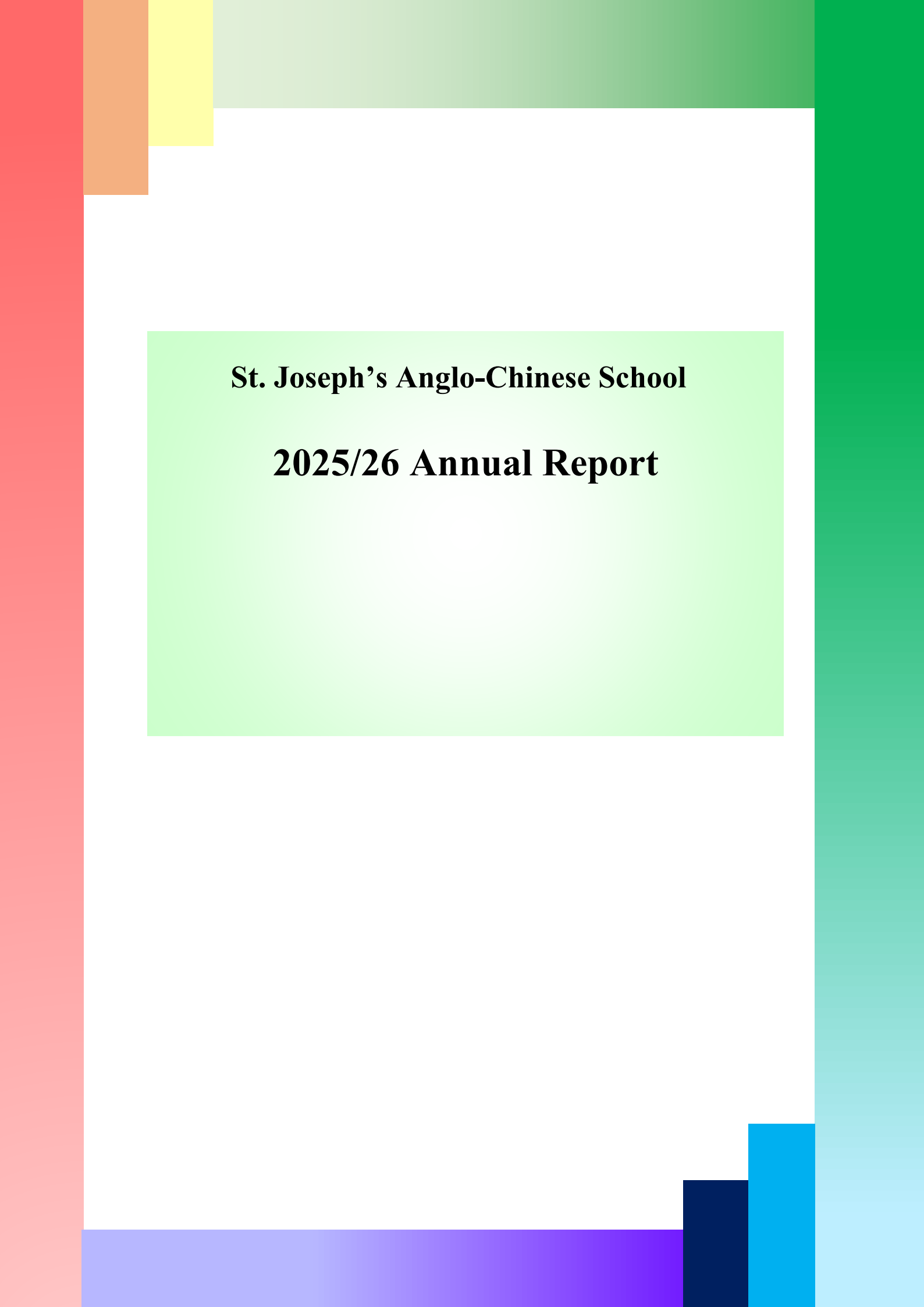




St. Joseph's Anglo-Chinese School

2025/26 Annual Report

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 Weekly standardised flag-raising ceremonies were held. This school year, 5 ‘Speeches under the National Flag’ were delivered by student representatives. The survey showed that 93% of students agreed with the value of traditional Chinese virtues.
- 1.1.2 The school achieved remarkable success in enhancing students' national pride and patriotism through a diverse range of activities. All students were arranged to watch the ‘80th Anniversary Commemoration of the Victory of the War of Resistance Against Japanese Aggression and Military Parade’ ; 25 student representatives attended the ‘National Memorial Day Ceremony’, behaving solemnly and appropriately, demonstrating good etiquette and national identity. Surveys showed that 91% of students agreed that watching ‘Wisdom in the Land’ deepened their understanding of national development achievements, while 93% of students indicated that participating in ‘Light and Shadow on Campus’ inspired historical resonance. In addition, students demonstrated civic responsibility and a love for Chinese culture during the morning assembly ‘Speeches Under the National Flag’ and the Bible Calligraphy Competition, successfully integrating religious faith with Chinese culture.
- 1.1.3 Hosted workshops on ancient rubbing, blue and white porcelain tiles, Lu Ban locks, filigree enamel and cultural relic restoration, through which students demonstrated focus, craftsmanship and a sense of responsibility toward cultural heritage preservation. By experiencing ancient wisdom, they honed their character, enhancing national confidence and a sense of belonging.
- 1.1.4 Invited authoritative experts, including Ms. Rita Fan, to conduct seminars covering topics such as ‘One Country, Two Systems’ and AI security. 87% to 96% of students agreed these seminars deepened their national security awareness. Organised an experience of ‘China’s Intangible Cultural Heritage’ (over 91% of junior secondary students stated it strengthened their sense of identity) and used VR to explore the Sanxingdui ancient civilization, inspiring cultural confidence.
- 1.1.5 Subject departments implemented the ‘Curriculum Framework for Hong Kong National Security Education’, adopting the ‘Cognition-Affection-Action’ model. In addition, the ‘Matteo Ricci Themed Course’ was introduced within the Ethics and Religious Studies curriculum, where students not only demonstrated enthusiasm for inquiry, but also mastered national history and recognized the inclusiveness of Chinese culture, effectively translating knowledge into affective identification and daily practice.
- 1.1.6 Completed 5 mainland exchange tours (including the ‘Hexi Four Commanderies’ study tour and sister school exchange tours in the Greater Bay Area and Zhengzhou) and organised students to watch the 15th National Games live on-site. Through mainland exchanges and event viewings, students broadened their horizons, gained an understanding of national history and technological development and enhanced their national identity and perseverance.

1.2 Enriching students’ learning experiences and enhancing their personal qualities

- 1.2.1 Implemented spiritual education, service-learning (e.g., visiting street sleepers), environmental safety workshops and the ‘Well Done’ reward scheme. Introduced new extracurricular activities including Pickleball and Fit-Boxing. Held the ‘Diversity Learning Week’ in March, with 94% of students agreeing that it broadened their horizons and 90% agreeing that it helped them build positive values.
- 1.2.2 Through collaborations with Hong Kong Beijing Tong Ren Tang and China Mobile, students learned Chinese medicine principles from registered Chinese medicine practitioners during activities and participated in community free clinics, putting what they learned into practice.
- 1.2.3 The school hosted promotional activities, extracurricular activities and various day camps. Students participated actively and the activities achieved remarkable effectiveness: 85% agreed that they strengthened classmate connections and communication skills, 80% agreed that they enhanced problem solving skills, 84% understood the importance of abiding by rules and 92%

agreed that they promoted students' whole-person development.

1.3 In terms of strengthening moral education and creating a positive values-oriented atmosphere:

- 1.3.1 Implemented 'Growing Up with PATHS' and 'Life Education (Life Ed)' curricula during assembly periods. Integrated 'Harmony Week', 'Religious Week', the 'Magnificent Chinese Attire' event and anti-drug promotion to foster an inclusive campus. Students enhanced empathy, an inclusive mindset, cultural confidence, civic responsibility and awareness of the rule of law and made healthy lifestyle choices.
- 1.3.2 Initiated visits to street sleepers, carer experience activities, and elderly services in Ping Shek and Kwun Tong, alongside pilgrimages and Caritas Bazaar volunteer work to cultivate a spirit of care and commitment. Students enhanced their commitment to caring for others, taking on responsibility and serving the community.
- 1.3.3 Taught data encryption and access control in ICT, combined with values education to explore cyber laws, intellectual property rights and defences against Deepfakes. Students enhanced their information literacy, ability to identify false information and capacity to safeguard data privacy.
- 1.3.4 Following active intervention by form teachers in the second term, 27 out of 40 students who received demerits for lateness successfully reduced their tardiness.
- 1.3.5 The follow-up group implemented the phone locker policy and students' awareness of abiding by rules was enhanced. Additionally, the police conducted a 'Criminal Investigation Decoding Workshop' to deepen law-abiding awareness.

1.4 In terms of promoting harmony at school and a healthy lifestyle among students:

- 1.4.1 Partnered with 'Food for Good' to hold farming workshops for 30 environmental prefects, alongside 2 'Parent-child Organic Cooking Workshops' to practice the 'from garden to table' concept. Students improved their vegetable consumption habits and demonstrated environmental responsibility.
- 1.4.2 Carried out the 'Soul Keeper Mental Health Guardian Programme' and 'Spiritual Ambassador/Prayer Ambassador' training. Regularised spiritual education lessons and mindfulness activities. Students' mental health awareness was significantly enhanced, achieving the preliminary goal of creating an inclusive and caring environment.
- 1.4.3 Launched school-wide Examen of Consciousness prayer. Held the Bible verse calligraphy competition and religious art image competition, alongside Tsui Ping River field trips and cooking clubs to promote whole-person health.
- 1.4.4 The Junior Secondary Physical Fitness Award Scheme was launched in early February to record out-of-class moderate-to-vigorous physical activity (MVPA). Gold Award rates ranged from 30% to 42%, while the Bronze Award or above rate (at least 3 days of exercise per week) reached 74% to 81%, with F.3 students performing the best.

Reflections

- 1.1 Successfully constructed a 'Cognition-Affection-Action' national education framework. Showcasing national development via Campus TV and electronic screens produced positive results. The 'Speeches under the National Flag' mechanism has been regularised, offering scope for further leadership cultivation. The experience of watching the National Games transcended regional boundaries, elevating patriotism to new heights.
- 1.2 Through service-learning, field trips and diversified training, the school effectively stimulated student interest in learning and cultivated empathy, resilience and social responsibility. However, 6% to 10% of students remained neutral or negative regarding the activities' effectiveness. Limitations in manpower and resources also meant the school could not fully meet student demands for more inter-class competitions and exchange tours.
- 1.3 Currently, most moral education activities are school-driven, leaving room to increase student involvement in planning. Self-discipline during morning assemblies (especially in the absence of teachers) requires form teachers and all staff to arrive 5 minutes earlier to model positive behavior. Information security lessons successfully integrated rule of law education with scientific practice, but further situational assessments are needed to test students' critical thinking when facing highly realistic online traps.

<p>1.4 Experiential learning more effectively deepened awareness of low-carbon living and healthy eating; mindfulness practice has gradually cultivated a campus mindfulness culture, while peer support networks still need expansion; the physical fitness scheme enabled students to generally establish basic exercise habits, but with the attainment rate for daily exercise being only 30% to 42%, how to assist students in maintaining regular daily exercise remains to be further developed.</p>
<p>Feedback and Follow-up Measures</p>
<p>1.1 Based on positive feedback, the school will optimize cultural lectures and implement exchange tours to Shanxi and Beijing. Follow-up measures include encouraging students to take turns delivering ‘Speeches under the National Flag’ during morning assemblies, integrating commemorative days and cross-curricular content. Additionally, the review mechanism will shift focus toward ‘substantive learning effectiveness’, collecting qualitative feedback to optimize teaching.</p> <p>1.2 Resources will be integrated to develop cross-curricular cultural activities and a ‘Senior Chinese Herbal Medicine Ambassador’ scheme (adopting a peer-mentorship model) is planned to pass on experience. At the same time, student preferences will be analyzed based on extracurricular activity (ECA) enrolment data to further optimize Diversified Learning Week.</p> <p>1.3 The school will empower student teams to participate in planning Religious Week or Harmony Week to cultivate leadership. Regarding the issue of lateness, strict follow-up measures will continue to be executed in the next academic year. To address the issue of phones being deposited at the school office due to forgotten keys, class teachers will return them after school in the new academic year for better follow-up. Additionally, a parent seminar on cybersecurity will be organized and the preparation, reflection and service scope of service-learning will be deepened.</p> <p>1.4 The school will continue to organize and deepen parent-child cooking and planting classes, optimize mindfulness activities and attend to Form 6 examination stress based on feedback. In response to feedback regarding complicated physical fitness recording and rigid metrics, the school will explore digitizing exercise logs and introduce ‘Personal Progress Award’ and ‘Inter-class Sports Accumulation Challenge’ to encourage students to establish daily exercise habits.</p>

2 Major Concern 2: Enhancing the Quality of Students and Nurturing Future Pillars

Achievements

2.1 Honing students' generic skills and increasing learning effectiveness

- 2.1.1 F.2 Integrated Humanities was split into three subjects—Citizenship, Economics and Society (CES), History, and Geography, while incorporating generic skills training. Survey results indicated 87% of F.1 students agreed that their thinking and problem-solving improved and 84% agreed that this aided self-management. 79% of F2 students agreed their thinking and problem-solving skills were enhanced. 90% of teachers agreed it enhanced students' thinking and problem-solving and 88% agreed overall learning effectiveness increased.
- 2.1.2 Regarding F.3 Science Curriculum Reform, senior secondary extension topics (Biology, Physics and Chemistry) were added. 80% of students agreed the curriculum improved their thinking and problem-solving and 83% recognised its help in transitioning to senior secondary studies. Among teachers, 94% affirmed its transitional effectiveness, 88% agreed it enhanced problem-solving skills and 81% observed improvements in mathematical and logical reasoning abilities.
- 2.1.3 The Strengthening Programme (SP) for senior forms continued to provide support in core subjects during free periods. In F.5, 57% of students participated; among them, 52% agreed it enhanced critical thinking and 56% agreed it improved mathematical ability and aided HKDSE examination preparation. 80% of teachers supported the remedial and effectiveness of self-study mechanism.
- 2.1.4 Over 90% of participating students agreed that after-school remedial classes improved their critical thinking and self-management. 98% of teachers agreed that remedial support reinforced higher-order thinking. The EMI Support Programme added revision sessions for Science and Geography; 95% of students reported improvement in English communication, problem-solving, and vocabulary.
- 2.1.5 Implemented pre-exam revision classes and invited high-achieving alumni to serve as tutors. In the 'Athlete Revision Programme' and 'Junior Secondary Pre-exam Revision Class', these tutors shared mindsets and methods, and students generally highly affirmed the positive role played by alumni in mindset coaching.

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

- 2.2.1 Paired F.5 students with teachers to visit bookstores to select books and share during morning assemblies. 89% of F.5 students agreed they could proactively control their learning progress and plans. 98% of teachers agreed the activity increased reading interest and built public speaking confidence, with supervising teacher satisfaction reaching 96%.
- 2.2.2 In this academic year, the library established 'Subject Reading Corners'. books recommended by teachers across subjects have been shelved for in-house reading to promote cross-disciplinary reading
- 2.2.3 In November, F.3 students selected mental health books to read at the book fair and implemented the 'Healing heART work' cross-curricular Chinese and Visual Arts artistic creation activity in the second term, yielding remarkable results. Student feedback reflected that the creative process guided them to deepen reading reflections and systematically organize and display learning outcomes.
- 2.2.4 Successfully held 9 'The Sound of Books' storyteller activities on the 'Let's Shine' platform. Students 'promoted reading through speaking' and enhanced public speaking confidence.
- 2.2.5 Promoted Kobo e-readers with the book '*Thousand-Year Ghost*'. Surveys showed that over 85% of students agreed digital platforms helped them find and evaluate knowledge and over 83% agreed digital reading encouraged multi-perspective thinking.
- 2.2.6 The Chinese Department arranged student participation in the Dream Cup, Elite Cup Essay Competition, Secondary School Putonghua Translation and Writing and RTHK's 'Wonderful Campus in Putonghua' programme recording. The English Department arranged student participation in Little Hero, Spelling Bee and Spelling Fair 2025.

- 2.2.7 In F.1 to F.4, 90%, 84%, 81% and 87% of students respectively agreed that Chinese and English small-group teaching enhanced their confidence. Additionally, 98% of teachers affirmed that small-class teaching strengthened teacher-student interaction and catered to learner diversity, achieving substantive effectiveness in enhancing students' language proficiency.

2.3 Developing students' innovativeness and information literacy

- 2.3.1 Reorganised 'Computer Literacy' into the 'Technology Education' curriculum, incorporating programming and information literacy. Over 90% of F.3 students demonstrated technology application skills in product design projects.
- 2.3.2 In implementing interdisciplinary STREAM practices, the Science Department collaborated with the Chinese and English Departments on the 'Water Saving Device', while the Technology Education Department co-organised the 'AI My Dream Job Poster Design Competition' with the Careers & Further Studies Committee and 'Chinese Chess 3D Printing Assignment' with the Chinese History Department, training hands-on problem-solving.
- 2.3.3 Over 90% of junior secondary students held positive views on STREAM activities: 94% of F.1 students agreed the LEGO SPIKE activity fostered innovation; 90% of F.2 students enhanced logical thinking through drone formations; 92% of F.3 students mastered Design Thinking through designing AI products and 91% demonstrated entrepreneurship.
- 2.3.4 Students actively participated in STREAM competitions, including being shortlisted for the 'CLP Energy Innovation for Smart City Competition' and securing a \$20,000 grant (Vertical Greening Wall Maintenance Robot), as well as advancing to the semi-finals of 'Samsung Solve for Tomorrow'. Additionally, the robotics team participated in drone soccer, with outstanding members representing Hong Kong in the National Games. 87% of students agreed that the activities cultivated innovation and problem-solving abilities.
- 2.3.5 Completed Microsoft AI certificate courses and took certification examinations, with senior secondary students achieving a pass rate of 70%, laying the foundation for artificial intelligence applications.
- 2.3.6 Implemented AI popularisation training in junior secondary to align with Education Bureau (EDB) lesson time requirements. In teacher training workshops, 100% of teachers agreed that it helped them master generative AI to assist teaching and administration; statistics from the school AI platform showed that 70% of staff have started using AI (Gemini).
- 2.3.7 In terms of information literacy curriculum planning, junior secondary students were required to pass an AI certification test (requiring a score of 80% or above) before using generative AI tools. Prior to implementing BYOD e-learning, all students completed training and agreements.
- 2.3.8 Partnered with post-secondary colleges to promote Chinese medicine research, where students utilized microscopic sectioning and the Internet of Things (IoT) to conduct experiments and real-time monitoring. Two student teams advanced to the project finals through their rigorous attitude, and their logical thinking, problem-solving and collaboration skills were remarkably enhanced.

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

- 2.4.1 Students completed the "One Person, One Dream" worksheets to proactively explore career fields and reflect on their personal strengths, demonstrating strong career planning awareness. They also actively participated in career planning workshops to enhance their time management, financial literacy, and self-awareness, thereby exhibiting improved self-management skills in daily life.
- 2.4.2 Implemented F.4 Teacher-Student Talks, where over 90% of students expressed satisfaction and demonstrated profound reflection, and 100% of participating teachers gave positive feedback.
- 2.4.3 Invited parents, alumni, and external organisations to deliver "Career Sharing" sessions; 10 Form 4 students participated in the Towngas "Career in a Nutshell" and shared their

experiences during morning assembly. During the summer vacation, a “Work Placement Programme” was organised, with 30 Form 4 and Form 5 students taking part in workplace immersion activities.

2.4.4 Organised 10 “Let’s Shine” platform events throughout the year and a large-scale talent show at the end of term, covering music, drama, and martial arts, to enhance students’ confidence and sense of achievement.

2.4.5 The Swimming Team won the overall championship in Division 3 of the Inter-school Swimming Competition; the Boys’ B Grade Athletics Team secured third place, and the Table Tennis Team won the first runner-up prize. The Wind Band won the Gold Award at the 2025 Hong Kong Youth Music Interflows and three Gold and three Silver Awards at the 2026 Hong Kong Joint School Music Competition. The Choir won the Gold Award at the Hong Kong (Asia-Pacific) Music Competition.

2.4.6 Added photography, fashion design, and latte art to the ECA catalogue to link interests with career planning.

Reflections

2.1 To nurture generic skills and enhance learning effectiveness, the junior secondary Humanities subject adopted a “quality over quantity” approach, arranging field visits to compensate for insufficient lesson time. The Form 3 Science subject used extension topics to develop students’ communication and problem-solving skills; however, performance in some classes remained unsatisfactory, with progress falling short of expectations. Participation and approval rates for senior secondary core subject remedial support did not reach 60%, indicating that relying solely on additional teaching or drilling during withdrawal periods is insufficient, and tailored teaching materials targeted at HKDSE Levels 2–3 must be developed to foster students’ self-directed learning capabilities. In addition, the effectiveness of hiring alumni tutors did not meet the expected 70% benchmark. Going forward, peer experience must be integrated more closely with in-class baseline support to comprehensively enhance learning performance.

2.2 Teacher-student pairing for book purchasing and speeches proved effective. However, ‘Read Friday’ lacked appeal for senior students. Participation in the ‘Read a Pizza’ book borrowing competition was low in some classes, necessitating the use of lunchtimes and other periods for short video promotion. During author talks, students hoped for more live Q&A and autograph interactions. Biliteracy and trilingualism small-class teaching enjoyed high approval in F.1 to F.4; however, the 2025 TSA report showed a downward trend in core subject results. The school should immediately adopt improvement measures and thoroughly review examination preparation for the 2026 TSA.

2.3 Participation in STREAM and tech-innovation competitions was broad, but the proportion of teachers participating in STREAM professional training still needs improvement, and interdisciplinary collaboration and experience sharing in related areas can be further strengthened. Furthermore, the school’s collaboration with post-secondary institutions and Tong Ren Tang proved that introducing external professional resources can effectively promote students’ shift from ‘knowledge reception’ to ‘experimental exploration’.

2.4 To cultivate life planning abilities and enrich sports and arts development, the school assisted senior secondary students in recognizing the connection between interests and subject choices through tertiary institution visits, workplace experience and internships. In terms of sports and arts development, the ‘Let’s Shine’ platform provided successful experiences for students without the most prominent academic performance to build self-confidence; sports and arts school teams won awards repeatedly, demonstrating perseverance and teamwork; however, this sportsmanship needs to be extended from elites to all students. The introduction of the ‘Sportsmanship Award’ at this year’s sports day was a positive step.

Feedback and Follow-up

- 2.1 Junior secondary Humanities will maintain the ‘post-exam extended learning’ strategy and implement differentiated learning support for Chinese-medium classes to reduce EMI learning barriers. F.3 Science will adopt progressive teaching materials to cater for the diverse learning needs of F.3A and F.3B, while strengthening scientific language support. The three core subjects will re-examine past examination papers to identify ‘must-score basic marks’ and compile tailor-made baseline support materials for enhancement classes; the Academic Committee will regularly review the effectiveness of revision tutoring classes, strengthen communication with alumni tutors, provide classroom management guidelines and student performance data in advance and have subject teachers compile revision materials to closely integrate senior student experience with subject baseline support. Remedial support sessions will offer more flexible times to improve attendance.
- 2.2 In the next academic year, ‘Read Friday’ will invite F.3 and senior secondary form and subject teachers to participate collaboratively, designing more inspiring themes closely aligned with the EDB’s ‘Seven Learning Goals’. Book fairs will feature author displays. The ‘Read a Pizza’ competition will be promoted through lunchtime videos. A new ‘Chinese Culture Week’ will be launched alongside an optimised ‘English Week’, incorporating engaging interactive elements. To prepare for the 2026 TSA, core subject teachers will integrate TSA past papers into daily small-group teaching.
- 2.3 Regarding the development of innovation capacity and IT literacy, feedback indicated that STREAM activities combining coding, Chinese cultural heritage design, drones and Internet of Things (IoT) technology (e.g. monitoring the growth of Chinese herbal medicine) achieved remarkable results, with 50% of students showing significant improvement in innovation ability, cultural identity and technology literacy. In terms of follow-up, the school has identified high-potential students for elite training and will deepen the interdisciplinary integration of technology, culture and community service in the next academic year to consolidate students' practical IT capabilities.
- 2.4 Formally launch the ‘Alumni Career Network’ under the ‘Mentorship Scheme’ in the upcoming academic year (2026/27), targeting the recruitment of 40 or more alumni. Student interns from the F.4 summer ‘Work Practicum Scheme’ will take turns sharing their internship insights with junior and senior secondary students during morning assemblies at the start of the new academic year. Continue optimising ‘Career Aspiration Teacher-Student Talk’ to equip teachers with richer further studies information and interview skills. Establish a ‘Let’s Shine’ website or social media platform to facilitate students sharing their work. Weekly assemblies and Campus TV will plan a ‘The Sweat Behind the Gold Medal’ dialogue series; additionally, a ‘Best Sportsmanship Award’ focusing on team discipline and respect will be introduced at athletics meets, swimming galas and inter-house competitions.

3 Student Performance

3.1 Attitude and behaviour:

This academic year, students showed significant growth and positive changes in their attitude and behaviour. In terms of National Education, students were actively engaged, transforming from ‘passive participation’ to ‘active engagement’. Whether participating in the solemn flag-raising ceremony, serving as the main speaker in the ‘Speeches under the National Flag’, or showing solemn focus when participating in the ‘National Memorial Day Ceremony’, all reflected a strengthened sense of ownership and national sentiment. Questionnaire data confirmed this, with up to 93% of students identifying with traditional Chinese virtues and having an enhanced sense of pride in their identity. In terms of character development, through courses such as ‘P.A.T.H.S. to Adulthood’ and ‘Life Education’, students made progress in establishing correct values, empathy and a spirit of inclusion. Regarding the mobile phone management policy, students generally developed the habit of storing their mobile phones and the number of violations decreased, with an enhanced awareness of rule-abidingness. Although the problem of lateness still existed in individual forms, after active intervention by form teachers, the situation of most students with a record of lateness improved, showing a willingness to correct their behaviour. Overall, students demonstrated stronger self-discipline, a sense of responsibility, and identification with the country and culture in their campus life.

3.2 Student participation and achievement:

This school year, students participated actively and achieved fruitful results across diverse fields, including academics, the arts, sports, technological innovation, and social service. In terms of learning, students adapted readily to curriculum reforms. Questionnaire results showed that over 80% of junior secondary students agreed that the subject reforms had effectively enhanced their generic skills. Students also took part enthusiastically in various language activities, such as the Hong Kong Schools Speech Festival and other speech and writing competitions, winning championships in several events and demonstrating excellent biliteracy and trilingual abilities. In technological innovation, students performed particularly well. They not only won the championship in the “Build A Smart City Competition 2025”, but also had multiple teams shortlisted or advanced in important competitions such as Samsung Solve for Tomorrow and the CLP Energy Innovation for Smart City Competition. In addition, F.5 student Leung O Kiu received the highest accolade of 'Outstanding Student Leader' in the 'Outstanding Student Leaders Award 2025-2026' organized by the Hok Yau Club. Furthermore, our students were selected to represent Hong Kong in the Drone Soccer Competition of the National Games, an encouraging achievement. Achievements in arts and sports were also outstanding. The school teams won numerous awards in martial arts, swimming, athletics, football and orienteering, with the inter-school swimming team winning the overall championship of Division 3. The Wind Band and Choir also won gold awards in the Hong Kong Youth Music Interflows and the Joint School Music Competition. Overall, students engaged actively in a wide range of activities, demonstrating comprehensive talents and a spirit of pursuing excellence, which proved the significant effectiveness of the school in nurturing future pillars.

3.3 Major awards obtained by students in the previous school year

3.3.1 Domain: English Language

Organizing Party	Competition	Prize	Student Award List
Holistic Innovation Education Alliance (HIEA)	Christmas & New Year Cup Online English Spelling Bee Competition	卓越獎 (Award of Distinction)	4403 CHAN KAI TAO
		優異獎 (Award of Merit)	1512 CHUI TUNG CHUN, 4416 LEE TSZ LOK, 4422 LU WAI LONG
		良好獎 (Award of Credit)	4405 CHEUNG YAN NOK, 4420 LO CHUN YIN
	Little Hero Story & Drawing Contest	Gold	1514 HON MUK SEN, 3414 LAU KWONG KUEN, 3424 NG CHUN HEI
		Silver	1501 CHAN CHEUK HIN, 1524 SIU SHING CHO, 2408 FUNG HO YEUNG
		Bronze	2532 YUNG TIN LONG, 3405 CHOI CHEUK HANG
	The International Apex Reading Champion	Gold	1512 CHUI TUNG CHUN, 2415 LAI CHEUK HIN, 2431 YUEN HOI WUN, 2525 WONG SIU LONG, 2528 YAU CHUN MING QUENTON, 3402 CHAN HOI LUN, 3420 LEE WANG HEI
		Silver	2405 CHOW HO TING, 2507 CHEUNG YUNG SHING SEANUS, 3404 CHENG KAR HANG CASPAR, 3405 CHOI CHEUK HANG, 4314 LAM MARCUZ, 4331 YIP SHUN YIN

Organizing Party	Competition	Prize	Student Award List
Holistic Innovation Education Alliance (HIEA) (Cont.)	The International Apex Reading Champion (Qualifying round)	Champion	2525 WONG SIU LONG
		Silver Honor	3420 LEE WANG HEI
		Bronze Honor	1512 CHUI TUNG CHUN, 2528 YAU CHUN MING QUENTON, 3402 CHAN HOI LUN
		Merit	2405 CHOW HO TING
City University of Hong Kong	Halfway Home Writing Competition	Honoured Writer	4430 YAM TIN CHING VULCAN, 6319 TSANG CHIN MAN, 6408 CHOI YUK YIN
Wiseman	EB (English Builder) Star Writers Programme (2025-2026) - Hot Issue 2	Certificate of Achievement	4405 CHEUNG YAN NOK
Hong Kong Schools Speech Festival	77th Hong Kong Schools Speech Festival (English)	Merit (F1)	1109 KONG TAK WEI (U62- Solo Verse Speaking) 1202 CHAN PAK YIN (U62- Solo Verse Speaking) 1305 GONG YEE YEUNG (U62- Solo Verse Speaking) 1313 LAW YIK MING (U62- Solo Verse Speaking) 1324 WU HEI (U62- Solo Verse Speaking) 1408 CHU CHI WAI (U62- Solo Verse Speaking) 1412 FENG KIN HO (U62- Solo Verse Speaking) 1414 LAI TSUN KI (U62- Solo Verse Speaking) 1431 YEUNG CHUN HANG TRISTAN (U62- Solo Verse Speaking) 1502 CHAN CHUN YIN (U62- Solo Verse Speaking) 1510 CHOI CHING YIN (U62- Solo Verse Speaking) 1514 HON MUK SEN (U62- Solo Verse Speaking) 1519 MA SUNG HIM (U62- Solo Verse Speaking) 1521 QIAN BO HENG (U62- Solo Verse Speaking) 1524 SIU SHING CHO (U62- Solo Verse Speaking) 1526 TSANG IN SAU (U62- Solo Verse Speaking) 1528 WANG YUN XIN (U62- Solo Verse Speaking) 1529 WONG PAK HEI (N193- Public Speaking Solo)
Hong Kong Schools Speech Festival	77th Hong Kong Schools Speech Festival (English)	Merit (F2-3)	2110 LEE HO YIN ASHLEY (U63- Solo Verse Speaking) 2216 TSANG CHEUK KAN (U63- Solo Verse Speaking) 2401 CHAN CHO HIN JOSEPH (U63- Solo Verse Speaking) 2408 FUNG HO YEUNG (U63- Solo Verse Speaking)

Organizing Party	Competition	Prize	Student Award List
Hong Kong Schools Speech Festival (Cont.)	77th Hong Kong Schools Speech Festival (English) (Cont.)	Merit (F2-3) (Cont.)	2428 TSOI CHUN HO ISAAC (U63- Solo Verse Speaking) 2430 YU SHUN YIN (U63- Solo Verse Speaking) 2431 YUEN HOI WUN (U63- Solo Verse Speaking) 2504 CHEUNG HO YUET (U63- Solo Verse Speaking) 2507 CHEUNG YUNG SHING SEANUS (U63- Solo Verse Speaking) 3115 KO CHUN KIT (U65- Solo Verse Speaking) 3121 LIANG ANSON (U65- Solo Verse Speaking) 3211 CHUNG PAK HAY (U65- Solo Verse Speaking) 3328 TSANG CHAK PONG ARIEL (U65- Solo Verse Speaking) 3406 FUNG CHUN YIN (U65- Solo Verse Speaking) 3407 FUNG KWAN YIU (U65- Solo Verse Speaking) 3419 LEE CHEUK HIM ALVIN (U65- Solo Verse Speaking) 3421 LEUNG KUI SANG (U65- Solo Verse Speaking)
Hong Kong Schools Speech Festival	77th Hong Kong Schools Speech Festival (English)	Merit (F4-6)	4302 CHAN PAK LONG PYRON (U67- Solo Verse Speaking) 4307 CHOW O TIN (U67- Solo Verse Speaking) 4309 FU PAK HIN (U67- Solo Verse Speaking) 4311 KONG TSANG JOS (U67- Solo Verse Speaking) 4326 WAI TIN TSUN (N194- Public Speaking Solo) 4405 CHEUNG YAN NOK (U67- Solo Verse Speaking) 4417 LEUNG TING HIM (U67- Solo Verse Speaking) 4422 LU WAI LONG (U67- Solo Verse Speaking) 5108 LAU KONG SING (U69- Solo Verse Speaking) 5205 CHUI HIU YEUNG (U69- Solo Verse Speaking) 5225 WONG YU HEI (N195- Public Speaking Solo) 5302 CHEUNG FOR CHU (U69- Solo Verse Speaking) 5305 KAEWDOK CHIVAVIT (U69- Solo Verse Speaking) 5310 LEE CHEUK HO (U69- Solo Verse Speaking) 5313 LEUNG KWAN TO (U69- Solo Verse Speaking) 5319 NGAN WANG SHING (U69- Solo Verse Speaking)

Organizing Party	Competition	Prize	Student Award List
Hong Kong Schools Speech Festival (Cont.)	77th Hong Kong Schools Speech Festival (English) (Cont.)	Merit (F4-6) (Cont.)	5412 LAU PUI CHEUNG (U69- Solo Verse Speaking) 5414 LEUNG ANAKIN (U69- Solo Verse Speaking) 5419 LIU FUNG JASON (U69- Solo Verse Speaking) 5423 SIU FRANKLIN (N195- Public Speaking Solo) 5427 YEUNG HO CHING (U69- Solo Verse Speaking) 6224 WANG YU LEONG (U70- Solo Verse Speaking) 6408 CHOI YUK YIN (N196- Public Speaking Solo)
Hong Kong Schools Speech Festival	77th Hong Kong Schools Speech Festival (English)	Proficiency (F1-F5)	1319 LUO MINGHEE (U62- Solo Verse Speaking) 1512 CHUI TUNG CHUN (N193- Public Speaking Solo) 2219 YEUNG CHEUK KIU (U63- Solo Verse Speaking) 5317 NG MAN TAI (U69- Solo Verse Speaking) 5323 WONG KA HIN JEFFREY (U69- Solo Verse Speaking)

3.3.2 Domain: Chinese Language

Organizing Party	Competition	Prize	Student Award List
香港天主教教區 中文教育委員會	第三屆短片創作比賽 中文好書 誠意推介 2024- 2025	冠軍	6401 陳頌之
全港青年學藝比賽大會	全港青年普通話朗誦 (公民教育)比賽	高中組決賽總季軍	5417 李朗森
	全港青年中國古典詩詞 朗誦比賽粵語	初中組優異獎	3318 凌宇一
普通話研習社	普通話研習社朗誦比賽	二等獎	4425 蔡志臻
國際漢語節協會	初中組散文獨誦項目	冠軍	4121 鄧翔曦
	初中組古詩獨誦項目		3101 蔡輝豪
	高中組古詩獨誦項目		5404 陳志國 5417 李朗森
香港教育工作者聯會	曹燦盃青少年朗誦展示活 動 (2025)	青少年 A 組香港展區 舞臺魅力獎-粵語組	2318 黃曉濤
		青少年 A 組香港展區 優秀獎-粵語組	2409 馮期昱 4121 鄧翔曦
		青少年 A 組全國終極 展示金獎 (卓越之星)	2318 黃曉濤
北京廣播電視台北京廣播 影視培訓中心	第九屆中華好童聲少年兒 童語言藝術優秀人才展示 香港區總展演 (2025)	中學組金獎 中學組銅獎	2511 許子彥 5417 李朗森
	第九屆中華好童聲少年兒 童語言藝術優秀人才展示 全國總展演 (2025)	中學組金獎 (卓越童聲)	5108 劉港升 5113 倪周源 5417 李朗森 2511 許子彥

Organizing Party	Competition	Prize	Student Award List
香港中華文化發展聯合會 (文聯會)	周有光盃——普通話說講 朗誦及拼音比賽 (2025)	高中組決賽優異獎	5113 倪周源
新知識文化學術研習社	夢想盃演講比賽 (高中 組)	優異獎	5415 梁傲喬
香港學校音樂及朗誦協會	第 77 屆香港學校朗誦節	詩詞獨誦粵語中一級男子組冠軍	1309 林楚彬
		散文獨誦粵語中一級男子組冠軍	1324 胡曦
		詩詞獨誦粵語中二級男子組冠軍	2511 許子彥
		詩詞獨誦粵語中二級男子組冠軍	2318 黃曉濤
		散文獨誦粵語中五六年級男子組冠軍	5108 劉港升
		散文獨誦粵語中學五六年級男子組冠軍	5417 李朗森
		詩詞獨誦粵語中一級男子組亞軍	1324 胡曦
		詩詞獨誦粵語中一級男子組亞軍	1108 洪翹鋒
		詩詞獨誦普通話中學一二年級男子組 亞軍	2511 許子彥
		詩詞獨誦普通話中學一二年級男子組 亞軍	1201 岑浩華
		詩詞獨誦粵語中四級男子組亞軍	4418 林智湧
		散文獨誦粵語中四級男子組亞軍	4418 林智湧
		詩詞獨誦普通話中五六級男子組亞軍	5108 劉港升
		詩詞獨誦普通話中五六級男子組亞軍	5417 李朗森
		散文獨誦普通話中五六級男子組亞軍	5113 倪周源
		散文獨誦粵語中五六級男子組亞軍	6220 唐桔
		散文獨誦粵語中一級男子組季軍	1401 陳嘉添
		詩詞獨誦粵語中二級男子組季軍	2423 李皓然
		散文獨誦粵語中四級男子組季軍	4121 鄧翔曦
		詩詞獨誦普通話中三四級男子組季軍	3228 譚嘉棟
		散文獨誦普通話中五六級男子組季軍	6224 王宇亮
全港青年學藝比賽大會	全港青年學藝比賽	全港青年普通話朗誦(公民教育)比賽 高中組優異獎	5417 李朗森
		全港青年中國古典詩詞朗誦比賽粵語 初中組優異獎	1324 胡曦
		全港青年中國古典詩詞朗誦比賽粵語 高中組決賽亞軍	5417 李朗森
		全港青年中國古典詩詞朗誦比賽粵語 高中組優異獎	4418 林智湧

Organizing Party	Competition	Prize	Student Award List
普通話教師學會	第二十六屆 全港學界普通話傳藝比賽	初中組冠軍	2511 許子彥
		初中組季軍	2318 黃曉濤
		初中組優異獎	2301 蔡輝彬
國際漢語節	第 6 屆國際漢語節	初中組散文獨誦項目冠軍	1118 王羽浩
		初中組散文獨誦項目季軍	3101 蔡輝豪
中華書局	中華盃——第五屆全港中小學 中華文化普通話比賽	高中組優異獎	5108 劉港升

3.3.3 Domain: Mathematics

Organizing Party	Competition	Prize	Student Award List
香港數學奧林匹克協會	亞洲國際數學奧林匹克公開賽	銀獎	6416 羅聲朗
奧冠教育中心	香港國際數學競賽總決賽	Bronze Award	6418 陸家齊
		金獎	3131 趙嘉浚
	泰國國際數學競賽初賽 2025-2026	銀獎	2320 黃江釗 4418 林智湧
		銅獎	2303 周灝賢 2305 馮志權 2308 李納 2318 黃曉濤 2321 黃博賢 2323 黃梓峰 3208 章宇軒 3220 李嘉鑫 3419 李緯謙 4403 陳啟滔 4414 李俊義 4425 蔡志臻
		金獎	3127 溫家圻 3131 趙嘉浚
		銀獎	1416 李有陞
		銅獎	1433 曾煜 2320 黃江釗 3220 李嘉鑫 3223 羅恒岱 4425 蔡志臻 5404 陳志國
		Individual Contest: Silver Award	1504 Chan Kwun Ting
Mathconcept Education	Mathconceptition 2026	Individual Contest: Silver Award	1504 Chan Kwun Ting

3.3.4 Domain: Science

Organizing Party	Competition	Prize	Student Award List
薈色園主辦可觀自然教育中心 暨天文館	「製作自動氣象儀」 工作坊（第三期）	優秀獎	6208 高國威 6220 唐桔

Organizing Party	Competition	Prize	Student Award List
香港數理教育學會	香港生物學素養競賽 (2025/2026)	First class honours	6409 徐子軒
		Merit	6213 凌志 6315 呂灝騫
奧冠教育中心	香港國際科學競賽初賽	金獎	3431 黃卓軒
		銀獎	2504 張立煒 2507 張雍聖 2526 黃子庭 3419 李綽謙 4414 李俊熹
		銅獎	2512 洪偉松 3508 何禮賢 3520 李泓羲
		優異獎	3407 馮君曜
		團體總成績獎(中學組) 季軍	代表隊

3.3.5 Domain: STREAM

Organizing Party	Competition	Prize	Student Award List
TECHBOB ACAMEDY	國際青少年創科 教育大賽 2025	無人機足球比賽（中學組）亞軍	2216 曾綽勤 2414 鄺靖鈞 2523 溫承晞 3117 黎柏樂 3225 莫俊軒 3401 陳卓霆
香港無人機運動總會	2025 國慶盃無人機 足球比賽	十六強	2414 鄺靖鈞 3101 蔡輝豪 3214 黃慶文 3225 莫俊軒
香港專業教育學院 （李惠利）	Drone Soccer Challenge Cup	2nd Runner Up	2216 曾綽勤 2414 鄺靖鈞 3214 黃慶文
WETD Robotics Limited	3rd Hong Kong Robo-One Light	Champion	2414 鄺靖鈞
		1st Runner Up	2216 曾綽勤
	Hong Kong RoboGames 2025	Champion	5426 余鎧政
		2nd Runner Up	3117 黎柏樂
Hong Kong Robotic Olympic Association	Hong Kong Robotic Olympiad 2026	伺服馬達重量級人型機械人武術比賽冠軍 伺服馬達輕量級人型機械人武術比賽冠軍 伺服馬達人型機械人-大亂鬥冠軍 伺服馬達人型機械人-接力賽亞軍 伺服馬達人型機械人-跑步賽亞軍 伺服馬達人型機械人-障礙比賽亞軍 伺服馬達人型機械人-冰壺亞軍 伺服馬達人型機械人-冰壺殿軍	1310 林孝淳 1312 勞家聰 1318 陸祉傑 1524 邵承祖 2216 曾綽勤 2414 鄺靖均 3101 蔡輝豪 3117 黎柏樂 3214 黃慶文 3225 莫俊軒 3401 陳卓霆

3.3.6 Domain: Digital Education

Organizing Party	Competition	Prize	Student Award List
PolyU Faculty Of Construction and Environment	Build A Smart City Competition 2025	Champion	6322 王子昊 6325 楊皓軒 6405 張皓雋 6414 黎卓言 6421 吳宇博
香港科技大學 綜合系統與設計學部	「穿越時空・創見未來」電影 《尋秦記》創科教育活動計劃	《尋秦記》 代表作大獎金獎	4227 黃政諺 4411 黎駿 4416 李子洛 4422 盧維朗
CUHK Jockey Club AI for the Future Project	AI Hackathon 2025	Bronze Award	5208 林偉諺 5220 邱正烈
大阪世博會	生命之光·數字 AI 青少年藝術展	數位藝術創新佳作	3412 林譯生
青年技能比賽常務委員會	2026 年全港少年技能競賽 平面設計科技(初中組)	季軍	3101 蔡輝豪

3.3.7 Domain: Humanities

Organizing Party	Competition	Prize	Student Award List
野外動向及香港地質學會	第三屆全港中學地質大搜查學界比賽	銀獎	6407 張珞芹 6203 張滿濠 6225 黃鈞揚
香港物流協會	「你眼中的物流」全港中學生 IG Reels 拍攝比賽 2025	亞軍	4207 陳彬源 4227 黃政諺 4305 張晉山 4309 傅柏軒 4312 林澤勤 4320 梁皓源
教育局	認識祖國地理科線上遊戲平台	嘉許狀	1218 黃梓滔 2219 楊焯喬

3.3.8 Domain: Physical Education

Organizing Party	Competition	Prize	Student Award List
香港國際武術精英賽委員會	2025 香港國際武術 精英賽	男子 A 組 南拳 亞軍 及 詠春拳 冠軍	3412 林譯生
國際武術聯合會 廣東省武術協會	2025 國際詠春拳大賽 (佛山)	詠春拳 冠軍	3412 林譯生
廣東省教育廳 廣東省體育局	粵港澳大灣區聯盟武術 邀請賽(廣東)	男子 A 組 南拳 季軍 及 南棍 季軍	3412 林譯生
廣東體育學院	首屆粵港澳大灣區(廣東) 東盟體育聯盟武術邀請賽	南拳規定競賽套路 季軍 南棍規定競賽套路 季軍	3412 林譯生
2025 香港國際武術精英賽 委員會	2025 香港國際武術 精英賽	男子 D 組初級槍術 一等獎 男子 D 組第一套國際規定競賽南拳 二等獎	2413 江偲煥
中國香港南北國術總會	2025 第 17 屆國際及全港 校際武術大賽	精英組長器械 冠軍 精英組青少年混合賽 亞軍 精英組短器械最高分獎 精英組長器械最高分獎	3412 林譯生

Organizing Party	Competition	Prize	Student Award List
國家體育總局武術運動管理中心及中國武術協會	第三屆粵港澳全民武術公開賽 (男子青年乙組)	第三套國際規定南刀 冠軍 第三套國際規定南棍 冠軍 第三套國際規定南拳 季軍 全能第六名	3412 林譯生
香港中國武術海外訓練學院	第二十一屆 香港國際武術節	M01 第三國際套路南拳 金牌 M01 第三國際套路南刀 金牌 M01 第三國際套路南棍 金牌	3412 林譯生
中國香港武術聯會	第二屆全港學界武術比賽	第三國際套路南刀 金獎	3412 林譯生
中國香港武術聯會	全港公開武術(競賽及傳統) 錦標賽	男子青年精英組南拳 亞軍	3412 林譯生
尚武武術文化中心	第三屆粵港澳全民武術公開賽	第三國際套路南拳 冠軍	3412 林譯生
元朗區體育會	2025 年度香港青少年分齡 田徑賽第七站	男子 U18 3000 米 第五名	王鏡喬 5223
		男子 U16 跳遠 第六名	高斯泓 3116
中國香港學界體育聯會	學界田徑比賽(第二組別)	男甲 1500 米 季軍	5223 王鏡喬
		男甲 5000 米 第六名	
		男甲 400 欄 季軍	6115 吳子顯
		男甲 110 欄 第七名	
		男甲跳遠 殿軍	5402 陳栢浩
		男乙標槍 冠軍	3129 黃文熙
		男乙鐵餅 亞軍	
		男乙跳遠 冠軍	3116 高斯泓
		男乙三級跳遠 冠軍	
		男乙 200 米 第七名	3109 何澤峯
南華體育會	南華第 76 屆學界田徑 香港青少年分齡賽 2025	男子乙組跳遠 亞軍	3116 高斯泓
		男子乙組三級跳遠 季軍	
		男子乙組標槍 冠軍	3129 黃文熙
飛達田徑會	香港青少年分齡賽 2025 第五站	男子 U16 組標槍 冠軍	3129 黃文熙
元朗體育會	香港青少年分齡賽 2025 第七站	男子 U16 組鐵餅 亞軍 男子 U16 組標槍 亞軍	3129 黃文熙
屈臣氏體育會	屈臣氏田徑會周年大賽 2025	男子 U16 組標槍 亞軍	3129 黃文熙
香港天主教教區中學聯會	香港天主教教區中學 第二十七屆聯校運動會	男甲 400 米欄 冠軍	吳子顯
		男甲 110 欄 季軍	
		男甲跳遠 第八名	陳栢浩
		男甲三級跳遠 第七名	
		男甲 1500 米 季軍	王鏡喬
		男乙 400 米 第七名	何澤峯

Organizing Party	Competition	Prize	Student Award List
香港天主教教區中學聯會 (續)	香港天主教教區中學 第二十七屆聯校運動會 (續)	男乙跳遠 冠軍 男乙三級跳遠 季軍	高斯泓
		男乙鐵餅 亞軍 男乙標槍 冠軍	黃文熙
		男丙鉛球 第八名	周俊諺
		男甲團體第六名	甲組隊員
		男乙團體第五名	乙組隊員
		總成績第九名	全體隊員
中國香港學界體育聯會	學界越野比賽(第三組別)	男甲 冠軍	王鏡喬
葵青區足球會	葵青區暑期足球賽 2025 (中學組)	殿軍	6216 聞人曉煒 5415 梁傲喬 5109 梁梓聰 3122 羅文彬 5105 周俊廷 4120 石梓鋒 5409 鄧樂軒 5125 余煜聲 5305 王震天 5307 黎灝 6425 王柏喬 6306 何栢勤 6121 姚文浩 5104 張殷齊 5401 區淦皓 6307 韓昊軒 5412 劉沛璋 5116 曹俊 5107 江文軒 5421 馬綽謙 5408 崔普琛 5207 葉梓朗 5322 陶明杰 5327 姚逸禮 4204 陳昊峯
中國香港學界體育聯會	中學校際游泳比賽 2025-2026	甲組 100 米蛙泳 亞軍 甲組 200 米蛙泳 亞軍	6308 顧錦豪
		甲組 50 米背泳 亞軍 甲組 100 米背泳 季軍	6316 雷鏊
		乙組 200 米蛙泳 冠軍 乙組 100 米蛙泳 殿軍	3403 陳見昇
		丙組 200 米個人混合泳 殿軍	1425 黃知行
		甲組 4x50 米混合接力 亞軍	5114 沈鈞皓 5324 黃捷程 6308 顧錦豪 6316 雷鏊
		丙組 4x50 米混合接力 亞軍	1425 黃知行 1505 陳梓康 2118 黃梓誠 2532 翁天朗

Organizing Party	Competition	Prize	Student Award List
康樂及文化事務署	觀塘區分齡游泳比賽 2025	男子青少年 G 組 50 米蝶泳季軍	2532 翁天朗
華青社區體育會	第十五屆華青社區體育會盃排球賽 U14 組	季軍	1110 郭柏希
康樂及文化事務署	2025 幼苗排球培訓計劃	男子初中組 季軍	1110 郭柏希
香港專業排球學校	區隊聯賽	冠軍	排球隊代表
佛山市禪城區 Mall 方體育薈	「大灣盃」跆拳道系列賽佛山站	少年組男子 45kg 第二名	2511 許子彥
中國香港跆拳道協會	香港跆拳道黑帶賽 2025	男子少年品段組 冠軍	3112 何諾賢
中國香港定向總會	學界定向比賽(中距離)	精英男子甲組 冠軍	王鏡喬
		精英男子丙組 第六名	黃梓誠
		精英男子甲組 季軍	甲組隊員
		精英男子丙組 亞軍	丙組隊員
		全港男子全場總季軍	全體隊員
	香港學界定向錦標賽(中距離) 2025/26	男子甲組-九龍區(初賽)第七名	5225 黃御僊
		男子丙組-九龍區(初賽)冠軍	2305 馮志權
		男子丙組-九龍區(初賽)季軍	1433 曾煜
		男子丙組-九龍區(初賽)第五名	2412 黃泳康
		男子丙組-九龍區(初賽)第六名及精英男子丙組(決賽)第六名	2118 黃梓誠
		男子丙組-九龍區(初賽)第十名	1519 馬崇謙
中國香港滑浪風帆會	2026 聯校滑浪風帆比賽	少年組亞軍	1426 黃子晉

3.3.9 Domain: Others

Organizing Party	Competition	Prize	Student Award List
學友社	傑出中學生領袖選舉 2025-2026	傑出中學生領袖獎	5415 梁傲喬
香港童軍總會 東九龍地域	東九龍地域步操及團呼比賽 2025	優異獎	4111 羅泳強 4123 黃子陽 3410 傅柏軒 3322 鄧銘浚 3320 吳卓翹 3311 林澤勤 3102 陳紀文 2311 何洛熙 2102 張浚庭
中業育才教育機構	第三屆國家安全青少年大使訓練計劃	畢業證書	4424 潘晨鋒 4432 袁禮信 5305 王震天
		最佳學員	4432 袁禮信
觀塘區學校聯會	中國象棋聯校比賽	中學組冠軍	6402 陳胤熹
天主教教育事務處	宗教教育獎	宗教教育獎	2316 蔡鉞, 4405 張恩諾

4 Report on the usage and effectiveness of the Expanded Operating Expenses Block Grant (EOEBG)

Domain	Usage	Effectiveness
School operation and management	<ol style="list-style-type: none"> 1. Frozen five Senior Graduate Master (SGM) posts to claim the cash grant under the Teacher Relief Grant (TRG), and recruited contract teachers and assistant teachers to alleviate teaching and administrative burdens on serving teachers, thereby enhancing classroom teaching quality. 2. Used administrative grants to employ clerical staff and janitors to handle daily school affairs, documentation, and campus maintenance, reducing teachers' administrative workload so they can focus on classroom teaching and student support. 3. Utilized the Composite Information Technology Grant and Information Technology Staffing Support Grant to hire dedicated technical support staff, and procured cybersecurity software/hardware, wireless network services, AI platform subscriptions, internet service maintenance, and broadband services to comprehensively support the digitalization of learning, teaching, and administrative management. 4. Upgraded and maintained the live streaming and recording systems in the School Hall and Campus TV station, improving the live stream quality and communication efficiency of mass programs of the school. 5. Organized diverse school promotion and community liaison activities, including School Information Day and Secondary School Experience Day; published publicity materials such as the School Profile and School Newsletters to strengthen communication with parents and the community. 	<ol style="list-style-type: none"> 1. Flexible deployment of the Teacher Relief Grant (TRG) to recruit contract teachers and assistant teachers effectively shared teaching and classroom support duties, lightened the burden on serving teachers, and further enhanced classroom teaching quality. 2. Elevated administrative efficiency and campus maintenance quality, offloading non-teaching duties so teachers could concentrate on classroom teaching and student support. 3. Continuously optimized IT staffing, AI platform subscriptions, and software/hardware configurations, supporting teachers in implementing digital learning, teaching, and help with digital administrative work enhancement, thereby boosting overall teaching and administrative performance. 4. Improved the production quality of Campus TV broadcasts, benefiting external promotion efforts; the overall quality and efficiency of mass programs of the school were also elevated through these upgraded systems. 5. Strengthened communication with the community and parents, built a positive school image, and established a solid foundation for student recruitment.
Domain	Usage	Effectiveness
Learning and teaching	<ol style="list-style-type: none"> 1. Purchased daily teaching consumables and supplies across subjects to support regular classroom teaching, including laboratory consumables for Science; paints, drawing paper, tools and printmaking materials for junior and senior secondary Visual Arts classes. 2. Introduced IT software and online 	<ol style="list-style-type: none"> 1. Ensured the smooth operation of regular classes and practical teaching across all subjects through the timely replenishment of consumables and other supplies, enhancing students' experiment-operating skills and artistic creation capabilities. 2. Introduced various specialized software

	<p>learning platforms, including the Hong Kong Education City (EdCity) ONLINE QUESTION BANK. Acquired VR/AR learning platform and online coding platforms for ICT; paid annual fees for the CEO-RMEs online platform for the Religious and Moral Education Department; and bought MathType software for Mathematics. All procurements aimed at supporting and supplementing daily multimodal teaching.</p> <ol style="list-style-type: none"> 3. Procured books, supplementary exercises, past examination papers and extended reading materials to support learning and teaching. 4. Procured a variety of teaching aids to enhance classroom interaction. For example, the Religious and Moral Education Department procured teaching resources related to “Spiritual Education,” while the Citizenship, Economics and Society Department introduced financial literacy board games and interactive online resources from publishers to increase students’ learning interest. 5. Purchased book vouchers and prizes to recognize students who demonstrated outstanding performance or significant improvement in subject activities, lessons, tests and examinations. 6. Subsidized students to participate in academic competitions and hired tutors to conduct workshops, encouraging students to step beyond the classroom and take part in diversified learning activities. For example, the English Department subsidized students to join the Speech Festival; the Chinese Department organized author talks; the Mathematics, Science and Physical Education Departments subsidized students to participate in relevant competitions; and additionally, STREAM education courses were offered for those capable and interested students. 7. Subsidized teachers to participate in professional training courses, seminars or workshops to enhance teaching professional capacity. For example, Religious and Moral Education teachers participated in the CEO-RMEs ‘Co- 	<p>and online platforms to increase teacher-student interaction and present abstract concepts in a more intuitive manner, enhancing students' self-directed learning capabilities and digital literacy.</p> <ol style="list-style-type: none"> 3. Relevant measures assisted students in consolidating subject knowledge, strengthening self study and examination skills and fostering a positive self-learning atmosphere. 4. Introduced relevant resources to increase classroom interaction and interest, enabling students to deepen their understanding of subject knowledge through experiential learning and cultivate life skills. 5. Established reward mechanisms to recognize students' efforts, boost their confidence and sense of achievement and foster a positive and proactive campus culture. 6. Broadened students' extracurricular learning experiences, cultivated cross-disciplinary problem-solving skills, and enabled them to unleash their potential and build self-confidence by subsidizing student participation in competitions as well as organizing workshops and lectures. 7. Supported teachers' continuous professional development, promoted peer exchange and advanced curriculum development and teaching innovation.
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	<p>journey Scheme’, while Geography teachers joined professional field trip workshops organized by publishers.</p> <p>8. Subsidized teachers to participate in professional training courses, seminars or workshops to enhance teaching professional capacity. For example, Religious and Moral Education teachers participated in the CEO-RMEs ‘Co-journey Scheme’, while Geography teachers joined professional field trip workshops organized by publishers.</p>	<p>8. Organized local and overseas study tours to deepen students’ understanding of subject knowledge and national identity, while cultivating environmental awareness and a sense of social responsibility.</p>
Domain	Usage	Effectiveness
Student support	<ol style="list-style-type: none"> Hired professional sports coaches to provide specialized training for students, including basketball, athletics, table tennis, and badminton, thereby elevating athletic skills and competitive performance standards. Appointed professional music instructors to conduct wind band instrument classes and ensemble training, systematically nurturing students' musical talents. Implemented the “Mentorship Program” and the “Practical Work Scheme” to provide students with career planning guidance and workplace experience, assisting them in exploring diverse pathways. Supported the Discipline Committee in implementing the Inter-Class Punctuality Award and Attendance Incentive Scheme, procuring prizes to commend students who achieve a full-year record of “zero lateness and zero absence,” thereby cultivating habits of punctuality and self-discipline. Subsidized coach charter fees for counseling activities to facilitate students’ participation in off-campus experiences; while concurrently procure prizes for “Abide by the Law, Be a Good Citizen” scheme to complement the school-based Positive Behavior Reward 	<ol style="list-style-type: none"> Enhanced students’ athletic skills and physical fitness. The school basketball team competed competes in Division 1 of the Hong Kong Schools Sports Federation, demonstrating strong competitive performance and team spirit. Enhanced members’ instrumental performance skills, strengthened the wind band’s ensemble cohesion and performance standards. The wind band won the Gold Award at the 2025 Hong Kong Youth Music Interflows Wind Band Contest (Secondary School Junior Section), and achieved three Gold Awards and three Silver Awards at the 2026 Hong Kong Joint School Music Competition. Through the “Practical Work Scheme” and exchanges with workplace mentors, students gained an understanding of industry operations and prospects, reduced their confusion about further studies and employment, and were assisted in establishing clear directions for academic advancement and career planning. By implementing the Inter-Class Punctuality Award and the Full-Year Perfect Attendance Award (no lateness, no absence), students were encouraged to practice punctuality and self-discipline, gradually developing good habits of respecting the importance of punctuality and fulfilling responsibilities. The related reward schemes, through positive encouragement, enhanced students’ awareness of law-abiding behavior, self-discipline, and civic responsibility. Counseling activities and local off-campus experiences also

	<p>Scheme, fostering students' awareness of the rule of law and the development of good character.</p> <p>6. Subsidized the Gifted & Talented Students Support Committee to hire specialized instructors, purchase advanced courses, and procure experimental and creative materials, while sponsoring student participation in various STREAM and robotic creation competitions.</p>	<p>enabled students to learn inclusiveness and teamwork through practice.</p> <p>6. Students of different forms learned design, operation, and control through robotics classes, thereby enhancing communication, collaboration, creativity, and problem-solving skills. The team participated in multiple local and international competitions: humanoid robots won 38th and 48th place at the Robo-One competition in Japan; in Robotic Olympiad, the team captured two championships, five runner-up titles, and two third-place finishes, and was set to represent the school in the international contest; members of the drone soccer team represented Hong Kong at the National Games and achieved commendable results, while also securing second and third place at the International Youth Innovation and Technology Competition. Additionally, Form Two student Kwong Ching-Kwan earned the 'Super Pilot' and 'Super Striker' awards at the Greater Bay Area competition.</p>
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