



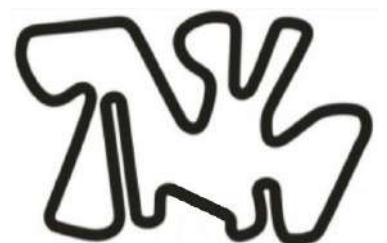
School Annual Report

2024 – 2025

*The Way Towards
Great Learning*



PLK Tong Nai Kan JS College



Our Mission : Achieving Academic Excellence Nurturing Potential Talent

Kenneth C.K. Wong
Principal
Po Leung Kuk Tong Nai Kan Junior Secondary College

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

The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedication to Serving
the Community

Vision

Children are nurtured, Youngsters are educated

Adults are supported to contribute

Elderly are cared for

The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation.

In the Kuk's Spirit to do good deeds with benevolence.

Dedicated in protecting the young and the innocent,

caring for the elderly and the underprivileged,

aiding the poor and healing the sick,

educating the young and nurturing their morality,

providing recreation to the public, caring for the environment,

passing on the cultural inheritance and

bringing goodness to the community

Values

Fine traditions, Accommodate the current needs

People-oriented, Care and appreciation

Sound governance, Pragmatism and innovative

Integrity, Vigilance

Optimal use of resources, Cost-effectiveness

Professional team, Service with heart

Content

	Page
1. Our School	4
1.1 The Vision of the School	4
1.2 The Mission of the School	4
1.3 Long Term Objectives of the School	4
1.4 School Motto	4
1.5 Brief Introduction of the School	4
1.6 Class Organization	4
2. Our Teachers	5
2.1 Staff Establishment	5
2.2 Teachers' Qualifications	5
2.3 Teachers' Experience	5
2.4 Teachers' Development	5
3. Our Learning and Teaching	6-8
3.1 Language Policy	6
3.2 ACT Curriculum	6
3.3 Teaching Methods/Strategies	6
3.4 Reading Scheme	6
3.5 Project Learning/Graduation Thesis	6
3.6 Enhancement and Consolidation Measures	6
3.7 e-Learning / IT in Education	7
3.8 Learning Support Team	7
3.9 Gifted Education	7
3.10 Support for Non-Chinese Speaking Students	8
3.11 Support for Special Education Need Students	8
3.12 Life-wide Learning Experience	8
4. Support for Student Development	9-11
4.1 School Ethos & Support to Students	9
4.2 Extra Curricular Activities	10
4.3 Services and Community	10
5. Evaluation on Major Concerns and Key Projects by Subjects and Committees	12-63
5.1 Achievements and Reflection on Major Concerns	12
5.2 Key Projects Taken by Subject Faculties	29
5.3 Key Projects Taken by Committees	43
6. Performance of Students	64-67
6.1 Scholarships	64
6.2 External Awards	66
6.2.1 Academic Stream	
6.2.2 Cultural Activities	
6.2.3 Sports	
6.2.4 Community Services & Youth Uniformed Groups	
6.3 Student Participation in School Activities and Social Services	67
6.3.1 Internal & Joint School Activities	
6.3.2 Life-wide Learning Activities	
6.3.3 Social Services	
7. Financial Summary	68-70
7.1 Government Funds and School Funds	68
7.2 Composite Information Technology Grant	69
7.3 Capacity Enhancement Grant	69
7.4 Learning Support Grant	69
7.5 IT Staffing Support Grant	69
7.6 Promotion of Reading Grant	69
7.7 Sister School Exchanges Grant	69
7.8 SBM Approved Collection for Specific Purposes	69
7.9 Po Leung Kuk Education Fund	70
7.10 Donations/Fund-Raising Activities	70
7.11 Other Donations	70
8. Evaluation of Other Plans	71-75
8.1 Evaluation of the Use of the Capacity Enhancement Grant	71
8.2 Evaluation of the School-based After School Learning and Support Programme	72
8.3 Evaluation of the Use of the Promotion of Reading Grant	74
8.4 Evaluation of the Use of the Sister School Exchanges Grant	75
9. School Development Plan	76-82
9.1 3-year development Plan	76
9.2 School Annual Plan	78
10. Conclusion	82
Appendix I : School Report (Simplified Version)	83-89
Appendix II : Photographs and Memories	90-118

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	180	148	510

2. Our Teachers

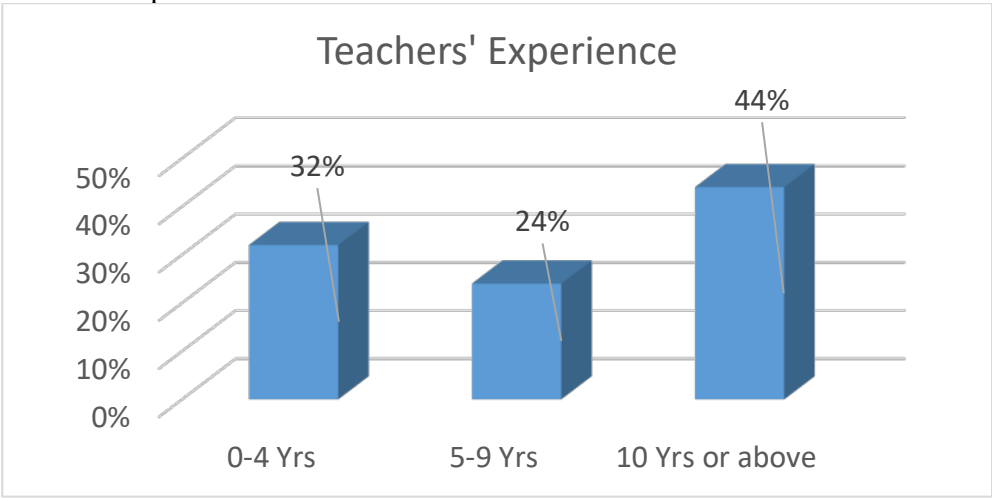
2.1 Staff Establishment

In this academic year, there were 50 teachers (including Principal and NET), 2 teaching assistants, 2 social workers, 1 educational psychologist, 2 laboratory technicians, 1 technology manager, 1 technology technician, 1 school executive officer, 3 administrative assistants, 2 clerical officer, 2 clerical assistants and 4 janitors working for the school.

2.2 Teachers’ Qualifications

Qualifications of teachers	Percentage (%)
Teachers with master degrees or above	60
Teachers with bachelor degrees or above	100
Teachers with professional training	74
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 2024-2025, the total time for teachers’ continuous professional development of our teachers was **4382.5** hours and the average hour per teacher was 60 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. Workshops and trainings on different aspects were arranged so that teachers could be equipped with the knowledge, skills and strategies to match with the school’s development directions. In enhancing teaching and learning, a seminar on applying differentiated instructions and positive psychology in regular classrooms was conducted. Another seminar on understanding NCS families and cultures was conducted to familiarize staff with what is necessary to enhance their learning experience in our school. For national security education, we have invited prestigious speaker to expose the staff with the aerospace technology development of our motherland. On top of that, we organized a one-day trip to Zhuhai where staff had first-hand mainland experience in technology.

3. Our Learning and Teaching

3.1 Language Policy

The school has adopted English as the medium of instructions for all EMI subjects to prepare students for the senior forms in Po Leung Kuk Vicwood K.T. Chong Sixth Form College. To strengthen students' mastery of English language, a range of measures has been implemented such as the use of English in all the learning materials and assignments in all the EMI subjects.

An 'EMI Week' has been organized in school every month to familiarize students with the English curriculum of teaching and learning environment. During the Week, English is used in daily conversations between teachers and students. Extra English activities are also organized by the English departments as well as those students who have been selected 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 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. 12 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 successfully built an IT learning and teaching environment in which computers and the peripherals were made readily accessible to teachers and students. The BYOD policy implemented in School Year 2020/21 bring our IT in education to the next level. To support the BYOD policy, a wide variety of hardware was installed in all classrooms and in the campus, including laser projectors, visualizers and iPads. There were also 4 Mac computers installed in the library. The WiFi coverage now reaches almost every corner of the school. Every teacher was provided with a Macbook Pro/Air and an iPad Air.

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. One Form 3 student was admitted as member of the Hong Kong Academy for Gifted Education this year via the Principal Nomination Scheme.

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 Social and Cultural Studies lessons, 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 Social and Cultural Studies, 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 June. 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 an outsourced NGO, they designed and ran 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 Education 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. 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 held a professional development workshop for teachers to enhance teachers' understanding on identifying and supporting emotional and mental health needs of students. A series of workshop was conducted for the newly-joined teachers on identification and classroom support for students with SEN.

3.12 Life-wide Learning Experience

To enable students learn outside the classroom, Life-Wide Learning Day was carried out in both the first and second terms every year. Subject departments in the same faculty worked together to arrange the most appropriate activities for students. Activities such as Study Tour of Exploration into the Guilin and Yangshuo, Shenzhen and Dongguan Planning and Economic Development Exploration Trip, visits to Hong Kong Palace Museum, Hong Kong Arts Museum, Hong Kong Heritage Museum, English Public Speaking training, Chinese Martial Arts Demonstration, etc. were arranged for students this year. This helped enrich students' learning and consolidated what they had 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 was being held every Wednesday. MCNEC members or Class teachers share a specific topic like the twelve 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 2024 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 2024, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and held Inter-House volleyball, football, basketball, table tennis, badminton, dance and basic law competitions. Nearly 200 students participated, 45% students of school.

In 2024-25, the ECA interest classes were carried out smoothly, with 12 sessions of 10 interest classes. Many emerging interest classes have been added, including Japanese, Spanish, Chinese Dancing, Juggling, Boardgame, Chinese Calligraphy, Photography, Cartoon Comics, Short Film Production and Wushu. Nearly 180 students participated in the school, accounting for about one-third of the total number of students.

We had a total of over 70 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 2024-25 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 30 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 15 members and scheduled 40 meetings throughout the year. The FAST CONNECT recruited 10 members and scheduled 15 activities throughout the year. Nearly 65 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 2025-26.

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 community service, all students have the opportunity to receive relevant training and participate in various social services: Form One students conduct in-person visits to the elderly, while Form Two and Form Three students visit community cleaners. Students have also designed various activities based on the needs of different groups. Throughout the process, they have fully demonstrated empathy and a spirit of care, and most teachers and social workers have given positive feedback on the students' performance.

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 23, 2025. 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 assist 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". Additionally, the parents of 1A TSOI Ming Hei (Ms. CHEN Ying Gui) and 2D CHAN Lok Hin (Ms. CHEN Yingshi) 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 - 本年度成功配合「飛天計劃」，建立完善的學生獎勵機制。透過獎勵學生課業表現、「翻轉教室」表現及課測、小測、考試表現，提升了學生的責任感和學習動機。在培養國民身份認同方面取得顯著成效。每個閱讀教學課題均成功扣連認識中國文化元素，並在進度表中清晰顯示，讓師生都能明確掌握文化教育目標。各級「谷歌教室」內豐富的認識祖國元素資料，包括「輕談國學歌風雅」影視資料，深受學生歡迎，學生在課堂討論中能主動分享對中華文化的理解和感受；校本四字詞練習、語文基礎訓練冊成功介紹中華文明各方面，從古代智慧到現代發展，內容豐富全面。學生透過學習四字詞，不僅提升了語文基礎，更深入了解中華文化的深厚底蘊。校本語文基礎知識冊和各級指定閱讀《中國文化知識 360》的推行效果良好。學生反映這些教材內容生動有趣，知識涵蓋面廣，有助他們建立紮實的中華文化知識基礎。校本廣泛閱讀計劃的閱讀材料有效引導學生欣賞中國文學，學生在閱讀後的分享中展現出對中國文字背後文化特質的深度理解，文化認同感顯著加強。成功舉辦多項推廣中華文化活動，包括創意雙週攤位遊戲、全校性中華文化活動（包括跨學系春節活動、戶外研習日——大型中華文化活動以及中華民族服飾試後活動）、「心繫家國」全港中小學生中國象棋分享及比賽體驗活動、中秋節猜燈謎送祝福活動以及元宵節慶活動。活動氣氛熱烈，學生積極參與，在遊戲和互動中加深了對中華文化的認識和興趣。中文及中國文化學會的成立為有興趣的學生提供了深入學習的平台；透過安排展示學生佳作和研習成果，有效提升了學生的成就感和自信心。生涯規劃教育得到加強，各級「谷歌教室」內的本科進修詳情、升學途徑、就業前景等資料獲得學生和家長的積極回饋。

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 - 本年度配合「飛天計劃」，獎勵學生在科內的表現，如獎勵學生課業表現、「翻轉教室」表現，及課測、小測、考試表現。學生表現出色投入，本科蓋印多於 50 個。推廣《憲法》和《基本法》教育，課程加入「基本法連線」，並於進度表顯示。「基本法連線」配合電子學習，計算平時分，大部分學生積極完成，取得分數。加強課程內認識祖國元素，包括在延伸單元課題扣連認識中國文化元素，並於進度表中顯示、於各級「谷歌教室」內上載認識祖國元素的資料，以及國慶日前安排學生分享國家於各領域的成就與突破。本年度已順利於課堂中進行，並以「飛天計劃」獎勵表現優秀的學生。推廣認識國家安全，於特別日子或紀念日舉行紀念儀式，以及就特別日子或紀念日設計簡報，由班主任向學生講解。紀念儀式已按「憲法及基本法活動規劃年曆」於早會進行，教材已上載至「谷歌教室」。就特定主題舉行活動，如推廣中華文化活動、國情展覽等，讓學生正確認識國家歷史、欣賞中華文化及傳統價值觀，如舉辦創意雙週攤位遊戲、全校性中華文化活動、參與保良局「心繫家國」全港中小學生齊習書法活動，及參觀故宮文化博物館。中華文化日於 21/1 舉行、中華文化攤位活動於 22/5 舉行，其他活動按校曆表完成。安排展示學生佳作或研習成果，創造成功經驗及安排展示的平台，以慶祝學習的成果。本年度配合校方指示，於指定日期於地下大堂展出學生專題研習成果。佈置校園環境，並進行價值觀教育，於壁報展示歷史人物檔案，讓學生學習人物的品格和精神。本年度展出主題包括中國美食、鄧小平人物專案等。繼續進行生涯規劃教育，讓學生認識自己，做好規劃，並對將來有期盼，本年度已於各級「谷歌教室」內上載本科進修詳情、升學途徑、就業前景等資料，三級學生已加入「谷歌教室」查閱相關資料。

• Faculty of English

Department of English - Flying high stamps were given to students with good performance in 'Lunch with NET' programme. Various components are included in the curriculum for the purpose. See 'review report on the current situation of national security education 2024-25' for detail. Students' good work were displayed in English Corner and the school lobby this year. Many students went to read and appreciate.

• Faculty of STEM

Department of Mathematics - The G/F Maths Notice Board was updated to show the top 10 of exam result in each Term. The lobby demonstrated students' Maths competition results in gifted education and excellence book reports.

- o Maths-related career website and information were shared to students in the Moxo group and notice board. For S3 Students, subject teachers have talked to the S3 high-achieved students about M1 during the lesson. On the other hand, we have invited SFC Maths teachers to explain the importance and impact of future in studying M1 and M2 to S3 students. S3 students have a positive comment on that issue, they revealed that the introduction from SFC teachers enhanced their decision of whether choosing M1, M2 in next year.

Department of Science - Study Tour of Guilin and Greater Bay Area Cities were organized. Self-regulated learning: Presentation by students on 'Introduction of Alternative Energy Sources in China' in lessons were conducted. Students good works on their self-regulated learning were post in school exhibitions board to showcase their good works. The goal of biotechnology teaching is to promote the students' interested on 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 used to be using 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 the total energy from food. This year eight experiments were designed to LT. These experiments were designed to help the students to get more understand about science through their daily life experience. This is not only beneficial for the science subject, but students can also improve their Mathematical skill from these new designed curricula. All the six experiments in biotechnology curriculum were delivered in this year. Now, the science team is more understand the students' ability, the strengthen and weakness of the curriculum and we were able to improve the whole curriculum. QEF give us the opportunity and resource 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 this 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 has 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. Raise the awareness related to technology e.g. AI, threads 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 is able to 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 curriculum has been updated in accordance with the "Curriculum Framework of National Security Education in Hong Kong – Geography (S1-3)" issued by the EDB, as well as the latest edition of textbooks. All teaching and learning materials for issue-based topics have been fine-tuned to incorporate elements that enhance understanding of our motherland and promote awareness of national security. During the 1st and 2nd term Life-Wide Learning Days, cross-faculty mainland study tours were organized for S2 classes to cultivate a sense of national identity and foster an appreciation of Chinese culture among students. The focus of the two tours was on: Discovering Guangxi: An Exploration of the Landforms of Guilin and Yangshuo, and Planning and Economic Development of Shenzhen and Dongguan. To enhance students' sense of well-being and achievement, cultivate positive values and resilience, and promote their physical, mental, and spiritual health, a healthy and positive campus atmosphere has been established. The Top 10 student lists for each form are posted outside the Geography Room after each examination. Small appreciation and encouragement gifts are given to the Top 3 students in each class following the Term 2 and 3 examinations. Subject teachers also publicly praise these high-achieving students, providing encouragement to the entire class. Additionally, Geography-related career pathways and further studies information are posted in form-based Google Classrooms to encourage students interested in Geography to explore careers and further studies in related fields.

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.

社會及文化教育科部 - 配合新高中公民與社會教育課程的改變，持續更新社會及文化教育課程，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 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, for instance, student's confidence, discipline, teamwork, collaboration, cultural awareness as long as the music skills learn in lesson. The performance exam has been arranged to encompass a diverse range of instruments and learning methods. This includes iPad-based learning for piano. 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. Reinforce student's values on national education. Conducting national anthem singing training in all S1 to S3 music lessons. This training aims to cultivate students' sense of national identity and appreciation of Chinese culture. 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+ 頻道透過觀賞國家體育賽事，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
 Succussed is to teach Form One students about study habits and learning methods, and their study habits are noticeably better. Subjects showcase the works of outstanding students, and project-based learning also includes presentation days to provide opportunities for students to share. All subjects covered the elements of 'understanding the motherland'.
- Academic & Staff Development Committee
 Joint school study tours with primary schools are organized. Our students will be train as leaders in different occasions. Flying High stamps will be given to those who behavior well and have good performance in study tours. Study tour to mainland China (e.g. Sister's School Scheme, Shanghai Exchange Tours) were organized to know more about China in terms of Cultural and technological development. Books were bought, SDD sessions mentioned in target 1 were conducted for the 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, a Leadership Training Day Camp was organized. This camp focused on building students' confidence, sense of responsibility, and self-discipline through engaging group activities and training. For S.3 students, a Leadership Training Camp was held to enhance their individual abilities and prepare them for greater social and academic challenges. Discipline Week is organized each term to promote self-discipline among students, encouraging activities that foster good classroom behavior. The Healthy School Scheme, along with various Discipline and Guidance Committee (DGC) activities—including Retreat Day, talks, game booths, performances, and exhibitions—was implemented to promote positive thinking and values within the school community.
- Extra-Curricular & Creative Activities Committee
 For 2024-25, all students will be assigned "one art/sport per student". This year, the ECA interest classes were carried out smoothly, with 12 sessions of 10 interest classes. Many emerging interest classes have been added, including Japanese, Spanish, Chinese Dancing, Juggling, Boardgame, Chinese Calligraphy, Photography, Cartoon Comics, Short Film Production and Wushu. Nearly 180 students participated in the school, accounting for about one-third of the total number of students. We have a total of over 70 academic and non-academic ECA teams and clubs. Specifically, we have cultural and art teams, sports teams, physical series classes, interest series classes, service series classes, academic school teams, and academic series classes. From the perspective of school hours, all students in our school have accumulated about 15,000 hours of ECA study. In the 2024-2025 school year, the average ECA study time per student is approximately 30 hours.
- Moral, Civic and National Education Committee
 Work with other subjects, Social & Cultural Studies, Integrated Humanities- Geography, Integrated Humanities- History, Chinese History, and Integrated Humanities- Economics to establish the whole curriculum of the key learning area of PSHE. It involves the aspects of Basic Law, The Belt and Road Initiative, National Identity and Global Citizenship, Chinese Foreign Policy and Moral Education. Revise the national education curriculum, a national education session was held at least once per month to raise the students' awareness of their national identity, national security and the Basic Law. Through the activity on Life Wide Learning Days, students have learnt more about different aspects of our motherland - China. Regular Flag raising ceremony is held at hall every Tuesday and outdoor Flag raising ceremony is held before or after three special occasions (1 July, 1 Oct and 1 Jan). We have 30 Civic and Basic Ambassadors. They are encouraged to take on responsibilities in different aspects, including Basic Law team leaders. MCNEC Google classroom. "National and Life Education Tour: Historical & Cultural Tour and Panda Volunteer Service" four-day tour. 《文明中華》Online Challenge Promotion. People's liberation Army Hong Kong Garrison - "1/7 " Military camp open activity .Students gave positive feedback in the questionnaire. Visit the National Security Exhibition Students gave positive feedback in the questionnaire.

- **Student Affairs Committee**

Student Affairs Committee has always been cooperating with DGC and MCNEC to promote students' positive moral values through various activities or inter-class competitions. This year, the Student Union organized competitions such as Inter-class Classroom Notice Board Decoration Competition, Discipline Week, Green Christmas and etc. All these activities or inter-class competitions promote positive moral value to our students. Promoting moral values and attitudes of Responsibility and Respect in monthly theme moral education session. Students had positive response and reflection during this session. To create a healthy life and health campus atmosphere, some planned activities such as Joyful Fruit Week and the Health Talk to our students. SAC has announced or promoted healthy information to our students from time to time. To effectively prevent influenza, SAC joined the Seasonal Influenza Vaccination Scheme provided by the Department of Health. Nearly 73% of our students receive seasonal influenza vaccine in this year.

- **Careers and Guidance Committee**

The curriculum and teaching materials for the Life Planning Mentorship Program were redeveloped to align with student needs and the new school timetable. The program includes essential elements such as values, attitudes, self-understanding, skills, and career exploration. Additional topics covered include study methods, time and stress management, creating revision timetables, the NSS curriculum, HKDSE and university entrance requirements, and financial planning. Multimedia resources and interactive activities were utilized to engage students and motivate them to actively participate in lessons delivered by class teachers. Students reflected that the program was instrumental in fostering positive learning attitudes and habits. The books and reference materials used were helpful in deepening their self-understanding, exploring NSS subjects, and navigating different study pathways and careers to make individual plans. Positive values were effectively conveyed by class teachers during the 18 Life Planning lessons implemented for each grade throughout the year.

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.

All S3 classes have introduced a career spotlight during morning assemblies to provide students with insights into the working world and to help them develop appropriate values and attitudes towards various careers. In the presentations, students 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, using videos and engaging questions to enhance their presentations. Careers introduced included Cadet Pilots, Translators, Tour Guides, Engineers, Flight Attendants, and Social Workers. This activity not only helped the S3 classes gain a deeper understanding of their selected careers but also enriched the career knowledge of their schoolmates.

A JA Planning with Purpose was organized for all S2 students to cultivate their Career Readiness, Financial Health, and Entrepreneurship skills. Led by business volunteers, the program provided students with practical insights into the importance of identifying education and career goals that align with their individual skills, interests, and values, as well as the connection between these goals and personal finance.

Four Further Studies Talks for S3 students and parents were organized throughout the year, each focusing on different topics: Talk 1: SFC Expectations; Talk 2: NSS and Selection of Electives; Talk 3: PS3 Education Pathways other than NSS; and Talk 4: Promotion to SFC and Meeting with Class Teachers. Both students and parents noted that the talks provided valuable information to help them prepare for post-secondary 3 studies and the selection of senior form electives, particularly regarding the current education pathways in Hong Kong.

A visit to the VTC Youth College Open Day (Kowloon Bay) was organized for some S3 classes 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. An alumni sharing session was organized in collaboration with the SFC, inviting S5 students to discuss choosing senior form electives and the realities of those electives with all S3 students. Through in-class sharing, students engaged in meaningful interactions with the alumni and gained valuable insights into the different electives offered by the SFC.

A Life Planning and Career Talk on the pet industry was organized by LOVE@CannieVolunteer in collaboration with the Discipline and Guidance Committee of the school. The talk covered careers in the pet industry and emphasized the positive values and attitudes towards pets. Students highly appreciated the event. The Exploring Barista Program was held this year, allowing students to experience the work of a barista. This program not only cultivated practical barista skills but also helped students explore potential career opportunities within the hospitality and food service industries. 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 and understood that all jobs require practice and dedication.

"Qualifications Framework Promotion Vehicle - QF Progress Step by Step" was invited to visit our school this year. This event introduced students to the Qualifications Framework in an engaging and interactive way. With a variety of exciting games and a treasure trove of prizes, students eagerly immersed themselves in hands-on activities, exploring new knowledge through enjoyable challenges.

Two Education and Careers Weeks were held during the year to raise students' awareness of the importance of life planning and career exploration. These weeks aimed to help students plan their futures and explore various job industries.

- **Public Communication and Ceremony Committee**

To organize ceremonies to celebrate learning achievements, fostering successful experiences. To organise parent workshops or activities to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health.

- **Environment & Resources Management Committee**

The new smart locker provides a more efficient way for students to store their book and notes. Back-end system is installed for 3/F smart locker. The smart classroom system is install on 2/F to manage the equipment in the classroom.

- **Financial Committee**

Established clear financial processes and procedures that are easy for teacher to follow. This will help teachers teach students financial positive values and attitudes. Regularly update the new financial requirements of the Education Bureau and Po Leung Kuk and notify teachers in a timely manner. This will help teachers to impart positive and correct financial information and concepts to students through daily teaching.

- **Information Technology Committee**

Preparation of information literacy related teaching materials is in progress.

Reflections

• 中國語文文化及歷史科系

中國語文科部 - 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進展。然而，「飛天計劃」的獎勵機制雖覆蓋多個場景，但暫未能激發所有學生的參與熱情，宜在回應個性化需求方面可更細緻。現有獎勵方式較為統一，未能充分考慮不同特質學生的需要，特別是內向或學習風格不同的學生，可能需要更合適的認可方式來建立成就感；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，增強了國家意識。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，培養了珍視中華文化的情懷；中華文化活動中，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，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（例如增加多感官體驗環節）。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。成果展示的落實成效顯著。展出學生優秀寫作、專題研習及活動獎項等作品，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。

普通話科部 - 本年度，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前完成練習及觀看短片，為學生提供自主學習的機會。本科教師繼續設計不同的 Kahoot! 練習，以提升學生學習普通話的興趣。來年，本科同事會繼續優化電子學習材料，配合課本的使用，提升學生自主學習的能力。

中國歷史科部 - 科內蓋印過多，難以統計科內實際蓋印數目。可收集國慶日分享佳作於早會時段分享。部分紀念日為考試周，改為於「谷歌教室」發放資料。學生投入中華文化活動，取得具文化特色的節慶禮物，但未能統計學生對活動的意見或得着。有關展示學生學習成果，未能量化學生觀看優秀作品後的得着。壁報內容可更貼合課程，補充課程內容。「谷歌教室」的生涯規劃教育內容資料需要適時更新。

• Faculty of English

Department of English - Stamps can be given to students in more occasions, e.g. EMI week activities, Halloween activity. Value education worksheets are included so that the core Chinese value are systemically included. Number of times of the display may not be enough.

• Faculty of STEM

Department of Mathematics - Demonstrating the excellent solutions of students' homework may not highlight their performance. By providing a platform to demonstrate their academic excellence and recognize their personal growth can engage students' initiatives while exploring new ways to further enhance their educational experience. The positive feedback from students regarding the life planning initiatives underscores the value of connecting academic subjects with real-world applications, enhancing their readiness for future challenges.

Department of Science - This is our fifth year to introduce antibiotic experiment to the students. Form 1 students are practicing the antibiotic experiment and the concept of antibiotic resistance bacteria was introduced to the students. An interesting finding in this practical was, some of the students were able to discover the function of "Control". Which is a huge step for the science subject. We spent years to try to let the students understand what control is, this experiment seems able to complete this mission. There are a lot more of science technology can be shared students. However, IS can provide 2 practical lessons in each year. By cross-over with other subject, we could be able to deliver more science knowledge to the students. We are planning more for the coming year. Further topics on Biotechnology and Renewable Energy development in China will be added to the curriculum.

Department of Information & Technology Studies - Talks on information literacy for students and parents were also organized by other Committees this year. The contents and audience coverage was considered appropriate. The response from the public at the Inno4Life Expo was positive. The "Hall of Fame" was well received by students and was a good way to showcase our achievements to visitors.

Department of Design & Technology - Syllabus established according the NSE plan. May introduce more about the threads of using IoT and AI in theory sessions. Other than showcasing awards of the robotics team, motorcar coding results and Arduino coding projects can also be displayed.

• 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 - To further cultivate students' positive value, subject teachers may post Top 3 of the Class in related classrooms and in the class's subject Moxo group.

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 emphasizing 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 recognizing 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.

社會及文化教育科部 - 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 genetic skills development. More group projects should be incorporated into lesson time to help train students in their generic skills. For instance by collaborative composition, students can work in small groups to create an original piece of music, fostering teamwork and creativity.
- **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+ 頻道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**
The Australia tour this summer trains students with targeted skill. Reflection to be filled in after the activity. We should connect more programmes to Flying High Programme, or the stamp can be brought forward. Sister school tour and Shanghai tour have been in place so that more students have the opportunity to understand the motherland more. The schedules of the tours were very rush. Better scheduling so as to suit colleagues' work schedule is recommended.
- **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 are provided to the students including academic and ECA courses or competitions. We find that too many activities causes the attendance of ECA sessions drops in 2nd term. Thus, we plan to reduce the interest classes in 2025-26.
- **Moral, Civic and National Education Committee**
Class teachers play a vital role in conducting the Basic Law, , National Identity and Global Citizenship, Chinese Foreign Policy and Moral Education. Students will participate more actively if class teachers are able to motivate their students more. More activities of National Education could be held in the coming future. Learning 'Basic Law', 'National Security Law' and affairs of China is a good way to let students know more about our motherland. More opportunities are provided for our students to learn more about 'Basic Law' and 'National Security Law' for the purpose of increasing students' sense of national identity and abidance by the law. More 'National Education' or National Security talks will be held in the coming year to let students know more about National Security.
- **Student Affairs Committee**
Regarding to the monthly theme moral education session, we mainly focus on doing worksheets to consolidate students learnt. We can use different methods or teaching strategies to delivery moral values to our students. Since there is no direct way to measure how the session strengthens students or change their behaviour, a follow-up task could be introduced. Healthy teams can disseminate or promote more healthy and useful health information to our students through various different activities or measures, such as using poster, game booth, inter-class competition and etc. for the purpose of creating a healthy and positive campus atmosphere. Also, we can effectively use community resources such as co-operating with NGO or Department of Health in order to create a healthy and positive campus atmosphere.
- **Careers and Guidance Committee**
Despite the effort put into the production of Keynotes, some students were shy and failed to deliver the message effectively in the S3 Careers Sharing in morning assemblies. Class teachers play a very important role in conducting the Life Planning programmes. Students will participate more actively if class teachers are able to motivate their students more. Safety is the top priority for all activities, and student headcounts are essential during all outings. The time was very tight (lunchbreak) for the Exploring Barista Program. The room was too crowded for the activity.
- **Public Communication and Ceremony Committee**
By promoting the right values and attitudes among our students, we create a more positive and supportive environment in society. National flag raising and the singing of the national anthem are emphasized during ceremonies and events. The emphasis on national flag raising and the singing of the national anthem in official ceremonies and events symbolizes the unity, national pride, and sense of national identity. Po Leung Kuk spirit is also promoted through publications and ceremonies. By organizing various activities to strengthen parent education, parents learn how to effectively use electronic tools to assist children' learning, understand cyber pitfalls and traps and conduct digital life planning for their children. Also parents understand the changes and transformation of their junior secondary children and how to effectively cultivate the right values in their children. Nevertheless, parents-child support and encouragement activities can positively embracing their exam results, responding to the growth needs of adolescent and strengthening family connections.
- **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 teachers can timely instill relevant correct and positive financial knowledge and concepts in students during teaching, and establish correct financial management concepts as early as possible. Continue to Regularly update the new financial requirements of the Education Bureau and Po Leung Kuk and notify teachers in a timely manner. Teachers can timely instill the new financial requirements in students during teaching, and establish correct financial management concepts as early as possible.
- **Information Technology Committee**
Will cooperate with ITS department to prepare the teaching materials on information literacy.

Feedback and Follow-up

- 中國語文文化及歷史學系**
中國語文科部 - 「飛天計劃」將進行優化，日後可優化激勵形式，針對不同特質的學生（例如內向學生），設計分層及度身訂造的獎勵，讓每位學生都能透過合適的認可方式，深化對正向價值的認同。除了公開表揚外，也會加入私人鼓勵、小組認可、創作展示等多元化的獎勵方式；中華文化教育將持續深化，計劃引入更多體驗式學習元素，如文化工作坊、實地考察、專家講座等，讓學生更生動地感受中華文化的魅力。同時會加強與社區文化機構的合作，為學生提供更多親身體驗中華文化的機會，並設計不同參與模式以照顧學生的多樣性；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。計劃通過案例分析、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；學生看到自己的作品被展示後，更願意主動練習寫作、參與課題研習，形成「願意嘗試→獲得肯定→更加投入」的良性循環。教師亦觀察到學生的學習動力與表達意欲有明顯提升。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。
普通話科部 - 來年，本科同事會繼續優化電子學習資源，配合本科教學目標，繼續製作不同的網上學習資源及教學影片，豐富學生的普通話知識，提高學生學習普通話科的興趣，不斷提升學生自主學習的能力；繼續優化現存的評核模式，改善教學質素；完善學校人才庫，鼓勵更多普通話能力較強的同學參加各項比賽，以提高學生的學術表現及成就感。
中國歷史科部 - 下年度將設計表格供同事填寫各班蓋印情況。就國慶日分享活動繼續完善「谷歌教室」資料，並製作工作紙及安排活動統籌。就特定主題舉行活動，可於場內設電子問卷調查，以小禮物吸引學生完成問卷。科組安排少量問答题，學生完成並提交答案紙後可得飛天計劃獎勵。人物專案宜每學期轉換內容，三學期分別介紹中一至中三課堂所學的重點人物。除人物專案，亦可展示學生遊學團學習成果及分享。繼續完善「谷歌教室」資料。
- Faculty of English**
Department of English - The department will add in the stamp as reward for good performance in activities. Students are constantly be exposed to information and values of the motherland. A more permanent and regular display may be useful.
- Faculty of STEM**
Department of Mathematics - Different works and materials created by students are displayed as suggested by AC. More activities outside classroom to promote right values and attitudes, such as learning more history from the Chinese culture and respect for pluralism in society. Integrate Real-World Applications: Incorporate practical examples of how math is used in various careers, helping students see its relevance. Additionally, we will explore opportunities for further collaboration with external educators to enrich our curriculum and provide students with diverse perspectives on their academic and career paths. Enhance Career Guidance: Offer workshops and mentorship programs that connect with professionals in math-related fields.
Department of Science - More introduction on our Chinese culture related to science during the lesson on appropriate topics, internal activities or external activities will be enhanced in next year. Collecting more good works of the self-regulated learning 'Keynotes' or 'Posters' next year. More school-based experiments will be modified, decided and conducted so as to arouse students' interests and curiosity and equip them to investigate logical thinking skills in inquiry science. More L&T materials or activities will be designed and conducted based on the current curriculum so as to strengthen and develop the sense and belonging of students to being a Chinese citizen.
Department of Design & Technology - Curriculum will be amended upon the change on cycle days and lesson time. More elements of Smartcity development in China will be included. More awareness issue of AI will be included in the curriculum. Smarthome / Smartcity elements will be added to the venue, in order to foster hands-on experience on real life applications. Student representatives in competitions should be invited to share their experience and honor on stage.
- 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 - Continue to post the Top 10 students' list outside Geography Room, the class's Top 3 list in the classrooms and in the class's subject Moxo group.
Department of History - Consider integrating more multimedia resources, such as documentaries and virtual field trips, to enhance engagement.
社會及文化教育科部 - 本年度中一啟用已通過教育局審批的公民、經濟與社會課程用書，來年將推展至中二級。
- Faculty of Creative and Performing Arts**
Department of Music - Some topics need to rearrange 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 genetic skills, like engaging in collaborative music activities. Provide various activities that incorporate different skills, such as the use of visual aids, performance opportunities, and multimedia resources, to encourage students to learn the lyrics of the national anthem.
- 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
Closer monitoring to encouraging students using the stamp to apply for tours will be promoted. Earlier planning and preparation should be in place next year with manpower scheduled. Conduct session in assemblies, sharing the learning outcomes in study tours.
- Discipline and Guidance Committee
For the S1 day camp, it is recommended to find another service provider located closer to our school that offers a larger facility. In response to student performance, it is essential to strengthen character development by promoting self-discipline and consideration for others through additional educational activities. Implement a variety of activities to 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 2025-26. Enhance interest class promotion in the academic year of 2025-26. Make good use of resources, planning to reduce interest classes 10 to 6, in the academic year of 2025-26. Using Google-Form for the promotion and Recruitment of the interest classes in the academic year of 2025-26.
- 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 to the teaching strategies in monthly theme moral education session, Student affairs Committee will use more interesting and various teaching strategies to consolidate student learnt in the lesson. For example, we may ask students to write some little cards or use drawing instead of only doing worksheets to express their thought or ideas during the moral education lesson. Students could 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. For the purpose of effectively using community resources to create a healthy and positive campus atmosphere, we co-operate with NGO or government department to organize health talk or programme for our students. For example, we have joined the health programme (e.g. the Seasonal Influenza Vaccination Programme) or health talk provided by the Department of Health in next academic year.
- Careers and Guidance Committee
Add Kahoot! games if needed to further promote interactive learning in the Life Planning lessons of the Life Planning Mentorship Program. Form career teachers send reminders earlier, do patrol and provide help during the activity. Class teachers should look after students' disciplinary issues. Have enough rehearsal with presenters before the sharing for the S3 Careers Sharing in morning assemblies. The Teacher-in-Charge of the activity should remind teachers to conduct student headcounts during all outings and to double-check before departure. For the Exploring Barista Program, no more than 20 students from S2-3 should be invited each time to ensure there is enough space in the activity room. LOVE@Cannie was well-received and should go on next year.
- 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
Try to collaborate with different subjects, such as S&C, FA, or organize financial literacy workshops or teacher development activities on own to cultivate teachers' ability to teach students financial knowledge and correct financial management concepts.
- Information Technology Committee
Will cooperate with ITS department to prepare the teaching materials on information literacy.

Major Concern 2: Develop students' potential and reach higher levels

Achievements

● 中國語文文化及歷史學系

中國語文科目 - 電子學習推動成效卓著，各班別每學期進行多次翻轉課堂，學生課前預習的習慣已養成，課堂參與度明顯提升。「谷歌課室」資料持續優化更新，為學生提供了豐富的自學資源，培養了他們的自主學習能力；配合自攜裝置政策，學生已能熟練使用個人設備完成各種學習任務，數位素養得到顯著提升。翻轉課堂練習的設計更加多樣化，學生學習興趣濃厚。去年暑假期間開始透過 AI 平台上載的歷年試題，為學生提供了寶貴的溫習資源，學生反映這些資料對他們的學習很有幫助。教導學生撰寫筆記的成效良好，學生的學習組織能力和自我管理能力的進步；閱讀能力提升方面取得重要進展，提供的新書清單深受圖書館和學生歡迎。與圖書館合作舉辦的讀書會氣氛熱烈，學生積極分享閱讀心得。跨課程專題研習結合閱讀教學的創新做法效果良好，學生的研習能力和閱讀深度都有提升。指定閱讀書籍的採購和推廣工作順利，學生的閱讀量和閱讀質量都有改善；中三級轉用新教科書進展順利，重建的中三閱讀教學課程更符合學生需要，教學效果理想。新設計的中三校本閱讀教材針對性強，有效幫助學生掌握閱讀技巧。課後補課和保底補課發揮了重要作用，學習能力較弱的學生在額外指導下進步明顯。科本廣泛閱讀計劃持續優化，學生的閱讀視野更加開闊；語文活動和比賽參與踴躍，校際朗誦節、各類寫作比賽等都有學生積極參與並取得佳績。辯論隊的成立為善於思辨的學生提供了展示平台，本年度更有一名中三學生於學界認可之大型寫作比賽——2024-2025 中國中學生作文大賽(香港賽區)中取得旭日文學之星之殊榮，更躋身全國大賽並取得一等獎之佳績，成績卓著。中文、普通話科部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；照顧學習多樣性方面成效顯著，明日之星計劃的拔尖課程為資優學生提供了挑戰性的學習機會。非華語學生的中華文化活動參與積極，促進了文化交流和融合。TSA 補課訓練班有效提升了能力較弱學生的基礎水平，自學課程為能力較高的學生提供了進階學習的機會。校本非華語學生課程設計周到，有效支援了有需要的學生。課後補課和保底補課發揮了重要作用，學習能力較弱的學生在額外指導下進步明顯。科部同事拍攝的教學短片和製作的 VR 教材深受學生歡迎，創新的教學方式提升了學習效能。學習常規的嚴格執行培養了學生良好的學習習慣，考試技巧和策略的教授幫助學生提升了應試能力。各類交流考察活動(包括武漢歷史文化之旅(四天)及「同根同心」——香港初中及高小學生內地交流計劃)拓寬了學生視野，中國文化遊學活動讓學生親身體驗了中華文化的魅力。

普通話科目 - 本年度無論是聽、說、讀、寫以及語音知識方面，教師都製作了大量網上學習資源及教學影片，並上載至「谷歌教室」，供學生學習。同時，本科教師設計了不同的翻轉教室網上練習，鼓勵學生於課堂前進行預習。此外，配合學校「自攜裝置」政策，本科教師亦設計了不少 Kahoot! 練習，於課堂上使用，以提升學生的學習普通話興趣。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。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。

中國歷史科目 - 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，運用「電子學習」進行課堂教學，並各班別 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。科內推廣電子學習平台，讓學生易於溫習，並安排於暑假期間上載去年試題。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，所有學生均使用的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。舉辦推廣閱讀的活動：好書推介、新書推介，老師設計好書推介影片並在早會時段播放。本年度科內教師分享已於 7/2 及 3/6 早會進行。跨課程閱讀結合專題研習，本年度科內就專題研習提供參考書目清單，並採購相關書籍。科內於本年度與中國語文科合辦中國文化活動，讓非華語學生多接觸中華文化。中華文化日於 21/1 舉行，中華文化攤位活動於 22/5 舉行。科內適當使用資訊科技系統及網絡資源，以加強照顧學習多樣性支援，幫助不同學習群組的學生學習。科部同事按教務組指示拍攝短片、製作 AR 教材教學生答題，並提供憲法自學課程，並配合小測及測考，讓能力較高學生精益求精。本年度科內亦為非華語學生設精讀筆記，輔助有需要的非華語學生學習。本科於中一銜接課程進行中史科目巡禮，教導科本學習策略、抄錄及整理溫習筆記等學習常規及技巧。科內要求學生嚴格執行校方學習習慣要求。本科於課程中加入學史基本功、思維訓練教授考試技巧及策略，以及於課程中包含考試技巧及策略，並於同儕會議中討論。科內設中史校隊，鼓勵學生參與不同活動及比賽。舉辦不同類型的交流考察活動，訓練學生學術及不同方面的技能，本科本年度協辦與中國文化有關的遊學活動：G10 深圳藝術文化探索之旅，與中國文化有關的遊學活動：武漢歷史文化之旅(四天)，並參加與國民教育有關的遊學活動：紀念抗戰勝利 80 年「農業科研、國防強軍」之旅、與國民教育有關的遊學活動：紀念抗戰勝利 80 周年遊學團。善用校本人才庫，發掘具有不同才能的學生參加比賽。鼓勵及安排學生參與活動、學術及非學術活動，本年度已舉辦全方位學習活動。本科配合校方要求，檢視本科學生學習成果，並於學校大堂加以展示。設計跨課程專題研習結合閱讀，本科已為專題研習設計指引，並安排教師批改，於專題研習匯報日亦設指導老師跟進學生作品。

● Faculty of English

Department of English - Students are constantly required to prepare for their lessons using online materials and resources. Materials and worksheets are put on google classrooms and s.TNKJSC so that students can access and complete at their own pace with teachers' constant monitoring. S1 PBL in term 2 and 3 was completed with collaboration with VA and Music Departments. Students were trained to complete the task and systemically put into a self-planned schedule and group work dynamics to complete the final product with teachers' close monitoring. Students were provided with 2 readers per year with exercises on s.TNKJSC to complete at their own pace with teachers' monitoring. All teachers held a reading club session this year, making it at least 10. Students in general enjoy the sharing of books in the session. All EMI weeks were completed with success. A lot of students got conduct marks for successful completion of tasks. 8 times of tutorials for S2 students were conducted. Students revised on the knowledge they learnt in lessons. 8 times for S1 and 13 times for S3 were completed this year. Students joined in a number of speech competitions and had won a number of awards. 8 sessions of "Future Stars" programme were conducted with attendance over 90% in general. Students learnt HKDSE listening data file manipulation skills. Teachers used a variety of online resources and applications in lessons as well as homework for students' revision and lesson preparation. Students follow the AC requirements in general with the monitoring of English teachers. Subject learning strategies and exam skills are coached in lessons with discussion in mutual lesson planning sessions. A few talents were found in the pool and were included in the gifted teams.

- **Faculty of STEM**

Department of Mathematics - Lesson notes / Flipped Classroom video was uploaded in the Google Classroom. TSA past papers in sub-topics were prepared in Google Classroom, students are encouraged to use it as a revision. Students are eager to do as the topics are arranged in S1, S2 and S3 levels. Especially S3 students reflected that it's useful as they can use it to revise the S1 and S2 topics, as a detailed solutions will also be provided after they finished the Google Classroom exercises. To create a more interactive teaching and learning environment, e-learning were carried out in all classes in the year. Kahoot!, Nearpod, gMaths and Quizizz were widely used to facilitate teaching and learning, which helps students learn the math knowledge and concepts in a fun and interactive way. Furthermore, google classrooms were set for each class for all students for flipped classroom. Math Department is continuing to introduce the AR technology for the homework in this years and teaching videos can be shown by scanning the AR Marker in the AR Apps. AR homework is made by subject teachers to promotes self-regulated learning to the students. Teaching strategies for advancement in the teaching and learning were discussed in form subject meetings for follow-ups. Analysis of the internal assessment results were made after every assessment, students' common errors and marking is highlighted. AQP analysis for the whole assessment paper was adapted in all exam papers. Focused feedback and keynotes with Magic Move were given to students to explain subject concepts. All set of school-based Lesson worksheets and material were developed. The sequence of teaching the topics in each form were re-arranged in the year. Further, the subject teachers refined the topics for the self-study bonus part of all forms for strengthening the bridging between junior and senior secondary mathematics curriculum. Printing of the together with qr code (flipped classroom video) in paper instead of using google classroom only is suggested. All lesson and homework worksheets were designed with learning summary and learning key points hints or guidelines to facilitate pre-class preparation. Class subject teachers then fine tune the worksheets for their own classes to cater for the learning diversity if necessary. Cross-KLA reading scheme was done with STEM Faculty and Sport Science departments in S2-S3 during 1st term. Most students submitted and completed their works properly and some students were selected to present their work during presentation day. More than 12 tutorial lessons Mathematics were successfully arranged by AC, the tutorial exercise is deepened by giving demonstration of similar questions to help students to consolidate. MC technique and use of calculators is emphasis in the tutorial Intensive S3 TSA tutorials are conducted for drilling TSA past paper. Potential S1 and S3 students is selected into the Future Star Program for to get excellent grade in public exam, SFC teachers has arranged 10 sessions for them and will continue to offer courses for S2 and S3 students next year. All students have a positive comment, and they revealed that their Math's sense and horizons are higher. Maths Gifted Education Training Program with refined curriculum for each form were arranged for math elite students. The team have 28 members in total by selected 9-10 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 60 prizes in various mathematical competitions in territory-wide and regional levels. 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 "Sudoku Activity" was 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.

Department of Science - Self-learning materials are prepared with videos, keynotes and additional online resources. It will be launched to all forms so students can review all topics they learn in the subject at any time. Biotechnology curriculum was designed for general education. For gifted students we organized biotech research team for them to further study. Nurturing gifted students in science in a systematic way and strongly encouraging and arranging students to participate in international or local competitions. Training for a series of research and creativity was organized. 20 students were invited to join this training. Different biotech research works have been developing. This year, we organized some STEAM related workshops and visit to our students. 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. S2 and S3 Project-based Learning (cooperated with PE). The topic is: The Newton Laws in Sports. Students were very interested in their favorite sports to investigate the principle of Physics behind. Student's work and presentations were good. Student will do self-reflection after each presentation.

Department of Information & Technology Studies - A self-learning resources Google Classroom has been created for all students, where they can access to the teaching Keynotes used in the lessons and useful videos produced by teachers or available online. Past papers have also been uploaded to the AI platform for students' revision. New online platforms, such as App Inventor and Botpress, are introduced into the curriculum to provide students with a wider exposure to different kinds of apps and web platforms, as well as application of coding and AI. The cross-curricular project-based learning was completed in 1st Term. The groups could generally meet some basic requirement of the projects. The Robotics Team continued to develop with more than 40 members on the team. The team has joined more than 15 different competitions of various natures. Old members were starting to take up leading roles to work with new members in the competitions.

Department of Design & Technology - LMS with accumulated knowledge is always available for students to refer. Use different e-learning tools and platforms to facilitate learning abstract concepts. Incorporate self-learning portion in the mark distribution, and provide materials to students. Promote Cross-subject Project based learning with P.E. Introduce the subject in S1 bridging course and emphasis the requirement in both hardware and software manipulations. Assign students to different competitions according to their ability. Introduce cross-subject content with Science and ITS.

- **Faculty of Humanities**
 - Department of Economics** - Self-study platform has been completed to students for revision. We have joined the financial education online Quiz competition. Our students kept showing their talent and confidence in competing with other schools' students in the competition. Moreover, our Economics and Accounting school team joins different competition organized by EDB financial education award scheme. The students' efforts and enthusiasm for the competition enrich their knowledge and experience. Various IT training is attended by teachers. We have set up google classroom as our subject online teaching platform. Most teachers get to use this online platform for learning. iPad has been used during lesson to enhance more interactive learning activities.
 - Department of Finance and Accounting** - Self-study platform has been completed to students for revision. We have joined the financial education online Quiz competition. Our students kept showing their talent and confidence in competing with other schools' students in the competition. Moreover, our Economics and Accounting school team joins different competition organized by EDB financial education award scheme. The students' efforts and enthusiasm for the competition enrich their knowledge and experience. Various IT training is attended by teachers. We have set up google classroom as our subject online teaching platform. Most teachers get to use this online platform for learning. iPad has been used during lesson to enhance more interactive learning activities.
 - Department of Geography** - To enhance students' self-directed learning abilities, the Geography Department utilized diverse e-learning methods, such as setting up form-based Google Classrooms to serve as a subject database, class-based Google Classrooms for flipped exercises and directed-learning activities, installing subject-related apps on students' iPads, and providing school-based lesson notes on each topic to help students consolidate their learning easily. To enhance students' reading abilities, information about two recommended geography books was posted outside the Geography Room. Additionally, a facility-based cross-curricular project on the "Past and Present of the Sham Shui Po District" was conducted in S2 during the second term. To assist students from different learning groups in enhancing their academic levels and to strengthen support for diverse learners, Google Classrooms were set up to allow students to learn at their own pace. Additional time was provided for SEN students to complete their homework before submission. Bilingual references, including translations of keywords into Chinese in lesson notes and presentation slides, were made available, along with a Chinese version of the textbook in the form-based Google Classroom for easy reference. Homework guidance was provided to less able classes to help them handle their home assignments. To cultivate a positive learning culture among students and enhance their learning effectiveness and exam performance, the subject's P6 to S1 Summer Bridging Course material was revamped to provide learning strategies in Geography and revision methods for Geography. The subject also requirements and re-emphasize of subject routines and learning habits throughout the year. Additionally, topic-specific learning strategies like cause-and-effect flow charts, read aloud and strategic highlights were incorporated in lesson learning. Furthermore, subject exam skills and answering techniques were integrated into the curriculum. To broaden students' horizons and assist them in developing their individual strengths, strengthen their self-image, and enhance their confidence in learning, the Geography Club has organized various activities and encouraged student participation in different competitions. These included the "JA bE Inspired! Shaping Our City Tomorrow Competition," the Our Community Photo Contest 2025, the "DIY an Automatic Weather Instrument" workshop, and the Gifted Botanical & Geographical Study Tour (Day-trip) 2025. Furthermore, the student members assisted teachers in preparing and conducting the Maker Fortnight – DIY Succulent Pots workshop, the Maker Festival - Geography & History booth, and represented the subject to visitors during the School Open Day. To foster holistic development in students and expand students' learning experiences across different subjects, two mainland study tours were organized for S2 students. In the first term, three S2 classes participated in the EDB's "Mainland Exchange Programme for Secondary Students 2024-25 - Discovering Guangxi: An Exploration into the Landform of Guilin and Yangshuo" for three days. In the second term, another three classes joined the EDB's "Mainland Exchange Programme for Students - An Exploration into the Guangdong-Hong Kong-Macao Greater Bay Area Cities (2024/25)," which focused on the planning and economic development of Shenzhen and Dongguan.
 - 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.
- 社會及文化教育科部** - 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. Which to maintain the self-learning ability among students. Self-learning materials and glossary towards different topics has been uploaded to enhance students to complete the flipped classroom. 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.
- **Faculty of Sports Science**
 - 體育科部** - 成功完成 PLK 體育質素圈計劃；成功製作恆常體適能網上訓練教材，供學生日常自學；成功每循環週首課節進行不少於 30 分鐘體適能活動；成功進行每學期進行 1 次體適能評估；成功製作評估前教學單元網上教室(Google Classroom)供學生預習及重溫；成功製作技能能力指標；成功每堂設技能評估，即時按能力指標給出回饋；成功舉辦多個球類、握拍、田徑、游泳、劍擊、足毬比賽，進行訓練及參加多項比賽；成功培育出學生在游泳、田徑、越野跑及足球上為校爭光，在學界賽事上取得佳績。

- Academic Committee
Subjects showcase the works of outstanding students, and project-based learning includes presentation days that provide opportunities for students to share, encouraging them to reach a higher level. Reading clubs and good book recommendations were introduced more intensively to enhance the school's reading atmosphere. Self-regulated learning activities were carried out smoothly in all subjects.
- Academic & Staff Development Committee
Different study tour scheme, Sister Schools scheme, AFS, PLK Joint school study tour, etc. are organized. 4 tours were organized to cater for this purpose. Together with all other subjects and committees there are more than 10 tours organized this year.
- Extra-Curricular & Creative Activities Committee
10 students from the creative thinking team participated in the Drone Performance Course. 10 students achieved Drone Performance Course Certificate level. Aero Space Project will be implemented in 2025-2026. Nearly 90 students participated Uniform Teams this year.
- Moral, Civic and National Education Committee
In order to broaden students' horizons and learning experiences and pursue greater understanding through reciprocal contact between our students and students on the mainland, our school has arranged "National and Life Education Tour : Historical & Cultural Tour and Panda Volunteer Service" four-day tour for 15 students from 20 Dec 2024 to 23 Dec 2024. Students performed well during the tour. Nevertheless, students generally gave positive feedback towards this tour held in school. A series of programs and activities were planned to be held throughout the year to promote a healthy life and the anti-drug theme. Activities like anti-drug talks, training day camp and overnight camp, health tests and drug tests, were planned in and outside the school to promote healthy life. In order to facilitate positive development and unleash potential of our students, our school is going to organize a community service learning scheme for all classes. Through providing service experience for students, students' civic awareness will be enhanced. The scheme can also increase their understanding of the needy, and boost their sense of community. It is expected to bring positive effect to students and the society. Integrating volunteerism into students' lives and learning to take care of others are also the focuses. Service learning for this year was held as: Form One - Visit the elderly; Form Two - Poverty Alleviation; Form Three - Poverty Alleviation.
- Careers and Guidance Committee
A team of four S2 students was selected by the Information Technology Studies Department to participate in the JA Code for Impact Challenge competition. This opportunity aimed to cultivate their entrepreneurship and STEM skills in collaboration with business volunteers. A team of four S2-3 students was selected by the Geography Department to participate in the bE inspired! & Shaping Our City Tomorrow Competition. It aims to inspire students to unleash their creativity for our sustainable future, and nurture their interest in engineering study and careers. Taster Programs and Visits were organized for students throughout the year, including: A visit to Hong Kong Metropolitan University with hands-on science workshops; a visit to the Airside of Nan Fung Group, focusing on sustainable development and the environmental industry; a visit to the Civil Aviation Department to learn about the job of an Air Traffic Controller; a "Become a Baker" Taster Workshop; and Life Planning Education Workshops on becoming an Aquarist and Ride Operation and Maintenance professionals at Ocean Park. Students found these activities very engaging and meaningful, reflecting that the visits and workshops broadened their horizon and inspired them regarding their future careers. The visits also allowed students to explore the roles and responsibilities in different professions, connecting theoretical knowledge with real-world job contexts. A Careers Ambassador Team consisting of several S1 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.
- Public Communication and Ceremony Committee
To encourage and arrange for students to participate in competitions and activities, both inside and outside the school. To provide opportunities for students to showcase their learning achievements.
- 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.
- Information Technology Committee
Full BYOD has been implemented. All students are required to bring their own iPads to schools. Subjects have adjusted their teaching pedagogies to fully utilized the advantages of using iPads to teach and learn . With the implementation of BYOD, promotion of self-direction learning is more possible. Power bank lending service was available after March in this academic year, provide further support to the implementation of BYOD. Teachers have created teaching material on the school-based AR App platform, the App has been launched for all students to use and markers have been included in the worksheets in the first term. Subject teachers upload past paper of the previous years on s.TNKJSC platform for students to do revision.

Reflections

• 中國語文文化及歷史學系

中國語文科部 - 電子學習的推廣取得良好成效，學生對科技輔助學習的接受度很高，自主學習能力得到培養。翻轉課堂模式讓學生成為學習的主體，課堂互動更加活躍，學習效果明顯提升。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適合的學習方式；照顧學習多樣性的措施日趨完善，不同能力層次的學生都能得到適切的支援和挑戰。拔尖課程激發了優秀學生的潛能，補底課程幫助了有困難的學生建立信心。非華語學生的融入情況良好，校本課程設計有效地幫助他們克服語言障礙，參與中華文化活動也促進了多元文化的交流；閱讀推廣工作成效不俗，學生的閱讀習慣逐步養成，閱讀能力穩步提升。跨課程學習為學生提供了更全面的學習體驗，培養了他們的綜合應用能力。各種語文競賽和活動為學生提供了展示才能的舞台，增強了他們的學習信心和興趣；語文活動和比賽的豐富推行展現了科組對培養學生語文素養的重視，學生在各項比賽中的優異表現，特別是中三學生在中國中學生作文大賽中榮獲旭日文學之星並在全國大賽中取得一等獎的卓越成績，不僅彰顯了學生的語文才華，更體現了本科教學的成效。這項殊榮對提升學生學習信心和激發其他同學的學習動機起到了重要的示範作用；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，但仍需觀察活動對不同年級學生的吸引力和理解程度，確保內容設計能照顧到各級學生的認知水平。照顧學習多樣性的措施日趨完善，不同能力層次的學生都能得到適切的支援和挑戰。拔尖課程激發了優秀學生的潛能，補底課程幫助了有困難的學生建立信心。非華語學生的融入情況良好，校本課程設計有效地幫助他們克服語言障礙，參與中華文化活動也促進了多元文化的交流。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，但更重要的是培養了他們終身學習的素養。創新教學方法如 VR 教材的應用展現了科技與教育融合的潛力，為未來教學發展提供了寶貴經驗。各類交流考察活動為學生提供了寶貴的實地學習機會，武漢歷史文化之旅和「同根同心」交流計劃讓學生走出課室，親身感受中華文化的深厚底蘊和歷史傳承。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，文化認同感得到顯著提升。

普通話科部 - 本年度，由於疫情過去後，各項課外活動及各類比賽復甦，能力較強的學生參加的互動及比賽較多，老師及學生缺少進行訓練的空間及時間，本科老師極力爭取時間帶領學生進行活動及參加比賽，每次比賽前後付出的訓練時間亦難以估算。有賴同事的全情投入，以及同學的努力，本科在各項比賽中都略有成績。期望來年學生於各項比賽都能有更佳的發揮。

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」，可考慮互動性更強的電子學習模式於課堂上應用。試卷輸入至電子學習平台後學生練習時只能選擇完成全份試卷，無法針對單一考卷部分重複練習。學生借閱圖書的動力不足。學生反應熱烈，惟未設活動問卷收集學生反饋。學生積極使用相關教材，精讀筆記有效提升非華語學生成績。科內於同儕會議中討論的考試技巧及策略應於課上詳細教授。可發掘學生更多除專題研習以外的不同類型的學習成果。中一學生需較多指導才能完成專題研習。

• Faculty of English

Department of English - Teachers may not have monitored students' progress timely. Workload for English teachers was very heavy since the whole burden of the progress was on them. There were not enough time slots to teach the readers. There was no significant improvement observed in the assessment results. Number of students joining had been a single digit. Repeating the same kind of activity did not inspire participation. Grouping and materials might not be optimized. The attendance is not very high. Participation and training were not enough. Earlier start of the "Future Stars" programme might be better to avoid clashes with student activities. The school IT policy impedes flexible use of IT for the purpose. Content is not very systematic. Talent has not been used systematically.

• Faculty of STEM

Department of Mathematics - Strengthen teachers use of e-learning strategies to enhance the effectiveness of learning and teaching. Flexible use of multiple teaching strategies, like Kahoot!, gMaths, Quizizz and other math app should widely use in lessons to facilitate teaching and learning, which helps students learn the math knowledge and concepts in a fun and more interactive way. While the marks from Flipped Classroom tasks are counted in Continuous Assessment, participation rates among lower-achieving students can be improved. Printing pre-lesson worksheets could guide these students in engaging more seriously with the material. All the assessments, homework worksheets and lesson notes are circulated before distribution. Students shown improvement in the homework performance, punctuality of homework submission and the quality of the corrections made. In addition, it trained up most of the students to perform a good filing and note-taking practice. Cross subject department meetings within the faculty have been held regularly. Experiential Learning activities such as MAKER fortnight, CoolSTEAMaker Festival have been held successfully, we collaborated with the Faculty to carry out various inter-class competitions and S1 cross-subject activities, these interdisciplinary learning activities provided students with a lot of fun and develop a cross-faculty learning experience. Class subject teachers can fine tune the worksheets to further cater for the learning diversity for their own classes. TSA and DSE past papers were introduced before the Exam to drill examination skills in the tutorial. 12 gifted training sessions were provided for students and they reflected that the trainings were useful and raised their mathematics standards and polished their skills. However, some potential students are occupied by other ECA activities and it is suggested to train the Team into 2 groups for members to better learn from each other. Maths Club Activities are well received and can be continued next year, students are engaged in the Maths Cub activities, especially for the Rummikub competition.

Department of Science - Through a series of research works and training, many students found more devoted and equipped themselves on the research work. Respond to the need of STEAM education from EDB, we are more focused on the collaboration with universities to enhance the students interested on science subject development. We opened more opportunities for the students e.g. cancer patient imagine analysis with HKU dentistry department and medical school. Students who are not strong in wet lab can still join and contribute to different research work. The environmental study of seagrass in Hong Kong is letting the students understand the importance of environmental protection and biodiversity. Sponge biodiversity in Hong Kong allows students to apply what they learn from biotechnology lesson e.g. DNA extract and PCR technique.

Department of Information & Technology Studies - Quality of students' work in the cross-curricular reading scheme vary and not all students devoted effort to reading relevant resources. Despite the detailed feedback on the Keynote provided, many students were still making the same mistakes when the same concept was tested in subsequent assessments. Local students, especially from the weaker classes, are facing obstacles in coping with the language demand in learning the subjects and handling the exam questions. Mainly students from better classes would complete the self-directed learning task. Students' overall participation rate in the self-directed learning tasks can be enhanced. The completion rate of the past paper on the AI platform was low and students preferred getting PDF versions of the past paper for revision instead of working on the AI platform. Not many students watched the videos posted on the self-learning resources classroom before the lesson. In the PBL, students showed low self-directed learning ability as they did not make good use of the references provided to give more in-depth and original ideas in the project. The development of the Robotics Team is healthy, with different competitions catering for students with different talents and potentials. However, other schools were also getting more competitive at the same time.

Department of Design & Technology - May consider separate S1&2 LMS such that students can have a clearer view on the assessment and reference materials. Keynote was introduced in Motorcar syllabus such that teachers and students can follow the learning goal of each session very clearly. The subject has sufficient learning platforms including Pictoblox, ArduinoBlocks, Google classroom and Adafruit, etc. LMS was designed with accumulated knowledge is always available for students to refer. The cross-subject project is no-longer promotion criteria. The submission rate and the quality are very low this year due to limited guidance from teachers (only Google classroom). The new way of having bridging course may reduce teachers' workload, but is harder for teachers to spot potential / elite students. The school team keeps getting remarkable achievements from external competitions. The number of members increased drastically due to active promotion and prize presentations on stage during assemblies. The linkage with ITS is strong as both are technology subjects. The Maths cross-subject topic was cancelled. Need to communicate more with science to seek for some others ways to implement cross-subject curriculum.

- **Faculty of Humanities**

Department of Economics - More support is needed for students with low motivation. 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. Different activities offer various opportunities to students to develop their potential in moral financial education. Different types of apps should be used by teachers to enhance the interactive teaching and learning.

Department of Finance and Accounting - More support is needed for students with low motivation. 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. Different activities offer various opportunities to students to develop their potential in moral financial education. Different types of apps should be used by teachers to enhance the interactive teaching and learning.

Department of Geography - Some students did not effectively utilize AR videos when completing assignments and revisions. YouTube is blocked on students' iPads, requiring them to use their own devices or PCs to access video resources for self-directed learning. Beginning in the 2nd term, draw mind maps in Lesson Notes Booklets with S1 students to enhance their learning by correlating subject knowledge. Students may overlook unblanked or untranslated words in the Lesson Notes Booklet, which can lead to conceptual confusion. Students sometimes forget to use blue pens for homework answers and black pens for corrections in assignments. The costs associated with DIY workshops are high. The geology and landscapes of Guilin and Yangshuo is too challenging for S2 students. Due to the harsh weather (hot and humid) in May and students' physical condition, they often become exhausted after the two-day trip. The S2 curriculum remains too difficult for our students, as it contains numerous specific terms and complex cause-and-effect logical flows.

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.

社會及文化教育科部 - 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 though out the year. Some students were planned to participate in the competitions, however due to time limitation on practice, they are not able to attend during the first semester. Choir and A Capella team are not enough of member to participate in any of the competition.

- **Faculty of Sports Science**

體育科部 - 除 PLK 體育質素圈計劃，計劃 2025-2026 年度參加教育局體適能計劃，培養學生恆常運動習慣；每循環週首課節進行不少於 30 分鐘體適能活動，有助提升學生運動表現；每學期進行 1 次體適能評估，並作計算 30%總平均分需持續進行；所有評估都能製作評估前教學單元網上教室(Google Classroom)供學生預習及重溫；體育校隊訓練已見系統化，負責同事掌握訓練目標及方向，有助提升學生潛能。

- **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 and different learning groups are needed to improve students' learning efficiency. Students' learning confidence needs to be enhanced.

- **Academic & Staff Development Committee**

Some tours were packed within the same period where competition between tour appeared. Students were not provided with opportunities to showcase their achievement in the tours the committee organized.

- Extra-Curricular & Creative Activities Committee
Drone Performance Course will be continued in the academic year of 2025-26. Students learn the Flag Raising Skill and Chinese Marching from these uniform units. TIC need to have more knowledge / skills training.
- Moral, Civic and National Education Committee
Talk for S1 was held in July. Game booths and an exhibition were held during the post-exam period. Activities outside school like day camp and overnight camp were conducted smoothly in January and April respectively. Students performed well during both the day camp and overnight camp. Nevertheless, students generally gave positive feedback towards the activities held in school. S1, S2 and S3 classes completed the Service-Learning face to face. The activities were held in 6th January 2025, 4th July 2025, and 7th July 2025. The feedback was positive from both our students and the service targets. Students from S1, S2 and S3 have been trained and participated in different social services. Most class teachers and social workers have given positive feedback on the students' performance. Most students also gave positive feedback in the questionnaire. Through the activities, students gained different learning experiences and learnt how to serve others and show their care for those in need at the same time. They also learnt various activity-planning skills and strengthened their self-confidence as well as communication skills.
- Careers and Guidance Committee
More visits can be arranged for next year to enhance students' learning experiences. Some JA competitions can be very demanding, making it challenging to compete against senior form students from prestigious schools.
- Public Communication and Ceremony Committee
By providing trainings for students MC, Ambassador and Campus Journalist, students can showcase their learning achievements to the public in mass event like Open Day, Maker Festival and Joint School National Education Activities. By recognizing and celebrating students' achievements was promoted in publication and ceremonies. This can boost their self-confidence and motivation to continue performing well academically and fostering successful experiences. By acknowledging their accomplishments, students feel valued.
- Environment & Resources Management Committee
The facilities of school are needed to keep 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.
- Information Technology Committee
More videos on supporting the use of iPads will be prepared for both teachers and students to further assist them to use iPads more efficiently to facilitate learning both inside and outside classrooms. AR materials increase student engagement and interactivity in lessons. Continuous optimizations improve user access to resources.

Feedback and Follow-up

• 中國語文文化及歷史學系

中國語文科部 -來年將進一步優化電子學習平台，引入 AI 電子教學平台或更多互動元素和創新教學之應用。加強教師的數位教學技能培訓，確保能充分發揮科技的教學優勢。同時建立更完善的學生學習支援機制，幫助所有學生都能受惠於科技教學的發展；強化照顧學習多樣性的措施，為不同能力和背景的學生設計更精準的學習方案。特別加強對非華語學生的支援，不僅在語言學習上，也在文化理解和社交融入方面提供更全面的幫助。建立更多同儕學習和文化交流機會，促進不同背景學生的互相學習和成長；閱讀教育將持續深化，除了與圖書館合作，鼓勵廣泛閱讀外，更要注重培養學生的批判思維和創造力。計劃引入更多不同類型的優質讀物及閱讀活動，豐富學生的閱讀體驗。同時加強閱讀策略的教授，幫助學生建立有效的閱讀方法和習慣；繼續推動各類語文活動和比賽，但會更注重學生在參與過程中的學習和成長體驗。建立更完善的人才培養體系，從發掘潛能到提供展示平台，為每個有特長的學生創造發展機會，讓他們在語文學習中找到自信和成就感；強化照顧學習多樣性的措施，為不同能力和背景的學生設計更精準的學習方案。特別加強對非華語學生的支援，不僅在語言學習上，也在文化理解和社交融入方面提供更全面的幫助。建立更多同儕學習和文化交流機會，促進不同背景學生的互相學習和成長。學習常規和自主學習能力的培養將持續加強，透過多元化的學習活動和評估方式，幫助學生建立良好的學習習慣和自我管理能力。創新教學方法的探索將繼續推進，為學生提供更豐富、更有效的學習體驗，促進他們的全面發展。交流活動後安排學生於禮堂進行匯報的做法將持續推行並進一步優化。來年將加強匯報的互動元素，鼓勵參與學生透過多媒體展示、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。

普通話科部 -來年，本科同事會繼續優化電子學習資源，配合本科教學目標，繼續製作不同的網上學習資源及教學影片，豐富學生的普通話知識，提高學生學習普通話的興趣，不斷提升學生自主學習的能力；繼續優化現存的評核模式，改善教學質素；完善學校人才庫，鼓勵更多普通話能力較強的同學參加各項比賽，以提高學生的學術表現及成就感。

中國歷史科部 -計劃使用「豆包」創作圖畫及歷史現場。試卷輸入至電子學習平台時善用「標籤」功能，優化學生及老師使用體驗。向圖書館索取中史科現有藏書清單，為科內教師提供推薦書目清單。參考書目清單圖文並茂，並採購更多相關書籍，豐富科內資源。舉辦活動時於場內設電子問卷調查，以小禮物吸引學生完成問卷。非華語學生精讀筆記配合課測使用，並同時增加課測次數。將本年度討論的考試技巧及策略融入教材設計，並於進度表顯示。設問卷於活動後要求學生填寫，並安排學生分享遊學團所見所聞。下年度為學生體驗活動及其他學習活動設計簡單工作紙，收集學生學習成果。來年安排課節於課堂上講解專題研習的要求。

• Faculty of English

Department of English - A central google classroom is to be set up for material dissemination to ensure timely release. More apps are to be installed on iPads for students' access and use. A google classroom and more detailed schedule should be in place for all students and teachers involved so that monitoring can be done online instead of in person by only English teachers. Such lesson should be scheduled in the teaching schedule possibly speaking lessons. More and better promotion of the session is recommended, e.g. a video promotion in the morning assembly on the day. Put in place more display of student work and performance as well as a variety of activities. English ambassadors should be trained better for the purpose. A more structured curriculum for the purpose should be put in place. Earlier planning and closer monitoring are required. A better admin team for the purpose should be put in place. The "Future Stars" programme should start in term 1. Explore more safe apps for the purpose. Content discussed this year should be put in subject handbook and student booklets. Better use, e.g. enter data and use it, of talent pool should be in place.

• Faculty of STEM

Department of Mathematics - New teaching strategies and lesson designs are continuously explored and try out in the lesson. The marks of Flipped Classroom were counted in the Continuous Assessment but mainly students from better classes would complete the self-directed learning task. Students' overall participation rate in the self-directed learning tasks can be enhanced by providing a pre-lesson worksheet to give more guidance for lower achievers to do the questions seriously and cater the learner diversity by learning online and to promote self-regulated learning. Focused feedback and keynotes were given to students for academic improvement throughout the year. Despite the detailed feedback on the Keynote provided, many students were still making and not paying attention the common mistakes. Local students, especially lower achievers and NCS are facing obstacles in coping with the English and Maths foundation when handling the exam questions. More self-learning exercises are needed for them to build up their confidence. The assignments for S2 next year were also suggested to be cross-subject based activities with LT and Science and mainly focused on graph drawing and pattern observation to train-up students with the Mathematical Modelling skills. Evaluation on the teaching progress, curriculum and student performance among each class in the committee meeting and MLP, teachers can refine the topics for the tutorial of all forms. Name list of Math School Team members who are promoting to KTC S4 will be sent to Math Department of KTC to provide continuous support for gifted education in SFC. Attendance of the committee members is not good enough. Recruit the committee member early to ensure the next year's activity works smoothly.

Department of Science - More activities and exploration of different programs will be organized or take part so as to arouse students vision and exploration in the development of science nowadays.

Department of Information & Technology Studies - More frequent reminders for students to make good use of the AI platform as a revision tool can be provided. It would facilitate students' understanding of the PBL requirements if they could be guided through the theme briefly at the beginning of the task. It is suggested that more systematic training to be hired from service providers to help the robotics team build a more solid foundation for project-type competitions.

Department of Design & Technology - May incorporate separate Google classrooms for different forms and one specifically for teachers. Establish cross-curricular project with ITS. Students should full utilize BYOD to make use of their iPad to facilitate first-hand material collection and making presentable showcases. Cooperate with MAKER lessons. Allocation some lesson time to cover design theory. The coding course content should be put to earlier session of the school year, in order to spot potential elites from S1, and recommend them to join the school team. Keep the school team ongoing. Arrange different divisions in the school team and recommend students with different strengths and competence to join different types of competitions. Seek for other collaborations between technology subjects (ITS).

- Faculty of Humanities
 - Department of Economics - Improve the overall academic result of students with low motivation is useful to raise the results. The curriculum chosen on Economics of HK is useful to strengthen students morality. The use of different apps is useful to provide opportunity for students to learn at everywhere.
 - Department of Finance and Accounting - Improve the overall academic result of Low motivation students is useful to raise the results. The curriculum chosen on Economics of HK is useful to strengthen students morality. The use of different apps is useful to provide opportunity for students to learn at everywhere.
 - Department of Geography - Remind students how to watch AR videos and encourage students to use these resources effectively. Download all reading materials and videos, embedding them in the self-directed learning resources provided to students, so they do not have to access YouTube. Reserve space in Lesson Notes Booklets to teach students how to create mind maps that correlate with subject knowledge. Adjust the blanks in the Lesson Notes Booklet to cover all geographical phrases and avoid placing blanks between phrases. Remind students about the subject routines at the start of the school year and throughout. Limit the number of participants for DIY workshops to ensure a better experience. Exercise caution when selecting destinations for study tours scheduled for late spring or early summer. Refine the S2 curriculum to better suit our students by incorporating more flow charts and mind maps, focusing on the major concepts to facilitate their learning.
 - Department of History - 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 organizing reading challenges or book clubs to encourage participation.
 - 社會及文化教育科部 - 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 tutor and teachers are needed. Consistent team training was implemented, along with regular checks on student attendance.
- Faculty of Sports Science
 - 體育科部 - 2025-2026 年度參加教育局體適能計劃；每循環週首課節進行不少於 30 分鐘體適能活動；每學期進行 1 次體適能評估，計算 30%總平均分；所有評估製作評估前教學單元網上教室(Google Classroom)；持續性評估體適能表現；由於反映及成績欠理想，考慮取消足毬隊，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

We should coordinate better in order not to clash with other subjects or committees. We should coordinate with other subjects and committees to organize a sharing session for all the tours we take students to next year, mostly likely be an assembly session. Students in the Australia and Shanghai tour will be prepared 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

There should be more activities promotion for NCS students.
- Careers and Guidance Committee

A Careers Ambassador Team will be formed in S1-2, along with Class Representatives in S3 for the upcoming year.
- Environment & Resources Management Committee

The well-equipped facilities and venues is useful to enhance whole person development.
- Information Technology Committee

Gather teacher feedback to enhance the platform (v.TNKJSC and s.TNKJSC) and ensure it meets student needs. Regularly assess MDM effectiveness and gather user feedback for enhancements. Class teachers should be trained on how to periodically check students' iPads, and how to update them. A keynote shall be given for this purpose. Monitor platform performance and user satisfaction for ongoing improvements.

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	<p>中華文化推廣與交流考察活動</p> <ul style="list-style-type: none"> 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。為進一步拓寬學生視野，本科組織了各類交流考察活動，包括武漢歷史文化之旅（四天）及「同根同心」——香港初中及高小學生內地交流計劃。中國文化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； 成效顯著：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； 未來發展方向：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。加強匯報的互動元素，鼓勵參與學生擔任「文化大使」，在日後中華文化活動中分享交流經驗，發揮朋輩學習的積極作用。此外，將探索與其他學科的跨課程合作，讓交流活動的學習成果能夠在歷史、地理、視覺藝術等科目中得到延伸應用，形成更全面的學習體驗。
2. 發展學生的潛能，讓學生突破自我，達致更高水平	<p>語文競賽與卓越表現</p> <ul style="list-style-type: none"> 語文活動和比賽參與踴躍，校際朗誦節、各類寫作比賽等都有學生積極參與並取得佳績。辯論隊的成立為善於思辨的學生提供了展示平台。本年度更有一名中三學生於學界認可之大型寫作比賽——2024-2025 中國中學生作文大賽(香港賽區)中取得旭日文學之星之殊榮，更躋身全國大賽並取得一等獎之佳績，成績卓著。 <p>學生成果展示機制</p> <ul style="list-style-type: none"> 成果展示的落實成效顯著。展出學生優秀寫作、專題研習及活動獎項等作品，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。 <p>學習動力培養</p> <ul style="list-style-type: none"> 學生看到自己的作品被展示後，更願意主動練習寫作、參與課題研習，形成「願意嘗試→獲得肯定→更加投入」的良性循環。教師亦觀察到學生的學習動力與表達意欲有明顯提升。活動中的所見所聞豐富了學生的寫作素材和表達內容，有助提升他們的語文創作能力和文化表達水平。 <p>全校語文氛圍營造</p> <ul style="list-style-type: none"> 中文、普通話科部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，為不同特質的學生提供多元化的學習和展示機會。透過問答環節、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； 突破性成就：中三學生在全國性寫作比賽中榮獲旭日文學之星並在全國大賽中取得一等獎的卓越成績，不僅彰顯了學生的語文才華，更體現了本科教學的成效。這項殊榮對提升學生學習信心和激發其他同學的學習動機起到了重要的示範作用； 潛能發掘成效：辯論隊為具有思辨能力的學生提供了專業的訓練平台，培養了他們的邏輯思維和口語表達能力。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； 全面發展策略：建立更完善的交流學習檔案系統，鼓勵學生將交流體驗融入創作中，如撰寫遊記、製作文化專題報告等，讓學習成果得到更深層的沉澱和表達。同時與家長分享學生的交流體驗，鼓勵家庭層面的文化教育延續，形成學校與家庭的合力推動； 持續發展方向：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。需要思考如何讓更多不同性格特質的學生也能參與語文競賽活動，特別是那些較內向但具有語文潛能的學生，可考慮增設不同形式的比賽項目，如創意寫作、詩歌朗誦等，讓各類型學生都能找到適合的展示舞台。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。計劃設立「文化交流基金」或尋求更多資源支持，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。

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	<ul style="list-style-type: none"> 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； 成效顯著：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，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； 未來發展方向：來年，本科同事會繼續優化電子學習資源，配合本科教學目標，繼續製作不同的網上學習資源及教學影片，豐富學生的普通話知識，提高學生學習普通話科的興趣，不斷提升學生自主學習的能力；繼續優化現存的評核模式，改善教學質素；完善學校人才庫，鼓勵更多普通話能力較強的同學參加各項比賽，以提高學生的學術表現及成就感。
2. 發展學生的潛能，讓學生突破自我，達致更高水平	<ul style="list-style-type: none"> 各項課外活動及給類比賽如常進行，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 <ul style="list-style-type: none"> 我愛我的祖國·立德樹人篇：2 優異獎； 首屆情繫中華香港青少年作文暨朗誦大賽：1 三等獎，1 優異獎； 港澳大灣區朗誦大賽(香港賽區)：3 亞軍，3 季軍； 2025 兩文三語運動：進入 12 強； 香港學界公開賽暨第六屆「專業精英盃」學術才藝大賽普通話詩詞朗誦比賽（中國古詩詞朗誦）：3 冠軍，4 亞軍，1 季軍； 學習動力培養：學生在比賽中獲獎後，更加自信投入各種比賽，其他學生看見努力會有成就，也會加入到有關的訓練及比賽當中，越來越多的同學加入到不同的活動及比賽當中，不但可以挑戰自己，更可以在這個過程中提升了普通話的表達能力； 全校兩文三語氛圍營造：普通話科部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，為不同特質的學生提供多元化的學習和展示機會。透過問答環節、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； 持續發展方向：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。需要思考如何讓更多不同性格特質的學生也能參與普通話競賽活動。

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	<ul style="list-style-type: none"> 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。為進一步拓寬學生視野，本科協辦各類交流考察活動，包括武漢歷史文化之旅(四天)及「同根同心」——香港初中及高小學生內地交流計劃。中國文化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。同時，本科組職了與國民教育有關的遊學活動，包括紀念抗戰勝利 80 年「農業科研、國防強軍」之旅及紀念抗戰勝利 80 周年遊學團； 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	<ul style="list-style-type: none"> 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。

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 One students. The native English-speaking tutors prepared booklets, Keynote and videos in the lesson. Students learnt basic drama skills and had great interest and demonstrated sufficient skills to conduct a mini show in the session.
2. Gifted Education Debate Team, Speech Team, Writing Team <ul style="list-style-type: none"> • 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 	<p>Under the gifted education, the three school teams namely the Speech Team, Debate Team and Writing Team had won seven prizes and received sixteen certificates of merits in competitions this year.</p> <p><u>Speech:</u></p> <ul style="list-style-type: none"> • The HK 76th Speech Festival: eleven students got the Certificate of Merits. • The 21st Century Cup: one student receive the Second Prize and two students received the Third Prize. • The 9th International English Poetry Competition : two students got the Gold Award and two students got the Silver Award • The HKFYG English Public Speaking Contest : four students got the Certificate of Merits. <p><u>Debate:</u></p> <p>Students were actively involved in the debate competitions this year. We have 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.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • In the HK Education City LTD , we received the Certificate Award.
3. Running school-based English tutorials to support newly arrived children in learning English effectively <ul style="list-style-type: none"> • Held on Saturdays • Duration: 1 hour for each period • 8 to 10 participants in each class • Teachers work with tutors to design tailor-made curriculum, teaching and learning materials 	<p>Thirty-four S1 students and seventy-six S3 students were selected to join the tutorials based on their UQ results. Tutorials started from October and 13 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 feedbacks were received from students and improvements were shown in students' results. Students' reading, grammar and listening skills were trained in the sessions.</p> <p>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.</p>

Key Project	Evaluation
Faculty of STEM - Mathematics	
1. To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences	<ul style="list-style-type: none"> The G/F Maths Notice Board was updated to show the top 10 of exam results in each Term. Different works and materials created by students are displayed as suggested by AC. The lobby demonstrated students' Maths competition results in gifted education and excellence book reports.
2. To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation	<ul style="list-style-type: none"> Maths-related career website and information were shared to students in the moxo group and notice board. For S3 Students, subject teachers have talked to the S3 high-achieved students about M1 during the lesson. On the other hand, we have invited SFC Maths teachers to explain the importance and impact of future in studying M1 and M2 to S3 students. S3 students had a positive comments on that issue, they revealed that the introduction from SFC teachers enhanced their decision of whether choosing M1, M2 in next year.
3. Continue to promote e-learning and utilise e-learning in classroom teaching	<ul style="list-style-type: none"> Lesson notes / Flipped Classroom video was uploaded in the Google Classroom. TSA past papers in sub-topics were prepared in Google Classroom, students are encouraged to use it as a revision. Students are eager to do as the topics are arranged in S1, S2 and S3 levels. Especially S3 students reflected that it's useful as they can use it to revise the S1 and S2 topics, as a detailed solutions will also be provided after they finished the Google Classroom exercises.
4. 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. To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement	<ul style="list-style-type: none"> To create a more interactive teaching and learning environment, e-learning activities were conducted in all classes throughout the year. Kahoot!, Nearpod, gMaths, and Quizizz were widely used to facilitate teaching and learning, enabling students to acquire math knowledge and concepts in a fun and interactive way. In addition, Google Classrooms were established for each class to support flipped classroom approaches. The Mathematics Department was continuing to introduce AR technology for homework this year, with teaching videos visible by scanning AR markers in the AR apps. AR homework was prepared by subject teachers to promote self-regulated learning among students. Teaching strategies for advancing teaching and learning were discussed at form/subject meetings for follow-ups. Analyses of internal assessment results were conducted after each assessment, with emphasis on students' common errors and marking. An AQP analysis for the entire assessment paper was applied to all exam papers. Focused feedback and keynotes using Magic Move were provided to students to clarify subject concepts.
5. 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	<ul style="list-style-type: none"> A complete set of school-based lesson worksheets and materials was developed. The sequence of teaching topics for each form was reorganized over the year. Furthermore, subject teachers refined the topics for the self-study bonus portion of all forms to strengthen the bridging between junior and senior secondary mathematics curricula. Printing the materials on paper with QR codes (flipped-classroom videos) was suggested, in addition to using Google Classroom. All lesson and homework worksheets were designed with learning summaries and key-point hints or guidelines to facilitate pre-class preparation. Class subject teachers then fine-tuned the worksheets for their own classes to address learning diversity where necessary. Students showed improvements in homework performance, punctuality of submission, and the quality of corrections. Additionally, this process helped most students develop better filing and note-taking practices.
6. Cross KLA Project Study and Reading Scheme	<ul style="list-style-type: none"> Cross-KLA reading scheme was done with STEM Faculty and Sport Science departments in S2-S3 during 1st term. Most students submitted and completed their works properly and some students were selected to present their work during presentation day.
7. Tutorial Arrangements	<ul style="list-style-type: none"> More than 12 tutorial lessons Mathematics were successfully arranged by AC, the tutorial exercise is deepened by giving demonstration of similar questions to help students to consolidate. MC technique and use of calculators is emphasis in the tutorial Intensive S3 TSA tutorials are conducted for drilling TSA past paper.
8. "Future Stars" programme	<ul style="list-style-type: none"> Potential S1 and S3 students were selected into the Future Star Program for to get excellent grade in public exam. KTC teachers arranged 10 sessions for them and would continue to offer courses for S2 and S3 students next year. All students had a positive comment, and they revealed that their Math's sense and horizons were higher.

9. Maths School Team	<ul style="list-style-type: none"> • Maths Gifted Education Training Program with refined curriculum for each form were arranged for math elite students. The team have 28 members in total by selected 9-10 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 60 prizes in various mathematical competitions in territory-wide and regional levels : <ul style="list-style-type: none"> - 2nd Class Award in Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2025 (Greater Bay Area Region) - 2nd Class Award in Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2025- Semi-Final - 3rd Class Award in Hua Xia Cup Mathematical Olympiad Contest 2025- Final - Gold Award in Hong Kong International Mathematical Olympiad Heat Round 2025 (Hong Kong Region) - Silver Award in Thailand International Mathematical Olympiad Heat Round 2024-2025 (Hong Kong Region)
10. Mathematics Club	<ul style="list-style-type: none"> • Mathematics Club was formed by a group of S1 to S3 students who were interested in mathematics with teachers as consultants. Three whole school math contests, the “Inter-class Rummikub competition”, the “Inter-class 2048 Competition”, and the “Sudoku Activity” 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 – Integrated STEM(Science)	
1. Science Competition	<p>Our students have participated in various competitions and gained satisfactory results.</p> <p>This is the second year we joined these competitions. These two competitions were organized by university which can encourage the students study pathway towards tertiary education and building professionalism. Each competition could provide different chances for students to learn and expose their potential. Most of them found the competition of creating things and making project was more interesting and challenging although it required a lot of time and effort including summer holiday, the students enjoyed the process.</p>
2. Life-wide activities Learning	<p>This year, we organized some STEAM related visits, seminars and workshops to our students.</p> <ul style="list-style-type: none"> • Visiting instrument company let the students have the experience to use a scanning electron microscopy • Cooking class related to food science - Gastronomy <p>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.</p> <p>The students' responses were very positive, and they especially prefer the cooking class and requested the school should have more food science related activities.</p>
3. Biotechnology Development <ul style="list-style-type: none"> • Horseshoe crab raring programme <ul style="list-style-type: none"> ○ Promoted environmental protection and conservation work in Hong Kong • Sponge biodiversity and identification using DNA technology <ul style="list-style-type: none"> ○ Collaborate with HKU to promote environmental protection and biodiversity in HK • Cancer drug development <ul style="list-style-type: none"> ○ This was a collaboration with HKU medical school. • Biodegradation of plastic using superworm 	<ul style="list-style-type: none"> • Live horseshoe crabs were kept in the lab during the experiments. The students were excited about observing living organisms in the laboratory, and it provided a valuable opportunity for them to take responsibility for husbandry of the horseshoe crabs. This year, a STEAM project was created around the rearing programme, and students produced an animation to promote environmental protection of horseshoe crabs (HSC). • We were the first research team to study the biodiversity of sponges in Hong Kong. It was a relatively manageable project for our secondary school students. This year, we taught S1 students to conduct this project. Although, it was a challenging task for them, it could offered them a valuable experience of genuine research work. • We have just begun this project, and the S1 students are responsible for it. We hope to make progress over the next two years. A promising compound was isolated and shows potential for fighting cancer. • Similar to the work of senior students, S1 students performed exposure in our biotech laboratory. This year, the students attempted to tackle another social problem — food waste. The students were responsible for collecting all physical and chemical parameters from the experiment. They learned what a control experiment is and the importance of keeping all data on record. The most important experience they gained was that experiments are not always successful on a single try; if the worm dies, they need to restart the experiment. This trained their patience.
4. E-Learning	<p>To provide a more interactive learning environment, F1 classes employed animations to cover topics in F1: "State of Matter," "Density," and "Energy"; in F2: "Eye Defects," "Common Acids and Alkalies," "Neutralization," and "Photosynthesis"; and in F3: "Enzyme Functions" and "Atomic Structures." A range of e-learning games, including Kahoot, were designed as lesson summaries to stimulate student interest, particularly among low-motivation learners.</p> <p>An augmented reality (AR) app for Biotechnology teaching was developed. Both teachers and students can use this app to self-learn topics of interest. The app comprises two parts: guidance on 15 apparatus and details of 12 experiments. The app is not limited to the biotech subject; Living Technology can also use it for teaching.</p> <p>Teachers designed and implemented e-learning activities that incorporated self-learning components, enhancing students' understanding of key concepts at their own pace during class. This approach enables differentiation by learning speed and appears to be more effective and engaging for less-able students.</p>

Key Project	Evaluation
Faculty of STEM – Integrated 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	<ul style="list-style-type: none"> Adaptive syllabus was developed in S1 with D&T. Students learnt required programming skills in ITS and brought to manipulate hardware in D&T lessons. S2 students would also be able to apply the coding concepts learnt on the TinkerCAD platform in the D&T lessons with the actual circuit boards. The cross-curricular learning between ITS and D&T has been implemented for years and have been well implemented.
2. Incorporation of more coding and AI elements in the curriculum	<ul style="list-style-type: none"> Following the guidelines of the EDB, coding and AI elements have been incorporated into the curriculum of all forms. Topics included: <ul style="list-style-type: none"> S1: App Inventor and image recognition, creating chatbot with Botpress S2: Object drawing and manipulation with Python, introduction of AI application, image recognition model training. S3: Text-based coding with Python, Image recognition model training, Application of image recognition with HuskyLens The school has participated in the CUHK Jockey Club AI for the Future Project and have incorporated introductory materials of AI into all forms. The curriculum will be further revised to achieve better vertical progression across different forms.
3. Incorporation of topics introducing the technological development in China in the curriculum	<ul style="list-style-type: none"> Self-study topics related to the technological development in China were introduced in all Forms as bonus part in the Exam <ul style="list-style-type: none"> S1: Supercomputers in China, Development of cashless payment in China S2: Fintech development in China, Use of AI in agricultural sector in China S3: Blockchain and Cryptocurrency, Fintech development in China
4. Practical exercise and examination	<ul style="list-style-type: none"> Office automation tools were taught in each form in order to serve the project learning. <ul style="list-style-type: none"> S1: MS Word, App Inventor, Botpress, Keynote (iPad) S2: TinkerCAD, MS Excel, Python (on CMU CS Academy), Keynote (iPad) S3: Python, iMovie, MS Excel, Google Teachable Machine Students are also taught how to use the software on iPad. This arrangement helped them familiarize with applying the skills on different platforms and allowed more flexibility in the teaching arrangements.
5. Online Classroom	<ul style="list-style-type: none"> Building on experience, the online classrooms were well managed, and teachers and students could make good use of the platform to facilitate teaching and learning of the subject. The self-learning resource bank has been developed fully. Materials are put on the classroom to facilitate students' learning and revision. A section introducing further pathways, such as courses and programmes offered under JUPAS and by VTC, is added to facilitate students' life planning.
6. Cross-curricular Project-based learning	<ul style="list-style-type: none"> The cross-curricular project-based learning with Faculty of Sports Science was completed in Form 2 and Form 3 students. Students explored fitness or training apps available and gave first-hand review of the apps. Students were expected to critically evaluate the user experience and platform design of the apps. However, few groups were able to address this point. More guidance might be needed to help students understand the requirements of the project.
7. Inno4Life Expo 2024	Robotics team members have taken part in the Expo to introduce projects made by the team in the previous year. The responses from the visitors were positive. Students got a chance to interact with different people and share their learning experiences.

Key Project	Evaluation
Faculty of STEM – Integrated STEM(Living Technology)	
2. Competitions in school <ul style="list-style-type: none"> Sewing Stitch Competition Drawstring Backpack Design Competition 	<ul style="list-style-type: none"> Many students performed well in sewing stitch , however, there are some students who struggled with hand stitching; they often have difficulty remembering the steps to thread a needle and execute stitches properly. Most students were able to operate the sewing machine correctly and effectively. But some of them still found it challenging to sew in straight line and angled lines. More practice was required. Pre-lesson videos were provided before lesson to assist them in, this kind of practice should be kept in the next academic to build up students' self-learning skills. Suitable fabric for making the drawstring bag should be prepared for students next year
3. Visits and other learning experience <ul style="list-style-type: none"> Visit to subject related organization 	<ul style="list-style-type: none"> The visit was held on 11 April 2025. Seventeen students attended the visit to Banana Cake. Some students from science team joined the banana cake making activity, they all enjoyed making the cake.
3. Making products for sell at the CoolSTEAMaker@TNK	<ul style="list-style-type: none"> Egg waffles with different flavors and toppings were made for the Maker Festival. It took a long time to make a portion of egg waffle affecting the selling figure Recommend trying out different food products to make for the next Maker Festive

Key Project	Evaluation
Faculty of STEM - Integrated STEM(Design & Technology)	
1. National Education Elements	National Security Education are well incorporated by introducing SmartHome / SmartCity development in China. More elements about smart city and AI development in China will be implemented.
2. Developing STEM Gifted Education	<p>We take great pride in nurturing student talent and guiding them toward excellence through active participation in external competitions. The robotics team has captured awards in various competitions, such as MakeX, Robofest, Battle Ace, Applied Technology Innovation, and more.</p> <p>We strategically form student groups and assign them to competitions that align with their skills and interests, depending on whether they are technically based or project-focused.</p> <p>With dedicated mentoring and structured preparation, our students consistently demonstrate exceptional commitment. They often work late into the evenings at school to practice and refine their presentations. Their professionalism and creativity have earned them numerous awards, as well as high praise from judges, who commend their innovative ideas and impressive delivery.</p>
3. Online Classroom	<p>Schoology was discontinued. All learning materials were amended and transferred to Google classroom.</p> <p>Teachers and students could always refer to the platform to facilitate teaching and learning, referencing and self-learning of the subject.</p> <p>Another reorganization of LMS will be conducted next year to fix the new curriculum framework under the new cycle day and lesson time arrangement.</p>
4. Motorcar coding syllabus development	The newly developed motorcar coding curriculum was 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 identify potential high achievers, making it a valuable tool for both learning and talent discovery.
5. Organize Primary School workshop to promote STEM education	IoT taster workshops were held twice this year to teach primary school students how to make a smart remoted fan. AIoT workshops were conducted for two primary schools, with 10+ students each. The workshops were led by teachers and were a great success, providing valuable hands-on experiences for students. Our strong participation earned positive feedback from attendees and their teachers, enhancing our school's reputation.

Key Project	Evaluation
Faculty of Humanities – Social & Cultural Studies	
1. 發展具特色的校本課程 (華語及非華語學生雙軌課程)	<p>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，而中一及中三已完成基礎中英文課程及課業設計及傳簽。現有課程涵蓋以下部份：</p> <ul style="list-style-type: none"> • 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《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) • 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《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 <p>非華語學生的全英語課程已於學年內完成，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。</p>
2. 優化評估系統	本科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. 資優教育發展	<ul style="list-style-type: none"> • 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。 • 在第一層全班式資優教育發展中，本年度本科亦繼續參與教育局資優教育教師網絡，惟主要的觀課交流活動略受影響而未見施行。部分校隊擬定參加的部分比賽亦因疫情關係未能如期進行。
4. 校內活動及全方位學習活動	<ul style="list-style-type: none"> • 與 MCNEC 合作，舉辦《國家安全》教育展覽。 • 與 MCNEC 合作，舉辦社際基本法問答比賽，全校同學參與。 • 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。
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	<ul style="list-style-type: none"> The teaching and learning material sets, including presentation slides, lesson notes, homework, and video lists, was 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. Self-learning topics and materials for the Self-learning Bonus Part of the exams (S1-3) have been redesigned and prepared to meet the needs of the new 3-term arrangement of the school. The Lesson notes include mind-mapping pages to enhance students' learning.
2. Cross-curricular Project-based Learning	<ul style="list-style-type: none"> A faculty-based cross-curricular project-based learning activity, involving the Departments of Geography, History, Social & Cultural Studies, Finance & Accounting, and Economics, took place in the second term for all S2 students. The topic was "Past and Present in Sham Shui Po." Reading elements were embedded in the project. This group project not only enriched students' ability to integrate subject knowledge and research information across disciplines but also enhanced their teamwork, presentation, and IT skills.
3. Geography Club	<ul style="list-style-type: none"> To broaden students' horizons and assist them in developing their individual strengths, strengthen their self-image, and enhance their confidence in learning of Geography, the Geography Club has organized various activities and encouraged student participation in different competitions. These included the "JA bE Inspired! Shaping Our City Tomorrow Competition," the Our Community Photo Contest 2025, the "DIY an Automatic Weather Instrument" workshop, and the Gifted Botanical & Geographical Study Tour (Day-trip) 2025. The club members assisted subject teachers in preparing and conducting the Maker Fortnight – DIY Succulent Pots workshop, the Maker Festival - Geography & History booth, and represented the subject to visitors during the School Open Day. Students reflected that these activities not only broadened their horizons but also enhanced their self-understanding and team spirit.
4. Mainland exploration study tours on Life-Wide Learning Days	<ul style="list-style-type: none"> To foster holistic development in students and expand their learning experiences across different subjects, two mainland study tours were organized for S2 students by the Departments of Science and Geography. In the first term, three S2 classes participated in the EDB's "Mainland Exchange Programme for Secondary Students 2024-25 - Discovering Guangxi: An Exploration into the Landform of Guilin and Yangshuo" for three days. In the second term, another three classes joined the EDB's "Mainland Exchange Programme for Students - An Exploration into the Guangdong-Hong Kong-Macao Greater Bay Area Cities (2024/25)," which focused on the planning and economic development of Shenzhen and Dongguan. Although the knowledge about the geology and landscapes of Guilin and Yangshuo was challenging for S2 students, and despite the harsh weather (hot and humid) in May and their physical conditions, they reflected that they learned a great deal, including self-management and time management during the trips.
5. Promote interdisciplinary learning in Innovative Maker Fortnight and Charity Bazaar cum CoolSTEAMaker Festival	<ul style="list-style-type: none"> The Geography Department and the History Department collaborated to conduct a "DIY Succulent Pots" workshop during the Innovative Maker Fortnight. Geography Club members were trained as student tutors to teach participants how to create their own succulent pots. A cross-subject game booth, "Catch the Revival," was jointly organized by the Geography Department and the History Department for the Maker Festival, aiming to help participants gain insights into the redevelopment and sustainability of Hong Kong's historical buildings in a fun and interactive way.

Key Project	Evaluation
Faculty of Humanities – Integrated Humanities(History)	
3. Curriculum development	<ul style="list-style-type: none"> Based on experience and student performance, refinements have been made to the curriculum for both the S1 and S2. Additionally, the curriculum has placed an increased emphasis on value education elements.
4. Improve students' academic performance	<ul style="list-style-type: none"> 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.
5. Raising students' self-regulated learning abilities.	<ul style="list-style-type: none"> 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 virtual tour information and accompanying exercises. Through these activities, students learned about the historical and cultural connections between Hong Kong and the Mainland, covering topics such as the Fireboat Alexander Grantham Exhibition Gallery, the History of Hong Kong Industry, the Railway Museum, the Ex-Sham Shui Po Service Reservoir, and the Main Building of Po Leung Kuk. This initiative helped strengthen students' sense of national and cultural identity.

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 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 senses 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 unable 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 Creative & Performing Arts – Integrated Arts(Music)	
1. Establishing school-based curriculum e-version of the teaching and learning materials for some of the topics have been developed in this year so as to match up with the implementation of BYOD.	<ul style="list-style-type: none"> • 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 was 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. Life-wide Learning Day	<ul style="list-style-type: none"> • S1 students travel to the Art of Museum, S1AB on 22/11 and S1DEF on 23/5 • All students have completed the worksheets related to visual arts and music elements.
3. Strengthening the education on the gifted and exploring their potentials Open competitions and performance	<p>Percussion team, Orchestra team and Chinese Orchestra team participated in different competitions and received a good result.</p> <ul style="list-style-type: none"> • <u>The 77th Hong Kong Schools Music Festival (Solo only)</u> <ul style="list-style-type: none"> - Four students received Silver Awards and three students received Bronze Awards for their piano solo, violin solo and clarinet solo performances. • <u>Hong Kong International Music Festival Grandmaster Cup</u> <ul style="list-style-type: none"> - Orchestra team and percussion team participate in the western music ensemble secondary level receives excellent award and able to participate in the final competition. • <u>The 5th Hong Kong Chinese Instrumental Contest</u> <ul style="list-style-type: none"> - The Chinese orchestra team received the bronze award. • <u>2025 International Youth Talent Musician Competition</u> <ul style="list-style-type: none"> - The Chinese orchestra team receive the Third Prize. • <u>Joint School Music Competition 2025</u> <ul style="list-style-type: none"> - The Chinese orchestra team receive the Bronze Award. • <u>2024 Joint School Music Competition</u> <ul style="list-style-type: none"> - The Chinese instrument team received the Bronze Award. • <u>2025 Guangdong-Hong Kong-Macao Student Music Competition</u> <ul style="list-style-type: none"> - The percussion team received the Champion. • <u>Hong Kong Reunification Cup Youth Music Competition</u> <ul style="list-style-type: none"> - Student participated in plucking group senior level and received the Silver Award. • <u>Hong Kong Music Talent Chinese Music Competition</u> <ul style="list-style-type: none"> - Student participated in plucked string instrument grade 7 and received the Silver Award. • <u>Fringe Inter-School Music Competition 2025</u> <ul style="list-style-type: none"> - Student participated in the string Grade 4 and received the Silver Award.
4. Promote National Security Education	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Training students to sing National Anthem as well as Chinese folk song. ○ Understand the background, musical elements, mood and composer’s information of the National Anthem.
5. Lunch time music workshop	<ul style="list-style-type: none"> • 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	Visit to The Education University of Hong Kong <ul style="list-style-type: none"> • Get to know the Department of Health and Physical Education, including teaching facilities and course content. • Students had the opportunity to meet Ms. Leung Kwan-yee, a Hong Kong Education University student and track athlete, who shared her experiences balancing sports and academics. • Students can experience the university's sports and science laboratories to gain a deeper understanding of sports science.
2. Gifted Education	<ul style="list-style-type: none"> • School Sports Teams were formed. In 2024-2025, we have basketball, volleyball, football, table tennis, badminton, swimming, athletics, handball, fencing, shuttlecock & cross country teams. • Our sports teams have participated in Po Leung Kuk Affiliated Secondary Schools Sports Award Scheme, HKSSF Inter-school Sports competitions, PLK Joint School Swimming Gala, PLK Joint School Sports Day & Regional competition.
3. Sports teams achievement	<ul style="list-style-type: none"> • Po Leung Kuk Joint Swimming Gala 2024-25 <ul style="list-style-type: none"> ◦ Girls Junior Grade 50m Breaststroke 2nd Runner-up • Po Leung Kuk Joint Sports Day 2024-25 <ul style="list-style-type: none"> ◦ Boys C Grade 800m Champion • HKSSF Inter-School Swimming Competition 23-24 <ul style="list-style-type: none"> ◦ Girls C Grade 50M Breast Stroke 1st Runner-up • HKSSF Inter-School Cross Country Competition 2024-25 <ul style="list-style-type: none"> ◦ Boys C Grade Team 2nd Runner-up • HKSSF (HK&KLN) Inter-School Athletics 2024-2025 <ul style="list-style-type: none"> ◦ Boys C Grade Third Place ◦ Boys C Grade 800m Champion ◦ Boys C Grade 1500m 1st Runner up ◦ Boys C Grade Long Jump 2nd Runner up ◦ Boys C Grade 4x400m Relay 1st Runner up • HKSSF (D3K2) Inter-school Football Competition 2024-25 <ul style="list-style-type: none"> ◦ Boys C Grade 1st Runner up • A.S. Watson Group HK Student Sports Awards 24-25
6. Joint school activities (with KTC)	<ul style="list-style-type: none"> • The joint school Swimming Gala was successfully held, the students showed great enthusiasm and the atmosphere was excellent.

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 successfully completed with inter-class competitions prepared by different Departments.
2. “Flying High Scheme”- Whole School Award Scheme This AC and DGC incentive program aimed at encouraging students to make good use of their spare time for self-study, and maintain good self-discipline.	Apart from implementing the academic and disciplinary award scheme, ‘The Flying High Scheme’ award has encouraged students to learn actively. The Flying High Scheme included various academic and disciplinary aspects, and targeted students who performed well across different areas. Throughout the year, the Flying High Program has three deadlines for redeeming gifts. In the coming year, we suggest adopting an e-stamp collection card to replace the traditional printed version, enhancing efficiency.
3. S2 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.
4. 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 16 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. Twenty two Good Book Recommendations were made by non-language teachers during the morning assemblies, and 19 Reading Club activities were conducted by language teachers.
5. 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.
6. Strengthening internal and external assessment performances and data analysis	AQP platform has been utilized for some years. Teachers can sue it and understand the meaning of data. Qualitative performance has to be transferred into data and help with evaluation.
7. Developing various teaching pedagogies	BYOD is fully implemented, the feedback from teachers and students were positive. E-learning learning circle is aimed for new teachers and 2 training sessions were held. 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.
8. 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 Exploration into the Guilin and Yangshuo, Shenzhen and Dongguan Planning and Economic Development Exploration Trip, visits to Hong Kong Palace Museum, Hong Kong Arts Museum, Hong Kong Heritage Museum, English Public Speaking training, Chinese Martial Arts Demonstration, etc. are arranged for students this year. It helped enrich students’ learning experience and consolidate what they have learnt in different subjects.
9. Cultivate students’ sense of national identity and appreciation of Chinese culture	Chinese History and Social & Cultural Studies have been optimized and Basic Law element, mother country understanding have 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 Trainings	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. Peer Counselling Scheme (SFC Big Brother and Sister) was carried out in July. Under this initiative, peer counsellors from the SFC provided counseling and training support to the S1 students. The peer counsellors played a crucial role in helping the newcomers adapt to school life through a variety of activities designed by the young mentors. The participants thoroughly enjoyed the activities organized by the SFC peer counsellors.
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 raise students' positive energy in facing challenges and enhance their abilities in managing adversity. The activities on the Retreat Day included Art Craft Workshops, team-building exercises, and Molkky. These were designed to help students relax, learn how to manage emotions, strengthen class cohesion, develop good communication skills, and foster a teamwork spirit. Positive feedback was received from both students and teachers, suggesting the Retreat Day was successful in achieving 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 volleyball, football, basketball, table tennis, Dance, basic law competition. Nearly 200 students participated, 45% students of school.
2. Other Learning Experience (Non-academic stream)	In 2024-25, all the students were assigned "ONE STUDENT ONE ART/SPORT." In the ECA interest class session this year, twelve sessions of the 10 interest classes were organized. Many emerging interest classes have been added, including comic cartoon, mobile photography, and fencing. Nearly 150 students participated in the school, accounting for about one-third of the total number of students. We had more than 70 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 12,000 hours ECA learning time in total. In average, around 30 hours ECA learning time for each student in 2024-2025 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, 2 nd term and final term. Students' duties records were reflected on their annual report card.
4. Service Teams	Girl Guides Team got around 10 members and they had 30 meetings throughout the year. St. John Ambulance got 10 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.
5. Creative Thinking Team	Ten students from the Creativity Thinking Team participated in the Drone Training Programme. All 10 students achieved a completion certificate. 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)	<p>The Life Planning Mentorship Program was redesigned by career teachers and implemented by class teachers over 18 sessions (every Thursday) throughout the year during the Moral, Value, and Life Education Period.</p> <p>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.</p> <p>With cooperation from class teachers, activities were conducted according to the plan, and students actively participated in the sessions.</p> <p>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.</p> <p>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.</p> <p>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.</p>
2. Life Planning Education Enrichment Programme (S.1-3)	<p>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.</p> <p>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.</p> <p>For Job Simulation, there were different job tasting experience for each grade levels. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3. Seminars and activities on PS3 further studies and NSS elective subject selections	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In addition, an alumni sharing session was organized in collaboration with the SFC, inviting S.5 students to discuss choosing Senior Form electives and the realities of those electives with all S.3 students. Through in-class sharing, students engaged in meaningful interactions with the alumni and gained valuable insights into the different electives offered by the KTC.</p> <p>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.</p>

4. Counselling on Further Studies	<p>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.</p> <p>A set of updated further studies materials was prepared for students and parents in need, containing the latest school information.</p>
5. Career-related Taster Programme and Visits	<p>Three career-related taster programs and six 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.</p> <p>To let students understand the food and beverage operation of hotels and the western baking industry, as well as to gain an in-depth understanding of the career paths in the pastry field, the Careers Guidance Committee organized a taster program titled "Become a Baker", provided by the Hong Kong Institute of Vocational Education. During the program, students experienced the role of a pastry chef and gained insights into the career path and educational requirements for becoming a pastry professional.</p> <p>To help students gain a better understanding of the development in the fields of animal care and engineering, the Careers Guidance Committee arranged a visit to Ocean Park Hong Kong for students to participate in a life planning education workshop. About 20 S.1 to S.3 students experienced the works in aquarium care and amusement ride maintenance. 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 work with animals and look after their safety.</p> <p>The Careers 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 3 workshops with about 60 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.</p> <p>To provide students with insights into the green industry and its job opportunities, the Careers Guidance Committee organized a visit to AIRSIDE of the Nam Fung Group. 19 students learned about the protection measures in the green industry and participated in an upcycling program. This experience enhanced their understanding of sustainable development and potential careers related to the industry.</p> <p>To help students explore the aviation industry and job opportunities, the Careers Guidance Committee organized a visit to the Civil Aviation Department. A group of 19 students participated and learned about the critical functions of air traffic control towers. They realized the importance of effective communication and cooperation in ensuring passenger safety, which are essential values in any workplace.</p> <p>To raise the career exploration of NCS students, the Careers Guidance Committee invited 8 S.3 NCS students to join a job shadowing at T-Hotel of VTC. The visit involved learning latte art, dining etiquettes and bed making with towel art. Students learnt more about the job requirements in the industry.</p> <p>To broaden students' horizon and help them prepare for the future, eighteen S.1 - S.3 students visited the Hong Kong Metropolitan University. In the visit, students not only knew more about university life, but they also fully immersed themselves in a hands-on science workshop. They learned valuable lessons about the demands of a laboratory technician and understood that all jobs require practice and dedication.</p> <p>To provide students information about further study on the mainland and prepare for the future, the Careers Guidance Committee invited fourteen S.3 students to join an admission talk of the Tsinghua University. The talk provided useful information about the admission to top universities in the mainland China. The admission talk also provided useful information about Artificial Intelligence, future A.I industries and how students could enhance their learning with AI. In general, students' feedback was positive.</p> <p>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</p>
6. Education and Careers Weeks	<p>Two Education & Career Weeks were successfully completed. Career quizzes, job sharing, visit of "Qualifications Framework Promotion Vehicle", 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.</p> <p>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 Qualification Framework essential for career planning and further studies.</p> <p>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.</p>

7. Career aspirations and positive work ethics activities	<p>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 and S.2 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.</p> <p>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. Careers introduced included Cadet Pilots, Translators, Tour Guides, Engineers, Flight Attendants, and Social Workers. This initiative not only deepened the S.3 classes' understanding of their chosen careers but also enriched the career knowledge.</p> <p>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.</p>
8. Junior Achievement Programs	<p>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. 4 students successfully completed the competition. They came up with a prototype app that could help the underprivileged or disabled people control the home appliances in subdivided flats.</p> <p>To inspire students to unleash their creativity for our sustainable future, and nurture their interest in engineering study and careers, the Careers Guidance Committee collaborated with the Geography Department to select a team of four S.2-3 students to participate in the JA bE inspired! & Shaping Our City Tomorrow Competition. The feedback from students was very positive. They successfully joined the workshop and understood more about the importance of environmental sustainability.</p> <p>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.</p>
9. Careers Ambassadors and Class Representatives	<p>To promote career information to students, a team of career ambassadors from S.1 was formed. MBTI personality tests and career related board games were introduced. Through interactive activities, students learnt more about their personalities and knew how to make better informed choices in the future. Apart from this, they also played a key role in organizing two whole-school activities during the Education and Careers Weeks. Their dedication and hard work were well recognized by teachers.</p> <p>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.</p>
10. Professional Development in Life Planning for class teachers	<p>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.</p>

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 teaching 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. <u>Form One</u> - Visiting the elderly <u>Form Two</u> - Poverty Alleviation <u>Form Three</u> - Poverty Alleviation	S1, S2 and S3 classes completed the Service Learning satisfactorily. The activities were held on 6 th Jan 2025, 4 th July 2025 and 7 th July 2025. The feedback was positive from both our students and the service targets. Students from S1, S2 and S3 have been trained and participated in social services. Most class teachers and social workers have given positive feedback on the students' performance. Most students also gave positive feedback in the questionnaire. Through the activities, students gained different learning experiences and learnt how to serve others and show their care for those in need at the same time. They also learnt various activity-planning skills and strengthened their self-confidence as well as communication skills.
3. Green School Scheme	Morning assembly education on carbon footprint educational video. These videos will be segmented into three parts - one focused on the individual, one on the school, and one on the community. Class teacher period and morning assembly education on Carbon Footprint were conducted. 15-min lights off during lunch: Resting in a quiet, dark place helped our eyes and brains relax ; The break reduces gave us more energy and focus for the afternoon ; Taking proper breaks supported both our body and mind ; Good rest also helped our study performance. The "3-Minute tidy up Program" guided students to quickly organize classroom clutter, clean up garbage and sort recyclables through short post-class practice. It timely kept classrooms tidy for teachers and students to study in the next day, cultivated students' environmental awareness and sense of responsibility via daily small tasks, and integrated waste classification and environmental protection habits into campus life to support green campus development. The "Green Christmas" activity used a quiz-with-prizes format, designing questions around environmental themes in Christmas scenarios (such as reducing the use of disposable decorations and recycling packaging materials). It leveraged fun interaction and incentive mechanisms to boost students' enthusiasm for participation, allowing students to deepen their understanding of green concepts while answering questions, further enhance their environmental awareness, and promote the integration of environmental thinking into festive life. The "No Air Conditioning Day" aims to reduce air conditioning use, lower energy consumption and carbon emissions. It also guides teachers and students to experience natural ventilation, fosters awareness of resource conservation and low-carbon living, and supports the implementation of green campus and environmental protection concepts.
4. 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.	Talk for S1 was held in July successfully. Game booths and an exhibition were held during the post-exam period. Activities outside school like day camp and overnight camp were conducted smoothly in January and April respectively. Students performed well during both the day camp and overnight camp. Nevertheless, students generally gave positive feedback towards the activities held in school.
5. National Flag Raising	Having flag raising ceremony, and playing video related to the Modern China every Tuesday. During the specific day, 2/9 (School Opening), 30/9(1/10 National Day), 6/1 (1/1 New Year) and 3/7 (1/7 HKSAR Establishment Day), there were outdoor flag- raising ceremonies conducted, and the Principal gave speeches after the flag-raising. Clearly indicate in the annual calendar the staff responsible for the flag-raising.

6. Assembly Education - Election Talk - ‘Our country’s diplomacy’ Lectures - Basic Law competition	<p>The purpose of the Election talk is to help participants understand the legal provisions, procedures and significance of referendums, clarify their voting rights and responsibilities, enhance awareness of public affairs, and facilitate rational participation in public decision-making. Students performed well during both talk and the feedback was positive from our students.</p> <p>‘Our country’s diplomacy’ lectures, National Security Education and Inter-house Basic Law competition were successfully completed and the targets are achieved.</p> <p>The purpose of the "China's Diplomacy" themed lecture is to help the audience understand China's foreign policy, development course and international role, broaden their global perspective, and enhance their understanding of and identification with the country's diplomacy.</p> <p>The purpose of the school's Basic Law Quiz Competition is to help teachers and students gain a deep understanding of the Basic Law through answering questions, strengthen legal awareness, foster the consciousness of abiding by the law, and enhance recognition of the country's rule of law construction.</p>
7. National Education Session A national education session was held at least once per month to raise the students’ awareness of their national identity. Students were taught about the etiquette needed for the National Flag raising ceremony with practices regularly for special occasions.	<p>National education lessons were conducted once per month smoothly. Content of Basic Law and National Education mainly were taught, and some specific topics have been used for special occasions like the ‘Constitution Day’ in December and ‘National Security Education Day’ in April. Together with the National Education lessons, some other activities were carried out for the ‘Constitution Day’ and ‘National Security Education Day’ like the National flag-raising Ceremony and display the ‘National Security Education Day Board and were carried out for the Inter-House Basic Law and National Security Education competition.</p> <p>In collaboration with the CCH Departments, MCNEC organizes Chinese traditional festival activities. These include quiz-with-prizes events for the Dragon Boat Festival and National Day, as well as activities like dragon dances, Spring Festival couplet writing (Fai Chun) and stall games for the Lunar New Year. Through these activities, teachers and students are able to experience traditional Chinese culture, thereby enhancing their national identity.</p>
8. National Educational Activities for Special days	<ul style="list-style-type: none"> • 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 <p>All sharing and silence ceremony activities were successfully completed, and teachers and students were involved in the activities.</p>
9. National Book Recommendation	<ul style="list-style-type: none"> • 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 <p>All Books recommendation were successfully completed, and teachers and students were involved in the activities.</p>
10. Other MCNE Activities	<ul style="list-style-type: none"> • MCNEC Google classroom • Teachers and students were involved in the activities. • "National and Life Education Tour : Historical & Cultural Tour and Panda Volunteer Service" four-day tour • 《文明中華》Online Challenge Promotion • People’s liberation Army Hong Kong Garrison –“1/7 “ Military camp open activity • Visit the National Security Exhibition

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 was encouraged to join IT related competitions.
2. Providing a stable IT environment	ITC has provided a stable IT environment for teachers and has provided many learning opportunities for students. <ul style="list-style-type: none"> All the home rooms and special rooms have been installed with new short-throw laser projectors, visualizers and Apple TV 4K. The website server was migrated to AWS cloud at the beginning of this academic year. The operation of school website and app was stable. The students and parents could get access to our school information. Google SSO for the school website and App will be launched in 25-26. School communication App: Parents and students could make good use of the school communication app x.TNKJSC to communicate with teachers. The App provided an internal communicate channel with high security and privacy. E-notice and ePayment system: With the help of SchoolLink, parents can check and sign the eNotice and make payment at anytime and at anywhere. CloudSAMS: The CloudSAMS with CLO login was implemented in 2025. Other e-learning Apps including v.TKNJSC and s.TNKJSC : A continue upgrading on these Apps could be implemented to help provide a better user experience for both teachers and students.
3. Provision of cloud based services	The provision of different Google services, especially the Google Shared Drive services, allowed teachers to access to the required document at anytime and at anywhere. Trainings were provided to students and staff so that they can get used to the cloud services.
4. The school-based admin app	The lesson substitution module was working smoothly and operated by GO staff assigned. There were a few amendments and improvements for the Display App and the resources booking system in this academic year, the App was refined and better suits the school needs. Test runs were done for the inventory module for the admin App, fine-tuning was still in progress. Migration of the inventory data was done in May and June. The system will be ready to use in 2025-26. Google SSO was under the testing stage and should be ready to launch in the next academic year.
5. Application of different funding	Application of the IT Innovation Lab Funding with the ITS and ECCAC was in progress. Submission of proposal was done in mid July
6. Full implementation of BYOD	Full implementation of BYOD was done this year. This year, S2 and S3 students started to bring the iPads to support e-learning since October. For S1 students, some students started to bring their iPads in December. The school started to proceed the procurement process in June, students could order iPads in late August, therefore, those students could get their iPad in November which was earlier than last year. To support the implementation of BYOD, the school provided smart iPad cabinets and power bank borrow service for students.

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 <ul style="list-style-type: none"> 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. 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 will be done 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.

Key Project	Evaluation
Student Affairs Committee (SAC)	
1. TNK Star Award Scheme	A total of 3 students applied for TNK Star (2025) this year. They were assessed by the judging panel before their selection as the “TNK Star”. Finally, 1B Lee Ching Yip, 3A Mai Ying Lin, 3F Chow Yik Hei 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 <ul style="list-style-type: none"> • Establishment of Student Union • Provide routine service to students and organize various activities and competitions <ul style="list-style-type: none"> ○ Classroom notice board decoration competition ○ Inter-class competition ○ Students’ welfare ○ TNK Talent Show ○ Joyful Fruit Week ○ Form 3 farewell party ○ Lunch with Vice-Principal ○ Chatting with Principal • Organize students activities and competitions with other subject faculties or committees <ul style="list-style-type: none"> ○ Relay on sports day (with PE) ○ Promotion of Monthly Themes (with DGC and MCNEC) ○ Inter-class competitions (with DGC and MCNEC) 	<ul style="list-style-type: none"> • Establishment of 24-25 Student Union <ul style="list-style-type: none"> ○ The election of the new Student Union Cabinet was completed smoothly. Around 48% of the students voted for the new Student Union Cabinet(Holmes). ○ 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 <ul style="list-style-type: none"> ○ Most of the classes successfully decorated their own classroom boards on time. All students voted for the best decoration. The theme of board decoration was “Happiness” in 1st term and “Mental Health” in 2nd term. The process was smooth. ○ 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. ○ 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. ○ There were a variety of performances in the contest this year, for example, singing, dancing and playing short drama. The whole talent show ran smoothly and the atmosphere was good. ○ The Student Union obtained the sponsor(\$2,500) from PTA. There were four 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, game booth, fruit party and health talk. ○ 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. ○ 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. ○ 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 <ul style="list-style-type: none"> ○ Student Union kept on cooperation with PE subject and all classes had joined the relay on that day. ○ 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. ○ The Talent show has been running smoothly and its atmosphere was good. The show could finish on time. After that, in order to promote environmental protection, MCNEC organized Green Christmas Party with SU for our students. Students performed well in both show and party.
4. Health Promotion Team Setting up and executing health-related procedures	<ul style="list-style-type: none"> • Nearly 73% 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. “Love Our Home, Treasure Our Country – Hong Kong Primary and Secondary School Chess Sharing and Competition Experience”	In collaboration with EDB, Po Leung Kuk organized the “Caring for the Country” Hong Kong Primary and Secondary School Students’ Chess Sharing and Competition Experience event. After an address by Mrs. Amanda T.W.L. Lee, Vice-Chairman of Po Leung Kuk, and Ms. Michelle Li, the Permanent Secretary for Education, Mr. Himson Wong, the representative of Hong Kong in the Asian Games, was invited to share his chess skills and interact with students from over 30 participant schools to deepen their understanding of Chinese culture.
2. School Info Day and Admission Talk	The School Open Day was held on 30 th November 2024 (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 22 nd March 2025 (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 11 th January 2025 and 26 th April 2025 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 at the Christmas celebration and Charity Bazaar cum CoolSTEAMaker Festival to raise funds for school development.
6. PTA matters	The 21 st PTA Annual General Meeting was held on 1 st November 2024. New PTA committee members of the year 2024-2025 were elected. Various activities were held during the school year, such as the “Joint school PTA Activity Day”, “A Genuine Discussion 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 20 th Annual General Meeting was held on 13 th December 2024 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. The Alumni Homecoming Day cum Teacher-Alumni Rummikub Championship was held on 15 th Feb, our students also joined the event to promote alumni-student interaction.
8. Parent Education	<ul style="list-style-type: none"> • Three IT Skills and Literacy workshop for parents were held on 7/3/2025, 24/3/2025 and 2/6/2025 respectively for parents to learn how to effectively use electronic tools to assist children’ learning, understand cyber pitfalls and traps and conduct digital life planning for their children. • Two Parent Educational Talks were held on 1/11/2024 and 10/5/2025 respectively for parents to understand the changes and transformation of their junior secondary children and to equip them on how to effectively cultivate the right values in their children. • Three booths of parent stress relief activities were held during each parent day on 18/1/2025, 10/5/2025 and 6/7/2025 respectively for parents-child support and encouragement activities, positively embracing exam results, responding to the growth needs of adolescent and strengthening family intimacy.

Key Project	Evaluation
Academic and Staff Development Committee (ASDC)	
1. STEAM Study Tour to Australia, visit to Sister Schools and other exchange programmes	<u>Australia Your</u> <ul style="list-style-type: none"> The tour is setting off in July and is expected to be a success. <u>Sister Schools tours</u> <ul style="list-style-type: none"> Visits to our sister school in Ningbo was conducted this year with tremendous success. We have closer connection to them and students' experience in the visits was good. We have also established another sister school relationship in Kunming, 昆明市盘龙区财大附中. <u>Other exchange programmes</u> <ul style="list-style-type: none"> We joined the 九龍西學界滬港交流（雙向）團 2025. It was a very rich and fruitful tour where students had the opportunity to actively exchange with students in Shanghai and many others from Hong Kong.
2. To enhance the interface with the NSS curriculum and the collaboration between our school and SFC	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Numerous new staff development programmes were conducted throughout the year to familiarize them with the system, routines and standards of our school. 11/12/2024: Applying Differentiated Instructions and Positive Psychology in Regular Classrooms – colleagues were satisfied with the arrangement. More solid means to handle classroom matters are suggested to be included. 13/12/2024: National Education Seminar 航天科技的今昔發展 – colleagues were impressed by the speaker and the content of the talk which brought us knowledge that laymen do not know. 13/12/2024: Understanding NCS families and cultures and effective communication with NCS parents – colleagues were impressed by the new knowledge learned from the speaker. Many stayed behind to ask more. 22/1/2025: 教職員內地國民教育團 - mainland trip has gone well. Most colleagues were satisfied with the arrangements.
4. Staff Union	<ul style="list-style-type: none"> 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. Ice-cream and dessert treats for teachers were carried out for teachers to enjoy.

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.
2. Manage the operation of fund	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 completely reorganize school assets and develop an asset management system this year, and the work is still progressing as planned
4. Quotation team	We kept use the 'Procurement Procedure Checklist' 「採購程序清單」 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 also need to check the goods or services supplier's background (including NGO). Regular reminders were given to all staff.

6. Performance of Students

6.1 Scholarships

Name of the Scholarships	No. of Students
Tong Nai Kan Scholarship For Excellence	38
Ting Lok Memorial Scholarship	3
Wong Se Khun Memorial Scholarship	2
Mr Chan Wing Kei (Non Chinese Speaking) Chinese History Scholarship	5
Mr. Wong Siu Yin Grants 2024-2025	2
Mr. Wong Siu Yin Outstanding Talent Award 2024-2025	1
Mr. Wong Siu Yin Outstanding Physical Education Grant 2024-2025	1
2024-2025 PTA Significant Progress Award	18
Po Leung Kuk Ho Yuk Ching Children & Education Fund	4
Po Leung Kuk Scholarship	4
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 Scholarship	3
Po Leung Kuk Wong Yat Sin Scholarship	5
Po Leung Kuk Wu Gee Yee Memorial Education Fund Scholarship	6
Po Leung Kuk Voluntary Service Award Scheme	2

6.2 External Awards

6.2.1 Academic

Competitions / Events	Results	Team(s)/Students(s)
The 15th Lu Xun Youth Literature Award	Merit	3A ZHENG HING NI
The 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei"	Preliminary contest 1st Class Honour	2A LAI IP TUNG
	Preliminary contest 2nd Class Honour	3A MAI YING LIN 2B HO LAI SHAN 2B WANG QI
	Final 1st Class Honour	2A LAI IP TUNG 2B WANG QI
	Final 2nd Class Honour	3A MAI YING LIN
	Final 3rd Class Honour	2B HO LAI SHAN
The 54 th International Youth Letter Writing Competition of the Universal Postal Union	Merit Award	2A LI MUNG FEI
"Reading is like..." Creative Sentence Writing Competition	Commendation Award	3A MAI YING LIN
The Chinese Secondary School Students Writing Competition (Hong Kong Division) The Chinese Secondary School Students Writing Competition (China Division)	Rising Star of Literature	3A MAI YING LIN
The 13th Interschool Creative Writing Competition Award The Chinese Secondary School Students Writing Competition (Hong Kong Division)	1st Class Honour	3A MAI YING LIN
The Chinese Secondary School Students Writing Competition (China Division)	Young Writer Award	3A LEE MAN KIT
The 13th Interschool Creative Writing Competition Award	Bronze Award	2E MIRHA FATIMA 2B MA WAN CHING
The 9th International Children English Speech Contest 2025	1st Runner-up	1B TAM TIA
	Gold Award	2E MIRHA FATIMA 1B PANG CHING YI
	Silver Award	2B MA WAN CHING
Hong Kong 18 Districts English Poetry Competition (Yau Tsim Mong District)	1st Runner-up	2E MIRHA FATIMA
Hong Kong 18 Districts English Poetry Competition (Kwun Tong District)	1st Runner-up	2E MIRHA FATIMA
Hong Kong 18 Districts English Poetry Competition (Sham Shui Po District)	2nd Runner-up	2E MIRHA FATIMA
	Gold Award	1B TAM TIA 1B PANG CHING YI
	Silver Award	2B MA WAN CHING
21st Century Cup National English Speaking Competition	Third Prize Certificate	2A LAI KA HEI 2A HA CHEUK HIM SHAWN
The First Hong Kong Youth Composition and Recitation Competition	Third prize	3A ZHENG HING NI
The First Heart Connected to China Hong Kong Youth Essay and Recitation Competition	Third prize	3A ZHENG HING NI
Robofest 2025	Senior Division 2nd Runner-up	1B Leung Ching Ho Bennett 1B MA WHITHON MARCO 3A LAM CHUN YUEN 3B LI CHOI KIU

"eSports" Battle Ace Robot Competition	1st Runner Up	1A TSOI MING HEI 1F WONG KIN TO 2B CHAU PAK LOK 2D LAM WAI PUI
	3rd Runner Up	3B GU ZILIN 3B LI CHOI KIU 3C CHAU YU YAN 3C LAI CHUNG KWAN EDWARD
2024 MakeX Robotics Competition (Hong Kong)	STARTER Champion	2A KWAN HOU YAN 2D LAM WAI PUI 3F CHOW YIK HEI 2A CHAN HO LONG
	STARTER 1st-runner up	2C TAM TZE YAN 2B TANG SUET YIN SYLVIA 2F MA KA HEI 1D FONG YAT LONG LUCAS
	2nd-runner up	1B CHEUNG CHUN HEI
	Creative engineer award	3A CHENG HO MAN 3D CHU PAK HIN
The "Kangdong Cup" Drone Football Competition	Teenage Division 2nd Runner-up	1A TSOI MING HEI 1A WAN HO DIK 1F LO KAI KIT
Hong Kong Mathematics & Math Olympiad Open 2024	Bronze Award	3A ZHENG HING NI 3B CHING WAI HONG 3B LEE SHUN HONG
THAILAND INTERNATIONAL MATHEMATICAL OLYMPIAD HEAT ROUND 2024 - 2025 (HONG KONG REGION)	Bronze Award	2B HO LAI SHAN 3B YE ZHUANGMAO
	Silver Award	2A LAI KA HEI 2F SIN YIK WAI IVAN 3A SUM FU KIN 3B KAN WING YAN 3B CHING WAI HONG 3B LEE SHUN HONG
Thailand International Mathematical Olympiad Semi-Final 2024-2025 (Hong Kong Region)	Bronze Award	3A SUM FU KIN
GUANGDONG – HONG KONG - MACAO GREATER BAY AREA MATHEMATICAL OLYMPIAD PRELIMINARY ROUND 2025 (HONG KONG REGION)	2nd Class Award	1A DENG YUQIANG 3A TANG ZIJUN
	3rd Class Award	1B LEUNG CHING HO BENNETT 1B MA WHITHON MARCO 1B QIU JUNHAO 2A LAI KA HEI 2B CHENG WING HEI 3A ZHENG HING NI 3A LEE MAN KIT 3A SUM FU KIN 3B LEE SHUN HONG
GUANGDONG-HONG KONG-MACAO GREATER BAY AREA MATHEMATICAL OLYMPIAD QUALIFIER ROUND 2025 (HONG KONG REGION)	QUALIFIER ROUND 3rd Class Award	1A DENG YUQIANG 1B QIU JUNHAO 3A LEE MAN KIT
	FINAL ROUND 2nd Class Award	1A DENG YUQIANG
	FINAL ROUND Merit Award	3A LEE MAN KIT
Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2025- Heat	2nd Class Award	1A DENG YUQIANG 3A ZHENG HING NI 3A TANG ZIJUN
	3rd Class Award	3B LEE SHUN HONG 2B CHENG WING HEI 3A MAI YING LIN 3A LEE MAN KIT

Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2025- Semi-Final	2nd Class Award	3A ZHENG HING NI
	3rd Class Award	3A TANG ZIJUN
2025 Asia International Mathematical Olympiad Open Contest- Heat	Silver Award	1A DENG YUQIANG 3A LEE MAN KIT 3A TANG ZIJUN
	Bronze Award	1A LAW TSZ LUNG 1B LEUNG CHING HO BENNETT 1B QIU JUNHAO 3A MAI YING LIN 3A ZHENG HING NI 3A SUM FU KIN
2025 Asia International Mathematical Olympiad Open Contest- Semi Final	Silver Award	1A DENG YUQIANG
	Bronze Award	3A ZHENG HING NI 3A SUM FU KIN
HONG KONG INTERNATIONAL MATHEMATICAL OLYMPIAD HEAT ROUND 2025 (HONG KONG REGION)	Gold Award	1A DENG YUQIANG
	Silver Award	3B KAN WING YAN
	Bronze Award	1A LAW TSZ LUNG 1B LAU SZE KI 1B QIU JUNHAO 2A LIN ZILING 2B HO LAI SHAN 2B CHENG WING HEI 3A LEE MAN KIT 3A SUM FU KIN 3A TANG ZIJUN 3B LEE SHUN HONG
HONG KONG INTERNATIONAL MATHEMATICAL OLYMPIAD SEMI-FINAL ROUND 2025 (HONG KONG REGION)	Bronze Award	1A DENG YUQIANG 3A LEE MAN KIT
2024 Guangdong-Hong Kong-Macao Greater Bay Area Recitation Competition (Hong Kong Division)	1st Runner up	1A YIU HOK YEE 3A MAI YING LIN 3A ZHENG HING NI
	2nd Runner up	1A LI XUANYING 2A CHEN TSZ NAN 2A LAI IP TUNG
The 2025 Hong Kong Academic Open Competition and the 7th Professional Elite Cup Academic Talent Competition	Champion	3A MAI YING LIN 3A LAM CHUN YUEN 3A ZHANG HAO
	1st Runner-up	1B LIANG LOK SZE 3A LAU SO KWAN AMBER 3A WONG MING YU 3C CHEN JINJIAYU
	2nd Runner-up	3A ZHENG HING NI
National Security & Basic Law Online Quiz	Merit Award	3B CHAN CHEUK HEI

6.2.2 Cultural Activities

Competitions / Events	Results	Team(s)/Students(s)
77th Hong Kong Schools Music Festival (2025)	Grade 7 Piano Solo Silver Award	3C TAM JUN NGAI MAVERICK
	Grade 6 Piano Solo Bronze Award	1B WONG CHING TAI 1A WU CHUN YIP 2A LAI KA HEI
	Grade 5 Piano Solo Silver Award	1B QIU JUNHAO
	Grade 4 Violin Solo Silver Award	1B WONG RUTHUS
	Clarinet Solo Junior Silver Award	2A YAN KA CHUN
Fringe Inter-School Music Competition 2025	String 2nd Prize Silver Award	1B WONG RUTHUS
Hong Kong Music Talent Chinese Music Competition	Plucked strings instrument Grade 7 Silver Award	2B FANG YINGWEN
2025 Guangdong-Hong Kong-Macao Student Music Competition	Percussion Group Champion	1A LI XUANYING 1A CHAN KIN TING 1A KWOK TSZ HIN 1C CHAN CHUN SING 2A CHAN HO LONG 2A CHEUNG KA WING 2B CHAN SUI LUN 3A ZHI HO HIN HOWARD
	Chinese Instrument Group Silver Award	1F TAI WING HEI 2A CHAU YIN PING 2A KWAN HOU YAN 2B FANG YINGWEN 3C CHAN YUEN YAN
The Hong Kong International Music Festival Grandmaster Cup	Western Music Ensemble First Prize	1A YEUNG YAT TUNG KATIE 1A LO PAK HEI 1A SHUM LONG CHING 1A WONG AYDEN 1A WU CHUN YIP 1A LI XUANYING 1A CHAN KIN TING 1A KWOK TSZ HIN 1B CHAN CHUNG SING 1B WONG RUTHUS 1C CHAN CHUN SING 2A CHAN HO LONG 2A CHEUNG KA WING 2A LAI KA HEI 2A YAN KA CHUN 2B CHAN SUI LUN 2B HO SHUN YU 2C LAI HO YIN
The 5th Hong Kong Chinese Instrumental Contest	Chinese Music Ensemble Bronze Award	1F TAI WING HEI 2A CHAU YIN PING 2A KWAN HOU YAN 2B FANG YINGWEN 3C CHAN YUEN YAN
Hong Kong Reunification Cup Youth Music Competition	Plucking Group Silver Award	2B FANG YINGWEN

2025 International Youth Talent Musician Competition	Ensemble Class(Chinese Music) Third Prize	1F TAI WING HEI 2A CHAU YIN PING 2A KWAN HOU YAN 2B FANG YINGWEN 3C CHAN YUEN YAN
Artist's Idea Journal: Youth Creative Arts Contest 2024	Gold Prize	1C WONG YING HEI KARA MIA 1C SUEN CHEUK YIN
Hong Kong School Drama Festival 2024/25	Award for Outstanding Stage Effects	1A CHEUNG CHIT MING JEFFREY 1B LAM HOK HIM 1D NGAN TSZ TUNG 1D FAN CHUN KIT BRANDON 1D TSANG KYLE LOK LAM 1E LIMBU NAMSANG 2A YIP HIU LAAM 2A HA CHEUK HIM SHAWN 2C BALASUBRAMANYAM DHRUTHI 2C LING YIK YU 3E ABDUL WAHAB ADNAN
The 17th English Radio Drama Competition 2024-2025 for Schools	Semi-Finalist Award	1C LAI WING LAM 1C TAM YAN TUNG MIEL 1C WONG YING HEI KARA MIA 1D NGAN TSZ TUNG 2C BALASUBRAMANYAM DHRUTHI 3E ABDUL WAHAB ADNAN
2025 Hong Kong Youth Artist Competition	Champion	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
The 61st Schools Dance Festival	Jazz & Street Dance Commended Award	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU

International Elite Dance Competition 2025	Street Dance Bronze Award	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
64th International Children and Youth Dance Competition	Group G 1st runner up	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
2025 Asia Pacific Arts & Innovation Competition	Dance 2nd Runner-up	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
Hong Kong 18 Districts Dance Competition (11th)	Sham Shi Po District Silver Award	1A YIU HOK YEE 2A CHAN YUE TUNG 2B TAM SHING KWAN 2E UMAR NIKEISHA HAURA KAMILAH

16th Asia Kids and Teenagers Dance Contest	Champion	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
	The Best Stage Presence Award	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
2025 Asia Arts Elite Competition	Dance Champion	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
Royal Princeton In-heritage Philharmonic International Competition 2025	Top winner	3A FU SIU WING HENNING 2B MA WAN CHING
	First runner-up	2A CHEN TSZ NAN 3A CHEN WENYI

2025 Global Creative Mastery Art Dance Competition	Champion	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
2025 Asia Pacific Talent Art Festival	Dance Champion	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
2025 Hong Kong International Star of Art Creation Competition	Dance 1st runner up	1A LI XUANYING 1A TANG TSZ YING 1A YIU HOK YEE 1A CHEUNG CHIT MING JEFFREY 1B PANG CHING YI 1B TSE PAK LUI 1B TSE TSZ SUEN 2A CHAN YUE TUNG 2A LI MUNG FEI 2A SO CHEONG 2B CHAN JANE 2B TAM SHING KWAN 2C JIANG SUM YU 2E UMAR NIKEISHA HAURA KAMILAH 2F YEUNG WAI HEI 3B LI CHOI KIU 3F WONG TSZ YU
The 11th "Mom and Dad, it's Dinner Time!" Inter-school Cooking Competition	Commendation Award	1B LEE TSZ YAU VIENNA 1C LEE TSZ YIN VENICE 2B FANG YINGWEN

6.2.3 Sports

Competitions / Events	Results	Team(s)/Students(s)
HKSSF Inter-School Cross Country Competition 2023-2023	Boys C Grade Cross Country Individual Champion	2C SUNAR DEEPSON
2024-2025 HKSSF (D3K2) JOINT SCHOOLS SWIMMING GALA	1st Runner-up	2D HSU WAN HEI WALLIS
42 nd PO LEUNG KUK AFFILIATED SECONDARY SCHOOLS JOINT SWIMMING GALA	50m Breaststroke Girls Junior Grade 2nd Runner-up	2D HSU WAN HEI WALLIS
	50m Backstroke Girls Junior Grade 3rd Runner-up	2D HSU WAN HEI WALLIS
HKSSF Inter-School Athletics Competition 2024-2025	Long Jump 2nd Runner-up	1E LIMBU SAWFALL
	800m Champion	2C SUNAR DEEPSON
	1500m 1st Runner-up	2E RAI TAYAMU
	1500m 3rd Runner-up	2C SUNAR DEEPSON
	4 X400M Relay Race 1st Runner-up	1E LIMBU SAWFALL 2C SUNAR DEEPSON 2C KUNWAR MAGAR SAUGAT 2E RAI TAYAMU
	Overall Result 2nd Runner-up	1E LIMBU SAWFALL 2C SUNAR DEEPSON 2C KUNWAR MAGAR SAUGAT 2E RAI TAYAMU
Po Leung Kuk Affiliated Secondary School Joint Sports Day 2024-2025	800m Champion	2C SUNAR DEEPSON
	1500m 3rd Runner-up	2E RAI TAYAMU
	Long Jump 3rd Runner-up	1E LIMBU SAWFALL
Inter School Football Competition 2024-25 (Area 2)	Boy C Grade 1st 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
A.S. Watson Group Hong Kong Student Sports Award	Sports Award	2C SUNAR DEEPSON

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
	S2 & S3 Parents' Night	PCCC
	Moral Education – All about Love	SAC
	National Education – Basic Law	MCNEC
	EMI Week	Faculty of English
	ECA Recruitment Week (Academic Clubs, School Teams, Interest Classes)	ECCAC
October	EMI Week	Faculty of English
	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
	S2 MAKER Course	AC
	S3 Student & Parents Seminar 1: Preparation on promoting to SFC	CGC
	Joint School (TNK & KTC) Sport Day	ECCAC/PE
	Po Leung Kuk Affiliated Secondary School Joint Swimming Gala	ECCAC/PE
	Music Workshop	MUSIC
	ECA Session	ECCAC
November	EMI Week	Faculty of English
	Halloween Activity	Faculty of English
	Meeting with NET	Faculty of English
	PTA AGM	PCCC
	Moral Education – Law-abiding	DGC
	Civic Education – Green School Activity	MCNEC
	National Education – Basic Law and Courtesy	MCNEC
	S3 Job Simulation Day (3A, 3B, 3C)	CGC
	S3 MAKER Course	AC
	Music Workshop	DGC/MUSIC
	Life-Wide Learning Day	AC
	ECA Session	ECCAC
December	EMI Week	Faculty of English
	Meeting with NET	Faculty of English
	Leadership Training	DGC
	Civic Education – Green Christmas	MCNEC
	School Dress Special Day	MCNEC
January	Moral Education – Poverty Education	MCNEC
	Music Workshop	DGC/MUSIC
	Joint School (TNK & KTC) Swimming Gala	ECCAC/PE
	S3 MAKER Course	AC
	Parents' Day & Talk	PCCC
February	EMI Fortnight	Faculty of English
	Moral Education – Anti-drug Education	DGC
	“Love Our Home, Treasure Our Country” Joint School National Education Activities	MCNEC
	S3 Student & Parents Seminar 2: NSS and Subject Selection	CGC
	S3 Student & Parents Seminar 3: Education Pathways other than NSS	CGC
	S1 Peer Counsellor Scheme (KTC Big Brother & Sister)	DGC
	S1 String Experience Workshop	MUSIC
	Music Workshop	DGC/MUSIC
	PLK Joint School Sports Day	ECCAC / PE
	ECA Session	ECCAC
	S3 MAKER Course	AC

Month	Activity	Club/Subject Faculty or Department/Committee
March	EMI Week	Faculty of English
	Moral Education – Anti-drug Education	DGC
	Civic Education – Being a responsible citizen and Public Morality	MCNEC
	Innovative Maker Fortnight	AC
	Charity Bazaar cum CoolSTEAMaker Festival	PCCC
	S3 MAKER Course	AC
	Music Workshop	DGC / MUSIC
	ECA Session	ECCAC
April	School Retreat Day	SW
May	EMI Fortnight	Faculty of English
	S1 MAKER Course	AC
	Project Based Learning Presentation Day 1	AC
	S3 Job Simulation Day (3D, 3E, 3F)	CGC
	Life-Wide Learning Day	AC
	S3 Student & Parents Seminar 4: Promoting to KTC	CGC
	Music Workshop	DGC / MUSIC
	Parents' Day & Dialogue with Principals	PCCC
	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
	S1 MAKER Course	AC
June	Music Workshop	DGC / MUSIC
	National Education – HKSAR Establishment Day	MCNEC
	Project Based Learning Presentation Day 2	AC
July	Cultural Journey Carnival	Learning Support Team
	Music Workshop	DGC / MUSIC
	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	A visit to Hong Kong Palace Museum	Faculty of Chinese Language & Culture and History	S1,S3
	A visit to Hong Kong Heritage Museum	Faculty of Humanities	S2
	Mainland Exchange Programme for Secondary Students 2024-25 – Discovering Guangxi: An Exploration into the Landform of Guilin and Yangshuo	Geography and Science	S2
	A visit to Hong Kong Museum of Arts	Faculty of Creative and Performance Arts	S1
	A visit to The Education University of Hong Kong	PE	S1
December	Wuhan historical and cultural tour	Chinese History	S1-3
	Shenzhen Art Culture Exploration	Visual Arts & PTH	S1
January	String Instruments Experience Workshop	Music	S1
February	Traditional Paper Art Workshop	Visual Arts	S1-3
	Positive Energy Sharing Music Performance	Music	S1-3
	Chinese Gongbi Ink Painting Workshop	Visual Arts	S1-3
	Food Additives and Food Labelling Talk	Living Technology	S2
	String Instruments Experience Workshop	Music	S1
March	Acrylic Painting Workshop	Visual Arts	S1-3
	String Instruments Experience Workshop	Music	S1
	Peer Support and Gate Keeper Talk	Learning Support Team	S1-2
April	Procreate Workshop	Visual Arts	S1-3
	Clay 3D Printing Workshop	Visual Arts	S1-3
	Traditional Paper Lantern Making Workshop	Visual Arts	S1-3
	Cake Making Workshop	Living Technology	S1-3
May	Light and Shadow Entering Campus -Appreciate the movie "Look Up"	Faculty of Humanities	S2
	Author Talk	Library	S1
	An Exploration into the Guangdong-Hong Kong-Macao Greater Bay Area Cities (2024/25)	Geography, Science	S2
	Shenzhen and Dongguan Planning and Economic Development Exploration Trip		
	Chinese Martial Arts Demonstration	PE	S1
	A visit to Hong Kong Museum of Arts	Faculty of Creative and Performance Arts	S1
	A visit to Hong Kong Museum of History	Faculty of Humanities	S2
June	Traditional Paper Lantern Making Workshop	Visual Arts	S1-3
	A visit to Cantonese Opera Education and Information Centre	History	S1-3
July	CJ Pei Hua Youth Leadership & Exchange Camp	Faculty of STEM	S1-3
	Shenzhen Art Culture Exploration	Visual Arts & Chinese History	S1
	A visit to Lei Cheng Uk Han Tomb	History	S1-3
	Commemorate the 80th Anniversary of the Victory of the War of Resistance Against Japanese Aggression”	Chinese History	S1-2
	One-day Local Study Tour		

6.3.3 Social Services

Month	Activity	Club / Committee / others	Form
September	1. PLK Flag Day	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.	MCNEC	S1-2
November	1. Pre-service Training - Understanding the elderly services and learning the skills in communicating with the elderly	MCNEC/SW	S.1
December	1. National and Life Education Tour : Historical & Cultural Tour and Panda Volunteer Service 2. Dress Special Day	MCNEC MCNEC/PCCC	S1-3 S1-3
January	1. School Traditional Ethnic Day	MCNEC/PCCC	S1-3
February	2. 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. Pre-service Training - Understanding the elderly services and learning the skills in communicating with the elderly	MCNEC/BGCA	S1
April	1. Joint Affiliated PLK Secondary School Beijing Study Tour	MCNEC	S3
June	1. Pre-service Training -Understanding Grassroots Cleaners and Visiting Skills	MCNEC	S2-3
July	1. Service Learning - Students were divided into different groups. S1 Students were meeting and playing games with elderly. S2&S3 Students Visited Grassroots Cleaners and Presented Gifts to Them 2. PLK Flag Day (Outdoor)	MCNEC	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	3,951,137.97	3,852,893.87
- Capacity Enhancement Grant (CEG)*	527,292.00	253,572.00
- Composite Information Technology Grant (CITG)*	455,305.00	504,687.33
- Air-conditioning Grant	553,304.00	969,654.00
- SB Management Top-up Grant	53,385.00	66,762.50
- SB Speech Therapy Administration Grant	8,541.00	-
- SBSS for Schools with Intake of Newly Arrived Children	42,952.00	38,766.00
Sub-total	5,591,916.97	5,686,335.70
(b) Non-School Specific Grant		
Basic Baseline Per Class Provision:	1,746,026.96	
- Composite F&E Grant		633,331.22
- Consolidated Subject Grant		46,506.19
- Lift Maintenance Grant		242,960.00
- Recurrent English Language Grant		2,395.51
- Training & Development Grant		4,000.00
- School and Class Grant		646,511.23
- Whole School Approach to Guidance and Discipline		2,635.77
(c) Income not from Grants		
- Income from hire of school premises	76,561.60	
- Other income	15,864.55	
Sub-total	1,838,453.08	1,578,339.92
Total from EOEBG	7,430,370.05	7,264,675.62
(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 Grant, Sister School Exchanges Grant*, Promotion of Reading Grant*, Teacher Relief Grant, IT Staffing ITSS Grant*, Learning Support Grant*, School Executive Officer Grant, etc.)	11,293,181.61	10,291,892.82
Total from Government Funds	18,723,551.66	17,556,568.44
II. <u>School Funds</u> ^		
(1) General Fund/Student Affairs/Subscriptions	1,436,288.30	1,714,098.53
(2) Tuck shop rental	60,500.00	-
(3) Approved Collection for Special Purposes*	246,966.96	160,910.49
(4) Donations*	157,702.60	-
(5) Po Leung Kuk Education Fund*	284,120.00	392,054.00
(6) Quality Education Fund	-	199,552.80
(7) IT Innovation Lab Fund	-	5,130.00
(8) Others (including hire of school premises, subsidies from scholarship grant, Healthy School Programme, Sales of Electricity to CLP Project etc.)	570,634.40	341,606.60
Total from School Funds	2,756,212.26	2,813,352.42

^ Loan repayment to Po Leung Kuk of \$150,000 has been made during 2024/25

7.2 Composite Information Technology Grant (CITG)

Implementation Plan	Amount (\$)
Internet Service	85,760.00
IT-related equipment/consumables/maintenance	318,239.33
Software and licenses	100,688.00
Total	437,760.25

7.3 Capacity Enhancement Grant (CEG)

Implementation Plan	Amount (\$)
Employ a 0.37 full time IT Manager	183,000.00
Employ part-time coaches/tutors	70,572.00
Total	253,572.00

7.4 Learning Support Grant (LSG)

Implementation Plan	Amount (\$)
Employ a full time English Teacher	403,200.00
Employ a 0.25 full time English & History Teacher	126,000.00
Employ a 0.35 full time Assistant Teacher	125,983.33
Employ a part-time Teacher Assistant	88,200.00
Other expenses	90,750.00
Total	834,133.33

7.5 IT Staffing Support Grant (ITSSG)

Item	Amount (\$)
Salary for IT Technician	402,410.48
Total	402,410.48

7.6 Promotion of Reading Grant (PRG)

Item	Amount (\$)
Purchased of Books	59,194.00
Reading Activities	5,422.16
Total	64,616.16

7.7 Sister School Exchanges Grant (SSEG)

Item	Amount (\$)
Purchase of iPad and Macbook for exchange programme	83,480.00
Exchange Tour	98,550.00
Total	182,030.00

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	57,469.20
For Supplementary fee	
- Supplementary expenses	103,441.29
Total	160,910.49

7.9 Po Leung Kuk Education Fund

Item	Amount (\$)
Po Leung Kuk Education Fund/Scholarship	23,500.00
Ting Lok Memorial Scholarship	900.00
Tong Nai Kan Scholarship for Excellence	10,700.00
Chan Wing Kei (NCS) Chinese History Scholarship	1,300.00
PLK Tong Nai Kan JS College Staff Education Fund	22,000.00
Tong Nai Kan Outstanding Staff Edu Fund	2,000.00
PLK Lee Shu Fook Creative Technology Education Development Fund	141,100.00
PLK Li Shiu Chung Quality Education Fund	43,260.00
PLK Soccer Fund	30,000.00
PLK Dr. Eleanor Kwok Beauty Generation Table Tennis Development Fund	14,900.00
PLK Cantonese Opera Fund	31,360.00
Total	321,020.00

7.10 Donations/Fund-Raising Activities

	Details	\$
1	聖誕聯歡服飾日籌款 (本校學生及家長)	17,196.10
2	學校發展經費籌募呼籲及演講廳座椅命名	12,292.50
3	Charity Brazza cum CoolSTEAMaker Festival (Maker Festival) 籌款	28,214.00
4	鍾林育順副主席捐贈	100,000.00
Total:		157,702.60

7.11 Other Donations

	Donor	Donation Item	Value(\$)
1	Media 360 Asia	創意文化及科技創新展覽 2024 入場票共 200 張	10,000.00
2	商務印書館	書籍《孔子之美德主義》十二達德共 2 本	376.00
3	欣悅活學協會	環保餐具共 600 份	3,600.00
4	華潤慈善基金	書籍學校補充讀物「美麗香港--自然之旅」共兩套 (共 10 冊)	980.00
5	黃仲奇先生	Nintendo Switch 運動套裝連遊戲共一套	2,923.84
6	東盛運輸有限公司	樣品毛公仔共 100 隻	不詳
7	饒宗頤文化館	書籍 (史書; 四大名著之西遊記、三國志、水滸傳; 古詩集) 共 15 套	不詳
8	香港經濟日報親子頭條	兒童書展 3 日無限進場通行證共 400 張	40,000.00
9	呂鈞堯主席	紙品共 250 張	不詳
10	ProEvents 國際文娛管理有限公司	凝皓教育挑戰杯 (中國香港 vs 曼聯) 門票共 20 張	7,800.00
11	保良局	香港迪士尼樂園指定日期 (30/05/2025) 的免費門票共 18 張	-

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 <u>0.37</u> full-time IT Manager	Evaluation by the Administration and Public Liaison Head	<ol style="list-style-type: none"> 1. The IT Manager has ensured secure and stable network infrastructure within budget, including both the wired and wireless network, for school administration, learning and teaching purposes. 2. The IT Manager has ensured reliable and well-managed desktop/portable devices and IT facilities within budget, including the iPad, iMac, Mac mini and MacBook, for school administration, learning and teaching purposes. 3. The IT Manager has ensured fit-to-requirements and well-designed software applications within budget, including all school-tailored apps and platforms, for school administration, learning and teaching purposes. 	<ol style="list-style-type: none"> 1. The school's Wi-Fi 6 system was running smoothly, providing high reliability, stability and security in classrooms, special venues such as the Hall and Lecture Theatre, staff rooms and meeting rooms. 2. All portable devices (MacBook and/or iPad) used by staff and students were properly managed by the MDM system, which allowed for remote management of devices and installation of software applications. All IT facilities on campus were well-maintained and function smoothly for various internal and external events, with no major failures. This includes the upgrade to a LED wall in the Lecture Theatre in September 2024. The iPads outside classrooms and special venues were running smoothly with the Display App for timetable display and room booking for both staff and students. 3. The school website was successfully migrated to the Cloud in November 2024, enhancing its reliability, security, and scalability for future enhancement alongside school development. The library website was successfully migrated to the Cloud in June 2025, resulting in improved reliability, security, and faster performance, as well as scalability for future growth alongside school development.
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	<ol style="list-style-type: none"> 1. Each coach/tutor has taken their leading or hosting responsibilities for a minimum of 12 lessons per activity throughout the year. 2. All coaches/tutors have prepared teaching and learning materials for the team/class. 3. All coaches/tutors have trained students to participate in competitions, or have shown some student achievements after the trainings/lessons. 	<ol style="list-style-type: none"> 1. Drone Course, Taekwondo, Fencing, Summer Basketball, Summer Table-tennis, Shaolin WuShu and 7 other interest classes were held this year. Each coach or tutor provided a minimum 12 lessons throughout the year. 2. All the ECA lessons and materials were prepared by the coaches/tutors. 3. Students participated in 5 different competitions, and all of them learned a new skill after completing the courses. This enabled the students to contribute in various areas of school service next year. 4. The majority of this year's expenses have been reallocated to the Life-wide Learning Grant to optimize the school's financial 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. The school hired seven visual arts tutors, offering over 12 lessons in total, including Chinese Gongbi ink painting, acrylic painting, Chinese paper craft, 3D clay printing, traditional Chinese lantern making, and Procreate workshops. With the hiring of more tutors than initially planned, each delivered fewer than 10 hours individually, but together they provided an impressive 20 hours of lessons to our students throughout the year. 2. The percussion instructor has designed 28 lessons, totalling 56 hours for this year, all delivered with a high standard of teaching quality. 3. The clarinet tutor has created 22 lessons, totalling 38.5 hours this year, all delivered with a high standard of teaching quality. 4. In the gifted education training for Music, tutors helped students choose competition pieces and improve their performance skills. The percussion team took part in three competitions this year, winning one championship. Tutors also provided extra lessons during the competition period. In Visual Arts, tutors trained students for an international art competition using their acrylic painting skills. Two students won top awards, and two others were first runners-up. Additionally, six students received positive feedback from the judges. 5. All expenses have been reallocated to the Life-wide Learning Grant to optimize the school's financial resources.

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

A. The number of benefited students under this programme was 194

(including A. 16 CSSA recipients, B. 41 SFAS full-grant recipients and C. 137 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)	3	9	6	100%	10/2024-6/2025	\$11,296.8	Students' reflection Teachers' feedback		--
English Learning Activities	12	26	110	100%	21/11/2024	\$4,400	Students' reflection	Synergy Education Provider Company Limited	--
Joint School Study Tour to Australia	0	1	7	100%	17-26/7/2025	\$20,064	Students' reflection Teachers' feedback	Maxthon Universal Exchange Centre	--
Study Tour to Vienna	1	5	14	100%	15-22/7/2025	\$56,000	Students' reflection Teachers' feedback	Cheerful Travel Limited	--
Total no. of activities: 4									
@ No. of participation counts	16	41	137		Total Expenses	\$91,760.8			
**Total no. of participation counts	194								

* 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:

Improvements 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);
- ☒ 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 organize 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 2024/2025 school year, the themes for each month were as follows:

Year	2024				2025				
Month	September	October	November	December	January	February	March	April	May
Theme	神話傳說 Mythology & Legends	中國近代史/ 近代中國 Modern Chinese History/ Contemporary China	生命教育/ 心靈雞湯 Life Education/ Inspirational Quotes	西方文化 Western Culture	中國文化 (農曆新年) Chinese Culture (Lunar New Year)	熊貓/動物相關 Pandas/ Animal-Related Topics	天文科學 Astronomy Science	國家安全教育 National Security Education	鼓勵/勵志語錄 Encouragement/ Inspirational Quotes

The Monthly Theme Reading Promotion was carried out from September 2024 to May 2025, as shown in the table above. To align with each theme, themed books were displayed in a prominent corner of the library to stimulate students’ interest. It was observed that students enjoyed selecting books from this display and reading them during recess and after school. Students who borrowed books related to that month’s theme were rewarded. Additionally, an Inter-class Bookmark Design Competition was organized. In the next academic year, different book themes will continue to be introduced to students.

Complementing these initiatives, language teachers and students were invited to contribute "Good Book Recommendations" using resources from the school library collection. Library teachers also produced New Book Recommendation videos, which were broadcast to the entire school during morning assemblies. These efforts collectively aimed to foster a vibrant reading atmosphere across the campus. In terms of enriching students’ literary and educational experiences, a school book fair was held in March 2025. This event provided students with an excellent opportunity to explore a wider range of reading materials and further cultivate their reading habits..

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)

The effectiveness of the implemented reading strategies was evaluated based on two key metrics: changes in students’ book borrowing volumes and the reach and participation of reading activities—both of which served to assess progress in building a school-wide reading culture. Results indicated that after a full academic year of these targeted initiatives, the school’s reading culture has developed steadily. A notable improvement was seen in students’ reading engagement: compared to the previous academic year, students read more books, as evidenced by the increase in their submitted book reports.

Furthermore, the school’s annual lineup of reading activities—including the March Book Fair, World Book Day Reading Challenge, and Reading Club sessions—has played a crucial role in strengthening the reading culture. Participation in these activities was highly satisfactory, with students and classes actively taking part in various events, reflecting a positive and enthusiastic attitude toward reading.

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
<p>To improve student mobile video communication equipment</p> <ul style="list-style-type: none"> To buy iPad Air x 12 Apple Pencil x 12 MacBook Air x 5 	<ul style="list-style-type: none"> Students are able to produce the exchange video clips for sharing. Students are able to prepare the exchange project for sharing. 	<ul style="list-style-type: none"> Sharing of exchange video clips on campus Sharing of exchange experiences during the morning assembly 	<ul style="list-style-type: none"> With enough equipment, all students can hold iPads and MacBooks for easy shooting and recording at any time and producing the video with each other in the group work. At the same time, teachers and students can also use the better performance iPad and MacBook to create communication learning materials to improve learning performance.
<p>Visit Ningbo No. 15 Middle School</p> <ul style="list-style-type: none"> To hold exchange activities with sister school students, including lesson observations, seminars or debates. 	<ul style="list-style-type: none"> An academic exchange among students with sister school Ningbo No.15 Middle School can be organized. A professional exchange among teachers with sister school Ningbo No.15 Middle School can be organized. 	<ul style="list-style-type: none"> Student questionnaires 	<ul style="list-style-type: none"> Three teachers from the school led 20 students to visit Ningbo No. 15 Middle School from April 16 to April 19, 2025. The students of the school and the teachers and students of the Ningbo No.15 Middle School conducted various classroom activities and visits. Data from questionnaire shows that most students agree that the tour helped them to understand learning environment in the motherland and enhanced their knowledge, self-management and communication skills.
<p>Affiliated Middle School of Yunnan University of Finance and Economics staff visit</p> <ul style="list-style-type: none"> To sign sister school agreement To explore possible sites and core learning objectives for student study tour in Yunnan. 	<ul style="list-style-type: none"> Complete the agreement contract and build understanding with the sister school management. A professional exchange among teachers with the sister school. To explore possible sites and core learning objectives for student study tour in Yunnan. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Four teachers including the Principal and Assistant Vice-Principal visited Affiliated Middle School of Yunnan University of Finance and Economics from April 16 to April 18, 2025. Meaningful exchange between staff of the two schools were conducted. Various sites in the city of Kunming were visited with consultation of local travel agents and staff of the sister school. Thus, a more feasible and useful picture of a student tour itinerary was drawn.

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	✓	✓	✓	<ul style="list-style-type: none"> 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	✓	✓	✓	<ul style="list-style-type: none"> 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	✓	✓	✓	<ul style="list-style-type: none"> 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	✓	✓	✓	<ul style="list-style-type: none"> 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 information literacy seminars for students, while also invite parents to participate. 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	✓	✓	✓	<ul style="list-style-type: none"> 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
	• 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	✓	✓	✓	<ul style="list-style-type: none"> 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. 	Life Planning Healthy Lifestyle
	• To enhance students' physical fitness	✓	✓	✓	<ul style="list-style-type: none"> 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. Develop students' potential and reach higher levels	• To enhance students' self-directed learning abilities	✓	✓	✓	<ul style="list-style-type: none"> • 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, 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. • To include elements to enhance students' self-directed learning in continuous assessments across subjects. • To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement. • 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. • To engage students in pre-class preparation, in-class note-taking, and post-class review of the materials to enhance their self-learning abilities. • <i>To teach students to write subject notes and to master subject-learning skills by offering rewards as incentives</i> 	Breadth of Knowledge Information Literacy
	• To enhance students' reading abilities	✓	✓	✓	<ul style="list-style-type: none"> • 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. • <i>To organize reading sharing sessions via the PA system.</i> • 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. 	Breadth of Knowledge Language Proficiency
	• To enhance students' proficiency in biliteracy and trilingualism	✓	✓	✓	<ul style="list-style-type: none"> • 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	✓	✓	✓	<ul style="list-style-type: none"> • 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. • <i>To form study groups that share learning skills and support students' learning</i> 	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		✓	✓	<ul style="list-style-type: none"> • 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. • <i>To assist students in setting short-term and long-term goals to motivate them to make progress.</i> 	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	✓	✓	✓	<ul style="list-style-type: none"> • 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. • <i>To provide opportunities for students to share and exchange experiences and insights.</i> 	Generic Skills Healthy Lifestyle
	• To foster holistic development in students	✓	✓	✓	<ul style="list-style-type: none"> • 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	✓	✓	✓	<ul style="list-style-type: none"> • To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects. 	Generic Skills Breadth of Knowledge

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.)

- 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 "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	<ul style="list-style-type: none"> ● To provide leadership training for students. ● To optimise 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 recognise where appropriate. ● To optimise the "Flying High Programme" to strengthen students' sense of responsibility in their learning. 	<ul style="list-style-type: none"> ● 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". 	<ul style="list-style-type: none"> ● Survey ● Teachers' observation ● Annual school self-evaluation data 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 24/25 ● 25/26 ● 25/26 preparation ● 26/27 execution 	DGC ECCAC MCNEC AC, DGC	EOEBG Life-wide Learning Grant
● To nurture students to establish friendly, supportive, respectful relationships with their peers	<ul style="list-style-type: none"> ● To organise a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates. 	<ul style="list-style-type: none"> ● A day camp for S1 students is organised. ● A minimum of two class building activities are organised. ● Students sign the "Campus Anti-Bullying Pledge" agreement. 	<ul style="list-style-type: none"> ● Survey ● Teachers' observation ● Annual school self-evaluation data 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	DGC, MCNEC SAC	EOEBG Life-wide Learning Grant
● To strengthen students' moral character	<ul style="list-style-type: none"> ● To incorporate various moral values throughout the year in moral education sessions, with a particular focus on promoting the concept of "Law-abidingness". ★ ● To organise community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Annual school self-evaluation data ● Survey 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 	MCNEC MCNEC	EOEBG Life-wide Learning Grant
● To encourage students to become responsible citizens	<ul style="list-style-type: none"> ● 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 organise information literacy seminars for students, while also invite parents to participate. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teachers' observation ● Number of participants 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 25/26 ● 24/25 ● 25/26 ● 26/27 	MCNEC MCNEC MCNEC, ITC ITS	EOEBG Life-wide Learning Grant
● To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students	<ul style="list-style-type: none"> ● 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. ● 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 organise morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teachers' observation ● Annual school self-evaluation data ● Progress reports of the teaching schedule ● Relevant materials posted in Google Classroom of subjects ● Questionnaires 	<ul style="list-style-type: none"> ● 25/26 Preparation ● 26/27 execution ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 	ITC ITS MCNEC Chinese Lang., History, CS All Subjects MCNEC All subjects MCNEC	EOEBG Life-wide Learning Grant One-off Grant for Promotion of Chinese Culture Immersion Activities Funding Scheme for Enhanced My Pledge to Act

<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●To optimise the "Flying High Programme" to recognize students' achievements. 	<ul style="list-style-type: none"> ●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 organised. ●Relevant talks are scheduled. 	<ul style="list-style-type: none"> ●Number of participants ●Teachers' observation ●Annual school self-evaluation data ●Review of subject's Google Classroom ●Questionnaires 	<ul style="list-style-type: none"> ●25/26 Preparation ●26/27 Execution 	AC, DGC	EOEBG Life-wide Learning Grant Healthy School Programme Grant
	<ul style="list-style-type: none"> ●To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	ECCAC, AC, All Subjects	
	<ul style="list-style-type: none"> ●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. ★ 			<ul style="list-style-type: none"> ●25/26 ●26/27 	SAC, AC	
	<ul style="list-style-type: none"> ●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. 			<ul style="list-style-type: none"> ●24/25 ●25/26 	ERMC, MCNEC, AC, DGC All Subjects All staff	
	<ul style="list-style-type: none"> ●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. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	CGC, All Subjects	
	<ul style="list-style-type: none"> ●To organise stress-relief and relaxation activities. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	DGC, ECCAC ASDC, PE	
	<ul style="list-style-type: none"> ●To arrange activities to enhance students' sense of happiness and well-being. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	DGC, ASDC	
	<ul style="list-style-type: none"> ●To conduct resilience-building activities to strengthen students' ability to overcome challenges. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	DGC	
	<ul style="list-style-type: none"> ●To organise 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. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	AC, DGC, PTA	
	<ul style="list-style-type: none"> ●To organize diverse activities to promote parent education. ★ 			<ul style="list-style-type: none"> ●25/26 ●26/27 	PTA	
<ul style="list-style-type: none"> ●To enhance students' physical fitness 	<ul style="list-style-type: none"> ●To encourage student participation in sports. 	<ul style="list-style-type: none"> ●Students participate in various sports activities. ●Students participate in different art activities. 	<ul style="list-style-type: none"> ●Teachers' observation ●Annual school self-evaluation data 	<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	PE, ECCAC	EOEBG Life-wide Learning Grant One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools PLK Fund Student Fee Collection
	<ul style="list-style-type: none"> ●To extend student activity time and provide different activities during daily breaks for students to engage in. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	PE, VA, Music	
	<ul style="list-style-type: none"> ●To add facilities to facilitate physical fitness activities for students. 			<ul style="list-style-type: none"> ●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;
- 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.

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	<ul style="list-style-type: none"> ● 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, 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. ● 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 to enhance students' engagement and sense of involvement. ● 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. ● 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. ★ 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 25/26 Preparation ● 26/27 Execution ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 25/26 	AC, DGC AC, ITC All subjects AC, ITC All subjects AC, All subjects AC, ITC All subjects AC, All subjects ITC, All subjects AC, All subjects AC	EOEBG CITG CFEG Student Fee Collection
● To enhance students' reading abilities	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 times 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 organised. ● 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. 	<ul style="list-style-type: none"> ● 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 session ● 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 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 25/26 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 ● 24/25 ● 25/26 ● 26/27 	AC, All teaching Staff All subjects Language Subjects Language Subjects All subjects Library All subjects	EOEBG Promotion of Reading Grant

<ul style="list-style-type: none"> ●To enhance students' proficiency in biliteracy and trilingualism 	<ul style="list-style-type: none"> ●To organize English Week and PTH Week activities. 	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	English Lang., PTH	EOEBG Life-wide Learning Grant
	<ul style="list-style-type: none"> ●To improve the promotion of English Week and PTH Week during morning assemblies. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	English Lang., PTH	
	<ul style="list-style-type: none"> ●To arrange after-school tutorials for language subjects. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	English Lang., Chinese Lang	
	<ul style="list-style-type: none"> ●To implement reading programmes for Chinese and English subjects. ●To participate in various language-related activities and competitions. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	English Lang., PTH	
<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●To arrange different enrichment and foundational tutorials for students with varied academic abilities. 	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ●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
	<ul style="list-style-type: none"> ●To implement the "Future Stars" programme to nurture talented students. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	AC, English Lang., Chinese Lang., Mathematics	
	<ul style="list-style-type: none"> ●To organise Chinese cultural activities to expose non-Chinese-speaking students to Chinese culture. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	Chinese Lang., Chinese Hist., PTH	
	<ul style="list-style-type: none"> ●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. ★ 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	All subjects	
<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ●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 	<ul style="list-style-type: none"> ● Teachers' observations ● Surveys or questionnaires 	<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	AC All subjects	EOEBG
	<ul style="list-style-type: none"> ●To issue requirements on study habits and routines for the whole school. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	All subjects	
	<ul style="list-style-type: none"> ●To provide subject learning strategies to help students master various subjects. 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	All subjects	
	<ul style="list-style-type: none"> ●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. ★ 			<ul style="list-style-type: none"> ●24/25 ●25/26 ●26/27 	Chinese Lang., English Lang., Mathematics	
				<ul style="list-style-type: none"> ●25/26 	AC	

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. ★ 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Teachers' observation ● Number of students participating in visits and study tours ● Annual school self-evaluation data ● Surveys or questionnaires 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	ECCAC, AC, Subjects	EOEBG
				<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	ECCAC, ASDC, MCNEC, AC, All subjects	Life-wide Learning Grant
				<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC, ECCAC, All subjects	Sister School Scheme Grant
				<ul style="list-style-type: none"> ● 25/26 ● 	All committees, All subjects	Student Fee Collection
<ul style="list-style-type: none"> ● To foster holistic development in students 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	All committees, All subjects	EOEBG
				<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC ECCAC All subjects	CEG
						Life-wide Learning Grant
						PLK Fund
						Student Fee Collection
<ul style="list-style-type: none"> ● To expand students' learning experiences across different subjects 	<ul style="list-style-type: none"> ● To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects. 	<ul style="list-style-type: none"> ● Inter-disciplinary project-based learning is designed and implemented. 	<ul style="list-style-type: none"> ● Teachers' observation ● 80% of the students get D grade or above in interdisciplinary project-based learning 	<ul style="list-style-type: none"> ● 24/25 ● 25/26 ● 26/27 	AC, All Subjects	EOEBG

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 on 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 Incultation 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 Leadership Training Camp, S.3 Leadership Training 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 '2024 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 horizon 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 Careers Guidance Committee also conducted several talks on Post-Secondary Three studies for parents and students and adopted the Careers Ambassadors Program. This year, Careers and Education Week, JA Programs, visits and NCS career visit to Hotel Icon 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 Qualification Framework (QF) vehicle visited the school and students got insights on the QF of Hong Kong through the activities.

On top, 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 2023, the Extra-Curricular & Creative Activities Committee (ECCAC) successfully organized the executive committee of the three Houses, and held Inter-House volleyball, football, basketball, table tennis, dance, basic law competitions. Nearly 200 students participated, accounting 45% school's student body, participated in these events.

The ECA interest classes were carried out smoothly in this academic year, with 12 sessions of 10 interest classes. Many emerging interest classes have been added, including Japanese, Spanish, Chinese Dancing, Juggling, Boardgame, Chinese Calligraphy, Photography, Cartoon Comics, Short Film Production and Wushu. Nearly 180 students participated in the school, accounting for about one-third of the total number of students.

We have a total of over 70 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 2024-2025 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, 2nd term and Final Term. Students' duty records were reflected in their annual report cards.

In social service, this year our Girl Guides Team, around 20 students joined, 30 meetings throughout the year. The St. John Ambulance got 15 members, 30 meetings throughout the year. Scouts and Air Scouts recruited 15 members, 40 meetings throughout the year. The FAST Connect recruited 10 students joined and about 15 activities were promoted to join. Nearly 90 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 2025-2026.

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

1. Tsoi Ming Hei, Wong Kin To, Chau Pak Lok and Lam Wai Pui were awarded 1st Runner Up in "eSports" Battle Ace Robot Competition.
2. Gu Zilin, Li Choi Kiu, Chau Yu Yan and Lai Chung Kwan Edward were awarded 3rd Runner Up in "eSports" Battle Ace Robot Competition.
3. Hsu Wan Hei Wallis was awarded 1st Runner Up in the 50m Backstroke of 2024-2025 HKSSF (D3K2) Joint Schools Swimming Gala.
4. Hsu Wan Hei Wallis was awarded 2nd Runner Up in the 50m Breaststroke of 42nd Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala.
5. Hsu Wan Hei Wallis was awarded Fourth Place in the 50m Backstroke of 42nd Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala.
6. Hsu Wan Hei Wallis was awarded 1st Runner Up in the 50m Backstroke of 2024-2025 HKSSF (D3K2) Joint Schools Swimming Gala.
7. Hsu Wan Hei Wallis was awarded 2nd Runner Up in the 50m Breaststroke of 42nd Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala.
8. Hsu Wan Hei Wallis was awarded Fourth Place in the 50m Backstroke of 42nd Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala.
9. Zheng Hing Ni was awarded Merit in the Final of the 15th Lu Xun Youth Literature Award.
10. Zheng Hing Ni, Ching Wai Hong and Lee Shun Hong were awarded Bronze Award in the Hong Kong Mathematics & Math Olympiad Open 2024.
11. Zheng Hing Ni was awarded Third prize in the Final of the First Hong Kong Youth Composition And Recitation Competition.
12. Zheng Hing Ni was awarded Third prize in the Final of the First Heart Connected To China Hong Kong Youth Essay And Recitation Competition.
13. Lee Tsz Yau Vienna, Lee Tsz Yin and Fang Yingwen were awarded Commendation Award in the Finals of the 11th "Mom And Dad, It's Dinner Time!" Inter-School Cooking Competition.
14. Lai Ka Hei, Sin Yik Wai Ivan, Sum Fu Kin, Kan Wing Yan, Ching Wai Hong and Lee Shun Hong were awarded Bronze Award in the Heat of Thailand International Mathematical Olympiad Heat Round 2024 - 2025 (Hong Kong Region).
15. Ho Lai Shan and Ye Zhuangmao were awarded Silver Award in the Heat of Thailand International Mathematical Olympiad Heat Round 2024 - 2025 (Hong Kong Region).
16. Sunar Deepson was awarded Champion in the 800m of HKSSF Inter-School Athletics Competition 2024-2025.
17. Sunar Deepson was awarded 2nd Place in the 1500m of HKSSF Inter-School Athletics Competition 2024-2025.
18. Sunar Deepson, Kunwar Magar Saugat, Rai Tayamu and Limbu Sawfall were awarded 2nd Place in the 4 X400M Relay Race of HKSSF Inter-School Athletics Competition 2024-2025.
19. Limbu Sawfall was awarded 3rd Place in the Long Jump of HKSSF Inter-School Athletics Competition 2024-2025.

20. Rai Tayamu was awarded 4th Place in the 1500M of HKSSF Inter-School Athletics Competition 2024-2025.
21. Sunar Deepson, Kunwar Magar Saugat, Limbu Sawfall and Rai Tayamu were awarded 3rd Place in the Overall Result of HKSSF Inter-School Athletics Competition 2024-2025.
22. Kwan Hou Yan, Lam Wai Pui, Chow Yik Hei and Chan Ho Long were awarded Champion in the Final of 2024 Makex Robotics Competition (Hong Kong).
23. Tam Tze Yan, Tang Suet Yin Sylvia, Ma Ka Hei and Fong Yat Long Lucas were awarded 1st-runner up in the Final of 2024 Makex Robotics Competition (Hong Kong).
24. Cheung Chun Hei was awarded 2nd-runner up in the Final of 2024 Makex Robotics Competition (Hong Kong).
25. Cheng Ho Man and Chu Pak Hin were awarded Creative Engineer Award in the Final of 2024 Makex Robotics Competition (Hong Kong).
26. Tsoi Ming Hei, Wan Ho Dik and Lo Kai Kit were awarded 2nd Runner-up in the "Kangdong Cup" Drone Football Competition.
27. Yiu Hok Yee, Mai Ying Lin and Zheng Hing Ni were awarded 1st Runner up in the 2024 Guangdong-Hong Kong-Macao Greater Bay Area Recitation Competition (Hong Kong Division).
28. Li Xuanying, Chen Tsz Nan and Lai Ip Tung were awarded 2nd Runner up in the 2024 Guangdong-Hong Kong-Macao Greater Bay Area Recitation Competition (Hong Kong Division).
29. Yiu Hok Yee, Mai Ying Lin and Zheng Hing Ni were awarded 1st Runner up in the Hong Kong Division of 2024 Guangdong-Hong Kong-Macao Greater Bay Area Recitation Competition (Hong Kong Division).
30. Li Xuanying, Chen Tsz Nan and Lai Ip Tung was awarded 2nd Runner up in the Hong Kong Division of 2024 Guangdong-Hong Kong-Macao Greater Bay Area Recitation Competition (Hong Kong Division).
31. Sum Fu Kin was awarded Bronze Award in the Semi-Final of Thailand International Mathematical Olympiad Semi-Final 2024-2025 (Hong Kong Region).
32. Deng Yuqiang and Tang Zijun were awarded 2nd Class Award in the Preliminary Round of Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2025 (Hong Kong Region).
33. Leung Ching Ho Bennett, Ma Whithon Marco, Qiu Junhao, Zheng Hing Ni, Lee Man Kit, Cheng Wing Hei, Sum Fu Kin and Lai Ka Hei, Lee Shun Hong were awarded 3rd Class Award in the Preliminary Round of Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2025 (Hong Kong Region).
34. Wong Ying Hei Kara Mia and Suen Cheuk Yin were awarded Gold Prize in the Artist's Idea Journal: Youth Creative Arts Contest 2024.
35. Lai Ip Tung and Mai Ying Lin were awarded 1st Class Honour in the Preliminary contest of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
36. Ho Lai Shan and Wang Qi were awarded 2nd Class Honour in the Preliminary contest of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
37. Deng Yuqiang, Zheng Hing Ni and Tang Zijun were awarded 2nd Class Award in the Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2025- Heat.
38. Lee Shun Hong, Cheng Wing Hei, Mai Ying Lin, Lee Man Kit were awarded 3rd Class Award in the Hua Xia Cup (Hong Kong) Mathematical Olympiad Contest 2025- Heat.
39. Mirha Fatima and Ma Wan Ching was awarded Bronze Award in the 2024 Greater Bay Guangdong-Hong Kong-Macau Poetry Competition.
40. Leung Ching Ho Bennett, Ma Whithon Marco, Lam Chun Yuen and Li Choi Kiu were awarded 2nd Runner-up in the Final of Robofest 2025.
41. Mirha Fatima, Ma Wan Ching, Tam Tia and Pang Ching Yi were awarded Gold Award in the the 9Th International Children English Speech Contest 2025.
42. Mirha Fatima was awarded 1st Runner-up in the Hong Kong 18 Districts English Poetry Competition (Yau Tsim Mong District).
43. Mirha Fatima was awarded 1st Runner-up in the Hong Kong 18 Districts English Poetry Competition (Kwun Tong District).
44. Mirha Fatima was awarded 2nd Runner-up in the of Hong Kong 18 Districts English Poetry Competition (Sham Shui Po District).
45. Tam Tia was awarded Gold Award in the of Hong Kong 18 Districts English Poetry Competition (Sham Shui Po District).
46. Pang Ching Yi was awarded Gold Award in the of Hong Kong 18 Districts English Poetry Competition (Sham Shui Po District).
47. Ma Wan Ching was awarded Silver Award in the of Hong Kong 18 Districts English Poetry Competition (Sham Shui Po District).

48. Sunar Deepson was awarded 1st Boys C Individual in the Cross Country Competition of Inter School Cross Country Competition 2024-2025 Division Three (Area 2).
49. Rai Tayamu was awarded 4th Boys C Individual in the Cross Country Competition of Inter School Cross Country Competition 2024-2025 Division Three (Area 2).
50. Sunar Deepson, Nnadikwe Lawrence, Limbu Avin, Rai Tayamu and Subba Pragyan were awarded Boy C Grade Overall Result: Third in the Cross Country Competition of Inter School Cross Country Competition 2024-2025 Division Three (Area 2).
51. Sunar Deepson was awarded 1st in the Final of Po Leung Kuk Affiliated Secondary School Joint Sports Day 2024-2025.
52. Rai Tayamu and Limbu Sawfall were awarded 4th in the Final of Po Leung Kuk Affiliated Secondary School Joint Sports Day 2024-2025.
53. Wong Ching Tai, Lai Ka Hei and Wu Chun Yip were awarded Bronze Award in the Grade 6 Piano Solo of 77th Hong Kong Schools Music Festival (2025).
54. Qiu Junhao and Tam Jun Ngai Maverick were awarded Silver Award in the Grade 5 Piano Solo of 77th Hong Kong Schools Music Festival (2025).
55. Chan Cheuk Hei was awarded Merit Award in the Final of National Security & Basic Law Online Quiz .
56. Wong Ruthus was awarded Silver Award in the Grade 4 Violin Solo of 77th Hong Kong Schools Music Festival (2025).
57. Yan Ka Chun was awarded Silver Award in the Clarinet Solo Junior of 77th Hong Kong Schools Music Festival (2025).
58. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Commended Award in the Jazz & Street Dance of the 61st Schools Dance Festival.
59. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded 2nd Runner-up in the Dance of 2025 Asia Pacific Arts & Innovation Competition.
60. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Champion in the of 16th Asia Kids And Teenagers Dance Contest.
61. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded the Best Stage Presence Award in the of 16th Asia Kids And Teenagers Dance Contest.
62. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Champion in the Dance of 2025 Asia Arts Elite Competition.
63. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Champion in the 2025 Global Creative Mastery Art Dance Competition.
64. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Champion in the Dance of 2025 Hong Kong Youth Artist Competition.
65. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Champion in the Dance of 2025 Asia Pacific Talent Art Festival.

66. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded 1st runner up in the Dance of 2025 Hong Kong International Star of Art Creation Competition.
67. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded Bronze Award in the Street Dance of International Elite Dance Competition 2025.
68. Lai Ka Hei and Ha Cheuk Him Shawn were awarded Third Prize Certificate in the of 21st Century Cup National English Speaking Competition.
69. Li Xuanying, Tang Tsz Ying, Yiu Hok Yee, Cheung Chit Ming Jeffrey, Pang Ching Yi, Tse Pak Lui, Tse Tsz Suen, Chan Yue Tung, Li Mung Fei, So Cheong, Chan Jane, Tam Shing Kwan, Jiang Sum Yu, Umar Nikeisha Haura Kamilah, Yeung Wai Hei, Li Choi Kiu and Wong Tsz Yu were awarded 1st runner up in the 64Th International Children And Youth Dance Competition.
70. Yiu Hok Yee, Chan Yue Tung, Tam Shing Kwan and Umar Nikeisha Haura Kamilah were awarded Silver Award in the Hong Kong 18 Districts Dance Competition (11Th).
71. Deng Yuqiang, Qiu Junhao and Lee Man Kit were awarded 3rd Class Award in the Qualifer Round of Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2025 (Hong Kong Region).
72. Deng Yuqiang was awarded 2nd Class Award in the Final Round of Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2025 (Greater Bay Area Region).
73. Lee Man Kit was awarded Merit Award in the Final Round of Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Final Round 2025 (Greater Bay Area Region).
74. Zheng Hing Ni was awarded 3rd Class Award in the Semi-Final of Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2025- Semi-Final .
75. Tang Zijun was awarded 2nd Class Award in the Semi-Final of Hua Xia Cup (Southern China Region) Mathematical Olympiad Contest 2025- Semi-Final .
76. Wong Ruthus was awarded 2nd Prize Silver Award in the String of Fringe Inter-School Music Competition 2025.
77. Lai Ip Tung was awarded 1st Class Honour in the Final of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
78. Mai Ying Lin was awarded 2nd Class Honour in the Final of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
79. Ho Lai Shan was awarded 3th Class Honour in the Final of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
80. Wang Qi was awarded 1st Class Honour in the Final of the 2024-25 National Youth Chinese Writing Competition "Jing Ying Bei".
81. Li Mung Fei was awarded Merit Award in the 54th International Youth Letter Writing Competition Of the Universal Postal Union.
82. Mai Ying Lin was awarded Commendation Award in the "Reading Is Like..." Creative Sentence Writing Competition.
83. Cheung Chit Ming Jeffrey, Lam Hok Him, Ngan Tsz Tung, Fan Chun Kit Brandon, Tsang Kyle Lok Lam, Limbu Namsang, Yip Hiu Laam, Ha Cheuk Him Shawn, Balasubramanyam Dhruthi, Ling Yik Yu and Abdul Wahab Adnan were awarded Award for Outstanding Stage Effects in the School Performance Phase of Hong Kong School Drama Festival 2024/25.
84. Mai Ying Lin was awarded Rising Star of Literature in the Hong Kong Division of the Chinese Secondary School Students Writing Competition (Hong Kong Division).
85. Mai Ying Lin was awarded 1st Class Honour in the China Divison of the Chinese Secondary School Students Writing Competition (China Division).
86. Lee Man Kit was awarded Young Writer Award in the Chinese Writing of the 13th Intervarsity Creative Writing Competition Award .
87. Lai Wing Lam, Tam Yan Tung Miel, Wong Ying Hei Kara Mia, Ngan Tsz Tung, Balasubramanyam Dhruthi and Abdul Wahab Adnan were awarded Semi-Finalist Award in the Semi-Finalist Phase of the 17Th English Radio Drama Competition 2024-2025 For Schools.
88. Mai Ying Lin, Lam Chun Yuen and Zhang Hao were awarded Champion in the Mandarin Recitation of the 2025 Hong Kong Academic Open Competition And The 7th Professional Elite Cup Academic Talent Competition.

89. Liang Lok Sze, Lau So Kwan Amber, Wong Ming Yu and Chen Jinjiayu were awarded 1st Runner-up in the Mandarin Recitation of the 2025 Hong Kong Academic Open Competition And The 7th Professional Elite Cup Academic Talent Competition.
90. Zheng Hing Ni was awarded 2nd Runner-up in the Mandarin Recitation of the 2025 Hong Kong Academic Open Competition And The 7th Professional Elite Cup Academic Talent Competition.
91. Sunar Deepson was awarded Sports Award in the A.S. Watson Group Hong Kong Student Sports Award .
92. Sunar Deepson, Choi Yunseok, Gurung Pranaya, Li King Kam, Vega Darel Aron Guintu, Wong Cheuk Kan, Gurung Namra, Limbu Sawfall, Nakarmi Neemesh, Pootharla Aadvik, Rai Samyog, Chan Kwai Ki, Chan Ying Yuen, Wang Pan Ho, Gurung Ebeen, Kunwar Magar Saugat and Lam Chun Hin were awarded 1st Runner Up in the Football Competition of Inter School Football Competition 2024-2025 Division Three (Area 2).
93. Deng Yuqiang, Lee Man Kit and Tang Zijun were awarded Silver Award in the 2025 Asia International Mathematical Olympiad Open Contest- Heat.
94. Law Tsz Lung, Leung Ching Ho Bennett, Qiu Junhao, Mai Ying Lin, Zheng Hing Ni and Sum Fu Kin were awarded Bronze Award in the 2025 Asia International Mathematical Olympiad Open Contest- Heat.
95. Deng Yuqiang was awarded Silver Award in the 2025 Asia International Mathematical Olympiad Open Contest-Semi Final.
96. Zheng Hing Ni and Sum Fu Kin were awarded Bronze Award in the 2025 Asia International Mathematical Olympiad Open Contest- Semi Final.
97. Deng Yuqiang and Tang Zijun was awarded Gold Award in the Hong Kong International Mathematical Olympiad Heat Round 2025 (Hong Kong Region).
98. Law Tsz Lung, Lau Sze Ki , Qiu Junhao, Lin Ziling, Ho Lai Shan, Cheng Wing Hei, Lee Man Kit, Sum Fu Kin, Lee Shun Hong and Kan Wing Yan were awarded Bronze Award in the Hong Kong International Mathematical Olympiad Heat Round 2025 (Hong Kong Region).
99. Deng Yuqiang and Lee Man Kit were awarded Bronze Award in the Hong Kong International Mathematical Olympiad Semi-Final Round 2025 (Hong Kong Region).
- 100.Chen Tsz Nan and Chen Wenyi were awarded First runner-up in the Visual Arts of Royal Princeton In-Heritage Philharmonic International Competition 2025.
- 101.Ma Wan Ching and Fu Siu Wing Henning were awarded Top winner in the Visual Arts of Royal Princeton In-Heritage Philharmonic International Competition 2025.
- 102.Fang Yingwen was awarded Silver Award in the Plucked strings instrument of Hong Kong Music Talent Chinese Music Competition.
- 103.Li Xuanying, Chan Kin Ting, Kwok Tsz Hin, Chan Chun Sing, Chan Ho Long, Cheung Ka Wing, Chan Sui Lun and Zhi Ho Hin were awarded Champion in the Percussion Group of 2025 Guangdong-Hong Kong-Macao Student Music Competition.
- 104.Tai Wing Hei, Chau Yin Ping and Kwan Hou Yan were awarded Silver Award in the Chinese Instrument Group of 2025 Guangdong-Hong Kong-Macao Student Music Competition.
- 105.Fang Yingwen and Chan Yuen Yan were awarded Silver Award in the Chinese Instrument Group of 2025 Guangdong-Hong Kong-Macao Student Music Competition.
- 106.Yeung Yat Tung Katie, Lo Pak Hei, Shum Long Ching, Wong Ayden, Wu Chun Yip, Chan Chung Sing, Wong Ruthus, Chan Ho Long, Cheung Ka Wing, Lai Ka Hei, Yan Ka Chun, Chan Sui Lun, Ho Shun Yu, Lai Ho Yin, Li Xuanying, Chan Kin Ting, Kwok Tsz Hin, Chan Chun Sing, Chan Ho Long, Cheung Ka Wing, Chan Sui Lun and Lee Man Ki were awarded First Prize in the Western Music Ensemble of the Hong Kong International Music Festival Grandmaster Cup .
- 107.Tai Wing Hei, Chau Yin Ping, Kwan Hou Yan, Fang Yingwen and Chan Yuen Yan were awarded Bronze Award in the Chinese Music Ensemble. of the 5th Hong Kong Chinese Instrumental Contest.
- 108.Tai Wing Hei, Chau Yin Ping, Kwan Hou Yan, Fang Yingwen and Chan Yuen Yan were awarded Third Prize in the Ensemble Class(Chinese Music) of 2025 International Youth Talent Musician Competition.
- 109.Fang Yingwen was awarded Silver Award in the Plucking Group of Hong Kong Reunification Cup Youth Music Competition.
- 110.Tai Wing Hei, Chau Yin Ping, Kwan Hou Yan, Fang Yingwen and Chan Yuen Yan were awarded Bronze Award in the Chinese Music Ensemble. of Joint School Music Competition 2025.

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 unrelenting effort so as to provide high quality education for our students.

Love

A workplace visit to the AIRSIDE - Nan Fung Group

To enhance students' understanding of the development of green industries and their workplaces, the HKFYG Leadership Institute provided an opportunity for students to visit AIRSIDE - Nan Fung Group.

During the visit, students learned about the environmental protection measures and policies of the green industries, such as department-level recycling data, bricks made from recycled coffee grounds, and bicycle generators for employees to use during breaks. Students also participated in an upcycled workshop, transforming denim fabric into diatom coasters.



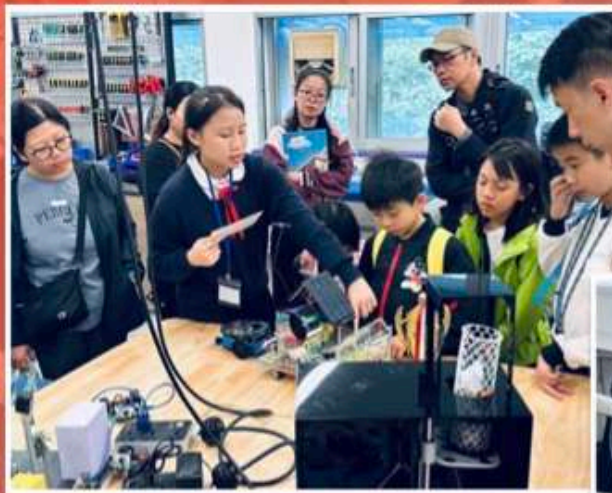
PTA Lip Balm Workshop

A Sweet Gesture for Our Teachers



On November 27, 2024, our PTA parents gathered for a heartwarming DIY Lip Balm Workshop, crafting handmade lip balms as tokens of appreciation for our beloved teachers. Guided by simple yet creative techniques, participants blended natural ingredients to produce nourishing balms, each infused with gratitude. The workshop was lively with laughter, collaboration, and a shared commitment to honoring our teachers' dedication. Special thanks to all the parents who participated and contributed to the success of this event.

School Open Day



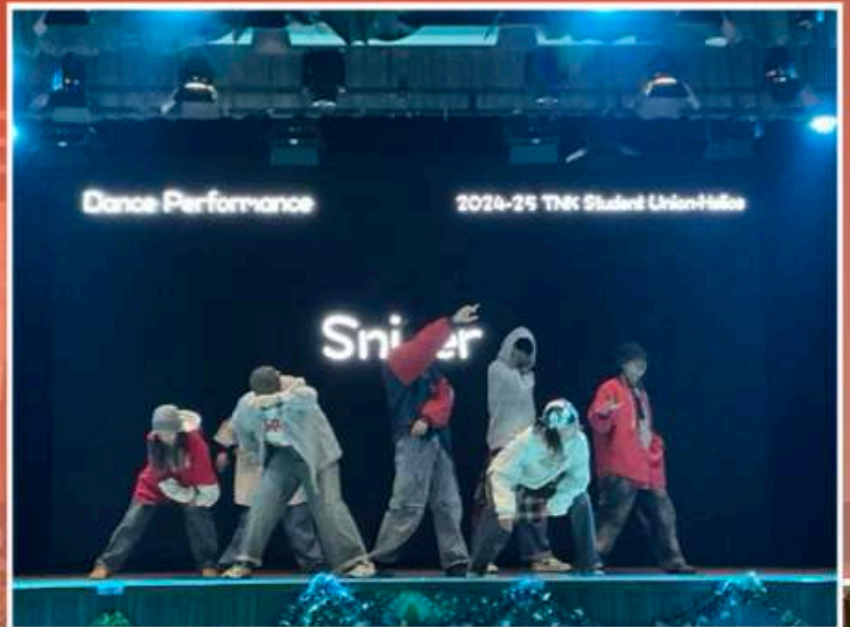
To introduce our school and showcase our latest facilities, the school organized a School Open Day for interested parents on November 30, 2024 (Saturday). The event commenced with an admission talk conducted by our Vice Principal and Assistant Principal. After the talk, "Chat with the Principals" sessions were also held to allow parents to ask questions directly to the Principals. Before and after the talk, two campus tours were arranged, during which various subject faculties displayed their curriculum, students' achievements, and extracurricular activities to parents.

Student Affairs Committee Talent Show

評語及頒獎

The TNK Talent Show was held on December 20, 2024. Our students showcased their exceptional talents in singing, dancing, and acting. We were delighted to welcome Miss Emiko Tsui, the rising pop diva, as our guest performer. Teachers, students, and our honorable guests enjoyed the event immensely.

2024-25 TNK Student Union-Helios





Boost Up Station

To enable parents to respond to the growth needs of adolescent, positively embrace exam results with children, and stringing family intimacy, the school will invite an organization to hold a parent's day parent-child booth activity "Boost Up Station" on 18th January. More than 100 parents and students visited the boost, they were enjoy the moment of making wooden sign pendants together.



PTA Joint-School Planet Cake Workshop – A Delicious Success!



On February 19, 2025, parents from our school community came together for a fun and interactive Planet Cake Workshop. Guided by expert bakers, participants learned the art of cake decorating, including piping techniques and creative designs, while sharing moments of laughter and appreciation for the creations.

This joint-school event provided an excellent opportunity for parents to connect, express their creativity, and take home delicious masterpieces. We extend our sincere gratitude to all who joined, and we hope the experience was as enjoyable for you as it was for us.

EP Talk on Mental Health and Peer Support



To enhance students' awareness of mental health and well-being and to help them recognize their own emotional needs as well as those of others, our school's educational psychologist, Ms. Lee, delivered a talk to Form 1 and 2 students during assembly. Students were introduced to the signs and symptoms that indicate a need for help. In the class-teacher session, they practiced using "comforting words" and appropriate "replies" to support their peers. At the end of the lesson, students wrote encouraging messages and displayed them in the classroom to remind everyone to stay positive and recognize that help is always available when needed.



Joint-School PTA Family Activity

In order to foster the cooperation between parents and the school, a Joint-School PTA Family activity was held on 15th March, 2025 (Saturday) by the PTA of our school and P.L.K. Vicwood K.T. Chong Sixth Form College. All participants, including parents, students and teachers enjoy the moment of being together.



Respect

Mid-Autumn Festival Lantern Riddle Guessing Activity



To strengthen students' sense of pride and identity in their own culture, the activity “Mid-Autumn Festival Lantern Riddle Guessing” was held on 17th September, 2024. Through the event, students gained a better understanding and appreciation of China's traditional values.

National Day Q&A Activity



To strengthen students' understanding of national identity, the activity "National Day Q&A" was held on 30th September, 2024. Through the event, students understood their own country and enhanced their sense of belonging and responsibility to the country.

Interhouse Basic Law Competition



To help students deepen their understanding of the Basic Law, the Interhouse Basic Law Competition was organized on 14th March, 2025, by the Moral, Civic and National Education Committee (MCNEC) and the Chinese History Department.

Commemorating the 80th anniversary of the victory of the War of Resistance Against Japanese Aggression: “Agricultural Research, National Defense and Strengthening the Army” Tour (4 days)” Study Tour



To broaden our students' horizons, our school organized the study tour “2024-25 Commemorating the 80th anniversary of the victory of the War of Resistance Against Japanese Aggression: Agricultural Research, National Defense and Strengthening the Army Tour (4 days)” for students. Ten students participated, visiting various historically significant sites and receiving military training in Shenzhen Huangpu from 19th April to 22nd April 2025. The trip reinforced their understanding of national identity.

Life-wide Learning Day (Cultural Chinese activities for S.1 students)



On 22nd May 2025, Form 1 students participated in a vibrant showcase of Chinese cultural activities at the college. They explored traditional arts like tying Chinese knots, creating beautiful, dried flower arrangements, making Chinese opera masks and crafting rice dumplings with clay. Our students also enjoyed hands-on experiences with rainbow calligraphy, tie-dye, making flour figurines and triangular sachets.

In addition to arts, they engaged in sports activities like archery and playing jujitsu and shuttlecock. The students' enthusiasm was evident, as they fully embraced the rich traditions and lively spirit of Chinese culture. Overall, their response was fantastic.

Shenzhen and Dongguan Planning and Economic Development Exploration Trip

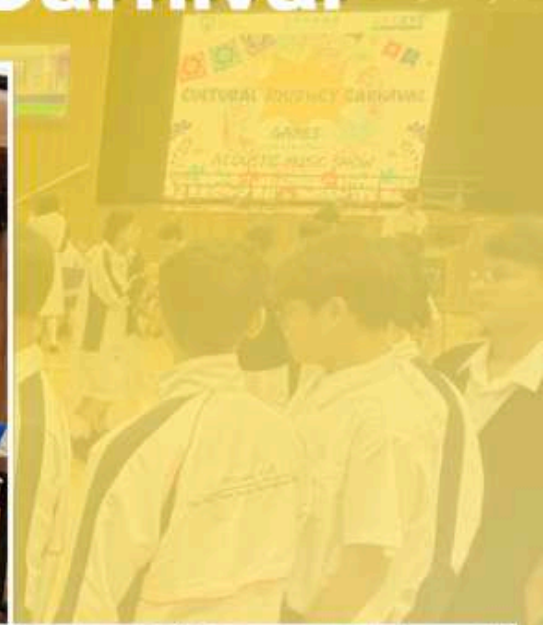


On May 23-24, 2025, the Geography and Science departments led approximately 60 Form 2 students on the Shenzhen and Dongguan Planning and Economic Development Exploration Trip, organized by the Education Bureau. The study tour aimed to provide insights into Dongguan's economic development and the significance of the Dongguan-Shenzhen Water Supply Project for Hong Kong's water supply. Students developed an appreciation for water resource conservation and the importance of resource security.

Additionally, they explored the architecture, scale, and facilities of Shenzhen International Airport, examining the relationships and differences between the airports of Shenzhen and Hong Kong. This experience highlighted the mutually beneficial connections between Shenzhen and Hong Kong.



Cultural Journey Carnival



To enhance students' understanding of different cultures, the Learning Support Team has organized the Cultural Journey Carnival for the third year. Eight Form 1 students were invited to be our Cultural Ambassadors. With the guidance of social workers from our partnering organization, they have designed three booth activities to introduce students to the lives and cultures of their home countries. Students, regardless of their cultural backgrounds, enjoyed two delightful lunch recesses before their final exams.



Diligence

S3 Student and Parent Talk : SFC Admissions Procedures and Making Informed Choices in Subject Selection



To help students better prepare for their future senior secondary studies, a student and parent talk was held on 21st May 2025.

The talk was divided into 3 sessions: the first session was about the SFC Admissions Procedures. It includes SFC admissions policy in 25-26 and the important dates on promoting to S4 in SFC. The second session was a professional sharing about the tips on using the student's individual report from Life Planning Education Enrichment Program to help in subject selection. The third session was a parent meeting session. Class teachers gave advice on elective subject selection and further studies based on students' individual report. The talk was fruitful with parents and students gaining a better understanding of the SFC admissions procedures and subject selection.

“eSports” Battle Ace Robot Competition

主辦
中國銀行(香港)
BANK OF CHINA (HONG KONG)

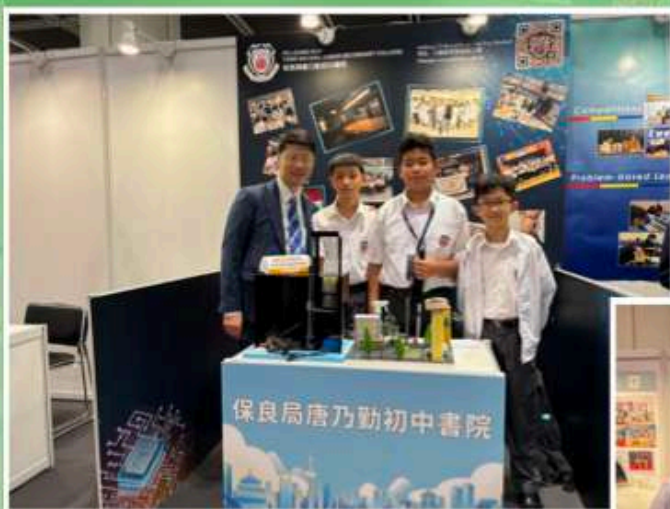
技術支援
保良局
PO LEUNG KUK



Our Robotic Team has joined the 2024 “eSports” Battle Ace Robot Competition organized by the Bank of China (Hong Kong) and Po Leung Kuk. Teams have to assemble one robot, and is randomly assigned another one, for the robot combats. Our teams engaged in some very rigorous battles with other competitors. Team members have had a lot of fun in their first every robot combat competition and are very glad to have captured the 1st and 3rd runner-up in the Competition.



Inno4Life Expo 2024

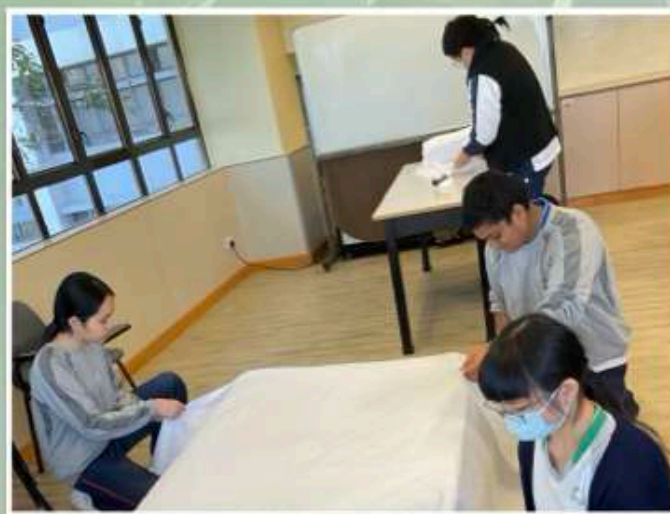


Our school participated in the Inno4Life Expo 2024 held at the Hong Kong Convention and Exhibition Centre. During the 3-day event, our school has displayed our achievements and development in STEAM Education to the visitors, including a smart cane and traffic system for the blind, an automatic drain cover and filter system, as well as our school-based biotechnology learning and teaching material kit. Our student ambassadors have also learnt a lot from their exchanges with the visitors about our exhibits.

Careers Guidance Committee Job Shadowing Opportunity at T-Hotel for NCS Students

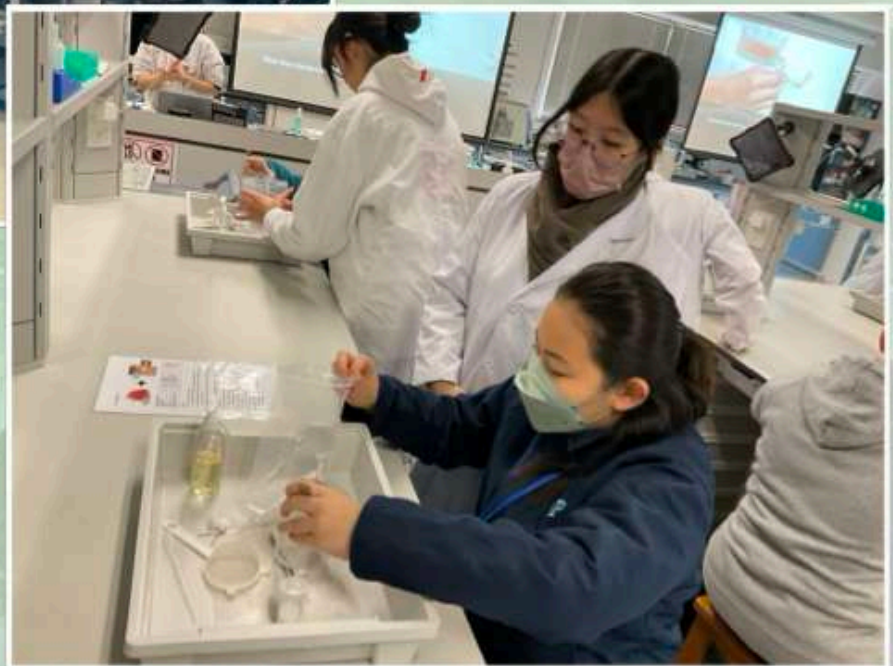


Caritas Youth and Community Service has been commissioned by the HKSAR Education Bureau (EDB) to launch a service named “Provision of Career Exploration Activities for Non-Chinese Speaking (NCS) Students in Secondary Schools (2024/25)”. To help NCS students understand more about the hotel industry, the Careers Guidance Committee invited students to join a job shadowing opportunity at T-Hotel. The visit involved learning latte art, dining etiquettes and bed making with towel art. Students eagerly participated in all activities and the feedback was extremely positive.



Bio-tech / AIoT Taster@TNK

The Biotech / AIoT Taster @TNK for primary students was successfully held on 11th January, 2025. The highlights of the workshop included an hour-long taster workshop and a school talk. About 60 visitors attended the event and enjoyed the activities.



Alumni Homecoming Day cum Teacher-Alumni Rummikub Championship



Alumni Homecoming Day and Teacher-Alumni Rummikub Championship was held on 15th February, 2025. Members of Alumni came back to school to have a competition with their old teachers and some current students.



First Term Prize Presentation Ceremony



The 2024-2025 First Term Prize Presentation Ceremony was held during the morning assembly on 21st February, 2025 to acknowledge and honour outstanding academic achievements of students in the examinations. Recipients of the prizes were recognized for their exceptional performance to their studies.

Honesty

FutureGEN Girls Leadership Summit 2024



Students from our college participated in FutureGEN Girls Leadership Summit 2024 at the Hong Kong Palace Museum, organized by the JYC Girls Impact Foundation. The Summit featured leading education stakeholders and trailblazers from diverse fields who shared their visions and experiences. Participants further developed their education and career pathways through distinctive leadership and STEAM learning opportunities and by networking with peers. The Summit's objective was to empower teens to recognize and leverage their unique strengths, empowering them to take decisive action and emerge as the future leaders our world requires.

HKAGE Satellite Centre signing ceremony cum teachers' sharing session



Our school is honoured to be nominated as the 7th Gifted Education Satellite Centre of the Hong Kong Academy for Gifted Education (HKAGE). A signing ceremony and teachers' sharing session was held on 31 March 2025 to mark this new partnership between the HKAGE and our school. In the coming future, our school will collaborate with the HKAGE to host and co-organize courses for gifted students, as well as talks and seminars for teachers and parents to promote gifted education and talent development in Hong Kong.

A Genuine Discussion Between Parents and the Principals



To enhance transparency in school administration and foster parent-teacher cooperation, the PTA hosted “A Genuine Discussion Between Parents and the Principals” each year. This year’s event was held on 10th May, 2025. Principals from TNK and our through-train school, PLK Vicwood K.T. Chong Sixth Form College, had an engaging discussion with parents.

