



Bishop Hall Jubilee School School Report

(2025/2026)



Bishop Hall Jubilee School Annual School Report

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School Vision & Mission

Our Vision

Keeping with the tradition of Christian education, our school aims to holistically develop a whole person who is caring, self-confident, loving, and embraces all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes, “I am not born for myself alone”, all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China.

The mission of the school is to make available to boys and girls a sound secondary education guided by Christian principles as professed by Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non Nascor Mihi Solum (I am not born for myself alone), which was adopted as the school motto.

School Goals

Our school values each student as a unique creation of God and is endowed with God’s gift. We aim to create a caring and positive learning environment to achieve the following school goals:

1. Incorporate Christian values and cultivate students’ moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service to others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation, and self-discipline to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language-rich environment to help students communicate effectively in both Chinese and English.
6. Equip students with the nine generic skills (collaborative, communicative, creative, critical thinking skills, information technology skills, numeracy, problem-solving skills, self-management skills, and study skills) to help them learn to become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast-changing world.
7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potential in both academic and non-academic development.
9. Appreciate the beauty and qualities of aesthetic expressions of different forms.
10. Understand the need for good physical and mental health in order to lead a healthy and balanced life.

Our School

The school was founded in 1961. It is an EMI school with 30 classes. There are 30 classrooms, 4 laboratories, 2 computer rooms, a language room, a library, 4 other special rooms, a chapel, a roof garden, an indoor activity hall, a playground and a school hall for students.

1. School Management

Composition of the Incorporated Management Committee (IMC):

Members	Sponsoring Body	Principal	Parents	Teachers	Alumni	Independent
Number	8	1	2	2	1	1

2. Number of Days in a School Year with Regular Classes: 194

3. Number of Days with Learning Activities: 30

4. Lesson Time for the 8 Key Learning Areas

4.1 Percentage of Lesson Time for each KLA (F.1-F.3)

Key Learning Areas	19/20	20/21	21/22	22/23	23/24	24-25	25-26
Chinese Language Education	19.6	19.6	19.6	19.6	19.6	19.6	19.6
English Language Education	19.6	19.6	19.6	19.6	19.6	19.6	19.6
Mathematics Education	13.8	13.8	13.8	13.8	13.8	13.8	13.8
Personal, Social & Humanities Education	18.8	18.8	18.8	18.8	18.8	18.8	18.8
Science Education	13.0	13.0	13.0	13.0	13.0	13.0	13.0
Technology Education	4.3	4.3	4.3	4.3	4.3	4.3	4.3
Arts Education	6.5	6.5	6.5	6.5	6.5	6.5	6.5
Physical Education	4.3	4.3	4.3	4.3	4.3	4.3	4.3

4.2 Curriculum (2025-26)

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	/	/	/	/
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	/	/	/
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics (M1)	/	/	/	✓	✓	✓
	Mathematics (M2)	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	/	/	/	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Citizenship, Economics and Society	✓	✓	✓	/	/	/
	Citizenship and Social Development	/	/	/	✓	✓	✓
	Religious Studies	✓	✓	✓	/	/	/
	Ethics & Religious Education	/	/	/	✓	✓	✓
Science Education	Tourism & Hospitality Studies	/	/	/	✓	✓	✓
	Integrated Science	✓	✓	/	/	/	/
	Biology	/	/	✓	✓	✓	✓
	Chemistry	/	/	✓	✓	✓	✓
KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Technology Education	Business, Accounting & Financial Studies	/	/	/	✓	✓	✓
	Computer Literacy	✓	✓	✓	/	/	/
	Information & Communication Technology	/	/	/	✓	✓	✓
Arts Education	Visual Arts	✓	✓	✓	/	✓	✓
	Music	✓	✓	✓	/	/	/
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓

5. Class Organization

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	53	68	46	74	43	48	332
Girls	111	96	99	75	72	75	528
Total Enrolment	164	164	145	149	115	123	860

Percentage of S4 places filled by our own F.3 students: 100%

6. Our Teachers

6.1 Staff Establishment: 65 (including the Principal)

6.2 Teachers' Professional Development

The average number of training hours undertaken by teachers: **40.15 hours**

The average number of training hours (National Security Education) undertaken by teachers: **6.27 hours**

The average number of training hours (IT in Education) undertaken by teachers: **4.46 hours**

6.3 Principal's Continuing Professional Development (CPD): 104.25 hours

6.4 Teachers' Qualifications

Education Level	Percentage
PhD degree	3%
Master's degree	43%
Bachelor's degree	54%

6.5 Teachers' Work Experience

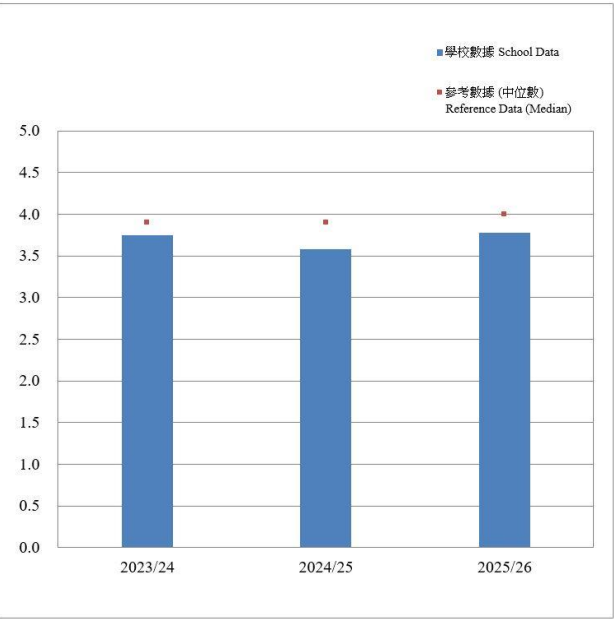
Years	Percentage
0-4 years	22%
5-9 years	9%
10-14 years	14%
15 years or above	55%

6.6 Training status of IMC School Managers:

% of managers having achieved the target: **100%**

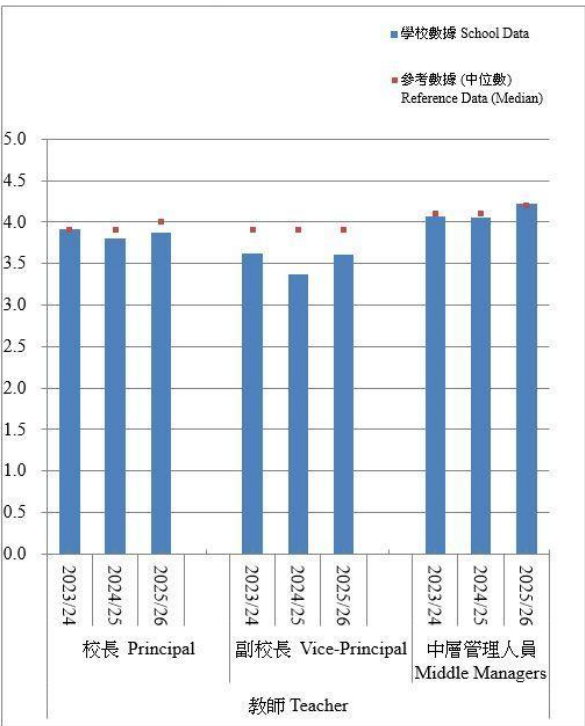
KPM 1 – 持份者對學校管理的觀感

Stakeholders' Perception of School Management



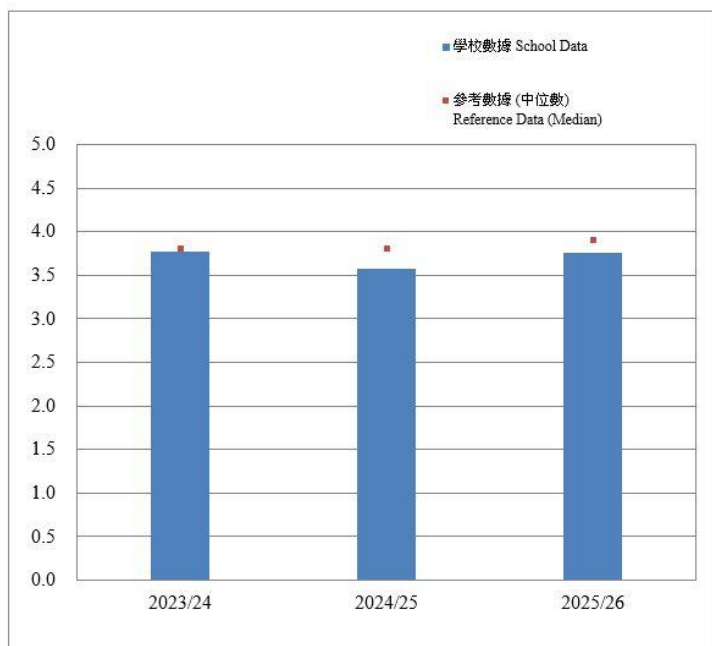
KPM 3 – 持份者對專業領導的觀感

Stakeholders' Perception of Professional Leadership



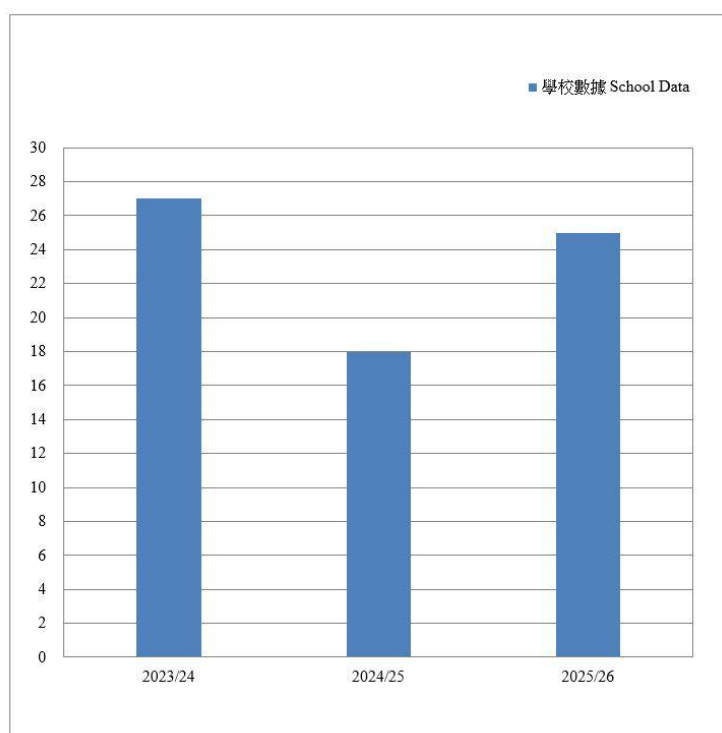
KPM 4 – 持份者對教師專業發展的觀感

Stakeholders' Perception of Teachers' Professional Development



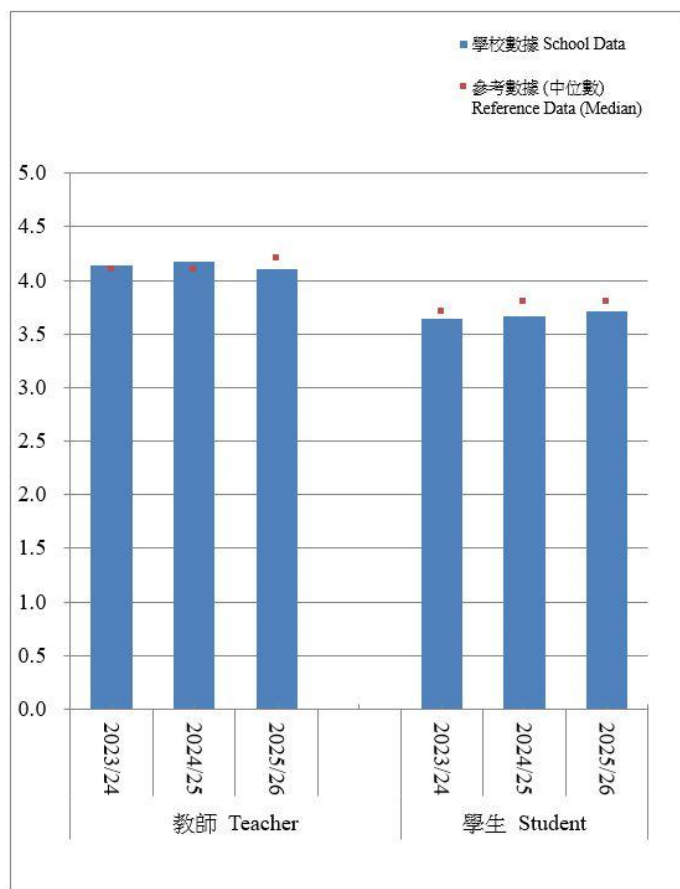
KPM 8 – 國民教育/愛國主義教育相關的學習經歷

KPM8 - learning experiences related to national education/patriotic education



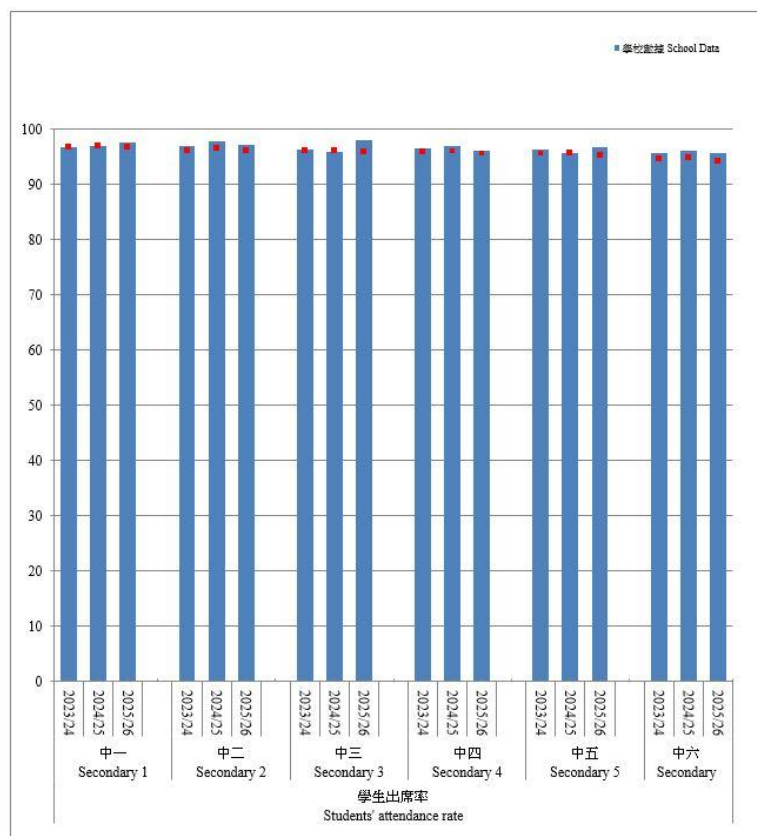
KPM 11 – 持份者對教學的觀感

Stakeholders' Perception of Teaching



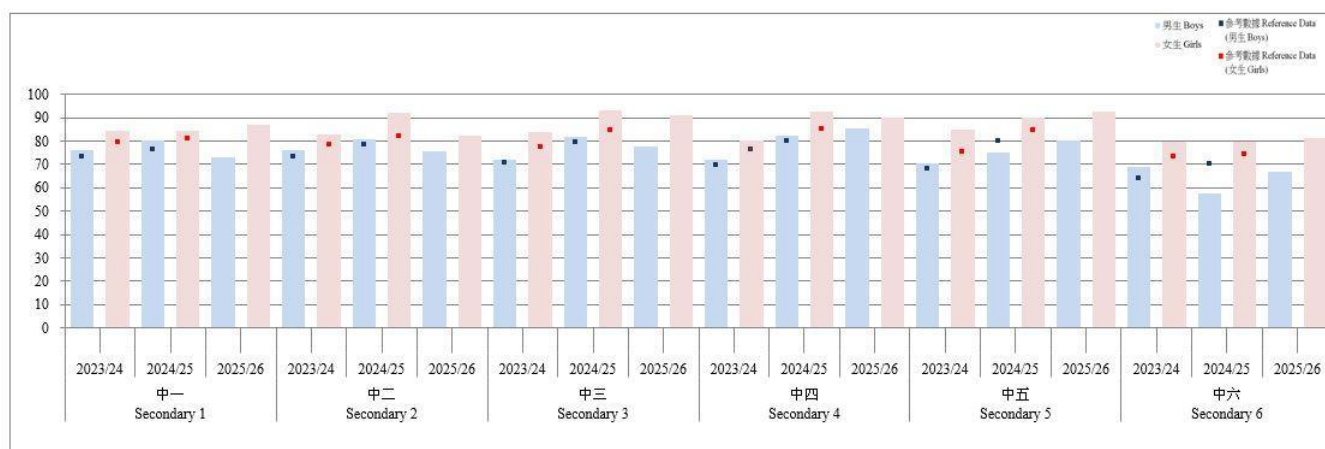
KPM 23 – 學生出席率

Students' Attendance Rate



KPM 24 – 處於可接受體重範圍的學生百分比

Percentage of Students within the Acceptable Weight Range



7. Review of Major Concerns

7.1 Major Concern I: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning

7.1.1 To nurture students' scholastic mindset and competence

Achievements

During the 2025/2026 academic year, the school implemented a range of talent development initiatives, STEAM learning opportunities, and mentorship schemes to stretch students' potential. From the teacher evaluation survey, the provision of gifted programmes and academic competitions (such as Mathematics Olympiads and debating) received a high average rating of 4.1 out of 5. Teachers also rated the Elite and Careers Mentorship programmes at 3.87 out of 5 for providing structured, personalised guidance to targeted students. Furthermore, hands-on STEAM workshops designed to foster a "Maker Culture" and sharpen generic skills earned a teacher rating of 3.81 out of 5, while encouraging participation in external competitions was rated at 3.98 out of 5.

Student survey data demonstrated positive growth, with 34.1% of students (12.4% strongly agree, 21.7% agree; mean score 3.28/5) affirming that gifted programmes helped them develop their talents. In mentorship, 34.4% of students (13.0% strongly agree, 21.4% agree; mean score 3.31/5) reported receiving clear personal guidance, and 40.1% (13.7% strongly agree, 26.4% agree; mean score 3.39/5) felt mentorship activities benefited students across all ability levels. In STEAM workshops, 37.9% of students (14.6% strongly agree, 23.3% agree; mean score 3.33/5) noted improvement in generic skills such as communication, problem-solving, and creativity. External competitions significantly broadened student perspectives, with 46.3% feeling encouraged to join (mean score 3.48/5) and 47.8% noting that outside competitions opened their eyes to new knowledge (mean score 3.52/5). Overall, 45.6% of students (14.9% strongly agree, 30.7% agree; mean score 3.44/5) reported building a strong learning attitude and daily study skills.

Flagship achievements throughout the year included student participation in the Poland Model United Nations Conference and Cultural Study Tour, the Form 4 Career Study Tour to Zhongshan and Zhuhai in the Greater Bay Area, the World Scholar's Cup Regional Round, and the Harvard Prize Book Award 2025 where three Form 5 students were honoured. Additionally, school teams achieved outstanding results in the UNSDGs Debating Competition 2025/26, the Basic Law Inter-School Debate Competition, and the EMI Drama Fest 2025, where the original production "The Price" won both the Outstanding Teamwork and Outstanding Creativity awards.

Reflection

The evaluation data highlights a distinct perception alignment across stakeholder groups. While teachers expressed strong confidence in the quality and depth of gifted and competition offerings (4.1/5), student

survey averages (ranging from 3.28/5 to 3.52/5) indicate a high neutral response percentage. Analysis reveals that intensive gifted and STEAM opportunities have historically catered primarily to high-achieving cohorts or specialised school teams. As a result, general students in regular classes feel less directly impacted by these specialised programmes. Expanding talent development strategies from an elite-focused model into mainstream classroom instruction remains a key strategic priority.

Feedback and Follow-up

To ensure that talent development reaches a wider student demographic, the school will embed tiered lift-off modules and higher-order thinking tasks directly into regular subject curricula. STEAM education will expand hands-on, project-based learning modules into Form 1 and Form 2, fostering an inclusive "Maker Culture" through inter-class exhibitions and collaborative challenges. Additionally, the mentorship framework will be enhanced by pairing senior student leaders with junior forms to deliver structured peer guidance and early talent cultivation across all academic profiles

7.1.2 To further nurture students to become conscientious and reflective learners

Achievements

The school executed systematic measures to enhance students' self-management, executive function (EF) skills, and future academic planning. Evaluation data indicate that teachers gave a high rating of 4.06 out of 5 to guidance activities designed to increase student awareness of further study opportunities, such as Form 3 subject selection and JUPAS choices. Teachers rated students' development of executive function skills (goal setting, organisation, time management) at 3.44 out of 5 and school guidance on managing digital distractions during study time at 3.52 out of 5.

Student feedback reflected positive outcomes in self-directed learning. A total of 51.6% of students (13.4% strongly agree, 38.2% agree; mean score 3.49/5) agreed that they improved self-management skills, including goal setting and time management. In career and elective planning, 50.6% of students (18.6% strongly agree, 32.0% agree; mean score 3.55/5) reported a clear understanding of future study choices and elective selection. Furthermore, 45.6% of students (15.5% strongly agree, 30.1% agree; mean score 3.43/5) acknowledged that school guidance encouraged them to become more hardworking and reflective. Regarding digital habits, 43.8% of students (14.6% strongly agree, 29.2% agree; mean score 3.42/5) successfully applied school-taught strategies to reduce phone and social media distractions while studying.

Key initiatives supporting these goals included the Form 5 Careers Fair, where returning alumni from professions such as medicine, engineering, law, and accountancy provided career insights. Additionally, the school hosted the HKPAA Career Planning Talk for Form 4 students and organised a BAFS student visit to CW CPA firm to explore cross-border financial services.

Reflection

Evaluation data confirms that guidance regarding future pathways and elective selection is effective and well-received by both teachers (4.06/5) and students (3.55/5). However, student ratings for executive function skills (3.49/5) and managing digital distractions (3.42/5) indicate that developing consistent self-regulation habits requires continued effort. While students benefit from large-scale career talks and alumni fairs, routine goal-setting and reflection sessions during Class Teacher Periods can sometimes feel abstract. Increasing interactive and personalised reflection tools will help students translate advice into daily study routines.

Feedback and Follow-up

The school will refine Class Teacher Periods by integrating practical self-management toolkits, digital usage logs, and structured study planners into Form 1 to Form 3 routines. Form-specific workshops focusing on time management and executive function coaching will be paired with small-group reflection circles. Career guidance will emphasise experiential activities, including job shadowing and small-group alumni mentoring, enabling students to connect long-term aspirations with actionable, self-directed daily learning habits.

7.1.3 To further enhance students' language competence and cultivate their reading habit

Achievements

Strategies to cultivate a language-rich campus environment and foster sustainable reading habits yielded strong outcomes. Teachers evaluated English immersion strategies at 3.94 out of 5 and support for language competitions at 3.98 out of 5. Measures to enhance reading culture—including regular student book sharing, the formal establishment of the English Book Club, and providing expanded library resources (such as e-Newspapers and e-Magazines)—earned teacher ratings of 3.63 out of 5 and 3.67 out of 5, respectively.

From the student survey, 44.1% of respondents (15.5% strongly agree, 28.6% agree; mean score 3.46/5) affirmed that they enjoyed practising languages through school-based language activities. In competition engagement, 40.4% of students (15.2% strongly agree, 25.2% agree; mean score 3.39/5) felt supported and motivated to participate. Regarding reading habits, 37.5% of students (12.7% strongly agree, 24.8% agree; mean score 3.30/5) reported building regular reading routines, while the provision of diverse library reading materials was rated at 3.33 out of 5.

Students demonstrated language proficiency through various external accolades. Achievements included strong showings in the World Scholar's Cup, three Form 5 students winning the Harvard Prize Book Award 2025, active participation in the UNSDGs Debating Competition 2025/26 and Basic Law Inter-School Debate Competition, and awards in the EMI Drama Fest 2025.

Reflection

The data demonstrates high effectiveness in creating authentic English learning environments and supporting elite language teams. However, internalising daily reading habits across the general student population remains an area for continued growth, as reflected in student reading habit ratings (3.30/5) and teacher survey items on student reading interest (2.8/5). Library borrowing statistics show that reading volume tends to decrease as students transition into senior forms. Strengthening Reading Across the Curriculum (RaC) and introducing structured, short-form response tasks will help convert passive reading exposure into active learning outcomes.

Feedback and Follow-up

To build a more pervasive reading culture, the school will align Reading Across the Curriculum (RaC) monthly themes directly with subject panels and assessment windows. Class reading periods will incorporate brief vocabulary logs, quick-response reflection tasks, and subject-linked reading assessments. The English Book Club will take an active leadership role by organising peer-led book sharing during assemblies and campus book fairs. Furthermore, authentic language production opportunities—such as public speaking, debating, drama, and the English Channel—will be expanded to engage a broader student audience.

7.1.4 To nurture the digital and information literacy of our students

Achievements

The school updated its technology curriculum and refined mobile device management to prepare students for an increasingly digital educational environment. Teachers rated the fine-tuned Computer Literacy (CL) curriculum—which emphasises digital citizenship and Artificial Intelligence (AI) education—at 3.67 out of 5. Compliance with and understanding of the Mobile Device Management (MDM) system on campus received a teacher rating of 3.29 out of 5.

Student survey data indicated strong digital self-efficacy. A total of 50.9% of students (17.7% strongly agree, 33.2% agree; mean score 3.57/5) affirmed that they learned to use digital devices and the internet wisely, safely, and correctly, particularly regarding AI tools. On device policy awareness, 45.3% of students (16.1% strongly agree, 29.2% agree; mean score 3.39/5) understood the purpose of the MDM system, and 48.8% (20.5% strongly agree, 28.3% agree; mean score 3.54/5) reported that following campus device rules was straightforward.

Key achievements in digital learning included student showcases at the 2025 Digital Entertainment Leadership Forum (DELF) featuring AI creations. Additionally, Interact Club members achieved distinction in the HK-Macau Inter-school AI Putonghua Entrepreneur Competition.

Reflection

The integration of AI modules and digital citizenship into the junior Computer Literacy curriculum has successfully enhanced student digital literacy and AI awareness (3.57/5). Nevertheless, the lower teacher score regarding MDM rule compliance (3.29/5) highlights ongoing management challenges regarding off-task digital distractions during self-directed study sessions. While students understand the technical rules of BYOD, developing internal digital self-discipline requires continuous guidance alongside technical management.

Feedback and Follow-up

The school will optimise BYOD management by refining MDM policy deployment and exploring screen-time monitoring tools to help students manage digital habits. The Form 1 to Form 3 CL curriculum will further incorporate practical modules on AI ethics, prompt engineering, and information verification. Peer sharing sessions will be established during Class Teacher Periods to allow students to share effective techniques for maintaining focus and utilising digital devices constructively for academic inquiry.

7.1.5 To continuously improve the effectiveness of teaching and learning (T&L)

Achievements

Pedagogical enhancement was driven through systematic assessment data analysis, e-learning integration, and collaborative teaching practices. Teachers gave outstanding evaluations to data-driven T&L review (4.12/5) and the effective utilisation of Learning Management Systems (e.g., Google Classroom) and interactive e-learning tools (Padlet, Mentimeter, Kahoot!) (4.04/5). Interdisciplinary collaboration—such as Academic Weeks and project-based learning—received a teacher rating of 3.96 out of 5. Flexible deployment of IT and AI tools was rated at 3.77 out of 5, while the enhanced mentorship system for new teachers earned 3.79 out of 5.

Student feedback highlighted high classroom engagement. A total of 56.5% of students (21.7% strongly agree, 34.8% agree; mean score 3.67/5) noted that lessons were more active and engaging due to e-learning tools. Furthermore, 55.9% of students (20.5% strongly agree, 35.4% agree; mean score 3.66/5) reported using AI tools constructively in daily learning. In interdisciplinary learning, 47.9% of students (16.8% strongly agree, 31.1% agree; mean score 3.50/5) affirmed that cross-subject projects enriched their learning experience.

Core implementation milestones included Form 1 PSHE project-based learning, PSHE Academic Week, the execution of the school's 3-Year AI Development Plan, institutional subscriptions to AI platforms for teachers (e.g., Google Gemini), and receiving the Excellence in AI and Innovative Technology Education Teaching Award.

Reflection

Data analysis shows that embedding assessment data (HKDSE statistical reports, TSA data, value-added scores) into subject panel evaluations has established a structured cycle of continuous pedagogical improvement (4.12/5). E-learning and AI tool adoption among both teachers and students is high (4.04/5 teacher rating, 3.66/5 student rating). Reflection indicates that to further elevate teaching effectiveness, interdisciplinary collaboration should be deepened beyond standalone academic weeks into regular cross-curricular units.

Feedback and Follow-up

The school will advance its 3-Year AI Development Plan by providing specialised professional development on generative AI pedagogy and data-informed instruction. Cross-panel collaboration will be strengthened by formalising joint lesson preparation and interdisciplinary project-based learning across Form 1 PSHE and Form 2 STEAM curricula. The mentorship system for new teachers will be continuously refined to foster professional exchange and maintain high teaching standards across all departments.

7.1.6 To enhance the academic atmosphere on the campus

Achievements

The school implemented several organisational and promotional strategies to reinforce an encouraging academic atmosphere. Teachers rated the policy of setting a maximum quota for club and team enrollment at 3.96 out of 5 for effectively helping students balance academic workload and extracurricular activities. The practice of rearranging after-school team training schedules to eliminate time clashes with supplementary lessons was rated at 3.88 out of 5. Prominent campus display boards and notice showcases received a teacher rating of 3.85 out of 5 for fostering academic appreciation, while peer study sharing sessions received 3.77 out of 5.

Student survey data showed positive engagement with campus learning culture. A total of 44.4% of students (16.1% strongly agree, 28.3% agree; mean score 3.46/5) felt motivated by campus display boards celebrating academic achievements. Peer sharing during assemblies and lessons motivated 40.0% of students (12.4% strongly agree, 27.6% agree; mean score 3.35/5). Furthermore, 38.2% of students (12.7% strongly agree, 25.5% agree; mean score 3.26/5) confirmed that practice schedule adjustments successfully resolved time clashes with supplementary lessons.

Key implementation actions featured the official launch of the Positive Learning Attitude Award Scheme, First Class Honours recognition ceremonies (celebrating Form 2 students achieving an average term mark above 80), and visible campus displays showcasing student academic work.

Reflection

Organisational adjustments to balance academic study and extracurricular involvement have yielded positive results, supported by strong teacher agreement (3.96/5). However, stakeholder evaluation metrics regarding school life satisfaction and belongingness highlight the importance of recognising student progress across all academic levels, rather than focusing solely on top-tier academic awards. Fostering an encouraging environment where incremental effort and positive learning attitudes are celebrated is essential for maintaining student motivation.

Feedback and Follow-up

The school will expand the Positive Learning Attitude Award Scheme to recognise non-academic milestones, progress improvements, and consistent learning habits across all form levels. The frequency of recognition ceremonies will be increased, supplemented by digital and physical showcases of diverse student work. The school administration will continue to monitor tutorial and extracurricular practice timetables dynamically to safeguard student balance, well-being, and academic focus.

7.2 Major Concern II: To instil positive values and life-long aspiration into students and nurture them to become future leaders with a national and global mindset

7.2.1 To nurture students to develop a lifelong vision of career planning

Achievements

The Career and Life Planning Committee provided timely information on further studies, individual guidance and experience-sharing opportunities at different stages of students' secondary school life. Various career talks and parents' nights were tailored for students at different levels, providing updated information on elective subject choices and JUPAS programmes. The F.5 Career Fair, supported by alumni sharing, offered students practical insights into JUPAS programme selection. In addition, external resources such as the BHJS JUPAS Fair, the F.3–F.5 Tertiary Institution Fair and the HKPAA Career Planning Talk were utilised to broaden students' horizons in career planning. Firm visits further increased students' exposure to the workplace, while the F.4 Career Study Tour in the Greater Bay Area and the PTA AGM Guest Talk helped students develop greater awareness of the wide range of job opportunities in the Mainland.

The related data showed that 50.6% of students agreed or strongly agreed that they clearly understood their future study or elective subject choices, while 34.4% felt that they had received clear and personalised support from elite or career mentorship programmes. Teachers also rated "Life Planning" as a learning goal with a mean score of 4.0. In addition, the KPM 17.5 score for Meaning in Life was 115, which was higher than the score of 97 recorded in 2025–2026. These figures suggest that the school's career-related initiatives helped students build a foundation for life planning, although continued support is needed to strengthen personalised guidance.

Reflection

Although students received a wide range of information through the activities, opportunities for guided self-reflection remained limited. Students in F.3 and F.6, who faced immediate decisions about further studies, tended to show stronger motivation, while students at other levels appeared less proactive in planning their future pathways. It was also observed that some senior form students were not always clear about their own academic progress.

Feedback and Follow-up

To strengthen students' career planning process, self-reflection tasks should be added after career-related activities, and post-activity debriefing should be reinforced. In order to help students better understand their progress and adopt a more proactive approach to their studies, predicted grades should be communicated promptly after the pre-mock examinations. Timely notification would enable students to assess their performance more accurately and make informed decisions about their academic pathways.

7.2.2 To enhance the mental and physical well-being of students

Achievements

A range of initiatives were implemented to enhance students' mental and physical well-being. Fri-yay helped create a more relaxed school atmosphere, with many students enjoying the opportunity to wear PE uniforms and class jackets on Fridays. Midday Joy, which limited supplementary lessons and tests during lunchtime and study breaks during examinations, reduced study stress and allowed students more time for rest and self-study, while the Wellness Zone provided a relaxing space for students to rest and gather. Teachers also noted that the increased number of Class Teacher Periods offered valuable opportunities to build rapport with students and improve the overall classroom atmosphere. Physical well-being was further promoted through sports activities such as Morning Dodgeball, Lunchtime Volleyball and the F.1 Active Lifestyle Challenge. The 15th National Games Spectator Experience increased students' interest in sports, and participation in the Athletic Meets also rose, supported by the reintroduction of the Inter-house cheering competition and stronger mobilisation across houses. New sports tasting activities and teams, including volleyball, lacrosse and golf opportunities, further enriched students' exposure to different sports.

Spiritual support also played an important role in students' whole-person development. In addition to regular religious assemblies, Gospel Month and festive worship services, morning prayers were arranged on non-assembly days to encourage students to begin the day with faith, trust and care for the school and the community. Through social service, joint-school gospel camps and themed fellowship gatherings, students were able to understand and practise faith from different perspectives, thereby strengthening their resilience and vitality when facing challenges in life.

Student support activities were also well received. Activities such as Forest Bathing, the City Discovery Bus Tour, Floral Art Class, Organic Farm Visit, Baking Workshop, Popcorn Giveaway Day, Gelato Giveaway and Student Support Day, Fortune Cookies Giveaway Day, and the Dubai Chocolate Pistachio Mochi Workshop provided students with enjoyable and relaxing experiences. Some students developed strong rapport and trust with school social workers, which encouraged their active participation in Guidance Team activities. Emotion Education lessons during Class Teacher Periods were engaging, and students participated enthusiastically in activities related to breathing techniques and accepting both positive and negative emotions. Class teachers observed that students generally enjoyed positive peer relationships, and they shared class-based practices such as class lunches and informal gatherings to strengthen rapport and provide opportunities for students to express themselves or raise concerns. It is suggested that class teachers continue to organise such informal gatherings for rapport building.

The quantitative data further reflected the positive impact of these initiatives on students' well-being. Half of the students agreed or strongly agreed that Guidance Committee activities helped them feel happy and relaxed, and 56.2% of students who used the Wellness Zone considered it helpful for relaxation. In terms of physical health, 73.0% of F1 boys and 86.8% of F1 girls were within the acceptable weight range, while 84.7% of F1 boys and 77.4% of F1 girls attained at least bronze level in the School Physical Fitness Award Scheme. Students' emotional state also showed improvement, with the Q-scores for Positive Affect, No Anxiety and Depressive Symptoms, and No Negative Affect reaching 97, 100 and 105 respectively, all higher than last year. The scores for School Atmosphere, including Not Lonely and Belongingness, were 105 and 111, respectively, and the KPM score for Physical Exercise was 95, also higher than last year.

Reflection

Regarding Emotion Education lessons, teachers observed that although students gained useful knowledge, they found it harder to demonstrate their understanding through concrete actions. Teachers also observed a

polarisation in stress levels, with some academically focused students experiencing considerable pressure while others remained overly relaxed about upcoming examinations. In the coming year, the school should explore a wider variety of themes and provide more values education to help students build healthy interpersonal relationships. Teachers also noted that delivering class teacher materials could be challenging for Non-Chinese Speaking students when the materials were mainly provided in Chinese; this issue should therefore be further reviewed.

In terms of physical well-being, students should be further guided to develop healthy eating habits and maintain a balanced diet. The arrangement for junior form class teachers to have lunch with students at the beginning of the school year should be continued, as it helps strengthen teacher-student interaction. At the same time, the school should formally establish clear expectations and rules before the first lunchtime of the school year.

Participation in morning sports competitions also required further attention, as athletically stronger students often dominated inter-class games while others remained as spectators. Teachers expressed a wish to involve more students and provide broader participation opportunities in future competitions. At the same time, the school should promote positive practices: many male students actively participated in the Sports Society, and students gradually developed a habit of regular exercise by independently completing the physical exercises required by the PE Department's "Daily AI Monitor". Some students also used iPads to record and reflect on their body postures during PE lessons. Peer support strategies may be introduced to encourage wider participation in physical fitness activities, and more form-based sports activities, such as obstacle races, could be organised to increase engagement.

Feedback and Follow-up

To enhance students' well-being, particularly among F5 students, it was recommended that peer communication platforms, such as "chit-chat" activities and dedicated events, be launched to facilitate peer conversations and give students opportunities to voice their concerns. Physical relaxation groups could also be organised, combining relaxation sessions with structured group conversations so students have a safe, open space to express their worries.

7.2.3 To cultivate positive attitudes and values in students and foster students' sense of national identity

Achievements

A variety of learning opportunities helped cultivate students' positive attitudes, values and sense of national identity. Teachers stated that students found the insights, experiences and success stories shared by alumni in assemblies and career fairs particularly interesting and helpful. Service learning activities, including the Interact Club Korea Service Trip, CU Christmas Carolling, F.3 Mary Rose Service Scheme, Wellness and Joy Volunteer Service, voluntary service at Treasure Life, Be Kind to Animals Association activities and Food Distribution Social Service, provided students with meaningful opportunities to serve others. The Thrive and Shine Programme was also enhanced with newly added elements on national education and media literacy. Many students, especially junior form students, actively participated in exchange activities with the sister school in Guangzhou, while students also took part enthusiastically in the St. Catharine's

School for Girls Exchange Programme organised by the Student Union, with most demonstrating a strong sense of responsibility in hosting visiting students.

Flag-raising training expanded, and MCNE Ambassadors delivered speeches under the National Flag instead of teachers. Students' sharing was more relatable and inspiring, helping the whole school better understand the country's history and strengthen their sense of national identity. Activities such as the National Security Exhibition Visit, Hong Kong Museum of History Visit, livestreaming of the National Day Military Parade, and the Commemorative Morning Assembly and Exhibition for the Victory of the War of Resistance against Japan enhanced students' understanding of national history and awareness of national security. Chinese Culture Week also enabled students to experience the beauty of Chinese culture through engaging activities.

The relevant data indicated encouraging progress in students' values education and national identity. 48.4% of students felt that Class Teacher Periods helped them understand the country's history and development, and 56.2% felt that these periods helped them identify as Chinese citizens. Students achieved a Q-score of 116 and a P-score of 85.7 across all National Identity subscales, including responsibility, pride, and respect for the national flag and anthem. Junior students' participation in National Education competitions reached 70.0%. The KPM scores for Act of Honesty and Importance of Morality were both 116, higher than last year. Participation in sister school exchange programmes and Mainland exchange programmes also increased, with KPM 8.3.1 rising from 0.15 in 2024–2025 to 0.74 in 2025–2026, and KPM 8.3.3 rising from 0.11 to 0.57 over the same period.

Reflection

New uniformed groups, including the Sea Cadets and Red Cross, were introduced, but students' acceptance of uniformed teams still needs improvement, and further methods to attract participation should be explored. Respect also emerged as a core theme for reflection. Students developed a habit of criticising one another during competitions instead of offering verbal support, and class teachers noted that students sometimes showed a general lack of respect for personal boundaries. Moreover, students without Christian backgrounds or values sometimes showed limited respect during morning prayers and announcements. It is essential to teach students appropriate behaviour and ways to show respect for other cultures and beliefs. Regarding national identity, teachers observed that students had a strong sense of national identity, but suggested that some materials, such as those related to developments in China's flight industry, should be simplified or better adapted for Form 1 students.

Feedback and Follow-up

In the coming year, promotion of uniformed groups should be strengthened. Newly established uniformed groups should also be given more opportunities to serve the school community so as to increase their visibility and build a positive image among students.

The school should further promote respect and empathy. These values may be integrated with Chinese cultural promotion activities to help students cultivate traditional Chinese virtues. Through the practice of propriety, students should learn to participate in religious rituals with respect and to appreciate different cultures with an attitude of harmony in diversity.

The national education materials used in Class Teacher Periods should be further refined. In addition to being better aligned with students' ability levels, the materials should also cater to the learning needs of Non-Chinese Speaking students.

7.2.4 To cultivate students' national and global mindsets

Achievements

The Form 4 Career Study Tour in the Greater Bay Area provided valuable opportunities for students to broaden their horizons, deepen their understanding of the country's development and experience its rich cultural heritage firsthand. A wide range of global learning activities, including the World Scholar's Cup, Poland Model United Nations Conference and Cultural Study Tour, an exchange programme with Koshi High School, the UNSDGs Debating Competition, and a choir exchange visit with the University of Southern California, provided diverse exchange opportunities for students. These activities enabled students to experience different cultures and cultivate an international perspective through both overseas experiences and local activities. Assembly sharing by Environmental Ambassadors, MCNE Ambassadors, the Interact Club, and others also helped students gain a deeper understanding of topics such as sustainable development, cultural integration, and national development.

The data also showed that students were given meaningful exposure to national and global learning experiences. Among S6 students, 48.0% had personally participated in at least one school-arranged Mainland exchange or learning activity during their secondary education. Teachers also rated "National and Global Identity" with a mean score of 4.1, suggesting that the school's exchange opportunities and related learning activities were generally recognised as supporting students' development of national and global mindsets.

Reflection

To further cultivate students' national mindset, education on the Constitution and the Basic Law could be strengthened. This would help students understand the relevance of these laws to their daily lives, thereby enhancing their national awareness and respect for the rule of law.

To further cultivate students' global perspectives, elements related to sustainable development currently embedded in different subject curricula and morning assembly sharing could be better consolidated. This would help students develop a deeper understanding of the United Nations Sustainable Development Goals and foster their concern for global development as well as their sense of responsibility as global citizens.

Feedback and Follow-up

Committees may take a more proactive role in exploring external resources to arrange richer, more diverse law-related learning activities for students. In addition to mock trial activities and Model United Nations competitions, students could also participate in programmes organised by professional bodies such as the Law Society. The promotion of the Sustainable Development Goals may begin with campus displays, while morning assemblies, weekly assemblies and Campus TV should be further utilised to enhance students' understanding of related issues.

7.2.5 To boost students' abilities and mindsets to become future leaders

Achievements

Activities such as the joint-school exchange programme organised by the Student Union, the CCA Fair held by 36 societies and clubs, Chinese Culture Week, STEM Week, PSHE Week and Guidance Days enabled students to develop their leadership, planning, collaboration and problem-solving skills. Through feedback from these activities, students could also reflect on their strengths and weaknesses and identify ways to enhance their leadership qualities.

Supporting data suggested that the school provided a reasonable platform for students to develop leadership and service-related experiences. Teachers rated the statement that the school provides adequate opportunities for students to develop leadership abilities with a mean score of 4.0. In addition, 36.8% of junior students participated in uniformed groups or community service, reflecting students' initial involvement in service and leadership-related activities.

Reflection

It was observed that F.2 students were generally less willing to take up leadership roles, particularly high-achieving students who tended to prioritise their academic studies. It is suggested that student ambassadors be trained for major school events, such as summer concert receptions, to enhance students' sense of belonging and responsibility in serving the school. Teachers are also encouraged to reinforce the roles and responsibilities of class committees to cultivate students' sense of accountability; for example, reinforcing classroom rules may help encourage students to take greater ownership of their responsibilities. Student leaders also frequently felt disheartened because peers and the school community often criticised or commented negatively on how they carried out school activities. In addition, there was a clear lack of formal leadership training customised for junior forms. The school should deliberately support lower-achieving students and pay close attention to training passive students, given that only 40.1% currently felt that their leadership mindset was being developed.

Feedback and Follow-up

Leadership training initiatives should be strategically extended to the lower forms to nurture student leaders at an earlier stage. A new leadership training programme for junior form students will be introduced, and post-training support for society and committee leaders should be further strengthened. To counter peer discouragement, the school should provide formal acknowledgement, appreciation and motivation to affirm student leaders' efforts and sustain their commitment to serving the school community.

8. Performance of Students

8.1 HKDSE 2025-26

1. HKDSE 2026

There were 122 students who took part in the HKDSE 2026, with 86.9% of students attaining the minimum university requirements for degree programs at 332A or better. The best four subjects achieved a high percentage of level 4 or above, ranging from 75% to 88%. The best performing subjects of this year are:

Overall Performance

32.5% attained Level 5+ across all subjects.

66.8% attained Level 4+, an outstanding achievement.

The best performing subjects of 5+ this year are:

1. Geography: 66.7% attained Level 5 or above.
2. Mathematics Extended Part (Algebra & Calculus): 52.6% attained Level 5 or above.
3. Chemistry: 52% attained Level 5 or above.
4. Physics: 46.7% attained Level 5 or above.

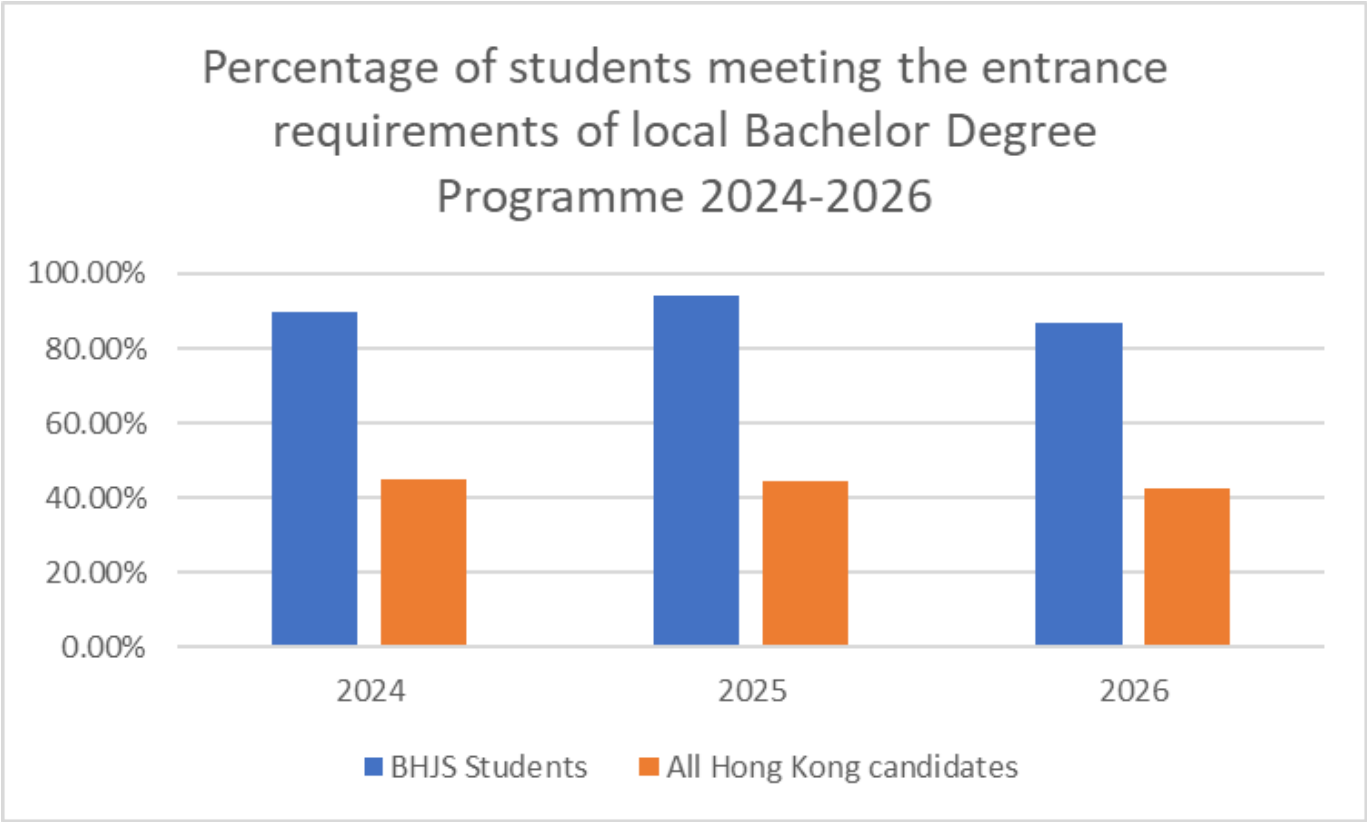
For Level 4 or above, performance was equally impressive: Chemistry (88%), Geography (83.3%), BAFS (79.1%) and Chinese History (75%)

BHJS HKDSE Results (2026)

This year, Bishop Hall Jubilee School students achieved outstanding results in the Hong Kong Diploma of Secondary Education (HKDSE). The percentage of candidates attaining Level 5** and Level 5*+ was 4.2% and 15.7% respectively, which were 2.8 times and 2.5 times of the overall Hong Kong DSE average. These results reflect the dedication of our students and teachers, and affirm the school's commitment to academic excellence.

The best result obtained in the best 5 subjects was 33 points. Out of the 122 students who applied for JUPAS, 79% of them were granted JUPAS offers in this cohort; 2% of them will pursue their studies overseas.

Exam Year	2024	2025	2026
BHJS Students	89.7%	93.9%	86.9%
All Hong Kong candidates	45%	44.7%	42.6%



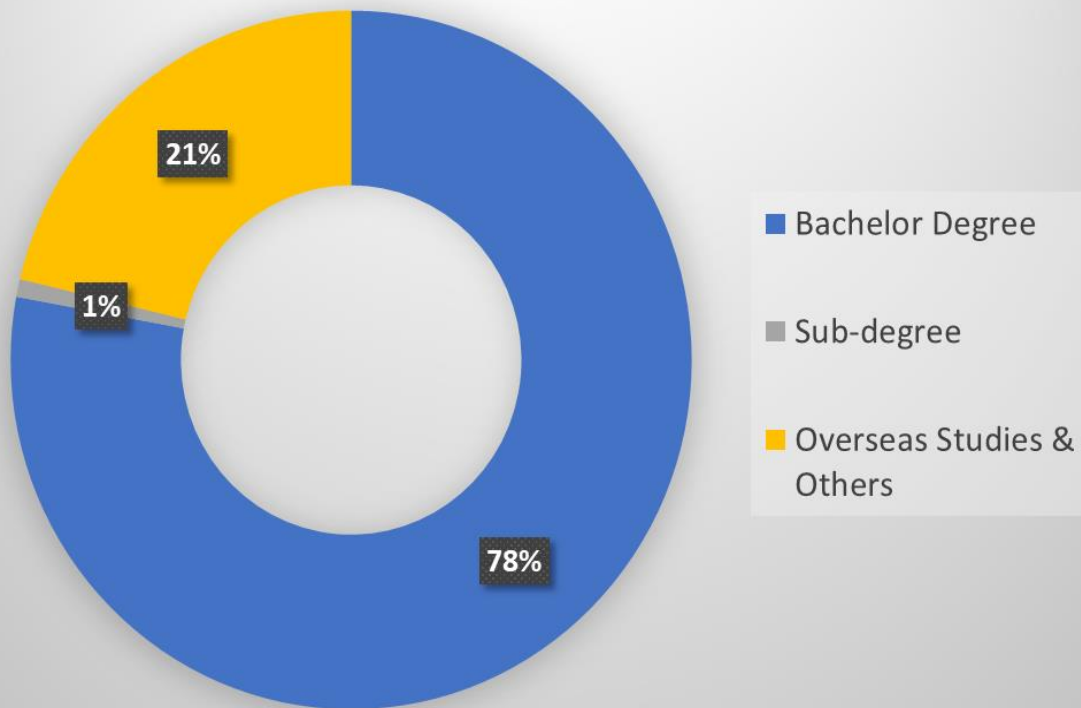
8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2026)	79%

2. Distribution of JUPAS Offers (2026)

Study Level	Percentage
Bachelor Degree	78%
Sub-degree	1%

Distribution of JUPAS offers (2026)



9. Academic Development

9.1 Reading in the School Library

9.1.1 Number of items borrowed per student in 2025-26:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
Chinese	430	369	594	122	10	6
English	272	100	122	156	99	16
Total	702	469	716	278	109	22

9.1.2 The library had included approximately 209 new items into the library, with around 60 e-books/audio books. Driven by the ongoing mission to encourage both teachers and students to borrow more books and enrich the school's reading culture, the library fostered a holistic environment through a comprehensive strategy: school induction and digital integration successfully welcomed new students through library tours, digital e-posters, and e-reading promotions, while strategically placing overdue magazines in class libraries to cultivate sustainable reading habits during students' free time; collection curation and curriculum support aligned with institutional goals through targeted thematic, new book, and National Security displays, complemented by the continuous provision of multi-subject magazines and newspapers to ensure teachers have a wide range of resources to tailor-make materials for reading periods and lesson times; experiential learning and community outreach broadened horizons beyond the classroom through peer-led Reading Circles, assembly book sharing, book purchase tours, guest author talks, subject book fairs, and campus book-crossing initiatives. Moving forward, the library will continue to collaborate with the teachers to ensure that a love for reading remains a cornerstone of our students' personal and academic growth.

9.1.3 Activities organized by the school library in 2025-2026::

Reading Activities	Student Participation
Form 1 Orientation	Form 1
Library Tour	Junior forms
E-reading / public library resources promotion	Whole school
Book purchase tour	Whole school
Thematic book display	Whole school
New books display	Whole school
National Security books display	Whole school
Showcase of SDRS Work	Whole school
RS Book fair	Whole school
Library Ambassador Mentorship Scheme	Library Ambassadors
Book-crossing	Whole school
Public Library Books Exhibition	Whole school
Reading Circles	Whole school
New books promotion - e-posters	Whole school
Author Talks	Whole school
Library visits	Whole school
Book sharing in assemblies	Whole school
Top borrowers' award	Whole school

9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
Harvard Prize Book	5C 10 Mak Wing Ching Kosy
Harvard Prize Book	5C15 Pathan Srija
Harvard Prize Book	5D23 Yip Long Yin

Internal Competitions	Student Participation/ Performance
Top borrowers for each month	September 2025 3A22 NG HO WING COLTON 2A27 TAN TSZ HIN 3D7 CHUNG TSZ MEI 2B28 TSIM TIN LOK October 2025 3D7 CHUNG TSZ MEI 2B1 CHAN CHING WANG 2A27 TAN TSZ HIN 5D23 YIP LONG YIN November 2025 3D7 CHUNG TSZ MEI 2B1 CHAN CHING WANG 3D6 CHUNG SING YUET December 2025 3D7 CHUNG TSZ MEI 2A27 TAN TSZ HIN 5D23 YIP LONG YIN 1B18 LIMBU SAGIM January 2026 2B1 CHAN CHING WANG 5D23 YIP LONG YIN 1B18 LIMBU SAGIM 5E1 AVNEET-SINGH February 2026 5D23 YIP LONG YIN 3D7 CHUNG TSZ MEI 1E4 HUNG CHUN YAT 5E1 AVNEET-SINGH 3E11 FONG HAU YIN 2B1 CHAN CHING WANG 4D4 CHUI CHEUK WING March 2026 1E4 HUNG CHUN YAT

	3D25 WANG YUBIN 3D7 CHUNG TSZ MEI April 2026 1B18 LIMBU SAGIM 5D23 YIP LONG YIN 2B1 CHAN CHING WANG 1E4 HUNG CHUN YAT 3A13 LAM TSZ LOK CHARLOTTE 1E10 LAU CHEUK FUNG 3E11 FONG HAU YIN May 2026 1D 29 WU SILAS 3D19 LEUNG KAI TO 5D23 YIP LONG YIN 1E30 YU KAI LAM
Top five borrowers for the year	3D7 CHUNG TSZ MEI 5D23 YIP LONG YIN 2B1 CHAN CHING WANG 2A27 TAN TSZ HIN 1B18 LIMBU SAGIM
Dr. Jarvis Tai Scholarship	1B18 LIMBU SAGIM 1E4 HUNG CHUN YAT 2A27 TAN TSZ HIN 2B1 CHAN CHING WANG 3D7 CHUNG TSZ MEI 3E11 FONG HAU YIN 4D5 CHENG KA LONG 4D16 LEUNG KA MING 5C10 MAK WING CHING KOSY 5D23 YIP LONG YIN

10. Student Participation in Co-curricular Activities

10.1 Provision of Co-curricular Activities

10.1.1 Number of ECA clubs/interest groups in the following 5 categories:

Categories	20/21	21/22	22/23	23/24	24/25	25/26
Sports	12	11	13	15	15	15
Social Services	13	13	13	14	14	15
Academic	10	7	7	8	8	8
Arts	9	8	8	8	8	8
Interest	8	8	8	8	8	8

10.1.2 Total number of learning activities* organised by KLA subjects

Key Stages	20/21	21/22	22/23	23/24	24/25	25/26
Key Stage (F.1 - 3)	106	89	92	96	98	99
Key Stage (F.4 - 6)	98	81	82	84	88	84

*Learning activities included Assembly & Morning Assembly, C-Day Activities, School Team Training, Lunch Time Concert and Others (such as Sports Day, Swimming Gala, Chinese Week, English Week, Drama, etc.)

10.2 Student Participation in Inter-school Events

Students' participation in the Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, School Dance Festival, Inter-school sports events organised by the Hong Kong Schools Sports Federation:

No. of Students	20/21	21/22	22/23	23/24	24/25	25/26
Key Stage (F.1-3)	34.6% (158 students)	67.5 % (299 students)	63.3% (268 students)	62.1% (272 students)	61.9% (284 students)	61.7% (290 students)
Key Stage (F.4-6)	14.5% (58 students)	35.3% (140 students)	39.1% (148 students)	40.1% (153 students)	40.3% (146 students)	38.8% (150 students)

10.3 Student participation in Uniform / Social and Voluntary Service Groups

No. of Students	20/21	21/22	22/23	23/24	24/25	25/26
Key Stage (F.1-3)	4.3% (20 students)	5.2 % (23 students)	7.6% (32 students)	8.4% (37 students)	11.6% (51 students)	12.7% (60 students)
Key Stage (F.4-6)	18.2% (73 students)	7.6% (30 students)	8.9% (34 students)	10.9% (42 students)	15.1% (58 students)	15.5% (60 students)

10.4 Participation in External Events

The Presentation of Prizes 2025-26

External Events Highlights 2025-2026			
Highlights 亮點 2025-2026			
1.	World Scholar’s Cup – Tournament of Champions	Debate Champions (Gold)	
		Writing Champion (Gold)	
		Team Writing (Gold Medal)	
2.	Positive Thinking with the Basic Law — Hong Kong Secondary Inter-School Debate Competition (Basic Law Cup)	1st Runner Up	
3.	The 28th Hong Kong Mathematical High Achievers Selection Contest	Individual	First prize
4.	Asia International Mathematical Olympiad Open Contest 2025	Final Round	Gold Honor
5.	Hong Kong Olympiad on Astronomy & Astrophysics (HKOAA) 2026	Silver Award	
6.	Hong Kong Inter-School Coding Challenge	Overall Champion	
7.	ASTRON SPACE LAB 4 2026	2nd Runner-up and Experimental Idea Award	
8.	第 62 屆學校舞蹈節比賽中國舞（群舞）－ 優等獎		
9.	Hong Kong Inter-School Choral Festival	Senior Mixed Choir — Gold Award	
10.	Joint-School Music Competition		
	Brass Ensemble — Gold Award		
	Symphony Orchestra — Gold Award		
11.	2026 World Choir Festival	Gold Award	
12.	All Hong Kong Inter-Secondary Schools Lacrosse Competition 2025-2026	Girls' Division	1st Runner-Up
13.	Jockey Club Kau Sai Chau Go Fun Junior Golf Programme	(Grand Champion)	Champion
		Order of Merit Tournament (Advanced Level)	Champion
14.	Inter-School Volleyball Competition 2025-2026 (D3K2)	Boys C Grade	Champion

The Presentation of Prizes 2025-26

A. Academic				
1.	World Scholar's Cup – Tournament of Champions	Debate Champions (Gold)		3A LEUNG KA HEI
		Debate Champions (Silver)		2A NORA CHUI
				2B FUNG YUI SAN
		Scholar's Challenge - Science (Silver Medal)		3A LEUNG KA HEI
		Writing Champion (Gold)		2A NORA CHUI
				2E CHAN WING YI
				3A YANG MAN HON
		Writing Champion (Silver)		3A LEUNG KA HEI
		Team Writing (Gold Medal)		2A NORA CHUI
				2E CHAN WING YI
				2A YUNG PUI WAI
		Team Writing (Silver Medal)		3A LEUNG KA HEI
				2B FUNG YUI SAN
				3A YANG MAN HON
2.	九龍城區青年閱讀獎勵計劃 中學組 — 優秀表現獎及團體獎金獎	1D CHEUNG HO YIN		3E LO WAN SUM
		3E LING YEE TUEN EDYTHE		
3.	第七屆中華經典誦讀大賽 全國決賽 — 二等獎	2C TSOI TUNG SHUE ANSON		3E WU CHIU YIN NICOLE
		2C WU CHIU YIN NICOLE		6C CHOI YUN HO
		3A YANG MAN HON		6D CHU CHUEN LAI
		3C PAN YANJUN		6E LIANG CHUN HONG
		3D TSANG YUE SUM		
4.	第五屆香港大中小學中英文硬筆書法比賽	中學（初級組） — 卓越獎		1E JIANG HAO XU
5.	第十九屆聯校文學創作比賽	初級組小說	季軍	2E HEUNG TING YAN
		高級組散文	季軍	4A CHEN SZE MAN
6.	「學生作家培育計劃 2025/26 學年」徵文比賽	初中組	三等獎	2E HU KAIWEI
7.	第五屆「金筆獎」中小學中文硬筆書法比賽	初中組	銀獎	1E JIANG HAO XU
8.	「說好香港故事」大行動 2025/26	初級組	優秀文章獎	2E LEE PAK SHUN
9.	香港科創及文化協會全港創意寫作徵文比賽	初中組	銀獎	3D TSANG YUE SUM
10.	香港科創及文化協會香港人像攝影大師賽	初中組	銀獎	3D LEE WAI SUM
11.	第 77 屆香港學校朗獨誦（女子	中二級詩詞	季軍	2B LAM HEI SEN

	誦節 (粵語)	組)		
		中三級詩詞獨誦 (男子組)	冠軍	3E YEUNG NOK CHUN
		中四級詩詞獨誦 (女子組)	季軍	4E CHEN LOK SANG
		中一、二級二人朗誦	冠軍	2A SHUM SUM SUM 2A SHUM SUM YI
12.	第 77 屆香港學校朗誦節 (普通話)	中一、二級詩詞獨誦 (女子組)	冠軍	2C WU CHIU YIN NICOLE
		中一、二級詩詞獨誦 (女子組)	亞軍	1A TSE YUI CHI 1D LOK YUNG YUNG 2A SHUM SUM YI
		中一、二級詩詞獨誦 (女子組)	季軍	1C LI ELLIE 1C YANG WAI SZE
		中一、二級詩詞獨誦 (男子組)	季軍	1E YU NOK TO ANGUS
		中三、四級詩詞獨誦 (男子組)	冠軍	3A YANG MAN HON
		中三、四級詩詞獨誦 (女子組)	季軍	4A AI YU HAM
		中一、二級散文獨誦 (女子組)	亞軍	1E CHOW WING TUNG
13.	77th Hong Kong Schools Speech Festival	Solo Verse Speaking (S.3, Girls)	2nd Place	3E LO WAN SUM
		Solo Verse Speaking (S.5, Girls)	2nd Place	5C MAK WING CHING KOSY
		Solo Verse Speaking (S.5, Girls)	3rd Place	5D WONG KWAN CHING 5D YEUNG CHEUK LAM
14.	4TH GBA The "Kids' Voice" Cup Speech & Story Telling Competition 2026	Senior Secondary	Champion	4D LI SUM CHING
			Gold Award, and Hong Kong Representativee	4B SIN BENDA 4D LI SUM CHING 4D TANG TSZ SUM 4E SIM WING KIU JANA
			2nd Runner Up	4D TANG TSZ SUM 4E SIM WING KIU JANA
15.	21st Century Cup National English Speaking Competition	Junior Secondary — Best Impromptu Speech		3E WONG TSZ KIU KATRINA

16.	Positive Thinking with the Basic Law — Hong Kong Secondary Inter-School Debate Competition (Basic Law Cup)	1st Runner Up		3A LEUNG KA HEI
				3A TAM KUI LOI CONRAD
				4E CHU DAVID CHUN WA
				4E SIM WING KIU JANA
		5B TSE HOI TUNG		
		Best Speaker Award		3A TAM KUI LOI CONRAD
17.	UNSDGs Debating Competition	2nd Runner Up		1A CHAN KA WAN CHARLENE
				1A CHIK CHIN CHEUNG
				1B NG HO YU
18.	菁莪盃中華文化全港校際辯論比賽	粵語組 — 優秀隊伍（八強）		4A XU YAN CHING
				4C LEUNG LOK KIU
		粵語組 — 第二回合初賽全場最佳辯論員		4A XU YAN CHING
		粵語組 — 第二回合初賽最佳辯論員		4A XU YAN CHING
		粵語組 — 半準決賽傑出辯論員		4A XU YAN CHING
		粵語組 — 複賽傑出辯論員		3E LING YEE TUEN EDYTHE
粵語組 — 複賽全場最佳辯論員		3E LING YEE TUEN EDYTHE		
29.	第六屆「同心盃」辯論比賽	亞軍		2A TAM SCARLETT
				2C TSOI TUNG SHUE ANSON
				3E LING YEE TUEN EDYTHE
				3E LO WAN SUM
		冠軍賽最佳辯論員及自由辯論最佳辯論員		3E LING YEE TUEN EDYTHE
20.	第十七屆「春雨故事由我創」比賽	中學組	季軍	3E LO WAN SUM
21.	Creative Speech Competition 2025/26	Junior	Distinction	3E WONG TSZ KIU
22.	第十六屆「全港中學中國歷史研習獎勵計劃」	高級組	嘉許獎	5A TIN HANG KIN
				5B CAI ZHONGYI
				5E HO HAO LUAN
				5E YANG PO YUET
23.	Hong Kong Girls' Olympiad in Informatics (HKGIOI)	Bronze Award		4D LI SUM CHING
24.	Hong Kong Olympiad in Informatics (HKOI)	Honourable Mention		3E LOO CHEUK KIT
25.	CityU x HKACE Database Competition 2026	Silver Award		4A CHAN YAT LONG
				5A FONG YICK HENG ANDREW
				5E KWOK HO CHING NICK
26.	The 28th Hong Kong Mathematical High Achievers Selection Contest	Individual	First prize	3E LOO CHEUK KIT
			Second prize	3C HUNG LE XUAN
			Third prize	3E FUNG LONG TIN

				3E MOK TSZ HEI
27.	43rd Hong Kong Mathematics Olympiad	Individual (Heat)	First-class honour	3E LOO CHEUK KIT
			Third-class honour	5E KWOK HO CHING NICK
			Honourable mention	4D LEUNG KA MING
28.	The 3rd AI Mathematical Olympiad World Open Competition	Mathematics Master Cup	Gold medal	3C HUNG LE XUAN
			Bronze medal	2C LIU TSZ WAI
29.	Thailand International Mathematical Olympiad (TIMO) 2025-2026	Heat	Gold Award	3C HUNG LE XUAN
				5B LAM KA CHUN
				5E KWOK HO CHING NICK
			Silver Award	1B RAMESH DAKSHAN MANI
		Semi-Final Event	Gold Award	3C HUNG LE XUAN
				5B LAM KA CHUN
				5E KWOK HO CHING NICK
			Silver Award	1B RAMESH DAKSHAN MANI
		Final Round	Gold Award	5E KWOK HO CHING NICK
30.	GuangDong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2026	Qualifier Round	First Prize Award	3E YEUNG WANG NGAI
			Second Prize Award	2C LIU TSZ WAI
				3C HUNG LE XUAN
			Third Prize Award	1B NG TING HIN
				1B RAMESH DAKSHAN MANI
				2B CHAN CHING WANG
		Final Round	Second Prize Award	5B LAM KA CHUN
				5E KWOK HO CHING NICK
31.	Hong Kong International Mathematical Olympiad 2026	Heat	Gold Award	5E KWOK HO CHING NICK
			Silver Award	1B RAMESH DAKSHAN MANI
		Semi-Final Event	Gold Award	5E KWOK HO CHING NICK
32.	Asia International Mathematical Olympiad Open Contest 2025	Final Round	Gold Honor	3C HUNG LE XUAN
			2nd Runner Up	3E LOO CHEUK KIT
33.	Asia International Mathematics Olympiad Open Contest 2026	Heat	Gold Medal	2C LIU TSZ WAI
				3C HUNG LE XUAN
				3E LOO CHEUK KIT
			Silver Medal	1B NG TING HIN
				1D WONG CHUNG YIN
				2B CHAN CHING WANG
		Bronze Medal		1B RAMESH DAKSHAN MANI
				1D CHEUNG MING NOK
				2A TAN TSZ HIN

				3E CHAN TSZ WING
		Semi-Final Event	Gold Medal	3C HUNG LE XUAN
				3E LOO CHEUK KIT
			Silver Medal	2C LIU TSZ WAI
			Bronze Medal	1D WONG CHUNG YIN
		Final Round (Grade 9)	1st Runner Up	4A MAK PAK TO
34.	Hua Xia Cup National Mathematical Olympiad Competition 2026	Heat	First Prize Award	1B WU TING YIU
				1E HU JIARONG
				2C LIU TSZ WAI
				3C HUNG LE XUAN
				3E LOO CHEUK KIT
			Second Prize Award	1B HO KING KIT SAMMY
				1B NG TING HIN
				1D WONG CHUNG YIN
				1E LAU CHEUK FUNG
				2B CHAN CHING WANG
			Third Prize Award	1A CHIU CHEUK WANG
				1B RAMESH DAKSHAN MANI
				1B YEUNG GARY
				1C LEUNG CHIN YIU
				3E CHAN TSZ WING
				3E MOK TSZ HEI
		Semi-Final Event	Special Prize Award	3C HUNG LE XUAN
				3E LOO CHEUK KIT
			Second Prize Award	1E HU JIARONG
				1E LAU CHEUK FUNG
				2B CHAN CHING WANG
			Third Prize Award	2C LIU TSZ WAI
				1B HO KING KIT SAMMY
				1D WONG CHUNG YIN
Final Round	First Prize Award	1E HU JIARONG		
		3E LOO CHEUK KIT		
	Second Prize Award	3C HUNG LE XUAN		
	Third Prize Award	1B HO KING KIT SAMMY		
		1E LAU CHEUK FUNG		
	2C LIU TSZ WAI			
35.	HKACE 45th Anniversary A.I. Song Creation Competition	2nd Runner Up		1A WONG HEI YEE
36.	Sing Yin Physics Olympiad 2025-2026	Merit		4A CHAN YAT LONG
37.	Hong Kong	Gold Award		5D HO TSZ KIN ISAAC

	Secondary School Health Exhibition Presentation Competition 2025		5D HU CHEONG KAI
			5D TSAI HIU LONG
			5D TSANG PAK YIN
			5E LEE TSZ CHUNG
38.	International Biology Olympiad - Hong Kong Contest 2025	Honorable Mention	6D WONG KA LUN
			6D XIAO CHING
39.	Hong Kong Physics Olympiad 2026	Honourable Mention	4A CHAN YAT LONG
40.	Student's Cardiology Association of Hong Kong Poster Design Competition on Cardiovascular Health	Honorable mention	4D TANG TSZ SUM
41.	Hong Kong Olympiad on Astronomy & Astrophysics (HKOAA) 2026	Silver Award	4A CHAN YAT LONG
42.	Hong Kong Inter-School Coding Challenge	Overall Champion	4A CHAN YAT LONG
		Overall Merit Awards	3E LOO CHEUK KIT
		Excellence School Award — Second Runner-up	
		School Champion	4A CHAN YAT LONG
		School 1st Runner Up	3E LOO CHEUK KIT
		School 2nd Runner Up	3E YEUNG WANG NGAI
		Gold Award	3E LOO CHEUK KIT
			3E YEUNG WANG NGAI
			4A CHAN YAT LONG
			4D TUNG MAN LOK
		Silver Award	3E CHAN HUI YU ALAND
			3E CHOW CHUN
			3E MOK TSZ HEI
			3E YEUNG LOK TIN
			4A HO CHEUK KIU
		Bronze Award	3A FUNG LEONG CHING
			3C HUNG LE XUAN
			3E FUNG LONG TIN
43.	Hong Kong Secondary School Coding Challenge 2026	Bronze Medal	4A CHAN YAT LONG
44.	ASTRON SPACE LAB 4 2026	2nd Runner Up and Experimental Idea Award	5B LAM KA CHUN
			5E KWOK HO CHING NICK
45.	HKU Summer Institute 2026 - Metaverse and Virtual Reality in Modern Technology	Best Technology Award	1A CHOW CHEUK YU JULIUS
46.	Youth Literacy	Silver Award	2A HO HIU YAN

**Excellence And
Digital Skills Awards
(YLEADS)**

2B YU KAM YIN

3E HUI HONG YAU

3E LOO CHEUK KIT

4A CHAN YAT LONG

4A WAN WAI KIU

4B KWAN HEI MAN

4B MA TSZ YU

4B YU HEI CHING

4D LI SUM CHING

4D WONG HO WA FREYA

4E KO CHEUK NAM MAX

5D YEUNG CHEUK LAM

5E CHAN WAI CHING

5E DU TSZ LEUNG

Most Active Participation Award — First Runner-up

Bronze Award

1A AU CHEUK SHAN

2A HO HIU YAN

2A TAM SCARLETT

2B LAM HEI SEN

2B YU KAM YIN

2C LEUNG MAN TO

2D HO HEI YIN

2E CHIN WAI HIN

2E LAW NGO YIN IVAN

2E WONG TSZ SHAN

2E YEUNG CHUN HIN

3A CHEUNG TSZ LOK

3A CHU HOK MING

3A WONG SING

3C CHAN PUI YIN

3C DU CHEUK LEUNG

3C MUI KWAN YIU

3E LOO CHEUK KIT

3E YAU WAI KIU

3E YEUNG LOK TIN

4A CHAN YAT LONG

4A KEUNG YAU KA

4A WAN WAI KIU

4B KWAN HEI MAN

4B MA TSZ YU

4B POON WING LAM

4C CHING LOK TUNG

		4D LI SUM CHING
		4E KO CHEUK NAM MAX
		5E CHAN WAI CHING
		5E WONG SZE CHAI

B. Performing Arts

1.	第 62 屆學校舞蹈節比賽 中國舞（群舞）- 優等獎	1B CHOW YIK KWAN	3C CHAN CHING YI
		1B LOKE SUM YUET	3C HO TSZ YAN
		1B MOK YAN YUET	4A CHEN SZE MAN
		1C ZHENG MANCHEN	4B HE YINGTANG
		1D TAN TINA YIHAN	4C CHUNG TSZ YAN
		1E LAM SIN TUNG	4D CHAN NIM CADENCE
		2B WAN TSZ TSAM	4D LIANG YEE
		2B YU KAM YIN	4E CHEN LOK SANG
		2D FUNG TSZ YU	5D TSANG WING YIN
		2D LAM KAI YAN	
2.	第 62 屆學校舞蹈節比賽 中國舞（群舞）- 甲等獎	1B CHOW YIK KWAN	3C CHAN CHING YI
		1B LOKE SUM YUET	3C HO TSZ YAN
		1B MOK YAN YUET	4A CHEN SZE MAN
		1C ZHENG MANCHEN	4B HE YINGTANG
		1D TAN TINA YIHAN	4C CHUNG TSZ YAN
		1E LAM SIN TUNG	4D CHAN NIM CADENCE
		2B WAN TSZ TSAM	4D LIANG YEE
		2B YU KAM YIN	4E CHEN LOK SANG
		2D FUNG TSZ YU	5D TSANG WING YIN
		2D LAM KAI YAN	
3.	第 62 屆學校舞蹈節比賽 中國舞（三人舞）- 甲等獎	2B WAN TSZ TSAM	4E CHEN LOK SANG
		4A CHEN SZE MAN	
4.	2026 Guangdong–Hong Kong–Macao Students Dance Competition Chinese Dance (Trio) — Silver Award	2B WAN TSZ TSAM	4E CHEN LOK SANG
		4A CHEN SZE MAN	
5.	Hong Kong ELITE Dance Competition 2026 Chinese Dance (Trio) — Silver Award	2B WAN TSZ TSAM	4E CHEN LOK SANG
		4A CHEN SZE MAN	
6.	54th Hong Kong Open Dance Contest Chinese Dance (Trio) — Silver Award	2B WAN TSZ TSAM	4E CHEN LOK SANG
		4A CHEN SZE MAN	
7.	English Drama Festival 2026	English Drama Team — Star Performer	3E LO WAN SUM
8.	香港學校戲劇節 2026	中文話劇社 — 傑出演員獎	1D WONG PAN
			5C DENG HIU YEUNG
			5E DU TSZ LEUNG
			5E LAM HOI YAN BERNIE
		中文話劇社 — 傑出舞台效果獎	5E LAM HOI YAN BERNIE
		中文話劇社 — 傑出合作獎	5E LAM HOI YAN BERNIE
		中文話劇社 — 傑出導演獎	5E LAM HOI YAN BERNIE

	中文話劇社 — 傑出劇本獎	5E LAM HOI YAN BERNIE
9. 沙田戲劇匯演	中文話劇社 — 最佳男演員	5C DENG HIU YEUNG
10. 阿爸阿媽食飯喇校際戲劇比賽	中文話劇社 — 後台團體獎	5E LAM HOI YAN BERNIE
	中文話劇社 — 最佳男演員	5E DU TSZ LEUNG

C. Music

2025 Hong Kong Youth Music Interflows		
1.	Symphony Orchestra — Silver Award	1B NG TSZ YUI
		3B HUI KA LAM
		1B WU TING YIU
		3B YAN CHEUK YIU
		1B XU HENG
		3E CHAN LUCAS
		1E TAM HEI YIN
		3E CHAN YAT NAM
		1E YU NOK TO ANGUS
		3E CHOW HIN CHING
		1E ZHANG ANGEL
		3E LEE YUI YING
		2A LI CHUN SING
		4B YU HEI CHING
		2A NG WING NAM
		4E CHAN KWON WAI
		2A YIP NGA CHING
		4E CHAN PAK TO
		2C CHU SEN HEI
		4E TSANG WING YI
2.	String Orchestra — Silver Award	2C LAU SUM YU
		5A MA TSZ CHING
		2C WONG CHOI YAN
		5A WONG PAK YUI
		2D WONG YIN NAM
		5C AU YEUNG CHEUK HANG
		2E LIU KING HIM JARVIS
		5C CHAN CHUNG HEE
		2E TAM NAOMI
		5C WONG HAU TUNG
		2E YAN HUI KIU NARDUS
		5E KWOK HO CHING NICK
	Hong Kong Inter-School Choral Festival	3A MAK TAK YAU
		1B XU HENG
		4C CHEUNG KA LOK
		1B ZHENG WUI CHI
		4E CHAN KWON WAI
		1E ZHANG ANGEL
		4E CHAN PAK TO
		2A LI CHUN SING
		4E TSANG WING YI
		2C CHU SEN HEI
		5A YUNG SHING FUNG
		2C LAU SUM YU
	Senior Mixed Choir — Gold Award	5B TAI KA TAK
		2E LIU KING HIM JARVIS
		5C CHAN CHUNG HEE
		3E CHAN LUCAS
		5D YEUNG CHEUK LAM
		3E CHAN YAT NAM
		1A CHOW KA CHUN
		3B WONG CHUN HO
		1A WONG SIU TING
		3B WONG HIU YAU
		1A WOO CHEUK HIM AYDAN
		3C AU NGA TUNG ESTHER
		1B LEE CHUN YIN
		3C CHAN CHING YI
		1B WU TING YIU
		3C CHAN PUI YIN
		1C TANG TSZ LONG
		3C HO TSZ YAN
		1D BAI YU XUAN
		3C MUI KWAN YIU
		1D CHEUNG MING NOK
		3C WONG SUM YEE HELENA
		1E YEE PAK LUN
		3D CHOI CHI HO
		2A IP SIU FUNG ALVIN
		3D CHUNG SING YUET
		2A NG WING NAM
		3D CHUNG TSZ MEI
		2A SHUM SUM YI
		3D KWOK TSZ YING
		2B CHU KA PUI
		3E HUI HONG YAU
		2B HAU TSZ CHING
		3E LAU NGA YIN
		2B LAM HEI SEN
		3E TANG CHEUK NAM
		2B LEUNG PAK LONG
		3E WONG TIN LAI
		2B NG HANG CHING
		3E WONG TSZ KIU

Junior Choir — Silver Award	2B NGAN TSZ YEE	4A CHAN HEI LAM
	2B ZENG ROSY	4A CHAN WING YUI
	2C CHU SEN HEI	4A TSUI KING YUI
	2C KAY SHING ON	4B CHIU PAK KI
	2C WU CHIU YIN NICOLE	4C AU CHI YU
	2D HO HEI YIN	4C CHAN HEI CHING CHLOE
	2D KWAN LONG HIN	4C CHEUNG KA LOK
	2D LAU MING CHUN	4C LEE LEONG KWAN
	2E CHEUNG KAM HEI	4E CHEN TIN YU JASPER
	3A CHEUNG YIU KWONG	5B CAI ZHONGYI
	3A GONCALVES SARAH NEGRINI	5B TAI KA TAK
	3A LAM TSZ YEUNG	5C WONG HAU TUNG
	3A YAMADA SHOHEI	5D LEE NOK FUNG AMBROSE
	3B CHEUNG SUM YIN	5D NG SIU HIN
	3B LAM PUI NAM	5E CHAN PAK MAN
	3B LEE PUI YEE	
	1A BHAVNANI HIMNISH DRUKUMAR	1E WONG CHUNG HEI
	1A BRIONES JAELE MARKEISHA SILVANO	1E WONG MAN CHUNG
	1A CHAN HEI CHI	2A CHEUNG NG A SIN KAYLA
	1A FUNG KI YAN GRACE	2A SZE YI YIU
	1A TAM KA LOK	2A WU TIN KA
	1A TSE YUI CHI	2B FU CHUN YIN
	1A WONG HEI YEE	2B LAU SHUN YIN
	1A WONG MAN LING	2B LEUNG HOI LAM
	1B AU-YEUNG CHI LOK ANDREW	2B LO LOK TING
	1B CHAN WAN HEI	2C CHAN HOK YEE
	1B CHAN YIN HEI	2C LAU SUM YU
	1B CHEN KI YU	2C LAW CHUN HEI
	1B HO SZE CHING	2C LO LOK YU CANDICE
	1B LAM HEI TUNG HAILEY	2C SHIU HEI TUNG
	1B MOK YAN YUET	2D CHAN PAK YU
	1B RAMESH DAKSHAN MANI	2D CHING WAN CHI
	1B WONG TSZ TUNG JANICE	2D FUNG TSZ YU
	1C LAM CHUNG CHI	2D HO TSZ HIM
	1C LEUNG CHIN YIU	2D KOK YUK KWAN
	1D HAN ZICHUN	2D LAM KAI YAN
	1D LAW ESTHER JANE	2D SUEN POK SHING
	1D MOK SUM YAU	2D WAN TSZ KI
	1D NG HEI YI	2E CALUAG SHILOH MICHONE CABILING
	1D WONG CHUNG YIN	2E FENG QI WEN CHRISTINE
	1D WU WANG KAI	2E WONG YAN YIN
	1E LAM SIN TUNG	3D CHAN YIN KWAN
	1E LO PAK MAN	3D LEE HEI TUNG

	1E TAM HEI YIN	3E KWAN HUI CHING
Hong Kong Schools Music Festival		
3. Senior Mixed Choir - Chinese Language - 2nd Runner-Up	1A CHOW KA CHUN	3B WONG CHUN HO
	1A WONG SIU TING	3B WONG HIU YAU
	1A WOO CHEUK HIM AYDAN	3C AU NGA TUNG ESTHER
	1B LEE CHUN YIN	3C CHAN CHING YI
	1B WU TING YIU	3C CHAN PUI YIN
	1C TANG TSZ LONG	3C HO TSZ YAN
	1D BAI YU XUAN	3C MUI KWAN YIU
	1D CHEUNG MING NOK	3C WONG SUM YEE HELENA
	1E YEE PAK LUN	3D CHOI CHI HO
	2A IP SIU FUNG ALVIN	3D CHUNG SING YUET
	2A NG WING NAM	3D CHUNG TSZ MEI
	2A SHUM SUM YI	3D KWOK TSZ YING
	2B CHU KA PUI	3E HUI HONG YAU
	2B HAU TSZ CHING	3E LAU NGA YIN
	2B LAM HEI SEN	3E TANG CHEUK NAM
	2B LEUNG PAK LONG	3E WONG TIN LAI
	2B NG HANG CHING	3E WONG TSZ KIU
	2B NGAN TSZ YEE	4A CHAN HEI LAM
	2B ZENG ROSY	4A CHAN WING YUI
	2C CHU SEN HEI	4A TSUI KING YUI
	2C KAY SHING ON	4B CHIU PAK KI
	2C WU CHIU YIN NICOLE	4C AU CHI YU
	2D HO HEI YIN	4C CHAN HEI CHING CHLOE
	2D KWAN LONG HIN	4C CHEUNG KA LOK
	2D LAU MING CHUN	4C KAM SUET YEE
	2E CHEUNG KAM HEI	4C LEE LEONG KWAN
	3A CHEUNG YIU KWONG	4E CHEN TIN YU JASPER
	3A GONCALVES SARAH NEGRINI	5B CAI ZHONGYI
	3A LAM TSZ YEUNG	5B TAI KA TAK
	3A YAMADA SHOHEI	5C WONG HAU TUNG
	3B CHEUNG SUM YIN	5D LEE NOK FUNG AMBROSE
	3B LAM PUI NAM	5D NG SIU HIN
	3B LEE PUI YEE	5E CHAN PAK MAN
Senior Mixed Choir - Foreign Language - 2nd Runner-Up	1A CHOW KA CHUN	3B WONG CHUN HO
	1A WONG SIU TING	3B WONG HIU YAU
	1A WOO CHEUK HIM AYDAN	3C AU NGA TUNG ESTHER
	1B LEE CHUN YIN	3C CHAN CHING YI
	1B WU TING YIU	3C CHAN PUI YIN
	1C TANG TSZ LONG	3C HO TSZ YAN
	1D BAI YU XUAN	3C MUI KWAN YIU
	1D CHEUNG MING NOK	3C WONG SUM YEE HELENA
	1E YEE PAK LUN	3D CHOI CHI HO
	2A IP SIU FUNG ALVIN	3D CHUNG SING YUET
	2A NG WING NAM	3D CHUNG TSZ MEI

	2A SHUM SUM YI	3D KWOK TSZ YING
	2B CHU KA PUI	3E HUI HONG YAU
	2B HAU TSZ CHING	3E LAU NGA YIN
	2B LAM HEI SEN	3E TANG CHEUK NAM
	2B LEUNG PAK LONG	3E WONG TIN LAI
	2B NG HANG CHING	3E WONG TSZ KIU
	2B NGAN TSZ YEE	4A CHAN HEI LAM
	2B ZENG ROSY	4A CHAN WING YUI
	2C CHU SEN HEI	4A TSUI KING YUI
	2C KAY SHING ON	4B CHIU PAK KI
	2C WU CHIU YIN NICOLE	4C AU CHI YU
	2D HO HEI YIN	4C CHAN HEI CHING CHLOE
	2D KWAN LONG HIN	4C CHEUNG KA LOK
	2D LAU MING CHUN	4C KAM SUET YEE
	2E CHEUNG KAM HEI	4C LEE LEONG KWAN
	3A CHEUNG YIU KWONG	4E CHEN TIN YU JASPER
	3A GONCALVES SARAH NEGRINI	5B CAI ZHONGYI
	3A LAM TSZ YEUNG	5B TAI KA TAK
	3A YAMADA SHOHEI	5C WONG HAU TUNG
	3B CHEUNG SUM YIN	5D LEE NOK FUNG AMBROSE
	3B LAM PUI NAM	5D NG SIU HIN
	3B LEE PUI YEE	5E CHAN PAK MAN
Junior Girls' Choir - Chinese Language - 2nd Runner-Up	1A CHAN KA WAN CHARLENE	2E FENG QI WEN CHRISTINE
	2A CHEUNG NGA SIN KAYLA	2E TAM NAOMI
	2A NG WING NAM	2E WONG YAN YIN
	2A SHUM SUM SUM	3A GONCALVES SARAH NEGRINI
	2A SHUM SUM YI	3A LAM TSZ LOK CHARLOTTE
	2A WU TIN KA	3A LEUNG YIK TUNG
	2B CHU KA PUI	3B CHAN NGA CHING
	2B LAM HEI SEN	3B CHEUNG SUM YIN
	2B LEUNG HOI LAM	3B LAM PUI NAM
	2B NG HANG CHING	3B WONG HIU YAU
	2B NGAN TSZ YEE	3C AU NGA TUNG ESTHER
	2B ZENG ROSY	3C CHAN CHING YI
	2C CHAN HOK YEE	3C CHAN PUI YIN
	2C CHU SEN HEI	3C CHEUNG YU YAN VENUS
	2C LAU SUM YU	3C HO TSZ YAN
	2C LO LOK YU CANDICE	3C WONG SUM YEE HELENA
	2C SHIU HEI TUNG	3D CHAN YIN KWAN
	2C WU CHIU YIN NICOLE	3D CHUNG SING YUET
	2D CHING WAN CHI	3D CHUNG TSZ MEI
	2D FUNG TSZ YU	3D KWOK TSZ YING
	2D HO HEI YIN	3D LEE HEI TUNG
	2D LAM KAI YAN	3E KWAN HUI CHING
	2D LO SUM LING	3E LAU NGA YIN

	2D WAN TSZ KI	3E TANG CHEUK NAM
	2E CALUAG SHILOH MICHONE CABILING	
Euphonium Solo — Champion		3E CHOW HIN CHING
Tom Lee Music Class for Brass Concerto — Champion		3E CHOW HIN CHING
Flute Solo — 1st Runner-Up		5C WONG HAU TUNG
Alto Saxophone Solo — 1st Runner-Up		2E YAN HUI KIU NARDUS
Joint-School Music Competition		
Brass Ensemble — Gold Award		1B WU TING YIU
		2A YIP NGA CHING
		3E CHOW HIN CHING
4.	1B NG TSZ YUI	3A MAK TAK YAU
	1B WU TING YIU	3B CHEUNG SUM YIN
	1B XU HENG	3B HUI KA LAM
	1B ZHENG WUI CHI	3B LAM YUET TUNG
	1C CAI ZHONGHAO	3B YAN CHEUK YIU
	1C HAU NOK HANG	3D LEE WAI SUM
	1C WONG CHAK MING	3D LI KA LEUNG
	1D CHEUNG YAN YU	3D ZOU TSZ HO
	1D SIU CHEUK TUNG	3E CHAN HUI YU ALAND
	1D SO KING LOK	3E CHAN LUCAS
	1E HUNG CHUN YAT	3E CHAN YAT NAM
	1E TAM HEI YIN	3E CHOW HIN CHING
	1E WU SIN YU	3E LEE YUI YING
	1E YU NOK TO ANGUS	4B YU HEI CHING
	1E ZHANG ANGEL	4C CHEUNG KA LOK
	2A LI CHUN SING	4E CHAN KWON WAI
	2A NG WING NAM	4E CHAN PAK TO
	2A YIP NGA CHING	4E SIM WING KIU JANA
	2C CHU SEN HEI	4E TSANG WING YI
	2C LAU SUM YU	5A WONG PAK YUI
	2C WONG CHOI YAN	5A YUNG SHING FUNG
	2D WONG YIN NAM	5B CHAN HO LONG
	2E LIU KING HIM JARVIS	5B TAI KA TAK
	2E MAK CHEUK HEI ADRIAN	5C AU YEUNG CHEUK HANG
	2E TAM NAOMI	5C CHAN CHUNG HEE
	2E WONG HO HONG	5C WONG HAU TUNG
	2E YAN HUI KIU NARDUS	5D YEUNG CHEUK LAM
	3A LEUNG KA HEI	5E KWOK HO CHING NICK
5. 2026 World Choir Festival	Gold Award	5B TAI KA TAK
		5B TSE HOI TUNG
		5C WONG HAU TUNG
		5D YEUNG CHEUK LAM

D. Sports

1.	Inter-School Swimming Competition 2025-2026 (D3K2)	Girls C Grade 50m Backstroke	Champion	2D POON YAN CHI
		Girls C Grade 200m Individual Medley	1st Runner-Up	2D POON YAN CHI
		Girls B Grade 50m Backstroke	1st Runner-Up	4B MA TSZ YU
		Girls B Grade 100m Backstroke	1st Runner-Up	4B MA TSZ YU
		Girls B Grade 100m Breaststroke	2nd Runner-Up	4D SIU HOI CHING
		Girls B Grade 200m Breaststroke	Champion	4D SIU HOI CHING
		Girls B Grade 4X500m Medley Relay	2nd Runner Up	3B LAM PUI NAM
				4B MA TSZ YU
				4B SIN BENDA
				4D SIU HOI CHING
				4D WONG HO WA FREYA
		Girls B Grade Overall	2nd Runner-Up	3B LAM PUI NAM
				4B MA TSZ YU
				4B SIN BENDA
				4D SIU HOI CHING
				4D WONG HO WA FREYA
2.	Inter-School Athletics Competition 2025-2026	Boys A Grade 5000m	1st Runner-Up	6A JIM HO KIU
		Girls A Grade Discus	1st Runner-Up	5D WONG KWAN CHING
3.	Hong Kong Junior Golf Driving Range Competition 2025	U18 (Individual)	2nd Runner-Up	5A CHUNG YUEN CHI
		Secondary School Division	2nd Runner-Up	1B YEUNG TIN YAT CHASE
				3C DU CHEUK LEUNG
				3E CHRISTIE AVA SWYNNERTON LAM
				5A CHUNG YUEN CHI
				5B TAI KA TAK
				5D TSANG WING YIN
				1A TSE YUI CHI
4.	All Hong Kong Inter-Secondary Schools Lacrosse Competition 2025-2026	Girls' Division	1st Runner-Up	1C LI ELLIE
				2A CHUI NORA
				2A YIP NGA CHING
				2A YUNG PUI WAI
				2B LI WING YAU
				2C CHAN HOK YEE
				2C WONG WAI SZE
				2E WONG TSZ SHAN
				4A WAN WAI KIU
				4A WONG CHING LAAM
5.	Jockey Club Kau Sai Chau Go Fun Junior Golf Programme	The King of Putting - Boys	Silver Medal	3C DU CHEUK LEUNG
		(The King of Putting - Girls)	Gold Medal	4B WONG YAU TING
		(Longest Hitter - Boys)	Gold Medal	3C DU CHEUK LEUNG

			Silver Medal	3A LAU TSZ HIN
		(Longest Hitter - Girls)	Gold Medal	4B WONG YAU TING
			Silver Medal	2C CHAN PUI YAU
		(The Star of Swing - Boys)	Bronze Medal	3A LAU TSZ HIN
		(The Star of Swing - Girls)	Gold Medal	2C CHAN PUI YAU
			Silver Medal	4B WONG YAU TING
		(Grand Champion)	Champion	1B YEUNG TIN YAT CHASE
				1E LEE MAN HIN
				2C CHAN PUI YAU
				3A FUNG LEONG CHING
				3A LAU TSZ HIN
				3A YANG MAN HON
				3C DU CHEUK LEUNG
Order of Merit Tournament (Advanced Level)	Champion	4B WONG YAU TING		
	1st Runner-Up	5A CHUNG YUEN CHI		
6.	AS Watson Group 185th Anniversary Hong Kong Outstanding Student Sports Awards	Secondary School Division		4D SIU HOI CHING
7.	Inter-School Volleyball Competition 2025-2026 (D3K2)	Boys C Grade	Champion	1C CHAN YAU HEI
				1D CHAU CHEUK NGAI
				1D SO KING LOK
				1D TONG KAI NOK JACOB
				1E LAM PAK NOK
				1E LEE MAN HIN
				1E WONG CHUNG HEI
				1E WONG MAN CHUNG
				1E WONG TSZ KIT
			1E WU SHAOKAI	
8.	Inter-School Archery 2025-2026	Girls A Grade	1st Runner-Up	5B MA BO KI ANGEL
9.	Inter-School Badminton Competition 2025-2026 (Division 3 Kowloon 1)	Boys C Grade	2nd Runner-up Team	1B WU TING YIU
				1C CHEUNG SHUN POK
				1D CHAU CHEUK NGAI
				1E CHAN HOI SHUEN
				2A LEE CHI HIM
10.	灣仔體育總會跆拳道回歸盃邀請賽 2025	男子兒童色帶套拳（初級組 5）		Bronze Award
				1A CHOW CHEUK YU JULIUS

E. Others

1. 香港卡坦 U18 盃 2026	中學及青少年組(團體)	冠軍	1E LAU CHEUK FUNG
			2A HO WAI LIM BRENDAN
			2D HE CHENGXI HUGO
			5A NGAI CHI TO
			5A YIP TIN HANG
			5B HO LONG YAT
			5C LI WAI SHING
			5E HO HAO LUAN
2. 全港學界卡卡頌桌遊大賽 2026	中學及青少年組(個人)	冠軍	5A YIP TIN HANG
	中學及青少年組(個人)	季軍	5B HO LONG YAT
	中學組(個人)	亞軍	3E LOO CHEUK KIT
3. 「健康人生不毒行」生成式人工智能海報設計比賽(2025/26)	最積極參與學校銅獎		
	優異獎		2B WONG CHING LAM
4. Outstanding Student Environmental Protection Ambassador	Bronze Award		5D WONG KWAN CHING
	Silver Award		5A MAK WAI MAN
	Gold Award		5D ZHENG LAP CHI

FINANCIAL SUMMARY 2025-26

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,127,850.81	2,229,898.67	(102,047.86)
School & Class Grant - Other Income	178,097.70	0.00	178,097.70
(b) School Specific Grant			
Administration Grant	3,960,624.00	4,556,370.76	(595,746.76)
Capacity Enhancement Grant	609,252.00	523,993.26	85,258.74
Composite Information Technology Grant	526,777.00	438,734.69	88,042.31
Air-conditioning Grant	499,231.00	499,231.00	0.00
School-based Management Top-up Grant	48,047.00	42,000.00	6,047.00
School-based Speech Therapy Administration Recurrent Grant	7,687.00	4,363.00	3,324.00
Sub-total (a) + (b) :	7,957,566.51	8,294,591.38	(337,024.87)
(c) Non-EOEBG Funds	67,229,149.44	67,035,532.23	193,617.21
Government Funds Total (a) + (b) + (c) :	75,186,715.95	75,330,123.61	(143,407.66)
II. School Funds			
(a) Tong Fai	130,900.00	0.00	130,900.00
(b) Other Income	259,388.89	279,751.85	(20,362.96)
(c) Donation for SIP	17,873.20	0.00	17,873.20
(d) Donation for Chapel Refurbishment	0.00	13,510.94	(13,510.94)
(e) Approved Collection for Specific Purposes	343,600.00	(426,328.96)	769,928.96
(f) Scholarship	169,600.00	312,500.00	(142,900.00)
School Funds Total:	921,362.09	179,433.83	741,928.26
Balance B/F (Government Funds)			7,737,203.67
Balance B/F (School Funds)			2,764,348.45
(1) Deficit of Government Funds			(143,407.66)
(2) Surplus of School Funds			741,928.26
Total surplus for 25/26 school year			11,100,072.72