

St. Joseph's Anglo-Chinese School
Year Report 2024/25

Achievements and Reflections on Major Concerns; Feedback and Follow-up

1 Major concern 1: Strengthening national education and upholding positive values °

Achievements	
1.1	Enhancing national identity and cultivating a strong sense of civic awareness
1.1.1	This year, the school adopted a Chinese-style ceremony for raising the national flag, with teachers and students sharing the significance of important festivals (such as National Day, May Fourth Movement, etc.) during the ‘Speech under the National Flag’ segment. The school also utilised electronic screens to display videos related to the country's achievements, enhancing students' pride in their nation.
1.1.2	The school arranged for students to participate in activities of various themes, such as cultural heritage (ethnic cultural experiences, calligraphy, paper-cutting, intangible cultural heritage activities, Chinese culture day, Chinese herbal medicine promotion, Chinese music performances etc.), national celebrations (flag-raising ceremonies, National Day cups, National Day performances), and historical learning (guided tours of cultural relics rooms, local historical studies, anti-Japanese war exhibitions), covering multiple fields like technology, history, and culture. These enabled students to understand their homeland from different perspectives, strengthening their national pride and cultural identity.
1.1.3	The school emphasised experiential learning for students. Through volunteer services, serving as ambassadors for cultural promotion, hands-on creations (calligraphy, paper-cutting, ceramics, Chinese herbal sachets), field trips (Greater Bay Area, historical sites, museums, ecological parks, military camps), and participation in national celebrations and competitions, students were actively engaged in experiencing the country's development and achievements, enhancing their sense of belonging.
1.1.4	Civic and National Education was integrated into various subjects, such as recitation competitions organised by the Chinese Department, historical studies and relic learning by the History Department, introduction of Chinese mathematicians by the Mathematics Department, project learning of resource security by the Science Department, and producing national essence products by the Department of Information Technology. These allowed students to naturally enhance their national identity while mastering subject knowledge.
1.1.5	The school also strengthened the connection between home and school through parent seminars and a family visit to the Palace Museum on January 19, enhancing students' recognition of their national identity and promoting their overall development.
1.1.6	Regarding the functioning of the monitoring mechanism, all subject groups collaboratively completed the national and values education summary table and regularly recorded the results of activity reviews in the summary. This allowed the principal, vice-principals and teacher-in-charge of national security education to regularly review the effectiveness of each subject group's activities, ensuring the effective implementation of national education.
1.1.7	According to APASO data, the Q-values for ‘National Identity Recognition (Responsibilities, Duties)’, ‘National Identity Recognition (Pride, Care)’, ‘National Identity Recognition (National Flag, National Anthem)’, and ‘National Identity Recognition (Achievements)’ for F.1 to F.6 students were all 116, indicating that students' performance was above 85% of schools in Hong Kong.
1.1.8	According to student surveys, 95% of students believed they had the responsibility to maintain national security; 95% felt proud to be part of the nation; 95% recognised that through school activities (such as flag-raising ceremonies, lectures, film appreciation, etc.), they gained a deeper understanding of the country's history and culture. Additionally, 94% of students agreed that the school's national education activities enhanced their civic awareness. Analysis of the survey results showed that the school's national education activities were effective, successfully establishing a strong sense of national identity and patriotism among students.

1.2 Enriching students' learning experiences and enhancing their personal qualities

- 1.2.1 Through active participation in the school's promotional activities for local primary schools, students displayed an increase in respect and sense of responsibility towards the values of the 'St. Joseph's Family'.
- 1.2.2 The school organised diverse extracurricular activities, providing students with opportunities to broaden their horizons and engage in various fields of knowledge and culture. Speech festivals, fundraising during Religious Week, Inclusive Week booth activities, student council elections, swimming gala, school picnic and Chinese New Year booths all enhanced students' communication, collaboration and self-management skills, contributing to their overall development.
- 1.2.3 In the second term, the school organised a 'Diversity Learning Week', arranging a variety of learning activities for F.1 to F.5 students, allowing them to step out of the classroom and deepen their learning through hands-on experiences and studies. The activities covered different subject areas, including subject investigations, visits to museums and Science Museum, Chinese cultural experiences, English musical theatre appreciation, service learning, career exploration, and overseas cultural and exchange tours. 96% of students agreed that the visit to the Science Museum helped them enhance their scientific knowledge and interest. 95% of students believed that the connection of religious and moral values with the community helped them understand diverse values and community integration. 91% of students agreed that visiting the Ping Shan Tang Clan Gallery and Heritage Trail helped them learn about history and culture. F.3 students visited the Hong Kong Museum of Coastal Defense, which was related to national security education. At least 95% of students agreed that this visit enhanced their understanding of national security during the anti-Japanese war and the close connection between Hong Kong and the mainland. F.2 students participated in a local tour to North Point and Yau Ma Tei organised by the Hong Kong History and Culture Education Association. At least 80% of students agreed that the Yau Ma Tei local tour helped them understand the development of the local Chinese community; at least 68% agreed that the North Point local tour enhanced their knowledge of the local Chinese community's development. The data indicated that the Diversity Learning Week provided students with opportunities to broaden their horizons and engage with various fields of knowledge and culture.
- 1.2.4 Twenty F.3 students were arranged to participate in the 'Enhanced Smart Teen Project' organised by the Education Bureau. Through a series of discipline and physical training, students' self-discipline, confidence, teamwork spirit, and resilience were enhanced. Three students received commendations for their outstanding performance. After the programme, students further applied what they learned in practice, actively participating in external services. Through serving in society, they not only deepened their teamwork and communication skills but also cultivated a sense of social responsibility and compassion for others.
- 1.2.5 The Religious and Moral Education Committee organised activities to connect with the community, offering religious and cultural experiences through site visits and parish tours, providing concrete understanding of the history, architectural features and religious symbols of Catholic churches. Through questions from guides, interactions with parishioners and records in the activity booklets, students demonstrated an understanding of the religious significance of different elements within the church, recognised the lives and spirits of saints, and began to grasp the connection between Catholic architectural features with traditional Chinese culture and community service.

1.3 Strengthening moral education and creating a positive values-oriented atmosphere

- 1.3.1 The school actively cultivated students' awareness of obedience and regulations. This year, a mobile phone storage policy was implemented, and regulations on the use of mobile phones and iPads were strengthened. Junior students performed better, while senior students often could not store their phones in advance, resulting in some being unable to arrive at the

morning assembly on time at 8:00. Overall, most students adhered to school rules, returned to school on time to store their phones, and used iPads at designated locations during breaks.

- 1.3.2 This academic year, the number of late arrivals among students improved, thanks to inter-class punctuality competitions and the active follow-up and reminders from the disciplinary committee and all teachers. Junior students were late with a total of 780 times, a decrease from 867 times the previous year, showing an improvement of about 10%; senior students were late 675 times, a significant decrease from 1,021 times last year, improving by about 34%.
- 1.3.3 To deepen education on obedience and regulations, the school arranged for the police to hold lectures and ‘Detective Casebook Workshops’, allowing students to understand the importance of obeying the law and deepen their understanding of police work. Students learned the importance of providing crime information to the police, assisting in crime prevention, and obeying the law.
- 1.3.4 Through the ‘Saint of the Month’ activity, the stories and examples of virtuous figures were introduced to create a stronger moral education atmosphere, inspiring students’ values and moral consciousness. According to student survey results, 94% of students agreed that Form Teacher Periods, weekly meetings, and classroom management activities helped create a positive classroom atmosphere; 92% agreed that the school’s moral education activities (such as ‘Saint of the Month’, stories of virtuous figures) inspired their values and moral consciousness; 95% agreed that information technology education enhanced their awareness of internet citizenship, ethics and responsibility; 92% agreed that disciplinary policies consistently addressed students’ misbehaviours and promoted self-discipline. Overall data showed that students generally recognised the school’s moral education as effective, and Form Teacher Periods and classroom management activities successfully created a positive classroom atmosphere, promoting moral cultivation and positive values.

1.4 Promoting harmony at school and a healthy lifestyle among students

- 1.4.1 F.3 and F.4 students learned and practised mindfulness breathing exercises in the previous term to help manage emotions and stress. By exploring personal values, interpersonal interactions and the meaning of life, students were assisted in establishing a positive mindset and good interpersonal relationships.
- 1.4.2 To enhance emotional management skills, the school taught students specific techniques, such as mindfulness practice, emotional expression and problem-solving strategies. Through teacher observations and feedback from academic work and mid-term exams, students were willing to use mindfulness breathing exercises to improve their mental state and mental health.
- 1.4.3 F.1 and F.2 students participated in spiritual education classes focusing on ‘self-awareness’, ‘love’, and ‘life’ in the second term, in conjunction with life planning themes, to enhance their mental literacy, emotional management skills, and resilience.
- 1.4.4 According to APASO data, the Q-values for ‘Emotions (Positive Emotions)’ for F.1 to 6 were 116, 116, 104, 116, 116, and 113 respectively. The Q-values for ‘Emotions (No Negative Emotions)’ for F.1 to 6 were 116; the Q-values for ‘Emotions (No Anxiety or Depression Symptoms)’ were 116, 116, 115, 116, 116, and 116 respectively; and the Q-values for ‘Emotions (No Academic Anxiety)’ were 99, 116, 116, 116, 116, and 100 respectively.
- 1.4.5 Students participated in the ‘Soul Keeper Mental Health Guardian Programme’, practising mutual support and assistance. According to observations from teachers and social workers, participating students were more proactive in caring about their classmates’ emotional states and providing timely support and encouragement. Through the promotion of the programme, student conflicts decreased, and the campus atmosphere has become more harmonious. Students acting as ‘mental health guardians’ reported feeling valued and enhanced their self-worth.
- 1.4.6 According to student survey results, 89% of students agreed that learning mindfulness

breathing exercises, stress management and emotional regulation techniques helped improve their mental and spiritual health; 90% agreed that the ‘Soul Keeper Mental Health Guardian Programme’ promoted mutual support and assistance among students; 93% agreed that activities held in Form Teacher Periods, student lectures and inclusive activities enhanced awareness of integration and caring attitudes. Overall data showed that students generally recognised that the relevant activities provided by the school helped improve their mental and spiritual health.

- 1.4.7 According to stakeholder survey results, the percentage of students who ‘strongly agreed and agreed’ that they could practise a healthy lifestyle reached 64%, an increase of 10% from last year; among parents, it also rose to 53%, reflecting the school’s significant effectiveness in health education and promoting healthy living habits.

Reflection

1.1 Enhancing national identity and cultivating a strong sense of civic awareness

- 1.1.1 After organising activities, each subject group has become accustomed to collecting student feedback for reviewing and optimising activity designs. Although student responses to activities were positive, there was still room for improvement in terms of the depth of activity content, the level of student engagement, assessment mechanisms and resource allocation.
- 1.1.2 While the school has successfully established a strong sense of national identity and patriotism in students, about 5% of students still held negative attitudes, indicating that some students’ understanding of national identity needed to be strengthened.

1.2 Enriching students’ learning experiences and enhancing their personal qualities

- 1.2.1 This academic year, through the implementation of ‘Diversity Learning Week’, the school successfully provided diverse experiential learning opportunities for F.1 to 5 students, allowing them to step out of the classroom to deepen their knowledge and broaden their horizons through hands-on experiences. Notably, the activity design closely aligned with their subject knowledge and value education. For example, the F.3 visit to the Hong Kong Museum of Coastal Defence successfully integrated national security education into history learning, enhancing students’ understanding of national history and security; the F.2 local cultural investigation helped students understand community development and cultural diversity. Overall, positive feedback from students confirmed the effectiveness of Diversity Learning Week in promoting holistic development. However, some activities still showed room for improvement, such as the recognition rate of the F.2 North Point local tour being only 68%. Next year, efforts will be made to optimise the alignment of activity content with student interests and cognitive levels, as well as the interactivity of the guiding methods.
- 1.2.2 Through immersive experiences of community connection and religious cultural experiences, students demonstrated respect and tolerance for the cultures of different communities and religious sites. Some students found peace and insight in silent observation or prayers, reflecting the positive impact of the activities on their emotions and values. Students also recognised the role of the church as a community centre connecting people, enhancing their sense of belonging to local culture.
- 1.2.3 The ‘Enhanced Smart Teen Project’ significantly improved students’ soft skills and psychological qualities through systematic discipline and physical training, particularly in self-discipline, resilience, and teamwork. Students not only received commendations on the project but also converted what they learned into practical actions when serving society. Their performances demonstrated good moral development and social participation awareness, affirming the project’s value in holistic education.

1.3 Strengthening moral education and creating a positive values-oriented atmosphere

- 1.3.1 The implementation of the mobile phone storage policy reflected a significant difference among students in different forms. Junior form students, being new to school, adapted well to

the school rules; however, senior form students, due to long-term habits and greater independence, showed relatively lower acceptance of the new policy. Some students failed to return to school in time to store their phones, resulting in their inability to arrive at the morning assembly on time at 8:00. Although the school took relevant measures, issues with senior form students storing phones still need to be addressed.

- 1.3.2 Regarding lateness, senior form students had a significantly higher number of late arrivals compared to junior students, with an average of 2 late arrivals among juniors and 3.1 for seniors. This might be related to their daily habits, and the issue of lateness cannot be ignored.
- 1.3.3 Stakeholder surveys showed that students' perception of growth support has improved compared to last year, particularly in 'teaching students how to interact with others' and 'cultivating good character'. Although students generally recognised the school's disciplinary policies, there were still differences in views among teachers, students, and parents regarding 'self-discipline and adherence to rules'. Less than 40% of teachers believed students could be self-disciplined and rule-abiding; about 50% of students believed they could, while nearly 80% of parents believed the school taught their children self-discipline and rule adherence. The results indicated that the school still needs to strengthen education on discipline and responsibility. Additionally, some students' grooming and appearance issues still require improvement.
- 1.3.4 After implementing the mobile phone storage policy this year, a small number of students still violated the rules by not properly storing their phones. Moreover, it was found that a few students did not have the school's monitoring software installed on their iPads and used their iPads for non-academic purposes.
- 1.3.5 Most students agreed that the school's moral education activities positively influenced their values and moral consciousness, reflecting that the school's efforts in moral cultivation were recognised. Form Teacher Periods, weekly meetings and classroom management activities successfully created a positive class atmosphere, with 94% of students agreeing on their effectiveness, indicating that classroom management strategies could effectively promote student interaction and cohesion.
- 1.3.6 Although students generally agreed that the school's information technology education enhanced their awareness of internet citizenship and established proper attitudes towards internet use, there were still occasional violations of internet safety rules, indicating that the school needs to strengthen related training.

1.4 Promoting harmony at school and a healthy lifestyle among students

- 1.4.1 This academic year, the school implemented mindfulness breathing exercises and emotional management skills among F.3 and 4 students, yielding significant results. Students displayed greater emotional stability in their work and exams and could actively use mindfulness breathing to promote mental health, indicating an improvement in emotional management. They could also integrate the skills they learned into their daily lives. Additionally, through exploring personal values, interpersonal interactions and the meaning of life, students made progress in establishing a positive mindset and good interpersonal relationships. This not only facilitated personal growth but also fostered a more harmonious campus atmosphere.
- 1.4.2 F.1 and 2 students participated in spiritual education classes centred around 'self-awareness', 'love' and 'life' in the second term, coupled with life planning themes, to further enhance their mental literacy and resilience. This initiative was particularly important for students adapting to secondary school life and establishing their self-identity, as timely support through spiritual education could help them better cope with the challenges of growth.
- 1.4.3 The implementation of the 'Soul Keeper Mental Health Guardian Programme' has been well received. Participating students were more proactive in caring about their classmates' emotional states and providing timely support and encouragement. This not only reduced peer conflicts but also strengthened campus cohesion. Students acting as 'mental health guardians'

reported feeling valued and their self-worth increased, having a profound impact on their personal growth.

- 1.4.4 APASO data showed that in terms of ‘positive emotions’, the Q-values for F.1, 2, 4 and 5 students were all 116, performing exceptionally well, indicating that students in these forms generally had a positive emotional state and were filled with positive energy. F.3 (104) and 6 (113) were slightly lower, reflecting relatively weaker positive emotions, possibly related to academic pressure and anxiety about further education. For ‘no negative emotions’, all forms maintained a high Q-value of 116, indicating that students generally had stable emotions and that the current emotional support mechanisms were effective. In terms of ‘no anxiety or depressive symptoms’, most forms achieved a Q-value of 116, indicating that students generally did not exhibit significant anxiety or depression problems. However, the Q-value for F.3 slightly dropped to 115. Although the value remained high, the slight decrease suggested that the emotional health of students in this form requires ongoing attention. Regarding ‘no academic anxiety’, this indicator showed a polarised situation, with F.1 (99) and F.6 (100) significantly lower than other forms (all reaching 116). This reflected a more pronounced issue with academic anxiety, possibly stemming from the adjustment to a new environment (F.1) and the pressure of important entrance exams (F.6).
- 1.4.5 School questionnaire data showed that students had a high level of awareness regarding emotional management and mental health. However, younger students demonstrated lower acceptance of mindfulness breathing exercises, possibly due to difficulties in understanding and insufficient participation, which limited their experience. It is recommended to deepen the content of mindfulness practices, such as incorporating awareness reflection, to enhance the value of its application.

Feedback and Follow-up

1.1 To enhance national identity and cultivate a good sense of citizenship

- 1.1.1 All subject departments actively organised and followed up on national and values education activities. Given that the outcomes of experiential learning were ideal, the school would continue to develop more diverse, interactive and immersive experiential learning activities the following school year, particularly by utilising modern technology (such as virtual reality and online communication platforms) to broaden students’ channels for understanding the nation.
- 1.1.2 All subject departments would also continue to strengthen the organic integration of subjects and national education using the ‘Cognition, Affection and Action’ approach. They would specifically carry out national education activities at different grade levels to deepen the content of the activities. In addition to enhancing students’ cognition of and affection for the nation, they would also guide students to think about how to transform their understanding into practical action and cultivate a sense of responsible citizenship.
- 1.1.3 Acknowledging the nation’s rapid development and the need to constantly update the content of national education, the school also noted that some students’ understanding of national identity needed to be strengthened. To address this, the school would arrange different types of exchange programmes that incorporated more interactive elements. This was to allow students to grasp the latest national situation and development, understand their own opportunities, broaden their horizons, and enhance their knowledge and understanding of the nation.
- 1.1.4 The school would continue to strengthen teachers’ professional training in national education, for example, by providing relevant training information and arranging study tours to the mainland. This was to enhance teachers’ teaching effectiveness and their understanding of the nation’s development.
- 1.1.5 Regarding activity assessment, all relevant subject departments reached a consensus after a meeting that the process should focus on students’ learning outcomes and performance. The activity review questionnaire would also include open-ended questions to allow students to express their personal opinions. An assessment mechanism that gives equal weight to both

qualitative and quantitative data would be adopted to obtain more in-depth and diverse feedback, thereby providing a basis for future improvements to the activities.

1.2 To enrich students' learning experiences and enhance their personal qualities

- 1.2.1 In the next school year, the school will continue to optimize the "Enriching Students' Learning Experiences" activities, adhering to the principle of full participation to ensure that every student can take part in various cross-disciplinary learning activities.
- 1.2.2 In order to deepen national and moral education and broaden cross-regional learning experiences, the Diversity Learning Week would arrange for F.1 students to visit the Ping Shan Tang Ancestral Hall and a military camp. This was to further integrate history and culture with national security education and enhance students' understanding of Chinese culture and national defence. F.2 students would be arranged to go on a humanities exchange tour to either Zhaoqing or Guangzhou, focusing on the study of Western-style architecture and historical culture. It was planned that more detailed itinerary design, pre-trip preparation and summary activities would be used to enhance engagement and learning effectiveness. The school would also continue to broaden students' overseas learning experiences, such as through exchanges with sister schools on the mainland and other overseas exchange programmes.
- 1.2.3 The school could organise a science exchange tour for junior form students during the Diversity Learning Week or post-examination activities. This was to allow students to learn about the mainland's technological development and enrich their learning experiences.
- 1.2.4 Through community connections and religious and cultural experiences, students not only expanded their knowledge base, but also demonstrated the effectiveness of interdisciplinary learning in their emotions and actions. It was suggested that classroom connections before and after visits could be strengthened in the future. The school also planned to encourage students to transform what they had seen and heard into concrete community care actions, such as participating in the Christmas Warmth for the Homeless event in Sham Shui Po.
- 1.2.5 It was suggested that greater recognition be given to students who were commended under the Enhanced Smart Teen Project, and that their experiences be shared through school assemblies, display boards and other channels to encourage more students to participate in similar projects. It was also suggested that more in-school service-learning and opportunities to participate as student leaders (such as prefects, Student Union, and the Big Brother Programme) be arranged for students who took part in the project.

1.3 To strengthen students' moral development and foster a positive values atmosphere

- 1.3.1 In response to the situation where a small number of students were not arriving at the morning assembly on time at 8:00 a.m., the school would uniformly define those arriving after 8:00 a.m. as being late. The Disciplinary Committee would strengthen disciplinary work in accordance with the new measures and adopt a progressive approach to follow-up and punishment. These included giving verbal admonition to first-time offenders, notifying parents, arranging for participation in a time management improvement programme, campus service, detention and demerits. To achieve an effect that places equal emphasis on education and deterrence, students who were punctual for morning assembly throughout the year would be rewarded.
- 1.3.2 In addition, disciplinary teachers would irregularly patrol nearby shopping centres to remind students dining out to return to school early. The mobile phones of late students would also be placed in the school office until the end of the school day. It was hoped that, through the above measures, students would be helped to establish a good habit of returning to school early.
- 1.3.3 Regarding the issues of some students' hairstyles and appearance, a more prompt and decisive approach would be adopted in the next school year. This included dispatching more prefects to check students' hairstyles and appearance at the school gate, having form teachers or disciplinary teachers notify parents on the same day and requiring students who had not made improvements to return home to fix their hairstyles on the same day. They would not be

allowed to attend class until their appearance met the school's requirements.

- 1.3.4 Regarding the misuse of mobile phones and iPads, the school would strengthen patrols and publicity to ensure students complied with the storage policy and would follow up seriously with offenders. For student-owned iPads that had not installed management software, a uniform check and installation would be arranged. Students would also be reminded to use their iPads correctly for academic purposes, and offenders would be handled in accordance with the school rules.
- 1.3.5 Given that some students occasionally violated cyber security rules, the school would strengthen its curriculum arrangements related to cyber ethics and law. For example, it would invite legal experts to give special lectures on national security and cyber security, and would conduct case analysis through simulated online scenarios to deepen students' understanding of online responsibility.
- 1.3.6 Regarding the fact that some students did not recognise the positive impact of moral education activities, it was suggested that more real-life elements be added to form teacher periods and school assemblies. For example, discussions based on real-life scenarios would be used to encourage students to share their personal experiences so that values education would be more relevant to students' real lives.

1.4 To enhance a harmonious atmosphere on campus and cultivate a healthy lifestyle

- 1.4.1 In order to enhance the positive emotions of F.3 students, the school would strengthen its positive psychological education and emotional management activities. This was to help students build a positive mindset and mitigate the negative effects caused by academic and transitional pressure.
- 1.4.2 The school continued to implement its existing mental health strategies, including Mental Health Week, counselling services, medical, educational and social collaboration, classroom management and climate initiatives, the 'Soul Keeper' programme, and joint meetings. It regularly monitored students' emotional changes to identify and intervene early, in order to maintain and strengthen students' good performance in terms of the absence of negative emotions, anxiety and depression.
- 1.4.3 The school would provide key support to help F.1 and F.6 students alleviate academic anxiety. For new F.1 students, adaptation counselling activities would be arranged, including time management, study skills training and emotional regulation courses, to help them transition smoothly into secondary school life. F.6 students would receive strengthened university application guidance, stress management and emotional support to help them prepare psychologically for the public examinations.
- 1.4.4 In order to build a cross-grade emotional support network, the school would promote student mutual support groups. In these groups, more experienced senior students would lead junior students to share their positive emotional management experiences and learning strategies. This was to foster positive interaction and a culture of support between the grades.
- 1.4.5 Given that junior form students' recognition of mindfulness practice was relatively low, it was suggested that the practice be deepened into 'examen of consciousness'. This was to more effectively promote self-awareness and strengthen emotional management, thereby improving mental well-being. It was also considered that this practice could be extended to other forms, and that more resources be provided, such as audio guides or short videos for the 'examen of consciousness' practice, to facilitate students' self-practice at home.
- 1.4.6 Training workshops were held regularly to enhance the knowledge and skills of students participating in the 'Soul Keeper' programme. These workshops focused on areas such as identifying emotional distress and providing appropriate support. In addition, a 'Mental Health Corner' was established to allow students to access relevant information or seek assistance at any time.

2 Major Concern 2: To enhance students' overall qualities and nurture future pillars of society

Achievements
2.1 To strengthen students' generic skills and enhance their learning effectiveness 2.1.1 During the academic year, the curriculum reform for the F.3 Science subjects received a positive response from students. According to a student questionnaire from the Academic Committee, the F.3 Science curriculum's enhanced understanding of the senior form curriculum reached 84%, and 72% of students felt that it helped to enhance their critical thinking, problem-solving and mathematical abilities. The curriculum reform for F.1 Humanities was also implemented, with Integrated Humanities being split into Citizenship, Economics and Society (CES), History and Geography. Activities that helped to enhance critical thinking, problem-solving and self-management skills were incorporated into all three new subject curricula. The examinations for Citizenship, Economics and Society (CES) and History in the first term showed that students' learning progress was satisfactory, and the depth and breadth of the curriculum and activities were appropriate. The student questionnaire from the Academic Committee showed that 75% of F.1 students felt that the curriculum helped enhance critical thinking and problem-solving skills, while 72% of students felt that it helped enhance their self-directed learning abilities. 2.1.2 According to a teacher questionnaire from the Academic Committee, 94% of teachers recognised that the F.1 Humanities curriculum reform (History, Geography and CES) helped to enhance students' learning effectiveness, while 90% of teachers recognised that the F.3 Science curriculum reform (Biology, Chemistry and Physics) helped to enhance students' thinking and problem-solving abilities. 2.1.3 To ensure a smooth transition between the junior and senior form curricula, this academic year the school introduced the Strengthening Programme for Core Subjects, utilising the subject withdrawal period for senior forms to strengthen foundational knowledge in core subjects. Teachers provided learning guidance and tutorials to cultivate students' self-directed learning abilities. Regarding progress, the English Department, in response to the significant learning differences among students, flexibly adjusted its teaching content. For example, during the SBA (School-based Assessment) period, it focused on strengthening examination skills and incorporated oral training, which effectively enhanced student engagement. The Mathematics Department, on the other hand, conducted drills centred on public examination question types. Not only did students become more focused in class, but some of the more capable students also proactively requested to challenge more difficult questions, which demonstrated a positive learning attitude. In addition, according to a student questionnaire, around 30% of students recognised that the tutorial classes helped enhance their self-directed learning abilities and had a positive impact on their public examination performance. This reflected that the curriculum design had initially achieved its intended objectives. 2.1.4 A teacher questionnaire from the Academic Committee showed that 74% of teachers recognised that the Strengthening Programme for Core Subjects helped to enhance students' communication skills. In a student questionnaire, 79% of F.5 students recognised that the programme helped enhance their communication skills, 73% recognised that it helped enhance their thinking and problem-solving abilities, and 78% recognised that it helped enhance their self-directed learning abilities. Furthermore, 77% believed that the programme was helpful for their public examination performance. 2.1.5 In terms of providing learning guidance and tutorials to help students overcome learning difficulties and cultivate self-directed learning abilities, review classes were arranged this academic year before both the first and second term examinations. A questionnaire for students who participated in these pre-examination review tutorials showed that 87% of them recognised that their critical thinking skills, problem-solving skills, self-management skills and self-directed learning abilities had been enhanced. 2.1.6 Regarding the EMI Programme, a student questionnaire showed that 80% of students agreed that their English communication skills had been enhanced, while 90% of students agreed that their problem-solving abilities, such as solving problems in Geography and Science, had been enhanced. This showed that they were very satisfied with the programme's effect on

improving their English proficiency. In addition, 70% of students agreed that their self-management skills had been enhanced, which reflected that students could effectively learn English on their own to improve their English proficiency.

2.2 To cultivate students' reading literacy and enhance their biliteracy and trilingualism

- 2.2.1 The 'Everyone TRAINs and Everyone READs' initiative was launched in October 2024. In this initiative, students independently chose their reading materials and teachers conducted one-on-one reading exchanges and guidance with them, which enhanced students' reading interest and comprehension. The reading group also held two teacher-student bookshop visits and one book fair, allowing paired teachers and students to choose books and have reading exchanges together. All F.5 students, under the guidance of teachers, gave reading presentations at morning assemblies, which received a 90% positive rating. In addition, to encourage students to borrow more books from the school library, the 'Read Friday' programme was launched in September. The reading group regularly promoted books on different themes each week, and the programme was very popular with junior form students.
- 2.2.2 According to a teacher questionnaire from the Academic Committee, the 'Everyone TRAINs and Everyone READs' initiative was recognised by 97% of teachers as being effective in enhancing reading interest. The F.5 students' morning assembly reading presentations also received a 90% positive rating. A student questionnaire from the Academic Committee also showed that senior form students' interest in e-reading had increased (78%), and that F.5 students, through the reading activities, had strengthened their public speaking confidence (recognised by 79% of students).
- 2.2.3 To encourage students to develop a habit of borrowing books after school, the reading group held a class-based book borrowing competition called 'Read a Pizza'. The winning class could receive pizzas as a reward during lunchtime, and the students' performance was quite active. Overall, the progress of 'Read a Pizza', 'Read Friday' and the 'Everyone TRAINs and Everyone READs' initiative was ideal, with the activities throughout the academic year driving the average per-student borrowing volume to around three books.
- 2.2.4 Regarding the Reading Week's author-led talks, a total of three authors were arranged to visit the school to conduct reading presentations for students of different year levels during form teacher periods. Student response was positive, with over 90% of students recognising that the talks helped to increase their understanding of the related reading themes, and as many as 80% of students recognising that the talks helped to enhance their interest in reading.
- 2.2.5 During one of the 'Read Friday' activities, the school's AI platform was utilised for reading promotion. Students played the role of story characters through question-and-answer interactions on the AI platform and completed plot-related questions. The activity attracted around 40 students, and the participating students' response was positive.
- 2.2.6 To enhance students' biliteracy and trilingualism, a small-class teaching strategy was adopted this academic year for junior form and F.4 language subjects. The measure was highly recognised by teachers, with 97% agreeing, and students' language proficiency was significantly enhanced, which was recognised by 94% of teachers. In a student questionnaire, an average of 81% of junior form students and 76% of senior form students recognised that grouped small-class teaching in Chinese and English subjects helped to enhance their confidence in using languages for learning. Furthermore, 80% of junior form students and 80% of senior form students recognised that small-class teaching helped to enhance their language proficiency.
- 2.2.7 In terms of utilising ChatGPT to enhance students' language abilities, the English Department introduced the LingoTask AI English teaching and learning system to F.6 students to assist them in improving their English writing skills. The response from teachers and students was positive. In the second term, the LingoTask AI writing system was expanded to F.4 and F.5, and the average English writing score increased by 8%. Small-class teaching for junior form Chinese and English subjects also continued, with teachers providing more detailed

instruction and individualised guidance.

- 2.2.8 In terms of organising various English and Putonghua activities to enhance students' biliteracy and trilingualism, the 'East Meets West' activity was held on 29/04/2025 in the second term of this academic year. During the event, students who won awards at the Inter-school Speech Festival and students from the mainland sister-school exchange group fully demonstrated their English and Putonghua recitation skills, which made a deep impression on teachers and students. In addition, the English musical 'Seussical' was successfully performed for the whole school's teachers and students and invited primary schools on 17/05/2025 and 18/05/2025, respectively. It received an overwhelming number of positive reviews from teachers, students and guests.

2.3 To develop students innovation skills and cultivate information technology literacy

- 2.3.1 This academic year, the school utilised funding from the IT Innovation Lab in Schools to arrange STREAM Day activities for students, such as the F.1 Micro:bit Hovercraft Activity, the F.2 Remote-Controlled Wooden Boat Activity, and the F.3 Drone Challenge. It was hoped that these activities would stimulate students' interest in Science, Technology, and Engineering, enhance their innovation and practical skills, and cultivate interdisciplinary problem-solving and teamwork.
- 2.3.2 The school promoted interdisciplinary collaboration in thematic projects covering multiple fields, such as Physics, Chemistry, Biology, computer literacy and the Chinese herbal medicine garden. Examples of these projects included smart water-saving devices, metal resource safety, cell membrane models, and national cultural heritage design. In addition, through activities like VR game design, reptile and drone football training, and robot design and creative competitions, the school enhanced students' practical skills and creativity. The school also emphasised a sense of responsibility, perseverance, empathy, integrity and respect for life, which were closely integrated with national security education to cultivate students' positive values.
- 2.3.3 The school actively encouraged students to participate in external competitions to exchange skills and broaden their horizons. This academic year, students achieved excellent results in STREAM competitions and won numerous awards. For example, they won the championship in the 2024 Hong Kong-wide Secondary School VR Creation Competition on 'Enlightening Historical Studies and Recreating Historical Footprints' and also won the championship in the Drone Formation Flight Challenge.
- 2.3.4 In terms of cultivating information technology literacy, the school received a grant of \$895,010 from the OGCIOT IT Innovation Lab programme to upgrade its computer equipment and provide students with a favourable environment for learning information technology. In addition, the school also utilised the grant to offer AI certificate training courses, programming courses, and so on. This strengthened students' programming skills and AI technology application skills, thereby enhancing their information technology literacy. The Computer subject also incorporated artificial intelligence (AI) technology into its curriculum, so that students could gain earlier exposure to and understanding of related knowledge.
- 2.3.5 According to a teacher questionnaire from the Academic Committee, 97% of teachers recognised that STREAM activities and competitions helped to cultivate students' innovation and problem-solving abilities. A student questionnaire showed that 82% of students believed that these activities and competitions helped to cultivate an inquisitive spirit and problem-solving abilities. Furthermore, 84% of teachers believed that students' information literacy had been enhanced. In a student questionnaire, over 80% of students stated that they were able to effectively search for and identify the knowledge they needed, and to organise, transform, flexibly apply, and share information. They also stated that their self-directed learning abilities had been enhanced.

2.4 To cultivate career and life planning skills and enrich students' sports and arts development

- 2.4.1 To provide junior and senior form students with a broader understanding of careers in the

current era, the school strengthened students' contact and relationships with various working professionals, including guest speakers from organisations, students' parents, and alumni. For example, at Career's Days, the school invited a pet groomer and a motorsport professional, and students' parents were also invited to give career talks to F.3 students. An F.5 Mentorship Programme was also held, and summer work experience opportunities were arranged to help students understand the demands and challenges of different industries. This was to help them understand their own interests and abilities, so they could make appropriate choices for further studies and careers. In addition to the local workplace, the school also arranged for students to participate in talks and exchange tours related to mainland China's career development, so that students would have a broader perspective for consideration regarding both further studies and careers.

- 2.4.2 Students actively participated in the 'Let's Shine' platform activities, which reflected their strong interest in opportunities to display their talents. Students who participated stated that they gained opportunities to display their talents and, in doing so, built self-confidence and a sense of achievement. Through various types of performance activities such as music, dance, and drama, students enriched school life and promoted the diversification of school culture. The platform added magic shows, and the number of participants increased by 35%. In addition, a questionnaire showed that 94% of students recognised that the 'Let's Shine' platform activities provided them with opportunities to display a wide range of talents and broaden their artistic horizons, while 93% of students recognised that the activities made them more confident and helped them build a positive self-image. The data showed that most students recognised that the activities provided opportunities to display their talents and broaden their artistic horizons, reflecting that the activities enhanced their self-confidence and positive self-image and demonstrating their positive impact on students' psychological development. In the area of physical and artistic development, students achieved outstanding accomplishments, including winning a gold medal at the World Junior Wushu Championships and securing three titles, such as the Boys' Grade C 400 metres and discus events, in inter-school athletics competitions. Furthermore, according to survey findings, 94% of students agreed that sports competitions and activities both within and outside the school had fostered their sense of competitiveness and sportsmanship. The data indicated that these events were widely supported by students and had effectively promoted sportsmanship.
- 2.4.3 According to APASO data, the Q-values for career planning (occupational information) in F.4 to F.6 were all 116, which indicated that the performance of students at each level had been higher than that of 85% of schools across Hong Kong.
- 2.4.4 96% of students agreed that the school's career planning activities had helped them understand their own interests and the requirements of different industries; 95% agreed that these activities had enhanced their career awareness and career planning skills. The data indicated that career planning activities were generally viewed positively, with students reporting that they had been helpful for understanding their own interests and professional requirements. Senior form students were even more affirmative that these activities had boosted their career awareness, demonstrating that the school's career guidance strategy had aligned with students' developmental needs.

Reflection

2.1 Honing students' generic skills and increasing learning effectiveness

- 2.1.1 In the reform of the F.1 Humanities curriculum, according to teacher observations, the suspension of classes this school year due to extreme weather had a considerable impact on the subject, which only had two weekly lessons. For instance, in History, the activity designed to enhance students' generic skills was conducted only once to catch up with the syllabus. However, the proactivity demonstrated by students during the activity proved that in-depth activity design, prioritising quality over quantity, could compensate for the shortage of teaching time. Reflecting on this experience, it was recognised that the junior secondary Humanities curriculum should consider dividing the originally planned content into core and flexible extension components, to facilitate adjustments in response to unforeseen circumstances.

2.1.2 According to observations by Geography teachers, the subject had been delivered entirely in English to the whole year group. However, this approach encountered difficulties due to students' insufficient English language learning abilities. Assessment results also highlighted the shortcomings of students in Chinese-medium classes. Reflecting on this experience, it was recognised that the junior secondary Geography curriculum would require strengthened support for students in Chinese-medium classes.

2.1.3 Several issues requiring urgent improvement were identified in the Strengthening Programme for Core Subjects conducted during the subject withdrawal periods. Significant disparities in student learning were observed, particularly in English, where students in English-medium classes (Classes 5C and 5D) demonstrated markedly higher proficiency levels than those in other classes. This divergence made it challenging to accommodate all students' needs in teaching content, with some students finding the curriculum either too superficial or too advanced, consequently affecting learning outcomes.

Additionally, students commonly reported that consecutive lessons during the Strengthening Programme – such as two periods of Chinese followed immediately by two periods of tutorial sessions – resulted in mental fatigue and reduced learning efficiency. Insufficient learning motivation emerged as another critical challenge, as some students expressed a desire to use this time for revising other subjects or resting instead, indicating that the current arrangement did not fully meet their actual needs.

2.1.4 Despite receiving positive feedback from students, the pre-examination revision sessions presented several issues worthy of discussion in their implementation. Firstly, among the participating students, 13% did not perceive a significant improvement in their abilities, indicating that the content of the sessions may not have been fully aligned with all students' learning needs. Additionally, some students had been enrolled by parental arrangement rather than voluntary participation, and they generally demonstrated greater difficulty in maintaining focus, necessitating the allocation of additional staff for monitoring and classroom management. These observations highlighted that there remained room for improvement in the programme.

2.1.5 In regard to the EMI programme, the course was found to be quite helpful in enhancing students' English proficiency, and the majority of students provided positive evaluations. One primary reason for this was likely related to the assessment content in the subjects of Geography and Science. For the coming academic year, consideration was given to modifying the session frequency to twice per week, to allow students more time for learning and to facilitate more in-depth discussions.

2.2 Developing students' reading literacy and strengthening their biliteracy and trilingualism

2.2.1 The successful implementation of the 'Everyone TRAINs and Everyone READs' initiative necessitated the continued organisation of teacher-student visits to bookshops and book fairs by the Reading Committee in order to strengthen the school's reading culture.

2.2.2 As for the thematic reading promotion activity 'Read Friday', while participation levels remained stable, there was still room for improvement. Senior form students demonstrated lower engagement with the 'Read Friday' activities (student questionnaires revealed a 70% participation rate in junior forms compared to only 50% in senior forms). Additionally, the activity content was perceived as leaning towards entertainment and required greater reading depth or challenge to better appeal to senior students.

2.2.3 As for the inter-class book borrowing competition 'Read a Pizza' for F.1 and F.2 students, some classes demonstrated lower participation levels. Furthermore, the activity was perceived to rely excessively on external incentives, failing to adequately stimulate students' intrinsic motivation for reading.

2.2.4 The school book fair was found to have featured a selection that leaned predominantly towards popular reading materials and had failed to provide English books.

2.2.5 With regard to the author-led talks during Reading Week, students indicated that they would have preferred more interactive elements and a greater variety of themes.

- 2.2.6 Upon reflection of the ‘Read Friday’ initiative, the weekly promotional activities organised by the Reading Committee were found to be particularly popular among junior form students. This was primarily because F.1 and F.2 students remained on campus for lunch, making the themed library activities with incentives particularly appealing to them. However, for F. 3 students and above, the Reading Committee should adapt its approach to better accommodate their requirements when arranging activities.
- 2.2.7 The student questionnaire results from the Academic Committee indicated that the effectiveness of the e-reading promotion still had room for improvement. Only 62% of junior form students reported an increased interest in reading, suggesting that the Kobo e-reader platform may not have effectively stimulated reading motivation and that the library’s e-book collection might not have adequately aligned with student interests and curriculum requirements.
- 2.2.8 To enhance English proficiency, the English Department introduced the LingoTask AI English teaching and learning platform to assist F.6 students in improving their writing skills. Although both teachers and students responded positively, the F.6 cohort had only begun using the system towards the end of the academic year. Consequently, their performance in the English Language writing paper of the HKDSE did not show significant improvement. The effectiveness of utilising the AI-assisted English teaching and learning system consequently remained subject to further observation.
- 2.2.9 In enhancing students’ biliteracy and trilingual skills through various English and Putonghua activities, the ‘East Meets West’ event this academic year proved successful. Its continuation for the following year could be actively considered, allowing more students to demonstrate their communicative and performance abilities in English and Putonghua. Additionally, the success of the English musical greatly encouraged both staff and students, and consideration could be given to recruiting more participants in future, thereby strengthening the school’s English language environment.

2.3 Developing students’ innovativeness and information literacy

- 2.3.1 Enhancing student engagement: The school could encourage greater participation in STREAM-related activities and competitions. When planning and implementing STREAM activities, students could be permitted to take on more substantial roles in the delivery of these events, thereby increasing their involvement and initiative.
- 2.3.2 Encouraging professional development among staff: Teachers were encouraged to participate in STREAM education-related training programmes to enhance their STREAM literacy and teaching capabilities. An internal STREAM staff exchange platform was established to facilitate the sharing of teaching experiences and methodologies, thereby collectively elevating the standard of STREAM instruction.
- 2.3.3 According to the teacher questionnaire conducted by the Academic Committee, teaching staff recommended that STREAM teacher training be strengthened (77% expressed agreement regarding the need for enhanced professional development), while students indicated a desire for increased practical hands-on opportunities (85% agreed that experiential activities were beneficial).

2.4 Fostering career planning skills and enriching students’ artistic and athletic development

- 2.4.1 In the area of career planning, the number of activities organised and the limited availability of guest speakers made it difficult to explore various industries in depth, with some events only able to cover topics superficially; this approach also failed to fully address all students’ interests and concerns. Practitioners from emerging industries (such as the digital economy and green technology) proved particularly challenging to reach or invite. Additionally, students had limited exposure to the Mainland Chinese market and work environment, which resulted in feelings of unfamiliarity and passivity; interest in pursuing higher education or career development in Mainland China remained low. Although opinions on career planning among junior form students were more divided, overall engagement increased progressively with year groups, demonstrating the sustained impact of career education. Students in F.3 and

	above rated the practicality of activities significantly more highly than those in junior forms.
2.4.2	Whilst students generally expressed approval of the ‘Let’s Shine’ platform, some reported feeling embarrassed or fearful about performing on stage, indicating a need to refine the promotion strategy for the platform to lower the psychological threshold for participation. Furthermore, student engagement with campus media channels, such as the Campus TV programmes, was found to be relatively low. °
2.4.3	Whilst a majority of students acknowledged that sports activities fostered competitive awareness and sportsmanship, some junior form students still provided negative feedback.
Feedback and Follow-up	
2.1	Honing students’ generic skills and increasing learning effectiveness
2.1.1	The junior secondary Humanities explored the division of the originally planned curriculum into ‘core and flexible extension components’ to facilitate adjustments during unforeseen circumstances, ensuring sufficient activities were maintained to enhance students’ generic skills.
2.1.2	To further optimise the Strengthening Programme for Core Subjects during the free periods for students who take only two elective subjects, a new mechanism will be implemented in the coming academic year. This will allow students who have achieved the required standards (such as attaining Level 3 in Chinese, English, and Mathematics) and completed specified tasks to opt for self-directed study, thereby increasing learning flexibility and enhancing motivation. Concurrently, it is recommended that the teachers of those classes adjust the pace of lessons to avoid intensive, consecutive teaching sessions. For example, incorporating more interactive or group activities could help alleviate student fatigue. Furthermore, communication with students will be strengthened through regular feedback collection to ensure that the teaching content is more closely aligned with their needs. In the long term, it is anticipated that these adjustments will enable the programme to not only consolidate subject foundations but also better accommodate students’ overall learning plans and well-being.
2.1.3	To enhance the effectiveness of the revision classes, the following improvements will be implemented: Firstly, collaboration between subject teachers and tutors will be strengthened to ensure the support content aligns with assessment requirements. Secondly, staff will continue to be deployed to classrooms to maintain discipline, and where necessary, social workers will be arranged to provide guidance to students with specific difficulties. For non-voluntary participants, the course objectives and requirements will be clearly communicated prior to enrolment, with form teachers liaising with parents to ensure student participation aligns with the programme’s aims. Upon completion of each phase, an evaluation and questionnaire will be conducted to continually refine the tutorial model.
2.1.4	In regard to the EMI programme, it was necessary to enhance support for students in Chinese-medium classes to assist with their study of Geography. Additionally, the impact of increasing the session frequency to twice weekly on student progress requires further monitoring and evaluation.
2.2	Developing students’ reading literacy and strengthening their biliteracy and trilingualism
2.2.1	The ‘Everyone TRAINs and Everyone READs’ initiative will continue to be promoted, with the Reading Committee organising further teacher-student visits to bookshops and book fairs to strengthen the school’s reading culture. Regarding ‘Read Friday’, some activities were perceived as leaning excessively towards entertainment; consequently, future iterations could incorporate more in-depth exploration of book content to develop students’ critical thinking skills.
2.2.2	Participation in some reading activities was uneven across different forms. The Reading Committee has to design initiatives to broaden engagement rates among different forms, and additional reading activities specifically targeting F.3 students would be introduced in the forthcoming academic year.
2.2.3	In response to concerns that the library’s e-book collection might not have adequately aligned

with student interests and curriculum requirements, the coming academic year would see a continued review of the collection and increased promotion of the e-book platform, alongside ongoing exploration of the feasibility of using AI platforms for reading promotion. Additionally, each subject department would prepare subject-specific reading lists aligned with year-level curricula, encouraging students to read in accordance with course demands through subject-based strategies, thereby aiming to enhance reading motivation.

- 2.2.4 In the development of biliteracy and trilingualism activities, future efforts will focus on expanding participation levels and introducing more diverse language performance elements, such as speeches or debates, to deepen students' application skills in English and Putonghua. Building on the success of the English musical, the coming academic year will see earlier scheduling of rehearsals, the opening of more role opportunities, and the incorporation of cross-curricular collaboration (e.g., with Music and Visual Arts) to enrich performance content while strengthening the school's English language environment. Furthermore, regular feedback from staff and students will be collected to refine activity design, ensuring that language learning remains both engaging and effective, thereby continually enhancing students' linguistic confidence and expressive ability.
- 2.2.5 Regarding AI-powered English learning, rather than renewing the subscription to LingoTask due to its lack of conspicuous effectiveness, a new AI-powered English learning platform, which is designed specifically for Hong Kong Catholic Diocesan schools and focuses on developing all four language skills, will be adopted. English subject teachers will regularly review the system's feedback and integrate it with conventional writing instruction. As the platform is scheduled for official launch in February 2026, the writing performance of students using the system will be monitored during the Second Term Examination, with periodic efficacy evaluations conducted to refine the application of AI-assisted English teaching methodologies.

2.3 Developing students' innovativeness and information literacy

- 2.3.1 Funding for the IT Innovation Laboratory will continue to be utilised effectively to provide equipment and resources, supporting students' applied training courses, activities and competitions in STREAM fields such as hardware operation and software programming.
- 2.3.2 Students will continue to be enrolled in an increased number of student-centred STREAM practical courses, activities and competitions, enabling them to engage in hands-on creation and develop innovative thinking and problem-solving skills through practical experience.
- 2.3.3 The application-oriented approach of the artificial intelligence curriculum will be enhanced, with further optimisation of course content and teaching materials to enable students to utilise AI in completing learning tasks.
- 2.3.4 A school-based information literacy curriculum will be coordinated to promote whole-school teacher participation, systematically integrating relevant learning elements of information literacy into the curricula of various key learning areas.
- 2.3.5 Teacher professional development will be strengthened through the organisation of STREAM-specific training workshops and field studies, enhancing staff's relevant knowledge and skills, promoting innovative teaching methodologies and ultimately improving instructional effectiveness.

2.4 Fostering career planning skills and enriching students' artistic and athletic development

- 2.4.1 Links with the Josephian Association and alumni will be strengthened. Based on a career-oriented approach, an alumni career network will be established, inviting graduates from different years to join the group. This initiative will broaden the range of professions represented, maintaining connections with established sectors while continuously incorporating emerging industries, thereby enriching the accessible career network. This will enable current students to obtain up-to-date career information and knowledge about

industries of interest, whilst also fostering mentoring relationships and the transmission of experience between alumni and younger students.

- 2.4.2 In the next school year, individuals with work or development experience in Mainland China will be invited to share their insights. Additionally, a study tour to universities in Mainland China will be organised for senior form students, initially focusing on the Guangdong region as a pilot scheme, allowing them to gain first-hand experience of the learning environment in mainland higher education institutions.
- 2.4.3 A minimum of three ‘Let’s Shine’ platform activities will be organised during the first term with the introduction of diverse themes such as ‘Cultural Arts Festival’ and ‘Technology Innovation Exhibition’ to provide students with more opportunities for showcasing their talents. The range of creative performance categories could also be expanded to include magic and photography displays to attract students with varied interests. Additionally, a dedicated ‘Let’s Shine’ platform webpage or social media page could be established, enabling students to upload and share their work at any time, thereby extending its reach and impact.
- 2.4.4 Promotion of the Campus TV will be enhanced through measures such as broadcasting highlight clips during lunch breaks and increasing student involvement in programme production. Furthermore, the variety of talent activities could be expanded to encompass a wider range of artistic forms, such as digital media, magic performances and recitations, to attract students with diverse interests.
- 2.4.5 The junior secondary career planning activities will be enhanced through the inclusion of workshops on time management, self-awareness and financial literacy, alongside sharing sessions from professionals in emerging industries about their workplace experiences. This will enable younger students to better connect the content of career planning activities with practical applications.
- 2.4.6 The introduction of sports activities with lower physical and skill thresholds, such as emerging sports like pickleball, could be considered to enhance students’ interest in and engagement with physical activity.

1 Student performance

1.1 Attitudes and behaviour:

During the last school year, students demonstrated positive attitudes and behaviour. In the areas of national identity and civic awareness, students deepened their understanding of the nation’s history and culture through participation in flag-raising ceremonies conducted in the Chinese style and by listening to speeches delivered under the national flag. Students produced videos on the country’s history, which were broadcast during morning flag-raising assemblies, showcasing their comprehension and respect for the nation’s historical narrative. Furthermore, students attended multiple national security education talks covering themes such as cybersecurity and ecological security, which further enhanced their awareness of national security matters. Additionally, during experiential learning activities, including visits to military barracks and serving as ambassadors for promoting ethnic culture, students exhibited proactive engagement and thoughtful reflection, thereby strengthening their sense of belonging to the nation.

In the area of religious and moral education, students demonstrated a spirit of compassion and social responsibility through their participation in Religious Week activities, charity sales and Blood Donation Day events. Furthermore, students actively engaged in the ‘One Student, One Team’ initiative by joining uniform groups such as the Red Cross and Scout, which fostered qualities of self-discipline, cooperation and care for others.

In the area of character development, students generally adhered to school rules. Junior form students demonstrated particularly high compliance with the mobile phone storage policy, reflecting their regard for discipline. Although some difficulties in implementation were noted among senior form students, the majority nonetheless abided by the stipulated rules.

1.2 Student participation and achievements:

Students at our school demonstrated outstanding performance across a range of academic, physical, artistic and social activities, showcasing their potential for holistic development.

Students participated actively and achieved notable successes across multiple activities. During cross-curricular events, such as the ‘On This Day in History’ short video project developed in collaboration with the Chinese History Department and the recitation competition organised with the Chinese Language Department, students demonstrated a profound understanding and effective application of knowledge. In the arts and music spheres, the Wind Band and School Choir dedicated themselves to intensive training outside school hours, participated in external competitions and attained outstanding results, thereby fully showcasing their musical talents.

In the areas of learning experiences and personal quality development, students enhanced their communication, collaboration and self-management skills through participation in diverse co-curricular activities such as the Hong Kong Schools Speech Festival, the Swimming Gala and study tours. Particularly within the field of technological innovation, students excelled in STREAM activities and competitions; for example, a F.6 student won the championship in the Hong Kong Secondary School VR Creation Competition, demonstrating innovative thinking and practical abilities. Students also came first in the secondary school category of the FTF Youth Drone Competition – Hong Kong Regional Selection Competition.

In the area of sporting achievements, Lam Yik Sun Nathaniel in F.2 secured a gold medal in the Nan Gun Boys’ Group B category at the World Junior Wushu Championships. Meanwhile, Yip Ho Yeung Nicholas in F.6 attained first place in the 4x30 Double Dutch 4x30 Single-Leg Speed Relay event at the Hong Kong Rope Skipping Championships held in celebration of the 75th National Day. Furthermore, students demonstrated outstanding performance in Inter-School Athletics Competition (Secondary Division), achieving championships in both the Boys’ Grade C 400 metres and the Boys’ Grade C discus events.

Students made progress in reading literacy and language proficiency. Through the ‘Everyone TRAINs and Everyone READs’ initiative and the ‘Read Friday’ activities, students have enhanced their interest in reading and their reading comprehension skills. Through their book presentations during morning assemblies, they demonstrated increased confidence and communication skills.

Overall, students demonstrated a high level of enthusiasm for participation across various activities and achieved notable successes in multiple domains, indicating strong potential for holistic development.

1.3 Awards obtained by students in the previous school year:

Our school places strong emphasis on the holistic development of students, actively encouraging participation in a diverse range of competitions to broaden horizons and build self-confidence. This approach has consistently yielded outstanding achievements across academic, physical and artistic domains.

Organisation	Competition information	Award	Name	Class
Hong Kong Public Libraries, Leisure and Cultural Services Department	4.23 World Book Day Creative Competition 2025	Outstanding Award in the Junior Secondary English Category	天宇	3D
Hong Kong Schools Speech Festival	76th Hong Kong Schools Speech Festival (English)	1st Runner-up (U62-Solo Verse Speaking)	蔡縉昊	1D
		1st Runner-up (U69-Solo Verse Speaking)	蔡玉言	5D
		2nd Runner-up (U62-Solo Verse Speaking)	馮浩洋	1E
			黃啟恒	1E
		2nd Runner-up (U69-Solo Verse Speaking)	吳鈞浩	5B
			曾展文	5C

		2nd Runner-up (U70-Solo Verse Speaking)	曾文鍵	6D
		Champion (U62-Solo Verse Speaking)	余信賢	1D
		Merit (F1-3, N193-Public Speaking Solo)	麥梓軒	1E
			袁海桓	1E
		Merit (F1-3, U62-Solo Verse Speaking)	蔡輝彬	1A
			黎焯軒	1A
			黃梓誠	1A
			李嘉衛	1B
			盧建熹	1B
			周灝賢	1C
			關諾軒	1C
			陳祖軒	1D
			張雍聖	1E
			馮期昱	1E
			江浩延	1E
		Merit (F1-3, U63-Solo Verse Speaking)	陳富勤	2C
			何禮賢	2E
			林焯軒	2E
			劉廣權	2E
			李綽謙	2E
			梁鉅生	2E
		Merit (F1-3, U66-Solo Verse Speaking)	陳栢朗	3C
			鄺錚	3C
			傅柏軒	3D
		Merit (F4-5, N194-Public Speaking Solo)	黃御僖	4B
		Merit (F4-5, N195-Public Speaking Solo)	蔡玉言	5D
		Merit (F4-5, N196-Public Speaking Solo)	林鎧謙	6D
		Merit (F4-5, U68-Solo Verse Speaking)	崔曉陽	4B
			張言名	4C
			王震天	4C
			梁鈞淘	4C
			顏宏成	4C
			黃捷程	4C
			劉豐	4D
			蕭暢昇	4D
			楊皓程	4D
		Merit (F4-5, U69-Solo Verse Speaking)	劉灝楊	5A
			黎耀鵬	5A
			陳政揚	5B
			張滿濠	5B
			林萬里	5B

			王宇亮	5B
			鍾嘉俊	5B
			周志林	5B
			鄒東岳	5B
			林靖喬	5C
			楊皓軒	5C
		Proficiency (U63-Solo Verse Speaking)	高俊傑	2A
		Proficiency (U66-Solo Verse Speaking)	許智焯	3D
International Life Creative Culture	2024 GDHKMC Guangdong, Hong Kong and Macao Student Speech Competition	1st runner-up	黃啟恒	1E
		2nd runner-up	蔡玉言	5D
		Bronze Medals	吳鈞浩	5B
			曾展文	5C
		Gold Medals	蔡輝彬	1A
			蔡縉昊	1D
			余信賢	1D
		Silver Medals	馮浩洋	1E
			曾文鍵	6D
	2024 GDHKMC Students' Chinese and English Poetry Recitation Competition	1st Runner-up	黃啟恒	1E
		2nd Runner-up	蔡玉言	5D
		Merit Award (Bronze)	吳鈞浩	5B
			曾展文	5C
		Merit Award (Gold)	蔡輝彬	1A
			蔡縉昊	1D
			余信賢	1D
		Merit Award (Silver)	馮浩洋	1E
			曾文鍵	6D
Leisure and Cultural Services Department	WorldBookDay CreativeCompetition	Outstanding Award in the Junior Secondary English Category	天宇	3D
Ocean Park Hong Kong, EDB	Animal Photopoetry Creative Challenge	Commendable Award	蔡玉言	5D
The Hong Kong Federation of Youth Groups	The Hong Kong Federation of Youth Groups English Speaking Contest 2025	Outstanding District Semifinalist	蔡玉言	5D
Hong Kong Education City	Creative Speech Competition 2024/25	Credit Award	李泓羲	2E
			吳宇博	5D
中國傳媒大學出版社	中傳花少全國展示	初中組即興口語銀獎	楊竹君	3D
中華教育文化交流基金會	第三屆全港中小學中華文化普通話比賽---中華盃	初中組決賽嘉許獎	葉烽	6B
		高中組決賽總冠軍	張浩宇	6B
中華基督教會公理書院	2025 灣仔速寫	優異獎	姚子勤	4A
北京博朗滙文化傳播有限公司	第十屆曹燦杯青少年朗誦展示活動香港區總展演	青少年 A 組銀獎	劉港升	4A
		青少年 B 組金獎	葉烽	6B
			張浩宇	6B
普通話教師學會	第二十五屆全港學界普通話傳藝比賽	初中組亞軍	鄧翔曦	3A

		初中組季軍	黃梓誠	1A
		初中組冠軍	譚嘉棣	2C
		初中組優異獎	蔡輝豪	2C
			蔡志臻	3D
奧冠教育中心	泰國國際數學競賽初賽 2024 – 2025 (香港賽區)	銅獎	黃耀星	1C
新知識文化學術研習社	全港中學生演講比賽 2024---夢想盃	亞軍	陳俊宇	6C
		優異獎	林明橋	6A
香港天主教教區中學數學教育委員會	第 41 屆天主教教區中學數學比賽	進步獎	劉子源	5D
			羅聲朗	5D
			陸家齊	5D
			馬俊希	5D
			麥國軒	5D
			都晉希	5D
香港數學奧林匹克協會	2025 港澳盃初賽	金獎	楊竹君	3D
		銀獎	陸家齊	5D
		銅獎	張樂禧	1A
			方唯麟	1C
			吳浚皓	1C
			曾綽勤	1C
			楊焯喬	1C
			鍾承峰	1D
			袁海桓	1E
			蔡輝豪	2C
			陳啟滔	3D
			蔡志臻	3D
			黃家成	5D
			羅聲朗	5D
奧冠教育中心	HKIMO 晉級賽 2025	BRONZE AWARD	黃江釗	1B
			羅聲朗	5D
			陸家齊	5D
		SILVER AWARD	黃家成	5D
	Thailand International Mathematical Olympiad Final Round 2024-2025	Bronze Award	黃江釗	1B
	Thailand International Mathematical Olympiad Final Round 2024-2025	Bronze Award	劉子源	5D
	香港國際科學競賽初賽 2024 至 2025 (香港賽區)	Bronze Award	何禮賢	2E
			李綽謙	2E
			鄭子賢	3C
		Merit Award	馮君曜	2E
	香港國際數學競賽初賽 2025	銀獎	黃江釗	1B
			黃家成	5D
		銅獎	鍾承峰	1D
			張栢灝	3A
			鄧翔曦	3A

			劉子源	5D
			羅聲朗	5D
			陸家齊	5D
			麥國軒	5D
	泰國國際數學競賽初賽 2024 – 2025 (香港賽區)	銀獎	黃江釗	1B
			吳浚皓	1C
			楊焯喬	1C
			鍾承峰	1D
			黃子庭	1E
			張栢灝	3A
			蔡志臻	3D
			劉子源	5D
		銅獎	蔡輝彬	1A
			張樂禧	1A
			黃心浩	1A
			嚴卓希	1B
			姚愷韜	1B
			方唯麟	1C
			馮志權	1C
			溫朗言	1C
			黃曉濤	1C
			黃嘉祺	1C
			陳靖堯	1D
			蔡輝豪	2C
			張立言	2C
			章宇軒	2C
			黃慶文	2C
			梁穎熙	2C
			何禮賢	2E
			林伽佑	2E
			林煜翔	2E
			梁鉅生	2E
			黃卓軒	2E
			倪子洪	3B
			黃政諺	3B
			楊竹君	3D
			賴銘森	5A
			劉灝楊	5A
			黎耀鵬	5A
			莫方哲	5A
			雷鏊	5C
			蔡玉言	5D
			黃家成	5D

			麥國軒	5D
	泰國國際數學競賽晉級賽 2024-2025	Bronze Award	黃江釗	1B
			劉子源	5D
		Merit Award	楊焯喬	1C
			黃子庭	1E
			雷鑒	5C
			黃家成	5D
	粵港澳大灣區數學競賽選拔賽 2025（大灣賽區）	2ND PRIZE AWARD	黃江釗	1B
		MERIT AWARD	鍾承峰	1D
Hong Kong China Drone Sports Association	2024 FAI Hong Kong Frone Soccer (International Cup)	3rd Runner Up	曾綽勤	1C
			溫承晞	1E
			蔡輝豪	2C
			陳卓霆	2D
			魏晉瑚	2D
			莫俊軒	2E
	2024 FAI Hong Kong Frone Soccer International Cup (Invitation Game)	2nd Runner Up	曾綽勤	1C
			溫承晞	1E
			蔡輝豪	2C
			黃慶文	2C
			黎柏樂	2C
			陳卓霆	2D
			莫俊軒	2E
	2024 FAI Hong Kong Frone Soccer International Cup (Secondary School)	3rd Runner Up	曾綽勤	1C
			溫承晞	1E
			蔡輝豪	2C
			黃慶文	2C
			黎柏樂	2C
			陳卓霆	2D
			莫俊軒	2E
PilotX 領航少年	PilotX 領航少年無人機挑戰賽智影之光編隊賽 2025	冠軍	陳祥熙	4B
			林皓謙	4B
			伍栢言	4B
			吳彥正	4B
			邱正烈	4B
	無人機編隊飛行挑戰賽	Wing FM 組冠軍	陳祥熙	4B
			林皓謙	4B
			伍栢言	4B
			吳彥正	4B
			邱正烈	4B
中國香港無人機運動總會	全港校際無人機足球比賽 — 國慶盃	最佳選手獎	馮栢賢	6B
		殿軍	張澤新	6B
			馮栢賢	6B
			林緯彬	6B

文化體育及旅遊局	全港青少年五人足球賽	冠軍	司徒卓衡	6B
亞太區青少年文化及學術協會	2025 國際兒童及青少年生物大賽	銀獎	賴銘森	5A
			蔡玉言	5D
香港地質學會 x 野外動向	第二屆全港中學地質大搜查	銅獎	呂柏滔	6C
香港無人機科技協會	FTF 青少年無人機大賽(全國賽) — 香港區選拔賽	中學組冠軍	鄺靖鈞	1D
香港無人機運動總會	第十五屆全國運動會群眾賽事活動（航空）模型項目— 無人機足球（F9A-B, 五人制）團體賽甄選賽	第三名	曾綽勤	1C
			鄺靖鈞	1D
			溫承晞	1E
			蔡輝豪	2C
			黃慶文	2C
			陳卓霆	2D

香港資優教育學院、教育局及香港數理教育學會合辦	國際初中科學奧林匹克 2025-香港選拔賽	三等獎	郭致桑	3D
			林彥鋒	3D
香港數理教育學會	香港生物學素養競賽(2024/2025)	First class honours	林鎧謙	6D
		Second class honours	陳凱暉	6A
		Merit	彭浩惟	6B
			陳鈞浩	6D
			潘俊彥	6D
			王家誠	6D
香港機械奧委會	伺服馬達人型機械人 – 大亂鬥	亞軍	張澤新	6B
			符升	6B
			馮栢賢	6B
			林緯彬	6B
	伺服馬達重量級人型機械人武術比賽	冠軍	張澤新	6B
			符升	6B
			馮栢賢	6B
			林緯彬	6B
奧冠教育中心	香港國際科學競賽初賽 2024 至 2025 (香港賽區)	Bronze Award	郭致桑	3D
			李俊熹	3D
			楊竹君	3D
		Merit Award	李泓羲	2E
			李天作	3C
		Silver Award	林彥鋒	3D
網龍網絡控股有限公司	「啟迪史學創新 重現歷史足跡」2024 年全港中學生 VR 創作比賽	冠軍	梁子齊	6C
			呂柏滔	6C
			劉曉峯	6D
			葉皓陽	6D
香港物流協會	「你眼中的物流」全港中學短片拍攝比賽 2024	優異獎	崔曉陽	4B
			梁穎廷	4B
			廖諾賢	4B
			盤樂然	4B
			黃政皓	4B
			黃御僖	4B
			陳柏賢	5C
			林靖喬	5C
			王世鋈	5C
香港路德會	「虹映留情」彩虹邨攝影比賽	優異獎	陳富勤	2C
天主教四旬期運動委員會	四旬愛心服務活動設計比賽(中學組)	季軍	葉卓林	5B
天主教香港聖經協會	網上聖經問答比賽	最快最準大獎	陳見昇	2E
天主教教育事務處	天主教香港教區宗教教育獎	天主教香港教區宗教教育獎	梁錦滔	3C
			葉卓林	5B
玫瑰堂	玫瑰堂第十九屆兒童及青少年讀經比賽	優異獎	鄧翔曦	3A
青年環保大使計劃	思匯	優異證書	謝銘桐	5C
			王世鋈	5C

家庭議會	傳承好家風-短片創作比賽	網上最具人氣獎	陳富勤	2C
泰山公德會		孝道之星	劉育松	6A
廉政公署	高中 iTeen 領袖計劃	金獎	陳政揚	5B
			葉卓林	5B
			林啟峯	5B
			林煥然	5B
			聞人曉煒	5B
			蔡子灝	5B
			蔡梓浚	5B
			王宇亮	5B
			李迪朗	6C
			葉祖誠	6C
環境運動委員會	香港環境卓越大獎 (HKAEE)	銀獎	環境教育委員會	
綠色力量	第五屆全港中學生環境污染常識網上問答比賽	第三十七名	張珞芹	5D
Hong Kong Schools Speech Festival	76th Hong Kong Schools Speech Festival (English)	Merit (F1-3, U63-Solo Verse Speaking)	曾澤邦	2D
大埔田徑會	2024 香港青少年田徑分齡賽第五站	男子 U14 400 米 第一名	何澤峯	2B
		男子 U14 60 米 第三名	黃文熙	2B
中國香港定向總會	香港學界定向錦標賽	中距離(初賽) 男子乙組團體亞軍	周翱天	3D
		中距離(初賽) 男子甲組殿軍	袁瑋澤	5D
		短距離 男子乙組團體季軍	林嘉希	1B
			陳皓風	4A
			劉港升	4A
			陳祥熙	4B
	香港學界定向錦標賽 2024-2025(中距離)	男子乙組初賽及決賽冠軍	王鏡喬	4B
		男子乙組初賽第十名	劉祉齊	3C
		男子乙組初賽第六名	陳祥熙	4B
		男子乙組初賽團體亞軍	鄭鈞昊	1A
			楊焯喬	1C
			何家成	3A
			劉祉齊	3C
			周翱天	3D
			陳皓風	4A
			黃子陽	4A
			陳祥熙	4B
			王鏡喬	4B
			黃御僖	4B
		男子甲組初賽殿軍	袁瑋澤	5D
	香港學界定向錦標賽 2024-2025(短距離)	男子乙組季軍	王鏡喬	4B
		男子乙組團體季軍	王鏡喬	4B

			黃御僖	4B
中國香港武術聯會	2025 全港公開青少年兒童武術分齡賽	男子中童組 槍術 亞軍	江偲煥	1D
	恒基全港學界武術比賽 2024	男子中學丙組 規定套路 初級南拳 第六名	江偲煥	1D
		男子中學丙組 規定套路 初級槍術 冠軍		
中國香港跳繩體育聯會	慶祝國慶 75 周年全港跳繩錦標賽暨中國香港交互繩代表隊選拔賽	30 秒交互繩了重跳速度賽 16 歲或以上男子組亞軍	葉皓陽	6D
		30 秒交互繩雙腳跳速度賽 16 歲或以上男子組亞軍		
		一分鐘交互繩單車跳速度賽 16 歲或以上男子組冠軍		
		交互繩 4x30 單車跳速度接力賽 16 歲或以上男子組冠軍		
中國香港學界體育聯會	2024-2025 中學校際越野比賽	男子乙組亞軍	王鏡喬	4B
		男子丙組第九名	梁穎熙	2C
		男子甲組第八名	袁瑋澤	5D
		男子甲組第六名	顧錦豪	5C
	校際田徑比賽(Division 2)	男子乙組 1500 米殿軍	王鏡喬	4B
		男子乙組 800 米亞軍		
		男子乙組跳高季軍	陳皓風	4A
		男子丙組 110 米跨欄第六名	邱雋傑	2B
		男子丙組 200 米第五名	何澤峯	2B
		男子丙組 400 米冠軍		
		男子丙組 4x100 米接力季軍	何澤峯	2B
			黃文熙	2B
			梁穎熙	2C
			伍晉羲	2D
		男子丙組鉛球第六名	黃文熙	2B
		男子丙組鐵餅冠軍	黃文熙	2B
		男子甲組 110 米跨欄第六名	吳子顥	5A
		男子甲組 400 米跨欄第七名		
		男子甲組三級跳遠季軍	邱讚科	6C
	學界游泳比賽(Division 3 K2)	乙組 50 米自由泳第八名	倪周源	4A
		丙組 100 米胸泳第六名	陳見昇	2E

		丙組 200 米個人四式第六名		
		甲組 100 米自由泳季軍	王祉喬	6D
		甲組 100 米背泳冠軍	雷鋈	5C
		甲組 100 米胸泳亞軍	顧錦豪	5C
		甲組 100 米胸泳冠軍	鍾承育	6A
		甲組 200 米自由泳第五名	歐頌謙	6A
		甲組 200 米個人四式冠軍	歐頌謙	6A
		甲組 200 米胸泳冠軍	顧錦豪	5C
		甲組 4x50 米自由泳接力冠軍		
		甲組 4x50 米自由泳接力冠軍	雷鋈	5C
			歐頌謙	6A
			鍾承育	6A
			王祉喬	6D
		甲組 50 米自由泳第五名	王祉喬	6D
		甲組 50 米背泳冠軍	雷鋈	5C
		甲組 50 米胸泳冠軍	鍾承育	6A
		甲組團體冠軍	沈鈞皓	4A
			顧錦豪	5C
			雷鋈	5C
			歐頌謙	6A
			王祉喬	6D
文化體育及旅遊局	全港青少年五人足球賽	冠軍	江文軒	4A
			姚文浩	5A
			聞人曉煒	5B
			韓昊軒	5C
			王柏喬	5D
			潘浩霖	6A
			何恩諾	6B
沙田體育會	沙田武術錦標賽 2024	M10-M12 男子長兵器組 (槍) 亞軍	江偲煥	1D
屈臣氏田徑會	屈臣氏田徑會周年大賽 2024	男子 U16 2000 米障礙賽	王鏡喬	4B
		男子 U14 鉛球 季軍	黃文熙	2B
		男子 U14 鐵餅 亞軍		
南華體育會	南華體育總會第七十五屆全港學界田徑運動會	男子丙組 100 米 季軍	黃文熙	2B
		男子丙組 200 米 亞軍	何澤峯	2B
		男子丙組 400 米 冠軍		
		男子丙組 鉛球 亞軍	黃文熙	2B
飛達田徑會	2024 香港青少年田徑分齡賽第六站	男子 U14 200 米 季軍	何澤峯	2B
		男子 U14 400 米 季軍		

	香港青少年田徑分齡賽 2025 (一)	男子 U18 1500 米 殿軍	王鏡喬	4B
香港青少年運動員飛躍基金	飛躍 2024 田徑錦標賽	男子 2011-2012 年 400 米 冠軍	何澤峯	2B
		男子 2011-2012 年 800 米 冠軍		
國際武術聯合會	世界青少年武術錦標賽	男子 B 組南刀銅牌	林澤生	2E
		男子 B 組南拳銀牌		
		男子 B 組南棍金牌		
國際野外定向聯會	2024 亞洲青少年定向錦標賽	M16 Sprint Gold Medal	王鏡喬	4B
康樂及文化事務署	葵青區體育節田徑錦標賽 2024	男子 U14 60 米 亞軍	黃文熙	2B
		男子 U14 推鉛球 冠軍		
		男子 U14 擲鐵餅 冠軍		
彩虹邨天主教英文中學	彩虹邨天主教英文中學友校接力邀請賽	4X100M 接力亞軍	吳子顯	5A
			潘浩霖	6A
			何恩諾	6B
			梁家弘	6C
			邱讚科	6C
奧創會	全港分齡賽	2011 年男子組 60 米 冠軍	黃文熙	2B
		2011 年男子組 鉛球 冠軍		
新界區體育總會	第三十八屆新界區田徑運動大會	男子少年組 400 米 季軍	何澤峯	2B
聖言中學	聖言中學友校接力邀請賽	4X100M 接力亞軍	吳子顯	5A
			潘浩霖	6A
			何恩諾	6B
			梁家弘	6C
			邱讚科	6C
百樂施教育基金會有限公司	第十一屆「阿爸、阿媽，食飯喇！」校際烹飪比賽	季軍	張言名	4C
			劉鑑恩	4C
			吳啟聰	4C