



SHUNG TAK CATHOLIC ENGLISH COLLEGE

SCHOOL REPORT

2024-2025

Ora et Labora

天主教崇德英文書院



Table of Contents

1. Our School	3
2. Achievements and Reflection on Major Concerns; Feedback and Follow-up	6
3. Student Performance	19
4. Financial Summary.....	27
5. Appendix	
1. Report on Use of Capacity Enhancement Grant 2024-2025.....	28
2. Report on the Promotion of Sports Ambience and MVP60 in Schools.....	28
3. Report on the Use of Promotion of Reading Grant 2024-2025.....	29
4. School-based After-school Learning and Support Programmes 2024/25 s.y	30
5. Report on the Use of Student Activities Support Grant.....	31
6. Report on the Use of the Diversity Learning Grant – Other Programmes	33
7. Report on the Use of Learning Support Grant for Secondary School	36
8. Report on the Use of the Life-wide Learning Grant.....	41
9. 「公民與社會發展科津貼」運用報告	45
10. Report on the Use of IT Innovation Lab in Secondary School.....	46
11. Report on Sister School Exchange.....	47
12. Report on the Use of the “One-off Grant for Mental Health at School”	49
13. Report on the Use of the “One-off Grant for Mental Health of Parents and Students”	50
14. Report on the Use of One-off Grant on Parent Education.....	51
15. 推廣中華文化體驗活動一筆過津活 2024-2025報告	51
16. 2024-2025 加強支援非華語學生的中文學與教額外撥款報告.....	52

1. Our School

School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

Mission Statement

We follow our school motto ‘Ora et Labora’ (Pray and Work): to empower our students to do their best in academic pursuits and glorify the Creator with their work. We provide quality education to prepare students to become bilingual, independent thinking and socially aware citizens who play a positive role in the ever-changing, culturally diverse and challenging world.

School Motto

‘Ora et Labora’ is our school’s motto and is translated as ‘Pray and work’.

This motto encompasses the spirit of St. Benedict’s Rule. Benedict viewed prayer and work as partners, and believed in combining contemplation with action. They underline two values, which are basic to the ideals and traditions of our school. The first word emphasises our relationship with God. We believe that the basis of real respect for our fellowmen is an acknowledgement of our common brotherhood, as children of the same Father. The second word is a constant reminder to us that if we wish to achieve anything worthwhile in life, in our studies, work, games, and in life, we must be willing to make an honest effort to achieve it. We all share an obligation to society to do our work as well as we can.

Five Core Values

Our school, as a Catholic School, in our vision and mission, shall uphold and pass on the core values of ‘Truth’, ‘Justice’, ‘Love’, ‘Life’, and ‘Family’ to young people to prepare them for their life and future responsibilities.

Our School cultivates the above core values by –

1. upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School’s vision and mission, in the awareness that the success of education depends on the joint effort of all parties concerned;
2. providing a family environment imbued with mutual trust and love in the School; and
3. incorporating in the formal school curriculum Religious Education courses designed by the School Sponsoring Body, and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and pupils.

School Core Values

Shung Tak’s core values lie in loyalty to the vision, mission, goals, and fundamental purpose of our Sponsoring Body, the Catholic Church and the Catholic core values of **Truth, Justice, Love, Life and Family**. We are committed to the growth of the whole person as we gratefully share God’s gifts as we work together for the common good of all. We facilitate dynamic learning environments where individuals are challenged to reach their potential so that in all things God may be glorified and we Glorify God. We focus on:

Service

We believe in unselfish service for it is through this that we can achieve the common good of society which is at the heart of education. We work towards a greater understanding of ‘service’ which manifest a strong sense of responsibility, accountability, competence, and professionalism.

Excellence

We work to achieve the highest standards of academic excellence. We are committed to regularly re-examining and strengthening our teaching to make it relevant and responsive to learner needs and the changing times. We strive to develop in teachers the professional competencies expected of them.

Discipline

In order to create an environment conducive to learning and teaching, norms of conduct are expected of members of our community. These regulations help govern the behaviour that helps our school to function effectively, and help maintain a healthy school atmosphere beneficial to the promotion and preservation of effective learning and teaching.

Commitment

We endeavour to provide a variety of learning experiences as we feel having this breadth and depth will not only reinforce classroom learning but also enable students to find their strengths. These programmes also contribute to students who are well rounded.

School Governance

Our school is managed by the Incorporated Management Committee, which comprises sponsoring body managers, the principal, a parent manager, a teacher manager, an alumni manager and an independent manager. Collective participation of the different stakeholders helps our school to enhance transparency and accountability of school governance. It also ensures the objectivity and fairness of administrative management. Integrity is the spirit of school-based-management and is crucial to the smooth operation of the IMC and the school. The school also believes in distributive leadership and has set up a School Development Committee comprising of middle managers who provide advice and support to the Principal in the formulation of school-based plans to facilitate the day-to-day smooth running of the school.

School Goals

Related to Outcomes for Students

- ✧ Help students build a strong foundation of literacy and numeracy.
- ✧ Ensure that students acquire basic knowledge and develop independent thinking.
- ✧ Develop students' ability to use English and Chinese as a successful tool of learning and communication.
- ✧ Equip students with the knowledge and skills required to meet the challenges of a dynamic and changing world.
- ✧ Develop students' capabilities in analysis, judgment, problem solving and decision-making.
- ✧ Unleash the individual potential of students and foster a spirit of cooperation and service so that they are able to develop a sense of morality.
- ✧ Enhance students' leadership skills and the readiness to accept different views.
- ✧ Promote conscientiousness, civic-mindedness, and good interpersonal relationships both on the campus and outside school.
- ✧ Raise students' self-esteem and self-respect in the process of learning that ultimately leads to higher learning autonomy.
- ✧ Help students establish their identities, values, and goals in life.

Related to Learning Experiences for Students

- ✧ Provide a learning environment that enables students to appreciate the beauty of life and build a positive attitude towards life.
- ✧ Provide a learning environment conducive to enhancing students' interactive skills in group discussion, project work, and interviews with peers, schoolmates, and those in authority.
- ✧ Provide freedom and support in students' choice of interests and pursuits in academic, social, aesthetic, and religious aspects.
- ✧ Provide varied learning opportunities for students to develop their personal talents, qualities, and abilities through the study of different subjects.
- ✧ Provide co-curricular activities to meet the various needs of students so as to develop their leadership, potential, incentive, initiative, and cooperation.
- ✧ Help students think logically, independently, and creatively, make rational decisions and solve problems independently.
- ✧ Stimulate students' interest in learning to enable them to cultivate self-motivation, self-evaluation, self-respect, and self-discipline.
- ✧ Encourage students to participate in community service so as to cultivate responsibility and willingness to assist.
- ✧ Encourage students to build up a sense of belonging, behave well in public, and achieve good academic results so as to promote the school image.

Related to Provision of Resources

- ✧ Update school resources to help teachers and students meet varied needs.
- ✧ Provide sufficient reference books, equipment, and information technology aids to facilitate efficient and interesting teaching.

- ✧ Provide students with well-equipped facilities to strike a balance between academic work and co-curricular activities.
- ✧ Provide diversified modern technological knowledge to help both teachers and students adapt easily to the ever-changing world.
- ✧ Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students and improve their sense of belonging.
- ✧ Improve the facilities and environment of the libraries as learning centres to promote students' reading interest and self-learning ability.
- ✧ Manage the existing school resources systematically and efficiently.
- ✧ Improve the facilities and furniture in the staff room, classrooms, as well as special rooms.
- ✧ Promote the appropriate use of the community and its members as a school resource.

Related to Management of School

- ✧ Evaluate the performance of the students in academic, cultural, and moral aspects.
- ✧ Encourage cooperation for a harmonious and congenial atmosphere among all school members.
- ✧ Carry out school policies thoroughly, consistently, and perseveringly.
- ✧ Provide communication channels among school managers, teachers, administrative staff, parents, and students to continue improving relationships among them.
- ✧ Provide opportunities to teachers, parents, and students for decision-making leading to improvement of the school administration.
- ✧ Formulate school policies in line with our needs and to work towards the glory of God, our Creator.
- ✧ Develop a democratic, systematic, fair, and transparent working system.
- ✧ Identify posts and responsibilities clearly and allocate them fairly among staff.
- ✧ Develop a fair system for substitution, invigilation, lesson, and duty allocation.
- ✧ Assign teachers to teach subjects they are proficient and qualified to teach so as to achieve better teaching and learning effectiveness.
- ✧ Encourage teachers' participation in in-service training in relevant disciplines.
- ✧ Develop evaluation techniques for staff performance so as to improve the quality of learning and teaching.

Number of School Days

- ✧ The total number of school days was 191.

Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and Life and Society / Citizenship and Social Development in 20243-20254 was as follows:

<i>KLA</i>	<i>English Language Education</i>	<i>Chinese Language Education</i>	<i>Mathematics Education</i>	<i>L & S/ Citizenship and Social Development</i>	<i>PSH Education</i>	<i>Science Education</i>	<i>Technology Education</i>	<i>Art Education</i>	<i>Physical Education</i>
<i>S1</i>	18.4%	17.3%	14.3%	3.1%	16.3%	10.2%	8.2%	8.2%	4.1%
<i>S2</i>	18.4%	17.3%	14.3%	3.1%	16.3%	10.2%	8.2%	8.2%	4.1%
<i>S3</i>	18.4%	17.3%	14.3%	4.1%	16.3%	12.2%	6.1%	7.1%	4.1%
<i>S4</i>	18.4%	16.3%	14.3%	6.1%	40.8%				4.1%
<i>S5</i>	18.4%	16.3%	14.3%	6.1%	40.8%				4.1%
<i>S6</i>	18.4%	16.3%	14.3%	12.2%	34.7%				4.1%

Class Organisation and Enrolment

The school reopened on 2nd September 2024, with a total number of 673 students in twenty-four classes. There were four classes in S1, 2, 3, 4, 5, and 6. The breakdown of the enrolment number was as follows:

<i>Secondary</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Total</i>
<i>No. of classes</i>	4	4	4	4	4	4	24
<i>Enrolment</i>	132	126	112	100	102	101	673

Students' Attendance

Students' attendance was satisfactory, with the average rate being 97.2%.

<i>Secondary</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>	<i>Six</i>	<i>Total</i>
<i>Attendance rate</i>	98.3%	98.2%	98.2%	98.2%	97.5%	96.9%	98.0%

Catholic students

The number of Catholic students was 46 making up 6.8% of the total student population.

Staff

The total number of staff at the school is 82. This includes the Principal, teaching staff, support staff made up of laboratory technicians, teaching assistants, administrative support staff, and janitorial staff.

The turnover rate is slightly lower than that of the previous year. The colleagues that have chosen to depart have not been those that have been with the School for a long time and perhaps points to the possibility of newer colleagues not being able to find a great enough sense of belonging to the School. In general though, the overall sense of belonging of colleagues in School is acceptable with colleagues with a tenure of four or more years opting to remain with us.

School Formal Curriculum for 20243-20254

<i>KLA</i>	<i>Subjects</i>	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>
<i>English Language Education</i>	<i>English Language</i>	✓	✓	✓	✓	✓	✓
<i>Chinese Language Education</i>	<i>Chinese Language</i>	✓	✓	✓	✓	✓	✓
	<i>Chinese Literature</i>				✓	✓	✓
	<i>Putonghua</i>	✓	✓	✓			
<i>Mathematics Education</i>	<i>Mathematics</i>	✓	✓	✓	✓	✓	✓
	<i>Mathematics Modules I & II</i>				✓	✓	✓
<i>Science Education</i>	<i>Integrated Science</i>	✓	✓				
	<i>Biology</i>			✓	✓	✓	✓
	<i>Chemistry</i>			✓	✓	✓	✓
	<i>Physics</i>			✓	✓	✓	✓
<i>Technology Education</i>	<i>Business Fundamentals</i>			✓			
	<i>BAFS</i>				✓	✓	✓
	<i>Computer Literacy / ICT</i>	✓	✓	✓	✓	✓	✓
	<i>Technology and Living</i>	✓	✓				
<i>Personal Social and Humanities Education</i>	<i>Chinese History</i>	✓	✓	✓	✓	✓	✓
	<i>Economics</i>				✓	✓	✓
	<i>Geography</i>	✓	✓	✓	✓	✓	✓
	<i>History</i>	✓	✓	✓	✓	✓	✓
	<i>Life and Society</i>	✓	✓	✓	✓	✓	✓
	<i>Citizenship and Social Development</i>	✓	✓	✓	✓	✓	✓
<i>Art Education</i>	<i>Music</i>	✓	✓	✓			
	<i>Visual Arts</i>	✓	✓	✓	✓	✓	✓
<i>Physical Education</i>	<i>Physical Education</i>	✓	✓	✓	✓	✓	✓
<i>Applied Learning</i>						✓	✓

2. Achievements and Reflection on Major Concerns; Feedback on Future Planning

Major Concern 1:

To cultivate students' positive values and attitudes through promoting a school-based values education curriculum.

ACHIEVEMENTS

As a Catholic school dedicated to developing students with a well-balanced character and a value systems compatible with Catholicism, values education remains at the core of our teaching and learning philosophy. The School has reviewed and revised its existing curriculum to integrate positive values and attitudes, ensuring consistent reinforcement throughout daily learning and teaching practices.

In response to the critical importance of developing values education, Shung Tak Catholic English College (STC) has designed a comprehensive Values Education Framework. Guided by our motto 'Ora et Labora' (Pray and Work) and our Catholic core values, the school aims to cultivate six core character traits across the six-year secondary education journey here at STC: Kindness, Compassion, Discernment, Responsibility, Servant Leadership, and Gratitude. Beginning in Secondary One, each character trait is systematically explored and emphasised. We endeavour to provide opportunities to cultivate positive values through various subject-based activities in an environment where students are encouraged to strive for their fullest potential.

This structured approach builds a strong foundation in values education over six years, effectively integrating the Five Catholic Core Values with the Education Bureau's 12 Priority Values and Attitudes.

All subject panels and different committees contributed to promoting values education in daily teaching and learning. In the following paragraphs, we explore some of our actions and achievements in striving to implement and realise our tailored Values Education Framework.

Secondary One – Kindness

During the 2024-25 academic year, STC successfully implemented comprehensive kindness-focused values education elements across all S1 classes. Through carefully designed cross-curricular activities and experiential learning opportunities, our Shungtakians demonstrated remarkable growth in understanding and practicing kindness within their school community and beyond.

Our English Department provided authentic platforms for students to explore kindness through creative expression and community engagement. Students incorporated compassion and kindness into their drama competition scripts, participated in the Tung Wah Group of Hospitals 'Good People, Good Deeds' writing competition, and addressed bullying through persuasive letter writing. These activities enabled students to articulate their understanding of kindness while developing critical thinking about social responsibility.

The Chinese Language curriculum deepened students' appreciation for traditional moral values through classical texts. Students engaged in role-playing, poetry recitation, and reflective writing that reinforced the concept of 'loving one another'.

In Citizenship, Economics and Society and in collaboration with Putonghua and Visual Arts Departments, students completed comprehensive research projects on Hong Kong's multicultural integration policies. Through field investigations and data collection, students developed empathy for diverse communities while building national identity and civic responsibility while engaging in holistic learning experiences and experiencing cross-curricular collaboration.

Our Service Learning and Moral & Civic Education Committee initiatives provided direct community engagement opportunities. During Volunteer Day activities serving individuals with disabilities and the elderly, previously passive students became actively engaged, demonstrating genuine care for others. The transformation in student attitudes highlighted the practical application of kindness.

The Pastoral Care & Religious Education Committee effectively integrated Catholic values through engaging activities such as the S1 Orientation Gathering, Religious Day pilgrimage, and Christmas Card Competition. Student reflections showed a growing understanding of the Catholic faith and school mission, with these activities fostering a sense of belonging and promoting acts of kindness among new students.

Geography lessons connected kindness to environmental stewardship and disaster response. The urban field trip particularly enhanced students' empathy for those facing housing challenges, with many expressing gratitude for their own circumstances. While through STEM Education, students created LED light stands as gifts, researching kindness concepts and translating them into tangible expressions of care.

Student Activities Committee initiatives, including S1 Class Activity Day and Orientation activities, achieved exceptional results with 95% of students reporting their willingness to help others.

Secondary Two - Compassion

One of the English Department's activities took the entire S2 cohort out of their classroom's and visited Crossroads International to participate in the 'Struggle for Survival' experiential learning activity. This transformative simulation placed students into poverty-stricken family groups, requiring physical labour for survival, getting a true taste of what it is like to live in extreme poverty. Students consolidated their profound experiences through group projects and presentations, articulating reflections on poverty and proposing concrete solutions for societal challenges. Through this experience, students were given the opportunity to explore and develop true compassion for those less fortunate around us.

The Putonghua Department facilitated meaningful engagement through film appreciation of '人在囧途', where students reflected deeply on the concept that 'true compassion exists in the world'. Their serious engagement and profound reflections demonstrated understanding that compassion represents love for strangers and should be cultivated in everyone's heart.

The Pastoral Care & Religious Education Committee deepened students' understanding by encouraging them to view responsibility through Jesus' perspective. The S2 Religious Day visit to St. Jerome's Church nurtured compassion through exploring the saint's life. Additionally, the Diocesan Walkathon showcased remarkable dedication, with 20 students creating personal fundraising pages to support Tung Chung church construction and Catholic cemetery maintenance.

The collaborative study of St. Ignatius of Loyola between the RE and History Departments exemplified effective interdisciplinary learning, where students analysed the saint's care for the poor during Counter-Reformation studies, drawing personal takeaways about demonstrating compassion in contemporary contexts.

The Service Learning and Moral & Civic Education Committee orchestrated comprehensive community engagement programmes. The volunteer skills training session and Volunteer Day activities serving ethnic minority children and elderly populations in Yuen Long, Hung Shui Kiu, and Tuen Mun challenged students to work across language barriers and cultural differences. Despite initial difficulties, students demonstrated remarkable enthusiasm and dedication while showing compassion for those in need.

Secondary Three - Discernment

The Mathematics Department exemplified practical discernment education through comprehensive examination of statistical manipulation. Students explored measures of central tendency, learning how means, medians, and modes can be misused to support biased agendas. Through engaging case studies and real-world examples, students developed critical evaluation skills essential for analysing information they encounter daily.

The Business Fundamentals and Computer Literacy project successfully integrated Corporate Social Responsibility concepts, reflecting modern business practices where companies balance profit with social responsibility. Students demonstrated discernment by creating video advertisements that showcased understanding of marketing strategies while considering ethical implications of business decisions.

The Service Learning and Moral & Civic Education Committee provided exceptional opportunities for developing legal discernment. A group of students visited Tuen Mun Magistrates' Courts, deepening their understanding of the judicial processes and enhancing their analytical capabilities. Furthermore, the Mock Trial team's workshop allowed participants to reflect on their experiences and sharpen critical thinking skills under the guidance of their mentor from the legal field. Particularly noteworthy was the Hong Kong Interschool Mediation Tournament, where two S3 students secured the Best Summarising Prize and Best Teamwork Prize, significantly strengthening students' discernment and critical thinking abilities.

The Careers and Life Planning Committee implemented a comprehensive five-session programme helping students make informed elective subject choices based on personal interests and abilities. Student readiness ratings improved significantly from 4.61 to 5.22 on a 7-point scale, indicating enhanced confidence in decision-making processes.

Secondary Four - Responsibility

In Chinese Language lessons, students studied model essays that emphasised caring for the nation and facing adversity with courage. Through group discussions, presentations, and reflective writing, they connected Confucian virtues with modern notions of cultural preservation and civic duty.

The English Department tasked S4 learners with writing to a council election committee about candidates' poster designs, prompting analysis of public office responsibilities. A reading passage on sustainable fashion encouraged students to consider corporate social responsibility beyond individual duty. And as part of the S4 Excursion project to Tai Kwun, students were given the opportunity to consider the different levels of responsibility for different groupmates. These responsibilities included that of a group member, a tour leader, as well as a local citizen.

Geography lessons combined fieldwork with service learning. Students studied local river and coastal ecosystems, then planned and executed beach cleanups during the Easter holiday. Their videos documenting these efforts showcased environmental protection, ocean conservation, and personal accountability.

The Communications & Public Relations Committee highlighted responsibility during School Ambassadors Training. Fourteen S4 Ambassadors led activities, campus tours, and co-facilitated training sessions, mentoring younger students. During Info Day and inter-school competitions, S4 leaders ensured seamless coordination, earning 100% visitor satisfaction for reliability and helpfulness.

Beyond the classroom, a group of students joined the Christmas Carols for the Sick organised by the Tuen Mun Hospital Catholic Pastoral Care Unit, visiting patients in the wards to sing hymns and carols that brought comfort and joy. The smiles from the sick children deepened students' sense of responsibility to show love and care for others, reinforcing the spirit of Christmas and the importance of spreading joy and compassion; a student's reflection was later shared on the school website. In the same spirit, students served at the Volunteer Service for the Elderly Easter Luncheon, co-organised by the Pastoral Care & Religious Education Committee and the Service Learning and Moral and Civic Education Department, directly demonstrating social responsibility and care for the community through intergenerational service.

Secondary Five - Servant Leadership

The English Department integrated servant leadership into School-Based Assessment (SBA) topics, focusing on empathy and prioritizing others' needs in decision-making. Through Multi-Modal Assignments (MMA), students wrote essays exploring how their leadership actions could positively impact their peers. By taking on leadership roles in their study groups, students gained practical opportunities to demonstrate leadership skills and serve their classmates effectively.

In Citizenship and Social Development, students made use of their field study to learn about servant leadership. In the three-day field study to Huizhou and Shenzhen, students examined national initiatives for nurturing future leaders, with students submitting analytical reports demonstrating sophisticated understanding of public service principles.

The Careers and Life Planning Committee arranged reflective workshops where S5 students reviewed their social service participation, linking their experiences to servant leadership and community contribution.

The Service Learning and Moral & Civic Education Committee embarked on notable initiatives to promote servant leadership among S5 students. A volunteer training workshop and a community service day were held, focusing on serving individuals with disabilities and the elderly in areas like Hung Shui Kiu and Tuen Mun. These activities challenged students to work across language and cultural barriers, demonstrating dedication and genuine care for vulnerable populations. Further experiential learning was offered through the JC Volunteer Leadership Training Programme. The programme included gatherings, visits, and a human library session, facilitating critical reflections on public service and civic responsibilities. As part of this, students collaboratively designed activities promoting sustainable development, tying servant leadership with global citizenship.

The scale of student commitment is highlighted by the total volunteer hours logged; in 2024-25, 672 students contributed over 6,800 hours of service, reflecting a strong culture of leadership through service.

The Student Activities Committee supported S5 students to design and run mentorship programmes for junior students in academic subjects and co-curricular activities, embodying servant leadership through peer support.

Senior students assumed key roles as Students' Union members, club chairpersons, and house captains. More than 90% of executive positions were held by S4 and S5 students, with 94% of peers satisfied with Students' Union's performance. Leadership training programmes enhanced collaboration and community-awareness skills.

Secondary Six - Gratitude

The Business, Accounting, and Financial Studies (BAFS) Department integrated gratitude into the study of Hong Kong's economic interdependence with Mainland China. Through analysis of CEPA, cross-border trade flows, and Hong Kong's role as a financial hub, students gained insight into mutual growth opportunities and articulated genuine appreciation for economic partnerships.

The English curriculum included multiple values-themed writing tasks across grade levels culminating in S6 reflective exercises on gratitude. Students composed letters expressing thanks to those who supported their educational and personal development during key events such as an S6 Disneyland excursion.

Economics classes complemented this by examining historical policy decisions and the deeds of past generations. Students explored government initiatives that fostered economic growth, reinforcing their sense of duty as future contributors to society's wellbeing.

The Pastoral Care & Religious Education Committee held a Thanksgiving Prayer Service for our S6 students as they prepared to leave the school and face the public examinations. Officiated by Sr. Michelle and attended by both teachers and students, the ceremony provided a heartfelt moment of reflection and gratitude.

The Guidance, SEN, and Counselling Committee trained Guide Light members, a student group trained to provide peer support and promote emotional well-being, prepared thoughtful gifts for S6 students, which were presented during the Thanksgiving Prayer Service, expressing their gratitude towards graduating students but also cultivating a culture of appreciation and care.

The Student Activities Committee orchestrated meaningful events to embody gratitude in action. On 14 February – the final day for S6 – peers from all year levels collaborated to create handcrafted gifts and personalised messages for our graduates. During the S6 Graduation Dinner on 13 June, students, teachers, and staff gathered to share memories, express thanks, and reinforce community bonds.

Assessment Results

The annual plan's Success Criteria were refined during implementation to provide greater specificity and alignment with the STC Values Education Framework. A student survey was introduced, with reference to the APASO design, comprising 20–30 questions to assess each Character Trait. In parallel, APASO III was adopted as an objective tool to measure students' performance in integrating the EDB's 12 Priority Values, as recommended by the APASO system. The APASO III results are presented in the next section.

School-Based Values Education Survey

The results shown below demonstrate encouraging outcomes in the first year of implementation.

Level	Focus Character Trait	Average Score [Scale: Extremely Disagree 1, Extremely Agree 6]
S1	Kindness	5.06
S2	Compassion	4.86
S3	Discernment	4.99
S4	Responsibility	4.61
S5	Servant Leadership	4.77

Overall Values Education Effectiveness

Item	Agree	Disagree	Average [Extremely Disagree 1, Extremely Agree 6]
I believe that the school's values education activities have helped me develop more correct values and attitudes.	92.8%	7.2%	4.80
I am satisfied with the school's values education programmes.	92.3%	7.7%	4.82

Integration of EDB's 12 Priority Values

The school seamlessly weaved the Education Bureau's 12 Priority Values and Attitudes, alongside our six core character traits, into a rich tapestry of learning activities, fostering students' personal growth and social responsibility.

The English Department embedded values into co-curricular activities. The S4 Debating Competition explored digital citizenship, encouraging empathy, responsibility, and unity as students respectfully debated diverse perspectives. STC Postcard Day engaged the entire school in writing messages of gratitude and support, nurturing caring relationships. During Operation Santa Claus (OSC), student organisers demonstrated diligence, integrity, and unity while fundraising for disadvantaged communities. OSC Organising Committee members exemplified servant leadership through selfless coordination.

The Integrated Science Department collaborated with Ocean Park's Panda Conservation Alliance, involving 40 S1-S3 students in wildlife protection initiatives to instil responsibility and care for nature. The Environmental and Health Committee championed sustainability through recycling drives, leftover food collections, Health Ambassador training, classroom cleaning, and exhibitions on anti-smoking and organ donation. These efforts cultivated environmental stewardship, health awareness, and social responsibility.

A joint Music, Biology, and Geography tour to Okinawa blended academic learning with personal development. Coastal site visits deepened students' understanding of environmental protection, while daily routines reinforced punctuality, cooperation, and respect for local culture. This immersive experience fostered perseverance, cultural appreciation, and environmental responsibility.

Class Teacher Thematic Sharing sessions focused on mental wellness, self-management, and online etiquette, promoting self-discipline and positive attitudes. Guide Light peer mentors, trained at Lingnan University, led S1 adjustment sessions and prepared gifts for S6 graduates, embodying servant leadership and gratitude. These initiatives strengthened students' sense of belonging, emotional resilience, and mutual support.

The Service Learning and Moral & Civic Education Committee integrated core traits and Priority Values through creative activities. First-term board decoration competitions on Kindness and Responsibility sparked collaboration and empathy. The Kindest Student Election promoted integrity and fairness. Fundraising events, including Dress Casual Day (HK\$8,340.70) and Caritas Bazaar (HK\$11,913.50), taught financial stewardship and compassion. While Community Chest flag selling days reinforced diligence and perseverance despite logistical challenges.

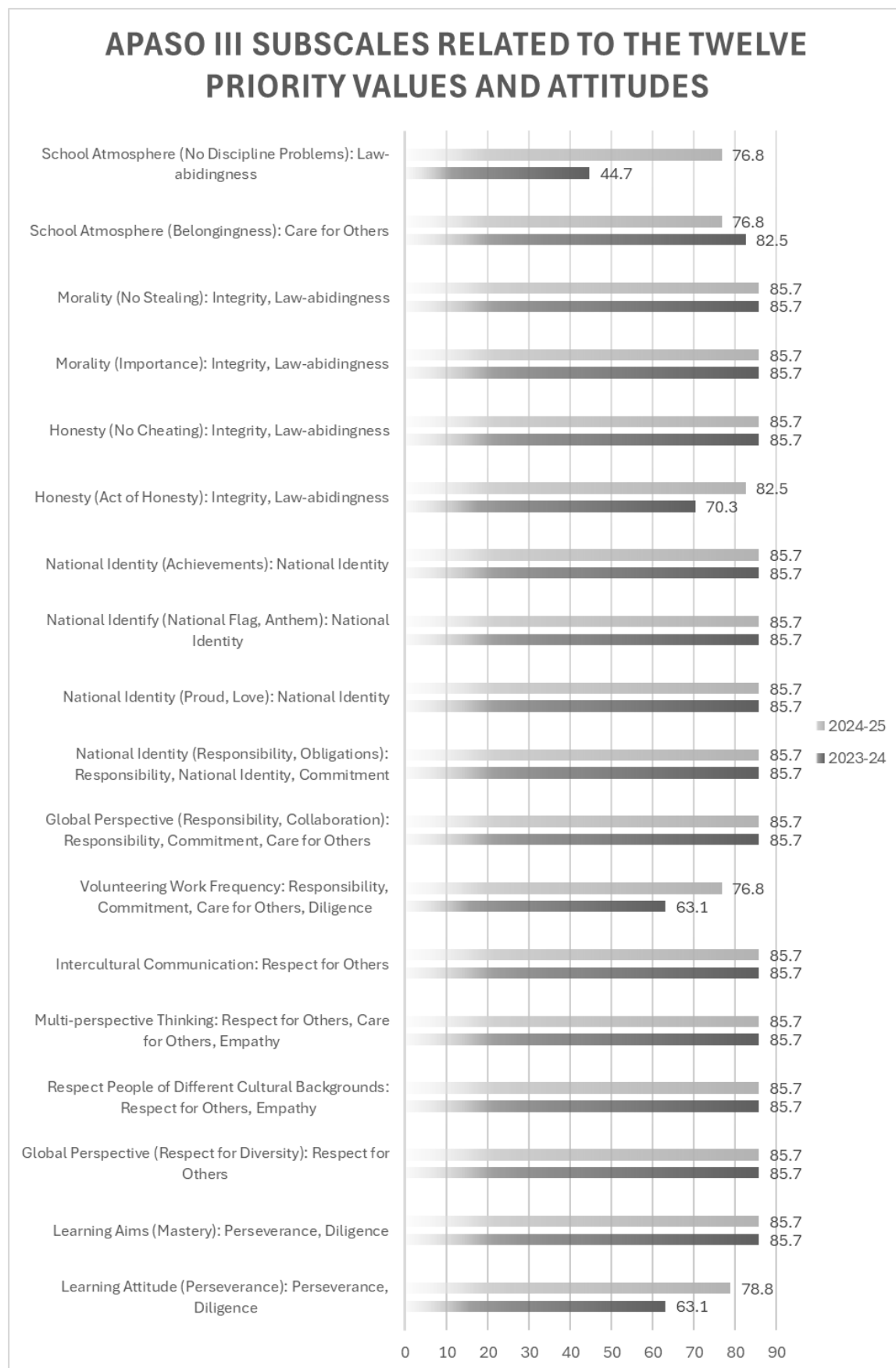
External volunteer initiatives deepened servant leadership and compassion. Examples of these initiatives saw eight student tutors lead online English classes for children in Tung Chung and Tsuen Wan; Fourteen science students supported the CUHK Jockey Club Children's Eye Care Programme, enhancing community wellbeing; and Ten Shungtakians dedicated over 28 hours each to the Pay Love Forward tutoring programme. Furthermore, engagement with the elderly through the Opportunities for the Elderly Project and New Sports Day fostered intergenerational respect and solidarity.

Special workshops enriched social awareness. A life education talk by a speaker with disabilities cultivated empathy, while Side by Side's courtroom simulation introduced judicial responsibilities. World Vision's 'War Innocents' workshop inspired gratitude for peace. Fifteen Other Learning Experience (OLE) sessions held throughout the year equipped students with volunteer skills, reinforcing servant leadership, compassion, and gratitude.

Beyond our borders, the Jiangmen Service Tour combined cultural exploration with community service at a leprosy village. Twenty-six participants learned about historical challenges and practised servant leadership through elder interactions, informing future steps and decisions.

The Religious Education Committee aligned pastoral work with the Values Education Framework. Morning sharing themes and prayer services were guided by paired character strengths, ensuring intentional values integration. Key liturgical events – Opening Prayer Service, 65th Anniversary Thanksgiving, Advent and Lenten programmes, and Ss. Peter and Paul Feast Day – emphasised gratitude, compassion, sacrifice, and hope. Student reflections shared online highlighted the transformative impact of faith-based values in their daily life.

APASO-III Assessment Results



Students at STC demonstrated marked strengths and targeted growth across the APASO-III subscales for 2023-24 versus 2024-25. Students excel in diversity respect, national identity, and moral values, and they significantly increased perseverance, service engagement, honesty, and law abidingness.

REFLECTION

- ◆ Our six-year Values Education Framework has effectively integrated core virtues into academic and co-curricular learning, as shown by high participation rates and enthusiastic student engagement.
- ◆ Experiential and faith-based activities reinforced Catholic and EDB Priority Values, deepening students' moral awareness and spiritual growth.
- ◆ Significant improvements in perseverance, volunteering frequency, honesty, and discipline reflect the success of service-learning and ethical instruction.
- ◆ Cross-disciplinary projects enhanced critical thinking and compassion, demonstrating that embedding values across subjects fosters holistic character development.
- ◆ Consistent excellence in national identity, respect for diversity, and intercultural communication validates our balanced approach to values education.

FEEDBACK AND FOLLOW-UP

- ◆ Strengthen reflective practices by incorporating structured debrief sessions after service and experiential activities to help students internalise lessons in compassion and responsibility.
- ◆ Continue monitoring through APASO-III and our internal survey, using quantitative data to adjust activities and maintain momentum in areas showing strong gains.
- ◆ Review the Values Education Framework annually, leveraging assessment outcomes and feedback to refine curriculum alignment and ensure sustained character growth.
- ◆ Continue to utilise and enhance created curricula while expanding the coverage of values education to all subjects and across all year groups.

Major Concern 2:

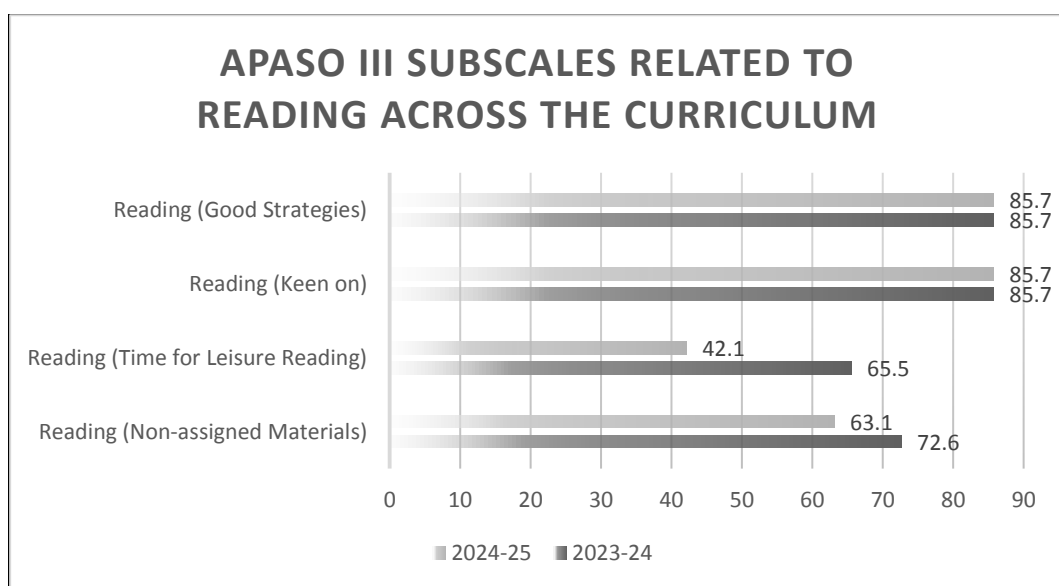
To broaden students' horizons through collaboration across different disciplines.

ACHIEVEMENTS

To broaden students' horizons through collaboration across different disciplines, STC has implemented a range of coordinated strategies and cross-curricular initiatives.

Reading across the Curriculum

Under the coordination of the Reading to Learn Committee, the 'Promote Reading across the Curriculum' strategy has flourished. Five school-wide thematic reading exercises – from National Security readings in Geography to explorations of mathematical heritage on Math Days – enabled Shungtakians to connect concepts across disciplines and hone their analytical skills. In Chinese History, students completed reflective worksheets on atrocities committed during war time and designed peace-themed bookmarks and posters, reinforcing their sense of national belonging. Within Geography, over 85 percent of S1 students and 87 percent of S3 students achieved high marks on quizzes about China's geography and identity. Seasonal readings in Religious Studies during Advent and Lent deepened spiritual understanding, while the Mindful Reading Corner fostered gratitude and reflection. The Business, Accounting and Financial Studies Department collaborated with Economics to curate an entrepreneurship-and-economics display corner, with students promoting featured titles via Instagram and extending engagement beyond the library. Overall, students showed stronger interdisciplinary comprehension, deeper problem-solving abilities, and heightened engagement, illustrating a broadened knowledge base and enriched learning experiences.



The APASO III results indicate that our students demonstrate strong enthusiasm for reading and employ effective reading strategies; however, their busy schedules leave them with insufficient time for leisure reading.

Language Across the Curriculum

The Language Across the Curriculum (LAC) initiative has woven English language learning into content lessons across departments, creating a vibrant school-wide English environment. The History panel refined junior-form materials by clearly articulating both content and language objectives, resulting in improved strategies and deeper understanding. The Economics panel prepared specialised resources for S4 students to analyse Hong Kong's economic situation, while the Mathematics Department's summer bridging programme for new S1 students received a 4.29 out of 5 rating for aiding their transition to learning Mathematics in English. Physical Education flash cards introduced sports terminology across languages. During Info Day, the Communications & Public Relations Committee's multilingual campus tours achieved 100 percent visitor satisfaction; Student Ambassadors demonstrated confident trilingual presentations in Cantonese, English, and Putonghua. Religious Studies integrated English into Advent readings, Lent activities, and the Korea Study Tour, with standout reflections published online. Daily English sharing at morning assembly reinforced language skills and Catholic values.

Joint Project-based Learning

Project-based Learning (PBL) has united disciplines in authentic, student-driven investigations. S1 Citizenship, Economics and Society students collaborated with Putonghua and Visual Arts on ‘Multicultural Inclusion’, conducting field visits, photographing community spaces, and analysing public-integration policies. Their illustrated bookmarks and group presentations revealed enhanced empathy, civic responsibility, and analytical thinking. S2 Life and Society and Integrated Science students designed sustainable-tourism itineraries for the Hong Kong–Zhuhai–Macao Bridge, balancing economic, social, and environmental factors; over 70 percent of teams met benchmarks. In Living Arts & STEM Education, S2 students built catapults with the support of History and Integrated Science and produced 3D contour-map models with Geography, reinforcing design thinking, spatial reasoning, and iterative collaboration. The S3 Business Fundamentals and Computer Literacy video-advertising challenge saw students apply market research, scripting, filming, and editing skills. Collaborative projects between Religious Studies, History, and Computer Literacy – such as the ‘My Treasure’ video – fused scriptwriting, production, and spiritual reflection. Across PBL initiatives, Shungtakians reported greater confidence in public presentations, deeper engagement, and a stronger capacity to synthesise interdisciplinary knowledge.

Interdisciplinary Collaboration

The school has embraced a robust framework of interdisciplinary collaboration, transforming traditional subject boundaries into cohesive, enriching learning experiences that foster critical thinking, communication, and a sense of belonging to both school and country.

The Citizenship and Social Development Department collaborated with Computer Literacy and the Service Learning and Moral & Civic Education Committee to prepare S1–S5 students for the Hong Kong-wide National Security Knowledge Challenge Competition. This initiative seamlessly integrated technology with civic education, enhancing students’ understanding of national security. Similarly, a partnership between Citizenship and Social Development and Biology introduced an ecological security programme, where S5 students explored biodiversity through hands-on field activities, deepening their environmental awareness.

Chinese History and History departments jointly hosted an Anti-Japanese War Pictorial Exhibition, with over 93% of participants reporting strengthened perseverance, responsibility, and national identity awareness. Meanwhile, Mathematics collaborated with Communications & Public Relations to organise a Primary Schools Mathematics Competition, fostering analytical skills and community engagement. Chinese Culture Day creatively blended heritage education with mathematical concepts, enriching students’ cultural and intellectual growth.

An English-led UK study tour, in collaboration with Physical Education and Living Arts and STEM Education, provided S1–S5 students with real-world language immersion, complemented by physical and artistic activities that promoted holistic development.

During Science Week, Chemistry, Physics, Biology, and Integrated Science united to deliver health-science workshops, engaging both students and external guests. Additionally, the Environmental and Health Education Committee partnered with Biology to organise blood donation drives, connecting health science knowledge with community service and reinforcing social responsibility.

The Visual Arts Department worked with multiple departments to deliver diverse creative initiatives. Collaborations with Chinese Language produced booklet cover designs, while seal-carving workshops with Lingnan University combined literary and artistic learning. A STEAM 3D-printing workshop enabled students to design Yuen Long-themed stamps, fostering innovation and local pride.

These interdisciplinary efforts have cultivated critical thinking, communication, and problem-solving skills, while strengthening students’ sense of identity and connection to their school and nation.

Home–School Cooperation

STC has established dynamic partnerships with parents and the PTA to enrich learning and wellbeing. In September, the Chinese Department and PTA co-hosted ‘Cultural Delights at Mid-Autumn’, where parents taught S1 students how to craft snowy mooncakes, strengthening festival awareness and parent-child bonds. The English Department enlisted parents for Operation Santa Claus and Chinese Cultural Day, enhancing event planning and organisational skills. Religious Studies distributed a sex-education guide to S1 parents, fostering values-based home dialogues. Visual Arts and the PTA collaborated on a t-shirt design competition, cultivating creativity and school pride. The Communications & Public Relations Committee engaged PTA volunteers for the STChallenge and Info Day, strengthening community support. Counselling & Guidance and SEN committees hosted S1 parent workshops on mental health, communication, and digital wellbeing, with high attendance and positive feedback received. These collaborations have enriched cultural awareness, academic skills, and emotional wellbeing while fostering a shared responsibility for holistic student development.

Cultivating Professional Exchange and External Connections

The school’s faculty have actively engaged with external professional networks and partnerships, creating enriching opportunities that directly enhance student learning and development.

Different channels for professional exchange with external organisations have been sought out. Teachers have joined professional WhatsApp groups, including HKASME for science, Flipping Econ Classroom for Economics, and Hong Kong Catholic Diocesan Schools Council groups for various KLAS. These platforms provide access to cutting-edge pedagogical resources, enabling educators to integrate the latest teaching strategies into their lessons. The Chemistry Department collaborated with the University of Hong Kong to host a talk on molecular gastronomy and with Hong Kong Baptist University for a drug discovery seminar, connecting classroom theory to real-world applications and sparking students’ curiosity in scientific innovation. The English Department has connected with HKUST to provide students access to additional speaking-related support through the implementation of AI platforms that provide AR speaking practice opportunities for students.

The Music Department forged partnerships with Hong Kong Disneyland and diocesan music marathons, offering choir members and acapella students professional performance opportunities. These experiences enhanced students’ confidence, teamwork, and artistic expression. Similarly, the Physical Education Department’s collaboration with the Hong Kong Jockey Club introduced golf instruction, diversifying students’ athletic skills and promoting physical development.

Alumni engagement further enriched learning, with former students returning as mentors for HKDSE enhancement classes in Business, Accounting and Financial Studies (BAFS), Geography, and Chemistry. Their guidance improved students’ academic achievement and problem-solving abilities, fostering a sense of continuity and community.

These initiatives have cultivated critical thinking, collaboration, communication, and civic responsibility by embedding professional exchange and real-world connections into teaching practices. By leveraging external partnerships, the school has created a dynamic learning environment that equips students with the skills and inspiration to thrive academically and personally, preparing them to contribute meaningfully to society.

Cross-Border Exchanges and Whole-School Approach in National Security Education

Shung Tak’s Beijing sister-school exchanges and comprehensive National Security Education (NSE) initiatives have deepened cultural understanding, civic awareness, and engagement. In April 2025, 27 students and six teachers visited Beijing National Day School—JinYuan, following an October 2024 exchange where English teachers from the sister school visited us and conducted professional exchange with our English teachers. These activities promoted valuable cultural and educational exchanges, enriching the experiences of students and teachers through collaborative learning.

Our school organically integrated elements of NSE and connected them naturally with the curriculum content to enhance students’ understanding of different national security concepts and the importance of safeguarding national security. Geography led themed readings on territorial integrity, Chinese History facilitated workshops on wartime reflections, and Integrated Science emphasised the ecological security in the ‘Panda Conservation Alliance’ activity. Business, Accounting and Financial

Studies integrated NSE into an essay task on CEPA and the Belt and Road Initiative, prompting students to analyse economic security and express gratitude towards national development. Mathematics and Chinese Language co-hosted Chinese Cultural and Math Days, featuring traditional crafts, reinforcing heritage appreciation as a pillar of national identity. Physical Education classes highlighted the achievements of Chinese national sports teams and introduced shuttlecock kicking, linking athletic excellence with national pride.

Throughout the year, subject panels embedded NSE into field visits and competitions: Citizenship and Social Development students toured the PLA Hong Kong Garrison Exhibition Centre and joined history and sustainability excursions to Shenzhen and Huizhou; Religious Studies organised morning-assembly reflections on the rule of law and pilgrimages to historical Catholic sites in Macau and Guangzhou; and the Music Department led weekly renditions of the National Anthem and school song, enhancing communal solidarity. The Reading to Learn Committee curated an NSE display corner in the library and organised thematic readings on national territory and wartime history. Collectively, these measures have strengthened Shungtakians' sense of belonging, cultural pride, and capacity for critical, multidisciplinary inquiry.

Through these coordinated, interdisciplinary efforts, STC has successfully broadened students' horizons, enhanced academic engagement, and nurtured the versatile skills essential for their future success as informed, confident, and patriotic learners.

Assessment Results

School-Based Survey

Our school established a student survey to evaluate our effectiveness on broadening students' horizons through collaboration across different disciplines. The results demonstrate encouraging outcomes in our first year of implementation:

Items	Agree	Disagree	Average Score [Scale: Extremely Disagree 1, Extremely Agree 6]
I can integrate knowledge from different subjects (e.g., science+math) to solve real-world problems.	72%	28%	4.05
I feel confident in interpreting charts, data, or images across different disciplines.	72%	28%	4.01
Reading books from multiple subjects helps me understand the overall context of a topic.	81%	19%	4.22
While reading, I notice connections between concepts from different subjects (e.g., history and novels).	81%	19%	4.29
I actively learn knowledge through resources beyond textbooks (e.g., TV documentaries, YouTube videos, etc.).	84%	16%	4.44
I can express concepts from various subjects in clear language.	80%	20%	4.25
I can apply specialised vocabulary from one subject (e.g., 'ecosystem' in biology) to another subject.	77%	23%	4.17
I enjoy collaborating with classmates who have different expertise or interests in various subjects.	83%	17%	4.38

REFLECTION

- ◆ Students demonstrated marked growth in interdisciplinary inquiry, confidently connecting concepts across subjects, indicating that cross-disciplinary projects effectively deepen analytical and creative thinking.
- ◆ The integration of Language-across-the-Curriculum (LAC) yielded clear gains in subject-specific English proficiency.
- ◆ Project-based learning (PBL) initiatives have strengthened students' confidence in collaborative problem-solving.
- ◆ Interdisciplinary competitions and field activities have heightened civic awareness, environmental stewardship, and national identity among learners.
- ◆ Home-school collaborations have reinforced students' cultural understanding and emotional wellbeing, while professional exchanges and alumni-led tutorials have translated directly into enhanced academic performance and real-world application of concepts.

FEEDBACK AND FOLLOW-UP

- ◆ Broaden the LAC initiative by partnering with additional departments to develop subject-specific English resources.
- ◆ Sustain and expand project-based learning and foster collaboration between subject panels and keep a record of excellent student work.
- ◆ Continue to leverage alumni networks and industry partnerships for specialist talks and mentorship, while exploring additional external competitions to extend students' real-world leadership and problem-solving experiences.
- ◆ Continue to seek opportunities for our students to learn more about our motherland and its achievements.
- ◆ Strengthen existing and establish new partnerships with tertiary institutions to ensure continuous school improvement.

3. Student Performance

(A) Academic Performance

- ◆ Provide a brief account of students' participation and achievement, which include:
academic performance (*In using and reporting the data, schools must not publish their data on Territory-wide System Assessment and Academic Value-added Performance for public reference. If schools choose to release their public examination results to the public, they should abide by the relevant protocol*). Relevant items for reporting (*which may vary according to primary, secondary and special schools*) are suggested as follows :
 - ✧ Public Examination Results (*Please refer to KPM 19 for the content and format of reporting.*)
 - ✧ Academic Value-added Performance (*For SMC/IMC's reference only. Please refer to KPM 20 for the content and format of reporting.*); and

(B) Other learning experiences

Chinese

Name of Competition			Award	Name of Award Winner		
第一屆青苗盃辯論比賽			冠軍	2J 韓海晴	2J 羅卓菲	2L 陳欣彤
				2L 李慕兒	2M 呂昭宜	2M 吳嘉軒
				2P 鄭智謙	3J 梁學瑤	3P 謝天行
				4L 黃文瑜	4P 陳雋珈	5J 方圓
			全場最有價值辯論員	5J 方圓		
			半準決賽最佳辯論員	3J 梁學瑤	5J 方圓	
			第二回合最佳辯論員	2J 韓海晴	5J 方圓	
			最佳辯論員	5J 方圓		
			最佳青苗辯論員	2J 韓海晴	3J 梁學瑤	
第四屆香港大中小學中英文硬筆書法比賽			優異獎	3L 陳玥詩		
全港中學生獅・法辯論比賽			季軍	2L 陳欣彤	2M 吳嘉軒	3J 梁學瑤
				4L 黃文瑜	5J 方圓	
			最佳辯論員	4L 黃文瑜	5J 方圓	
世界閱讀日			初中組優勝獎	3J 楊綦綦		
			高中組優勝獎	5J 黃建彰		
香港學校朗誦節	女子組粵語 詩詞獨誦	中學一年級	冠軍	1L 李美善		
		中學二年級	季軍	2J 張嘉曦	2M 呂昭宜	
		中學三年級	優良	3M 謝鑫婷		
		中學四年級	優良	4M 葉卓盈		
		中學五年級	季軍	5M 麥子璇		
			優良	5M 張明慧	5P 陳芷珊	
	女子組粵語 散文獨誦	中學二年級	季軍	2L 陳欣彤		
		中學三年級	優良	3J 李慧婷	3J 李以晨	3J 楊綦綦
		中學四年級	季軍	4L 林子儀		
			優良	4J 卓嘉倩	4M 蔡泳茹	
	男子組粵語 詩詞獨誦	中學一年級	亞軍	1L 陳湛皓		
		中學三年級	季軍	3P 羅建平		
	男子組粵語 散文獨誦	中學四年級	亞軍	4J 鄔棹楠		
		中學五年級	季軍	5M 黃駿豪		
		中學五年級	優良	5L 趙子宏	5L 蕭子淵	5L 馬司宇
				5P 洪文浩	5P 李騫納	5P 倪承熙
	女子組普通話 散文獨誦	中學一、二年級	優良	2L 鄧寶玲	2P 曾俞霖	
		中學三、四年級	優良	3J 張柏淇		
	粵語二人朗誦	中學三、四年級	優良	3J 蘇康晴	3J 黃予凡	
		中學三、四年級	冠軍	4J 高葦婷	4P 謝巧妍	

English

Name of Competition		Award	Name of Award Winner		
2024-25 Reading i-Learner Programme		Grand Award - Top 3 in the Territory	2L Googles Chen		
		Gold Award – Top 20 in the Territory	2J Lucien Wu		
		Outstanding Student Award	2J Ben Gan	2J Ally Lo	
i-Learner Education Centre		1-Learner Writing Competition 2024 (Upper Secondary)	6J Matthew Wong		
76 th Hong Kong Schools Speech Festival	Solo Verse, Non-Open	Champion	1P Bethany Tang	2L Magnus Wong	3L Roy Tang
	Shakespeare Monologue, Non-Open	Champion	6J Yoyo Pang		
	Dramatic Duologue	Champion	6J Yoyo Pang	6J Angela Tse	
	Solo Prose, Non-Open	Champion	6M Andree Lee		
	Solo Verse, Non-Open	1 st Runner-up	1L Macy Lee	1P James Ip	1P Bryan Ku
			2L Angel Yan	6L Raymond Liu	
	Public Speaking Team, Non-Open	1 st Runner-up	3J Natalie Lo	3J Jasmine So	3J Mia Wong
	Public Speaking Solo, Open	1 st Runner-up	4L Jenifer Lam		
	Solo Prose, Non-Open	1 st Runner-up	6J Wing Chu	6J Shirley Huang	6L Billy Tu
	Solo Verse, Non-Open	2 nd Runner-up	1J Yanson Hui	1M Brian Lau	2M Joyce Cheung
			2P Boaz Cheng	2P Vanessa Cheng	3J Jason Liu
			3J Kaitlyn Wong	3L Laura Chan	4M Chloe Chan
			6L Chloe Hui		
	News Feature Presentation	2 nd Runner-up	4P Suyi Wong	5M Sarah Mai	
	Solo Prose, Non-Open	2 nd Runner-up	6J Creamy Sin	6L Rocky Chu	
	Solo Verse, Non-Open	Merit	1J Benson Lam	1J Kerr Cheng	1J Evelyn Johnson
			1J Jayden Kung	1J Christy Kwok	1J Kayleigh Luk
			1J Deacon Ng	1J Lucy Ngan	1J Leanne Shek
			1J Kelly Tam	1L Ho Ho Chan	1L Kachit Chan
			1L Amy Deng	1L Henry Lau	1L Rayson Tam
			1L Cathy Wan	1M Hazen Chan	1M Karlene Cheung
			1M Timothy Chung	1M Christy Hu	1M Cherry Huang
			1M Bella Kwok	1M Aidan Lam	1M Kira Li
			1M Joy Liu	1M Terence Ng	1M Matt Sin
			1P Hosanna Cheng	1P Nino Cheung	1P Yanki Chiu
			1P Eunice Chu	1P Joseph Chuang	1P Isaac Huang
			1P Charis Iu	1P Aiden Lai	1P Casta Lam
			1P Hassie Li	1P Hailey Li	1P Sarve Ma
			1P Candy Sit	1P Yannie Tam	1P Megan Wang
			1P Minnie Wu	1P Jayden Yuen	2J Hailey Chan
			2J Agie Cheng	2J Emily Cheung	2J Katie Ching
			2J Leo Chui	2J Cyrus Kang	2J Plum Lai
			2J Connie Lau	2J Marcus Lee	2J Agnes Lo
			2J Morris To	2J Chloe Wong	2J Lucien Wu
			2J Amy Yang	2J Judy Zhu	2L James Huang
			2L Isabell Leung	2L Olivia Li	2L Lina Wong
			2M Annabeth Lai	2M Bernice Lai	2M Yanie Leung
			2M Amanda Lui	2M Lony Mo	2M Kady Ng
			2M Ellie Sam	2M Skylar Sin	2M Isaac Suen
			2M Anya Chan	2P Isaac Hui	2P Miracle Ko
			2P Kason Lam	2P Jaden Lau	2P Hannah Lau
			2P Chloe Lee	2P Patrick Lee	2P King Li
			2P Brian Liang	3J Peppy Cheung	3J Boey Law
			3J Jeanie Lee	3J Coco Lee	3L Katrina Chung
			3L Constance Tam	3L Kylie Yu	3M Haidee Lai
			3P Ariel Gan	3P Quintus Law	3P Chris Wong
			3P Jonathan Wu	4J Milly Cheuk	4L Hebe Cheung
			4L Jason Yu	4M Heidi Huang	4M Edith Hui
			4M Cheryl Ip	4M Hayden Kwok	4M Eva Liu
			4M William Wong	5J Yody Chan	5L Judy Wen
			6L Candy Fan	6L Haley Kwok	6L Amy Lam
			6L Iris Lee	6L Erica Ng	6L Bobby Tu
			6M Kalif Lau	6M Jay Shum	

76 th Hong Kong Schools Speech Festival	Solo Prose, Non-Open	Merit	2J Nicholas Lau	2M Anya Chan	3M Anson Lam		
			4L Choco Tam	4L Anson Wong	4M Bernard Lai		
			4M Kristy Ng	4P Daisy Chan	4P Nicole Tjhin		
			4P Suyi Wong	6J Yoyo Yu	6J Horace Huang		
			6J Chloe Lai	6J Ashley Tong	6L Jerry Yang		
			6L Paco Chan	6L Nichole Chan	6L Sam Chau		
			6L King Cheung	6L Matthew Cheung	6L Oscar Ho		
			6L Stella Ho	6L Hugo Ho	6L Agnes Ho		
			6L Ivan Jiang	6L Lewis Lam	6L Jason Lun		
			6L Anson Ng	6L Brian Ou	6L Bobo Tsui		
			6L Cindy Wong	6M Abbie Yu	6M Carrie Chan		
			6M Hayden Chan	6M Marcus Kong	6M Lila Lam		
			6M Amy Lau	6M Hayden Li	6M Christy Ng		
			6M Joe Sin	6M Jenny Wang	6P Grace Ng		
			6P Karina Chan	6P Olivia Cheung	6P Chasity Choi		
			6P Raymond Har				
			English Bible Speaking, Open	Merit	5J Mennas Ko		
			Dramatic Duologue	Merit	2L Ella Chan	2L Ivan Chan	2L Googles Chen
	2L Ashley Chu	2L Dora Ho			2L Catrina Young		
	3J Jasmine Ho	3J Mia Wong			4L Jenifer Lam		
	4L Abigail Wong	4L Crystal Yip			4M Joyance Chung		
	4M Wing Tsoi	4M Ella Wong					
	Public Speaking Solo: Open	Merit	2J Mini Hon	2M Yaalon Ng	3L Eileen Hew		
			4P Karlie Xie	4P Kayden Lo	5J Yody Chan		
			5L Happy Wang				
	Shakespeare Monologue: Non-Open	Merit	6M Jerry Tse				
	News Feature Presentation	Merit	2J Tracy Chan	2P Ronnie Au	2P Amanda Wu		
			3J Cheryl Lam	3J Donald Lin	3J Jophy Yau		
			3M Akris Gurung	4M Elaine Chan	4M Queenie Chang		
			4M John Chuang	4M Jan Fung	5J Yody Chan		
			5J Julian Tam	5M Lawrence Chan	5M Mercury Cheung		
			5M Ron Ho	5M Yoshi Law	5M Kody Yu		
			5P Caleb Lee	6L Kathy Wong	6L Wendy Xiao		
			6M Anne Tai	6M Ken Zhu			
EMI Drama Festival	Outstanding Performer	4P Suyi Wong					
	Outstanding Teamwork	1L Marcus Chan	1L Natalie Lam	1L Twiggy Tang			
		1L Audrey Tang	1M Matt Sin	1M Yanki Zhang			
		1P Joseph Chuang	1P Charis Iu	1P Emily Lam			
		1P Alice Lee	1P Megan Wang	1P Jayden Yuen			
		2J Vincy Chung	2J Plum Lai	2J Kinson Mok			
		2J Rex To	2J Cassidy Wong	2J Chloe Wong			
		2L Minnie Liu	2M Yanie Leung	2P Isaac Hui			
		3J Ivan Lui	4J Daisy Liu	4P Suyi Wong			
	5P Hody Chang						
Time to Talk Public Speaking Competition	Finalist	3J Cheryl Lam	3J Yoyo Leung	5L Cliff Cheung			
5L Yuki Ho		5L Maylin Lau	5L Janice O				
Lancome Write Your Future Competition	Finalist	6J Wing Chu	6L Candy Fong	6L Haley Kwok			
6L Iris Lee		6L Erica Ng	6P Yandy Wong				
Hang Seng University Video Story-telling Competition	1 st Runner-up	3J Yoyo Leung	5J Yody Chan	5L Bobo Fong			
Hong Kong Polytechnic University Short Essay Writing Competition for Secondary School Students 2025	Gold	5J Ryan Lee					
	Silver	5J Yody Chan					
	Merit	5J Michelle Yuen					
CDSC English Talent Show	Champion	1L Audrey Tang	1P Charis Iu	1P Alice Lee			
		1P Megan Wang	2J Kinson Mok	2L Minnie Liu			
		2M Yanie Leung	4P Suyi Wong				

Mathematics

Name of Competition		Award	Name of Award Winner		
2023-24 Mathematics Book Report Competition		Certificate of Appreciation	1M Googles Chen		
Asia International Mathematical Olympiad	(Heat)	Gold Medal	2J Donald Huang	2L Harry Lin	
		Silver Award	1J Yanson Hui	3L Yaty Cheng	3L Anna Liu
		Bronze Medal	1J Deacon Ng		
	(Semi-final)	Silver Award	2J Donald Huang		

CDSC Mathematics Competition 2024 天主教教區中學數學比賽 2024	1 st Runner-up	5L Paco Chan	5L Nichole Chan	5L Chloe Hui
	2 nd Runner-up	5L Raymond Liu	5L Bobby Tu	5L Billy Tu
		5L Thomas Chiu	5L Richard Gu	5L Andy Huang
Hua Xia Cup Math Competition (Heat)	First Class Award	5L Alan Ngai	5L Jimmy Sin	5L Torin Yu
		1J Yanson Hui	2J Donald Huang	2J David Li
	Second Class Award	2L Harry Lin	3L Yaty Cheng	3L Anna Liu
		1J Deacon Ng	1J Leanne Shek	1L Kachit Chan
		1L Naden Ip	1L Macy Lee	1M Disy Cheung
		1M Sofi Lee	1M Jusina Ngan	1P Aiden Lai
		2J Cyrus Kang	2L Gordan Kan	3J Priscilla Au
	Third Class Award	1J Kiki Chan	1J Jethrow Cheung	1J Ricky Ko
		1J Hayden Lau	1J Lucy Ngan	1L Audrey Tong
		1M Karlene Cheung	1P Annie Chan	1P James Ip
Hua Xia Cup Math Competition (Semi-Final)	First Class Award	1P Charis Iu	3J Lisa Guo	
		2L Harry Lin		
	Second Class Award	1J Ricky Ko	1P James Ip	2J Donald Huang
		3J Lisa Guo	3L Yaty Cheng	
Hua Xia Cup Math Competition (Final)	Third Class Award	1J Yanson Hui	1L Naden Ip	1M Disy Cheung
		1M Jusina Ngan	3J Priscilla Au	
	First Class Award	2J Donald Huang		
Hong Kong Mathematical Olympiad HKIMO (Heat)	Group event: 1 st Class Honour	1J Yanson Hui	1P James Ip	2L Harry Lin
		3L Yaty Cheng		
	Individual event: 1 st Class Honour	1L Naden Ip	1M Jusina Ngan	3J Lisa Guo
		4L Anson Wong		
The Competition on the Mathematics of Information	Honorable Mention	2L Harry Lin	4L Anson Wong	4L Ziv Leung
		5L Alan Ngai		
The Hong Kong Youth Mathematical High Achievers Selection Contest	Individual event: 3 rd Class Honour	5L Alan Ngai		
		4L Anson Wong		
The National Hua Luo-geng Cup Math Competition	Silver Award	5L Alan Ngai		
		2J Donald Huang	3L Yaty Cheng	3L Hubert Cheung
	Third Class Award	2J David Li	3L Anna Liu	
		2L Harry Lin		

Chinese History

Name of Competition	Award	Name of Award Winner		
13 th Hong Kong Young Historian of the Year	Merit	6L Candy Fong		
2024-2025 年度香港中學文憑試中國歷史科(卷一、卷二)聯校模擬考試	最佳表現獎第三名	6P 葉睿康		

Information and Communication Technology

Name of Competition	Award	Name of Award Winner		
Hong Kong Olympiad in Informatics	Bronze Award	5L Lucius Li		

Moral and Civic Education Committee

Name of Competition	Award	Name of Award Winner		
Hong Kong Interschool Mediation Tournament	Best Teamwork Prize	3J Cheryl Lam	3J Jasmine So	4J Cindy Wong
		4P Caroline Cheung		
	Best Summarising Prize	3J Cheryl Lam	3J Jasmine So	4J Cindy Wong
		4P Caroline Cheung		
Side by Side - The Mock Trial Competition	Best Lawyer	4L Jenifer Lam		
The Hong Kong Volunteer Award	Individual-Bronze	3J Jeanie Lee	4J Soey Fong	4M Elaine Chan
		5J Jacky Zhang	6J Sophia Leung	6J Martina Lee
		6J Chloe Lai		
Yuen Long District Outstanding Volunteer Election 2024	Certificate of Appreciation	3J Jeanie Lee	3P Channah Cheung	4M Elaine Chan
		5J Jacky Zhang		

Music

Name of Competition	Award	Name of Award Winner		
學界音樂大賽	1 st Runner-up	1J Kiki Chan	1J Charlotte Chan	1J Chloe Chung
		1J Evelyn Johnson	1J Christy Kwok	1J Hayden Lau
		1J Lucy Ngan	1J Leanne Shek	1J Carlie Shih
		1L Ho Ho Chan	1L Aiden Cheng	1L Macy Lee
		1L Azaria Leung	1L Cherry Leung	1L Twiggy Tang

學界音樂大賽		1 st Runner-up	1L Audrey Tang	1L Melanie Tse	1L Cathy Wan
			1M Tony Chan	1M Hazen Chan	1M Karlene Cheung
			1M Christy Hu	1M Cherry Huang	1M Bella Kwok
			1M Haskell Li	1M Jessica Li	1M Joy Liu
			1M Terence Ng	1P Annie Chan	1P Yanki Chiu
			1P Eunice Chu	1P Jimmie Ho	1P Charis Iu
			1P Bryan Ku	1P Aiden Lai	1P Hailey Li
			1P Shelley Song	1P Yannie Tam	1P Bethany Tang
			1P Minnie Wu	1P Jayden Yuen	2J Jamie Cheng
			2J Plum Lai	2J Nicholas Lau	2L Pauline Tang
			2L Jasmine Yeung	2M Anya Chan	2M Yanie Leung
			2M Kate Lok	3J Peppy Cheung	3J Jeanie Lee
			3J Coco Lee	3J Yoyo Leung	3J Bernice Yeung
			3L Laura Chan	3L Yaty Cheng	3L Savanna Lau
			3L Solana Law	3L Sherman Law	3L Yubi Tam
			3L Lucy Zhong	4J ZOE KWAN	4J Daisy Liu
			4L Jenifer Lam	4L Chantel Ou-Yang	4M Wing Tsoi
			5P Crystal Sze		
HK Joint School Music Competition - Chinese Orchestra: Open		Bronze Award	1J Hayden Lau	1M Keris Fung	1M Kira Li
			1P Isaac Huang	1P Minnie Wu	2J Amy Yang
			2J Judy Zhu	2L Jack Chen	2L James Huang
			2L Olivia Li	2M Anson Lau	2M Bowen Tse
			3J Boey Law	3J Yoyo Leung	3J Asli Li
			3J Ivan Lui	3M Edith Wong	3P Ngozi John
			3P Torres Leung	3P Chris Wong	4P Muse Poon
			5L Richard Gu		
HK Joint School Music Competition - Orchestra: Open		Silver Award	1J Chloe Chung	1J Julie Ngan	1J Lucy Ngan
			1L Ho Ho Chan	1L Issac Chung	1L Melanie Tse
			1L Cathy Wan	1M Christy Hu	1M Brian Lau
			1M Joy Liu	1P James Ip	1P Melody Yu
			2J Cyrus Kang	2J Lucien Wu	2L Angel Chan
			2L Ivan Chan	2L Danny Chen	2L Harry Lin
			2L Hugo Lo	2L Kayla Pun	2M Eva Choo
			2M Leo Lau	2M Londy Mo	2P Angel Chen
			2P Hannah Lau	3J Samuel Cei	3J Jason Li
			3L Dewey Chan	3M Carl To	4J Zoe Kwan
			4L Tiffany Lee	4L Sean Sun	4M Sam Wong
			4P Frank Chen	4P Sunny Li	4P Eva Poon
			5J Ken Chen	5P Vincy Cheung	
Hong Kong Schools Music Festival	Graded Piano Solo Grade 4	Bronze Award	2P Miracle Ko		
	Graded Piano Solo Grade 5	Silver Award	1J Yanson Hui		
		Bronze Award	1L Sammi Wong	2M Bernice Lai	3J Jeanie Lee
	Graded Piano Solo Grade 6	2 nd position	1L Cherry Leung		
		Silver Award	1L Ho Ho Chan	1L Kachit Chan	
		Bronze Award	1M Aidan Lam		
	Graded Piano Solo Grade 7	Silver Award	1J Franz Leung		
		Bronze Award	4P Hazel Chan		
	Graded Piano Solo Grade 8	Bronze Award	4L Hazel Lee		
	Guitar Solo - Junior	Bronze Award	4M Hailey Leung		
	Violin - Grade 5	Bronze Award	1J Chloe Chung		
	Violin Solo Grade 7	Silver Award	2M Eva Choo		
	Vocal Solo - Foreign Language - Female Voice	2 nd position	4L Chantel Ou-Yang		
	Yangqin Solo - Junior	Bronze Award	4P Muse Poon		
	Zheng Solo-Senior	2 nd position	1M Keris Fung		
Bronze Award		2L Olivia Li			
子喉獨唱 - 初級組		Gold Award	3J Cheryl Lam		

Physical Education

Name of Competition			Award	Name of Award Winner		
2024-2025 Yuen Long Inter-School Swimming Competition	50m Breaststroke	Girls C Grade	4 th position	2J Chloe Wong	2J Cassidy Wong	
		Girls B Grade	3 rd position	3L Yanki Chan		
			4 th position	4J Gabrielle Wong		
	100m Breaststroke	Girls C Grade	4 th position	2J Chloe Wong		
		Girls B Grade	4 th position	4P Suyi Wong		
	200m Breaststroke	Girls C Grade	4 th position	2M Amanda Lui		

2024-2025 Yuen Long Inter-School Swimming Competition	100m Freestyle	Girls C Grade	3 rd position	2M Eva Choo		
	200m Freestyle	Girls C Grade	Champion	2J Judy Zhu		
		Girls B Grade	4 th position	4P Suyi Wong		
	50m Butterfly	Girls C Grade	2 nd position	2M Eva Choo		
			4 th position	1J Lucy Ngan		
	4x50m Medley Relay	Girls C Grade	Champion	2J Cassidy Wong	2J Chloe Wong	2J Judy Zhu
				2M Eva Choo		
		Girls B Grade	4 th position	3L Yanki Chan	3L Yubi Tam	3P Channah Cheung
	4x50m Freestyle Relay			4J Gabrielle Wong	4M Kristy Ng	4P Suyi Wong
		Girls C Grade	Champion	1J Lucy Ngan	1M Sofi Lee	1P Candy Sit
	200m Individual Medley			2M Amanda Lui		
		Girls C Grade	Champion	2J Judy Zhu		
	Girls B Grade	3 rd position	3L Yanki Chan			
		Overall	Girls C Grade	Champion	1J Lucy Ngan	1M Sofi Lee
				2J Cassidy Wong	2J Chloe Wong	2J Judy Zhu
				2M Eva Choo	2M Amanda Lui	
	Girls B Grade		5 th position	3L Yanki Chan	3L Yubi Tam	3P Channah Cheung
				4J Gabrielle Wong	4M Kristy Ng	4P Suyi Wong
	100m Breaststroke	Boys C Grade	Champion	1P Darwin Chan		
	200m Breaststroke	Boys C Grade	Champion	1P Darwin Chan		
	50m Freestyle	Boys C Grade	2 nd position	2P Will Wong		
	50m Butterfly	Boys C Grade	Champion	2P Will Wong		
	4x50m Medley Relay	Boys C Grade	Champion	1P Darwin Chan	2L Marcus Tam	2M Anson Lau
				2M Issac Ng	2P Will Wong	
	Overall	Boys C Grade	2 nd position	1P Darwin Chan	1P Nino Cheung	1P Casta Lam
2J Morris To				2J Lucien Wu	2L Gilbert Chan	
2L Marcus Tam				2M Anson Lau	2M Issac Ng	
2P Will Wong						
2024-2025 Yuen Long Inter-School Athletic Meet	800m	Girls C Grade	Champion	2J Judy Zhu		
			2 nd position	2J Chloe Wong		
		Girls A Grade	4 th position	5L Berenice Wong		
	1500m	Girls C Grade	Champion	2J Judy Zhu		
			3 rd position	2J Chloe Wong		
		Girls A Grade	3 rd position	5L Berenice Wong		
	100m Hurdle	Girls C Grade	2 nd position	1M Christy Hu		
	Javelin	Girls B Grade	Champion	4J Daisy Liu		
	Long Jump	Girls B Grade	3 rd position	3M Chloe Ko		
	4*100m Relay	Girls C Grade	2 nd position	1M Christy Hu	2J Chloe Wong	2J Judy Zhu
				2M Eva Choo	2P Katie Zhang	
	Overall	Girls C Grade	3 rd position	1M Christy Hu	1P Charis Iu	2J Hailey Chan
				2J Jamie Cheng	2J Katie Ching	2J Vincy Chung
2J Agnes Lo				2J Chloe Wong	2J Judy Zhu	
2L Isabell Leung				2L Minnie Liu	2M Eva Choo	
2P Vanessa Cheng				2P Katie Zhang		
Yuen Long Inter-School Cross-Country Competition	Girls C Grade Overall		3 rd position	1M Christy Hu		
	Girls B Grade Overall		3 rd position	3J Kaitlyn Wong		
	Girls C Grade Individual	4 th position	2J Judy Zhu			
		9 th position	2J Chloe Wong			
	Girls A Grade Individual		4 th position	5L Berenice Wong		
Yuen Long Inter-School Basketball Competition - Girls C Grade			4 th Position	1J Leanne Shek	1M Sofi Lee	1P Charis Iu
				1P Megan Wang	2L Isabell Leung	2P Miracle Ko
				2P Katie Zhang		
Yuen Long Inter-school Volleyball Competition - Girls B Grade			Outstanding Award	3M Artemis Tang	4J Twinkle Choi	4J Daisy Liu
				4J Sandy Tam	4L Hebe Cheung	4P Tian Leung
				4P Suyi Wong		

Physics

Name of Competition	Award	Name of Award Winner			
Hong Kong Physics Olympiad 2024	First-Class Honours	4L Lucius Li			
	Best Newcomer School Award	4J Mennas Ko	4J Julian Tam	4L Lucius Li	
		4L Alan Ngai			

STEM

Name of Competition	Award	Name of Award Winner		
CUHK Cybersecurity CTF	Champion	5L Lucius Li	6L Sophia Leung	6L Yoyo Pang
		6L Yoyo Yu		
International Clean Energy Challenge	Champion	5J Ken Chen	5J Andrew Lam	4L Henry Huang
		4L Anson Wong		
	1 st Runner-up	5J Ken Chen	5J Andrew Lam	
	People's Choice Award	4L Henry Huang	4L Anson Wong	
	Industry Award Choice	4L Henry Huang	4L Anson Wong	

Visual Arts

Name of Competition	Award	Name of Award Winner		
District Fight Crime Drawing Competition	Champion	2L Chloe Lo		
Green Burial Logo Design Competition	Merit	1L Twiggy Tang		
Hong Kong School Animal Figure Painting Competition	Merit	3J Cheryl Lam		
Hong Kong Digital Art Battles Schools Tournament	8 th Place	3P Chloe Wong		
Jockey Club Student Drawing Competition	Merit	3J Bernice Yeung		
‘Leung Tong Cup’ Drawing Competition – Junior Section	Champion	3J Celia Chan		
Poetry Remake Competition	Commendable Award	4LWing Li		
Hearty Ceramic Competition for Hong Kong Schools 2024	Merit	6J Sophia Leung		
Youth Arts Festival Painting Competition – Junior Section	1 st Runner-up	3J Celia Chan		

Scholarships and Awards

Name of Competition	Award	Name of Award Winner		
19 th Yuen Long District Outstanding Student	Outstanding Teamwork Award	6J Matthew Wong	6L Raymond Liu	
Yuen Long Arts Stars Commendation Scheme 2024/20254	Winner	6M Lila Lam		
Youth Arch Student Improvement Award 20243-20254	Merit	2J Emily Cheung	2J Sunny Zhang	2L Sammi Chow
		2M Issac Ng	3J Natalie Lo	3L Solana Law
		3L Jim Wen	3P Lynne Fu	4J Twinkle Choi
		4J Meko Ko	4M Queenie Chang	4M Edith Hui
		5J Kyle Yip	5L Berenice Wong	5M Isaac Tsang
		5P Kitty Lam	6J Creamy Sin	6L Candy Fan
		6M Hayden Chan	6P Larry Lai	
Link 20 th Anniversary Outstanding Students Scholarship	Awardee	3J Cheryl Lam		
Sir Edward Youde Memorial Scholarships for Senior Secondary Students	Awardee	6J Matthew Wong	6L Bobby Tu	

Others

Name of Competition	Award	Name of Award Winner		
全港中學生中華文化短片創作比賽	Silver Award	1P Candy Sit	1P Megan Wang	2J Sofie Lo
		2L Celine Chu	3J Angus Chan	3J Peppy Cheung
		3J Jophy Yau	3L Sherman Law	
	Bronze Award	1L Henry Lau	2J Emily Cheung	2J Ben Gan
		2L Suki Sit	3J Bernice Yeung	3L Solana Law
		3P Wallace Song		
《香港 200》領袖計劃	表現優異	5L Jonathan Au	5L Maylin Lau	
Asia-Pacific Children and Youth Talent Association 2024 Best Photography Competition	Silver Award	4L Sandy Cheung		
	Bronze Award	5J Cherry Cheung		
Chemists Online Self-study Award Scheme	Diamond	6J Tiffany Ho	6J Horace Huang	6J Jeff To
		6J Matthew Wong	6J Zachary Wong	6L Paco Chan
		6L Nichole Chan	6L Chloe Hui	6L Amy Lam
	Silver	6L Billy Tu		
Drinking Water: Remembering the Source	Outstanding Award	4J Sunny Lai	4J Louise Lau	4J Cardi Wai
		4J Sandy Wong	4L Danny Wong	4L Sophie Zhuang
Hang Seng University ELC - Video Story Telling Competition	1 st Runner-up	3J Yoyo Leung	5J Yody Chan	5L Bobo Fong
HKMA Management Competition for Secondary School Students	Outstanding Award	5J Jacky Chung	5J Josiah Lam	5L Max Ma
		5L Torin Yu		
Hong Kong Scout Association Flag Raising Competition	1 st Runner-up	3P Alwyn Ho	5P Andrew Wong	5P Angus Ho
Hong Kong Scout Association Foot-drill Competition	Champion	4M Wing Tsoi	4M Edith Hui	4M Ava Yuen
		5J Fiona Liang	5J May Wong	5L Bobo Fong
		5L Veronica Cheung	5L Yonnie Yeung	5P Joyce Lam

Hong Kong Scout Association New Territories Region Flag Raising Competition	1 st Runner-up	3M Elaine Lo	4M Cheryl Ip	4M Hailey Leung
Hong Kong Scout Association New Territories Region Foot-drill Competition	Champion	4M Wing Tsoi	4M Edith Hui	5J Fiona Liang
		5J May Wong	5L Bobo Fong	5L Veronica Cheung
		5L Yonnie Yeung	5P Joyce Lam	
Hong Kong School Drama Festival	Outstanding Cooperation	1J Benson Lam	1J Torres Tang	1L Kachit Chan
		1L George Chow	1L Macy Lee	1L Hazel Pang
		1L Rayson Tam	1P Yanki Chiu	1P Bryan Ku
		1P Candy Sit	1P Bethany Tang	2J Mini Hon
		2J Nicholas Lau	2J David Li	2L Marcus Tam
		2L Lina Wong	2L Jasmine Yeung	2P Jaden Lau
		2P Kylie Tsang	3J Peppy Cheung	3J Jophy Yau
		3L Katrina Chung	3M Kelvin Chan	3P Quintus Law
		3P Henry Tse	4J Edwin Wu	4L Abigail Wong
		4M Jan Fung	4M Hayden Kwok	4M Bernard Lai
		4P Dustin Choi		
	Outstanding Performer	1L Hazel Pang	1L Rayson Tam	1P Candy Sit
		2J David Li	2P Kylie Tsang	3J Peppy Cheung
		3L Katrina Chung	3P Quintus Law	
	Outstanding Stage Effect	2J Mini Hon	3J Jophy Yau	3M Kelvin Chan
		3P Henry Tse	4M Jan Fung	4M Hayden Kwok
		4M Bernard Lai		
	Outstanding Script	4J Edwin Wu	4L Abigail Wong	4M Jan Fung
		4M Hayden Kwok	4M Bernard Lai	4P Dustin Choi
Movie Review Writing Competition	Champion	1P Bethany Tang		
	1 st Runner-up	1P Candy Sit		
	2 nd Runner-up	2J Mini Hon		
SEED Foundation (Guardians of the Dataverse) IG Reels Competition	Best Costume Design	2J Sofie Lo	2L Suki Sit	4J Horace Li
		4L Sandy Cheung	4L Natalie Tse	4L Anson Wong
		5L Maylin Lau		
Smoke-free Elite Teens Programme	Silver Award	5J Nina Kwan	5J Ceci Lui	5J Christy Tsang
		5L Veronica Cheung		
St John First-aid Competition	1 st Runner-up	5J Cherry Cheung	5L Hanson Chan	5M Yisa Tam
		5M Isaac Tsang		
St John Foot-drill and Uniform Inspection	Overall 1 st Runner-up	2L Justin Hon	2L Isabell Leung	2L Eric Wong
		2M Ellie Sam	2P Ronnie Au	2P Amanda Wu
		3J Jason Liu	3P Vangie Leung	3P Linda Lin
		4L Carmen Tsang	4M Brandon Yung	5J Cherry Cheung
		5J Tiffany Choi	5L Hanson Chan	5L Max Ma
		5M Yisa Tam	5M Isaac Tsang	6J Yvonne Chan
St John Cadet Home Nursing Competition	2 nd Runner-up	6P Sisley Cheng		
		2M Anya Chan	2L Eric Wong	

4. Financial Summary

- Use a table to summarise the school's financial position of the year. Items for reporting include the total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.
- The use of grants/funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement and use. Relevant documents could be attached if necessary.
- For DSS schools, please find the template for reporting schools' annual financial position at the Annex.

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant		
(a) Baseline	2,707,064.14	
① Composite Furniture and Equipment Grant		402,405.31
② Lift Maintenance		84,864.00
③ Training & Development Grant	400.00	37,316.77
④ Programme Fund for Whole-School Approach to Guidance & Discipline		4,807.64
⑤ General Expenses		2,106,017.94
Sub-total	2,707,464.14	2,635,411.66
(b) School Specific Grants		
① Capacity Enhancement Grant	676,944.00	248,159.10
② Admin Grant / Revised Admin Grant	4,471,668.00	3,803,335.90
③ Composite Information Technology Grant	520,386.00	1,574,860.28
④ Air-conditioning Grants	596,850.00	111,263.00
⑤ SB Speech Therapy Admin Grant	8,541.00	2,230.00
⑥ School-Management Top-Up Grant	53,385.00	53,000.00
Sub-total	6,327,774.00	5,792,848.28
(2) Outside EOEBG	52,884,430.64	52,135,614.95
Sub-total	52,884,430.64	52,135,614.95
Total Government Funds Surplus for school year	1,355,793.89	
II. School Funds (General Funds)		
(1) Tong Fai	3,200,096.53	3,057,509.73
(2) Donations	168,005.16	138,178.20
(3) Collection of fees for specific purposes	182,280.00	416,400.00
Sub-total	3,550,381.69	3,612,087.93
Total School Funds Deficit for school year		(61,706.24)
Accumulated Surplus as at the end of school year	1,294,087.65	

5. Appendix

Appendix 1

Report on Use of Capacity Enhancement Grant 2024-2025

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following is the evaluation on the use of the CEG.

Record of CEG 2024/2025

Opening balance:	Sum from the EDB	HK\$676,944.00
Expenditure:	See below for details	HK\$248,159.10

Item	Time Frame & Details	Evaluation	Budget Expenditure	Parties Responsible
To relieve the workload of teachers	Salary + MPF of IT technician <ul style="list-style-type: none">To update information and provide IT support	Teacher was satisfied with quality of IT support services.	HK\$248,159.10	Infrastructure and Resource Development
TOTAL EXPENDITURE			HK\$248,159.10	

Appendix 2

Report on the Promotion of Sports Ambience and MVP60 in Schools

Focus Area	Activity	Purpose	Duration	Target Students	Expenditure
To organize or subsidize students' participation in diversifies PE-/sports-related learning activities/competitions	Girls Football Interest Group and School Team Training	To establish a new football team for girls in STC and provide regular training	Throughout the year 2024-25	S1-S5 Students (Around 30 students)	\$10,500.00
	Athletics Training	To provide regular training to students	Throughout the year 2024-25	S1-S5 Students	\$11,300.00
				Total:	\$21,800.00

Report on the Use of Promotion of Reading Grant 2024-2025

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

- The reading culture of our school is enhancing with a broad variety of books purchased by different departments.
- Students' attitudes are improving as they come to the library more often to borrow books and for self-study.
- Morning reading sessions provide more opportunities for students to read and cultivate good reading habits.
- Students are interested in author talk and book-floating activities, as they provide opportunities to explore different books through these events.

2. Evaluation of strategies:

- Strengthen cooperation with other departments or committees and recommend different types of bibliographies for students to read.
- Enhance the promotion and utilization of e-books, allowing students to conveniently engage in reading.
- Invite different authors to school to share their writing experiences and inspire students to cultivate their reading interests.
- Continue to organize various types of activities to promote students' interest in reading.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books and Magazines, Renting of e-Books	
	<input checked="" type="checkbox"/> Printed books	\$ 24,605.15
	<input checked="" type="checkbox"/> Rent e-Books (English)	\$ 30,100.00
	<input checked="" type="checkbox"/> Magazines	\$ 6,103
2.	Reading Activities	
	<input checked="" type="checkbox"/> Prize for Thematic Reading, Reading to Learn Scheme and Bookmark Design Competition, conduct talks	\$ 3,255
	Total:	\$64,063.15
	Unspent Balance:	\$2,112.85

School-based After-school Learning and Support Programmes 2024/25 s.y.

School-based Grant—Programme Report

Staff-in-charge: Mr. Lau Shui Bong Contact Telephone No.: 24764263

- A.** The number of students (count by heads) benefitted under this Programme is 106 (including A. 22 Comprehensive Social Security Assistance (CSSA) recipients, B. 75 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 9 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Adventure activities	0	2	0	100%	Feb 2025	\$ 900.00	Questionnaire, observation by teacher	N.A.	
Chinese language training	0	1	0	100%	Sep 2024-Mar 2025	\$ 400.00	Competition results	N.A.	
Culture and Art	29	86	17	93%	Oct 2024- Jul 2025	\$ 45,788.00	Feedback from students and performance evaluation of instructors	N.A.	
leadership training	0	7	0	100%	Feb 2025- Jul 2025	\$ 2,900.00	Questionnaire, observation by teacher	N.A.	
self-confidence training	2	0	0	100%	Oct 2024- Jul 2025	\$ 400.00	Feedback from students and performance evaluation of instructors	N.A.	
sports activities	6	22	0	93%	Oct 2024- Jul 2025	\$ 20,330.00	Competition results and performance evaluation of instructors	N.A.	
Study skills training	9	33	7	95%	Sep 2024- Jul 2025	\$ 10,640.00	Questionnaire and exam results	N.A.	
Tutorial services	3	17	2	95%	Oct 2024- Jul 2025	\$ 4,322.50	Exam results	N.A.	
Visits/Outdoor Activities	34	137	15	97%	Oct 2024- Jul 2025	\$ 16,959.00	Teachers' observations, reports/Journals and sharing in the morning assembly	N.A.	
volunteer service	5	14	4	100%	Oct 2024- Jul 2025	\$ 560.00	Feedback from students and performance evaluation of instructors	N.A.	
Materials					Oct 2024- Jul 2025	\$ 915.95			
Total no. of activities: <u>71</u>	<u>74</u>			<u>288</u>	<u>35</u>			\$	
@No. of man-times	88	319	45		Total Expenses	\$104,115.45			
**Total no. of man-times	452								

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C) # Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

Report on the Use of Student Activities Support Grant

I. Financial Overview

A	Allocation in the Current School Year:	\$65,000.00
B	Expenditure in the Current School Year:	\$65,000.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	22	
Full-grant under the School Textbook Assistance Scheme	75	
Meeting the school-based financially needy criteria	9	(capped at 25% of the total allocation for the school year)
Total	106	

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	風景繪畫班	Arts (Visual Arts)	2	\$ 400.00			✓		
2	崇德人自我發展計劃——Hip Hop舞（下學期）	Arts (Others)	3	\$ 1,485.00			✓		
3	S4 OLE - 寵物行業體驗班	Cross-Disciplinary (Oth	1	\$ 450.00					✓
4	S4 OLE - 劍擊體驗班	Physical Education	4	\$ 1,200.00			✓		
5	S4 OLE - 手鈴體驗班	Arts (Music)	1	\$ 350.00			✓		
6	S4 OLE - 香水及試香體驗班	Cross-Disciplinary (Oth	3	\$ 1,650.00					✓
7	S4 OLE - 種植班	Cross-Disciplinary (STE	2	\$ 30.00	✓		✓		✓
8	S4 OLE - 書法班	Chinese Language	3	\$ 300.00			✓		
9	崇德人自我發展計劃——初級日文興趣班（下學期）	Cross-Disciplinary (Oth	1	\$ 800.00	✓				✓
10	參觀《香港理工大學》	Cross-Disciplinary (Oth	17	\$ 170.00					✓
11	崇德人自我發展計劃 無人機及機甲大師編程課程（下學期）	Cross-Disciplinary (STE	3	\$ 2,400.00			✓		✓
12	崇德人自我發展計劃 Hip Hop舞（上學期）	Arts (Others)	3	\$ 1,000.00			✓		✓
13	崇德人自我發展計劃 初中粵語辯論興趣班（上學期）	Chinese Language	1	\$ 400.00	✓				
14	崇德人自我發展計劃 書法班（上學期）	Chinese Language	5	\$ 300.00			✓		
15	崇德人自我發展計劃 多媒體製作課程（攝影）	Cross-Disciplinary (STE	2	\$ -	✓		✓		✓

16	崇德人自我發展計劃	初級日文興趣班 (上學期)	Cross-Disciplinary (Oth	1	\$ 800.00	✓				✓
17	崇德人自我發展計劃	無人機操控課程	Cross-Disciplinary (STE	3	\$ 1,650.00	✓				✓
18	Drama Performance	"The Gruffalo"	Arts (Others)	1	\$ 190.00			✓		
19	崇德人自我發展計劃	校園小记者 (上學期)	Cross-Disciplinary (Oth	4	\$ 2,400.00					✓
20	崇德人自我發展計劃	步操管樂團	Arts (Music)	3	\$ 3,000.00			✓		
21	崇德人自我發展計劃	樂滿堂	Arts (Music)	10	\$ 4,000.00			✓		
22	崇德人自我發展計劃	中國樂器班	Arts (Music)	8	\$ 1,200.00			✓		
23	S5 OLE	港式茶記文化體驗班	Cross-Disciplinary (Oth	2	\$ 1,200.00					✓
24	S5 OLE	認識寵物行業工作坊	Cross-Disciplinary (Oth	1	\$ 600.00					✓
25	S5 OLE	體驗奧運項目：劍擊班	Physical Education	1	\$ 500.00			✓		
26	S5 OLE	髮型設計及梳剪工作坊	Cross-Disciplinary (Oth	3	\$ 790.00					✓
27	S5 OLE	STEM 3D Printing班	Cross-Disciplinary (STE	1	\$ 500.00	✓				✓
28	S5 OLE	移植班	Cross-Disciplinary (STE	3	\$ 45.00			✓		
29	音樂活動		Arts (Music)	3	\$ 840.00			✓		
30	天主教同學會領袖訓練營2024		Leadership Training	1	\$ 100.00		✓	✓	✓	
31	地理科戶外考察		Geography	5	\$ 700.00	✓				
32	元朗西第五校童軍集會 (11月至12月)		Leadership Training	7	\$ 900.00		✓	✓		
33	比利時藝術家Stedfan Jacobs藝術工作坊		Arts (Visual Arts)	4	\$ 200.00			✓		
34	聯校領袖訓練營		Leadership Training	2	\$ 300.00		✓	✓		
35	童軍聖誕露營活動		Leadership Training	5	\$ 500.00		✓	✓		
36	地質公園戶外考察		Geography	7	\$ 350.00	✓				
(Please insert rows above if the space provided is insufficient.)										
Expenses for Category 1				124	\$31,700.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions										
1	Study Tour to Okinawa 2025		Cross-Disciplinary (Oth	4	\$ 8,400.00	✓		✓		
2	Study Tour to England 2025		Cross-Disciplinary (STE	6	\$ 9,000.00	✓		✓		
3	Study Tour to Korea 2025		Values Education	6	\$ 15,900.00		✓		✓	
(Please insert rows above if the space provided is insufficient.)										
Expenses for Category 2				10	\$33,300.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities										
1										
2										
3										
4										
(Please insert rows above if the space provided is insufficient.)										
Expenses for Category 3				0	\$0.00					
Total				140	\$65,000.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr. Lau Shiu Bong (SGM)
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Report on the Use of the Diversity Learning Grant – Other Programmes 2024-2025

Opening balance:	Grant Income 2024/25 (\$84,000.00)	\$167,671.82
Expenditure:	(see the table below)	\$95,056.50
Closing balance:		\$72,615.32

Programme	Strategies and benefits anticipated	Target students	Date	Students Assignment	Evaluation of Student Learning	Expenditure
R & D Mr. SB Lau	Subsidy for Gifted Programme: This year, our students participated in a range of gifted and talented programmes organized by The University of Hong Kong, The Chinese University of Hong Kong, and The Hong Kong University of Science and Technology. The courses covered diverse disciplines including law, medicine, business management, mathematics, and science. Through these programmes, students were able to broaden their academic horizons, develop critical thinking and analytical skills, and gain early exposure to university-level learning. Such experiences not only nurture personal growth and intellectual curiosity, but also provide valuable insights into potential future studies and career pathways.	6	2024 - 2025	Assignment arranged by the Universities	Certificate of completion from universities	\$20,760
MATHS Mr. WC Wu	The Mathematics Gifted Education Course organized by the Department of Applied Mathematics of the Hong Kong Polytechnic University and the International Education Research Center Professional Examination and Assessment Committee to enrich students' Math knowledge and thinking skills.	3	2024 - 2025	A test was arranged by the University in the last lesson.	Certificate of completion from university was issued to each participant.	\$4,500
ENG Ms. CY Leung	S6 Excursions: S6 students went to the Hong Kong Disneyland for their English Excursion. The theme park provided 2 programs for the S6 student targeting different learning objectives for the students, one is the Global Perspectives Program, and another one is the Career Success Program. In these two programs, students followed the English medium tour guides to explore different facilities in the theme park. In the tour, students were asked to pay special attention to the inclusion of globalization and the special jobs nature while understanding the principles behind the design of the theme park in the tour.	100	2024 - 2025	A writing task assigned to students to reflect on their experience in the program	A certificate of completion was issued to each student who participated in the program. An evaluation was completed on Moodle. Nearly 90% of students were satisfied with the program and all of them found the program achieved the learning objectives, which is raising students' awareness of the globalization adopted in Disneyland and the Career Pathways offered by the theme park. The participants expressed that the programs were closely related to their subject knowledge and their career planning after graduated from secondary school.	\$15,385

Programme	Strategies and benefits anticipated	Target students	Date	Students Assignment	Evaluation of Student Learning	Expenditure
ENG Ms. KY Wu	Public Speaking Workshops: Inspire2Aspire was invited to run a total of 6 public speaking sessions for S4 gifted students. The participants of the programme learnt a variety of techniques to do a presentation. They were also given many opportunities to discuss with their peers and share their thoughts in the programme.	15	2024 - 2025	Prepare for the final presentation	93% of participants expressed satisfaction with the programme, describing it as inspiring and motivating. They all found the course objectives clear and the content well-structured. Participants appreciated the supportive tutor, who encouraged them to think critically about the topics and prepared thoroughly for each lesson. They enjoyed the interactions with their peers and felt equipped with valuable public speaking skills.	\$9,000
SA Ms. YC Ho	Student leaders training (Inter-School leadership training): The cooperative training event with S.K.H. Lam Kau Mow Secondary School aims to enhance student leadership through peer learning sessions and team-building activities. By inviting coaches in the Sydney Leung Holiday Lodge and facilitating reflection, participants will develop essential skills such as decision-making and effective communication. Anticipated benefits include increased confidence, networking opportunities, and improved teamwork dynamics, ultimately fostering long-term leadership development. This collaborative experience will not only empower students but also promote cultural exchange and inclusivity among diverse groups.	20	2024 - 2025	Reflection	In the evaluation, 100% of students agree that they have further built up their leadership and generic skills. Students were also rewarded a certification of completion at the end of the training	\$4,100
	Leadership Programme (Camp): The leadership training camp for students will employ strategies such as interactive workshops, team-building activities, and personal challenge tasks to cultivate essential leadership skills. Participants will engage in collaborative exercises that enhance problem-solving, communication, and decision-making abilities. Anticipated benefits include increased self-confidence, improved teamwork, and the creation of a supportive peer network. This immersive experience will empower students to take on leadership roles, develop resilience, and inspire them to contribute meaningfully to their communities. Ultimately, the camp aims to equip students with the necessary tools and mindset for effective leadership.	20	2024 - 2025	Reflection	Students have to do reflection for each session and students have to complete a reflection form at the end. Over 90% of students reflect that the camp provided opportunities for them to understand more about themselves so that they can further utilise their talents in a group as being a leader.	\$19,084
	Student leaders training certificate Course 2024-25: The programme aims to cultivate students' leadership abilities, communication skills, and teamwork capabilities, enabling them to become outstanding leaders. This training programme combines theoretical knowledge with practical experience, providing opportunities for participants to interact with their peers through discussions, role-plays, group projects, and case studies. The goal is to foster participants' development of confidence, responsibility, and problem-solving skills to tackle future challenges.	20	2024 - 2025 (Oct-Nov)	Group project	A certificate of completion has been issued to students from the hosting organization:	\$6,000

Programme	Strategies and benefits anticipated	Target students	Date	Students Assignment	Evaluation of Student Learning	Expenditure
SA Ms. YC Ho	S4-S5 Leadership Training: The service opportunities for senior training tutors in the leadership program involve community engagement projects, mentorship, and workshops that enable tutors to apply their leadership skills both in and outside the school. By fostering collaboration and reflective practice, these initiatives aim to enhance leadership capabilities while making a positive impact on the community. Anticipated benefits include improved confidence, stronger relationships among tutors, and personal growth, all of which contribute to their development as positive role models for younger students. This holistic approach not only enriches the tutors' experiences but also reinforces their commitment to civic engagement.	20	2024 - 2025	Reflection /Project	This one was focusing on the planning and implementation of service learning. Students needed to hold a leadership training program for primary school students and students did reflection at the end and 90% of students said that they have improved communication&planning skills.	\$11,270
Discipline Ms. YC Lau	Prefect Training Camp: To enhance the leadership skills and toughness to be prefects. Prefects can learn to co-operate together and understand unity is indispensable in the team. Challenges are common and may not be dealt with alone. The team can discuss together and overcome any challenges.	23	2024 - 2025	Reflection	Debriefing was held constantly throughout the whole camp. Prefects also understood working together is necessary. They also learnt to be persevere when dealing with challenges	\$4957.5
						Total: \$95,056.5

Report on the Use of Learning Support Grant for Secondary School

學習支援津貼計劃（中學組）

上學年可保留的累積盈餘：	\$46,013.42 (a)
本學年第一期撥款：	\$280,280.00 (b)
本學年第二期撥款：	\$184,184.00 (c)
本學年總撥款：	\$464,464.00 (d) = (b) + (c)
本學年可用金額(總收入)	\$510,477.42 (e) = (a) + (d)
本學年總支出：	\$458,072.30 (f)
本學年年終末累積津貼餘款：	\$52,405.12 (g) = (e) - (f)
餘款佔本年度撥款的百分比(%)：	\$11.28 (h) = (g) / [(b) + (c)] x 100%

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、 讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
1	聘請學生支援 統籌助理 (2024-2025 整個學年)	支援有特殊教育需要學生與 家長及處理相關行政工作、 籌辦,協助 AIM PROJECT 之 培訓活動及推行輔導組相關 活動。	不適用	由 2024 年 9 月 1 日 起至 2025 年 8 月 31 日,為期 12 個月	特殊教育需要學生人數及類別: 25 名自閉症、注意力不足/過度活躍 症、視力、聽力、言語、讀寫障礙及 精神病的學生 年級: S1 - S6 教師人數: 54 名 家長人數: 25 名	老師及家長的意 見/學生支援組 的評估/學生活 動檢討問卷	(不適用)	費用總數: \$215,357.3 (薪金: \$204,840 強積金供款: \$10,517.3)
2	中一迎新工作坊 (2024 年 8 月 30 日)	1. 升中轉變及適應 2. 和諧共融 3. 自我管理技巧: 目標訂立 與實踐	童創文化	節數/次數: 1 次 每節時數: 1.5 小時 總時數: 1.5 小時	特殊教育需要學生人數及類別: 1 名自閉症、2 名注意力不足/過度活 躍症及 1 名言語障礙的學生 年級: S1 總人數: 124 名	活動當席老師的 意見/學生活動 檢討問卷	95%學生認為活動能有 助他們了解中學生活 和訂立學習目標,也令 他們加深同學之間的 認識和對學校的歸屬 感。	平均每小時費用: \$3,520 費用總數: \$5,280
3	Life Education Movie Appreciation – 生命教育電影欣賞 和講座 (2024 年 12 月 13 日)	透過講座和電影欣賞,讓同 學反思生命的意義,令學生 懂得珍惜生命和活出生命價 值。	FAITHEATRE	節數/次數: 1 次 每節時數: 1.5 小時 總時數: 1.5 小時	特殊教育需要學生人數及類別: 1 名自閉症、3 名注意力不足/過度活 躍症及 1 名聽力障礙的學生 年級: S2 總人數: 132 名	活動當席老師的 意見/學生活動 檢討問卷	92%學生認為活動能有 助他們了解不同人生 故事,引人思考對未來的 喜好及想法,從而建 立重要價值觀。	平均每小時費用: \$1,000 費用總數: \$1,500
4	高年級學業提升小組 (數學科) (2024 年 9 月下旬至 12 月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力,並提 升自信心。	本校畢業生	節數/次數: 8 節 每節時數: 1.5 小時 總時數: 12 小時	特殊教育需要學生人數及類別: 1 名精神病的學生 家長人數: 1 名 年級: S4 總人數: 1 名	老師及家長的意 見/學生支援組 的評估/學生活 動檢討問卷	9 成學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,200

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、 讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
5	言語治療訓練課程 (2024年10月至2025年5月)	提升學生的語言表達能力 及社交技巧。	START Centre 啓言堂言語治 療及復康訓練 中心有限公司	節數/次數:16次 每節時數:4小時 總時數:64小時	特殊教育需要學生人數及類別: 5名自閉症、4名注意力不足/過度活 躍症及5名言語障礙的學生 家長人數:9名 年級:S1-S6 總人數:9名	老師及家長的意 見/學生支援組的 意見/學生活動檢 討問卷	全部同學均滿意言語 治療過程,他們從中建 立自信;提升他們的語 言、社交及溝通能力, 有助語言發展及與他 人之溝通技巧。	平均每小時費用: \$800 費用總數: \$51,200
6	高年級學業提升小組 (經濟科) (2024年9月下旬至12月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力, 並提升自信心。	本校畢業生	節數/次數:7節 每節時數:1.5小時 總時數:10.5小時	特殊教育需要學生人數及類別: 1名自閉症的學生 家長人數:1名 年級:S5 總人數:1名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	全部學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$3,675
7	高年級學業提升小組 (物理科) (2024年10月上旬至12月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力,並提 升自信心。	本校畢業生	節數/次數:9節 每節時數:1.5小時 總時數:13.5小時	特殊教育需要學生人數及類別: 1名注意力不足及1名精神病的學生 家長人數:2名 年級:S5 總人數:2名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	全部學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,725
8	高年級學業提升小組 (化學科) (2024年10月上旬至12月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力,並提 升自信心。	本校畢業生	節數/次數:7節 每節時數:1.5小時 總時數:10.5小時	特殊教育需要學生人數及類別: 1名注意力不足 家長人數:1名 年級:S5 總人數:1名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	全部學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$3,675
9	中三級學業提升小組 (中文和英文科) (2024年10月中旬至12月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力,並提 升自信心。	本校畢業生	節數/次數:6節 每節時數:1.5小時 總時數:9小時	特殊教育需要學生人數及類別: 1名注意力不足 家長人數:1名 年級:S3 總人數:1名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	全部學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$3,150
10	中二級功課輔導班 (2024年10月中旬至12月中旬)	為協助同學解決功課與學習上 的疑難,培養正確的讀書態 度和規律,讓同學愉快地學習和 留下健康學習成長的經驗。	本校畢業生	節數/次數:9節 每節時數:1.5小時 總時數:13.5小時	特殊教育需要學生人數及類別: 1名注意力不足/過度活躍症和1名聽 力障礙的學生 家長人數:2名 年級:S2 總人數:2名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	90%學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,725
11	中二及中三級 功課輔導班 (2024年10月中旬至12月中旬)	為協助同學解決功課與學習上 的疑難,培養正確的讀書態 度和規律,讓同學愉快地學習和 留下健康學習成長的經驗。	本校畢業生	節數/次數:8節 每節時數:1.5小時 總時數:12小時	特殊教育需要學生人數及類別: 2名注意力不足/過度活躍症的學生 家長人數:2名 年級:S2及S3 總人數:23名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	90%學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,200
12	中三級 學業提升小組 (中文科) (2024年11月中旬至12月中旬)	為了提升學生的學術成績, 發掘及肯定個人能力,並提 升自信心。	本校畢業生	節數/次數:5節 每節時數:1.5小時 總時數:7.5小時	特殊教育需要學生人數及類別: 2名自閉症的學生 家長人數:2名 年級:S3 總人數:2名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	90%學生認為活動能 夠提升學習效能,應 用溫習技巧,並有助 鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$2,625

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、 讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
13	AIM Project 共融活動 小小魔術師工作坊 (2024年12月19日)	提醒學生互相尊重、和諧相處的重要性。讓學生學習及建立互相尊重的溝通模式	童創文化	節數/次數:1 節 每節時數:1.5 小時 總時數:1.5 小時	特殊教育需要學生人數及類別: 4 名自閉症、及 2 名注意力不足/過度活躍症學生 家長人數:13 名 年級: S1-S3 總人數:13 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	92%學生認為活動能提升其溝通技巧。	平均每小時費用: \$3000 費用總數: \$4,500
14	低年級學業提升小組 -上學期 (2024年1月)	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數:33 節 每節時數:1.5 小時 -2 小時 總時數:54 小時	特殊教育需要學生人數及類別: 5 名自閉症、3 名注意力不足/過度活躍症、3 名言語障礙、1 名聽力障礙的學生及 1 名精神病的學生 家長人數:13 名 年級:S1-S3 總人數:13 名	活動當席老師的意見/學生活動檢討問卷	92%學生認為活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$18,900
15	Life Education Movie Appreciation - 生命教育電影欣賞和講座 (2025年2月14日)	透過講座和電影欣賞，讓同學反思生命的意義，令學生懂得珍惜生命和活出生命價值。	FAITHEATRE	節數/次數:1 次 每節時數:1.5 小時 總時數:1.5 小時	特殊教育需要學生人數及類別: 2 名自閉症、3 名注意力不足/過度活躍症、1 名言語障礙及 1 名聽力障礙的學生 年級:S1-S2 總人數:260 名	活動當席老師的意見/學生活動檢討問卷	90%學生認為活動發人深省，引人反思生命價值。	平均每小時費用: \$1000 費用總數: \$1,500
16	中三級學業提升小組 (中文科) (2025年2月下旬至6月上旬)	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數:8 節 每節時數:1.5 小時 總時數:12 小時	特殊教育需要學生人數及類別: 2 名自閉症的學生和 1 名注意力不足/過度活躍症 家長人數:3 名 年級:S3 總人數:3 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	全部學生認為活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,200
17	中二級學業提升小組 (數學科) (2025年2月下旬至12月中旬)	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數:9 節 每節時數:1.5 小時 總時數:13.5 小時	特殊教育需要學生人數及類別: 1 名注意力不足/過度活躍症和 1 名聽力障礙的學生 家長人數:2 名 年級:S2 總人數:2 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	全部學生認為活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,725
18	高年級學業提升小組 (物理科) (2025年2月下旬至6月上旬)	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數:9 節 每節時數:1.5 小時 總時數:13.5 小時	特殊教育需要學生人數及類別: 1 名注意力不足/過度活躍症、1 名精神病的學生 家長人數:2 名 年級:S5 總人數:2 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	全部學生認為活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,725
19	中三級學業提升小組 (英文科) (2025年2月下旬至5月下旬)	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數:9 節 每節時數:1.5 小時 總時數:13.5 小時	特殊教育需要學生人數及類別: 1 名注意力不足/過度活躍症的學生 家長人數:1 名 年級:S3 總人數:1 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	學生認為活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用: \$350 費用總數: \$4,725

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、 讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
20	高年級學業提升小組 (化學科) (2025年2月下旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：8 節 每節時數：1.5 小時 總時數：12 小時	特殊教育需要學生人數及類別： 1 名注意力不足/過度活躍症的學生 家長人數：1 名 年級：S5 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$4,200
21	高年級學業提升小組 (經濟科) (2025年2月下旬至5月下旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：9 節 每節時數：1.5 小時 總時數：13.5 小時	特殊教育需要學生人數及類別： 1 名自閉症的學生 家長人數：1 名 年級：S5 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$4,725
22	中二級學業提升小組 (英文科) (2025年3月上旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：9 節 每節時數：1.5 小時 總時數：13.5 小時	特殊教育需要學生人數及類別： 1 名注意力不足/過度活躍症的學生 家長人數：1 名 年級：S2 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$4,725
23	中六級學業提升小組 (英文科) (2025年3月)	為協助同學準備公開考試， 鞏固所學。	本校畢業生	節數/次數：4 節 每節時數：2 小時 總時數：8 小時	特殊教育需要學生人數及類別： 1 名自閉症的學生 家長人數：1 名 年級：S6 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$2,800
24	中五級學業提升小組 (英文科) (2025年3月上旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：9 節 每節時數：1.5 小時 總時數：13.5 小時	特殊教育需要學生人數及類別： 1 名自閉症的學生 家長人數：1 名 年級：S5 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$4,725
25	中二級學業提升小組 (中文及英文科) (2025年3月中旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：9 節 每節時數：1.5 小時 總時數：13.5 小時	特殊教育需要學生人數及類別： 1 名注意力不足/過度活躍症和 1 名自 閉症的學生 家長人數：2 名 年級：S2 總人數：2 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	全部學生認為活動能 夠提升學習效能，應 用溫習技巧，並有助 鞏固課堂知識。	平均每小時費用： \$350 費用總數： \$4,725
26	中五級學業提升小組 (中文科) (2025年3月中旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。	本校畢業生	節數/次數：9 節 每節時數：1.5 小時 總時數：13.5 小時	特殊教育需要學生人數及類別： 1 名注意力不足/過度活躍症的學生 家長人數：1 名 年級：S5 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為活動能夠提 升學習效能，應用溫 習技巧，並有助鞏固 課堂知識。	平均每小時費用： \$350 費用總數： \$4,725
27	中三級學業提升小組 (中文科) (2025年3月中旬至6月上旬)	為了提升學生的學術成績， 發掘及肯定個人能力，並提 升自信心。另外，針對學生 在讀寫障礙方面提供適切的 支援。	本校畢業生	節數/次數：6 節 每節時數：1 小時 總時數：6 小時	特殊教育需要學生人數及類別： 1 名自閉症的學生 家長人數：1 名 年級：S3 總人數：1 名	老師及家長的意 見/學生支援組的 評估/學生活動檢 討問卷	學生認為課程目標不 太明確。	平均每小時費用： \$1,350 費用總數： \$7,920

	項目名稱	服務目的 (例如:分班或小組教學/共融活動、 讀寫訓練、社交訓練、培養專注力等)	外購服務 機構名稱 (如適用)	推行時間 (包括活動/上課總時數或 每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標 評估方法 (如適用)	成效檢討 (如適用)	實際支出
28	社交桌遊小組 (2025年3月中旬至6月下旬)	提醒學生互相尊重、和諧相處的重要性。讓學生學習及建立互相尊重的溝通模式	本校畢業生	節數/次數:8節 每節時數:1.5小時 總時數:12小時	特殊教育需要學生人數及類別: 2名注意力不足/過度活躍症的學生及 3名自閉症 家長人數:5名 年級:S2-S3 總人數:5名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	全部同學均滿意活動安排和導師指導,他們從中提升語言、社交及溝通能力。	平均每小時費用: \$1,320 費用總數: \$15,840
29	低年級學業提升小組 -下學期 (2025年6月)	為了提升學生的學術成績,發掘及肯定個人能力,並提升自信心。	本校畢業生	節數/次數:33節 每節時數: 1.5小時-2小時 總時數:54小時	特殊教育需要學生人數及類別: 5名自閉症、4名注意力不足/過度活躍症、3名言語障礙、1名聽力障礙的學生及1名精神病的學生 家長人數:14名 年級:S1-S3 總人數:13名	活動當席老師的意見/學生活動檢討問卷	88%學生認為活動能夠提升學習效能,應用溫習技巧,並有助鞏固課堂知識。全部同學均希望下學年可再次參加此小組。	平均每小時費用: \$350 費用總數: \$18,900
30	輔導周 (Summer Programme)	活動旨在培養學生的成長型思維,鼓勵他們勇於面對挑戰,從失敗中學習,並不斷成長,從而譜出正向人生。	童創文化	節數/次數:6節 每節時數:3小時 總時數:18小時	特殊教育需要學生人數及類別:4名自閉症、及3名注意力不足/過度活躍症學生 家長人數:7名 年級:S1-S2 總人數:7名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	90%同學同意活動內容既有趣,又富有教育意義。	平均每小時費用: \$2,067 費用總數: \$37,200

註:如學校能提供運用「學習支援津貼」聘請額外支援教師/教學助理的費用(薪金+強積金供款)的資料,請填寫。

總額: \$458,072.30

Report on the Use of the Life-wide Learning Grant

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es), more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	CHATGPT AI COURSE	Feb 2025-May 2025	S4	20	\$ 3,000.00	\$150.00	E1, E5	Cross-Disciplinary (ST)	Students learnt how to use LLM		✓			✓
2	3D printing course	Sep 2024-Dec 2024	S5	20	\$ 1,500.00	\$75.00	E1, E5	Cross-Disciplinary (ST)	Students learnt how to use 3D design tools		✓			✓
3	Acappella Contest	10/11/2024	S4-S6	8	\$ 1,000.00	\$125.00	E1	Arts (Music)	Students tried their best and they enjoyed the competitions.		✓		✓	
4	Acappella Workshop	Sep 2024-Jul 2025	S3-S5	17	\$ 10,765.34	\$633.26	E1	Arts (Music)	Students learnt the techniques of singing Acappella and performed outside school and Shung Tak Concert.			✓		
5	Aerial Drone Programming course	Feb 2025-May 2025	S1-S3	20	\$ 14,796.00	\$739.80	E1	Cross-Disciplinary (ST)	Students programmed the drone with different patterns		✓			✓
6	ATHLETIC MEET	May-25	S1-S5	500	\$ 12,302.95	\$24.61	E1	Physical Education	Students enjoyed the competitions and many served as student helpers throughout the Athletic Meet.	✓		✓		
7	Badminton training	Sep 2024-May 2025	S1-S6	80	\$ 40,140.00	\$501.75	E5	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.	✓		✓		
8	Basketball training	Sept 2024 - May 2025	S1-S6	50	\$ 42,028.00	\$840.56	E5	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.	✓		✓		
9	Biology visits	S4 : 29/5/2025 S5 : 29/10/2024 S6 : 24/9/2024	S4-S6	77	\$ 6,300.00	\$81.82	E1,E2	Science	Students attend field study training in studying center		✓			
10	Career Visits (to tertiary institutes / work p	Apr-25	S4, S5	200	\$ 7,110.00	\$35.55	E2	Cross-Disciplinary (OT)	Students were able to understand different programmes offered by universities.					✓
12	Chinese Instrumental Classes	Sep 2024-Jul 2025	S1-S5	34	\$ 15,520.00	\$456.47	E5	Arts (Music)	Students learnt the techniques of playing Chinese instruments and performed in Shung Tak Concert.	✓		✓		
13	Chinese Orchestra	Sep 2024-Jul 2025	S1-S5	22	\$ 14,280.00	\$649.09	E2,E5	Arts (Music)	Students learnt the ensemble techniques and joint JSMA competition and got bronze award and performed in Shung Tak Concert.	✓		✓		
14	Class Activity Days	28/2/2025	S1	132	\$ 3,960.00	\$30.00	E2	Values Education	Students knows how to tackle difficulties and be kind to each others.		✓	✓		
15	Disney Performing Art	7/12/2024	S1-S5	65	\$ 4,430.00	\$68.15	E1	Arts (Music)	Students performed in Hong Kong Disneyland to share the happiness of Christmas.	✓		✓	✓	
16	Drama course	SEPT 2024 - March 2025	S1-S4	32	\$ 8,000.00	\$250.00	E5	Leadership Training	Students learnt more drama techniques and got experience by joining different drama competitions outside school.	✓				
17	Drawing Workshop	March 2025	S5-6	14	\$ 7,600.00	\$542.86	E5	Arts (Visual Arts)	Students learnt to do the landscape painting		✓	✓		

18	English Drama	Whole Year	S1-S4	25	\$ 4,000.00	\$160.00	E2	Arts (Others)	Students participated in the year-long drama programme that they created, prepared for, and performed during the school Open Day as well as in the EMI Drama Festival. Students fully invested in their performance and creation and were greatly benefitted from the experience.	✓		✓		
19	English Excursions	Whole Year	S2, S4, S6	332	\$ 23,640.00	\$71.20	E1,E2	Cross-Disciplinary (Other)	Students engaged in pre-visit research, excursion projects, and their learning outcome was shared with their peers.	✓	✓	✓	✓	✓
20	Expenses of Choir Performance	Sep 2024-Jul 2025	S1-S5	80	\$ 460.00	\$5.75	E1	Arts (Music)	Students learnt the techniques of singing and performed outside school and Shung Tak Concert.			✓		
21	Football training	Sep 2024-May 2025	S1-S6	50	\$ 29,456.00	\$589.12	E1,E5	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.	✓		✓		
22	Hip Hop Dance Training Course	Whole Year	S1-S5	22	\$ 4,200.00	\$190.91	E1,E5	Cross-Disciplinary (Other)	Students have stretched their potential in dancing and have learned to play an important role in teamwork through practicing and performances.	✓		✓		✓
23	Hong Kong Schools Mooting and Mock Trial	Sep 2024-Jul 2025	S3-S5	17	\$ 450.00	\$26.47	E2	Moral, Civic and National Education	2nd preliminary round of mock trial competition was completed and student also visited Tuen Mun Magistrates' Courts.	✓	✓			✓
24	Hydroponic system	Sep 2024-Jul 2025	S4-S5	30	\$ 560.00	\$18.67	E1	Cross-Disciplinary (STEM)	Students learnt how to operate both indoor and outdoor hydroponics system.		✓		✓	
25	Instrumental Classes	Sep 2024-Jul 2025	S1-S5	39	\$ 24,970.00	\$640.26	E1,E5	Arts (Music)	Students learnt the techniques of playing instruments and performed in Shung Tak Concert.					
26	Inter-Divisional Competition	Sep 2024-Jul 2025	S1-S6	40	\$ 7,629.80	\$190.75	E1,E2,E5	Leadership Training	Students were able to use the skills of first-aid and enjoyed joining inter-school competitions.	✓			✓	✓
27	Inter-school Sports competitions	Sep 2024-May 2025	S1-S6	700	\$ 18,965.00	\$27.09	E1	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.	✓		✓		
28	Joyful@STC	Sep 2024-Jul 2025	S1-S5	40	\$ 13,770.00	\$344.25	E1,E2	Cross-Disciplinary (Other)	S1-S5 participants expressed that the programme helped promote a loving and caring environment for themselves and their peers (e.g. STC Carnival, post-examination workshops and outings).		✓		✓	
29	Katso Camp, leadership training programme	10 & 11/11/2024	S2-S4	3	\$ 1,300.00	\$433.33	E1,E2	Values Education	The camp provided an opportunity to meet and interact with students from different schools.	✓				
30	Leadership Service Training Program	5/4/2025,10/5/2025,18/8/2025,21/5/2025	S1-S5	43	\$ 283.30	\$6.59	E1	Leadership Training	Students reviewed in the survey that they have learnt how to cooperate with teammates and understand the meaning of servant leadership.	✓			✓	
31	Local pilgrimages	10/7/2025	S1-S4	15	\$ 2,590.00	\$172.67	E1,E2	Values Education	Students enjoyed the pilgrimage and finish a reflect sharing worksheet after the event.	✓				
32	Marching Band	Sep 2024-Jul 2025	S1-S5	14	\$ 56,984.00	\$4,070.29	E2,E5,E7	Arts (Music)	Students learnt the ensemble and marching techniques and performed outside school and Shung Tak Concert.	✓		✓	✓	
33	MATH DAY	13/5/2025 & 14/5/2025	S1-S5	400	\$ 1,233.00	\$3.08	E1	Mathematics	The high participation rate indicated that students enjoyed the games and activities during the Maths Days. Boards displaying the statistical projects were also set up to help students learn more about social issues through statistical graphs.	✓	✓			
34	National Security Education Activities	2-3 Oct 2025	S1-S6	700	\$ 6,440.00	\$9.20	E1,E2	National Security	A delegation of four teaching staff from our sister school visited our school and engaged in in-depth exchange activities with various students from our school.	✓	✓			
35	Orchestra	Sep 2024-Jul 2025	S1-S5	39	\$ 48,687.58	\$1,248.40	E1,E2,E5	Arts (Music)	Students learnt the ensemble techniques and joint JSMA competition and got silver award and performed in "Let Talent Shine" and Shung Tak Concert.	✓		✓	✓	
36	Photography Training Workshop	Whole Year	S1-S3	19	\$ 12,000.00	\$631.58	E1	Values Education	Over 90% of the participants expressed the activity was enjoyable and helped them develop a professional photographing skills.	✓	✓	✓		✓

37	Picnic Day	1/11/2024	S1-S3	377	\$ 211.00	\$0.56	E2	Values Education	Over 90% of students learnt kindness and respect, and appreciate the nature.	✓				
39	Prefect Training Camp	2-3 July 2025	S2-S5	54	\$ 43,706.00	\$809.37	E1,E2	Values Education	Prefects learnt about the importance of teamwork and appreciating the effort of each other	✓			✓	
40	Regular Meeting (Training)	Sep 2024-Jul 2025	S1-S6	40	\$ 200.00	\$5.00	E1	Leadership Training	Participants learnt the skills of first-aid and were able to use those skills during different events	✓			✓	✓
41	Robomaster interest class	Sep 2024-Dec 2024	S1-S3	20	\$ 10,000.00	\$500.00	E1,E5	Cross-Disciplinary (STEAM)	Participants went into final 23	✓	✓			✓
42	S3 Leadership Programme	22/3 & 5/4/2025	S3,S4&S5	43	\$ 39,888.66	\$927.64	E1	Leadership Training	Students have been equipped the ability to be leaders, including different generic skills and have a proper attitude of being servant leaders.	✓			✓	
43	Scouts Camping	Dec-24	S1-S5	20	\$ 593.70	\$29.69	E1,E2	Leadership Training	Participants enjoyed the camp and learnt life skills.	✓				
44	Self-development Project - Language Class	Whole Year	S1-S3	20	\$ 5,800.00	\$290.00	E1	Others, please specify Language studies	Students learnt basic Japanese for speaking and writing					✓
45	Self-development Project - School Reporter	Whole Year	S1-S3	13	\$ 24,000.00	\$1,846.15	E1,E2	Cross-Disciplinary (Other)	Students were able to know the skills of reporters and built up the ability of discernment.	✓				✓
47	Sex Education Workshop	Sep 2024-Jul 2025	S1-S6	700	\$ 9,000.00	\$12.86	E1	Values Education	Over 90% of the participants expressed the activity was enjoyable and helped them develop a healthy and positive value.		✓			
48	STEM Competition	Sep 2024-Jul 2025	S1-S6	50	\$ 14,400.00	\$288.00	E1,E2,E7	Cross-Disciplinary (STEAM)	Students enjoyed to participate various competitions		✓			✓
49	STEM talks	Nov-24	S1	130	\$ 3,700.00	\$28.46	E1	Science	S2 students could cultivate the crops by using hydroponics	✓	✓			✓
50	Table tennis training	Sep 2024-May 2025	S1-S6	40	\$ 16,800.00	\$420.00	E1	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.\	✓		✓		
51	Talks, Workshops, Visits	Sep 2024-Jul 2025	S1-S6	700	\$ 18,990.00	\$27.13	E1,E2	Values Education	Over 90% of the participants expressed the activity was enjoyable and helped them develop a healthy and positive value.		✓			
52	Videography course	Sep 2024-May 2025	S1-S3	19	\$ 21,880.00	\$1,151.58	E1,E5	Arts (Others)	Students are able to use the knowledge and skills learnt to produce a video.	✓				✓
53	Visit to Museum / Exhibition (transport)	8th July 2025	S1-3, S4	145	\$ 1,120.00	\$7.72	E1,E2	Arts (Visual Arts)	Over 95% of the participants expressed the activity was enjoyable and helped them understand more about art and history		✓	✓		
54	Visiting Art Exhibition	8th July 2025	S1-S6	180	\$ 2,699.00	\$14.99	E1,E2	Arts (Visual Arts)	Over 95% of the participants expressed the activity was enjoyable and helped them understand more about art and history		✓	✓		
55	Volleyball training	Sept 2024 - May 2025	S1-S6	50	\$ 21,172.00	\$423.44	E5	Physical Education	Students were able to be more physically fit and enjoyed joining inter-school competitions.\	✓		✓		
56	Volunteer Team Expenses	Whole Year	S2-S5	23	\$ 186.30	\$8.10	E1	Values Education	Students organized a countryside festival at Kiu Saw Public School with residents of Hung Shui Kiu					
57	Volunteer Training	Whole Year	S2-S5	30	\$ 1,400.00	\$46.67	E2	Values Education	Students joined 6 training sessions this year and able to learn how to organize a volunteer service by themselves.	✓			✓	
58	左右腦思維訓練班	March, 2025	S2	18	\$ 6,300.00	\$350.00	E5	Critical thinking	Students got improvements in critical thinking Skills		✓			
59	崇德人自我發展計劃-粵語辯論興趣班	Whole Year	S1-S5	15	\$ 7,250.00	\$483.33	E1,E5	Cross-Disciplinary (Other)	Students were equiped with critical thinking and speaking ability	✓				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				6,586	\$699,647.63									

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	English Study Tour	25 Jan - 2 Feb 2025	S2-5	38	\$ 58,082.89	\$1,528.50	E3, E4	English Language	On a 4-point scale, students gave the entire experience an overall 3.46. Students strongly agreed that the tour has allowed them to learn about different cultures (3.78/4).	✓	✓				
2	Study Tour to KOREA	3-7/7/2025	S1-5	24	\$ 11,015.95	\$459.00	E4	Values Education	The sharing among participants was very meaningful.	✓	✓				
3	Study Tour to Okinawa	5/7-10/7/2025	S1-5	40	\$ 41,488.69	\$1,037.22	E3, E4	Cross-Disciplinary (Other)	Students learn the marine ecosystem, cultural development of Okinawa	✓	✓				
4	Service Tour to Guangdong (Short Tour)	15-Mar-25	S2-S5	29	\$ 2,458.04	\$84.76	E3, E4	Values Education	Students served the elderly there and learned more about the value of servant leadership.	✓			✓		
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				131	\$113,045.57										
Expenses for Category 1				6,717	\$812,693.20										

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$812,693.20

Category 3: Number of Student Beneficiaries

Total number of students in the school:	683
Number of student beneficiaries:	683
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr. LAU SHIU BONG
Post of Contact Person for LWL:	SGM

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

「公民與社會發展科津貼」運用報告

致： 教育局常任秘書長

(經辦人：課程發展處公民與社會發展組)

地址： 香港灣仔皇后大道東 213 號胡忠大廈 13 樓公民與社會發展組

傳真： 2573 5299/2575 4318

[請於 2025 年 9 月 30 日或以前填妥本報告並交回教育局公民與社會發展組]

「公民與社會發展科津貼」運用報告 (更新版)

1. 本校已運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途：

範疇	實際開支金額 (\$)
i. 發展或採購相關的學與教資源	\$154,891.00
ii. 資助學生及／或教師前往內地，參加與公民科課程相關的教學交流或考察活動	\$35,565.60
iii. 舉辦與公民科課程相關的校本學習活動	\$67,509.00
iv. 舉辦或資助學生參加與公民科課程相關在本地或在內地舉行的聯校／跨課程活動	\$42,260.00
v. 其他 (請註明)：	\$0.00
總開支金額	\$300,225.60
津貼餘款	\$0.00

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

☒ 已全數用完

☐ 尚有餘款，須退回教育局的款額 _____ 元。

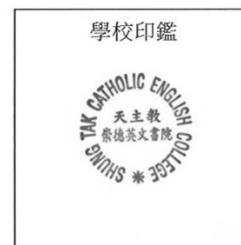
☐ 尚有餘款 _____ 元，將予以取消。[官立學校適用]

(請於適當空格內加上「✓」號)

3. 聲明

茲證明：

- i. 本校已遵守教育局通函第 83/2021 及 174/2023 號所述的運用原則和使用範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
- ii. 所有支出項目均具備單據證明，所有活動的財務紀錄和單據已妥善按會計程序處理及存檔，以備教育局查核；
- iii. 本校會在 2024/25 學年完結後的規定期內，向教育局呈交經審核的周年帳目報告 (如適用)，報告內會記錄津貼的總收支；
- iv. 本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。學校須退回不屬於「公民科津貼」的資助項目的款項予教育局。



校監／校長*簽署：

校監／校長*姓名：

Dr. Tang Sui Sim Cecilia

學校名稱：

Shung Tak Catholic English College

聯絡電話：

24764263

日期：

18/7/2025

* 請刪去不適用者

Report on the Use of IT Innovation Lab in Secondary School

	Approved Budget (a) \$	Actual Amount (b) \$	Actual Amount vs Approved Budget (b) – (a) / (a) %	Notes in Statement 2
INCOME (Remark 1)				
Funding Support from the DPO		785,709.78	-	Statement 2 - Note 1
Bank Interest Income		1,491.01	-	
Other Funds (e.g. non-government funds, sponsorship, subsidy, etc.)		-	-	
Other Income (e.g. school activity fee)		-	-	
TOTAL INCOME	-	787,200.79	-	
EXPENDITURE (Remark 1)				
IT Equipment, Infrastructure and Related Service Charges				
Hardware				Statement 2 - Note 2a
- Server-side computing		-	-	
- Client-side computing		-	-	
- Peripherals		310,556.00	-	
- Others		77,800.00	-	
Software				
- Server-side computing		20,000.00	-	
- Client-side computing		-	-	
Infrastructure		-	-	
Cloud Services		-	-	
Others		-	-	
Operating Expenses and Administrative Cost				
Professional services for supporting the organisation of activities		376,000.00	-	Statement 2 - Note 2b
Transportation Fees				
- Local		-	-	
- Non-local		-	-	
Accommodation Fees (Non-local competition)		-	-	
Supply Teacher		-	-	
Consumables		-	-	
Accounting Services		-	-	
Audit Services (mandatory for the last year)		-	-	

	Approved Budget (a) \$	Actual Amount (b) \$	Actual Amount vs Approved Budget (b) – (a) / (a) %	Notes in Statement 2
Promotion		-	-	
Others		-	-	
TOTAL EXPENDITURE	-	784,356.00	-	
SURPLUS / (DEFICIT) FOR THE YEAR		2,844.79		
BALANCE BROUGHT FORWARD FROM PREVIOUS YEAR / 1st ROUND OF THE PROGRAMME				
BALANCE CARRIED FORWARD TO NEXT YEAR (Remark 2)		2,844.79		

Report on Sister School Exchange

姊妹學校交流報告書

學校名稱：	Shung Tak Catholic English College		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	Mr. Yim Tak Leung

本學年已與以下內地姊妹學校進行交流活動：	
1.	Shenzhen Nanshan Foreign Language School (深圳市南山外國語學校(集團)高級中學)
2.	Beijing National Day School-JinYuan (北京十一晉元中學)
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
A1	<input checked="" type="checkbox"/> 探訪/考察	B1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
A2	<input checked="" type="checkbox"/> 校政研討會/學校管理分享	B2	<input checked="" type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/> 會議/視像會議	B3	<input checked="" type="checkbox"/> 交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input checked="" type="checkbox"/> 與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" type="checkbox"/> 擴闊學校網絡
A5	<input type="checkbox"/> 其他(請註明):	B5	<input checked="" type="checkbox"/> 擴闊視野
		B6	<input checked="" type="checkbox"/> 建立友誼/聯繫
		B7	<input checked="" type="checkbox"/> 訂定交流細節/ 活動詳情
		B8	<input type="checkbox"/> 其他(請註明):

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
D1	<input checked="" type="checkbox"/> 探訪/考察	E1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
D2	<input checked="" type="checkbox"/> 觀課/評課	E2	<input type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/> 示範課/同題異情	E3	<input type="checkbox"/> 建立學習社群/推行教研
D4	<input type="checkbox"/> 遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/> 促進專業發展
D5	<input type="checkbox"/> 專題研討/工作坊/座談會	E5	<input type="checkbox"/> 提升教學成效
D6	<input type="checkbox"/> 專業發展日	E6	<input checked="" type="checkbox"/> 擴闊視野
D7	<input type="checkbox"/> 其他(請註明):	E7	<input checked="" type="checkbox"/> 建立友誼/聯繫
		E8	<input type="checkbox"/> 其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目		預期目標	
編號	描述	編號	描述
G1	<input checked="" type="checkbox"/> 探訪/考察	H1	<input checked="" type="checkbox"/> 增進對內地的認識和了解
G2	<input checked="" type="checkbox"/> 課堂體驗	H2	<input checked="" type="checkbox"/> 增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/> 生活體驗	H3	<input checked="" type="checkbox"/> 擴闊視野
G4	<input type="checkbox"/> 專題研習	H4	<input checked="" type="checkbox"/> 建立友誼
G5	<input type="checkbox"/> 遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/> 促進文化交流
G6	<input checked="" type="checkbox"/> 文化體藝交流	H6	<input checked="" type="checkbox"/> 增強語言/表達/溝通能力
G7	<input type="checkbox"/> 書信交流	H7	<input checked="" type="checkbox"/> 提升自理能力/促進個人成長
G8	<input type="checkbox"/> 其他(請註明):	H8	<input checked="" type="checkbox"/> 豐富學習經歷
		H9	<input type="checkbox"/> 其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	☑	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input checked="" type="checkbox"/>	其他(請註明): reflective articles from students

全年財政報告:

編號	☑	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 132,520.00
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 88,376.00
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 2,157.97
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$ 223,053.97
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

3

編號	☑	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用, 請註明] Two exchange activities have been organized: First, on 2nd and 3rd October 2024, a delegation of four teaching staff from our sister school, Beijing National Day School-Jin Yuan, visited our school.. Second, our school also organized a visit to Beijing National Day School-Jin Yuan from 12th to 17th April 2025. The delegation comprised 27 students and six teachers, including two Vice Principals.
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用, 請註明] For the first activity, the two-day visit included a campus tour, presentations by the Principal and several members of the senior management team, and meetings with four students from S1 and S4 for shadowing sessions. The visit concluded with a meeting between the Jin Yuan staff and all members of our senior management team. For the second activity, our students joined lessons with study partners at Jinyuan School, where teachers conducted lesson observations. We explored cultural sites, including the Temple of Heaven, the Great Wall, and the China Science and Technology Museum, fostering educational and cultural exchanges..
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用, 請註明] After two exchange activities, our school has established a regular exchange program with Jinyuan. Their students will visit us during the National Day holiday week, and we will visit them during the Easter holidays.
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用, 請註明] The main expenses was allocated for the exchange activities. Part of the expenses for this year were dedicated to upgrading the conference room equipment to better facilitate online meetings with our sister schools in mainland China.
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用, 請註明]
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次:

編號	☑	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>700</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>33</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>733</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>57</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>16</u> 總人次

備註:

4

Report on the Use of the “One-off Grant for Mental Health at School”

To: Permanent Secretary for Education

(Attn: Educational Psychology Service (Kowloon 1) Section, Special Education Division)

Address: Educational Psychology Service (Kowloon 1) Section

Room W201, 2/F, West Block, Education Bureau Kowloon Tong Education
Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2715 8056

[Please complete and return this report to the Educational Psychology Service (Kowloon 1) Section of EDB on or before 30 September 2025.]

Report on the Use of the “One-off Grant for Mental Health at School”

1. Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	\$37,280.50
ii.	Providing support services related to enhancing the mental health of students and teachers	\$0.00
iii.	Designing and producing school-based learning and teaching resources related to mental health	\$3,146.00
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$19,601.60
v.	Others (please specify): _____	\$0.00
	Total Expenditure	\$60,028.10
	Unspent Balance	\$0.00

2. As at 31 August 2025, the Grant

☒ has been fully spent.

☐ has an unspent balance of \$ _____ which will be returned to EDB.
[Applicable to aided, caput and DSS schools]

☐ has an unspent balance of \$ _____ which will lapse. [Applicable to government schools]

(Please put a “✓” in the appropriate box)

2. Declaration

This is to certify that:

- (i) Our school has observed the principles and ambit set out in EDBCM No. 216/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;
- (ii) Our school has kept a separate ledger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;
- (iii) Our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this Report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and
- (iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)* : 天主教崇德英文書院

Name of School(English)* : Shung Tak Catholic English College

School No. & Location No. :

(Format : xxxxxx-0001)

230057 — 0001

Signature of Supervisor :

Name of Supervisor : Rev. Li Chi Yuen

Date :

* Must be identical to the name shown on the school chop

Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

To: Permanent Secretary for Education
(Attn: Home-School Co-operation and Parent Education Section, Special Education Division)

Address: Home-School Co-operation and Parent Education Section
Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education
Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2391 0470

[Please complete and return this report to the Home-School Co-operation and Parent Education Section of EDB on or before 30 September 2025.]

Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

1. Our school/ PTA has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	\$ 4,180.00
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	\$ 0.00
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	\$ 18,700.00
v.	Others (please specify):	
	Total Expenditure	\$ 22,880.00
	Unspent Balance	\$ 0.00

2. As at 31 August 2025, the Grant

☒ has been fully spent.

☐ has an unspent balance of \$ _____ which will be returned to EDB.

[Applicable to aided and caput schools]

☐ has an unspent balance of \$ _____ which will be returned to the Home-School Co-operation and Parent Education Section of EDB by crossed cheque payable to the “HKSAR Government”. **[Applicable to government and DSS schools]**

(Please put a “✓” in the appropriate box)

3. Declaration

This is to certify that:

- (i) Our school/ PTA has observed the principles and ambit set out in EDBCM No. 217/2023, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the Grant and other relevant grants and subsidies. All of the expenditure is in line with the principles and purposes of using the relevant grants, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school;
- (ii) Our school/ PTA has kept a separate ledger account to properly record all the income and expenditure of the Grant. All expenditure items are supported with documentary proof. All the financial records, books of accounts, receipts, payment vouchers and invoices will be kept for at least 7 years by our school for accounting and auditing purposes;
- (iii) Our school/ PTA will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of the 2024/25 school year, in which the total income and expenditure of the Grant will be recorded. In case of any discrepancy between this Report and the annual audited accounts, we will notify EDB as soon as possible for follow-up actions; and
- (iv) The information provided in this Report is true and accurate. We understand that EDB has the right to request the school to provide documentary proof of the expenditure for auditing and inspection purposes. The school is required to return the disbursed amounts that do not belong to the subsidised items of the Grant to EDB.



Name of School(Chinese)*: 天主教崇德英文書院

Name of School(English)*: Shung Tak Catholic English College

School No. & Location No.:

(Format : xxxxxx-0001) 230057 — 00001

Signature of Supervisor: _____

Name of Supervisor: Rev. Li Chi Yuen

Signature of Chairperson of the PTA: _____

Name of Chairperson of the PTA: Peretti, Bob

Date: _____

* Must be identical to the name shown on the school chop

Report on the Use of One-off Grant on Parent Education

Opening balance:	Grant Income 2024/25 (\$200,000)
Expenditure:	(see the table below)
Closing balance:	\$183,550

Content/objective	Programme/Activities	Date	Target	Person-in-charge	Expenditure
Organising structured or thematic parent education programmes-Parents workshops	Aromatherapy Parent Workshop 香薰按摩家長工作坊	13/3/2025	Parents (Whole School)	Ms KY Wong Ms Kally So	\$4,600
	Parent-Child Education Activity 家長老婆餅製作工作坊	13/5/2025	Parents (Whole School)	Mr. CW Wong	\$8250
	Coach Fee for Kwun Tong 家長老婆餅製作工作坊	13/5/2025	Parents (Whole School)	Mr. CW Wong	\$1400
	Parent Relaxation Class 靜觀呼吸、紓緩減壓瑜伽體驗班	3/6/2025	Parents (Whole School)	Ms. KY Wong	\$2200
Total:					\$16,450

推廣中華文化體驗活動一筆過津活 2024-2025 報告

本學年舉辦中華文化日，讓學生認識、傳承中華文化，提升學生對學習中華傳統文化的興趣，加強國身份認同。

教育局撥款：	HK\$300,000.00
開支：	
中華文化日(一)文化薈萃樂中秋	HK\$28,033.4
中華文化日(二)金蛇賀歲迎新春	HK\$21,584.27
中華文化日(三)數學及中華文日	HK\$11,233
中華文化日(四)小林功夫表演	HK\$8,000
總開支：	HK\$68,850.67
結餘：	HK\$231,149.33

2024-2025 加強支援非華語學生的中文學與教額外撥款報告

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組 (FITS - SMM)」採用可攜式文件檔(.pdf)格式呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第2組）：

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於**2025年11月28日或之前**提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取1至9名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教 額外撥款 2024/25 學年學校報告（普通中學適用）

學校註冊編號：230057 (6位數 SCRN)

學校名稱：天主教崇德英文書院

學校電話號碼：24764263

學校傳真號碼：24734437

總統籌人員姓名：許頌然

總統籌人員職位：☐ 副校長 ☒ 中文科主任 ☐ 中文科任教師

☐ 其他（請說明）：

按教育局通告第8/2020號，本校在2024/25學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

☐ 請在適當的方格內加上「√」號

（一）整體規劃

（1）評估非華語學生的中文學習需要

本校於2024/25學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input type="checkbox"/> 已採用教育局為學校提供的《評估工具》。 <input checked="" type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已採用校本評估方法，評估非華語學生的中文學習表現。 <input checked="" type="checkbox"/> 其他（請說明）：教學助理給予課後功課支援。
(b)	<input type="checkbox"/> 已實施教育局為學校提供的「學習架構」。 <input checked="" type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input checked="" type="checkbox"/> 其他（請說明）：教學助理給予課後功課支援。

（2）安排非華語學生考取合適的中國語文資歷

於2024/25學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試			
(b)	香港中學文憑考試應用學習中文（非華語學生適用）			
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試			

☐ 請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2024/25 學年獲提供的額外撥款 \boxed{A} ☒ 159,041 元 / \boxed{B} 331,453 元，以及 2023/24 學年額外撥款累積餘額³（如適用） \boxed{B} 82,619.80 元（請注意：此項資料必須與(i)本額外撥款 2023/24 學年學校報告和(ii)學校經審核的周年帳目的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(4)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.7) 名	\$ 135,366.95	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	
	<input type="checkbox"/> 教師 () 名	\$	
請以小數表示（如適用）			
備註（如適用）：			
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源（請於第(4)(b)項提供補充資料）	\$	
(c)	<input checked="" type="checkbox"/> 僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	
	<input checked="" type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$ 12,000.00	<input type="checkbox"/>
(d)	<input type="checkbox"/> 舉辦推廣共融校園活動／提高多元文化及宗教敏感度的活動及／或提供相關服務（請於第(4)(c)項提供補充資料）	\$	
(e)	<input type="checkbox"/> 其他（請說明）：	\$	
運用額外撥款總支出 \boxed{C}		\$ 147,366.95	自動計算
[(a) + (b) + (c) + (d) + (e)]			
（請注意：運用額外撥款總支出 \boxed{C} 應小於或等於 \boxed{A} 及 \boxed{B} 的總和）			

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日新員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

☐ 請在適當的方格內加上「√」號

- (f) 只供資助學校、直資學校及按位津貼學校填寫 非官立學校請按此
2024/25 學年完結時，本校的額外撥款累積結餘為 \boxed{D} 94,293.85 元
 $\boxed{A} + \boxed{B} - \boxed{C}$ ，累積結餘佔 2024/25 學年額外撥款的百分比為
59.3 % $\boxed{D} \div \boxed{A} \times 100\%$ 自動計算

只供官立學校填寫 官立學校請按此
2024/25 財政年度完結時，因超出累積餘款上限而予以取消的餘款為 \boxed{E} 元（如適用）。因此，2024/25 學年完結時，本校的額外撥款累積結餘為 \boxed{F} 元 $\boxed{A} + \boxed{B} - \boxed{C} - \boxed{E}$ ，累積結餘佔 2024/25 學年額外撥款的百分比為 % $\boxed{F} \div \boxed{A} \times 100\%$ 自動計算

只供額外撥款的餘額 \boxed{D} / \boxed{F} 累積至高水平（70%或以上）的學校填寫

2024/25 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因：

(ii) 改善建議／下學年運用額外撥款餘款的計劃：

(4) 本校於 2024/25 學年的校本支援措施詳情如下：

(a)	<input type="checkbox"/> 提供中文科的課堂支援：（可選多於一項） 抽離學習 (年級：_____) 分組／小組學習 (年級：_____) 協作／支援教學 (年級：_____) 發展／採用校本中國語文課程及／或調適學與教材料 (年級：_____) 其他（請說明：_____） (年級：_____)
	<input checked="" type="checkbox"/> 提供其他學習中文的支援：（可選多於一項） <input type="checkbox"/> 中文學習小組 (年級：_____) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input checked="" type="checkbox"/> 中文銜接課程 (年級：中三) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 導讀學習 (年級：_____) <input checked="" type="checkbox"/> 其他（請說明：教學助理給予課後功課支援。_____） (年級：_____)

☐ 請在適當的方格內加上「√」號

(b)	<p>本校已購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <p style="text-align: center;"><u>教學資源</u></p> <p>(i) _____</p> <p>(ii) _____</p>
(c)	<p>本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下：</p> <p>(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化活動的例子</p> <p>1. 活動內容：<u>中華文化日</u></p> <p>2. 活動內容：<u>請選擇或填寫</u></p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (可選多於一項)</p> <p><input checked="" type="checkbox"/> 傳譯／翻譯學校政策／學校通告／學校網頁等資訊</p> <p><input checked="" type="checkbox"/> 與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性</p> <p><input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊</p> <p><input type="checkbox"/> 其他 (請說明：_____)</p>

(三) 評鑑、問責及支援

- (5) 在 2024/25 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2024/25 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

- (i) 加強支援非華語學生的中文學與教 (可選多於一項)

- ☐ 提升教學人員教授非華語學生中文專業能力
- ☒ 促進非華語學生的中文學習進度
- ☒ 提升非華語學生學習中文的信心和態度
- ☐ 其他 (請說明)：_____

成效(請選擇)

成效(請選擇)

- (ii) 建構共融校園 (可選多於一項)

- ☐ 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- ☒ 推廣共融校園的成效
- ☒ 加強非華語學生的家長對其子女的學習進度 (包括中文學習)、選校／升學／就業的資訊，以及學校政策和其他安排的了解
- ☐ 其他 (請說明)：_____

成效(請選擇)

成效(請選擇)

- (6) 本校已完成以下事項：

- ☒ 本校已在 2025 年 11 月 28 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2024/25 學年如何加強支援非華語學生學習中文及建構共融校園 (內容與此學校報告相符)，並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要 (網址：_____)。現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。
- ☒ 本校 2024/25 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

校監簽署：_____

校監姓名：_____

日期：_____

簽署前請按此檢查

簽署前請按此轉換文件為唯讀(Read-only) 模式