



Bishop Hall Jubilee School School Report (2024/2025)



Bishop Hall Jubilee School

Annual School Report

Contents

1.	Our Vision and Mission	Page 3
2.	Our School	Page 4-6
3-6	KPM Report	Page 7-11
7.	Major Concern I: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning	Page 12-19
	Major Concern II: To instill positive values and life-long aspiration in to students and nurture them to become future leaders with a national and global mindset	Page 20-25
8.	Performance of Students	Page 26-28
9.	Academic Development	Page 29-31
10.	Student Participation in Co-curricular Activities	Page 32
11.	The Presentation of Prizes 2024-25	Page 33-46
12.	Financial Summary 2024-25	Page 47

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 at creating 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 developments.
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
Chinese Language Education	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
Mathematics Education	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
Science Education	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
Arts Education	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

4.2 Curriculum (2024-25)

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	66	102	74	73	76	52	443
Girls	91	49	69	44	51	64	368
Total Enrolment	157	151	143	117	127	116	811

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: **51.05 hours**

The average number of training hours (National Security Education) undertaken by teachers: **8.9 hours**

The average number of training hours (IT in Education) undertaken by teachers: **3.04 hours**

6.3 Principal's Continuing Professional Development (CPD): 149 hours

6.4 Teachers' Qualifications

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

6.5 Teachers' Work Experience

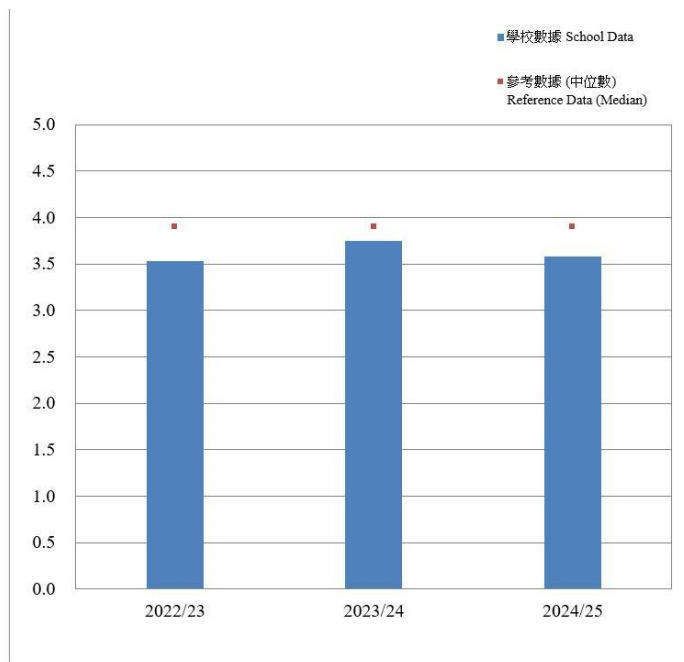
Years	Percentage
0-4 years	22%
5-9 years	9%
10-14 years	14%
15 years or above	55%

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

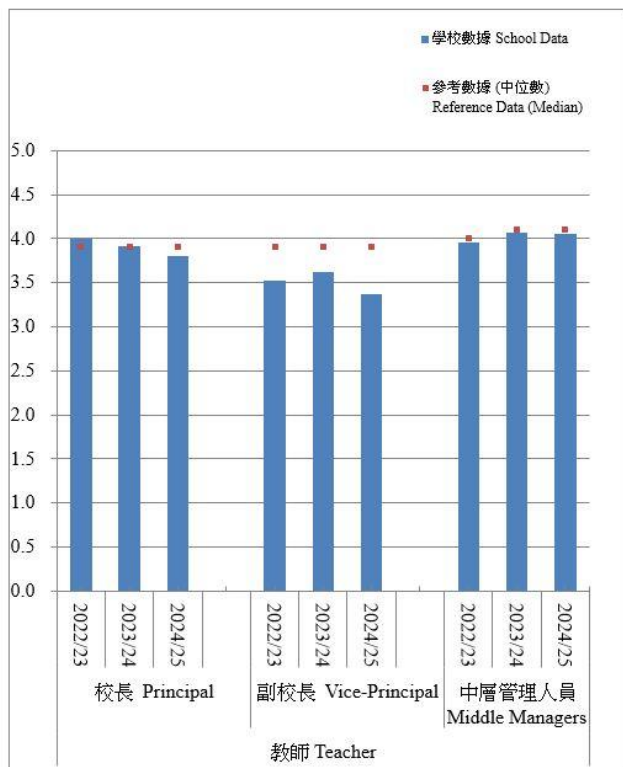
Stakeholders' Perception of School Management



KPM 3 – 持份者對專業領導的觀感

Stakeholders' Perception of Professional Leadership

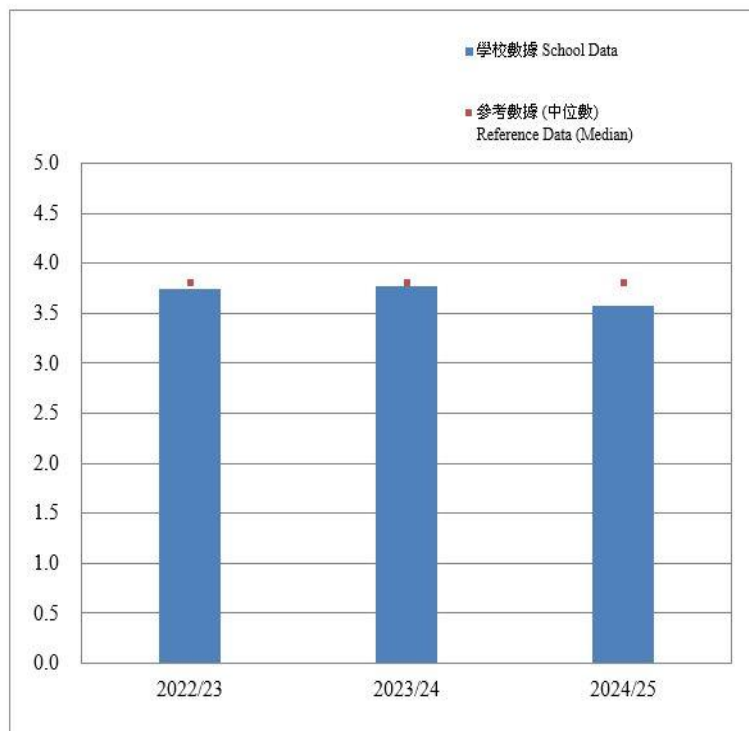
KPM 3 - 持份者對專業領導的觀感
Stakeholders' perception of Professional Leadership



KPM 4 – 持份者對教師專業發展的觀感

Stakeholders' Perception of Teachers' Professional Development

KPM 4 - 持份者對教師專業發展的觀感
Stakeholders' perception of Teachers' Professional Development



KPM 8.3.2 – 國民教育相關的學習經歷

Learning Experiences Relevant To National Education

KPM 8.3.2 - 國民教育相關的學習經歷
Learning experiences relevant to national education

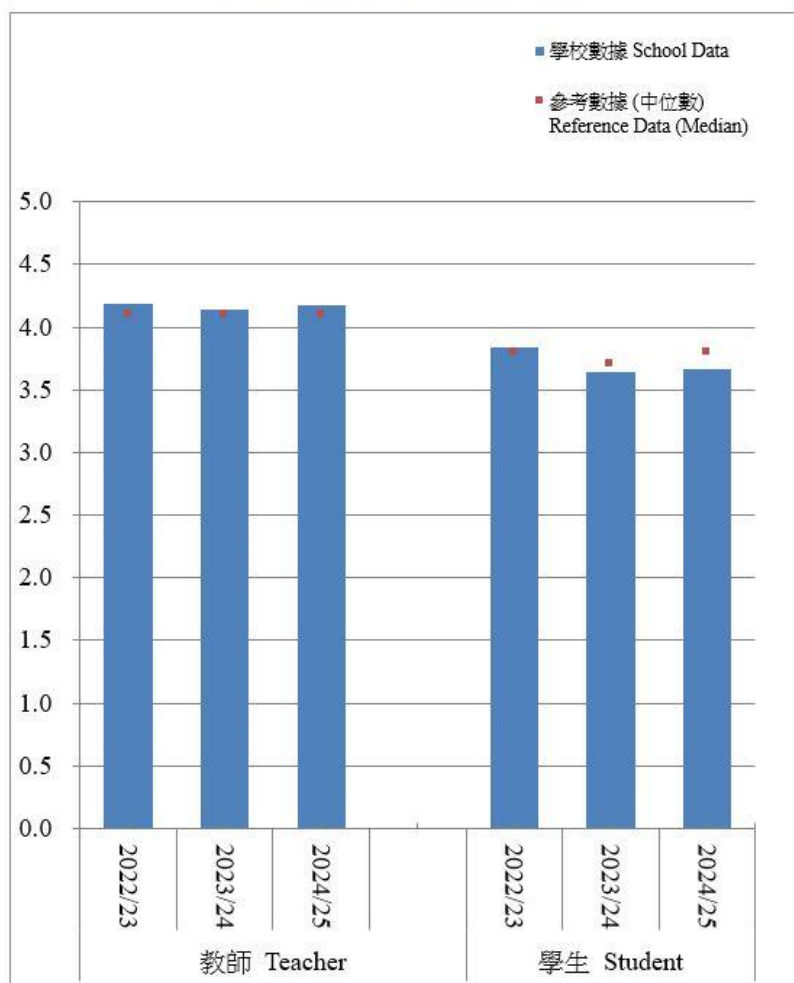
內，參與學校安排的內地交流／學習活動的各級學生百分比 - 與公民與社會發展科的內地
percentage of students by grade level participating in school-arranged Mainland exchange/ learning
current school year - Relevant to the Mainland study tours of the Citizenship and Social Develo



KPM 11 – 持份者對教學的觀感

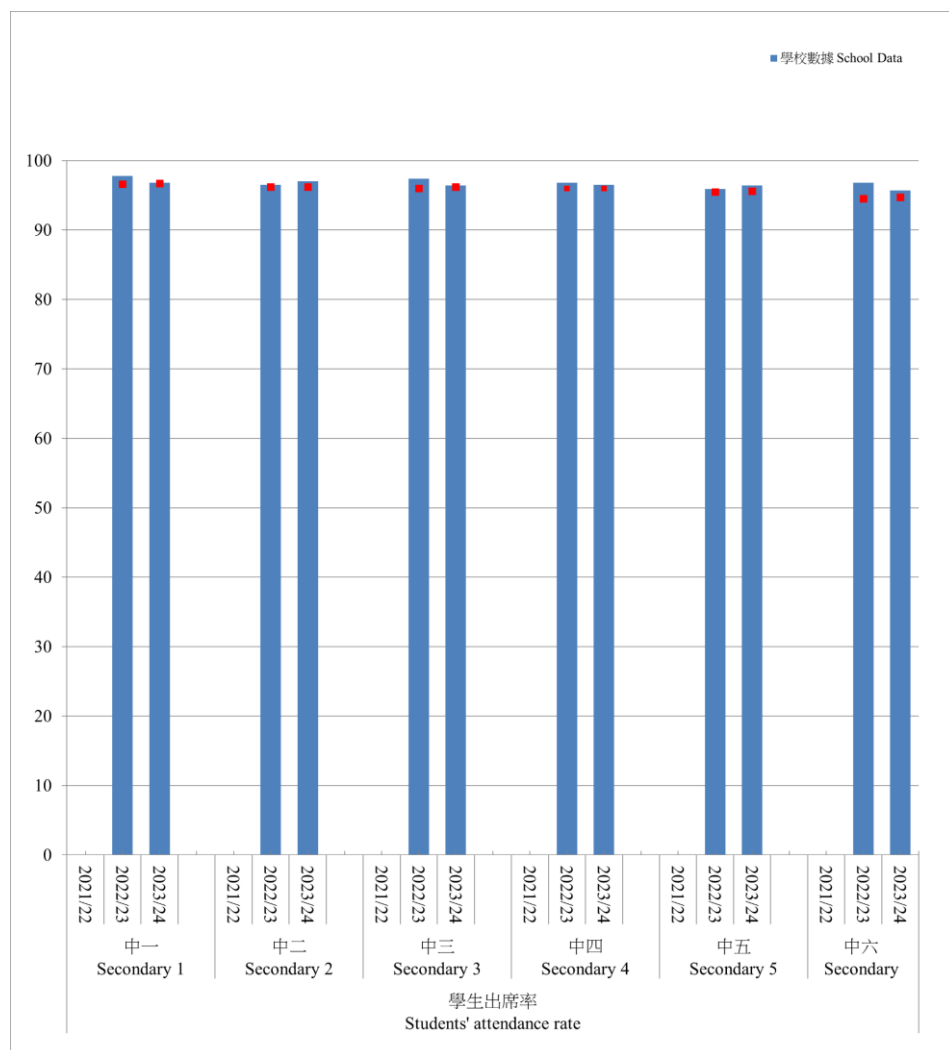
Stakeholders' Perception of Teaching

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

Gifted Programmes

Students actively participated in various gifted programmes such as the World Scholar's Cup, 信報教育「說好香港故事」大行動－最佳文章及影片、第七屆文裕盃全港校際徵文大賽 2024, The Hong Kong Youth Translation Competition, 香港中小企創新大獎 2024, The 40th Sing Tao Inter-School Debating Competition, Asia International Mathematics Olympiad Open Contest 2024, Hong Kong International Mathematical Olympiad 2025, International Biology Olympiad 2024/2025, and International Economics Olympiad 2024. From a school-based year-end questionnaire, 80% of respondents agreed and 18% strongly agreed that the school provides adequate resources and support. Additionally, 82% of students found the programmes challenging enough to help them reach their full potential, among which 23% strongly affirmed this.

Mentorship Programmes

The "J-Link Mentorship Scheme" provided F.4 and F.5 students with 3 to 5 days of hands-on work experience, in collaboration with alumni from various fields such as business and finance. This initiative aimed to cultivate essential work-related skills and foster a proactive approach to learning. An impressive 71% of participants reported that the programme positively influenced their academic and career aspirations, with 26% strongly agreeing with the statement.

Similarly, the "BHJS Elite Mentorship Programme" paired elite students with experienced alumni, emphasising guidance and networking to enhance academic excellence. Through sessions on study strategies and insights into university culture from alumni at top institutions like CUHK and HKU, the programme effectively provides guidance and support to our elite students. A significant 71% of students found the programme valuable to foster a growth-oriented mindset, with 18% strongly affirming this. Additionally, 74% felt that mentors were knowledgeable and committed, reinforcing the programme's role in developing both academic and personal competencies.

STEAM education programme

Our STEAM activities foster student engagement through hands-on STEAM projects, participation in competitions, and advanced training for gifted students, enhancing skills and sparking innovation.

Form 2 students collaborated on projects to create prototypes addressing real-life problems, fostering teamwork and practical application of STEAM concepts.

We actively encouraged students to participate in inter-school and international competitions. 71.6% of students agreed that the school encourages their participation in STEAM-related competitions. Notable

achievements include Youth IT Ambassador Award (YITAA) – Gold Award, Champion in the ASTRON Space Lab 3 (國際太空編程任務 3), and Gold Medal in Electronic Circuit Construction Challenge 2025.

Gifted senior students received specialised training in robotics and AI, with 72% agreeing that the school provides adequate support for competition preparation.

Reflection

According to our school-based questionnaire, only 22% of students participated in the school's Gifted Programmes. The focus of subjects and committees on lift-off programs has resulted in limited participation, primarily among high-achieving or exceptionally talented students. A similar trend is observed in STEAM education, where only 25% of students engaged in STEAM-related activities. This suggests that students may not fully recognise the potential of our school-based STEAM curriculum in fostering critical thinking, creativity, collaboration, problem-solving, and innovation—skills that are essential for meeting the challenges of the modern world.

Feedback and Follow-up

To further enhance effectiveness, detailed student feedback will inform redesigning of programmes with more hands-on, real-world projects and collaborative activities to boost engagement. Additionally, establishing a robust mentorship programme is pivotal for providing personalised support. Pairing students with alumni or senior peers through organised activities and check-ins can help build confidence while creating a safe space to discuss challenges. Regular goal-setting sessions under mentor guidance will help ensure students receive ongoing support to successfully navigate their academic journeys. A focus on strengthening connections and guidance within the school community can help foster a more supportive overall learning environment where all students thrive.

7.1.2 To further nurture students to become conscientious and reflective learners

Achievements

1. Encouraging Self-Reflection and Responsibility: Class Teacher Periods

Class Teacher Periods for F.1 to F.6 are strategically designed to promote self-understanding and goal setting. During these sessions, students engage in discussions and reflections that encourage them to think critically about their personal and academic journeys. School-based survey results indicated that 70% of students believed that intelligence can be developed through effort, which fosters a growth mindset essential for conscientious learning. Furthermore, 74% of students acknowledged that their abilities can improve with practice, highlighting their willingness to reflect on their learning processes. This engagement is vital in helping students take responsibility for their educational outcomes.

2. Facilitating Career Planning and Exploration: C-Day Activities

C-Day activities are tailored to address the different developmental needs of students, providing relevant experiences that promote cross-curricular learning. For instance, F.1 students participated in sessions facilitated by The Hong Kong Federation of Youth Groups to help them adapt to secondary school life,

fostering a sense of responsibility and self-awareness. In F.4, career exploration talks, organised in collaboration with the Hong Kong Professionals and Senior Executives Association, introduced students to various career paths and the importance of planning for their futures. Remarkably, over 90% of F.3 students reported that the Elective Subjects Selection Guidance Talk positively impacted their decision-making, showcasing the effectiveness of these activities in promoting reflective thinking about academic and career choices.

3. Equipping Students for Future Challenges: Career Workshops

Workshops and career introduction talks conducted by the Hong Kong Professionals and Senior Executives Association and Hong Kong Federation of Youth Groups are pivotal in preparing students for future challenges. These sessions focus on essential skills such as interview techniques and career planning, equipping students with the tools they need for success after school. Survey results indicated that 54.3% of students felt more self-aware and motivated to set future goals following these workshops, while 12.5% strongly agreed that the activities helped them gain a deeper understanding of their interests and strengths. This reflective practice is key to developing conscientious learners who are prepared for life beyond school.

Reflection

With reference to student questionnaires, some expressed disinterest in career-related talks, suggesting the topics may not resonate with all. Additionally, some felt disengaged during class teacher periods on executive function skills like goal setting and time management, indicating greater student engagement could be achieved.

Feedback and Follow-up

To make these sessions more relevant and engaging for students, we should incorporate interactive elements and practical activities. This will help them connect the skills to their own lives, fostering a more engaging and meaningful learning experience for all.

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

Achievements

Our students' language competence is enhanced through a wide array of application opportunities outside the classroom, such as debating, public speaking, World Scholar's Cup, drama, Speech Festival, and the English Channel. A majority of students reported that their English proficiency has been strengthened: Public Speaking (84%), Debate (80%), and English Society (75%). In particular, 100% of students who participated in the World Scholar's Cup agreed that the programme provided them with authentic speaking environments and improved their reading or research skills.

Reading culture strengthened. The English Book Club was formalised as a school CCA club and ran peer book-sharing. The Self-Directed Reading Scheme (SDRS) was embedded in the junior English/English Literature curriculum, with outstanding work displayed to model quality. Reading across the Curriculum (RaC) was implemented through monthly thematic library displays and RaC Reading Periods, broadening cross-disciplinary reading.

The Chinese Language Department made parallel contributions. 自主閱讀計劃 moved students from short to longer texts, with e-reading points linked to assessment to drive habit formation. Regular Chinese book-sharing, scheduled library visits, and author/scholar talks increased exposure and motivation. A Chinese Department multimedia channel (reviews, interviews, creative clips) extended reach and student voice.

Reflection

Authentic exposure to languages consistently improved language use with students in debate, WSC, public speaking, and other language-related teams reporting clear gains. However, whole-school independent reading remains uneven: KPM17 Reading Q-scores declined from 2022/23 and only partly recovered in 2024/25 (Non-assigned Materials 104→94→97; Leisure Reading Time 103→92→93), indicating fragile habits outside class.

Perception data also diverge, with SHS showing teachers rate “students like reading” lower (M=2.7) than students (M=3.3) and parents (M=3.4). Implementation issues also persist: some students did not bring books to the reading session and relied on limited homeroom choices, reducing relevance and ownership; and while RaC has increased exposure, cross-subject co-planning and the use of timely, lightweight reading tasks remain inconsistent, limiting the conversion of exposure into measurable “reading-to-learn” outcomes.

Feedback and Follow-up

To facilitate students’ formation of reading habits, we should focus on a clear progression and recognition in both SDRS and the Chinese 自主閱讀計劃: move from short to longer texts, add quick response tasks and exemplars, link points to subject assessment, and showcase excellent work visibly. Second, we should tighten RaC by co-planning monthly themes with subject panels, aligning to units and assessment windows, and using RaC Periods for brief tasks and vocabulary logs to capture learning. Third, we should sustain authentic output (such as debating, public speaking, WSC, drama, and English Channel) and aim to expand the reach to include more students.

7.1.4 To nurture the digital and information literacy of our students

Achievements

1. Fine-tuning the Curriculum on Digital Citizenship and AI

A systematic AI pathway was implemented in F.1–F.3: Learning Computer Vision with Scratch is incorporated in F.1, a new school-based media and information literacy module is adopted in F.2 CL; Computer vision using Husky Lens and prompt engineering is adopted in F.3 CL; a Smart Home project

in collaboration with Visual Arts is developed, featuring programming, design thinking, and collaborative learning. E-learning platforms like Google Classroom, Quizizz, Padlet, and EdPuzzle are used to enhance interactivity. The SHS shows that “Information Literacy” is a school learning goal (teachers’ mean = 3.8). Teachers reported frequent strategy teaching (M=4.2), with students confirming (M=3.7).

2. Organising Activities to Enhance Digital and Information Literacy

Students engaged in Campus TV, Stage Support, IT Ambassador, and Photography Teams, and external technology events. Recognition via the Youth IT Ambassador Award (Bronze/Silver/Gold) motivated sustained participation and skill development. KPM17 signals healthy digital self-regulation: “No Addiction” Q=116 and “Not Attracted by its Functions” Q=116/114/116; “Less Time for Leisure” dipped (Q=86) then partially recovered (Q=93).

3. Fine-tuning the Deployment of MDM in BYOD

A new MDM provider improved policy application, stability, and support (fewer bugs, more timely responses). The system now better enforces campus use terms and supports F.1 onboarding to acceptable use; continuation is recommended.

Reflection

While students in senior forms made good use of BYOD in learning, a few students in junior forms still lack clarity around how to utilise mobile devices constructively for academic purposes. Some struggle to maintain focus during educational activities, with devices potentially becoming sources of distraction as students divert to social media, games, or other non-academic activities during study periods.

Feedback and Follow-up

To help students self-regulate their online behaviour, the school can explore the use of apps or software that monitor and report screen time usage, providing students with insights into their digital habits and encouraging responsible device use. The use of lockers may be explored. Peer-sharing sessions should be conducted so that students can exchange tips and strategies for staying focused and using devices constructively.

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

Achievements

1. Utilising Data Analysis to Evaluate T&L Effectiveness

The strategic use of data analysis has driven continuous improvement in teaching and learning (T&L). The “Cycle of Continuous Improvement” involved gap analysis of HKDSE results, enabling teachers to identify strengths and weaknesses. Collaborative planning by F.6 subject teachers, supported by item analysis of DSE papers and HKEAA examiner reports, has enhanced curriculum evaluation and informed targeted improvement plans.

Stakeholder perceptions, as highlighted in KPM11 and KPM12, demonstrate steady support for T&L effectiveness:

- Teachers' perception of teaching averaged 4.1 to 4.2, reflecting their confidence in the teaching process.
- Students' perception of teaching averaged 3.6 to 3.8, indicating room for further engagement and alignment with student expectations.
- Teachers' perception of student learning averaged 3.1 to 3.4, while students' perception of their learning averaged 3.4 to 3.6, showing a gap in expectation and self-evaluation.

2. Incorporating flexible and effective use of information technology in T&L

The integration of digital tools such as Google Classroom, Padlet, Quizizz, and Kahoot! has significantly improved students' digital literacy and engagement. These platforms facilitate independent learning, critical thinking, and active participation.

According to students' views on teaching in the SHS Survey, high mean scores (3.6 to 3.7) were reported for teachers:

- Organising different learning activities (3.7, rank 1).
- Encouraging learning (3.7, rank 2).
- Allowing exploration of topics (3.7, rank 3).

These results reflect the effective implementation of educational technology in enhancing students' learning experiences. Additionally, fewer than 10% of students reported not utilising online resources, indicating strong adoption of digital tools. Continuous professional development ensures teachers optimise these technologies, reinforcing the school's commitment to fostering digital competency.

Reflection

The SHS Overall Survey highlights areas for further improvement:

- While teachers reported high mean scores (4.0 to 4.3) for effectiveness of providing feedback, but only 9.1% strongly agree that the school has established an atmosphere conducive to professional exchange. This suggests the need for a more robust collaborative culture and regular sharing of best practices.
- 13.6% of teachers disagreed that their performance is sufficiently recognised, pointing to a gap in acknowledging efforts and accomplishments.

These findings emphasise the importance of fostering a supportive and collaborative environment to enhance teacher satisfaction and professional growth.

Feedback and Follow-up

To address these areas, the school will:

1. Promote a more collaborative environment through regular workshops, peer observations, and professional exchanges.
2. Implement a structured recognition program to celebrate teachers' contributions and accomplishments.

3. Continue leveraging data from stakeholder surveys to refine strategies for T&L improvement, ensuring alignment with the evolving needs of students and teachers.

By enhancing these aspects, the school aims to support teachers' professional development, create a positive and engaging atmosphere, and strengthen the overall effectiveness of teaching and learning.

7.1.6 To enhance the academic atmosphere on the campus

1. Recognising Students' Academic Achievements

To celebrate and recognise students' academic accomplishments, the school has implemented various initiatives, including an Achievement Notice Board and regular updates on the school website. These platforms prominently display student successes, fostering a culture of recognition that motivates all learners to strive for excellence.

According to the SHS report, 16.3% of students “strongly agree” and 46.5% “agree” that they receive support and encouragement from teachers, highlighting the importance of continued efforts to acknowledge their achievements. This recognition not only boosts individual confidence but also inspires peers to aim higher, reinforcing a positive and achievement-driven school culture.

To further enhance this recognition, a Positive Learning Attitude Award Scheme has been launched to honor students who demonstrate consistent effort and a proactive approach to learning. Additionally, more frequent prize presentation ceremonies and the display of diverse student work will ensure that all learners feel valued and appreciated.

2. Balancing Academic and Extracurricular Development

The school remains committed to fostering a holistic approach to student growth, emphasising the importance of balancing academic and extracurricular pursuits. Strategies such as purposeful scheduling, promoting healthy lifestyles, and encouraging stress management techniques are implemented to enhance students' overall well-being.

The SHS report shows that 13.6% of teachers “strongly agree” and 59.1% “agree” that the school effectively nurtures healthy development. Furthermore, 15.9% of teachers “strongly agree” and 61.4% “agree” that appropriate scheduling connects classroom learning with enriched extracurricular experiences. These statistics demonstrate that the majority of teachers acknowledge the school's efforts to cultivate balance, which is essential for a vibrant academic environment where students can thrive in multiple areas of development.

To further support this balance, after-school team practice schedules have been rearranged to prevent conflicts with tutorials and supplementary lessons, while a maximum quota for club and team enrollment has been set to ensure students have adequate time for both academic and extracurricular endeavours.

Reflection

Recent declines in key performance metrics indicate areas requiring urgent attention. For example, the KPM 17.4 (Satisfaction from School Life) rating dropped from 110 to 94, suggesting that some students feel their efforts are not adequately recognised. This could impact their motivation and engagement. Moreover, the KPM 17.10 (School Atmosphere - Belongingness) rating decreased from 116 to 108, signalling a potential disconnect between students and the school community.

When students perceive that their academic achievements are celebrated—whether through awards, public recognition, or simple acknowledgements from teachers—they are more likely to feel appreciated and connected to their school. These findings emphasise the need for a stronger focus on fostering a sense of belonging and acknowledgement.

Feedback and Follow-up

To address these concerns, the school will implement the following key initiatives:

1. Positive Learning Attitude Award Scheme to recognise and celebrate students' efforts and achievements
2. Increased frequency of recognition ceremonies to celebrate academic and personal milestones
3. Showcasing diverse student work through displays and online platforms to ensure all students feel valued

By nurturing an atmosphere of appreciation and acknowledgment, the school aims to elevate student satisfaction, foster a stronger sense of belonging, and enhance the overall school experience for all learners. Continuous evaluation of these initiatives will ensure they remain optimally supportive of students' holistic growth and engagement, reinforcing the school's commitment to cultivating a thriving academic and community-oriented environment.

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

A range of life planning activities were conducted to support students in developing long-term approaches to career planning. Career Talks and Parents' Nights provided information about various tertiary education pathways for students and parents. University and company visits, such as visiting the Dachser Hong Kong Limited, the PricewaterhouseCoopers (PwC), and the Deloitte, as well as the BHJS Tertiary Institution Fair, offered students opportunities to learn more about further study options. Alumni also shared their experiences with JUPAS programs to give students practical insights into their decision-making. The Elite Mentorship Program connected senior form students with alumni mentors for academic and personal support. The Greater Bay Area Career Exploration Tour offered insights into career opportunities in Mainland China. Over 90% of participants indicated they were satisfied with these events and reported that they received sufficient information for reference.

To further promote students' engagement with life planning, specific Class Teacher Periods were set up to guide students in goal setting and self-reflection following examinations. Activities such as "SMART goals", sharing sessions and screenings of films like "Flying Colours" were used to encourage ongoing vision and a growth mindset. Career exploration was introduced in F.1 and F.5 to foster awareness of possible career paths. One-to-one JUPAS Coaching sessions, organised by the Careers Team and Class Teachers, provided personalised guidance to help students reflect on their choices and goals in public examinations, supporting individual planning.

Based on SHS - Students' views: Items 17 & 22, scores of 3.5 and 3.7 suggest a generally positive response regarding the provision of relevant information and appropriate support for students' further education, career options, and potential development.

Reflection

The Q-score for KPM 17.5 (meaning of life) decreased from 101 to 97. Although activities received positive feedback, more should be done to help students find meaning in life, a crucial part of life planning. Allocating additional class teacher periods to Life Planning is recommended.

Feedback and Follow-up

Alongside the existing Life Planning programs during Class Teacher Periods, sharing on the meaning of life by Class Teachers can encourage students to reflect on their goals. The Thrive and Shine Program should also be restructured. More sessions should be allocated for life planning. Participation in class and co-curricular activities fosters a sense of belonging and enhances satisfaction while helping students develop various interests and a willingness to serve others. This helps them identify their talents and aspirations. To facilitate this, all F.1 students are recommended to join at least one school team or interest group.

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

Achievements

In alignment with the 4Rs Mental Health Charter, we implemented strategies to support students' relaxation and emotional awareness. Lunchtime was free from quizzes and tutorials, allowing students to socialise or join various activities held by interest groups, subjects, committees and NGOs. We provided cultural experiences like coffee art, Chinese tea ceremonies, Hanfu demonstrations, and traditional Chinese medicine consultations. NGOs also set up booths and games promoting mental health. Workshops such as magic, baking, calligraphy, and latte art were also held during the assembly time and Activity Days to foster student interests. Moreover, celebrities were invited for performances and talk shows were arranged to inspire positive attitudes. The Cheer Up Station, Star-Wishing Board, and game booths were established during Guidance Weeks to promote a positive outlook on life. Students participated in these activities actively and created beautiful and enjoyable memories.

Physical wellbeing was addressed through Lesson Zero sports activities for F.1 and F.2 students, placing sports equipment near playgrounds, and a fruit distribution event promoting healthy eating. A specific class teacher period was designed to promote good sleep habits. Besides, various sports such as golf and lacrosse were introduced to attract more students to cultivate good exercise habits. Over 200 students got gold, silver or bronze awards in the MVPA 60 Award Scheme.

Students at various levels face unique challenges. F.1 workshops assisted students' adaptation to secondary school, with over 70% noting better life skills, problem-solving, and stronger bonds. The F.1 camp also improved relationships and was rated as the most popular Guidance Committee event by more than half of F.1 students. Lunch gathering and interest workshops provided support and relaxation for F.6 students.

SHS survey scores of Items 25 and 26 (3.8 and 3.7) reflect positive peer and teacher support, while KPM 17.2 (No Negative Affect) Q-Score increased slightly from 94 to 98. According to the school-based survey done in late June, over 70% of students showed a growth mindset, believing abilities improve with effort and maintaining a positive attitude toward challenges. Regarding physical wellbeing of students, girls generally showed strong and improving percentages in having acceptable weight (KPM 24) and physical fitness performance (KPM 25).

Reflection

While students gave positive feedback about the activities mentioned above, KPM 17 revealed ongoing concerns over their emotional well-being. Q-score and P-score data for Positive Affect (17.1) and Lack of Anxiety or Depressive Symptoms (17.3) suggest that students are more open about their emotions, but the impact of the "4Rs" program needs assessment. Lower scores in junior forms, especially among girls, highlight a need for better support, as boys now form the majority in these groups. In terms of physical health, self-perceived physical activity remains low, with the unchanged KPM 17.6 Q-score (85) and P-score (15.9%) over three years. Boys' gold-level fitness achievements (KPM 25) generally declined. However, limited venues have caused the school considerable difficulties in promoting sports.

Although peer support is viewed positively (SHS Item 25), many students still struggle with interpersonal skills and boundaries, leading to loneliness and a lack of belonging (KPM 17.8, 17.9). Teachers are concerned about links between addiction to games or social media and students' mental health. There is a call to restructure class teacher periods to include more activities and teacher-student interactions, fostering stronger class bonds. Peer influence impacts emotional stability; thus, promoting peer support would avoid spreading negative emotions. Strengthening class teachers' roles and providing them with further training can create a supportive school environment and better address students' mental health needs.

Feedback and Follow-up

During the restructuring of the Thrive and Shine Program, emotion education will be integrated with an emphasis on not only fostering students' self-awareness regarding their emotions but also equipping them with effective emotion and stress management skills. Assembly periods and class teacher periods will be strategically utilised to provide more opportunities and strengthen communication between class teachers and students, enabling class teachers to tailor guidance and activities to meet specific class needs. Additional interclass activities will be organised to further encourage interaction and collaboration among students, thereby strengthening interpersonal connections and advancing social skills.

Collaboration among the Guidance Committee, Class Teachers, and Subject Teachers will be reinforced to ensure that all educators remain informed about students' emotional well-being. Furthermore, an Educational Psychologist will conduct a workshop in August focusing on strategies for supporting students experiencing emotional challenges. Regular form meetings will be established to facilitate coordination and the sharing of classroom management experiences among Class Teachers.

To provide targeted support to girls in junior form, their interests and needs will be considered when planning activities, particularly those aimed at fostering robust support networks. The "Chat to Connect" initiative will be maintained to gain deeper insights into students' concerns and requirements.

Regarding students' physical well-being, careful coordination of venues will be implemented to achieve a balanced mix of sports and theme-based activities during lunch breaks. The current process for enrolling in co-curricular activities will be reviewed for improvement. Additionally, scheduling House meetings prior to the Athletics Meet registration may encourage greater student participation in these competitions.

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

Achievements

CEC teachers and SKH evangelical staff shared insights and testimonies related to positive Christian values in religious morning assemblies and services. Various activities such as Gospel Month, Gospel Camp and CU Game Day were held to help students understand the truth of the Bible and follow Christ's example of loving others as themselves. The display of Bible scriptures on campus also helped create a positive and friendly atmosphere in school, which was in line with the twelve core values advocated by the Education Bureau.

The Thrive and Shine Program contains a series of values education elements designed by the Discipline Committee, the Guidance Committee as well as the Moral, Civil and National Education Committee. The themes are as follows:

Form 1: Gratitude, Law-abidingness, Prevention of Bullying

Form 2: Forgiveness, Prevention of Bullying

Form 3: Happiness, Respect, Prevention of Bullying

Form 4: Empathy, Care for others, Commitment. Responsibility, Respect for Others

Form 5: Diligence, Responsibility, Perseverance

A range of activities were organised to strengthen national identity among students, including flag ceremonies, speeches under the flag, Chinese Culture Week, and an Inner Mongolia National Education Tour focusing on cultural and environmental awareness. Visits to sister schools in Guangzhou, Nansha Lingshan Middle School and Guangzhou No.5 Middle School, exposed students to the Mainland secondary education and Chinese tea culture.

Q-scores for affective development indicators (17.7, 17.8, 17.16-17.19) ranged from 110 to 116 in KPM17, indicating positive outcomes in honesty, morality, and national identity.

Reflection

The SHS survey Item 16 received a modest score (3.2), indicating some students' dissatisfaction with schoolmates' discipline. Teachers also called for stricter measures to foster positive habits.

Due to the implementation of Reading Across Curriculum and sports activities in Lesson Zero, class teacher periods were reduced, prompting committees to highlight the insufficient time for values education. Class Teachers also requested more time for class activities and ethos building. The Thrive and Shine Program should be reviewed and restructured to better meet students' needs.

Feedback and Follow-up

Since new uniform groups will be set up, more students will participate in flag raising ceremonies. We are also currently contacting schools in Hangzhou, hoping to expand the mainland network so that students can go beyond the Greater Bay Area and have more in-depth exchanges with students from all over our country.

Regarding students' discipline, discipline training will be introduced in the F.1 camp and F.4 camp. Strengthening cooperation between Class Teachers and the Discipline Committee will also be a key.

To meet the challenge of limited time for Class Teacher Periods, we may integrate existing values education sessions and flexibly utilise assembly time and lunch breaks to hold class activities.

7.2.4 To cultivate students' national and global mindsets

Achievements

Through participation in domestic field trips and exchange programs—such as the F.5 Citizenship and Social Development Mainland Study Tour to Zhongshan and Zhuhai—students developed a comprehensive understanding of societal development, education and culture. These experiences significantly enhanced their appreciation of cultural heritage and social progress in our country.

Furthermore, the school actively sought opportunities for students to expand their horizons beyond Hong Kong, aiming to foster a nuanced understanding of global dynamics and current international affairs. Over the past year, students have engaged in various international study tours and exchange programs, facilitating dialogues on pressing issues of human development alongside peers from around the world.

Notably, 6C Fong Hoi Tung and 5C Yau Yuet Sum participated in the 27th IAVE World Volunteer Conference in Busan, South Korea, representing Hong Kong together with several alumni. They shared insights gained from the conference with the media and submitted a report to the Agency for Volunteer Service, thereby promoting the value of social service.

Additionally, 5D Tang Shing Chun Christopher represented the school at the prestigious Model United Nations Conference held at the University of Oxford. Serving as part of a double delegation representing Sudan in the African Union, he was honoured with the Best Delegation Award for his exemplary contributions. His participation demonstrated strong diplomatic acumen and provided valuable learning in international relations and contemporary global challenges, reflecting the core values upheld by the school.

Fourteen students from F.3 to F.5 participated in the Cambridge Model United Nations, joining nearly 300 delegates globally. The conference theme, “Rethinking Global Solidarity: Including the Excluded,” prompted stimulating discussions among participants from Hong Kong, Indonesia, Turkey, the USA, and the UK. Our students played active roles in debates, motion proposals, and resolution drafting across various UN committees, collaborating closely with international peers. This experience deepened their understanding of international relations and equipped them with transferable skills essential for personal and professional development. Particularly, 4D Yeung Cheuk Lam received an Honourable Mention in the Commission on the Status of Women for her commendable performance.

Findings from the KPM (Items 17.16–17.19) indicated positive developments in students’ affective growth, particularly pertaining to national identity. Students demonstrated enhanced understanding of our country’s development and reported a strengthened sense of national mindedness. Moreover, engagement in both local and international activities increased students’ exposure to diverse cultures and heightened their awareness of global issues.

Reflection

Opportunities for participating in overseas activities are limited and mainly available to senior students. We should find ways to share these experiences school-wide and develop students’ international perspectives through local initiatives.

Feedback and Follow-up

Alongside sharing experiences at assemblies, we should find more varied ways for overseas study tours, so students can communicate with peers across the world, enhancing learning outcomes. Within the school, we can offer more chances for local and non-Chinese students to connect, exchange cultural insights, and discuss shared concerns. Next year, we will focus on developing global citizenship through more diverse educational programmes and activities.

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

Achievements

Several leadership programs were held this year, including the Leadership Training Camp organised by the Discipline Committee, the Guidance Committee and the Life-wide Learning Committee to polish future

student leaders' teamwork and leadership abilities. The Guidance Committee and the Social Workers trained students participated in the Big Brothers and Big Sisters Programme using their interpersonal skills for mentoring F.1 students. Students also participated in the Joint-school Christian Student Leaders Exchange & Study Tour to Macau and the Joint-school Leadership Training Camp for Prefects to expand their perspectives.

Key student leaders had the honor of attending the HKU St. John's High Table Dinner, gaining insights from ambassadors and alumni like Mr. Paul Lee, who encouraged them to pursue educational and career opportunities.

Students also won accolades: 4D Tsang Wing Yin and 6D Suen Wan To Simeon earned the Outstanding Student Award in Kowloon Region, while 3E Chan Nim Cadence and 5D Lin Yuet received similar recognition in Kowloon City District. 6D Chi Yuen Gi was honored with the SEPA Excellence Award for promoting environmental protection.

The SHS survey reported that over half of the students found the school proactive in providing leadership training, with less than 12% disagreeing.

Reflection

The leadership training workshops, and camp received positive feedback. However, some students held multiple leadership roles, while others had none, highlighting the challenge of offering leadership opportunities to all. Besides, an early identification of potential leaders in junior forms and providing on-the-job training in planning and evaluation for club leaders are recommended.

Feedback and Follow-up

To broaden future leadership prospects and diversify school talent, students should be encouraged to join leadership development programs. Focus will be placed on class committees, subject leaders, and recruiting student helpers at events to identify and train potential leaders. Strengthening on-the-job training through clear documentation guidelines and implementing the PIE (Planning, Implementation, Evaluation) cycle in societies and clubs is also recommended.

8. Performance of Students

8.1 HKDSE 2024-25

1. HKDSE 2025

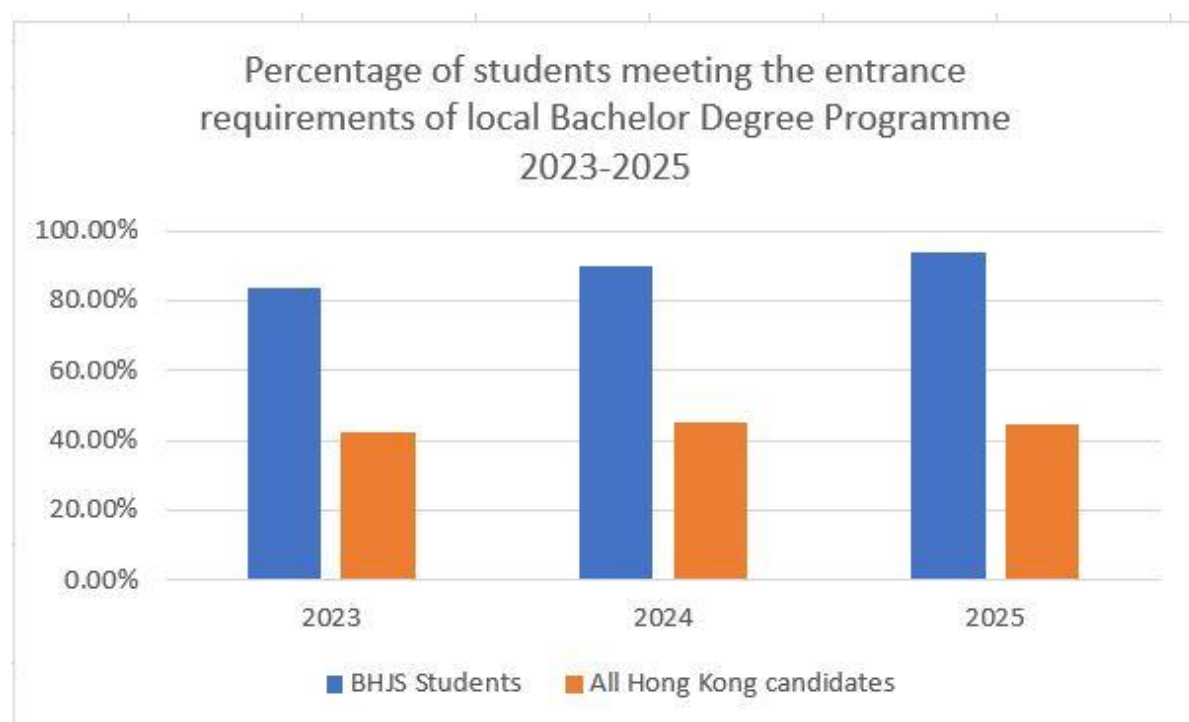
There were 115 students who took part in the HKDSE 2025, with 93.9% of students attaining the minimum university requirements for degree programs at 332A or higher. The best five subjects achieved a high percentage of level 4 or above, ranging from 76.5% to 91.7%. The best performing subjects of this year are:

- ✧ Mathematics Extended Part (Algebra and Calculus), with 91.7% attaining Level 4 or above and 66.7% attaining Level 5 or above;
- ✧ Chemistry, with 79.4% attaining Level 4 or above and 52.9% attaining Level 5 or above;
- ✧ BAFS, with 76.5% attaining Level 4 or above and 47.1% attaining Level 5 or above;
- ✧ History, with 80% attaining Level 4 or above and 46.7% attaining Level 5 or above.

The best result obtained in the best 5 subjects was 33 points. Out of the 115 students who applied for JUPAS, 84% of them were granted JUPAS offers this cohort; 4% of them will pursue their studies overseas.

HKDSE 2025 results of BHJS students compared to that of all Hong Kong candidates meeting the entrance requirements for local bachelor degree programmes

Exam Year	2023	2024	2025
BHJS Students	83.6%	89.7%	93.9%
All Hong Kong candidates	42.4%	45%	44.7%



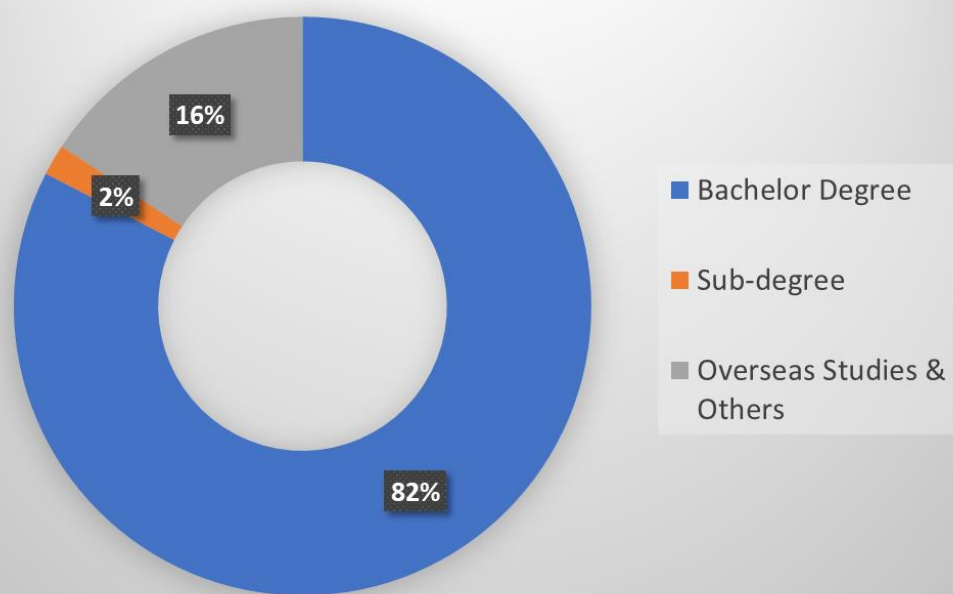
8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2025)	84%

Distribution of JUPAS Offers (2025)

Study Level	Percentage
Bachelor Degree	83%
Sub-degree	1%

Distribution of JUPAS offers (2025)



9. Academic Development

9.1 Reading in the School Library

9.1.1 Average number of items borrowed per student in 2024-25:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
No. of books	4.3	3.6	1.4	0.7	0.4	0.2

The library had approximately 370 new items. The school library had continued to aim at inviting teachers and students to borrow more books to enrich the reading culture in the school. To encourage students to develop a reading habit at an early stage, overdue magazines will be placed in the class library for students to borrow during their free time. The library will continue to provide magazines and newspapers in different subject areas for the students to read. It is hoped that teachers will have a wide range of resources to tailor-made materials for the students to read in the morning reading periods or their lessons.

9.1.2 Reading Activities organised by SDRS and Student Participation:

Reading Activities		Student Participation
1.	Form 1 Orientation	Form 1
2.	Library Tour	Junior forms
3.	E-reading promotion	F.1-F.3 students
4.	Book purchase tour	Whole school
5.	Thematic book display	Whole school
6.	New books display	Whole school
7.	National Security books display	Whole school
8.	Showcase of SDRS work	Whole school
9.	RS Book fair	Whole school
10.	Library Ambassador Mentorship Scheme	Library Ambassadors
11.	Book-crossing	Whole school
12.	Book Exhibition	Whole school
13.	Reading Cicles	Whole school
14.	New books promotion/e=posters	Whole school
15.	Author Talk	Whole school
16.	Library Visit	Junior Forms
17.	Book sharing in assemblies	Whole school
18.	Top borrowers' award	Whole school

9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
Harvard Prize Book	5A Wong Enoch
Harvard Prize Book	5C Ng Clovis Wang-Chit
Harvard Prize Book	5D Lin Ka Wang

Internal Competitions	Student Participation/ Performance
1. Top borrowers for each month	September 2024 1B23 WONG CHING LAM 1B24 WONG HO HONG 2B13 LAM TSZ LOK CHARLOTTE
	October 2024 2A18 NG HO WING COLTON

	1D05 HAU YUK LAM 2B13 LAM TSZ LOK CHARLOTTE November 2024 2B13 LAM TSZ LOK CHARLOTTE 5C02 AVNEET-SINGH 2A20 PENG PUI LAM December 2024 2D28 YAMADA SHOHEI 2B09 FONG POK YIN 5C02 AVNEET-SINGH January 2025 2A18 NG HO WING COLTON 2B13 LAM TSZ LOK CHARLOTTE 2E14 KWAN HUI CHING February 2025 2B13 LAM TSZ LOK CHARLOTTE 1D04 CHUNG LONG MING 2D26 WONG CLAYTON March 2025 2A18 NG HO WING COLTON 2B13 LAM TSZ LOK CHARLOTTE 2D26 WONG CLAYTON 2D28 YAMATA SHOHEI 2E12 GAO KEI HAN 5C02 AVNEET-SINGH 1D01 CHAN CHAM FUNG 1E30 WONG HEI YIU HARUKA 1B23 WONG CHING LAM April-May 2025 2B13 LAM TSZ LOK CHARLOTTE 2B05 CHIU KA YEE 2B03 CHEUNG TSZ HUEN SUE 2B07 CHUNG TSZ MEI 2E12 GAO KEI HAN 2B18 LEUNG KA HEI 2B24 NGAN TSZ YEE 2C18 LEUNG YIK TUNG 1C26 TAM NAOMI 1C20 LI SZE HANG 1C05 CHOW TSZ CHING 2B26 TAM WA CHUNG
--	--

	2D28 YAMATA SHOHEI 1C25 SHUM SUM SUM 1C14 LAU SHUN YIN
2. Top five borrowers for the year	2B13 LAM TSZ LOK CHARLOTTE 2A18 NG HO WING COLTON 2E12 GAO KEI HAN 1B23 WONG CHING LAM 5C02 AVNEET-SINGH

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
Academic	10	7	7	8	8
Sports	12	11	13	15	15
Arts	9	8	8	8	8
Interest	8	8	8	8	8
Social Services	13	13	13	14	14

10.1.2 Total number of learning activities* organised by KLA subjects

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

*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
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)
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)

10.3 Student participation in Uniform / Social and Voluntary Service Groups

No. of Students	20/21	21/22	22/23	23/24	24/25
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)
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)

10.4 Participation in External Events

The Presentation of Prizes 2024-25

Participation in External Events		
Highlights 亮點 2023-2024		
Events	Awards	Awardees
World Scholar's Cup 2024-2025 - Tournament of Champions	Team Writing Champion (Gold)	4B TSE HOI TUNG 4C NG YUI PAK
	Debate Champion (Gold)	2B FUNG LEONG CHING
	Individual Writing (Gold)	2B CHIU KA YEE
	Individual Debate Champions (Gold)	3A CHU DAVID CHUN WA
UNSDGs Debating Competition 2024/2025	EMI 3 - Champion	3A CHU DAVID CHUN WA 3A SIM WING KIU JANA 3E FUNG NG A YEE
Asia International Mathematical Olympiad Open Contest 2025 Final Round	Gold Honour	2D HUNG LE XUAN
ASTRON Space Lab 3	Hong Kong Contest 2024 Champion	5B TSANG LING PUI 5C NG CLOVIS WANG-CHIT 5C YUNG LONG HIN 5C HUNG KING TO 5D XU ZHONGBO
第 61 屆學校舞蹈節比賽 中國舞（群舞）	優等獎	Chinese Dance Club members
Senior Girls Choir (Chinese Language)	Champion, Best Girls' Choir	School Choir members
Jockey Club Kau Sai Chau Go Fun Junior Golf Programme Secondary School Competition	Grand Champion	1B CHAN PUI YAU 2B DU CHEUK LEUNG 2E CHRISTIE AVA SWYNNERTON LAM 3B HE YINGTANG 3B WONG YAU TING 3C AU CHI YU 4A CHUNG YUEN CHI
SCMP Student of the Year Awards 2024/25	Community Contributor - Shortlisted	6C FONG HOI TUNG
Kowloon City District Outstanding Student Award		
Junior Section	優異獎	3E CHAN NIM CADENCE
Senior Section	傑出獎	5D LIN YUET

Event	Award(s)		Awardee(s)
A. Academic			
1. 76th Hong Kong Schools Speech Festival	Solo Verse Speaking (S.2, Girls)	1st Place	2E LO WAN SUM
	Solo Verse Speaking (S.3 Girls)	3rd Place	3B LI SUM CHING
	Solo Verse Speaking (S.5, Girls)	1st Place	5D XIAO CHING
	Solo Verse Speaking (S.5, Boys)	1st Place	5D HUTABARAT ABRAHAM GEORGE
	Bible Speaking (S.5 & S,6)	1st Place	5D XU ZHONGBO
	Bible Speaking (S.5 & S,6)	3rd Place	5D HUTABARAT ABRAHAM GEORGE
2. 第 76 屆香港學校朗誦節（粵語）	中一級詩詞獨誦 (女子組)	亞軍	1B LAM HEI SEN
		季軍	1C WONG YAN YIN
	中一級詩詞獨誦 (男子組)	亞軍	1D LIU TSZ WAI
		季軍	1D KWAN LONG HIN
	中一、二級二人朗誦	季軍	1C SHUM SUM SUM
			1E SHUM SUM YI
	中二級詩詞獨誦 (男子組)	季軍	2D NG HO WING COLTON
		季軍	2D WU CHI LONG
	中三級詩詞獨誦 (女子組)	冠軍	3E CHEN LOK SANG
		季軍	3C NG MEI YIN
	中五、六級詩詞獨誦 (女子組)	亞軍	5C LEE MAN WAI
		季軍	5C LIU PUI YING ASHLEY
中五、六級詩詞獨誦 (男子組)	冠軍	5C CHOI YUN HO	
	3. 第 76 屆香港學校朗誦節（普通話）	中一、二級詩詞獨誦 (女子組)	亞軍
亞軍			2D TSANG YUE SUM
季軍			2D PAN YANJUN
中一、二級詩詞獨誦 (男子組)		冠軍	2A ZHANG YIMING
		亞軍	1E HU KAIWEI
		亞軍	2D WU CHI LONG
	季軍	1D TSOI TUNG SHUE ANSON	
中三、四級詩詞獨誦 (女子組)	季軍	3B KAM SUET YEE	
4. 「說好香港故事大行動」中文寫作挑戰賽	初中組 - 最佳文章及影片		3C WONG HAI TUNG
			3E KWOK TSAM CHIU ISIS
			3E WONG HO WA FREYA
	高中組 最佳文章及影片、全港冠軍		5B TSANG YIN CHIN
			5C LEE MAN WAI
			5D LIN YUET
5. 第二屆全港學童中文硬筆書法比賽 (2024-2025)	中中組	金獎	3E CHAN SUM YU
		金獎	3E CHENG KA LONG
		銀獎	3E LEUNG KA MING
6. 第七屆文裕盃全港校際徵文大賽 2024	中學高級組	金獎	6B CHAN WAI SAN

7.	第一屆中華經典誦讀大賽	香港分賽	季軍
8.	The Hong Kong Youth Translation Competition	Senior Secondary	Champion
9.	The 40th Sing Tao Inter-School Debating Competition	ENGLISH DIVISION - Most Improved School Award	6D CHAN HEI CHING ISABELLE
			2E GAO KEI HAN
			3A CHU DAVID CHUN WA
			3E FUNG NGA YEE
			4B TSE HOI TUNG
			4D YEUNG CHEUK LAM
10.	UNSDGs Debating Competition 2024/2025	EMI 3 - Champion	5D FAN YU KIT
			3A CHU DAVID CHUN WA
			3A SIM WING KIU JANA
		EMI 2 - 2nd Runner Up	3E FUNG NGA YEE
			2D WONG CLAYTON
			2E GAO KEI HAN
11.	World Scholar's Cup – Tournament of Champions	Team Debate Champion (Silver)	2E TAM KUI LOI CONRAD
			3E WONG HO WA FREYA
			3E SIU MAN YAU
			2B FUNG LEONG CHING
		Team Writing Champion (Gold)	2C WONG SING
			2D WONG CLAYTON
			4B TSE HOI TUNG
			4C NG YUI PAK
		Team Writing Champion (Silver)	3E WONG HO WA FREYA
			3E SIU MAN YAU
		Team Scholar's Bowl Champions Trophy (5th place)	3A CHU DAVID CHUN WA
			3E LEE TSZ HIN
			3E TSE O SAN SOLAR
			2B FUNG LEONG CHING
		Debate Champion (Gold)	2B LEUNG KA HEI
			2D WONG CLAYTON
			2B CHIU KA YEE
			2B FUNG LEONG CHING
		Debate Champion (Silver)	3E SIU MAN YAU
			3E LEE TSZ HIN
			4B TSE HOI TUNG
			4C NG YUI PAK
		Individual Writing (Gold)	3A CHU DAVID CHUN WA
			3A CHU DAVID CHUN WA
		Individual Writing (Silver)	3A CHU DAVID CHUN WA
			3A CHU DAVID CHUN WA
		Individual Debate Champions (Gold)	3A CHU DAVID CHUN WA
			3A CHU DAVID CHUN WA

			Individual Challenge Champions (Silver) in Science	2B FUNG LEONG CHING
			Individual Challenge Champions (Silver) in Special Area	3E TSE O SAN SOLAR
12.	The Greater Bay Area Gifted Story-telling and Speech Competition 2025	Secondary	Overall 2nd Runner Up	3B LI SUM CHING
			Gold Award	3B LI SUM CHING
13.	HKEdU City Creative Speech Competition 2024/25	Junior Secondary	Distinction	3B LI SUM CHING
		Senior Secondary	Distinction	5A WONG ENOCH
			Distinction	5D ZHONG HIU YEUNG
14.	The 27th Hong Kong Mathematical High Achievers Selection Contest	Second Prize Award		2D HUNG LE XUAN
15.	Hua Xia Cup National Mathematical Olympiad Competition 2025	Final Round	First Prize Award	2D HUNG LE XUAN
			Second Prize Award	1D LIU TSZ WAI
			Third Prize Award	1E HO KEI LOK
16.	Thailand International Mathematical Olympiad 2024-2025	Final Round	Silver Award	4B LAM KA CHUN
			Bronze Award	3E SIU MAN YAU
			Bronze Award	5E HO WING YAN ANGEL
17.	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2025	Final Round	First Prize Award	5E HO WING YAN ANGEL
			Second Prize Award	4B LAM KA CHUN
			Second Prize Award	4E KWOK HO CHING NICK
18.	Asia International Mathematical Olympiad Open Contest 2025 Final Round	Grade 8	Gold Honor	2D HUNG LE XUAN
			2nd Runner Up	2E LOO CHEUK KIT
19.	The Hong Kong Student Science Project Competition	Senior Secondary - Invention	2nd Runner Up	5B CHEUNG TAK YU
				5D CHAN SHING
				5D LIN YUET
20.	Hong Kong Biology Literacy Award (2024/2025)	Presentation Contest		5D CHU CHEUK LAM CHERRY
		Third Runner-up & Excellence in Inquiry Award		5D WONG KA LUN
				5D XIAO CHING
				5D ZHONG HIU YEUNG
		First Class Honours		5D WONG KA LUN
		Second Class Honours		5D CHU CHEUK LAM CHERRY
		Third Class Honours		5D XIAO CHING
		Third Class Honours		5D CHIU CHEUK HEI
21.	Hong Kong Secondary School Health Exhibition Presentation Competition 2024	Silver Award		5D CHU CHEUK LAM CHERRY
				5D XIAO CHING
				6D CHENG SHUN KIU IAN
				6D CHI YUEN GI
				6D CHOI ON YU JADE
				6D WONG SIU TING

22. International Biology Olympiad	Hong Kong Contest 2024	Bronze	6C NGAN CHUN HIM ANSON
		Honourable Mention	5D CHAN SHING
23. Student Environmental Protection Ambassador	Excellence Award		6D CHI YUEN GI
24. Electronic Circuit Construction Challenge 2025	Senior Division	Gold Medal	2E CHAN HUI YU ALAND
25. International Economics Olympiad	Hong Kong Round	Silver Award	5D CHUI LOK YAN
		Silver Award	5D WU CHUN HEI
		Bronze Award	5A WONG ENOCH
		Bronze Award	5D LIN YUET
26. ASTRON Space Lab 3 (國際太空編程任務 3)	Hong Kong Contest 2024 Champion		5B TSANG LING PUI
			5C NG CLOVIS WANG-CHIT
			5C YUNG LONG HIN
			5C HUNG KING TO
			5D XU ZHONGBO
27. Youth IT Ambassador Award (YITAA)	Bronze Medal	Gold Medal	5D CHAN SHING
		Silver Medal	5A LEUNG CHI FUNG
			2B MUI KWAN YIU
			2E HUI HONG YAU
			3B HE YINGTANG
			3B YU HEI CHING
			3E WONG HO WA FREYA
			4C AU YEUNG CHEUK HANG
			4D YEUNG CHEUK LAM
			4E DU TSZ LEUNG
			4E WONG SZE CHAI
			5C ZHU KA CHUN
28. Database Programming Competition 全港中學數據庫編程挑戰賽 2025	Bronze Award		4A FONG YICK HENG ANDREW
			4E KWOK HO CHING NICK
			5E CHEUNG CHING YIN
29. Cambridge Model United Nations	Honourable Mention (Outstanding Performance)		4D YEUNG CHEUK LAM

Event		Award(s)	Awardee(s)
B. Performing Arts			
1. Hong Kong School Drama Festival 2024/25	Award for Outstanding Script		4E LEE LEONG KWAN
	Award for Outstanding Director		5E LEUNG WING CHI
	Award for Outstanding Performer		4E DU TSZ LEUNG
			4E LEE LEONG KWAN
			4E LAM HOI YAN BERNIE
2. 第 53 屆全港公開舞蹈比賽 中國舞（群舞）- 金獎			5E LEUNG WING CHI
	1A FUNG TSZ YU		3A CHEN SZE MAN
	1A YU KAM YIN		3B CHUNG TSZ YAN
	1E LAM KAI YAN		3B HE YINGTANG
	1E WAN TSZ TSAM		3D LIANG YEE

		2B CHAN NGA CHING	3E CHAN NIM CADENCE
		2B NGAN TSZ YEE	3E CHEN LOK SANG
		2D CHAN CHING YI	4D TSANG WING YIN
		2D HO TSZ YAN	5A TAI YUK YIU
		2D LAM YUET TUNG	
3.	第 61 屆學校舞蹈節比賽 中國舞（群舞）- 優等獎	1A FUNG TSZ YU	3A CHEN SZE MAN
		1A YU KAM YIN	3B CHUNG TSZ YAN
		1E LAM KAI YAN	3B HE YINGTANG
		1E WAN TSZ TSAM	3D LIANG YEE
		2B CHAN NGA CHING	3E CHAN NIM CADENCE
		2B NGAN TSZ YEE	3E CHEN LOK SANG
		2D CHAN CHING YI	4D TSANG WING YIN
		2D HO TSZ YAN	5A TAI YUK YIU
		2D LAM YUET TUNG	
4.	English Drama Festival 2025 Modern Drama II - Outstanding Teamwork, Outstanding Creativity	1A CHAN WING YIN	2E LO WAN SUM
		1A CHU SEN HEI	2E WONG TSZ KIU
		1B CHEUNG NGA SIN KAYLA	3B CHAN HEI LAM
		1B HUNG KING YAU ANSON	3D LEE WAN TING
		1B LAW CHUN HEI	3D MOY NGO YIN
		1C SHUM SUM SUM	3E WONG HO WA FREYA
		1D CHAN CHAM FUNG	4A WU TIN HEI
		1E SHUM SUM YI	4C MAK WING CHING KOSY
		2B YANG MAN HON	4C PRADHAN SRIJA
		2C WANG LEJUE	4E DU TSZ LEUNG
		2D CHUNG SHEUNG KWAN	5B LEUNG HO SHING
		2D GONCALVES SARAH NEGRINI	5D LAU TSZ CHUN
		2E CHOW CHUN	5D LIN KA WANG
		2E CHRISTIE AVA SWYNNERTON LAM	5D WONG KA LUN

Event		Award(s)	Awardee(s)
C. Music			
1.	77th Hong Kong Schools Music Festival Senior Mixed Choir (Foreign Language) - 2nd runner-up		
		1C KAY SHING ON	3C CHAN WING YUI
		1C LAU MING CHUN	3C CHEUNG KA LOK
		2A CHEUNG SUM YIN	3C CHIU PAK KI
		2A WONG CHUN HO	3C NG MEI YIN
		2A WONG HIU YAU	3D CHENG CHIN CHUNG
		2B LAM TSZ LOK CHARLOTTE	3D SIN YIU
		2C CHEUNG YIU KWONG	3D WAN KA KWAN
		2C CHOI CHI HO	4A HSU WAI HIN
		2C LAM PUI NAM	4A TANG YI MAN
		2C NG SZE CHI	4A TIN HANG KIN
		2C WANG LEJUE	4A YUNG SHING FUNG
		2D CHAN PUI YIN	4B CAI ZHONGYI
		2D CHUNG SING YUET	4B TAI KA TAK
		2D LAM TSZ YEUNG	4B TSE HOI TUNG

Senior Boys Choir (Chinese Language) - Finalist & 1st runner-up	2D LIE SZE NGAI	4C WONG HAU TUNG
	2D YAMADA SHOHEI	4C WONG TAK MAN
	2E HUI HONG YAU	4D LEUNG SZE CHING
	2E LING YEE TUEN EDYTHE	4D NG SIU HIN
	2E TANG CHEUK NAM	4D YEUNG CHEUK LAM
	2E WONG TIN LAI	4D ZHENG LAP CHI
	2E WONG TSZ KIU	4E CHAN PAK MAN
	3A AU CHUI KI	4E LAM YU HIN
	3A CHAN HIU CHING CHLORIS	4E LEE LEONG KWAN
	3A CHAN TSZ HIN	4E SONG JIALE
	3A CHEN SZE MAN	5A HUI SO MAN
	3A CHEN TIN YU JASPER	5B LAI VINCCI WAN CHING
	3A CO CHEUK LAM	5B NG HOI WING
	3A TSE PAK HUNG	5C CHOI YUN HO
	3B CHAN HEI LAM	5D HUTABARAT ABRAHAM GEORGE
	3B KAM SUET YEE	5D KWAN SIU FAN
	3B LAM MING FAI	5D LAU CHI FUNG
	3B TSUI KING YUI	5E CHEUNG CHING YIN
	3C AU CHI YU	
	1C LAU MING CHUN	3D CHENG CHIN CHUNG
	2A WONG CHUN HO	3D CHU TSZ LONG SAMUEL
	2B MUI KWAN YIU	4A HSU WAI HIN
	2C CHEUNG YIU KWONG	4A TIN HANG KIN
	2C CHOI CHI HO	4A YUNG SHING FUNG
	2C NG SZE CHI	4B CAI ZHONGYI
	2C WANG LEJUE	4C CHAN CHUNG HEE
	2D LAM TSZ YEUNG	4C WONG TAK MAN
	2D LIE SZE NGAI	4D NG SIU HIN
	2D YAMADA SHOHEI	4D ZHENG LAP CHI
	2E CHAN HUI YU ALAND	4E CHAN PAK MAN
	2E HUI HONG YAU	4E LAM YU HIN
	2E WONG TIN LAI	4E LEE LEONG KWAN
	3A CHAN TSZ HIN	4E SONG JIALE
	3A CHEN TIN YU JASPER	5B LI HON SUM
	3A TSE PAK HUNG	5C CHOI YUN HO
	3B LAM MING FAI	5D HUTABARAT ABRAHAM GEORGE
	3B TSUI KING YUI	5D LAU CHI FUNG
	3C CHAN WING YUI	5E LIANG CHUN HONG
	3C CHIU PAK KI	
Senior Girls Choir (Chinese Language) - Finalist, Champion, Best Girls' Choir	1A CHU KA PUI	2E WONG TSZ KIU
	2A AU NGA TUNG ESTHER	3A AU CHUI KI
	2A CHEUNG SUM YIN	3A CHAN HIU CHING CHLORIS
	2A KWOK TSZ YING	3A CHEN SZE MAN
	2A WONG HIU YAU	3A CO CHEUK LAM
	2A WONG SUM YEE HELENA	3B CHAN HEI LAM

	2B CHAN NGA CHING	3B CHUNG TSZ YAN
	2B CHEUNG YU YAN VENUS	3B KAM SUET YEE
	2B CHUNG TSZ MEI	3C AU CHI YU
	2B LAM TSZ LOK CHARLOTTE	3C NG MEI YIN
	2B LEE PUI YEE	3D SIN YIU
	2B NGAN TSZ YEE	3D WAN KA KWAN
	2C CHAN YIN KWAN	3E CHAN SUM YU
	2C LAM PUI NAM	3E CHAN WAN
	2C LEE HEI TUNG	3E PANG LIK PUI
	2C LEUNG YIK TUNG	4A TANG YI MAN
	2D CHAN CHING YI	4B TAI KA TAK
	2D CHAN PUI YIN	4B TSE HOI TUNG
	2D CHUNG SING YUET	4C WONG HAU TUNG
	2D GONCALVES SARAH NEGRINI	4D LEUNG SZE CHING
	2D HO TSZ YAN	4D YEUNG CHEUK LAM
	2D LAM YUET TUNG	5A HUI SO MAN
	2E KWAN HUI CHING	5B LAI VINCCI WAN CHING
	2E LAU NGA YIN	5B NG HOI WING
	2E LING YEE TUEN EDYTHE	5D KWAN SIU FAN
	2E TANG CHEUK NAM	5E CHEUNG CHING YIN
Vocal Ensemble (Mixed Voice) - 1st Runner-up	2E WONG TIN LAI	4C WONG TAK MAN
	3B KAM SUET YEE	4E CHAN PAK MAN
	3D WAN KA KWAN	4E LEE LEONG KWAN
	4A TIN HANG KIN	4E SONG JIALE
	4B TAI KA TAK	5A HUI SO MAN
	4B TSE HOI TUNG	5B LAI VINCCI WAN CHING
	4C WONG HAU TUNG	5D HUTABARAT ABRAHAM GEORGE
2. Joint-School Music Competition Symphony Orchestra - Gold Award	1A CHU SEN HEI	2E CHAN LUCAS
	1A YIP JUN YIN AYDEN	2E CHAN YAT NAM
	1A YIP NGA CHING	2E CHOW HIN CHING
	1B LI CHUN SING	2E LEE YUI YING
	1B WONG HO HONG	2E MAK TAK YAU
	1B WONG YIN NAM	3A SIM WING KIU JANA
	1B YAN HUI KIU NARDUS	3B CHAN KWON WAI
	1C LAU SUM YU	3B LAI CHING LONG
	1C LI SZE HANG	3B TSUI KING YUI
	1C LIU KING HIM JARVIS	3C CHEUNG KA LOK
	1C TAM NAOMI	3D CHAN PAK TO
	1D NG CHING HEI	3E TSANG WING YI
	1D WONG CHOI YAN	4A MA TSZ CHING
	1E MAK CHEUK HEI ADRIAN	4A WONG PAK YUI
	1E NG WING NAM	4A YUNG SHING FUNG
	2A CHEUNG SUM YIN	4B CHAN HO LONG
	2A HUI KA LAM	4B TAI KA TAK

	2A ZOU TSZ HO	4C AU YEUNG CHEUK HANG
	2B LEE WAI SUM	4C CHAN CHUNG HEE
	2B LEUNG KA HEI	4C WONG HAU TUNG
	2B YAN CHEUK YIU	4D YEUNG CHEUK LAM
	2D LAM YUET TUNG	4E KWOK HO CHING NICK
	2D LI KA LEUNG	5B LIU YAN WING
	Brass Ensemble - Gold Award	1A YIP NGA CHING
		1B WONG YIN NAM
		2A ZOU TSZ HO
		2E CHOW HIN CHING
	Hong Kong Inter-School Choral Festival	
	1A CHU KA PUI	1D KWAN LONG HIN
	1A CHU SEN HEI	1D LAM LOK YAN
	1A FAN CHI HOI	1D LEUNG HOI LAM
	1A FUNG TSZ YU	1D LO LOK TING
	1A HO TSZ HIM	1D NG SUM YU
	1A SHIU HEI TUNG	1D SZE YI YIU
	1A TAN TSZ HIN	1D WONG TSZ SHAN
	1A WAN TSZ KI	1D WU CHING TUNG
3.	1B CHAN PAK YU	1E CALUAG SHILOH MICHONE CABILING
	1B CHEUNG NGA SIN KAYLA	1E LAM KAI YAN
	1B CHING WAN CHI	1E LI WING YAU
	1B HO HEI YIN	1E LO SUM LING
	1B IP SIU FUNG ALVIN	1E NG WING NAM
	1B LAM HEI SEN	1E SHUM SUM YI
	1B LAM PAK HEI	1E WAN TSZ TSAM
	1B LAW CHUN HEI	1E WONG LOK YIN
	1B NG HANG CHING	1E ZENG ROSY
	1B SUEN POK SHING	2A AU NGA TUNG ESTHER
	1B WONG HO HONG	2A KWOK TSZ YING
	1B WONG TSZ TUNG	2B CHEUNG YU YAN VENUS
	1B WU CHIU YIN NICOLE	2B CHUNG TSZ MEI
	1B WU TIN KA	2C CHAN YIN KWAN
	1C CHAN HOK YEE	2C LEE HEI TUNG
	1C CHEUNG KAM HEI	2C LEUNG PAK LONG
	1C FENG QI WEN CHRISTINE	2C LEUNG PAK LONG
	1C FU CHUN YIN	2C LEUNG YIK TUNG
	1C LAU SHUN YIN	2D CHAN CHING YI
	1C LAU SUM YU	2D HO TSZ YAN
	1C LEE PAK SHUN	2D LAM YUET TUNG
	1C LO LOK YU CANDICE	2D LAM YUET TUNG
	1C SHUM SUM SUM	2E CHAN YAT NAM
	1C TAM NAOMI	2E KWAN HUI CHING
	1C WONG YAN YIN	3B KAM SUET YEE
	1D KOK YUK KWAN	3D WAN KA KWAN
	Junior Choir - Silver Award	

Senior Choir - Silver Award	1C KAY SHING ON	3C CHAN WING YUI
	1C LAU MING CHUN	3C CHEUNG KA LOK
	2A CHEUNG SUM YIN	3C CHIU PAK KI
	2A WONG CHUN HO	3C NG MEI YIN
	2A WONG HIU YAU	3D CHENG CHIN CHUNG
	2B LAM TSZ LOK CHARLOTTE	3D CHU TSZ LONG SAMUEL
	2C AU-YEUNG SHING HIM	3D SIN YIU
	2C CHEUNG YIU KWONG	3D WAN KA KWAN
	2C CHOI CHI HO	4A HSU WAI HIN
	2C LAM PUI NAM	4A TANG YI MAN
	2C NG SZE CHI	4A TIN HANG KIN
	2C WANG LEJUE	4A YUNG SHING FUNG
	2D CHAN PUI YIN	4B CAI ZHONGYI
	2D CHUNG SING YUET	4B TAI KA TAK
	2D LAM TSZ YEUNG	4B TSE HOI TUNG
	2D LIE SZE NGAI	4C WONG HAU TUNG
	2D YAMADA SHOHEI	4C WONG TAK MAN
	2E HUI HONG YAU	4D LEUNG SZE CHING
	2E LING YEE TUEN EDYTHE	4D NG SIU HIN
	2E TANG CHEUK NAM	4D YEUNG CHEUK LAM
	2E WONG TIN LAI	4D ZHENG LAP CHI
	2E WONG TSZ KIU	4E CHAN PAK MAN
	3A AU CHUI KI	4E LAM YU HIN
	3A CHAN HIU CHING CHLORIS	4E LEE LEONG KWAN
	3A CHAN TSZ HIN	4E SONG JIALE
	3A CHEN SZE MAN	5A HUI SO MAN
	3A CHEN TIN YU JASPER	5B LAI VINCCI WAN CHING
	3A CO CHEUK LAM	5B NG HOI WING
	3A TSE PAK HUNG	5C CHOI YUN HO
	3B CHAN HEI LAM	5D HUTABARAT ABRAHAM GEORGE
	3B KAM SUET YEE	5D KWAN SIU FAN
	3B LAM MING FAI	5D LAU CHI FUNG
	3B TSUI KING YUI	5E CHEUNG CHING YIN
	3C AU CHI YU	
Ensemble / Chamber Choir - Gold Award	3B KAM SUET YEE	4E CHAN PAK MAN
	3D WAN KA KWAN	4E LEE LEONG KWAN
	4A TIN HANG KIN	4E SONG JIALE
	4B TAI KA TAK	5A HUI SO MAN
	4B TSE HOI TUNG	5B LAI VINCCI WAN CHING
	4C WONG HAU TUNG	5D HUTABARAT ABRAHAM GEORGE
	4C WONG TAK MAN	
Hong Kong Youth Music Interflows		
4. Symphony Orchestra - Silver Award	1A CHU SEN HEI	2E MAK TAK YAU
	1A YIP JUN YIN AYDEN	3A SIM WING KIU JANA

	1A YIP NGA CHING	3B CHAN KWOON WAI
	1B LI CHUN SING	3B LAI CHING LONG
	1B WONG HO HONG	3B TSUI KING YUI
	1B WONG YIN NAM	3C CHEUNG KA LOK
	1B YAN HUI KIU NARDUS	3D CHAN PAK TO
	1C LAU SUM YU	3E TSANG WING YI
	1C LI SZE HANG	4A MA TSZ CHING
	1C LIU KING HIM JARVIS	4A WONG PAK YUI
	1C TAM NAOMI	4A YUNG SHING FUNG
	1C WONG YAN YIN	4B CHAN HO LONG
	1D CHIU YAT MING	4B TAI KA TAK
	1D NG CHING HEI	4C AU YEUNG CHEUK HANG
	1D WONG CHOI YAN	4C CHAN CHUNG HEE
	1E MAK CHEUK HEI ADRIAN	4C WONG HAU TUNG
	1E NG WING NAM	4D YEUNG CHEUK LAM
	2A CHEUNG SUM YIN	4E KWOK HO CHING NICK
	2A HUI KA LAM	4E WONG SZE CHAI
	2A ZOU TSZ HO	5B LIU YAN WING
	2B LEE WAI SUM	5C LEUNG YAN HO
	2B LEUNG KA HEI	5C NG LUT YIN
	2B YAN CHEUK YIU	5D WONG KA LUN
	2D LAM YUET TUNG	6A WONG HAU WING
	2D LI KA LEUNG	6B LAM WUN LONG
	2E CHAN LUCAS	6D CHAN HEI CHING ISABELLE
	2E CHAN YAT NAM	6D OR YAN TUNG
	2E CHOW HIN CHING	6D TSANG HOI CHING
	2E LEE YUI YING	6D WONG SIU TING
5.	World Choir Festival 2025	
	1A CHU KA PUI	2D HO TSZ YAN
	1A CHU SEN HEI	2D LAM YUET TUNG
	1B CHING WAN CHI	2E KWAN HUI CHING
	1B HO HEI YIN	2E LAU NGA YIN
	1B NG HANG CHING	2E TANG CHEUK NAM
	1B WU CHIU YIN NICOLE	2E WONG TSZ KIU
	1C SHUM SUM SUM	3A CHAN HEI CHING CHLOE
	1C WONG YAN YIN	3B CHAN HEI LAM
	1D LEUNG HOI LAM	3B CHUNG TSZ YAN
	1E NG WING NAM	3B KAM SUET YEE
	1E SHUM SUM YI	3C AU CHI YU
	1E ZENG ROSY	3D SIN YIU
	2A AU NGA TUNG ESTHER	3E CHAN NIM CADENCE
	2A CHEUNG SUM YIN	3E CHAN SUM YU
	2A KWOK TSZ YING	3E CHAN WAN
	2A WONG HIU YAU	3E HO CHEUK KIU
	2A WONG SUM YEE HELENA	3E PANG LIK PUI
	2B CHAN NGA CHING	3E WEI XIN YAN
5.	Folklore - Gold Award	
	1A CHU KA PUI	2D HO TSZ YAN
	1A CHU SEN HEI	2D LAM YUET TUNG
	1B CHING WAN CHI	2E KWAN HUI CHING
	1B HO HEI YIN	2E LAU NGA YIN
	1B NG HANG CHING	2E TANG CHEUK NAM
	1B WU CHIU YIN NICOLE	2E WONG TSZ KIU
	1C SHUM SUM SUM	3A CHAN HEI CHING CHLOE
	1C WONG YAN YIN	3B CHAN HEI LAM
	1D LEUNG HOI LAM	3B CHUNG TSZ YAN
	1E NG WING NAM	3B KAM SUET YEE
	1E SHUM SUM YI	3C AU CHI YU
	1E ZENG ROSY	3D SIN YIU
	2A AU NGA TUNG ESTHER	3E CHAN NIM CADENCE
	2A CHEUNG SUM YIN	3E CHAN SUM YU
	2A KWOK TSZ YING	3E CHAN WAN
	2A WONG HIU YAU	3E HO CHEUK KIU
	2A WONG SUM YEE HELENA	3E PANG LIK PUI
	2B CHAN NGA CHING	3E WEI XIN YAN

Equal Voice / Mixed Choir - Aged 18 or Below	2B CHEUNG YU YAN VENUS	4B TAI KA TAK
	2B CHUNG TSZ MEI	4B TSE HOI TUNG
	2B LAM TSZ LOK CHARLOTTE	4C WONG HAU TUNG
	2B LEE PUI YEE	4D LEUNG SZE CHING
	2B NGAN TSZ YEE	4D YEUNG CHEUK LAM
	2C CHAN YIN KWAN	5A HUI SO MAN
	2C LAM PUI NAM	5B LAI VINCCI WAN CHING
	2C LEE HEI TUNG	5B NG HOI WING
	2C LEUNG YIK TUNG	5C LIU PUI YING ASHLEY
	2D CHAN CHING YI	5D KWAN SIU FAN
	2D CHAN PUI YIN	5E CHEUNG CHING YIN
	2D CHUNG SING YUET	
	1A CHU KA PUI	2E WONG TSZ KIU
	1B IP SIU FUNG ALVIN	3A CHEN TIN YU JASPER
	1C KAY SHING ON	3A TSE PAK HUNG
	1C LAU MING CHUN	3B CHAN HEI LAM
	2A AU NGA TUNG ESTHER	3B KAM SUET YEE
	2A CHEUNG SUM YIN	3B TSUI KING YUI
	2A KWOK TSZ YING	3C AU CHI YU
	2A WONG CHUN HO	3C CHAN WING YUI
	2A WONG HIU YAU	3C CHEUNG KA LOK
	2A WONG SUM YEE HELENA	3C CHIU PAK KI
	2B LAM TSZ LOK CHARLOTTE	4A HSU WAI HIN
	2B LEE PUI YEE	4B CAI ZHONGYI
	2B LIU SHI ZE	4B TAI KA TAK
	2B NGAN TSZ YEE	4B TSE HOI TUNG
	2C CHAN YIN KWAN	4C CHAN CHUNG HEE
	2C CHEUNG YIU KWONG	4C WONG HAU TUNG
	2C CHOI CHI HO	4C WONG TAK MAN
	2C LAM PUI NAM	4D LEUNG SZE CHING
	2C LEUNG YIK TUNG	4D NG SIU HIN
	2C NG SZE CHI	4D YEUNG CHEUK LAM
	2D CHAN CHING YI	4D ZHENG LAP CHI
	2D CHAN PUI YIN	4E CHAN PAK MAN
	2D CHUNG SING YUET	4E LAM YU HIN
	2D HO TSZ YAN	4E LEE LEONG KWAN
	2D LAM TSZ YEUNG	5A HUI SO MAN
	2D LIE SZE NGAI	5B LAI VINCCI WAN CHING
	2D YAMADA SHOHEI	5B NG HOI WING
	2E HUI HONG YAU	5D HUTABARAT ABRAHAM GEORGE
	2E KWAN HUI CHING	5D KWAN SIU FAN
	2E LAU NGA YIN	5D LAU CHI FUNG
	2E TANG CHEUK NAM	5E CHEUNG CHING YIN
	2E WONG TIN LAI	5E LIANG CHUN HONG

	Event		Award(s)	Awardee(s)
D. Sports				
1.	HKSSF Inter-School Athletics Championships (2024 - 2025)	Boys A Grade 1500M	1st Position	5B JIM HO KIU
		Boys A Grade 5000M	2nd Position	5B JIM HO KIU
		Girls B Grade Discus Throw	1st Position	4D WONG KWAN CHING
		Girls B Grade Shot Put	2nd Position	4D WONG KWAN CHING
2.	HKSSF Inter-School Swimming Competition (2024 - 2025)	Girls B Grade 100m Breast Stroke	1st Position	3E SIU HOI CHING
		Girls B Grade 200m Breast Stroke	2nd Position	3E SIU HOI CHING
		Boys B Grade 50m Breast Stroke	3rd Position	3C MAK PAK TO
3.	All Hong Kong Inter-Secondary Schools Lacrosse Competition 2024-2025	Girls' Division	2nd Runner Up	1C CHAN HOK YEE
				1C CHUI NORA
				1C WONG WAI SZE
				1D WONG TSZ SHAN
				1E LI WING YAU
				3B ZHU ZI QING
				3D WAN WAI KIU
				4A LAM WING YIN
				4C WONG CHING LAAM
				4E HO HEI TUNG
4.	17th Asian Cross Country Championships 2024	Men's U20 Team	3rd Position	5B JIM HO KIU
5.	HKSSF Inter-School Cross-Country Competition 2024-2025	Boys A Grade Individual	2nd Position	5B JIM HO KIU
6.	Jockey Club Kau Sai Chau Go Fun Junior Golf Programme Secondary School Competition	Grand Champion	Champnion	1B CHAN PUI YAU
			Champnion	2B DU CHEUK LEUNG
			Champnion	2E CHRISTIE AVA SWYNNERTON LAM
			Champnion	3B HE YINGTANG
			Champnion	3B WONG YAU TING
			Champnion	3C AU CHI YU
			Champnion	4A CHUNG YUEN CHI
		Order of Merit Tournament (Advaned level)	1st Runner Up	4A TAI KA TAK
	Order of Merit Tournament (Advaned level)	2nd Runner Up	4A CHUNG YUEN CHI	
7.	2025 V Archery Games	U18	2nd Runner Up	4B MA BO KI ANGEL

Event		Award(s)	Awardee(s)
E. Others			
1.	Student Environmental Protection Ambassador Scheme	Gold Award	5A YU KING NOK MATTHEW
		Silver Award	5C CHOI YUN HO
		Bronze Award	5C LIN CHING YING
2.	Outstanding Ethnic Minority Student Award Scheme 2025	1E CALUAG SHILOH MICHONE CABILING	
		4C PRADHAN SRIJA	
3.	九龍城區傑出學生選舉	初中組 優異獎	3E CHAN NIM CADENCE
		高中組 傑出獎	5D LIN YUET
4.	SCMP Student of the Year	Community Contributor – Short-listed	6C FONG HOI TUNG
5.	童夢同行 - 香港學生服務領袖選舉	香港十大傑出學生服務領袖	6C FONG HOI TUNG

FINANCIAL SUMMARY 2024-25				
	Income		Expenditure	Surplus/(Deficit)
	\$		\$	\$
I. Government Funds				
(a) EOEBG Baseline Reference	2,364,278.68		2,163,490.63	200,788.05
School & Class Grant - Other Income	267,474.26		0	267,474.26
(b) School Specific Grant				
Administration Grant	4,400,700.00		4,437,664.06	(36,964.06)
Capacity Enhancement Grant	676,944.00		506,859.90	170,084.10
Composite Information Technology Grant	585,308.00		384,342.53	200,965.47
Air-conditioning Grant	554,700.00		554,700.00	0.00
School-based Management Top-up Grant	53,385.00		42,000.00	11,385.00
School-based Speech Therapy Administration Recurrent Grant	8,541.00		2,496.80	6,044.20
Sub-total (a) + (b) :	8,911,330.94		8,091,553.92	819,777.02
(c) Non-EOEBG Funds	66,123,571.16		65,216,112.23	907,458.93
Government Funds Total (a) + (b) + (c) :	75,034,902.10		73,307,666.15	1,727,235.95
II. School Funds				
(a) Tong Fai	123,080.00		0.00	123,080.00
(b) Other Income	306,638.10		305,991.20	646.90
(c) Donation for SIP	11,404.90		37,500.00	(26,095.10)
(d) Donation for Chapel Refurbishment/SIP	500.00		457.80	42.20
(e) Approved Collection for Specific Purposes	287,350.00		457,679.72	(170,329.72)
(f) Scholarship	184,715.00		343,015.00	(158,300.00)
School Funds Total:	897,100.00		1,128,055.72	(230,955.72)
Balance B/F (Government Funds)				6,094,934.99
Balance B/F (School Funds)				2,995,304.17
(1) Surplus of Government Funds				1,727,235.95
(2) Deficit of School Funds				(230,955.72)
Total surplus for 24/25 school year				10,586,519.39