr. Wong Siu Yin Outstanding Physical Education Grant 2025-2026	1
Ms. Tsui Mei Ki Grants 2025-2026	1
SF Express Bursaries	1
2025-2026 PTA Significant Progress Award	18
Po Leung Kuk Scholarship	11
Po Leung Kuk Lai Li Hing Best Improved Scholarship	3
Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship	1
Po Leung Kuk Chan Kee Hwa Memorial Scholarship	3
Po Leung Kuk Wong Yat Sin Scholarship	4
Po Leung Kuk Wu Gee Yee Memorial Education Fund Scholarship	7

6.2 External Awards

6.2.1 Academic

Competitions / Events	Results	Team(s)/Students(s)
77th Hong Kong Schools Speech Festival (2025) (English Speech)	English Solo Verse Speaking – Secondary 2 Girls: First Place	2B TAM YAN TUNG MIEL
	English Solo Verse Speaking – Secondary 2 Girls: Second Place	2B PANG CHING YI
	Certificate of Merit	1A IP TSZ YU BIANCA 1A LAU TSZ WAN HAZEL 1A TSUI WAN HEI 1A TONG CHUN FAI 1A WONG CHUN 1B TAM HERLIG LYKKE 1B WONG LEE NGA 1B HO TSUN TO 1B WONG CHING LOK 1B WONG HENRY KA HEI 1B YIU PUN WANG 1C BK RAJVI 1C BK SARVANI 1C GHALE ROSHNI SALVANA 1C GURUNG ARWINA 1C RADADIYA VRUTTI PRAVINBHAI 1C ALI MUSAB AHMAD 1C GHALE AMAN 1C IQBAL MUHAMMAD SHAHRYAR 1C RATUDI AJAY NARESH SORIAO 1C SILVANO BRYAN ISAAC II 1D HAFSAH NOOR 1D KHAN ALISHBA 1D LIMBU LIJA 1D SHAH DHARMI HARISHCHANDRA 1D TAMANG JULISHA 1F MA KA HEI 2A LAI KA LEE 2A TAM TIA 2A CHAN CHUN KIT 2B LEE TSZ YAU VIENNA 2B SO SOPHIE 2B TSUI HEI YU 2B CHAN CHUNG SING 2C LIMBU AARYA 2C WU CHEUK KIU 2C HETTIARACHCHIGE T. SANUJA NETHUM 3A LAI HO YIN 3A TANG SIN HANG 3B CHENG HO CHUN 3C PELET ESZTIAVA DELINE 3D MIRHA FATIMA 3D LINGDEN YEPLING HANG
City Quest – Story Writing Competition	**Finalists Award**	2E LIANG LOK SZE

2025 Hong Kong Inter-School Open Competition and All-Hong Kong 18 Districts Academic and Talent Elite Competition	**Champion**	2B CHAN CHUNG SING 3A WU YULU 3B ZENG YANLIN
	1st runner-up	2A WU CHUN YIP 2A ZHUO TAIHONG 2E LIANG LOK SZE 3A LIU JIAYUE 3A XIE WAI CHING 3A HE ZHIXIN 3B CHEN TSZ NAN
	2nd runner-up	2A LIU ZIXUAN 3A ZHU SHICHEN
The 2026 Hong Kong Academic Open Competition and the 8th Professional Elite Cup Academic Talent Competition	**Champion**	1F ZHANGXU GUPING 2E LIANG LOK SZE 3A LIU JIAYUE 3A WU YULU 3A HE ZHIXIN
	1st runner-up	1B XIAO YU QI 1F LIANG CHENYUE 2A LI XUANYING 2A WU CHUN YIP 2F KUANG CHEUK HEI ANDY 3A XIE WAI CHING 3B ZENG YANLIN
2026 International Academic Recitation Competition (Hong Kong Division)	**Champion**	3A HE ZHIXIN 3A WU YULU
	Silver Award	2A LIU ZIXUAN 3A LIU JIAYUE
	Bronze Award	1F ZHANGXU GUPING 2A WU CHUN YIP 3A XIE WAI CHING 3B ZENG YANLIN
	Merit Award	1B XIAO YU KI 1F LIANG CHENYUE 2E LIANG LOK SZE 2F KUANG CHEUK HEI ANDY
Thailand International Mathematical Olympiad Heat Round 2025 - 2026 (Hong Kong Region)	**Gold Award**	1B LAU HO LEUNG 3A ZHANG RUIHANG
	Silver Award	1B CHEN ANTHONY 2B DENG YUQIANG 3A ZHU SHICHEN 3A XIA HUEN CHUN ALEX
	Bronze Award	1A FONG TSZ YUET 1A CHAN YAN TUNG 1B HO KWUN TING 1E LAU YIN HEI 1F WONG MAN KIT JEN 2A QIU JUNHAO 2B LI RUISHAN 2F CHIU LOK YIN HARRISON 2F LIU MUCHEN 3B ZENG YANLIN 3B CHEN TSZ NAN
Thailand International Mathematical Olympiad Semi-Final 2025 - 2026 (Hong Kong Region)	**Silver Award**	1B LAU HO LEUNG 2B LI RUISHAN 3A ZHU SHICHEN
	Bronze Award	2B DENG YUQIANG 3A XIA HUEN CHUN ALEX 3A ZHANG RUIHANG
	Merit Award	1B CHEN ANTHONY

Pan-Asia Pacific International Mathematics Invitation Competition Heat 2026	**1st Class Award**	3A ZHANG RUIHANG 3A ZHU SHICHEN
	2nd Class Award	2B DENG YUQIANG 3A LAI IP TUNG 3B WANG QI 3B ZENG YANLIN 3B ZHAO ZEYU
	3rd Class Award	1A FONG TSZ YUET 1B CHEN ANTHONY 1B HO HOU KIU 1B LAU HO LEUNG 1E YUEN WAI HO
	Merit Award	1A CHAN YAN TUNG 1E LAU YIN HEI 2A MA WHITHON MARCO 2A QIU JUNHAO 2B LI RUISHAN 2F CHIU LOK YIN HARRISON 2F KUANG CHEUK HEI ANDY 3B CHAN LAI HIN 3B SUN CHO HIN
Pan-Asia Pacific International Mathematics Invitation Competition 2026	**Gold Award**	3B ZHAO ZEYU
	Silver Award	3B WANG QI
	Second runner-up (Group)	3B ZHAO ZEYU 3B WANG QI
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region) 2026	**1st Class Award**	2B DENG YUQIANG 3A XIA HUEN CHUN ALEX
	2nd Class Award	1B LAU HO LEUNG 2B LAW TSZ LUNG 3A ZHANG RUIHANG 3A ZHU SHICHEN 3B ZHAO ZEYU
	3rd Class Award	1B CHEN ANTHONY 1B HO KWUN TING 1E LAU YIN HEI 1E YUEN WAI HO 2A QIU JUNHAO 2B LI RUISHAN 2F KUANG CHEUK HEI ANDY 3A LEUNG CHEUK NAM
Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2026 Heat Round	**2nd Class Award**	1B LAU HO LEUNG
	3rd Class Award	1B CHEN ANTHONY 2A QIU JUNHAO 2F LO ANGUS 3B WANG QI 3B ZENG YANLIN
2026 Asia International Mathematical Olympiad Open Contest	**Gold Award**	2B DENG YUQIANG 3A XIA HUEN CHUN ALEX
	Silver Award	2B LI RUISHAN 3A ZHANG RUIHANG 3B ZENG YANLIN
	Bronze Award	1B CHEN ANTHONY 1B LAU HO LEUNG 2F KUANG CHEUK HEI ANDY 2F LO ANGUS 3A LAI IP TUNG 3B CHEN TSZ NAN 3B WANG QI

Hong Kong International Mathematical Olympiad Heat Round 2026 (Hong Kong Region)	**Gold Award**	3A ZHANG RUIHANG
	Silver Award	1B CHEN ANTHONY 1B LAU HO LEUNG 2B LI RUISHAN 2B DENG YUQIANG 3A XIA HUEN CHUN ALEX 3B ZENG YANLIN
	Bronze Award	1B HO HOU KIU 2A CAO TSUN KA 2A QIU JUNHAO 2A ZHUO TAIHONG 2F KUANG CHEUK HEI ANDY 3B ZHAO ZEYU
Hong Kong International Mathematical Olympiad Semi-Final 2026 (Hong Kong Region)	**Silver Award**	1B LAU HO LEUNG
	Bronze Award	2A QIU JUNHAO
	Merit Award	1B CHEN ANTHONY 2A ZHUO TAIHONG 2F KUANG CHEUK HEI ANDY
Thailand International Mathematical Olympiad Final Round 2026	**Bronze Award**	1B LAU HO LEUNG 2B LI RUISHAN 3A ZHU SHICHEN
Global Youth AI x ESG Hackathon 2025-2026	**Rising Star Award**	1A KIANG YAU 3A YIP HIU LAAM 3B LING YIK YU
2026 InnoBot Asia-Pacific STEM/AI Robotics Innovation Challenge	**1st Runner-up**	1A CHAN YAN TUNG 1A ZHANG TSZ SUEN 1B CHEN ANTHONY 1E MAK CHIN TANG
Pilot X Drone Show Competition	**1st Runner-up**	3B SUN CHO HIN 3E CHAN YAN YAN 3E TSUI YU HIN 3F KWAN HOU YAN
2025 MakeX Robotics Competition (Hong Kong)	**Starter Champion**	1A CHENG TSZ YIN 1F CHAN SZE CHING 2A CHEUNG CHUN HEI 2F YAU TAI YAT
	Starter 1st Runner-up	2B TSOI MING HEI 2E FONG YAT LONG LUCAS
	Explorer Champion	1A CHEUNG CHEUK YIN 2A MA WHITHON MARCO 3B CHAN HO LONG
	Explorer 1st Runner-up	1B TANG SUET CHING SONIJA 3B TANG SUET YIN SYLVIA
	Challenge Champion	3E WONG NGO CHUN HAYDEN 3F LAM WAI PUI
2026 MakeX Robotics Competition Summer (Hong Kong)	**Starter Champion**	1B TANG SUET CHING SONIJA 1F CHAN SZE CHING 1A CHEUNG CHEUK YIN 1A CHENG TSZ YIN
	Explorer Champion	2A CHEUNG CHUN HEI 3B TANG SUET YIN SYLVIA
	Explorer 1st Runner-up	2F YAU TAI YAT 3B CHAN HO LONG
	Challenge Champion	3F LAM WAI PUI 2B TSOI MING HEI 3E WONG NGO CHUN HAYDEN 2A MA WHITHON MARCO

2526 Robofest X MRC - ROBOFEST	**RoboParade Sliver Award**	1A CHAN YAN TUNG 1A ZHANG TSZ SUEN 2A CHAN ERICA YEE CHING 2A WAN HO DIK 2F TSANG KYLE LOK LAM
	Exhibition Gold Award	1A IP TSZ YU BIANCA 1B WONG HENRY KA HEI 3A TANG SIN HANG 3B YEE HO LAM COLLIN 3C CHAU PAK LOK
SWEETIE AI Lunar Exploration Challenge 2026	**AI Space Exploration Champion** **Engineering Design Champion**	2B LAW TSZ LUNG 2F LO ANGUS 2F CHAU WING TAK
CKY Hackathon 2026	**2nd runner-up**	1A CHAN YAN TUNG 2A CHEUNG CHUN HEI 3A YIP HIU LAAM 3B TANG SUET YIN SYLVIA

6.2.2 Cultural Activities

Competitions / Events	Results	Team(s)/Students(s)
The 2nd Kowloon Chamber of Commerce Cup Inter-school Chinese Chess Competition	**Team Champion**	2A QIU JUNHAO 2A ZHUO TAIHONG 2E PAN KEN 2F KUANG CHEUK HEI ANDY 2F LO ANGUS 3A HE ZHIXIN 3E LAM HOI
Joint School Music Competition 2026	**Secondary School Chinese Instrument (Guzheng) Solo Gold Prize**	3B FANG YINGWEN
	Ensemble group (Chinese music) Bronze Prize	1F WONG TSZ YIN 3A CHAU YIN PING 3B FANG YINGWEN 3B PANG YONG XIN 3F KWAN HOU YAN
	Ensemble group (Percussion) Silver Prize	1D NELSON PAK HEI SEBASTIAN 1E WONG YIK LAM 2A KWOK TSZ HIN 2B CHAN KIN TING 2E CHAN CHUN SING 3A CHEUNG KA WING 3B CHAN SUI LUN 3B CHAN HO LONG
	Ensemble group (Orchestra) Silver Prize	1A WONG ISABELLA TING YEE 1A CHENG TSZ YIN 1B NG PAK YIN 1C GURUNG SWARUP 2A HUANG BELLA HEILAAM 2A WU CHUN YIP 2B CHAN CHUNG SING 2B LO PAK HEI 2B WONG AYDEN 2B WONG RUTHUS 2C YEUNG YAT TUNG KATIE 2E CHAN CHUN SING 2E SHUM LONG CHING 3A CHEUNG KA WING 3A HO SHUN YU 3A LAI KA HEI 3A YAN KA CHUN 3B CHAN SUI LUN 3B CHAN HO LONG
78th Hong Kong Schools Music Festival (2026)	**Zhongruan Solo Silver Prize**	1B CHEN ANTHONY
	Alto Saxophone Solo Bronze Prize	1B NG PAK YIN
	Graded Piano Solo Silver Prize	2A WU CHUN YIP 2B WONG CHING TAI
	Violin Solo Bronze Prize	2B WONG RUTHUS
	Graded Piano Solo Silver Prize	3A LAI KA HEI
	Zhongruan Solo Silver Prize	3B FANG YINGWEN
	Zheng Solo Silver Prize	3B PANG YONG XIN

The 6th Hong Kong Chinese Instrumental Contest	**Chinese Music Ensemble. Silver Prize**	1F WONG TSZ YIN 3A CHAU YIN PING 3B FANG YINGWEN 3B PANG YONG XIN 3F KWAN HOU YAN
2026 Guangdong-Hong Kong-Macao Student Music Competition	**Pop Song Solo Silver Prize**	2F YIU HOK YEE
	Ensemble group (Percussion) Gold Prize	1D NELSON PAK HEI SEBASTIAN 1E WONG YIK LAM 2A KWOK TSZ HIN 2B CHAN KIN TING 2E CHAN CHUN SING 3A CHEUNG KA WING 3B CHAN SUI LUN 3B CHAN HO LONG
	Ensemble group (Orchestra) Gold Prize	1A WONG ISABELLA TING YEE 1A CHENG TSZ YIN 1A YU TSUN YIN BRENDAN 1B TAM HERLIG LYKKE 1B NG PAK YIN 1C GURUNG SIMRAN 1C GURUNG SWARUP 2A FUNG KENZI 2A HUANG BELLA HEILAAM 2A LAI WING LAM 2A LIU ZIXUAN 2A TAM TIA 2A WU CHUN YIP 2B CHAN CHUNG SING 2B LO PAK HEI 2B WONG AYDEN 2B WONG RUTHUS 2C YEUNG YAT TUNG KATIE 2E CHAN CHUN SING 2E MAK TSZ LONG 2E SHUM LONG CHING 3A CHEUNG KA WING 3A HO SHUN YU 3A LAI KA HEI 3A YAN KA CHUN 3B CHAN SUI LUN 3B CHAN HO LONG
Hong Kong School Drama Festival 2025/26	**Award for Outstanding Cooperation**	1A LAM TSZ YING 1A TSUI WAN HEI 1A WONG CHUN 1B TAM TSZ SHAN 1B WONG LEE NGA 1C GANDHY NICO BELLIC 1D KHAN ALISHBA 2A LAI WING LAM 2A WONG YING HEI KARA MIA 2B TAM YAN TUNG MIEL 2C LIMBU DEVANSHI 2C SHANZAY BANGASH 2D LIMBU NAMSANG 2F YIU HOK YEE 2F TSANG KYLE LOK LAM 2A WONG YING HEI KARA MIA 1B TAM TSZ SHAN 2C LIMBU DEVANSHI

The 18th English Radio Drama Competition 2025-2026	**Semi-Finalist Award**	1B TAM TSZ SHAN 1B WONG CHLOE 1D KHAN ALISHBA 2A WONG YING HEI KARA MIA 2A LAI WING LAM
Mutual Aid · Love @ Hong Kong Ballpoint Pen Chinese Calligraphy Competition	**Merit Award**	2A LI XUANYING
	Level Award	3B FANG JIAYI
Companion through Light and Shadow photography competition	**Champion**	3A LIN ZILING
	2nd runner-up	3A YIP HIU LAAM
	Merit Award	2A WONG YING HEI KARA MIA 3A LAI KA HEI 3A LI HO TING 3C HA CHEUK HIM SHAWN 3F KWAN HOU YAN
Visual Accessibility Facilities Experience Video Competition	**Merit Award**	3A LIN ZILING 3A SO CHEONG 3A YIP HIU LAAM
Chinese Ancestral Origin Culture Documentary Creation Competition	**Merit Award**	2A WONG YING HEI KARA MIA 3A LI HO TING 3A SO CHEONG 3A YIP HIU LAAM 3B CHEN TSZ NAN
"Dad and Mom, It's Time to Eat"	**Award of Commendation**	2A CHEUNG CHIT MING JEFFREY 2A LAM HOK HIM 2A MA WHITHON MARCO 2F YIU HOK YEE
2025 Pegasus Cup Dance Competition	**Bronze Award**	2A LI XUANYING 2F YIU HOK YEE 3A JIANG SUM YU 3A SO CHEONG 3B CHAN JANE 3B CHAN YUE TUNG 3C UMAR NIKEISHA HAURA KAMILAH 3E TAM SHING KWAN 3E YEUNG WAI HEI
Dance Spectrum 2026	**Champion**	2B SO SOPHIE 2A TSE PAK LUI 2B LEE TSZ YAU VIENNA 2B WU JINGWEN 2B CHAN CHUNG SING 2E TSE TSZ SUEN 3A JIANG SUM YU 3A SO CHEONG 3B CHAN JANE 3B LI MUNG FEI 3C NAVARRO ANGEL MAE CASTRO 3C THAPA MICKHEM 3C UMAR NIKEISHA HAURA KAMILAH 3C LI TENG ZHOU ANDY
2026 Papillon Cup Dance Competition	Silver Award Age 16 Public Group	2B SO SOPHIE 3E TAM SHING KWAN 3B CHAN YUE TUNG 3B CHAN JANE 3A JIANG SUM YU 2A LI XUANYING 3C LI TENG ZHOU ANDY
	Merit Age 13-15 Group B	2B LEE TSZ YAU VIENNA 2A CHEUNG CHIT MING JEFFREY 1A LEUNG YAN WING 1E SZE HOI KI HERMIA 2F YIU HOK YEE 3C UMAR NIKEISHA HAURA KAMILAH 2F TO HIU KI 2B WU JINGWEN

6.2.3 Sports

Competitions / Events	Results	Team(s)/Students(s)
Inter-School Swimming Competition 2025-2026 50m Back Stroke	**Girls B Grade** **2nd Runner-up**	3F HSU WAN HEI WALLIS
Inter-School Swimming Competition 2025-2026 100m Back Stroke	**Girls B Grade** **3rd Runner-up**	3F HSU WAN HEI WALLIS
Po Leung Kuk Affiliated Secondary School Joint Sports Day 2025-2026	**Boys Junior Grade** **1500m** **1st Runner-up**	3D RAI TAYAMU
2025-26 Jockey Club Futsal Cup - Football Challenge Day (School Division)	U13 2nd Runner-up	1C LI KING KAM 1C VEGA DAREL ARON GUINTU 1C WONG CHEUK KAN 1E GURUNG NAMRA 1E LIMBU SAWFALL 1E NAKARMI NEEMESH 1E POOTHARLA AADVIK 1E RAI SAMYOG 1F CHAN KWAI KI 1F CHAN YING YUEN 1F WANG PAN HO 2C SUNAR DEEPSON
Reunification Cup Football Competition 2026	**Champion**	1A TONG CHUN FAI 1C GURUNG NAWAL 1F CHAN KIT HEI 1F Chan TIN KEI 1F MA KA HEI 1F WONG MAN KIT JEN 2B HO SIU LONG 2C KHAN UMER 2C POOTHARLA AADVIK 2D GURUNG NAMRA 2F CHAN YING YUEN 2F WANG PAN HO 2F WONG CHEUK KAN 3D AZHAR MOHAMMAD UMAIR 3E LAM CHUN HIN
A.S. Watson Group Hong Kong Student Sports Award	**Sports Award**	3F HSU WAN HEI WALLIS

6.3 Student Participation in School Activities and Social Services

6.3.1 Internal & Joint School Activities

Month	Activity	Club/Subject Faculty or Department/Committee
September	S1 Mentor Scheme	DGC
	S1 Freshman Day Camp	ECCAC
	S2 & S3 Parents' Night	PCCC
	Moral Education – All about Love	SAC
	National Education – Basic Law	MCNEC
	English Week	Faculty of English
	HKSSF Joint School Sports Competition	PE
	S1 & S2 MAKER Course	AC
	House AGM	ECCAC
	ECA Recruitment Week (Academic Clubs, School Teams, Interest Classes)	ECCAC
October	English Week	Faculty of English
	PTA AGM	PCCC
	Moral Education – All about Love	SAC
	Moral Education – Information Literacy Education	ITC
	Civic Education – Low Carbon Living	MCNEC
	National Education – Basic Law	MCNEC
	National Education – National Day	MCNEC
	S1 & S2 MAKER Course	AC
	S3 Life-Planning Enrichment Programme	CGC
	Joint School (TNK & KTC) Sport Day	ECCAC/PE
	Po Leung Kuk Affiliated Secondary School Joint Swimming Gala	ECCAC/PE
	Sports Week	ECCAC/PE
	Music Workshop	MUSIC
	ECA Session	ECCAC
November	English Week	Faculty of English
	Halloween Activity	Faculty of English
	Meeting with NET	Faculty of English
	School Picnic	ECCAC
	Moral Education – Law-abiding	DGC
	Civic Education – Green School Activity	MCNEC
	National Education – Basic Law and Courtesy	MCNEC
	S3 Student & Parents Seminar 1: Preparation on promoting to SFC	CGC
	S1 & S2 Life-Planning Enrichment Programme	CGC
	S3 MAKER Course	AC
	Inter-house Volleyball Competition	ECCAC
	Music Workshop	DGC/MUSIC
	Life-Wide Learning Day	AC
	ECA Session	ECCAC
December	Meeting with NET	Faculty of English
	Special Event – Compassion Chorused, Tenderness Shared	SAC
	Civic Education – Green Christmas	MCNEC
	Special Dress Day	MCNEC
January	Moral Education – Poverty Education	MCNEC
	Music Workshop	DGC/MUSIC
	Bio-Tech Taster Workshop	Science/PCCC
	AIoT Taster Workshop	ITS/DT/PCCC
	S3 MAKER Course	AC
	S1 & S2 Life-Planning Enrichment Programme	CGC
	S3 Job Simulation	CGC
	Inter-house Soccer Competition	ECCAC
	Parents' Day & Talk	PCCC
	ECA Session	ECCAC

Month	Activity	Club/Subject Faculty or Department/Committee
February	English Week	Faculty of English
	Moral Education – Anti-drug Education	DGC
	Project Based Learning Presentation Day 1	AC
	S3 Student & Parents Seminar 2: NSS and Subject Selection	CGC
	S2 Job Simulation Day	CGC
	S1 Peer Counsellor Scheme (KTC Big Brother & Sister)	DGC
	S3 Leadership Training Day Camp	DGC
	S1 Value Building Training Camp	DGC
	Joint School (TNK & KTC) Swimming Gala	ECCAC/PE
	PLK Charity Walk	ECCAC
	ECA Session	ECCAC
	S3 MAKER Course	AC
March	EMI Week	Faculty of English
	Moral Education – Anti-drug Education	DGC
	Civic Education – Being a responsible citizen and Public Morality	MCNEC
	PLK Joint School Sports Day	ECCAC / PE
	S3 Student & Parents Seminar 3: Education Pathways other than NSS	CGC
	S3 Elective Day	CGC
	Innovative Maker Fornight	AC
	Charity Bazaar cum CoolSTEAMaker Festival	PCCC
	Inter-house Table Tennis Competition	ECCAC
	Music Workshop	DGC / MUSIC
	ECA Session	ECCAC
April	School Retreat Day	SW
	English Week	Faculty of English
	Bio-Tech Taster Workshop	Science/PCCC
	AIoT Taster Workshop	ITS/DT/PCCC
	Parents' Day & Dialogue with Principals	PCCC
	S3 Student & Parents Seminar 4: Promoting to KTC	CGC
	Project Based Learning Presentation Day 2	AC
May	English Week	Faculty of English
	Life-Wide Learning Day	AC
	Music Workshop	DGC / MUSIC
	Inter-house Badminton Competition	ECCAC
	Moral Education – Information Literacy Education	ITC
	Moral Education – Sex Education	MCNEC
	National Education - National Security	MCNEC
	National Education – Basic Law	MCNEC
	National Education – Inter-house Basic Law Competition	MCNEC/Chinese History
June	Cultural Journey Carnival	Learning Support Team
	Music Workshop	DGC / MUSIC
	National Education – HKSAR Establishment Day	MCNEC
July	Post-Exam Study Days / Post-Exam Activity Days	AC / ECCAC
	S3 Farewell Party	SAC
	Parents' Day & Talk	PCCC
	PLK Flag Selling Day	MCNEC

6.3.2 Life-wide Learning Activities

Month	Activity	Subject Faculty or Department/ Committee	Form
November	The War Resistance Video Production Competition Filming Day	Faculty of Creative and Performance Arts	S1-3
	Guangzhou Urban Planning and Economic Development Exploration Tour	Faculty of Humanities	S3
	An Exploration into the Guangdong-Hong Kong-Macao Greater Bay Area Cities: An Exploration of Aviation and Aerospace Technology in Zhuhai	Faculty of STEM	S2
	A visit to M+ Museum	Faculty of Creative and Performance Arts	S1-3
December	The Pacifica- "GOAT" (Greatest of All Time) Performance Stage	Music	S1-3
	Visiting Antiquities and Monuments Office Exhibition "Tang Vogue Beyond the Horizons: A Golden Era of Multicultural Integration and Openness"	Chinese History	S1-3
January	2025 MakeX World Championship	ITS, DT	S1-3
	Lunar Exploration Challenge 2026 – Kickoff Ceremony and Workshop	ITS	S1-3
February	Visit the Hong Kong Science Museum	Science	S1-3
	Sham Shui Po District Emergency Preparedness Event Day Performance	Music	S1-3
March	Hong Kong Secondary Inter-School Debate Competition (Basic Law Cup) English Division: Preliminary Round	Faculty of English	S1-3
	The 18th English Radio Drama Competition	Faculty of English	S1-3
April	Visiting the Yakult Factory	LT	S1-3
	Multicultural Student Ambassador Group and "Cultural Journey Carnival" Activity	Learning Support Team	S1-3
May	Guangzhou – the Birthplace of the Maritime Silk Road	Faculty of STEM	S2
	Battle of the Books Competition	Faculty of English	S1-3
	English Creative Writing	Faculty of English	S1-3
	Multicultural Student Ambassador Group and "Cultural Journey Carnival" Activity	Learning Support Team	S1-3
	Guangzhou Urban Planning and Economic Development Exploration Tour	Faculty of Humanities	S3
June	Cultural Journey Carnival	Learning Support Team	S1-3
	International Youth AI Innovative Technology ESG Marathon 2025-2026: Final cum Prize Presentation Ceremony	ITS	S1-3
	"My Music Journey" Music Concert	Music	S1-3
July	Historical and Technological Development Study Tour to Northeast China	Chinese History	S1-3
	"Hong Kong Geopark — Rock Classroom" Activity	Geography	S1-3
	Ceramics 3D Printing Workshop	Visual Arts	S1-3
	Swan Cake Decoration Class	Visual Arts	S1-3
	Enamel and Raden Accessories Workshop	Visual Arts	S1-3
	Poland Choir Music Study Tour	ECCAC, Music	S1-3

6.3.3 Social Services

Month	Activity	Club / Committee / others	Form
September	1. PLK Flag Day (Indoor)	MCNEC	S1-3
October	1. Information Literacy Lecture This lecture helps participants master the core abilities of information screening, identification and integration, enhance their judgment of misinformation, learn to use information in a standardized manner and avoid privacy risks, cultivate scientific information cognition and application habits, so as to meet the needs of learning, work and life in the digital age. 2. "Dreams Come True" Itinerary Design Competition for Student Mainland Exchange Programmes	MCNEC MCNEC	S1 S1-3
November	1. A talk on 'National cybersecurity and Media Information Literacy' was held on 14/11/2025	MCNEC	S.1
December	1. Green Christmas Catwalk show 2. Special Dress Day	MCNEC MCNEC/PCCC	S1-3 S1-3
January	1. School Traditional Ethnic Day 2. Dialogue in the Dark	MCNEC/PCCC MCNEC	S1-3 S1-3
February	1. Workshop on Friendship Traps：The goal of the Friendship Trap Workshop is to help participants spot potential risks in friendships, avoid harm, and develop healthy interpersonal skills for positive social connections.	MCNEC/DGC	S1
March	1. The Environmental Workshop was held on 6/3/2026 2. The Environmental Talk was held on 10/3/2026 3. A Visit to Museum of Climate Change at The Chinese University of Hong Kong (CUHK) was held on 31/3/2026	MCNEC MCNEC MCNEC	S1-3 S1-3 S1-3
April	1. Joined the "Jockey Club Giant Panda Discovery Tour" organised by Ocean Park Hong Kong and funded by The Hong Kong Jockey Club Charities Trust	MCNEC/DGC	S1-3
May	1. Visit to the Patriotic Education Support Centre (PESC)	MCNEC	S1
June	1. "One Enterprise, One School: Setting Sail Together" Programme	MCNEC	S1-3
July	1. Service Learning - Students were divided into different groups. Environmental protection workshop, with the hope of raising students' environmental awareness and inspiring them to contribute to society 2. PLK Flag Day (Outdoor)	MCNEC MCNEC/PCCC	S1-3 S3

7. Financial Summary

7.1 Government Funds and School Fund

Government Funds and School Funds	Income ($)	Expenditure ($)
I. <u>Government Funds</u>		
(1) Expanded Operating Expenses Block Grant (EOEBG)		
(a) School Specific Grant		
- Administration Grant	3,409,908.00	3,566,230.00
- Capacity Enhancement Grant (CEG)*	474,564.00	439,405.56
- Composite Information Technology Grant (CITG)*	409,775.00	353,351.41
- Air-conditioning Grant	487,510.50	789,869.53
- SB Management Top-up Grant	48,047.00	68,800.00
- SB Speech Therapy Administration Grant	7,687.00	-
- SBSS for Schools with Intake of Newly Arrived Children	220,888.00	47,006.61
Sub-total	5,058,379.50	5,264,663.11
(b) Non-School Specific Grant		
Basic Baseline Per Class Provision:	1,571,424.24	
- Composite F&E Grant		458,932.95
- Consolidated Subject Grant		49,070.31
- Lift Maintenance Grant		247,680.00
- Recurrent English Language Grant		1,459.72
- Training & Development Grant		0.00
- School and Class Grant		555,902.68
- Whole School Approach to Guidance and Discipline		3,246.00
(c) Income not from Grants		
- Income from hire of school premises	50,734.00	
- Other income	38,795.26	
Sub-total	1,660,953.50	1,316,291.66
Total from EOEBG	6,719,333.00	6,580,954.77
(2) Other Grants (including Home-Sch Co-op Project Grant, CCFAP, Fractional Post Cash Grant(FPCG)*, School-based Support Grant for NCS, School-based After-school Learning and Support Programmes, Student Activities Support Grant, Life-wide Learning & Sister School Grant, Life-wide Learning Grant, Sister School Exchanges Grant*, Promotion of Reading Grant*, Teacher Relief Grant, IT Staffing ITSS Grant*, Learning Support Grant*, School Executive Officer Grant, etc.)	11,482,049.33	11,220,680.87
Total from Government Funds	**18,201,382.33**	**17,801,635.64**
II. <u>School Funds ^</u>		
(1) General Fund/Student Affairs/Subscriptions	1,747,088.71	1,484,434.50
(2) Tuck shop rental	82,500.00	-
(3) Approved Collection for Special Purposes*	263,700.00	288,993.28
(4) Donations*	80,982.93	-
(5) Po Leung Kuk Education Fund*	190,515.00	158,096.00
(6) Quality Education Fund	87,900.00	69,426.43
(7) IT Innovation Lab Fund	1,000,000.00	157,000.00
(8) Others (including hire of school premises, subsidies from scholarship grant, Healthy School Programme, Sales of Electricity to CLP Project etc.)	552,120.30	484,075.39
Total from School Funds	**4,004,806.94**	**2,642,025.60**

^ Loan repayment to Po Leung Kuk of $150,000 has been made during 2025/26

7.2 Composite Information Technology Grant (CITG)

Implementation Plan	Amount ($)
Internet Service	90,225.00
IT-related equipment/consumables/maintenance	206,128.81
Software and licenses	56,997.60
Total	**353,351.41**

7.3 Capacity Enhancement Grant (CEG)

Implementation Plan	Amount ($)
Employ a 0.45 full time IT Manager	243,600.00
Employ part-time coaches/tutors	195,805.56
Total	**439,405.56**

7.4 Learning Support Grant (LSG)

Implementation Plan	Amount ($)
Employ a 0.74 full time English Teacher	498,000.00
Employ a 0.25 full time English Teacher	123,720.00
Employ a 0.46 full time English Teacher	252,000.00
Employ a 0.50 full time Assistant Teacher	126,000.00
Employ a 0.55 full time Teacher Assistant	151,200.00
Other expenses	186,589.04
Total	**1,337,509.04**

7.5 IT Staffing Support Grant (ITSSG)

Item	Amount ($)
Salary for IT Technician	332,398.38
Total	**332,398.38**

7.6 Promotion of Reading Grant (PRG)

Item	Amount ($)
Purchase of Books	46,737.05
Reading Activities	10,517.10
Total	**57,254.15**

7.7 Sister School Exchanges Grant (SSEG)

Item	Amount ($)
Purchase of iPad and Macbook for exchange programme	93,630.00
Total	**93,630.00**

7.8 SBM Approved Collection for Specific Purposes

Item	Amount ($)
For Non-government subsidized ventilation and thermostat fee	
- Ventilation and thermostat Fee / Repairs and maintenance Fee	169,064.47
For Supplementary fee	
- Supplementary expenses	119,928.81
Total	**288,993.28**

7.9 Po Leung Kuk Education Fund

Item	Amount ($)
Po Leung Kuk Education Fund/Scholarship	34,915.00
Ting Lok Memorial Scholarship	1,200.00
Tong Nai Kan Scholarship for Excellence	16,700.00
Chan Wing Kei (NCS) Chinese History Scholarship	1,100.00
PLK Tong Nai Kan JS College Staff Education Fund	32,000.00
PLK Winfull Charity Fund	50,000.00
PLK Happy Growth Fund	32,000.00
PLK Soccer Fund	29,800.00
PLK Dr. Eleanor Kwok Beauty Generation Table Tennis Development Fund	9,800.00
PLK Cantonese Opera Fund	14,400.00
PLK Professional Development Fund	19,600.00
Total	241,515.00

7.11 Other Fund

Item	Amount ($)
Healthy School Programme	90,000.00
深水埗區青年發展計劃	52,283.30
深水埗區防災應急活動日津貼	500.00
賽馬會海洋公園探訪大熊貓計劃交通津貼	9,500.00
中學毛筆書法比賽獎金	1,100.00
Total	153,383.30

7.11 Donations/Fund-Raising Activities

	Details	$
1	黃仲奇先生捐贈港幣 3,300 元	3,300.00
2	Leung Sylvia Lin (退學學生-鄭曉正家長)捐贈港幣 342 元	342.00
3	黃惠和 (退學學生-黃佳悅家長)捐贈港幣 38.83 元	38.83
4	賈鑫宇 (退學學生-賈明軒家長)捐贈港幣 462 元	462.00
5	席玉玲 (退學學生-孫靜雅家長)捐贈港幣 463.80 元	463.80
6	深水埗區防火委員會捐贈港幣 500 元	500.00
7	Li Man Ying (退學學生-魏紫琳家長)捐贈港幣 205.26 元	205.26
8	唐乃勤先生捐贈港幣 68,000 元	68,000.00
9	許嘉儀 (退學學生-嚴子悠家長)捐贈港幣 235.50 元	235.50
10	佟晋輝家長 (退學學生家長)捐贈港幣 200 元	200.00
11	梁笑晴家長 (退學學生家長)捐贈港幣 108.92 元	108.92
	Total:	73,856.31

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7.12 Other Donations

	Donor	Donation Item	Value($)
1	葉劉淑儀女士	書籍《Regina's English Works for You 9》共 1 本	128.00
2	香港浸會大學全人教育教育學中心	書籍《融合式學習教育設計與實踐：策略、工具與實例》共 4 本	不詳
3	大灣區青年發展促進會	創意文化及科技創新展覽 2025 暨大灣區升學教育及人才交流博覽會入場票共 100 張	10,000.00
4	香港大公文匯傳媒集團	教育佳特刊共 30 份及文件夾共 25 個	不詳
5	教育局(全方位學習及內地交流組)	海洋公園成人門票共 2 張	996.00
6	保良局	海洋公園入場券共 25 張，入場券註明「Not for Sale」	不詳
7	黃仲奇先生	釣台師酒共 2 樽及台都白酒共 1 樽	1,936.00
8	香港政協青年聯會	「香港故宮之友」-青年會籍共 19 張	5,700.00
9	黃仲奇先生	Apple iPad Pro 11" 512G 共 1 部、Apple iPad Pro 11 Magic Keyboard 共 1 部、Apple Pencil 2nd gareration 共 1 支及小米 27 吋顯示器。	15,376.00
10	保良局	「保良局愛心粵劇專場《帝女花》」門票共 6 張	960.00
11	DTSL Group Limited	Samsung Galaxy Tab A9+5G (4GB+5GB)共 1 部	2,388.00
12	香港大公文匯傳媒集團	《國家人民歷史》雜誌 2025 年 9 月-2026 年 8 月共 24 本、3 月 2 日至 3 月 13 日期間的《文匯報》贈閱版共 500 份及《大公報》精華版共 500 份	890.00
13	China Mobile Hong Kong Co. Ltd.	中國移動利是封	120.00
14	香港藝術館	書籍《吳冠中畫作及個人文獻》共 1 本	535.00
15	保良局	香港迪士尼樂園指定日期 (17/05/2026) 的門票共 14 張	7,532.00
16	保良局	香港迪士尼樂園指定日期 (23/05-18/6/2026) 的門票共 44 張 (門票編號 28-100426-5039 至 28-100426-082)	23,672.00
17	鄧宣宏雁校監	美心好事成雙年糕禮盒禮券共 2 張及利是封一疊共 8 個	626.00
18	葉雪儀老師	烤箱 Kenwood Electric Oven MOM880 共 1 部	1,098.00

8. Evaluation of Other Plans

8.1 Evaluation of the Use of the Capacity Enhancement Grant

Program	Method of Evaluation	Success Criteria	Evaluation
Employment of a 0.45 full-time IT Manager	Evaluation by the Chief Coordinator of Administration and Public Liaison	1. The IT Manager has maintained a secure and stable network infrastructure, both wired and wireless, within budget for school administration and educational purposes. 2. The IT Manager has ensured reliable management of desktop and portable devices, personal devices for school administration and teaching, and IT facilities for school activities and events, all within budget. 3. The IT Manager has provided software applications and platforms tailored to the school's needs, ensuring they meet requirements and stay within budget.	1. The wireless network was successfully upgraded from Wi-Fi 6 to Wi-Fi 7, providing reliable, stable and secure connectivity across the school campus. 2. All staff and student MacBooks and iPads were effectively managed through the MDM system. IT facilities were well maintained within budget and operated smoothly in all events, with no major failures reported. The Display App supported timetable and room-booking display, while a power-bank rental services was introduced to support the BYOD policy of the school. 3. All school's software apps and digital platforms, including the school and library apps and websites, communication app, and attendance and payment app, operated smoothly and met administrative and teaching needs.
Employment of part-time coaches/tutors or hiring of outside services for extra-curricular activities	Evaluation by the Extra and Cross Curricular Activities Committee (ECCAC) Head	1. Each coach/tutor has taken on leading or hosting responsibilities for a complete course/activity throughout the year. 2. All coaches and tutors have prepared teaching and learning materials for their teams or classes. 3. All coaches and tutors have trained students for competitions and demonstrated student achievements resulting from their lessons.	1. The school organized Drone, STEAM AI, Taekwondo, Fencing, and 7 other interest classes. Each coach or tutor provided at least 10 hours of lesson time throughout the year. 2. Coaches and tutors prepared all lesson materials and conducted the ECA lessons as planned. 3. Students participated in 4 competitions, acquired new skills and were better prepared to contribute to school service in the following school year. 4. Most of the expenditure was reallocated to the Life-wide Learning Grant to optimize the use of school resources.
Employment of part-time tutors or hiring of outside services for gifted education training in Visual Arts and Music	Evaluation by the Integrated Arts –Visual Arts and Music Heads	1. Each visual arts tutor has taken at least 10 hours of lessons for the team. 2. Percussion instructor has given students at least 25 lessons with a minimum of 50 hours of training time. 3. Clarinet and saxophone tutor has given students at least 13 lessons with a minimum of 26 hours of training time. 4. All tutors have trained students to participate in competitions, or have shown some student achievements after the trainings/lessons.	1. Two visual arts tutors provided 18 lessons, totaling 20 hours, covering sketching, watercolor painting and ceramics. 2. The percussion instructor provided 27 lessons, totaling 54 hours, while the clarinet and saxophone tutor provided 30 lessons, totaling 60 hours. Both programmes were delivered to a high standard. 3. Music tutors supported students in selecting competition pieces and improving their performance skills. The percussion team participated in 3 competitions, receiving a Gold Award in the 2026 Guangdong – Hong Kong –Macao Student Music Competition and a Silver Award in the Joint School Music Competition 2026. Additional lessons were provided during the competition period.

8.2 Evaluation of the School-based After school Learning and Support Programme

A. The number of benefited students under this programme was 219

(including A. 42 CSSA recipients, B. 98 SFAS full-grant recipients and C. 79 under school's discretionary quota)

B. Information of activities under the programme

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/ Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaires, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Gifted Education (School Team)	1	2	20	100%	10/2025-7/2026	$20,044	No. of competition joined Students' reflection	HKUST, etc.	--
English Learning Activity	6	32	9	100%	21/11/2025	$2,580	Students' reflection Teachers' feedback	Synergy Education Provider Co Ltd	--
Poland Study Tour	1	3	11	100%	15/7-22/7/2026	$42,000	Students' reflection Teachers' feedback	Cheerful Travel Limited	--
Kunming Study Tour	2	2	11	100%	1/4-6/4/2026	$15,000	Students' reflection Teachers' feedback	Charming Holidays	
Interest Class	32	59	28	100%	10/2025-3/2026	$7,304.44	Students' reflection Teachers' feedback	Magicboy Talent Centre, Creative Education Management Limited, etc.	--
Total no. of activities: 5									
@ No. of participation counts	42	98	79		Total Expenses	$86,928.44			
**Total no. of participation counts	**219**								

* Name/type of activities are categorized as follows: tutorial service, learning skill training, language training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skill training courses.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

@ Participation count: refers to the aggregate no. of benefited students participating in each activity.

Target students: students in receipt of CSSA (A)/SFAS (B) full grant and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

Achievements of the activities conducted are rated as follows:

Please put a "✓" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills		✓				
c) Students' academic achievement		✓				
d) Students' learning experience outside the classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills	✓					
i) Students' interpersonal skills		✓				
j) Students' cooperation with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging		✓				
p) Students' understanding of the community		✓				
q) Your overall view on students' community involvements		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project
(You may tick more than one box)

- [ ] unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- [x] difficult to decide on the discretionary quota;
- [ ] target students unwilling to join the programmes;
- [ ] the quality of service provided by partner/service provider not satisfactory;
- [ ] tutors inexperienced and student management skills unsatisfactory;
- [ ] the amount of administrative work leads to apparent increase of teachers' workload;
- [ ] complicated to fulfill the requirements for handling funds disbursed by EDB;
- [ ] the reporting requirements too complicated and time-consuming;
- [ ] Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Students, teachers and parents are satisfied with the service and activities provided.

8.3 Evaluation of the Use of the Promotion of Reading Grant

8.3.1 Evaluation of the objective

To cultivate students' interest in reading, we organized a Monthly Theme Reading Promotion, during which the school library provides a list of books and a series of reading activities centered around specific themes. In the 2025/2026 school year, the themes for each month were as follows:

Year	2025				2026				
Month	September	October	November	December	January	February	March	April	May
Theme	Festivals	National Security	Intangible Cultural Heritage (ICH)	Intangible Cultural Heritage (ICH)	Place of Ancestral Origin	Harry Potter	STEAM	Mythical Stories	Inspirational Books

The Monthly Thematic Reading Promotion was implemented from September 2025 to May 2026, with key details outlined in the table below. To align with each month's theme, a dedicated, eye-catching display corner was set up in the library to showcase thematic books, designed to spark students' interest in reading. Observations showed that this corner became a popular spot: students frequently picked up books from the display and read them in the library during recess and after school. To further encourage engagement, students who borrowed books related to the monthly theme were eligible for awards. In addition, an Inter-Class Bookmark Design Competition was organized to deepen students' connection with the thematic reading content. Looking ahead to the next academic year, plans are in place to introduce a wider range of book themes.

In addition to the above activities, non-language subject teachers were invited to use the library's collections to share "Good Book Recommendations". To provide a platform for students to share books, the Reading Club organized 12 gatherings during lunch recess, with steady attendance and lively discussions. Library teachers also produced "New Book Recommendation" videos, which were broadcast to the whole school during morning assemblies. These combined efforts aimed to foster a vibrant reading atmosphere on campus. New book promotions were also carried out regularly: 52 titles were launched during the year, 120 titles are ready for launch, and 550 titles are pending processing. Book recommendations were delivered 23 times through regular channels, plus an additional 6 times via the school PA system, effectively reaching the entire school.

To provide a platform for book sharing, the Reading Club met 12 times during lunch recess, attracting consistent attendance and active discussions. A two-day Book Fair was held on 26–27 February 2026, attracting over 100 student visitors and enabling them to discover new authors and genres. Author sharing sessions were organized to deepen students' understanding of reading and writing. On 12 November 2025, author 范建梅 gave a talk on "Promoting Reading" to 18 students. On 27 April 2026, author 梁雅怡 delivered a session on "Reading and Writing Skills". Both talks received very positive feedback, inspiring students to explore new genres and improve their writing techniques.

Reading sessions were held regularly for all classes. Class teachers were reminded not to handle class administrative matters during these sessions, ensuring dedicated reading time. Most classes participated actively; although some classes initially showed weak discipline, routines were gradually established and behaviour improved markedly in the second semester.

To support students with different language backgrounds, a paired reading programme was implemented. In the first and second semesters, library teachers conducted paired reading for NCS (Non-Chinese Speaking) students to enhance their Chinese reading ability and cultural integration. In the third semester, the programme was extended to local students to strengthen their reading motivation and peer interaction. This flexible arrangement maximized the use of library teacher resources and effectively addressed the needs of diverse learners.

Other completed activities included the "Library Tour" to help new students familiarize themselves with library resources, the "Joy of Reading Prize Presentation" to reward students who performed excellently in the Joy of Reading programme, and the "Google Classroom Online Competition". Overall, the library's multifaceted approach—combining monthly thematic promotions, new book launches, reading clubs, author talks, structured reading sessions, targeted paired reading, and various activities—has successfully cultivated a vibrant reading culture on campus.

8.3.2 Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change on the number of books borrowed by students and the scope of the reading activities)

During the 2025/2026 school year, the library implemented a series of reading promotion strategies. Their effectiveness was evaluated based on two key metrics: changes in students' book borrowing volumes, and the reach and participation rates of reading activities. The results showed that after a full academic year of these initiatives, the school's reading culture developed steadily.

First, the regular launch of new books (52 titles launched, 120 ready for launch, 550 pending) and book recommendations (23 regular sessions plus 6 PA system broadcasts) successfully sustained students' interest in new arrivals. Monthly thematic mini-exhibitions (covering Festivals, National Security, Intangible Cultural Heritage, Place of Ancestral Origin, Harry Potter, STEAM, Mythical Stories, and Inspirational Books) consistently attracted students; borrowing of themed books increased by 25% during exhibition months, with the Harry Potter and STEAM themes recording the highest loan rates. The two-day Book Fair (26–27 February 2026) drew over 100 student visitors, many of whom discovered new authors or genres. The Reading Club held 12 lunchtime gatherings with steady attendance and lively discussions. Author sharing sessions (范建梅 on 12 November 2025; 梁雅怡 on 27 April 2026) received very positive feedback, inspiring students to explore new genres and improve their writing skills.

It is worth noting that, due to limited library manpower, the original paired reading programme was integrated into the PA system book-sharing sessions and the Reading Club gatherings. Through the PA system, library teachers regularly shared reading strategies and book recommendations, while the Reading Club incorporated paired reading elements into its activities. This integrated arrangement made effective use of limited human resources while continuing to support learners with different needs: NCS students benefited in the first two semesters, and local students benefited in the third semester.

After initial discipline challenges, reading sessions saw improved behaviour once routines were established; most classes participated actively in the second semester, and teacher reports confirmed increased student focus during silent reading. Other completed activities included the Library Tour (helping new students familiarize themselves with library resources), the Joy of Reading Prize Presentation (rewarding active readers), and the Google Classroom Online Competition (10 classes, about 200 students). These further engaged the school community.

Looking ahead, the key areas for future improvement are prioritized as follows: first, the processing of the 550 pending books must be accelerated to ensure timely availability; second, promotion of the Reading Club should be strengthened, possibly by recruiting student ambassadors to attract more participants; third, seating capacity for author talks should be increased to allow more students to benefit; fourth, reading session routines need to be reinforced at the beginning of the next school year to prevent discipline issues; fifth, the integrated model of pairing reading with the PA system and the Reading Club should be continued and further optimized to maximize impact with limited manpower. Through these targeted improvements, the library's reading promotion work will be able to reach a higher level, continuously fostering a sustainable and vibrant reading environment on campus.

8.4 Evaluation of the Use of the Sister School Exchanges Grant

Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Methods	Reflection and Follow-up
To improve student mobile video communication equipment • To buy MacBook Air 13 x 13 • Apple Pencil USB - C x 4	• Students are able to produce the exchange video clips for sharing. • Students are able to prepare the exchange project for sharing.	• Sharing of exchange video clips on campus • Sharing of exchange experiences during the morning assembly	• With enough equipment, all students and teachers can use the better performance MacBook to create communication learning materials to improve learning performance.
Visit Guangzu Middle School (Shenzhen) • To hold exchange activities with sister school students, including lesson observations, seminars or debates. ** *Expenditure in Life-wide Learning and Sister School Grant*	• An academic exchange among students with sister school Guangzu Middle School can be organized. • A professional exchange among teachers with sister school Guangzu Middle School can be organized.	• Student questionnaires • Teacher questionnaires	• Three teachers from the school led 15 students to visit Guangzu Middle School (Shenzhen)from December 23 to December 24, 2025. • The students of the school and the teachers and students of Guangzu Middle School (Shenzhen) conducted various classroom activities and visits. • 100% of the surveyed participants found the Shenzhen tour useful and fruitful.
Visit Affiliated Middle School of Yunnan University of Finance and Economics (Kunming) • To hold exchange activities with sister school students, including lesson observations, seminars or debates ** *Expenditure in Life-wide Learning and Sister School Grant*	• An academic exchange among students with sister school Affiliated Middle School of Yunnan University of Finance and Economics can be organized. • A professional exchange among teachers with sister Affiliated Middle School of Yunnan University of Finance and Economics can be organized.	• Student questionnaires • Teacher questionnaires	• Three teachers from the school led 15 students to visit Affiliated Middle School of Yunnan University of Finance and Economics from April 1 to April 6, 2026. • Kunming Tour has been successfully completed. According to student feedback, 100% of the participants were satisfied or very satisfied with the overall itinerary. However, some students felt that the six-day, five-night trip was slightly insufficient and expressed a desire for more time to interact with students from the sister school. • In the coming academic year, discussions will be held with ECCAC to standardise the guidelines for study tours. The relevant details will be clearly stated in the Staff Handbook for all teachers' reference. • For larger-scale two-day-one-night study tours: one debriefing session will be held after the tour, and students must write down their reflections. For smaller-scale study tours: debriefing must be conducted daily, allowing students to share their daily experiences and learning outcomes each day

9. School Development Plan

9.1 3-year Development Plan

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivate students' positive values and attitudes	• To enhance students' sense of responsibility	✓	✓	✓	• To provide leadership training for students. • To organize the "A Student, A Duty" programme to enhance students' sense of responsibility. • To keep statistics on students' service performance inside and outside the school throughout the year, and organize where appropriate. • To organize the "Flying High Programme" to strengthen students' sense of responsibility in their learning.	National and Global Identity
	• To nurture students to establish friendly, supportive, respectful relationships with their peers	✓	✓	✓	• To organize a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates.	National and Global Identity
	• To strengthen students' moral character	✓	✓	✓	• To incorporate various moral values throughout the year in moral education sessions, with a particular focus on promoting the concept of "Law-abidingness." • To organize community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility.	National and Global Identity
	• To encourage students to become responsible citizens	✓	✓	✓	• To implement waste reduction, recycling, and energy conservation programmes to enhance environmental protection and instill awareness of caring for public property in students. • To organize activities that promote public morality • To organize information literacy seminars for students, while also invite parents to participate. • To design an information literacy curriculum based on the EDB's "Information Literacy for Hong Kong Students" learning framework to teach students about information literacy.	National and Global Identity Information Literacy
	• To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students	✓	✓	✓	• To promote education on the "Constitution" and the "Basic Law". • To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum. • To promote awareness of national security. • To organize morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity. • To hold events centered around specific themes, such as promoting Chinese culture activities or national exhibitions, provide students with accurate knowledge of the country's history and foster an appreciation for Chinese culture and traditional values.	National and Global Identity Breadth of Knowledge
	• Through understanding their ancestral origins, cultivate students' positive values of "gratitude and belonging.			✓	• Promote activities related to "ancestral origins" to deepen students' understanding of their own ancestral roots. ★ • Strengthen the elements of "gratitude and belonging" within the curriculum ★	National and Global Identity
	• To enhance students' sense of well-being and achievement, cultivating positive values and resilience in students, and promote physical, mental, and spiritual health of students, creating a healthy and positive campus atmosphere	✓	✓	✓	• To organize the "Flying High Programme" to recognize students' achievements. • To organize showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences. • To invite award-winning students from various competitions to share their experiences with the entire school during the morning assembly, provide brief background information, and broadcast these highlights on the large TV in the school hall or in other formats • To decorate the campus using visual strategies to create a positive atmosphere, including display shelves showcasing inspirational quotes, encouraging words from teachers and staff, and posters promoting learning confidence and positive values. • To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future. • To organize stress-relief and relaxation activities. • To arrange activities to enhance students' sense of happiness and well-being. • To conduct resilience-building activities to strengthen students' ability to overcome challenges. • To organize parent workshops or activities on discipline approaches at home, supporting non-Chinese students, and catering to students with diverse learning needs. These initiatives aim to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health. • To organize diverse activities to promote parent education.	Life Planning Healthy Lifestyle
	• To enhance students' physical fitness	✓	✓	✓	• To encourage student participation in sports. • To extend student activity time and provide different activities during daily breaks for students to engage in. • To add facilities to facilitate physical fitness activities for students.	Healthy Lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Cultivate students' self-directed learning ability to develop students' potential and reach higher levels	• To enhance students' self-directed learning abilities	✓	✓	✓	• To implement and optimise the "Flying High Programme". • To promote e-learning and utilise e-learning in classroom teaching across subjects. • To assist each subject in using suitable electronic teaching tools (apps). • To make good use of multimedia learning and teaching resources and utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity. • To promote e-learning platforms to facilitate students' revision. • Promote AI-assisted learning by teaching students to make good use of AI tools for self-directed learning, thereby enhancing learning efficiency and effectiveness. ★ • To include elements that enhance students' self-directed learning in continuous assessments across subjects. • To incorporate activities that promote students' self-directed learning into teaching strategies across subjects, thereby enhancing students' engagement and sense of involvement. • To implement the "Bring Your Own Device (BYOD)" policy comprehensively, ensuring that all students have access to an iPad for in-class activities, as well as for pre-class preparation and post-class revision. • To engage students in pre-class preparation, in-class note-taking, and post-class review of materials to enhance their self-learning abilities. • To teach students to write subject notes and to master subject-learning skills by offering rewards as incentives	Breadth of Knowledge Information Literacy
	• To enhance students' reading abilities	✓	✓	✓	• To redesign the "Joy of Reading" programme to align with morning reading sessions. • To organize promotional activities to encourage reading, such as good book recommendation and introduction to new books. • To organize reading sharing sessions via the PA system. • To organize reading club sessions to foster a reading culture. • To host author sharing sessions. • To organize book fairs and thematic book exhibitions. • To integrate cross-subject reading with project-based learning to help students make connections between their learning experiences and improve reading abilities, catering for individual learning needs. • Procure more Chinese-language books. ★ • Identify and introduce suitable online reading platforms to students. ★	Breadth of Knowledge Language Proficiency
	• To enhance students' proficiency in biliteracy and trilingualism	✓	✓	✓	• To organize English Week and PTH Week activities. • To improve the promotion of English Week and PTH Week during morning assemblies. • To arrange after-school tutorials for language subjects. • To implement reading programmes for Chinese and English subjects. • To participate in various language-related activities and competitions.	Language Proficiency
	• To provide assistance to students from different learning groups to enhance their academic levels and strengthen support for students in diverse learning groups, catering to their learning diversity	✓	✓	✓	• To arrange different enrichment and foundational tutorials for students with varied academic abilities. • To implement the "Future Stars" programme to nurture talented students. • To organise Chinese cultural activities to expose non-Chinese-speaking students to Chinese culture. • To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process. • To form study groups that share learning skills and support students' learning	Breadth of Knowledge Language Proficiency
	• By establishing rigorous learning routines, to cultivate a positive learning culture among students; By utilizing appropriate learning and exam strategies, to enhance students learning effectiveness and exam performance		✓	✓	• To revamp the curriculum of S1 Bridging Course to teach them subject-specific learning strategies, note-taking techniques, and revision methods as well as how to use handbooks effectively and manage their time efficiently. • To issue requirements on study habits and routines for the whole school. • To provide subject learning strategies to help students master various subjects. • To incorporate exam skills and strategies into the curriculum. • To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage. • To assist students in setting short-term and long-term goals to motivate them to make progress.	Breadth of Knowledge Language Proficiency Generic Skills
	• To broaden students' horizons and assist them in developing their individual strengths, strengthening students' self-image in various aspects, and enhancing their confidence in learning	✓	✓	✓	• To encourage students to participate in various activities and competitions. • To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones. • To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions. • To provide opportunities for students to share and exchange experiences and insights.	Generic Skills Healthy Lifestyle
	• To foster holistic development in students	✓	✓	✓	• To encourage and arrange for students to participate in music, performing arts, and sports competitions and activities, both inside and outside the school. • To review the activities organised by subjects and committees, ensuring that they cover various aspects of holistic education, such as self-directed learning, artistic and physical development, and service learning; and provide opportunities for students to showcase their learning achievements.	Generic Skills Healthy Lifestyle
	• To expand students' learning experiences across different subjects	✓	✓	✓	• To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects.	Generic Skills Breadth of Knowledge
	• Enhance higher-order thinking and classroom interaction.			✓	• Through enhancing teachers' questioning techniques, enable classroom questioning to effectively diagnose students' learning difficulties and guide students to shift from passive answering to active questioning and higher-order thinking★	Breadth of Knowledge Language Proficiency

9.2 School Annual Plan

Cultivate students' positive values and attitudes

Briefly list the feedback and follow-up actions from the previous school year:
(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Some progress has been made in strengthening students' moral character and educating them in self-discipline and rule-abiding behavior; however, continued efforts are still needed to promote the concepts of obeying rules and "law-abidingness" through various educational activities;
- Gradual progress has been made in enhancing students' sense of satisfaction; achievements will continue to be shared by students through different platforms;
- Parent education needs to be strengthened to enhance parents' awareness of "Home-School Cooperation."

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
●To enhance students' sense of responsibility	●To provide leadership training for students.	●Activities to train students' leadership skills are organized. ●80% of students participate in the "A Student, A Duty" programme, and 50% complete the related award programme. ●80% of students participate in service for more than 20 hours. ●A minimum of 100 students participate in the "Flying High Programme".	●Survey ●Teachers' observation ●Annual school self-evaluation data	●24/25 ●25/26 ●26/27	DGC	EOEBG Life-wide Learning & Sister School Grant
	●To optimize the "A Student, A Duty" programme to enhance students' sense of responsibility.			●24/25 ●25/26	ECCAC	
	●To keep statistics on students' service performance inside and outside the school throughout the year, and recognize where appropriate.			●24/25 ●25/26	MCNEC	
	●To optimize the "Flying High Programme" to strengthen students' sense of responsibility in their learning.			●25/26 preparation ●26/27 execution	AC, DGC	
●To nurture students to establish friendly, supportive, respectful relationships with their peers	●To organize a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates.	●A day camp for S1 students is organized. ●A minimum of two class building activities are organized. ●Students sign the "Campus Anti-Bullying Pledge" agreement.	●Survey ●Teachers' observation ●Annual school self-evaluation data	●24/25 ●25/26 ●26/27	DGC, MCNEC SAC	EOEBG Life-wide Learning & Sister School Grant
●To strengthen students' moral character	●To incorporate various moral values throughout the year in moral education sessions, with a particular focus on promoting the concept of "Law-abidingness".	●Weekly homeroom activities with themes aligned with the latest values education guidelines provided by the EDB are organized. ●Whole school volunteer services are organized. ●Civic education activities are arranged.	●Annual school self-evaluation data ●Survey	●24/25 ●25/26 ●26/27	MCNEC	EOEBG Life-wide Learning & Sister School Grant
	●To organize community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility.			●24/25 ●25/26 ●26/27	MCNEC	
●To encourage students to become responsible citizens	●To implement waste reduction, recycling, and energy conservation programmes to enhance environmental protection and instill awareness of caring for public property in students.	●Daily practice of waste reduction and recycling in the classroom is conducted. ●Students develop energy-saving habits. ●Seminars for students and parents are organized. ●Students sign "Code of Conduct for Responsible Use of Electronic Devices" pledge.	●Teachers' observation ●Number of participants	●24/25 ●25/26 ●26/27	MCNEC	EOEBG Life-wide Learning & Sister School Grant
	●To organize activities that promote public morality.			●25/26	MCNEC	
	●To organize information literacy seminars for students, while also invite parents to participate.			●24/25 ●25/26 ●26/27	MCNEC, ITC ITS	
	●To design an information literacy curriculum based on the EDB's "Information Literacy for Hong Kong Students" learning framework to teach students about information literacy.			●25/26 Preparation ●26/27 execution	ITC ITS	
●To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students	●To promote education on the "Constitution" and the "Basic Law".	●Various aspects related to national identity, civic education, and Chinese culture are covered in the curriculum. ●Flag-raising ceremony and 'Sharing under the national flag' are conducted as scheduled. ●Activities during assemblies to deepen students' understanding of our country are arranged. ●Chinese cultural events are held.	●Teachers' observation ●Annual school self-evaluation data ●Progress reports of the teaching schedule ●Relevant materials posted in Google Classroom of subjects ●Questionnaires	●24/25 ●25/26 ●26/27	MCNEC Chinese Lang., Integrated Humanities	EOEBG Life-wide Learning & Sister School Grant Funding Scheme for Enhanced My Pledge to Act
	●To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum.			●24/25 ●25/26 ●26/27	All Subjects	
	●To promote awareness of national security.			●24/25 ●25/26 ●26/27	MCNEC All subjects	
	●To organize morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity.			●24/25 ●25/26 ●26/27	MCNEC	
	●To hold events centered around specific themes, such as promoting Chinese culture activities or national exhibitions, provide students with accurate knowledge of the country's history and foster an appreciation for Chinese culture and traditional values.			●24/25 ●25/26 ●26/27	MCNEC Chinese Lang, Chinese Hist., PTH, Integrated Humanities,VA, Music	

● Through understanding their ancestral origins, cultivate students' positive values of "gratitude and belonging	● *Promote activities related to "ancestral origins" to deepen students' understanding of their own ancestral roots.* ★	● Be able to state their own ancestral origin. ● Be able to state the distinctive features of their ancestral origin.	● Teachers' observation ● Questionnaires	●26/27	MCNEC, DGC, All Subjects	EOEBG Life-wide Learning & Sister School Grant
	● *Strengthen the elements of "gratitude and belonging" within the curriculum* ★			●26/27	MCNEC, DGC, All Subjects	
● To enhance students' sense of well-being and achievement, cultivating positive values and resilience in students, and promote physical, mental, and spiritual health of students, creating a healthy and positive campus atmosphere	● To optimize the "Flying High Programme" to recognize students' achievements.	● A minimum of 100 students participate in the "Flying High Programme". ● Students' learning outcomes by committees and subject departments are showcased in different occasions at designated time. ● Display shelves and banners are purchased / created and placed on different floors in the school. ● A folder is created in google classroom of each subject to provide information on further education, career pathways, and related industries. ● Related activities are organized. ● Relevant talks are scheduled.	● Number of participants ● Teachers' observation ● Annual school self-evaluation data ● Review of subject's Google Classroom ● Questionnaires	●25/26 Preparation ●26/27 Execution	AC, DGC	EOEBG Life-wide Learning & Sister School Grant Healthy School Programme Grant
	● To organize showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences.			●24/25 ●25/26 ●26/27	ECCAC, AC, All Subjects	
	● To invite award-winning students from various competitions to share their experiences with the entire school during the morning assembly, provide brief background information, and broadcast these highlights on the large TV in the school hall or in other formats.			●25/26 ●26/27	SAC, AC	
	● To decorate the campus using visual strategies to create a positive atmosphere, including display shelves showcasing inspirational quotes, encouraging words from teachers and staff, and posters promoting learning confidence and positive values.			●24/25 Preparation ●25/26 Execution	ERMC, MCNEC, AC, DGC All Subjects All staff	
	● To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future.			●24/25 ●25/26 ●26/27	CGC, All Subjects	
	● To organize stress-relief and relaxation activities.			●24/25 ●25/26 ●26/27	DGC, ECCAC ASDC, PE	
	● To arrange activities to enhance students' sense of happiness and well-being.			●24/25 ●25/26 ●26/27	DGC, ASDC	
	● To conduct resilience-building activities to strengthen students' ability to overcome challenges.			●24/25 ●25/26 ●26/27	DGC	
	● To organize parent workshops or activities on discipline approaches at home, supporting Non-Chinese students, and catering to students with diverse learning needs. These initiatives aim to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health.			●24/25 ●25/26 ●26/27	AC, DGC, PTA	
	● To organize diverse activities to promote parent education.			●25/26 ●26/27	PTA	
● To enhance students' physical fitness	● To encourage student participation in sports.	● Students participate in various sports activities. ● Students participate in different art activities.	● Teachers' observation ● Annual school self-evaluation data	●24/25 ●25/26 ●26/27	PE, ECCAC	EOEBG Life-wide Learning & Sister School Grant One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools PLK Fund Student Fee Collection
	● To extend student activity time and provide different activities during daily breaks for students to engage in.			●24/25 ●25/26 ●26/27	PE, VA, Music	
	● To add facilities to facilitate physical fitness activities for students.			●24/25 ●25/26 ●26/27	ERMC	

Cultivate students' self-directed learning ability to develop students' potential and reach higher levels

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Students' self-directed learning ability needs to be further strengthened, and the existing related programs will be optimized;
- The reading culture has been enhanced, but students' reading abilities still require strengthening; various types of reading activities will continue to be organized;
- Students' learning skills are still being strengthened; support for different learning groups will continue to enhance students' learning effectiveness;
- Students' learning confidence needs to be strengthened; more opportunities will continue to be provided for students to engage in exchanges.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
● To enhance students' self-directed learning abilities	● To implement and optimise the "Flying High Programme".	● A minimum of 100 students participate in the "Flying High Programme"; 50% of the students complete related tasks. ● Subject departments fulfill the requirements for in-class e-learning as instructed. ● Revision materials of all subjects are uploaded as scheduled. ● Elements of student self-directed learning enhancement are included in continuous assessments across subjects. ● Subject departments record and share the progress of promoting students' self-directed learning activities during mutual lesson planning sessions per semester.	● Number of participants in the "Flying High Program" and their completion status ● Classroom observations ● Review of the usage of Google Classroom in each subject ● Review of students' usage of the e-learning platform ● Review of the continuous assessment items in each subject ● Evaluation data of the school ● Evaluation of the implementation of the "flipped classroom" approach in subjects ● Annual school self-evaluation data	●25/26 ●26/27	AC, DGC	EOEBG CITG CFEG AI for Empowering Learning and Teaching Funding Programme Student Fee Collection
	● To promote e-learning and utilise e-learning in classroom teaching across subjects.			●24/25 ●25/26 ●26/27	AC, ITC All subjects	
	● To assist each subject in using suitable electronic teaching tools (apps).			●24/25 ●25/26 ●26/27	AC, ITC All subjects	
	● To make good use of multimedia learning and teaching resources, utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity.			●24/25 ●25/26 ●26/27	AC, All subjects	
	● To promote e-learning platforms to facilitate students' revision.			●24/25 ●25/26 ●26/27	AC, ITC All subjects	
	● *To promote AI-assisted learning by teaching students to make good use of AI tools for self-directed learning, thereby enhancing learning efficiency and effectiveness.* ★			●26/27	AC, ITC, ASDC, All Subjects	
	● To include elements that enhance students' self-directed learning in continuous assessments across subjects.			●24/25 ●25/26 ●26/27	AC, All subjects	
	● To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement.			●24/25 ●25/26 ●26/27	AC, ASDC, ITC, All subjects	
	● To implement "Bring Your Own Device (BYOD)" policy comprehensively, ensuring that all students have access to an iPad for in-class activities, as well as pre-class and post-class preparation and revision.			●24/25 ●25/26 ●26/27	ITC, All subjects	
	● To engage students in pre-class preparation, in-class note-taking, and post-class review of materials to enhance their self-learning abilities.			●24/25 ●25/26 ●26/27	AC, All subjects	
	● To teach students to write subject notes and to master subject-learning skills by offering rewards as incentives.			●25/26	AC	
● To enhance students' reading abilities	● To redesign the "Joy of Reading" programme to align with morning reading sessions.	● 80% of the students complete the "Joy of Reading" programme. ● A minimum of 10 book recommendation sessions are conducted each year. ● A minimum of 12 new book recommendation sessions are conducted each year. ● A minimum of 10 Reading club sessions are organised each year. ● 1 author sharing is arranged per year. ● A total of 200 visitors attend the book fairs. ● A minimum of 5 thematic book exhibitions are organized. ● Project-based learning that incorporates cross-subjects reading is successfully implemented. 80% of the students achieve a grade of D or above in project-based learning.	● Statistics on the "Joy of Reading" program, including the number of students who have participated ● Frequency of good book recommendation and new book recommendation sessions. ● Number of reading club sessions ● Number of author sharing sessions ● Number of visitors to the book fairs ● Frequency of thematic book exhibitions ● Review of project-based learning and number of students achieving a grade of D or above in project-based learning	●24/25 ●25/26 ●26/27	AC, All teaching Staff	EOEBG Promotion of Reading Grant
	● To organize promotional activities to encourage reading, such as good book recommendation and introduction to new books.			●24/25 ●25/26 ●26/27	All subjects	
	● To organize reading sharing sessions via the PA system.			●25/26	Language Subjects	
	● To organize reading club sessions to foster a reading culture.			●24/25 ●25/26 ●26/27	Language Subjects	
	● To host author sharing sessions.			●24/25 ●25/26 ●26/27	All subjects	
	● To organize book fairs and thematic book exhibitions.			●24/25 ●25/26 ●26/27	Library	
	● To integrate cross-subject reading with project-based learning to help students make connections between their learning experiences and improve reading abilities, catering for individual learning needs.			●24/25 ●25/26 ●26/27	All subjects	
	● *To procure more Chinese-language books.* ★			●26/27	Library	
	● *To identify and introduce suitable online reading platforms to students.* ★			●26/27	Library	

● To enhance students' proficiency in biliteracy and trilingualism	● To organize English Week and PTH Week activities.	● A minimum of 2 activities are held during each English Week and PTH Week. ● At least 12 after-school tutorials for language subjects are conducted throughout the year. ● 50% of the students meet the targets set in the language subject reading programme. ● A minimum of 10 awards in various language competitions are won.	● Teachers' observations ● Annual school self-evaluation data ● Number of after-school tutorials ● Review of the implementation of the language subject reading programmes ● Statistics on the participation and award achievements in various language activities and competitions	●24/25 ●25/26 ●26/27	English Lang., PTH	EOEBG CEG One-off Grant for Promotion of Self-directed Language Learning (ENG) One-off Grant for Promotion of Self-directed Language Learning (PTH) Life-wide Learning & Sister School Grant
	● To improve the promotion of English Week and PTH Week during morning assemblies.			●24/25 ●25/26 ●26/27	English Lang., PTH	
	● To arrange after-school tutorials for language subjects.			●24/25 ●25/26 26/27	English Lang., Chinese Lang	
	● To implement reading programmes for Chinese and English subjects.			●24/25 ●25/26 ●26/27	English Lang., PTH	
	● To participate in various language-related activities and competitions.			●24/25 ●25/26 ●26/27	English Lang., Chinese Lang., PTH	
● To provide assistance to students from different learning groups to enhance their academic levels and strengthen support for students in diverse learning groups, catering to their learning diversity	● To arrange different enrichment and foundational tutorials for students with varied academic abilities.	● A minimum of 18 enrichment and foundational tutorials sessions are provided throughout the year. ● A minimum of 12 sessions for the "Future Stars" programme are conducted. ● Two school-wide Chinese cultural activities are conducted throughout the year. ● The resources banks in google classroom of each subject to support diverse learning needs are fully prepared.	● Teachers' observation ● Annual school self-evaluation data ● Number of sessions of the enrichment and foundational tutorials ● Number of sessions for the "Future Stars" programme ● Review of the resources in google classroom of each subject	●24/25 ●25/26 ●26/27	AC, English Lang., Chinese Lang., Mathematics	EOEBG Life-wide Learning Grant SB Support Scheme for NAC SB Support Scheme for NCS TRG
	● To implement the "Future Stars" programme to nurture talented students.			●24/25 ●25/26 ●26/27	AC, English Lang., Chinese Lang., Mathematics	
	● To organise Chinese cultural activities to expose Non-Chinese-Speaking students to Chinese culture.			●24/25 ●25/26 ●26/27	Chinese Lang., Chinese Hist., PTH	
	● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process.			●24/25 ●25/26 ●26/27	All subjects	
	● To form study groups that share learning skills and support students' learning.			●25/26 ●26/27	AC	
● By establishing rigorous learning routines, to cultivate a positive learning culture among students; By utilizing appropriate learning and exam strategies, to enhance students learning effectiveness and exam performance	● To revamp the curriculum of S1 Bridging Course to teach them subject-specific learning strategies, note-taking techniques, and revision methods as well as how to use handbooks effectively and manage their time efficiently.	● Design of the S1 Bridging Course is completed. ● Students are aware of the required study habits. ● Information on subject learning strategies for each subject is provided. ● Exam strategies are included in the teaching schedule. ● Review of the curriculum of the "Future Stars" programme is conducted. ● All students complete goal-setting and display their own goals in the classroom	● Teachers' observations ● Surveys or questionnaires	●24/25 ●25/26 ●26/27	AC All subjects	EOEBG
	● To issue requirements on study habits and routines for the whole school.			●24/25 ●25/26 ●26/27	All subjects	
	● To provide subject learning strategies to help students master various subjects.			●24/25 ●25/26 ●26/27	All subjects	
	● To incorporate exam skills and strategies into the curriculum.			●24/25 ●25/26 ●26/27	All subjects	
	● To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage.			●24/25 ●25/26 ●26/27	Chinese Lang., English Lang., Mathematics	
	● To assist students in setting short-term and long-term goals to motivate them to make progress.			●25/26	AC	
● To broaden students' horizons and assist them in developing their individual strengths, strengthening students' self-image in various aspects, and enhancing their confidence in learning	● To encourage students to participate in various activities and competitions.	● A minimum of 10 different types of visits or study tours are organised throughout the year. ● Each subject utilises the talent pool to identify students with potential to represent the school in competitions.	● Teachers' observation ● Number of students participating in visits and study tours ● Annual school self-evaluation data ● Surveys or questionnaires	●24/25 ●25/26 ●26/27	ECCAC, AC, Subjects	EOEBG Life-wide Learning & Sister School Grant One-off Grant for Promotion of Chinese Culture Immersion Activities Student Fee Collection
	● To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones.			●24/25 ●25/26 ●26/27	ECCAC, ASDC, MCNEC, AC, All subjects	
	● To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions.			●24/25 ●25/26 ●26/27	AC, ECCAC, All subjects	
	● To provide opportunities for students to share and exchange experiences and insights.			●25/26 ●26/27	All committees, All subjects	

● To foster holistic development in students	● To encourage and arrange for students to participate in music, performing arts, and sports competitions and activities, both inside and outside the school.	● Subject departments and committees organise various activities for students. ● Specific locations and time slots are allocated for subject departments and committees to showcase students' learning outcomes.	● Subject department and committee records of students who participate in activities and competitions, including students name list, details of the events they participate in, and any awards or recognitions they receive	● 24/25 ● 25/26 ● 26/27	All committees, All subjects	EOEBG CEG Life-wide Learning & Sistrer School Grant PLK Fund Student Fee Collection
	● To review the activities organised by subjects and committees, ensuring that they cover various aspects of holistic education, such as self-directed learning, artistic and physical development, and service learning; and provide opportunities for students to showcase their learning achievements.			● 24/25 ● 25/26 ● 26/27	AC ECCAC All subjects	
● To expand students' learning experiences across different subjects	● To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects.	● Inter-disciplinary project-based learning is designed and implemented.	● Teachers' observation ● 80% of the students get D grade or above in interdisciplinary project-based learning	● 24/25 ● 25/26 ● 26/27	AC, All Subjects	EOEBG
● Enhance higher-order thinking and classroom interaction	● *Through enhancing teachers' questioning techniques, enable classroom questioning to effectively diagnose students' learning difficulties and guide students to shift from passive answering to active questioning and higher-order thinking* ★	● 50% of teachers can demonstrate higher-order questioning techniques in lesson plans and classroom teaching. ● The frequency and level of students' active questioning are enhanced.	● Analysis of lesson observation records ● Classroom observation	● 26/27	AC, ASDC, All Subjects	PLK Fund

10. Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been developing their potential enormously since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high quality education for our students.

PO LEUNG KUK TONG NAI KAN JUNIOR SECONDARY COLLEGE
ANNUAL REPORT

Principal
Mr. Wong Chung Ki
B.Eng.(UST), PGCE, Cert. INSTEP(HKU), M.Ed (CUHK)

The school was established in September 1997 and initially located in a temporary school site previously occupied by the Society of Boy's Centres Hui Chung Sing Memorial School in Pak Tin Estate. In February of 1998, the school moved to Mei Lai Road of Mei Foo Sun Chuen. In the year of 2000 – 2001, the school received a generous donation from Dr. Tong Nai Kan, director of Po Leung Kuk, and was subsequently officially renamed as Po Leung Kuk Tong Nai Kan College, which is the fourteenth grammar school of Po Leung Kuk. In November 2006, our school was permitted by EDB to be a through-train aided school of Po Leung Kuk Vicwood K.T. Chong Sixth Form College, and in the year of 2010 – 2011, the school was renamed as Po Leung Kuk Tong Nai Kan Junior Secondary College.

The main building of the school premises is a well-equipped seven-storey block. The project of Smart Home Lab was completed in 2022. The New Annex, Irene Yu's library and Tony Tong's Biotechnology Laboratory provide high-quality facilities to students. There are 24 classrooms, a debate room, 3 multi-media classrooms, a self-study room and a dance room, together with an English corner, Fab Lab, life planning training centre, a student union room, 2 science laboratories, a biotechnology laboratory, a library, a geography room, a living technology lab, a visual art room and a music room. Besides these facilities, it has a multi-purpose activity centre, a lecture theater, a hall, a covered playground, 2 basketball courts and a campus TV room. All rooms are air-conditioned, connected by an optical fibre network and equipped with glass-wall and laser projectors, all of which help foster a diversified educational environment in our school.

Academic Results and learning support

Our school has already established a comprehensive through-train arrangement with the Sixth Form College. As a junior college that connects to an EMI senior college, we not only have to consolidate our students' foundation in academic knowledge, but also need to develop their language abilities and other generic skills. On top of that, we strike to guide and help them to build up healthy learning attitudes and habits so that we can ensure their smooth transition into senior college, where they can continue to do well academically and grow up healthily.

To enhance the academic standards of students and to lay a solid foundation for their future studies, the school has implemented more intense after-school tutorials for Chinese, English and Mathematics. Through the combined efforts of our teachers and students, learning performance improved.

The school has made significant efforts to establish an IT learning and teaching environment where computers and peripherals are readily accessible to both teachers and students. The implementation of the BYOD policy in School Year 2020/21 has propelled our IT in education to the next level. The provision of IT equipment has certainly enhanced the teaching, making it more engaging, effective and efficient.

Led by the Special Educational Needs Coordinator, our Learning Support Team consists of members from language subjects, AC, DGC and CGC, social workers and educational psychologist, the Team looked at the needs and supporting measures for gifted students, non-Chinese speaking students and students with special educational needs and held regular meetings to review relevant school policies, discuss students' learning progress and needs of these students. For students with special educational needs, suitable arrangements, including homework modification, assessment accommodation or individual educational plans, are given to provide the needed support. Through the whole-school approach, diversified teaching techniques and school-based curriculum, more support and assistance can be given to students with adjustment problems and learning difficulties.

Discipline, Counseling and Inculcation of Morals and Virtues

To promote students' self-disciplinary spirit, the Discipline and Guidance Committee implemented an effective punishment and reward conduct mark system with school rules clearly stipulated. Also, the well-structured prefect system helped students develop better leadership skills and responsibility.

Through S.1 Value Building Training Camp, S.3 Leadership Training Day Camp and classroom management activities, students have developed valuable skills such as resilience, a sense of responsibility, problem-solving in groups and self-reflection. To foster proactive and positive attitudes, the 'Breakthrough Program' was implemented across all forms, encourage students to set targets in learning and improvement with regular monitoring and support from class teachers.

The whole-school counseling approach was launched by the 'Stand By Me - Mentor System' to foster the holistic development of students. Each teacher serves as a mentor of 5-6 S1 students; expressing care through cards, small gifts, and regular tea gatherings.

Numerous activities have been organized to enhance students' sense of happiness and well-being, focusing on positive emotions, relationships, and a sense of accomplishment. These initiatives aim to improve students' physical, mental, and emotional health while promoting a healthy lifestyle. Activities designed for stress relief and relaxation have been tailored to meet diverse learning needs, including resilience-building exercises to strengthen students' abilities to overcome challenges. Notable events include Retreat Day, DGC Theme Weeks, Exam Cheering Days, booth activities, lunch performances, and various workshops involving music and animal visits.

The Discipline and Guidance Committee works closely with quality support from the social worker team. Regular meetings are held in order to pay the greatest attention to students. Individual counselling services, group programs and mass student support programs are offered by the social workers. In addition, the educational psychologist provides professional support to teachers and students on matters relating to learning and pastoral care services.

Our school was honorably awarded the Honour Award in '2025 Caring School Award Scheme'.

Moral, Civic and National Education Committee held various activities such as Healthy School Scheme, Service Learning, Moral Education in assemblies and class teacher periods to develop students' proper moral values, virtues and positive view of life. Regarding civic education, Charity Dress Special Day, Green School Scheme which involved Green Christmas, recycling and energy-saving activities, Civic and Environmental Ambassador Schemes and numerous visit activities were the key projects organized to raise students' awareness of their civic responsibility. Finally, in order to raise students' national awareness and build up a sense of national identity, National Education lessons, National anthem singing, flag raising ceremony and share under the National flag, "Basic Law" and "National Security" Talks, 'Basic Law Ambassadors' Scheme, Inter-house 'Basic Law' Competition, other activities of 'Constitution Day' and 'National Security Education Day' were held for our students. Through the above-mentioned activities, students can understand more about themselves, their relationship with and responsibility to their family, society, country and the world. In addition, our school is implementing various projects in the "My Pledge to Act" and will continue to apply for relevant programs in the future.

Life Planning Activities

In order to help students broaden their horizons and understand their needs for further studies in different stages, the Life Planning Mentorship Program conducted by class teachers was organized for students. Throughout the program, students had a better self-understanding, career exploration and life planning.

The Career Guidance Committee also conducted several talks on Post-Secondary Three studies for parents and students and launched the Career Ambassadors Program. This year, Careers and Education Week, JA Programs, institution visits, visits to universities, and taster programs were held. The activities not only helped students explore more about the working world and information regarding further studies, but they also helped students build a solid foundation for their life planning. Furthermore, the VTC VPET Van visited the school, and students understood how the MBTI test can be related to their future careers.

On top of that, the Life Planning Education Enrichment Program was held this year with in-school Job Simulation activities and in-class workshops for S.1 to S.3 to further enhance the students' career-related experiences. Three professional training sessions on life planning were given to teaching staff in the year to foster their knowledge and skills in carrying out life planning for students.

Extra-curricular Activities

To broaden students' horizons and life-long competencies through life-wide learning, our school provides students with a variety of extra-curricular learning opportunities. In September 2025, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and held Inter-House Athletic, swimming gala, volleyball, football, basketball, table tennis, dance, basic law competitions. Nearly 500 students participated, accounting 85% school's student body, participated in these events.

The ECA interest classes were carried out smoothly in this academic year, with 10 sessions of 11 interest classes. Many emerging interest classes have been added, including Japanese, Spanish, French, Korean, Magic, Juggling, Boardgame, Origami, Photography, Cartoon Comics and Short Film Production. Nearly 180 students participated in the school, accounting for about one-third of the total number of students.

We have a total of over 50 academic and non-academic ECA teams and clubs. These included cultural and art teams, sports teams, physique series classes, interest series classes, service series classes, academic school teams, and academic series classes. In terms of school hours, all our students have accumulated approximately 15,000 hours of ECA study. In the 2025-2026 academic year, the average ECA study time per student is approximately 30 hours.

Every student was assigned at least one duty, with the duty list updated during both the 1st and 2nd term. Students' duty records were reflected in their annual report cards.

In social service, this year our Girl Guides Team, around 20 students joined, 10 meetings throughout the year. The St. John Ambulance got 15 members, 30 meetings throughout the year. Scouts and Air Scouts recruited 20 members, 40 meetings throughout the year. The FAST Connect recruited 10 students joined and about 10 activities were promoted to join. Nearly 70 students participated Service Teams.

For the Creativity Thinking Team, 10 students from the team participated in "Drone Performance Course" and they are ready to create a drone performance in 2026-2027.

The following are some of the awards received in various competitions:

1. Qiu Junhao, Zhuo Taihong, Pan Ken, Kuang Cheuk Hei Andy, Lo Angus, He Zhixin, Lam Hoi were awarded Team Champion in The 2nd Kowloon Chamber of Commerce Cup Inter-school Chinese Chess Competition
2. Hsu Wan Hei Wallis was awarded 3rd Place in Inter-School Swimming Competition 2025-2026 50m Back Stroke
3. Hsu Wan Hei Wallis was awarded 4th Place in Inter-School Swimming Competition 2025-2026 100m Back Stroke
4. Lau Ho Leung, Zhang Ruihang were awarded Gold Award in Thailand International Mathematical Olympiad Heat Round 2025 - 2026 (Hong Kong Region)
5. Chen Anthony, Deng Yuqiang, Zhu Shichen, Xia Huen Chun Alex were awarded Silver Award in Thailand International Mathematical Olympiad Heat Round 2025 - 2026 (Hong Kong Region)
6. Ho Kwun Ting, Wong Man Kit Jen, Lau Yin Hei, Fong Tsz Yuet, Chan Yan Tung, Qiu Junhao, Chiu Lok Yin Harrison, Liu Muchen, Li Ruishan, Zeng Yanlin, Chen Tsz Nan were awarded Bronze Award in Thailand International Mathematical Olympiad Heat Round 2025 - 2026 (Hong Kong Region)
7. Cheung Chun Hei, Chan Sze Ching, Yau Tai Yat, Cheng Tsz Yin were awarded Champion in 2025 MakeX Robotics Competition (Hong Kong)(Starter)
8. Tsoi Ming Hei, Fong Yat Long Lucas were awarded 1st Runner-up in 2025 MakeX Robotics Competition (Hong Kong)(Starter)
9. Chan Ho Long, Cheung Cheuk Yin, Ma Whithon Marco were awarded Champion in 2025 MakeX Robotics Competition (Hong Kong)(Explorer)
10. Tang Suet Yin Sylvia, Tang Suet Ching Sonija were awarded 1st Runner-up in 2025 MakeX Robotics Competition (Hong Kong)(Explorer)
11. Wong Ngo Chun Hayden, Lam Wai Pui were awarded Champion in 2025 MakeX Robotics Competition (Hong Kong)(Challenge)
12. Cheung Chun Hei, Chan Sze Ching, Yau Tai Yat, Cheng Tsz Yin, Tsoi Ming Hei, Fong Yat Long Lucas, Chan Ho Long, Cheung Cheuk Yin, Ma Whithon Marco, Tang Suet Yin Sylvia, Tang Suet Ching Sonija, Wong Ngo Chun Hayden, Lam Wai Pui were awarded Overall Champion School in 2025 MakeX Robotics Competition (Hong Kong)
13. Cheung Chit Ming Jeffrey, Lam Hok Him, Ma Whithon Marco, Yiu Hok Yee were awarded Award of Commendation in "Dad and Mom, It's Time to Eat"
14. Li Xuanying, Yiu Hok Yee, Jiang Sum Yu, So Cheong, Chan Jane, Chan Yue Tung, Umar Nikeisha Haura Kamilah, Tam Shing Kwan, Yeung Wai Hei were awarded Bronze Award in 2025 Pegasus Cup Dance Competition
15. Lau Ho Leung, Li Ruishan, Zhu Shichen were awarded Silver Award in Thailand International Mathematical Olympiad Semi-Final 2025 - 2026 (Hong Kong Region)
16. Deng Yuqiang, Xia Huen Chun Alex, Zhang Ruihang were awarded Bronze Award in Thailand International Mathematical Olympiad Semi-Final 2025 - 2026 (Hong Kong Region)
17. Chen Anthony was awarded Merit Award in Thailand International Mathematical Olympiad Semi-Final 2025 - 2026 (Hong Kong Region)

18. Zhang Ruihang, Zhu Shichen were awarded 1st Class Award in Pan-Asia Pacific International Mathematics Invitation Competition Heat 2026
19. Deng Yuqiang, Lai Ip Tung, Wang Qi, Zeng Yanlin, Zhao Zeyu were awarded 2nd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition Heat 2026
20. Fong Tsz Yuet, Chen Anthony, Ho Hou Kiu, Lau Ho Leung, Yuen Wai Ho were awarded 3rd Class Award in Pan-Asia Pacific International Mathematics Invitation Competition Heat 2026
21. Chan Yan Tung, Ho Hou Kiu, Lau Yin Hei, Ma Whithon Marco, Qiu Junhao, Li Ruishan, Chiu Lok Yin Harrison, Kuang Cheuk Hei Andy, Chan Lai Hin, Sun Cho Hin were awarded Merit Award in Pan-Asia Pacific International Mathematics Invitation Competition Heat 2026
22. Xia Huen Chun Alex, Deng Yuqiang were awarded 1st Class Award in Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region) 2026
23. Lau Ho Leung, Law Tsz Lung, Zhang Ruihang, Zhu Shichen, Zhao Zeyu were awarded 2nd Class Award in Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region) 2026
24. Chen Anthony, Ho Kwun Ting, Lau Yin Hei, Yuen Wai Ho, Qiu Junhao, Li Ruishan, Kuang Cheuk Hei Andy, Leung Cheuk Nam were awarded 3rd Class Award in Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region) 2026
25. Chan Chung Sing, Wu Yulu, Zeng Yanlin were awarded Champion in 2025 Hong Kong Inter-School Open Competition and All-Hong Kong 18 Districts Academic and Talent Elite Competition
26. Wu Chun Yip, Zhuo Taihong, Liang Lok Sze, Liu Jiayue, Xie Wai Ching, He Zhixin, Chen Tsz Nan were awarded 1st runner-up in the 2025 Hong Kong Inter-School Open Competition and the All-Hong Kong 18 Districts Academic and Talent Elite Competition
27. Liu Zixuan, Zhu Shichen were awarded 2nd runner-up in 2025 Hong Kong Inter-School Open Competition and All-Hong Kong 18 Districts Academic and Talent Elite Competition
28. Lin Ziling, So Cheong, Yip Hiu Laam was awarded Merit Award in Visual Accessibility Facilities Experience Video Competition
29. Lau Ho Leung was awarded 2nd Class Award in Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2026 Heat Round
30. Chen Anthony, Qiu Junhao, Lo Angus, Wang Qi, Zeng Yanlin were awarded 3rd Class Award in the Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2026 Heat Round
31. Chan Yan Tung, Zhang Tsz Suen, Chan Erica Yee Ching, Wan Ho Dik, Tsang Kyle Lok Lam was awarded Sliver Award in 2526 Robofest X MRC – ROBOFEST (RoboParade)
32. Tang Sin Hang, Yee Ho Lam Collin, Chau Pak Lok, Ip Tsz Yu Bianca, Wong Henry Ka Hei was awarded Gold Award in 2526 Robofest X MRC – ROBOFEST (Exhibition)
33. Tong Chun Fai, Bokhim Sohan, Gurung Nawal, Khan Jamal, Gurung Biraj, Gurung Manish, Ma Ka Hei, Wong Man Kit Jen were awarded 3rd place in the 2025–26 Jockey Club Futsal Cup – Football Challenge Day (School Division)
34. Rai Tayamu was awarded 2nd place in Po Leung Kuk Affiliated Secondary School Joint Sports Day 2025-2026
35. Wong Isabella Ting Yee, Cheng Tsz Yin, Ng Pak Yin, Gurung Swarup, Huang Bella Heilaam, Wu Chun Yip, Chan Chung Sing, Lo Pak Hei, Wong Ayden, Wong Ruthus, Yeung Yat Tung Katie, Chan Chun Sing, Shum Long Ching, Cheung Ka Wing, Ho Shun Yu, Lai Ka Hei, Yan Ka Chun, Chan Sui Lun, Chan Ho Long were awarded the Silver Prize in the Joint School Music Competition 2026
36. Deng Yuqiang, Xia Huen Chun Alex were awarded Gold Award in 2026 Asia International Mathematical Olympiad Open Contest
37. Li Ruishan, Zhang Ruihang, Zeng Yanlin were awarded the Silver Award in the 2026 Asia International Mathematical Olympiad Open Contest
38. Chen Anthony, Lau Ho Leung, Kuang Cheuk Hei Andy, Lo Angus, Lai Ip Tung, Chen Tsz Nan, Wang Qi were awarded the Bronze Award in the 2026 Asia International Mathematical Olympiad Open Contest
39. Zhang Ruihang was awarded Gold Award in Hong Kong International Mathematical Olympiad Heat Round 2026 (Hong Kong Region)
40. Chen Anthony, Lau Ho Leung, Li Ruishan, Deng Yuqiang, Xia Huen Chun Alex, Zeng Yanlin were awarded the Silver Award in the Hong Kong International Mathematical Olympiad Heat Round 2026 (Hong Kong Region)
41. Ho Hou Kiu, Cao Tsun Ka, Qiu Junhao, Zhuo Taihong, Kuang Cheuk Hei Andy, Zhao Zeyu were awarded the Bronze Award in the Hong Kong International Mathematical Olympiad Heat Round 2026 (Hong Kong Region)
42. Lau Ho Leung, Li Ruishan, Zhu Shichen were awarded the Bronze Award in the Thailand International Mathematical Olympiad Final Round 2026
43. Law Tsz Lung, Lo Angus, Chau Wing Tak were awarded Champion in SWEETIE AI Lunar Exploration Challenge 2026 (AI Space Exploration)

44. Law Tsz Lung, Lo Angus, Chau Wing Tak were awarded Champion in SWEETIE AI Lunar Exploration Challenge 2026 (Engineering Design)
45. Wong Tsz Yin, Chau Yin Ping, Fang Yingwen, Pang Yong Xin, Kwan Hou Yan were awarded the Silver Prize in the 6th Hong Kong Chinese Instrumental Contest
46. Lam Tsz Ying, Tsui Wan Hei, Wong Chun, Tam Tsz Shan, Wong Lee Nga, Gandhy Nico Bellic, Khan Alishba, Lai Wing Lam, Wong Ying Hei Kara Mia, Tam Yan Tung Miel, Limbu Devanshi, Shanzay Bangash, Limbu Namsang, Yiu Hok Yee, Tsang Kyle Lok Lam were awarded Award for Outstanding Cooperation in Hong Kong School Drama Festival 2025/26
47. Wong Ying Hei Kara Mia, Tam Tsz Shan, Limbu Devanshi were awarded Award for Outstanding Performer in Hong Kong School Drama Festival 2025/26
48. Li Xuanying was awarded Merit Award in Mutual Aid · Love @ Hong Kong Ballpoint Pen Chinese Calligraphy Competition
49. Fang Jiayi was awarded Level Award in Mutual Aid · Love @ Hong Kong Ballpoint Pen Chinese Calligraphy Competition
50. Fang Yingwen was awarded Gold Prize in Joint School Music Competition 2026 (Secondary School Chinese Instrument (Guzheng) Solo)
51. Wong Tsz Yin, Chau Yin Ping, Fang Yingwen, Pang Yong Xin, Kwan Hou Yan were awarded the Bronze Prize in the Joint School Music Competition 2026 (Ensemble Group – Chinese Music)
52. Wong Ying Hei Kara Mia, Li Ho Ting, So Cheong, Yip Hiu Laam, Chen Tsz Nan were awarded the Merit Award in the Chinese Ancestral Origin Culture Documentary Creation Competition
53. Nelson Pak Hei Sebastian, Wong Yik Lam, Kwok Tsz Hin, Chan Kin Ting, Chan Chun Sing, Cheung Ka Wing, Chan Sui Lun, Chan Ho Long were awarded the Silver Prize in the Joint School Music Competition 2026 (Ensemble Group – Percussion)
54. Chen Anthony was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Zhongruan Solo)
55. Ng Pak Yin was awarded Bronze Prize in 78th Hong Kong Schools Music Festival (2026) (Alto Saxophone Solo)
56. Wu Chun Yip was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Graded Piano Solo)
57. Wong Ching Tai was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Graded Piano Solo)
58. Wong Ruthus was awarded Bronze Prize in 78th Hong Kong Schools Music Festival (2026) (Violin Solo)
59. Lai Ka Hei was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Graded Piano Solo)
60. Fang Yingwen was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Zhongruan Solo)
61. Pang Yong Xin was awarded Silver Prize in 78th Hong Kong Schools Music Festival (2026) (Zheng Solo)
62. Yiu Hok Yee was awarded Silver Prize in 2026 Guangdong-Hong Kong-Macao Student Music Competition (Pop Song Solo)
63. Wong Isabella Ting Yee, Cheng Tsz Yin, Yu Tsun Yin Brendan, Tam Herlig Lykke, Ng Pak Yin, Gurung Simran, Gurung Swarup, Fung Kenzi, Huang Bella Heilaam, Lai Wing Lam, Liu Zixuan, Tam Tia, Wu Chun Yip, Chan Chung Sing, Lo Pak Hei, Wong Ayden, Wong Ruthus, Yeung Yat Tung Katie, Chan Chun Sing, Mak Tsz Long, Shum Long Ching, Cheung Ka Wing, Ho Shun Yu, Lai Ka Hei, Yan Ka Chun, Chan Sui Lun, Chan Ho Long, Nelson Pak Hei Sebastian, Wong Yik Lam, Kwok Tsz Hin, Chan Kin Ting were awarded the Gold Prize in the 2026 Guangdong-Hong Kong-Macao Student Music Competition (Ensemble Group – Orchestra)
64. Xiao Yu Qi, Liang Chenyue, Li Xuanying, Wu Chun Yip, Kuang Cheuk Hei Andy, Xie Wai Ching, Zeng Yanlin were awarded the 1st runner-up in The 2026 Hong Kong Academic Open Competition and the 8th Professional Elite Cup Academic Talent Competition
65. Zhangxu Guping, Liang Lok Sze, Liu Jiayue, Wu Yulu, He Zhixin were awarded champion in The 2026 Hong Kong Academic Open Competition and the 8th Professional Elite Cup Academic Talent Competition
66. Chan Yan Tung, Cheung Chun Hei, Yip Hiu Laam, Tang Suet Yin Sylvia were awarded 2nd runner-up in CKY Hackathon 2026
67. Lau Ho Leung was awarded Silver Award in Hong Kong International Mathematical Olympiad Semi-Final 2026 (Hong Kong Region)
68. Qiu Junhao was awarded Bronze Award in Hong Kong International Mathematical Olympiad Semi-Final 2026 (Hong Kong Region)
69. Chen Anthony, Zhuo Taihong, Kuang Cheuk Hei Andy were awarded the Merit Award in the Hong Kong International Mathematical Olympiad Semi-Final 2026 (Hong Kong Region)
70. Tam Tsz Shan, Wong Chloe, Khan Alishba, Wong Ying Hei Kara Mia, Lai Wing Lam were awarded the Semi-Finalist Award in the 18th English Radio Drama Competition 2025-2026
71. He Zhixin, Wu Yulu were awarded Champion in 2026 International Academic Recitation Competition (Hong Kong Division)
72. Liu Jiayue, Liu Zixuan were awarded Silver Award in 2026 International Academic Recitation Competition (Hong Kong Division)

73. Wu Chun Yip, Xie Wai Ching, Zhangxu Guping, Zeng Yanlin were awarded the Bronze Award in the 2026 International Academic Recitation Competition (Hong Kong Division)
74. Xiao Yu Ki, Liang Lok Sze, Liang Chenyue, Kuang Cheuk Hei Andy were awarded the Merit Award in the 2026 International Academic Recitation Competition (Hong Kong Division)
75. Lin Ziling was awarded Champion in Companion through Light and Shadow photography competition
76. Yip Hiu Laam was awarded 2nd runner-up in Companion through Light and Shadow photography competition
77. Lai Ka Hei, Li Ho Ting, Ha Cheuk Him Shawn, Kwan Hou Yan, Wong Ying Hei Kara Mia were awarded the Merit Award in the Companion through Light and Shadow Photography Competition.

Conclusion

Under the guidance of the PLK, the supervisor, the Board of Directors, the Education Bureau and the community leaders, together with the concerted efforts of the staff, students and parents, the school has been making steady progress and the students have been able to develop their enormous potential since the commencement of the school. We will make our school go further with our unremitting effort so as to provide high-quality education for our students.


Love

2025-2026 School Opening Ceremony

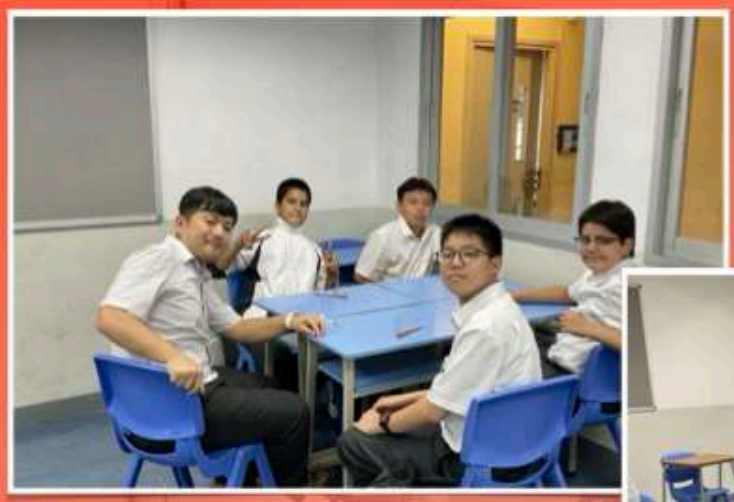






The 2025-2026 School Opening Ceremony took place in the school hall on 1 September 2025, setting a vibrant tone for the year ahead. Our Principal, Mr. Wong Chung Ki, delivered an inspiring welcoming address. On behalf of the school and all staff, he warmly welcomed students, emphasizing the value of community and growth. Mr. Wong encouraged everyone to embrace new opportunities and highlighted upcoming initiatives designed to enhance learning. The event concluded in a delightful music, leaving everyone excited for the journey ahead.

Stand by Me







The "Stand by Me" student-teacher bonding event was successfully launched on 30th September, filling the venue with an atmosphere of joy and connection. Students and teachers were engaged in lively conversations, sharing stories and laughter in a relaxed setting. The event was further energized by a variety of board games, where strategic thinking and friendly competition brought everyone closer together. This enjoyable mix of open dialogue and interactive play provided a perfect platform for building stronger, more positive relationships beyond the traditional classroom dynamic. It was a truly heartwarming initiative that fostered a wonderful sense of community and mutual understanding.

DGC Theme Week "LOVE Yourself"







The Discipline and Guidance Committee held a themed week titled "Love Yourself" from October 13 to 17, aimed at helping students understand the relationship between physical health and mental well-being. Through activities such as booths, exhibitions, music workshop, and handicraft workshops, students were encouraged to develop good habits and enhance their mental health.

Barista Workshop







The Discipline and Guidance Committee, in partnership with the Careers and Guidance Committee, hosted a Barista Workshop with two engaging sessions on November 19 and 26.

The workshop aimed to cultivate students' personal interests while reducing stress and creating pathways to success. By focusing on positive values, we encouraged students to work towards their goals. Participants had the opportunity to gain valuable insights into the coffee industry, learning not only about brewing techniques but also about self-discovery.

Students learned how to make espresso and create beautiful latte art, all while enjoying a collaborative and fun atmosphere. The feedback was overwhelmingly positive, and everyone left with newfound skills and enthusiasm!

Music Workshop for Enhancing Well-Being







To help students learn self-relaxation techniques and reduce anxiety, the Music Department, in collaboration with the Discipline and Guidance Committee, hosted a series of workshops during lunch recess in Term 1. These included Singing Bowl Workshops, African Drumming Workshops, and Glass Music Wind Chime Creation Workshops.

Through these musical activities, students effectively released stress and enhanced their inner sense of calm. The creative process inspired their imagination and improved their self-expression skills. Additionally, through physical activities such as African drumming and singing bowls, students deepened their awareness of their bodies, achieving a harmonious integration of mind and body.

This enriching experience not only fostered well-being but also promoted a lasting appreciation for the power of music.

S3 Seminar on Further Studies (Preparation for Promotion to SFC)







In order to help students better prepare for their future Senior Secondary studies, a seminar was held on 14th November, 2025. The seminar was divided into 3 parts: activities on further studies, preparation for Senior Forms and a sharing on further studies. In the end, there was a Q&A session. Both parents and students have gained a better understanding of different life planning activities, the expectations from Po Leung Kuk Vicwood KT Chong Sixth Form College (SFC) and the Senior Form curriculum.


Respect

The Celebration of 76th anniversary of the founding of the People







To celebrate the 76th anniversary of the founding of the People's Republic of China, an outdoor flag-raising ceremony was held in the basketball court of our school on 30th September 2025, and an question-and-answer game was held outside the school hall during the recess and lunch recess on 29th September 2025.

The Life Education X Job Exploration Sharing Seminar







The Life Education x Job Exploration Sharing Seminar was held on November 27 for Form 1, organized by LOVE @ CANINE VOLUNTEER, the Careers and Guidance Committee, and the Discipline and Guidance Committee. Two working dogs, Fook and McQueen, visited our school. The seminar introduced the requirements, development, and benefits of becoming a dog trainer, conveyed the message that life is precious, and emphasized the importance of loving animals. Additionally, students learned safety precautions for interacting with dogs and had the opportunity for hands-on experiences with them. Both teachers and students greatly enjoyed the activity.

Staff Development Day – Environmental Workshop







On 18 December 2025, an environmental workshop for staff was held to promote waste reduction, recycling, and energy conservation initiatives. The program aimed to strengthen environmental protection and encourage greater awareness of caring for public property. We were delighted to welcome Dr. Michelle Cheung as our guest lecturer, who shared valuable insights with the participants. As part of the workshop, staff members also created their own Christmas ornaments using recycled materials, combining creativity with sustainability.

Assembly: Mental Health Talk and Class Activity on Peer Support







To foster peer support among students and promote mental health awareness, our school's Educational Psychologist, Ms. Lee, has given Form 2 students a talk on how to be good companions to their friends in need. Following her practical tips, students were led by their class teachers to complete a class activity that allows them to show appreciation and support to their classmates ahead of the exam.

Guangzhou Urban Planning and Economic Development Exploration Tour

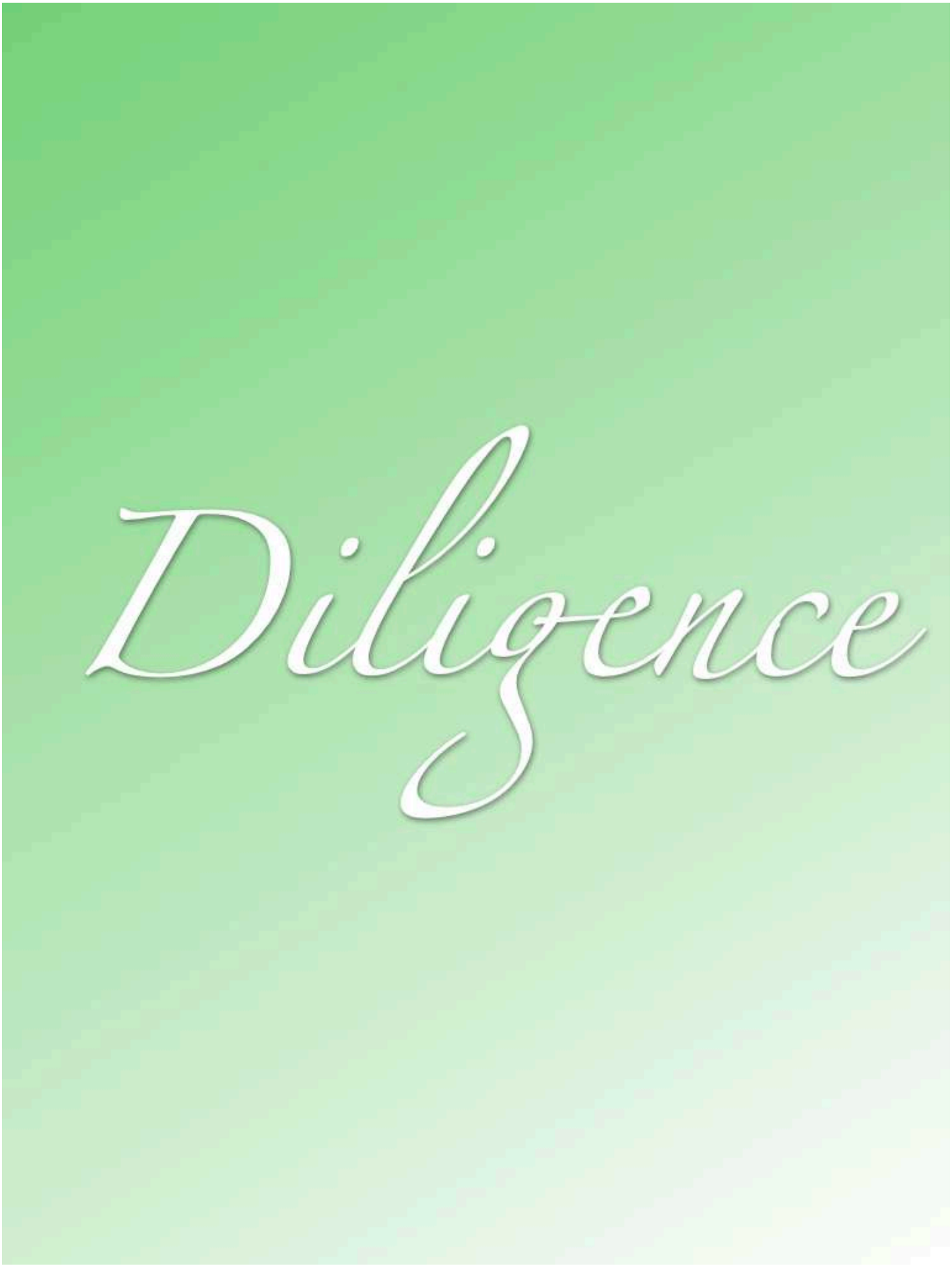






As part of our continued commitment to experiential learning and fostering global awareness, our students recently participated in the Guangzhou Urban Planning and Economic Development Exploration Tour. This enriching excursion offered firsthand insights into the city's rapid development, innovation, and urban transformation.

This immersive experience allowed students to connect classroom concepts with real-world applications in urban planning, economics, and industrial development —an unforgettable journey into the heart of Guangzhou's growth and innovation.


Diligence

2025 MakeX Robotics Competition (Hong Kong) Final







Our Robotics Team has continued their success in the 2025 MakeX Robotics Competition (Hong Kong) Final by successfully defending the title of Overall Champion in the Secondary School Division. For the first time, our 15-member team has achieved a sweep of the Champions at all levels, including Starter, Explorer, and Challenge. A huge congratulations to the team, and we wish them all the best in the upcoming World Final in Wuxi in February 2026!

JA Code for Impact Challenge Workshop



To help students create app prototypes that can help the local community, our students joined the JA Innovation Camp, a hands-on workshop on 31 January 2026, organized by the Junior Achievement Hong Kong (JAHK). They engaged in a 3-hour design thinking session led by business volunteers and a 3-hour coding training with professional trainers to tackle exercises, prototype solutions, and present ideas addressing community issues. This immersive experience fostered creativity, entrepreneurial mindset, teamwork, and problem-solving skills among students. Overall, the workshop helped students prepare for the JA Code for Impact Challenge Competition.

25-26 Prize Presentation of Bookmark Design Competitions









To promote our library's new bookmark design, we organized a bookmark design competition. Many students submitted their creative designs, and we received a lot of beautiful entries. After careful selection, three students from Class 1C were chosen as the winners of the competition.

TNK Play for the Dreams in 100 Laps - Inter-House Challenge Race

Kwai Chung Sports Ground, December 6, 2025 – In a burst of energy and school spirit, we transformed the Kwai Chung Sports Ground into a vibrant arena on Saturday afternoon. From 2:00 pm to 4:00 pm, students from the three houses – Pegasus, Leopard, and Kabarda – united for the "TNK Play for the Dreams in 100 Laps" Inter-House Challenge Race. Organized to celebrate China's National Games, the event inspired teamwork and endurance, with teams aiming to complete as many laps as possible in 20 minutes.

The challenge was straightforward but demanding: house representatives needed to hit 100 laps collectively. Cheers filled the air as runners high-fived during handovers, their faces glowing with determination.

At the final whistle, Pegasus House triumphed, completing an incredible 198 laps – almost double the target! Their smart strategy and high morale clinched the championship. Kabarda House took second with a strong showing, while Leopard House earned third through resilient effort.

The race highlighted students' vitality, building bonds and healthy rivalry. As the sun dipped, participants departed inspired, carrying this dream-chasing energy forward. TNK's event honored national pride, proving passion turns challenges into triumphs.







2025-26 Charity Bazaar cum CoolSTEAMaker Festival







The Charity Bazaar cum CoolSTEAMaker Festival was held on 14th March 2026. The day offered an ideal setting for students to present their STEAM talents. A wide range of STEAM competitions, art displays, game booths, workshops, hands-on activities and stalls were organised by both teachers and students, giving participants opportunities to solve problems, collaborate, and communicate as they set up and managed their exhibits. Students also greeted and assisted visitors with patience and professionalism throughout the event. Primary school pupils and their teachers were invited to join the festival and appreciated the variety of engaging learning experiences available at TNK. Overall, the event proved to be a rewarding and enriching experience for all student participants.

Honesty

S3 Day Camp: Challenge, Teamwork and New Confidence







S3 students spent a fun, confidence-building day trying new challenges in HKAYP Jockey Club Duke of Edinburgh Training Camp on 6 February 2026. Outdoors they tackled a high-ropes course in harnesses, supporting each other as they climbed beams and crossed rope obstacles. Indoors they enjoyed floor curling, practising delivery, teamwork and strategy. With safety and encouragement from staff, students left with stronger friendships, new skills and proud smiles — a day of challenge and camaraderie they won't forget.

S2 Prevention of Addiction Workshop







To promote a healthy lifestyle and prevent internet addiction, the Discipline and Guidance Committee, in collaboration with the Moral, Civic and National Education Committee, invited the Po Leung Kuk's "Healthy Teens Program" to conduct a "Prevention of Addiction Workshop" for Form 2 students on November 14th. The activities included self-assessment of internet addiction risk, exploring underlying reasons, and discussing coping strategies. Students actively participated and gained significant benefits from the workshop.

Talk on National Cybersecurity and Media Literacy







On 14th November 2025, the Moral, Civic and National Education Committee has arranged a talk about national cybersecurity and media literacy. The aims of this talk is to raise awareness of student about the national cybersecurity and enhance their the media literacy. Encouraging students to be a responsible digital citizenship.

Hong Kong National Security Law Talk







In order to promote the awareness of national security of students, the Moral, Civic and National Education Committee of our school arranged a talk related to the “The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region” on 10th December 2025.

A Genuine Dialogue Between Parents and Principals







To increase the transparency of school administration and promoting parent-teacher cooperation, PTA holds "A Genuine Discussion Between Parents and the Principals" every year. The activity was held on 25th April 2026 this year. Principals from TNK and our through-train school, PLK Vicwood K.T. Chong Sixth Form College, had a great discussion with parents.