



HKUGA COLLEGE ANNUAL SCHOOL REPORT 2024 - 2025



International Day of Happiness



Adventure-based Life Education (ABLE)

Inquiry-based Learning



HKUGA COLLEGE
20TH ANNIVERSARY

*"Seeds of Fulfillment,
Forests of Change"*





Strive for Virtue
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community



School Vision:

Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.



Mission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.



Background information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

Table of Contents

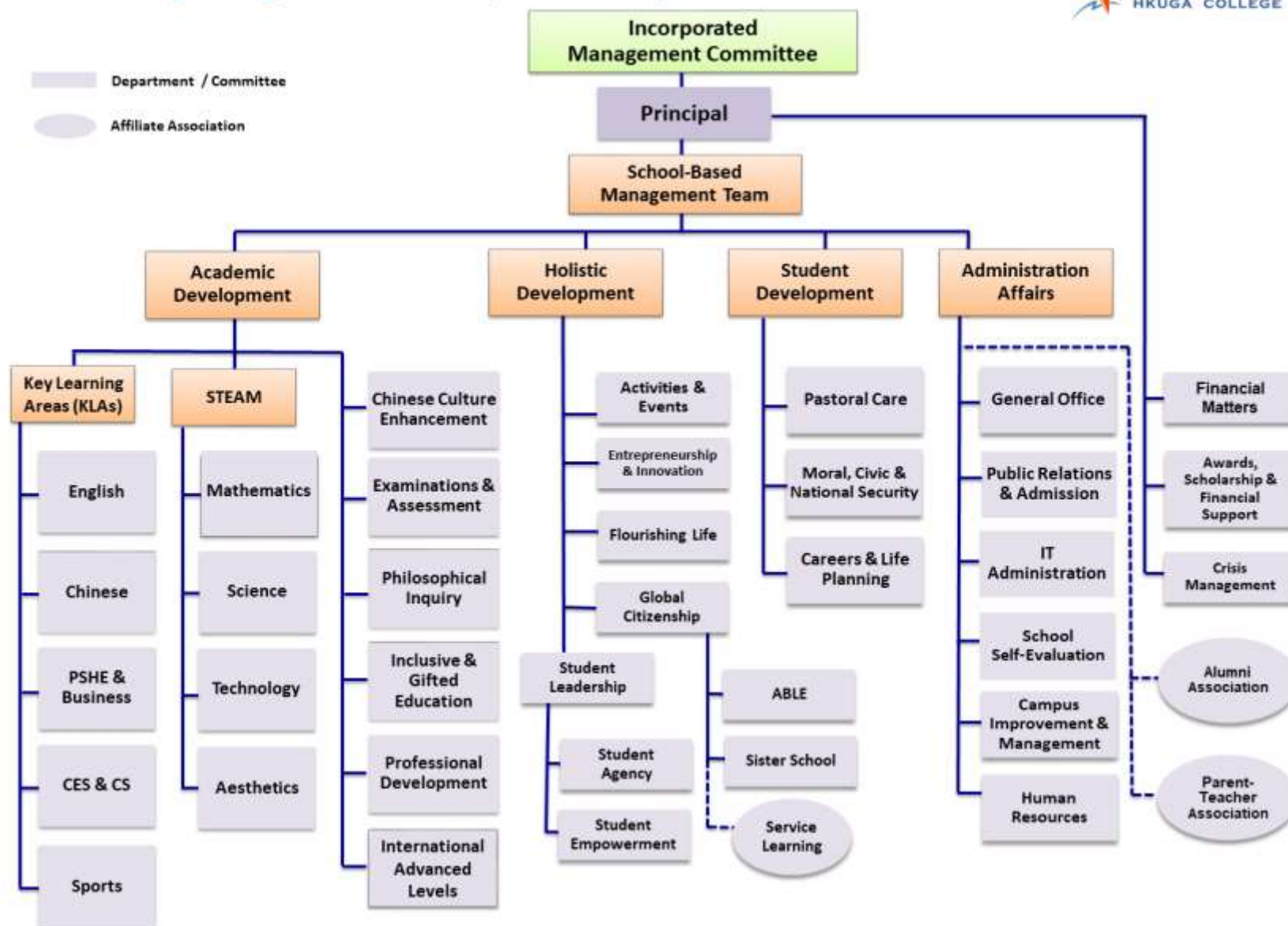
1. Our School.....	1
2. Achievements and Reflection on Major Concerns; Feedback and Follow-up	4
3. 中國文化委員會年度報告 2024-25.....	13
4. Career Guidance 2024-25	20
5. Catering for Students with Special Education Needs 2024-25.....	21
6. Scholarship/Fee Remission Scheme	21
7. Student Performance 2024-25	22
8. Financial Summary	42
9. Capacity Enhancement Grant Report 2024-25.....	45
10.公民與社會發展科津貼（公民科津貼）2024-25	46
11.School-based After-school Learning and Support Programmes 2024-25.....	47
12.姊妹學校交流報告書 2024-25.....	50
13.Report on the Use of the Promotion of Reading Grant 2024-25.....	52
14.Report on the Learning Support Grant 2024-25.....	54
15.Report on the Use of the Life-wide Learning Grant 2024-25	62
16.Report on the Use of the Student Activities Support Grant 2024-25	65
17.Diversity Learning Grant 2024-25 - Other Programme	67
18.Diversity Learning Grant 2024-25 - Other Language	69
19.Grant for Supporting NCS Students with SEN (2024/25).....	70
20.「推廣中華文化體驗活動一筆過津貼」2024-2025 報告	71
21.One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools 2024-25	72
22.One-off Grant for Mental Health at School 2024-25	73
23.One-off Grant for Mental Health of Parents and Students 2024-25	73
24.One-off Grant on Parent Education (Secondary)	74

25.One-off Grant for Promotion of Self-directed Language Learning (English Language)	75
26.One-off Grant for Promotion of Self-directed Language Learning (Putonghua).....	75
27.School-Based Support Scheme Grant for Schools with intake of Newly Arrived Children	76
28.“AI for Science Education” Funding Programme	77

1.Our School

School Organization Chart 2024-25

HKUGA College – Organization Chart (2024 – 2025)



Lesson allocation for the 9 Key Learning Areas 2024-25

KLA	English Language Education	Chinese Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	17.19%	17.19%	14.06%	18.75%	14.06%	6.25%	9.38%	3.13%
S2	15.63%	17.19%	14.06%	18.75%	14.06%	6.25%	9.38%	4.69%
S3	17.19%	17.19%	15.63%	21.88%	14.06%	4.69%	3.13%	6.25%
S4	15.91%	15.91%	13.64%	6.06% for CSD; 12.12% for each elective subject; 9.09% for optimization programs				3.03%
S5	16.67%	16.67%	15.15%	7.58% for CSD; 13.63% for each elective subject				3.03%
S6	16.67%	18.18%	15.15%	6.06% for CSD; 13.64% for each elective subject				3.03%

Learning hours for the 9 Key Learning Areas 2024-25

KLA	English Language Education	Chinese Language Education	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	147	147	120	160	120	53	80	27
S2	133	147	120	160	120	53	80	40
S3	147	147	133	187	120	40	27	53
S4	140	140	120	53 hours for CSD; 107 hours for each elective subject; 80 hours for optimization programs				27
S5	147	147	133	67 hours for CSD; 120 hours for each elective subject				27
S6	92	100	83	33 hours for CSD; 75 hours for each elective subject				17

Class Organization and enrolment 2024-25

Form	One	Two	Three	Four	Five	Six	Total
no. of Classes	7	6	6	5	6	5	35
Enrolment	204	200	194	153	126	124	1001

Students' Attendance 2024-25

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	97.8	97.6	97.1	96.2	95.7	96.2	96.8

School Formal Curriculum for 2024-25

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓		✓
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics (iAL)				✓	✓	
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Physics (iAL)				✓	✓	
	Chemistry			✓	✓	✓	✓
	Chemistry (iAL)				✓	✓	
	Biology			✓	✓	✓	✓
	Biology (iAL)				✓	✓	
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓	✓				
Personal, Social & Humanities Education	BAFS (Accounting)				✓	✓	✓
	BAFS (Business Management)				✓	✓	✓
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Citizenship, Economics and Society	✓	✓	✓			
	Citizenship and Social Development				✓	✓	✓
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
	Physical Education (HKDSE)				✓	✓	

2.Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Nurturing students' future-oriented skills and building their essential knowledge for life-long development

Achievements

The academic year saw significant progress in achieving our goal of developing students' readiness for future challenges, marked by a positive shift in the learning environment. The mean score of students' views on teaching and learning in the SHS survey demonstrated an increase across all indicators compared to the previous year (2023/2024), indicating an initial transition toward more engaging and future-focused pedagogy.

Cultivating Student Entrepreneurs and Community Engagement

Our core strategy for nurturing future-oriented skills focused on entrepreneurship (E&I) and problem-solving through Design Thinking (DT). This approach was embedded at three levels: curriculum, professional development, and whole-school activities.

Curriculum and Program Development:

- Design Thinking Integration: Lesson plans and student work samples from Key Learning Areas (KLAs) including PSHE, Mathematics, and Science now demonstrate the integration of Design Thinking principles, confirmed by KLA meeting minutes detailing the planning and review of DT-infused modules.
- Entrepreneurship Course Design: We established a cross-departmental E&I task force (comprising teachers from History, Business, Math, and ICT) and secured a partnership with Ednovators.
- Staff Professional Development: A dedicated whole-staff professional development session was conducted on the integration of E&I and Design Thinking into various subject contexts, with supporting professional development records showing strong attendance and positive feedback.

Whole-School Initiatives:

- Four E&I-themed school assemblies—covering topics such as Design Thinking, the legacy of Jack Ma, and Social Impact—were held throughout the year, supported by positive post-assembly student feedback.
- The inaugural E&I Day was successfully launched, featuring guest sharings from social enterprises, including EduAnimal, Life to life, and Inherited Sports, providing students with authentic exposure to business models focused on social good.
- Student leaders from UGACES organised and executed the "dreamscape" event, demonstrating a strong human-centric approach to problem-solving, as evidenced by event artefacts and student reflections.

Strengthening Independent Thinking and Multi-Perspective Awareness

We focused on enhancing students' ability to think critically and consider issues from multiple perspectives through the development of Philosophical Inquiry (PI) skills.

- Teacher Training: Seventeen College teachers successfully completed the basic PI training certification this year, with support provided during the development of their initial PI

assignments. While post-certification support was delayed due to unforeseen issues with the certification process, the foundational knowledge is now widespread. • Curriculum Enhancement: To directly meet the objective, two new S3 Pastoral lessons, ‘Free Will and Determinism’ and ‘Identity,’ were developed and implemented. Additionally, new modular studies lessons focusing on relational ethics and problematic thinking were designed and conducted by Mr. Chris Chiu, further strengthening the curriculum's emphasis on deep, multi-perspective analysis. Developing Students’ Data Mindset Through Analytical Skills Data literacy was established as a cross-curricular priority to equip students with the necessary analytical skills for the digital age. • Dedicated Data Literacy Program: A specialized Data Literacy program for S1–S3 was successfully run in both Term 1 and Term 2. Post-program feedback indicated that more than 90% of students agree that their awareness towards data literacy has significantly increased. • KLA Integration: ○ The Science KLA revised its S2 curriculum learning objectives to specifically target students' data analysis and interpretation skills. Furthermore, data literacy components have been systematically embedded into the S1-2 science assessment framework. ○ The S2 STEM Cross-curricular activity on solar power systems successfully emphasized data literacy through real-world analysis. ○ The Math KLA has begun enhancing the design of mathematics problems for assessment through the use of AI, aiming to generate richer, more contextual data-driven challenges.
Reflection The achievements of the past year have established the foundation for developing our students’ future-oriented skills. Specifically, the introduction of Design Thinking (DT) into core KLAs, the establishment of the dedicated E&I Task Force, the initial PI teacher training, and the successful S1-S3 Data Literacy program (which increased student awareness by over 90%) represent remarkable momentum. Moving Forward: Our reflection shows that the immediate challenge is to transition from broad introduction to deep consolidation and systematic application. While awareness is high, the next phase would focus on: 1. Deepening Pedagogical Practice: Consolidating DT and PI among teachers through structured professional exchange and rigorous application within core subjects, ensuring the methodologies are utilized to their full potential. 2. Expanding Scope to AI: Recognizing the rapid evolution of technology, we must expand our Data Mindset focus to include AI Literacy, preparing students not just to analyze data, but to critically and ethically engage with artificial intelligence tools. 3. Ensuring Mastery: Extending learning programs (like Data Literacy) to higher year levels (S4) and creating specialized modules (like PPE and advanced PI) to foster mastery in independent and multi-perspective thinking.

Feedback and Follow-up

To substantiate the momentum of the emphasis of the future-oriented skills following strategies will be implemented.

Strengthening Independent Thinking and Multi-Perspective Awareness- We will prioritize reinforcing PI pedagogy among teachers and creating diverse new platforms for critical engagement with contemporary issues, including the ethical use of AI.

- **Pedagogy Consolidation:** Consolidate the PI pedagogy among teacher practitioners across different subjects through structured professional exchange formats, including Practitioner Lesson Visits and Open Classrooms.
- **Curriculum Relevance:** Deepen PI-oriented learning programs (MS/OPS/Pastoral) by focusing on the analysis of more current social issues and pressing problems in society.
- **AI for PI:** Create AI tools and platforms specifically designed to facilitate PI pedagogy and foster students' independent thinking through the ethical and critical application and usage of AI.
- **Specialized Programs:** Launch a suite of special programs to enhance multi-perspective awareness, including Philosophy, Politics, and Economics (PPE), East-West Roundtable, Data Literacy, and Media Analysis through Diverse Lenses.

Developing Students' Digital Literacy- The school will drive our data literacy initiative into a comprehensive program that includes AI literacy, extending coverage and integrating these skills across all disciplines.

- **Data Program Expansion:** Refine and implement learning programs (CASTLE/MS/OPT) on data mindset and analytical skills, extending the coverage from S1 to S4.
- **Cross-Curricular Data Integration:** Foster teacher professional development and implement cross-curricular learning projects that emphasize data analysis and interpretation related to real-world issues across all subjects (not limited to STEM disciplines).
- **Strategic AI Leadership:** Establish an AI Taskforce under the Academic Development Committee and a separate STEM and Research Committee to govern strategy, develop best practices, and emphasize science research and innovation.
- **AI Literacy Implementation:** Arrange and facilitate training in educational AI for teachers across different KLAs, pilot selected educational AI platforms, and enhance AI literacy education within the junior ICT curriculum.

Cultivating Student Entrepreneurs and Problem-Solving Skills - The focus for E&I moves toward comprehensive curriculum integration and authentic application of Design Thinking (DT).

- **Program Structure:** Consolidate the standalone Design Thinking program in OPS and establish a more focused junior program to ensure early exposure and training.
- **Professional Leverage:** Leverage the established E&I Task Force to provide ongoing review, subject application support, and structured professional exchange in ADC/PD Programs.

Major Concern 2: Fostering whole-person development through values and attitudes education for the entire community

Achievements

The 2024-25 academic year was marked by a strong commitment to whole-person development, with well-being as a paramount concern. Following the challenges of the previous year, which saw a full array of excursions for year levels and resumption of various experiential learning activities, the school prioritized emotional and mental health support for both staff and students. This focused effort yielded positive results, with a remarkable decrease in the number of student cases requiring counselling from school social workers and clinical psychologists compared to the preceding year. This success underscores the effectiveness of the resources and emphasis placed on these critical areas.

While overall student well-being demonstrated significant enhancement, data from APASO results highlighted a continuing disparity in emotional needs, with girls consistently exhibiting higher needs than boys. Furthermore, results from last year's Stakeholders Survey revealed a shared concern among both teachers and students regarding a decline in student self-discipline. These two areas—girls' emotional well-being and overall student self-discipline—have therefore been identified as major focuses for the Student Development committee in the upcoming academic year. Initiatives and programs designed to enhance holistic well-being for all students and cultivate a stronger sense of rule-abidingness and respect for others are already in development.

A key development this year was the implementation of values education curriculum. This ambitious undertaking necessitated a collective, whole-school approach, requiring significant orchestration and coordination among various departments and committees. While the groundwork for this collaborative effort was laid, the ongoing challenge in the coming year will be to further streamline and integrate these efforts to maximize the effectiveness of values enhancement throughout the school community.

Key Initiatives and Achievements in 2024-25:

The 2024-25 academic year saw a comprehensive and multifaceted approach to values education, fostering various aspects of whole-person development:

- **Citizenship and National Identity:**
 - MCNSE lessons, national education, and a new talk series significantly enhanced students' sense of citizenship, encompassing rights, responsibilities, environmental protection, law-abidingness, and respect. This was clearly reflected in a strengthened national identity among students.
 - Talks were organized to promote students' law-abiding nature and deepen their knowledge and understanding of national security education.
 - A more thorough 'National Speech after Flag Raising' program was successfully implemented. Each S2-S5 class took turns leading the national speech, ensuring universal participation. Topics covered significant figures contributing to China's development, updates on China's latest advancements, and other relevant themes, further enhancing students' values and attitudes.
- **Interpersonal Skills:**
 - PC lessons, dedicated programs led by student leaders (e.g. Peer Counsellors and

House Committee), and talks focused on empathy, communication, and conflict resolution, leading to noticeable improvements in students' interpersonal skills.

- Leadership ELA, excursion and camp were specially organized for student leaders and target groups to strengthen students' communication skills

- **Digital Citizenship and Media Literacy:**

- Ethical digital citizenship, online safety, and media literacy were promoted through engaging project-based learning and special programs. This proactive approach resulted in more responsible and better-managed device use among students.

- **Global Citizenship and Environmental Awareness:**

- Values education, coupled with student-led green lifestyle initiatives on campus, strengthened both global citizenship and environmental awareness within the school community.

- **Time Management and Well-being:**

- Assemblies, talks and workshops (conducted by Social Workers and external organizations) specifically designed to improve time management and well-being contributed to a reduction in student stress levels.
- The farm on the roof has been manned by a group of dedicated young 'farmers' whose produce was proved to be popular
- Student-led Chinese Medicine Club and Nature Club were set to raise students' awareness on well-being

- **Cultural Appreciation and National Identity:**

- A deeper appreciation of Chinese culture and philosophy, including language, customs, and beliefs, was fostered through diverse initiatives and special programs, significantly enhancing national identity and promoting overall happiness.

The 2024-25 academic year demonstrated the school's unwavering commitment to fostering a supportive and enriching educational environment. While significant progress was made in promoting whole-person development and well-being, the insights gained from APASO results and the Stakeholders Survey will guide the strategic focus for the upcoming year, ensuring continuous improvement in meeting the evolving needs of our students.

Reflection

1. A Holistic and Responsive Approach to Well-being

The report demonstrates a strong awareness of the evolving emotional and social needs of both students and staff. The school's deliberate prioritization of mental health after the resumption of full in-person learning shows a mature understanding of post-pandemic recovery—not just in terms of academics, but more crucially in relational and emotional reintegration. The decrease in counselling cases suggests that early intervention strategies and the promotion of positive coping mechanisms are gaining traction. The school seems to be developing a culture where well-being is embedded in daily practice rather than treated as a standalone support system.

2. Data-informed Reflection and Action

The careful analysis of APASO and Stakeholders Survey results is noteworthy. It indicates that decision-making is evidence-based rather than assumption-driven. The identification of trends—particularly the gender disparity in emotional needs and decline in student self-discipline—reveals a nuanced understanding of student dynamics. The commitment to addressing these findings in the following year shows that the school views such data not as criticism but as constructive guidance for improvement.

3. Values Education as a Foundation for Character Growth

The school's development of a new values education curriculum represents a major strategic move toward fostering moral, civic, and emotional literacy. The effort to synchronize various committees under a common framework is commendable, as values formation is most effective when approached through consistent messaging across subjects and contexts. However, the reflection wisely notes that integration and coherence remain ongoing challenges—something that many schools face when translating broad ideals into daily practice and tangible outcomes.

4. Strengths in Citizenship, National Identity, and Global Outlook

The report highlights a rich array of initiatives—ranging from national education talks and flag-raising speeches to environmental and digital citizenship programs—that demonstrate the school's dual focus on local identity and global responsibility. This balance is vital for nurturing students who can both appreciate their cultural roots and think critically about their role in a connected world. By embedding these ideas into practical experiences rather than theoretical lectures, the school is grounding values in authentic engagement.

5. Cultivating Interpersonal and Self-Management Skills

The targeted programs on empathy, communication, and conflict resolution, as well as time management and well-being, signal a genuine commitment to equipping students with lifelong interpersonal and intrapersonal skills. These areas complement academic success and embody the principles of whole-person development. The reported reduction in student stress levels indicates that these initiatives are making a positive traction.

6. Gender-Responsive and Behavioural Focus for the Next Cycle

The focus for the upcoming year—supporting girls' emotional well-being and enhancing student self-discipline—is timely and relevant. It will be important for the school to involve students themselves in co-designing interventions, ensuring that responses are empathetic and rooted in student voice. Additionally, reinforcing discipline through a values-based lens rather than punitive measures could further strengthen respect, responsibility, and self-regulation among students.

7. Sustaining a Culture of Care among Staff

Although the report focuses primarily on students, the mention of prioritizing staff well-being reflects an understanding that the faculty's psychological health directly shapes school culture and pedagogy. Continued investment in staff support systems, workload balance, and

professional development on well-being literacy will help sustain the momentum of positive change.

Summary Reflection

Overall, this report reflects a highly self-aware and forward-looking community. The school has successfully anchored its operations around whole-person development, backed by data-driven insights, cross-departmental collaboration, and a shared ethos of care. The next steps—deepening gender-sensitive emotional support, refining the values education framework, and enriching self-discipline programs—should further consolidate the school's identity as a community that truly nurtures balanced, thoughtful, and compassionate learners.

Feedback and Follow-up

1. Student Well-being

Feedback

- Students have shown notable improvement in social-emotional balance, with fewer cases requiring counselling support, indicating the effectiveness of early intervention, pastoral care, and preventive programs.
- APASO and Stakeholders Survey data reveal that girls continue to exhibit higher emotional needs than boys, suggesting a need for more gender-responsive support systems.
- A slight decline in student self-discipline and self-management has been identified, possibly linked to the transition back to normal school routines and the growing influence of digital distractions.
- Well-being and time-management assemblies were positively received, pointing toward the value of interactive, experience-based learning.

Follow-up Actions

Emotional Support for Girls:

- Establish peer-support networks and mentorship programs tailored to adolescent emotional development.
- Conduct focus groups to better understand the underlying causes of heightened emotional needs among girls.

Enhancing Self-discipline and Responsibility:

- Revamp on S1-2 Pastoral Care Curriculum and integrate self-regulation skills and self-discipline themes into PC and Values Education lessons.
- Launch a campaign or “Respect and Responsibility Week” to promote accountability and decision-making.
- Collaborate with parents through workshops on digital habits and home routines that reinforce discipline.

Expanding Preventive Mental Health Education:

- Increase frequency of well-being talks and mindfulness sessions.
- Provide developmental guidance resources for all students through blended modalities (face-to-face + online micro-learning).

Student Voice in Well-being Promotion:

- Engage the Student Leaders and Peer Support Leaders to co-design wellness initiatives,

ensuring student ownership of well-being culture.

2. Staff Well-being

Feedback

- Staff reported improved morale and stronger professional collaboration following the resumption of face-to-face teaching.
- However, feedback indicates that workload pressure and emotional fatigue remain significant challenges for some departments, particularly during curriculum reform and assessment periods.
- Teachers appreciated the school's emphasis on community and trust, but requested more structured avenues for well-being sharing and peer support.

Follow-up Actions

Professional Well-being Support:

- Extend the staff well-being framework to include regular "Wellness Check-ins", stress management workshops, and mindfulness sessions.
- Continue to recognize staff contributions through well-being appreciation events and more transparent acknowledgment schemes.

Collaborative Planning and Workload Balance:

- Review meeting schedules and administrative procedures to minimize unnecessary workload.
- Encourage departments to coordinate planning cycles for major assignments and assessments.

Capacity Building for Student Care:

- Offer professional development on mental health literacy, trauma-informed teaching, and social-emotional support.
- Establish peer-coaching groups focused on teacher resilience and classroom well-being strategies.

3. Whole-School Follow-up Directions

Strengthen Integration of Values and Well-being Education:

- Continue aligning Values Education, PC lessons, and co-curricular programs to promote consistent messaging around empathy, respect, and resilience.

Enhance Data-driven Monitoring:

- Utilize annual APASO and Stakeholders Survey data, together with internal evaluations, to measure progress in emotional well-being, resilience, and self-discipline.

Sustain a Culture of Care:

- Promote a visible, collective well-being message across the school—through displays, assemblies, and leadership communication—to reinforce that well-being is a shared responsibility.

In summary, while the 2024–25 school year reflected significant growth in the area of whole-person development, the coming year's goal is to deepen impact through gender-sensitive, preventive, and collaborative approaches—ensuring that both students and staff continue to thrive in a caring, balanced, and dynamic environment.

Major Concern 3: Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all

Achievements
The 2024-25 year significantly progressed in cultivating a supportive and growth-oriented learning community focused on wellbeing. A comprehensive curriculum on mental health, stress management, and emotional well-being was implemented, including mindfulness and help-seeking strategies, reducing student anxiety and increasing resilience. Ongoing efforts in stress reduction and mindfulness have demonstrably reduced academic anxiety, evidenced by a continuous three-year increase in APASO Affect scores. This comprehensive approach is further validated this year by a positive increase in students' Self-Concept (emotional stability) scores, highlighting improved overall well-being and help-seeking awareness. Growth mindset was nurtured through monthly themes, international days, and thematic events, with 70% of students showing awareness of resilience skills. Health and nutrition literacy were strengthened via curriculum and promotion of healthy habits, majority of students have demonstrated awareness and healthy dietary practices. Physical fitness improved significantly through regular activity promotion, revised assessments, special programs, and events, with 90% of students developing regular exercise habits. Healthy sleeping habits were promoted through education on sleep science, positively impacting student survey scores. Targeted professional development addressed staff needs in taking care of ourselves and our students.
Reflection
The holistic approach to wellbeing, encompassing mental health, growth mindset, nutrition, fitness, and sleep, has been effective in addressing student and staff needs. Reductions in anxiety and increased resilience are encouraging. However, ensuring sustained, long-term behavioral change across the entire community requires continuous reinforcement. The "sports for all" objective needs careful monitoring to ensure broad impact beyond elite athletes. For staff, assessing the direct impact of professional development on their practices is key for continuous improvement.
Feedback and Follow-up
To further solidify wellbeing initiatives, we will continuously review and update the mental health initiatives, exploring peer-led support. Growth mindset principles will be embedded more deeply into daily school life and academic contexts. We will enhance monitoring of health and fitness outcomes through regular tracking and refined assessment methods, ensuring programs genuinely foster "sports for all." Teacher professional development on building class bonding will continue, with clear metrics for evaluating its effectiveness. Regular evaluations of all wellbeing programs will assess their impact on behavior, emotional stability, and self-discipline using both quantitative and qualitative data. Resource allocation for wellbeing programs will be optimized for long-term sustainability.

3.中國文化委員會年度報告 2024-25

年度主題：「從元宇宙感受文化脈搏」

年度目標：

- 透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。
- 透過舉辦不同的文化活動，結合科技，認識文化脈絡。
- 透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。
- 透過與姊妹學校舉辦交流活動，加強兩地聯繫互動，促進對祖國的了解，提升國民身份認同。

全年活動概要

目標一：透過舉辦不同的節日活動，弘揚及傳承傳統文化精神，提升文化素養。

節日活動：

1. 中秋慶祝活動
2. 新年慶祝活動
3. 元宵節慶祝活動

學務組年度計劃 (ADC Annual Plan)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
● 培養價值觀和態度：「國民身份認同」。 (Promote Priority Values and Attitudes – "National Identity") ✧ 提升學生對國家的認識。 (To promote the students'	1. 中秋節			
	✧ 讓學生感受中秋節的習俗及意義	✧ 提供中秋裝飾，佈置自己的班房 ✧ 班主任與學生共同參與網上猜燈謎活動，並拍照上載。 ✧ 在每班窗戶上寫上一首中秋的詩，並配上圖畫。	✧ 佈置班房 ✧ 網上問答題	✧ 9月17日(A2)

understanding about National Security Education) ✧ 營造互相支持、持續求進的學習環境。 (Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all.)	2. 中國農曆新年			
	✧ 讓學生感受新年團圓的節日氛圍	✧ 以「蛇」為主題，結合生肖的寓意，設計新年的紅封包	✧ 辦學團體、全校師生皆能收到成品	✧ 紅封包設計：11月前完成
	✧ 將中國文化元素融作品，學以致用	✧ 全校農曆新年慶祝活動	✧ 能從中感受到農曆新年的祝福及了解生肖的意義	✧ 新年活動：1月24日(A5)
	✧ 提升學生的成功感			
	3. 元宵節慶祝活動			
	✧ 讓學生了解元宵節的意義和習俗	✧ 計劃與家長教師會合作，舉辦體驗元宵習俗活動	✧ 全校師生共同參與，體驗節日習俗。	✧ 12/2 (B4)
	✧ 家校合作，共同推廣及體驗節日習俗			

目標二：透過舉辦不同的文化活動，結合科技，認識文化脈絡。

文化活動：

1. 「紙上談心」活動
2. 西九文化茶館劇場 / 香港故宮博物館
3. 中國文化周*
 - ✧ 中華文化主題體驗活動—元宇宙體驗展
 - ✧ 中華文化主題繪本分享會及工作坊

學校基礎目標(Underpinning from ADC)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
✧ 培養學生正確的價值觀及態度，促進其全人發展。 (Fostering whole-person development through values and attitudes education for the entire community) ✧ 培養價值觀和態度：「尊重他人」、「仁愛」、「同理心」和「孝親」。(Promote Priority Values and Attitudes – "Respect for Others", "Benevolence", "Empathy", and "Filial Piety".)	1. 「紙上談心」活動			
	✧ 傳承「師道」及「孝道」的精神 ✧ 了解及反思文化的現今價值 ✧ 學會感恩，營造全校的氛圍	✧ 上學期：（孝道） ✧ 學生會於心意卡中撰寫想對父母說的話及感謝父母的栽培。 ✧ 下學期：（師道） ✧ 由班會委員會負責（Class Committee）主持，設計一張感謝卡，於贈於老師及表達對老師的感謝。	✧ （上學期）：於家長日將肖像心意卡交予父母，表達對父母的感激。 ✧ （下學期）：將所設計之謝師卡親手送予老師表達謝意。	✧ 上學期： 家長日前 14/11 (B4) S1-S3 19/11 (A2) S4-S6 ✧ 下學期： 大考前 13/5(B2) S4-S5 15/5(B4) S1-S3

✧ 通過各種型全方位學習經驗，豐富學生在不同學習領域的體驗。(To enrich KLA curriculum through different life-wide learning experiences)	2. 西九文化茶館劇場 / 香港故宮文化博物館 / 其他文化博物館			
	✧ 讓學生近距離欣賞戲曲/故宮展品，發掘傳統美學 ✧ 讓學生了解現代文化價值 ✧ 培養文化大使，分享對文化的體會	✧ 安排中國文化大使/初中學生，參觀西九戲曲中心茶館劇場，欣賞粵劇經典折子戲、古腔演唱及廣東音樂演奏；或參觀故宮博物院的珍貴文物。 ✧ 參與節目互動討論環節，讓同學了解粵劇的藝術特色和文化價值/提升學生觀賞文化藝術的興趣和能力。	✧ 學生投入導賞活動 ✧ 學生能從活動中吸取有關粵曲文化的知識 / 認識中國文化的瑰寶	✧ 下學期
	3. 中國文化周(2月7日-2月13日)			
	✧ 中華文化周——元宇宙體驗展			
	✧ 讓學生以 VR/AR，全方位體驗不同的中國傳統工藝及國粹文化 ✧ 引發同學對傳統文化的興趣及從不同角度去欣賞傳統藝術 ✧ 營造全校的文化氛圍，深入了解中國歷史文化，共同學習及承傳文化精神	✧ 與機構合作，於新年舉辦文化日活動 ✧ 活動引入全景沉浸閱讀，配合 VR/AR 交互體驗等數字化技術，以「科技 + 傳統文化」為學生帶來元宇宙視角下體驗。體驗展分為 VR 體驗區、AI 互動區、電子視聽區、AR 遊戲區、主題閱讀區、非遺手工區共六個單元，通過 AI 機械人、VR 影片、AR 體驗、紙本典藏	✧ 學生投入不同文化體驗活動 ✧ 老師觀察及回饋 ✧ 文化大使能協助帶領活動；不同年級學生能在網上平台分享體會及心得	✧ 2月7日-2月13日)

		書、中華非遺手工課*等多元形式，提供如故宮、敦煌、長城、三星堆等不同主題，讓學生沉浸式體驗中華文化。 ✧ 體驗展服務包含 AI 機械人、5G 閱讀樹、Kiosk 閱讀屏、VR 眼鏡、AR 遊戲，以及與主題相關之紙質圖書等設備。		
	✧ 中華文化主題繪本分享會及工作坊			
	✧ 讓學生從文學作品、講座中了解經典文化作品。	✧ 讓學生欣賞戲偶劇《北冥有魚》 ✧ 配合大量戲偶及光影，提升劇場美感體驗，希望以此劇加深學生對中華文化及莊子逍遙遊的認知及共鳴。 ✧ 演後設戲劇座談，內容包括劇目內容及導賞、現代戲偶結構及操作介紹，學生亦有機會上台實踐現代戲偶操作。	✧ 學生積極參與 ✧ 與嘉賓互動，提問交流	✧ 2月7日-2月13日)

目標三：透過舉辦閱讀推廣活動，營造閱讀氛圍，建立校園閱讀風氣。

閱讀活動：

1. 圖書館圖書角

學校基礎目標(Underpinning from ADC)	委員會工作目標(Objectives of committee)	策略(Strategies)	成功準則及評估方法(Success criteria and Methods of Evaluation)	時間(Timeline)
- 推動各學科及跨學科的閱讀風氣，鞏固學生的閱讀習慣。(Promoting and consolidating the reading across curriculum) - 推動七個學習宗旨：國民和全球公民身分認同、寬廣的知識基礎、語文能力。(Fostering the Learning Goals of Secondary Education - National and Global Identity , Breadth of Knowledge, Language Proficiency) - 營造互相支持、持續求進的學習環境。(Cultivating a supportive and growth-oriented learning community conducive to the wellbeing of all.)	✧ 圖書館閱讀角			
	✧ 推廣校內閱讀氛圍 ✧ 培養學生閱讀習慣，提升閱讀興趣	✧ 配合書展/作家講座主題，推薦相關書籍/作家作品。	✧ 學生能作延伸閱讀	✧ 上學期
		✧ 中華文化主題讀書會 (待定)		
		✧ 邀請作家、大學講師、建築師等等到校講座。 ✧ 建議主題：《經典文學作品的現代演繹》、《價值觀教育與中華文化》、《古詩詞之美》、《戲曲文化》、《廿四氣節與建築》、《禮儀文化》。	✧ 學校能提前閱讀相關作品 ✧ 能於講座中提問及分享己見	✧ 全年

目標四：透過與姊妹學校舉辦交流活動，加強兩地聯繫互動，促進對祖國的了解，提升國民身份認同。

交流活動：

✧ 姊妹學校現況

	學校	合約日期		年級
		開始日期	約滿日期	
1	浙江省寧波市同濟中學	2018 月 10 月 30 日		高中
2	佛山市第十中學	2018 年 11 月 10 日		初中
3	上海市田家炳中學	2024 年 6 月 24 日	2027 年 6 月 24 日	初中、高中、國際
4	北京中學	2022 年 1 月	2025 年 1 月	初中、高中、國際
5	北京市十一學校一分校*	2024 年 5 月 21 日		小學初中
6	南京市第二十九中學	2023 年 11 月 17 日		高中
7	江蘇省淮陰中學	2023 年 11 月 17 日		高中國際部(AP/HKDSE)

交流活動：

1. 姐妹學校交流

學校基礎目標(Underpinning from ADC)	委員會工作目標 (Objectives of committee)	策略 (Strategies)	成功準則及評估方法 (Success criteria and Methods of Evaluation)	時間 (Timeline)
- 推動學習宗旨：國民和全球公民身分認同、寬廣的知識基礎、語文能力、共通能力。(Fostering the Learning Goals of Secondary Education - National and Global Identity, Breadth of Knowledge, Language Proficiency) - 通過各種型全方位學習經驗，豐富學生在不同學習領域的體驗。(To enrich KLA curriculum through different life-wide learning experiences)	✧ 與姐妹學校保持聯繫 ✧ 提供兩地師生交流的機會	3 月到訪北京姊妹學校	✧ 師生參與交流 ✧ 學生進行文化交流	✧ 下學期

4.Career Guidance 2024-25

The Careers & Life Planning (CLP) Committee is dedicated to supporting students in life planning, career development, and university applications. We provide valuable information through Google Classroom, our CLP Facebook page, Instagram, and a well-stocked career corner outside the career office, offering up-to-date resources to assist students' journeys.

This year, we successfully hosted our annual university fair, featuring 33 delegates from prestigious institutions in Hong Kong, the UK, the US, Australia, Switzerland, Japan, China, and Taiwan. The participating universities conducted seminars for prospective students and their families. The event attracted strong attendance and received excellent feedback.

We also organized our inaugural Australia University Exploration trip during the term break. A group of 30 students from S2 to S5, accompanied by three teachers, visited leading universities in Melbourne and Sydney, including the University of Sydney, University of Melbourne, University of Technology Sydney (UTS), University of New South Wales (UNSW), Monash University, and the Royal Melbourne Institute of Technology (RMIT). Upon their return, students shared their experiences during our World Day presentation, deepening their understanding of higher education opportunities in Australia.

Our life planning initiatives include various career workshops and events tailored to different year levels, such as a life-simulation game for S4, a career simulation game, and the North Star mentorship program for S5. Value education is integrated into all workshops and activities, reflecting the school's major concerns. We have seen an increase in individual and group career counseling sessions, while program-specific mock interviews have been provided to relevant students. Alumni support has also grown significantly, and their enthusiastic involvement has been invaluable to our efforts.

Our first cohort of iAL students is now in S5, with the second cohort in S4. We offer individual consultations and university talks tailored for those pursuing non-JUPAS application routes. Given the greater importance of interviews for non-JUPAS applications, we have organized targeted mock interviews to better prepare these students, and we remain committed to ongoing support for their unique admission pathways.

The JUPAS offer rate this year was slightly lower than last year, partly due to an increase in the number of candidates. Many university programs saw a significant rise in admission scores, highlighting increased competition among stronger applicants. Although only a few students received unexpected results, they were promptly supported to explore alternative options. A full analysis will be conducted to provide improved strategies and guidance for future applicants.

Looking ahead, we will continue to enhance career and life planning support by expanding career exposure activities, increasing targeted workshops, and strengthening personalized counseling. To meet growing demand, we will expand our team by hiring additional career advisor(s). We also aim to provide more tailored guidance for both JUPAS and non-JUPAS students while fostering stronger alumni involvement to enrich students' career insights and opportunities. Our goal remains to equip students with the skills and confidence to successfully navigate their future pathways.

5.Catering for Students with Special Education Needs 2024-25

Whole School Approach to Catering for Learner Diversity:

A variety of teaching strategies - ranging from the curriculum design, classroom setting, teaching and learning activities to cooperative learning - strive to cater for learners' differences.

Whole School Approach to Integrated Education:

With the belief that all students should have equal learning opportunity and one important key to successful integrated education is whole school approach.

The school has established the Student Support Team [Inclusive and Gifted Education (IGE) Committee] since 2012, consists of special educational needs coordinator, teachers of various knowledge and experience, social worker, counsellors, speech therapist, educational and clinical psychologists.

The team focuses on early identification, quality teaching in the regular classroom, support in all aspects of schooling, to individualise intervention. With the advantage of our through-train system and close communication between the primary section, students and parents, better support and preparation can be arranged during summer and before secondary school begins. We holistically and flexibly deploy our resources (e.g. the Learning Support Grant) to cater for students' diverse learning needs through the 3-tier Intervention Model and promote an inclusive school culture.

Within the time in HKUGA College, information and strategies are shared with confidentiality to related teachers and administrative departments for better support in daily learning. Specific developmental (e.g. social skills, read and write techniques, and executive function...) and career life planning related programs are arranged with invitation to target groups of students based on their needs. On the academic side, special examination arrangements and relevant training are also available during assessment and examination period.

6.Scholarship/Fee Remission Scheme

A) 2024-25 Fee remission granted to 56 students

% granted	100%	75%	50%	25%	0%	Total	Total no. of Applicants
No. of students	24	13	14	5	56	0	56

B) 2024-25 Scholarship awarded to 115 students

Scholarship	% granted	100%	75%	50%	20%	Total
Academic	No. of students	17	0	40	0	35
Sports	No. of students	3	2	4	0	5
Music	No. of students	2	0	3	4	0

7.Student Performance 2024-25

Academics

2023-2024 年度「篇篇流螢」網上閱讀計劃 高中組「個人卓越表現獎」金獎（全港第一名）

S5C Tong Charlot Pui Yu

2023-24 年度香港賽馬會社區資助計劃：美荷樓香港精神學習計劃「兩代情」徵文比賽 初中組

S3K Wong Helena Ho Ching	優異獎
S4G Liu Yau Nam Justin	優異獎
S4H Chan Chung Ka Giselle	優異獎
S4K Chan Shing Hei	優異獎
S4K Leung King Chung	優異獎
S4K Li Kwun Hok	優異獎
S4K Tung Man Hei	優異獎
S3H Leung Yui	優秀作品獎

2024 Wetland Explorers: The Riddle Challenge for Secondary Schools 2nd Runner Up

S2U Leung Tin Yeung
S3H Leung Yui
S3H Yip Hao Yu Ambrose
S3K She Tsz Hin

2025 年平等機會盃中學校際辯論比賽 冠軍

S1G Chow Cheuk Wan	
S1G Hung Long Hang	
S2C Lam Jadon	
S2H Yuen Ka Yu	
S2K Ma Sze Ching Isabella	
S3C Chan Hau Sheung	
S3C Leung Yat Tung	
S3C Ma Sze Yu	
S3K Yeung Ching Suen	
S4U Cheng Rui Qi	
S2A Zhang Sze Long Avner	最佳辯論員
S3C Ng Yuet Sum	最佳辯論員
S5U Ho Yuen Ying Winnie	最佳辯論員

21st Century Public Speaking Competition 2025

S5K Mok Yik Fung	Second Prize Certificate
S2K Tang Shing Chun	Third Prize Certificate
S5A Wong Tsz Yan	Third Prize Certificate

27th Hong Kong Youth Science and Technology Innovation Competition

S1S Cheng Chiu Hong	Initial Judging Merit Award
S1S Tang Long Yin	Merit Award
S3A Wong Yat Wai	Merit Award
S3C Wong Ho	Merit Award
S3C Yam Chi Heng Ethan	Merit Award
S5A Li Lut Yi	Merit Award

S5C Poon Lok Ching	Merit Award
S5C Sun Yan Ki	Merit Award
S5C Tong Charlot Pui Yu	Merit Award
S5G Sze Esme	Merit Award
S5K Tong Ethan Pui Hang	Merit Award
S3C Lee Jeannie On Kiu	Third Prize
S3K Lam Hang Yu Chelsea	Third Prize
S3K Ma Hei Yee	Third Prize

Creative Coder Competition Junior Secondary Division - Silver Award

S2A Lee Cheuk Ip Carson
S2C Lo Aiden

Digital Financial Literacy Programme for Youth 2024/25 Merit

S3K Lam Hang Yu Chelsea

Exhibition of Student Visual Arts Work 2024/25 Silver

S5H Zhou Lai Kei

Hong Kong Biology Literacy Award (2024/2025)

S4G Lam Kwan Mei	Active Participation
S4U Zhu Billy	Active Participation
S5U Wu Yuet Long	Active Participation
S5K Tong Ethan Pui Hang	First Class Honours
S4H Tsang Yik Long	Merit
S5C Tong Charlot Pui Yu	Merit
S5K Tao Lon Yin	Merit
S4A Yang Leduo	Third Class Honours

Hong Kong Budding Poets' Award 2025

S5H Chan Muk Yan	Gold Award
S1G Wong Kin Hang	Honourable Mention
S2U Yip Mei Sze	Honourable Mention
S4U Yuen Hau Ying	Silver Award

Hong Kong Mathematical High Achievers Selection Contest

S3K Gu Kai Hei David	First Class Honours; Team Honourable Mention
S2U Liao Shengyuan	Second Class Honours; Team Honourable Mention
S3K Lau Cheuk Kiu	Third Class Honours; Team Honourable Mention
S3K Li Yien Ian	Third Class Honours; Team Honourable Mention

Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools Silver Awards

S1G Chow Ngo Ching
S1G Li Pui Yee
S2U Chen Weide
S2U Lai Shun Lok

Hong Kong Mathematics Olympiad Third Class Honours

S3K Chan Lok Him

Hong Kong Secondary School Coding Challenge 2023 Bronze Medal

S4A Kho Cheuk Lok Triton
S5U Lam Ho Fung

Hong Kong Secondary Schools Software Development Invitational Contest 2024 Senior Group - Bronze Medal

S5U Chan Chun Fai
S5U Lam Ho Fung

Hong Kong Smart Design Selection Contest 2022-2023 Topic A Carbon Free Car - Distinction

S5G Wong Yu Fung
S5U Chan Chun Fai
S6K Chan Yim Hei

Hong Kong Smart Design Selection Contest 2022-2023 Topic B Creative Structure - Distinction

S4A Kho Cheuk Lok Triton
S5H Chan Hiu Tung
S5U Lam Ho Fung

Hong Kong Student Science Project Competition 2025 Best Potential Award

S3C Lee Jeannie On Kiu
S3K Lam Hang Yu Chelsea
S3K Ma Hei Yee

Hong Kong Young Writers' Award 2025 Honourable Mention

S1C Wu Sum Yu Alvina
S3H Sun Yan Yuet
S4A Wang Tianqi
S4U Fang Ching

IdeaPOP! 2025 全港中學生初創計劃匯報比賽 The Champion

S4A Ng Yat Lam Julian
S4A Yang Leduo
S4G Koo Sing Pou
S4H Tsang Yik Long

Inventions Geneva 2025 Most Promising Award

S1S Tang Long Yin

John Locke Institute Essay Competition 2024

S6A Lau Chun Long	Merit / Very High Commendation for Psychology Category
S5G Flauta Kenzo Victor Llenos	Shortlisted
S5G Lau Yasuki	Shortlisted
S5G Tong Tsz Ching	Shortlisted

Junior Secondary Science Online Self-learning Scheme 2025 Bronze Award

S1A Lee Wan Yui Hayden
S1A Yam Yan Hei Hayley
S1A Yang Cheuk Him
S1C Lo Chun Ka
S1C Ng Pak Leong Dayton
S1G Chan Wing Yu
S1G Ho Sum Yau
S1H Chung Pak Yin Christophe
S1K Leung Chi Sum
S1K Leung Wai Kiu
S1K Wong Christine Yi Lam
S1K Yeung Pak Hei
S2A Tsang Sze Yui

S2K Ma Sze Ching Isabella
S2U Lai Shun Lok

Junior Secondary Science Online Self-learning Scheme 2025 Gold Award

S1A Poon Ivan Ty
S1A Zhou Yi Nuo
S1C Lam Ho Ching
S1G Chau Yi Xing
S1G Cheng Long Kiu Claire
S1G Chow Cheuk Wan
S1G Lee Sy Ashley
S1G Li Pui Yee
S1G Ng Tsz Lun
S1G Ng Ying Hei
S1H Chung Wing Kiu
S1H Chung Yat Yu
S1H Fung Hok Man
S1H Lam Chun Ho
S1H Mak Ho Ching Luzanne
S1H Ng Antonia Ka Kei
S1H Pan Ting Chau
S1K Yeung Wing Yin Karina
S1K Yu Jonathan Chun Hei
S2A Chan Chun Kei Kadyne
S2A Lee Yee Sen
S2C Chang Man Lok
S2C Lo Aiden
S2C Wong Tsz Tung Tianna
S2C Zhang Shuoning Evelyn
S2G Chai Sin Him Sam
S2H Lee Tsz Yau
S2K Cheung Cheuk Ning
S2K Li Wai Yin Bonnie
S2K Tam Hei Tung
S2U Chan Lok Yee
S2U Chen Weide

Junior Secondary Science Online Self-learning Scheme 2025 Silver Award

S1A Sun Yui Hin
S1C Lau Hoi Tung
S2C Chan Yui Sum
S2G Chau Yan Ting Dash
S2H Lu Yiwei
S2U Wong Chung Ching

La Salle - Pui Ching Programme Challenge 2024 Bronze Medal

S5C Gong Ching Lam
S5U Chan Chun Fai
S5U Lam Ho Fung

Student Training in Entrepreneurship Program (STEP)

S3H Nan Xi 1st runner up
S5K Tsang Yuk Ting Elisha 2nd runner up

S5U Zhang Yawen	2nd runner up
S5U Lau Ka Yue Karen	Champion
S5U Ng Kei Nam	Champion

The 11th Annual International Mathematical Modelling Challenge - The International Contest of Greater China Finalist

S4A Chen Ming Chi
S4A Qu Yik Chak Daniel
S4K Shum Siu Chun

The 11th Annual International Mathematical Modelling Challenge - The International Contest of Greater China Meritorious

S5C Gong Ching Lam
S5U Chan Chun Fai
S5U Lam Ho Fung
S5U Tso Kei Lim

The 11th Annual International Mathematical Modelling Challenge - The Regional Contest of Greater China Honourable Mention

S5A Koo Hei Wai
S5A Li Lut Yi
S5C Sun Yan Ki
S5C Tong Charlot Pui Yu
S5G Wong Yu Fung
S5K Chan Pak Nok
S5K Tong Ethan Pui Hang
S5U Wu Yuet Long

The 11th Annual International Mathematical Modelling Challenge - The Regional Contest of Greater China Meritorious

S4A Chen Ming Chi
S4A Qu Yik Chak Daniel
S4K Shum Siu Chun
S5C Gong Ching Lam
S5U Chan Chun Fai
S5U Lam Ho Fung
S5U Tso Kei Lim

The 4th Hong Kong Secondary School Cosmetic Formulation Certificate of Merit & Attractive Video Award

S5C Poon Lok Ching
S5C Tong Charlot Pui Yu
S5K Tong Ethan Pui Hang

The 76th Hong Kong Schools Speech Festival

S5G Fung Ka Ying Natalie	Dramatic Duologue (FIRST PLACE)
S5H Ma Tsz Kiu	Dramatic Duologue (FIRST PLACE)
S3C Lee Jeannie On Kiu	Dramatic Duologue (THIRD PLACE)
S3K Tong Lai Chun	Dramatic Duologue (THIRD PLACE)
S6H Leung Yan Yu Angelice	Dramatic Duologue (THIRD PLACE)
S6U Chan Sze Wing Deborah	Solo Prose Reading (THIRD PLACE)
S6U Chan Sze Wing Deborah	Dramatic Duologue (THIRD PLACE)
S2U Leung Tin Yeung	Solo Prose Reading Boys (THIRD PLACE)
S2U Wong Chung Ching	Solo Prose Reading Girls (FIRST PLACE)
S2U Wong Chung Ching	Solo Verse Girls (THIRD PLACE)

S1S Wai Hoi Ni	Solo Prose Reading Girls (SECOND PLACE)
S4A Ng Yat Lam Julian	Solo Verse Boys (FIRST PLACE)
S4A Wang Tianqi	Solo Verse Boys (FIRST PLACE)
S1K Tsang Yu Yat Gareth	Solo Verse Boys (SECOND PLACE)
S2H Gao Warren	Solo Verse Boys (THIRD PLACE)
S2A Lau Sze Ching	Solo Verse Girls (FIRST PLACE)
S2U Cheng Man Huen Vanessa	Solo Verse Girls (FIRST PLACE)
S3A Wong Kwan Yee Constance	Solo Verse Girls (SECOND PLACE)
S4U Lee Charis	Solo Verse Girls (SECOND PLACE)
S1H Ng Antonia Ka Kei	Solo Verse Girls (SECOND PLACE)
S1S Fong Hoi Ka	Solo Verse Girls (THIRD PLACE)
S5H Wong Tavia Tsz Ching	Solo Verse Girls (THIRD PLACE)
S5H Wong Tavia Tsz Ching	Solo Prose Reading Girls (SECOND PLACE)
S6H Shiu Lok Yiu Athena	Solo Verse Girls (THIRD PLACE)

The City University of Hong Kong Database Competition 2025

S5U Lam Ho Fung	Champion
S5U Chan Chun Fai	Silver Medal

The Inter-School Mathematics Contest 2025 Team Third-Class Honours

S3K Chan Lok Him
 S2U Liao Shengyuan
 S2U Lai Shun Lok
 S3C Yam Chi Heng Ethan
 S3K Li Yien Ian
 S2H Gao Warren
 S3C Tang Sui Ping
 S3C Wong Ho

The Inter-School Mathematics Contest 2025 Individual

S3K Chan Lok Him	Individual First Runner-up
S2C Leung Tsz Lok	Individual Second-Class Honours
S2U Liao Shengyuan	Individual Second-Class Honours
S2K Tsang Sze Ngo	Individual Third-Class Honours
S2U Chung Muk Hei	Individual Third-Class Honours
S2U Yim Wing Hin	Individual Third-Class Honours
S2U Lai Shun Lok	Individual Third-Class Honours
S3C Yam Chi Heng Ethan	Individual Third-Class Honours
S3K Li Yien Ian	Individual Third-Class Honours

The Microsoft Office Specialist Championship HK 2024 Microsoft PowerPoint 365 Stream - Bronze Award

S5U Lam Ho Fung

Train' for life's journey's 2.0 2nd runner up

S4G Liu Yau Nam Justin
 S5H Chan Tsit Shu Ankie
 S5U Ho Yuen Ying Winnie
 S5U Ng Kei Nam

國際青少年創新設計大賽 2025

初中組 - 賽題 A 綠水青山無碳小車銀獎

S1C Cheung Lok Yin

S1C Lo Chun Ka
S1C Ng Pak Leong Dayton

高中組 - 賽題 A 綠水青山無碳小車金獎 高中組 - 賽題 B 負重致遠創意結構金獎

S4G Chan Kang To
S4G Lee Lun

川渝港澳青少年科學大賽 Python 編程組別

S3K Chan Lok Him	一等獎
S2C Lo Aiden	二等獎
S3C Tang Sui Ping	二等獎
S3K Tong Lai Chun	二等獎
S1A Zhou Yi Nuo	二等獎
S1G Hung Long Hang	二等獎
S3K Li Yi Lok Kelton	二等獎
S1G Kong Yiu Long Jasper	三等獎

第 19 屆宋慶齡少年兒童發明獎 初中科技繪畫作品獎

S2A Lee Cheuk Ip Carson

第七十六屆香港學校朗誦節

S2A Lee Cheuk Ip Carson	中文朗誦二人朗誦 - 中學一、二年級 - 粵語-季軍
S2H Phang Chi Cheung Jayden	中文朗誦二人朗誦 - 中學一、二年級 - 粵語-季軍
S2K Li Wai Yin Bonnie	中文朗誦女子組 - 中學一、二年級詩詞獨誦 - 普通話-冠軍
S1U Zhao Yuet Ham	中文朗誦女子組 - 中學一、二年級詩詞獨誦 - 普通話-冠軍
S2U Cheng Man Huen Vanessa	中學一、二年級詩詞獨誦 - 普通話-亞軍
S1G Ng Pui Hei	中文朗誦女子組 - 中學一、二年級詩詞獨誦 - 普通話-季軍
S1G Tseng Ada	中文朗誦女子組 - 中學一、二年級詩詞獨誦 - 普通話-季軍
S2A Li Yan Tung Jasmine	中文朗誦女子組 - 中學一、二年級詩詞獨誦 - 普通話-季軍
S1G Wong Sum Yau	中文朗誦女子組 - 中學一年級詩詞獨誦 - 粵語-亞軍
S1S Tsang Hong Ching Eunice	中文朗誦女子組 - 中學一年級詩詞獨誦 - 粵語-亞軍
S3G Hu Xuhan Irina	中文朗誦女子組 - 中學三、四年級散文獨誦 - 普通話-亞軍
S3A Wong Kwan Yee Constance	中文朗誦女子組 - 中學三年級詩詞獨誦 - 粵語-冠軍
S2A Lau Sze Ching	中文朗誦女子組 - 中學二年級散文獨誦 - 粵語-亞軍

Hong Kong Young Writers' Award 2024

S3H Sun Yan Yuet	Shortlisted
S5U Chan Chun Fai	Shortlisted
S6H Chan Chun Sum	Shortlisted
S6A Wong Kin Long	Shortlisted
S4U Wong Yeuk Yu	Honourable Mention

The 12th English Writing Competition by The Standard Merit

S3H Sun Yan Yuet
S6U Cheung Anya

「數碼財智 2023/24 - 中學生四格故事及短片創作比賽 高級組冠軍

S5G Chan Lok Tung
S5G Chin Shih Yun
S5G Chung Jia Qi Alyssa
S5G Ng Yan Pui

Economic Infographic Design and Presentation Competition 2nd Runner Up

S6A Chan Kwan Ting
S6A Tam Hei Tung
S6K Lai Yan Ting Celia

Chemical Safety Poster Design Competition Merit Award Merit Award

S4G Chan Chung Man Daphne

EDB Mathematics Book Report Competition 2024-2025 Appreciation Award

S2U Wong Chung Ching

HKtag 2024 Open Data Hackathon Third Place

S5A Koo Hei Wai
S5H Chan Hiu Tung
S5K Fong Amelia Zi Ching
S5K Li Yi Suen Annabel

HKtag Smart Campus x Innotech Project Contest Second Prize

S5A Koo Hei Wai
S5A Wong Hau Sum
S5H Chan Hiu Tung
S5K Fong Amelia Zi Ching

Hong Kong Physics Olympiad 2025 Second Class Honours

S4A Kho Cheuk Lok Triton

Hong Kong Secondary School Debating Enhanced Format Term Final First Runner-Up

S4A Wang Tianqi
S4A Wong Ching Sum
S4U Zhu Billy
S1S Lui Kai Him
S3C Chan Enoch
S3C Cheng Tin Yu Magnus

KWONG MAK KIT WAN THINKING EDUCATION SCHOLARSHIP

S5G Lau Yasuki
S5G Tong Tsz Ching
S6A Lau Chun Long
S5G Flauta Kenzo Victor Llenos
S5U Zhang Yawen

OFCA 5G Campus Application Competition 2024 Merit Award

S5U Lo Sin Yu
S5H Chan Hiu Tung
S5K Fong Amelia Zi Ching
S5K Li Yi Suen Annabel

Say No to Cyber Bullying Video Competition 2022/23 Second Place

S4G Li Pak Hei
S4G Liu Chak On
S4K Chan Hadrian
S4U Ko Ka Yin

Scientists and Their Contributions Voxel Art Design Contest 1st-runner up

S5A Wong Hau Yui

The Greater Bay Area STEM Excellence Award 2025 (HKSAR) Bronze Award

S3A Wong Yat Wai

S3C Wong Ho

S3C Yam Chi Heng Ethan

S3U Wong Ming Ngai

The Greater Bay Area STEM Excellence Award 2025 (HKSAR) Merit Award

S5C Gong Ching Lam

S5C Ho Hoi Tung

S5C Lai Cheuk Hin

S5C Ng King Kit

S5H Chan Hiu Tung

S5U Chan Chloe Cheuk Ying

S5U Wong Jing Yin

S5U Wong Lap Yin

S5U Wu Yuet Long

The Greater Bay Area STEM Excellence Award 2025 (HKSAR) Silver Award

S3C Lee Jeannie On Kiu

S3K Lam Hang Yu Chelsea

S3K Ma Hei Yee

S5C Poon Lok Ching

S5C Tong Charlot Pui Yu

S5K Tong Ethan Pui Hang

The Harvard Prize Book Award 2025 Winner

S5A Chan Pui Ga

S5K Tao Lon Yin

S5K Tong Ethan Pui Hang

低碳節能發明大賽 優異獎

S2A Wu Yat Sun

S2C Chan Ho Kiu Megan

S2G Wong Hoi Ying Hayley

第五十六屆聯校中文辯論比賽 殿軍

S1G Chow Cheuk Wan

S1G Hung Long Hang

S2C Lam Jadon

S5A Chan Pui Ga

S5U Ho Yuen Ying Winnie

S2H Yuen Ka Yu

S4U Cheng Rui Qi

S2A Zhang Sze Long Avner

S2K Ma Sze Ching Isabella

S3C Leung Yat Tung

S3C Ma Sze Yu

S3C Ng Yuet Sum

S3K Yeung Ching Suen

第十七屆鳴辯盃全港中學生辯論賽 冠軍

S3C Chan Hau Sheung

S3C Sit Tak Chi

S3K Lee Vanya Sheung Yiu

S2H Yuen Ka Yu

S3C Leung Yat Tung

S3C Ng Yuet Sum

S3K Yeung Ching Suen

S4U Cheng Rui Qi

S2A Zhang Sze Long Avner

S5U Ho Yuen Ying Winnie

S3C

Ma Sze Yu

第十七屆鳴辯盃全港中學生辯論賽 總決賽最佳辯論員

S5U Ho Yuen Ying Winnie

Sports

24-25 HKSSF All Hong Kong Inter-School Rugby Sevens Competition BOCHK Rugby Sevens Cup Bowl Champion

S5A Cheng Pak Him Harris
S5G Tang Chi Man Anson
S5K Ng Pak Hei Cyrus
S5U Wong Lap Yin
S6A Lo Fei Yin
S6A Muk Hay Long Justin
S6G Kwok Po Fung Tobia
S6G Law Nok Him Anson
S6U Siu Pui Lok
S5G Flauta Kenzo Victor Llenos
S6G Yip Ron
S6H Yan Jayden

24-25 HKSSF All Hong Kong Inter-School Rugby Sevens Competition BOCHK Rugby Sevens Cup Plate 1st Runner-up

S3G Fung Yan Kiu
S4A Tsoi Cheuk Hi Haley
S4G Choi Tsz Yu
S4H Chan Tsz Ching
S4U Wong Tsz Ying Ashley
S5A Cheah Cheuk Yan
S5U Li Cheuk Yi Ashia
S6A Wu Rachel
S6A Chan Lok Ching
S4G Sun Anna Elizabeth
S4H Yeung Tsz Ching
S4U Wong Yeuk Yu
S5U Chung Ho Laam

All Hong Kong Inter-Secondary Schools Life Saving Competition Girls Junior 4x50m Medley Relay 3rd Runner up

S1S So Tsz Yau
S1U Tang Yue Daphne Margarita
S3H Wong Tsz Ching
S3H Yeung Jina Hoi-Ching

All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024-2025

S6G Wong Wan Chi	Overall Girls 5th; Girls 100m 2nd Runner Up
S2A Ng Wing Kiu	Overall Girls 5th; Girls 200m 1st Runner Up (*New Record)
S1A Chan Chi Ching	Overall Girls 5 th ; Girls 4x400m Relay 3rd Runner Up
S4H Chan Ching Man	Overall Girls 5 th ; Girls 4x400m Relay 3rd Runner Up
S3H Cheng Tsz Yan	Overall Girls 5 th ; Girls 4x400m Relay 3rd Runner Up; Girls 200m Champion (*New Record); Girls 400m 1st Runner Up
S6A Chan Lok Ching	Overall Girls 5 th ; Girls 4x400m Relay 3rd Runner Up

BOCHK Beach Volleyball Cup Division 2 (Boys Junior) Champion

S3A Wan Cheuk Nam Aidan
S3G Au Pak Lun
S3U So Ka Hay

BOCHK Beach Volleyball Cup Division 2 (Boys Overall) 1st Runner Up

S3A Wan Cheuk Nam Aidan
S3G Au Pak Lun
S3U So Ka Hay
S5H Chan Luk Gi
S5H Leung Sue Man
S5H Yu Chak Hin

BOCHK Tenpin Bowling Cup 2024-2025 5th Place

S5H Wong Tavia Tsz Ching

HKSSF Inter-School Rugby Sevens Competition 2024-2025 2nd Runner Up

S1A Chan Chi Ching
S2C Lo Cheryl Tsz Yiu
S2C Szeto Alice Ming Lok
S2H Xue Runhe Rachel
S2K Yeung Lok Yiu
S2K Zhao Zi Qi
S3A Choi Lok Ching
S3C Lam Sum Ying Natalie
S3C Lau Hoi Kiu
S3G Tsang Alana
S3U Yuen Lok Lam

HKSSF Inter-school Table Tennis Competition (Boys Grade C) Boys Grade C - Champion Overall Boys Champion

S1A Yang Cheuk Him
S1G Chan Cheuk Yin
S1H Yeung Ching Long
S1U Yeung Ching Yiu
S2C Lam Jadon
S2K Cheung Yiu Ming
S3A Chan Chu Hei Carson
S3C Cheng Tin Yu Magnus
S3G Kwan Ka Him
S3U Chan Damon Wang-Ngai
S3U Wu Long Ting Ryan

HKSSF Inter-school Table Tennis Competition (Ovl Boys) Overall Boys - Champion

S3A Lai Cheuk Yin
S4A Wong Ching Sum
S5C Lai Aidan Cheuk Hin
S5U Poon Wing Fung
S6A Wong Kin Long Keith

HKSSF Inter-school Tennis Competition Division 1(Girls) Overall 5th Place

S1A Hui Tsz Yu Julie
S1A Kwok Tsz Yan Rachel
S1A Lai Yi Ching Valerie
S2C Lee Wai Ki
S3H Yiu Wing Tung
S3U Leung Pin Pin Sophie

S4K Siu Han Frida
 S4U Lam Tsz Ling
 S5U Chan Chloe Cheuk Ying
 S6A Chan Lok Ching

HKSSF Inter-school Tennis Competition Division 2 (Boys) Boys Overall - 3rd Runner Up

S1A Sun Yui Hin
 S1K Lam Tsz Shun
 S3A Wong Yat Wai
 S4A Kong Liam
 S4G Koo Sing Pou
 S4G Leung Chun Gor Gordon
 S5H So Eytan
 S5K Chan Marcus Cheuk Yin

Inter-School Athletics Competition (Division1)

S6G Wong Hoi Yuen Xavier	Boys Grade A 100m 3rd Runner Up; 200m 3rd Runner Up; 4x100m Relay 2nd Runner Up
S4H Sit Lok Yin Pasco	Boys Grade A 4x100m Relay 2nd Runner Up
S5H Chow Ho Sang	Boys Grade A 4x100m Relay 2nd Runner Up
S6H Yan Jayden	Boys Grade A 4x100m Relay 2nd Runner Up
S4H Chu Tsz Yeung Jayan	Boys B Grade Javelin 3rd Runner up
S2U Tho Ethan	Boys C Grade 400m 2nd Runner Up; 4x400m 3rd Runner Up
S1S Ng Cho Yin Cyril	Boys C Grade 4x400m 3rd Runner Up
S1U Leung Chun Ming	Boys C Grade 4x400m 3rd Runner Up
S2H Tso Kai Man	Boys C Grade 4x400m 3rd Runner Up
S6G Wong Wan Chi	Girls A Grade 200m 1st Runner; 100m 2nd Runner
S3H Cheng Tsz Yan	Girls B Grade 200m Champion; 400m Champion; 4x400m Relay 3rd Runner Up
S2C Szeto Alice Ming Lok	Girls B Grade 4x400m Relay 3rd Runner Up
S3C Ng Sum Yau Isa	Girls B Grade 4x400m Relay 3rd Runner Up
S4H Chan Ching Man	Girls B Grade 800m 3rd Runner Up; 4x400m Relay 3rd Runner Up
S2G Tsui Hoi Ching	Girls C Grade 200m 2nd Runner Up; 100m 2nd Runner Up 4x100m Relay 1st Runner
S2A Ng Wing Kiu	Girls C Grade 200m Champion; 100m 1st Runner Up; 4x100m Relay 1st Runner Up
S1A Chan Chi Ching	Girls C Grade 4x100m Relay 1st Runner
S2H Xue Runhe Rachel	Girls C Grade Long Jump 3rd Runner Up; 4x100m Relay 1st Runner Up

Inter-School Athletics Competition (Division1) Girls B Grade 3rd Runner Up, Girls Overall 3rd Runner Up

S3H Cheng Tsz Yan
 S3C Cheung Nga Man
 S3C Li Ho Man Katrina
 S3C Yeung Yan Yu Erica
 S3G Tsang Alana
 S3H Wu Sien Yan Bernice
 S4A Yeung Shu Kiu
 S4G Chan Chung Man Daphne
 S4H Tsang Tsz Tung
 S4H Wong Ching Lam Andrea
 S4K Siu Han Frida
 S4U Cheung Ka Yu Casey

S4H Yeung Tsz Ching
S2C Szeto Alice Ming Lok
S3C Ng Sum Yau Isa
S4H Chan Ching Man

Inter-School Athletics Competition (Division1) Girls C Grade 3rd Runner Up, Girls Overall 3rd Runner Up

S2G Tsui Hoi Ching
S2A Ng Wing Kiu
S1C Wang Yue Jun
S1G Ho Sum Yau
S1G Li Yan Hei Odilia
S1G Ng Yan Lam
S1S Yan Ching
S1U Leung Sin Yu Anthea
S1U Yan Sin
S2C Lee Wai Ki
S2H Ho Yee Ching
S2K Yeung Lok Yiu
S1U Tang Yue Daphne Margarita
S2K Cheung Cheuk Ning
S1A Chan Chi Ching
S2H Xue Runhe Rachel

Inter-School Athletics Competition (Division1) Girls Overall 3rd Runner Up

S6G Wong Wan Chi
S3A Chu Dik Judy
S3G Ng Lok Yi
S3H Chu Po Jewel
S5A Yip Man Yan
S5C Chan Hoi Ting Katie
S5G Fung Cheuk Ling
S5H Murakami Haru
S5K Tang Hoi Lyn Kellyn
S5U Leung Yi Kiu Zoe
S5U Wong Shun Yee
S6H Siu Brianna
S5U Chung Ho Laam
S6A Chan Lok Ching
S5K Li Yi Suen Annabel

Inter-School Swimming Competition (Division 1)

S1H Lo Hei Yu	Girls C Grade 100m Freestyle 3rd Runner up ; 4x50m Freestyle Relay 2nd Runner up
S2H Lung Pak Jing	Girls C Grade 4x50m Freestyle Relay 2nd Runner up
S1S So Tsz Yau	Girls C Grade 4x50m Freestyle Relay 2nd Runner up
S1U Tang Yue Daphne Margarita	Girls C Grade 4x50m Freestyle Relay 2nd Runner up

Inter-School Swimming Competition (Division 2)

S4H Hung Lok Lam	Boys A Grade 100m Freestyle 1st Runner Up; 200m Freestyle Champion; 4x50m Medley Relay Champion
S6U Au Chin Ming	Boys A Grade 4x50m Medley Relay Champion
S6H Yan Jayden	Boys A Grade 4x50m Medley Relay Champion

S6U Leung Tsz Wo	Boys A Grade 50m Backstroke Champion; 100m Backstroke Champion; 4x50m Medley Relay Champion
S4A Shum Siu Chun	Boys B Grade 100m Freestyle Champion; 200m Freestyle 1st Runner Up; 4x50m Medley Relay 2nd Runner Up
S4A Yang Leduo	Boys B Grade 200m Breaststroke 3rd Runner Up; 4x50m Medley Relay 2nd Runner Up
S3U Cheng Cheuk Kiu Bosco	Boys B Grade 4x50m Medley Relay 2nd Runner Up
S4K Leung King Chun	Boys B Grade 4x50m Medley Relay 2nd Runner Up
S1U Mo Hong Pok Ayden	Boys C Grade 100m Breaststroke 2nd Runner Up; 50m Breaststroke 2nd Runner Up
S1K Fung Pak Woon	Boys C Grade 200m Freestyle 3rd Runner Up
S1H Mak Tsz Chun	Boys C Grade 50m Backstroke Champion

Inter-School Swimming Competition (Division 2) Boys A Grade 2nd Runner Up Boys Overall 2nd Runner Up

S4H Hung Lok Lam
S5A Chan Pak Kiu
S6G Fong Lok Ching
S6U Wong Ching
S6G Yip Ron
S6U Au Chin Ming
S6H Yan Jayden
S6U Leung Tsz Wo

Inter-School Swimming Competition (Division 2) Boys Overall 2nd Runner Up

S4A Shum Siu Chun
S4A Yang Leduo
S3U Cheng Cheuk Kiu Bosco
S4K Leung King Chun
S1U Mo Hong Pok Ayden
S1K Fung Pak Woon
S1H Mak Tsz Chun
S1C Lam Chun Yue
S1G Wong Kin Hang
S1K Leung Chi Sum
S2A Chan Chun Kei Kadyne
S2A Hu Enqi
S2G Fung Hoi Fung
S3G So Johnson Cheuk Hei
S2H Tso Kai Man
S2A Cheung Chun Hui

Jockey Club Rugby Spirit Invitational Rugby Competition Bowl Champion

S4G Choi Tsz Yu
S4H Chan Tsz Ching
S4H Yeung Tsz Ching
S4K Tsoi Cheuk Hi Haley
S4U Wong Tsz Ying Ashley
S4U Wong Yeuk Yu
S5A Cheah Cheuk Yan
S5A Wong Hau Sum
S5U Li Cheuk Yi Ashia
S6A Chan Lok Ching
S6A Wu Rachel

Jockey Club Rugby Spirit Invitational Rugby Competition Plate Champion

S4A Kong Liam
S4K Tai Wai Lam
S5G Jones Thomas Cheuk Yin Pryce
S5G Tang Chi Man Anson
S6A Muk Hay Long Justin
S6G Kwok Po Fung Tobia
S6G Law Nok Him Anson
S6G Yip Ron
S6H Yan Jayden
S6U Siu Pui Lok

學校體育推廣計劃 2025 外展教練計劃 - 中學籃球挑戰賽 Girls U16 - 3rd Runner Up

S1A Chan Chi Ching
S1G Kwong Suet Yee Chloe
S1G Tseng Ada
S1H Tse Man Tsun
S1K Okoye Chimezie Olivia
S1S Poon Lok Yan
S1S Yan Ching
S1U Lau Jessica
S1U Yan Sin
S2H Ho Yee Ching
S2U Liu Siyan

Culture

2023 H.C. Andersen Art Awards

S4H Zhou Lai Kei Silver Award

2023 Hong Kong Schools Interflows - Symphonic Band Competition Gold Award

S2A	Chai Sin Heng Carl	S2A	Gu Kai Hei David
S1U	Chan Cheuk Hin	S6LC	Hau Timothy
S4H	Chan Daniel	S1U	Ho Aiden Chunyin
S2C	Chan Hin Chi Marcus	S1U	Ho Yu Yan
S1S	Chan Sze Yui	S3G	Kho Cheuk Lok Triton
S1C	Chan Yui Sum	S1C	Lai Chin Chun
S1H	Chang Man Lok	S2U	Lam Chak Long
S3H	Chau Yan Lok Eunice	S1G	Lam Matthew Gannon
S2A	Chen Hei Yu Helena	S3H	Lam Tsz Ling
S3G	Chen Ming Chi	S2G	Law Lok Fung Hannes
S3U	Cheng Haysen Anders	S1S	Lee Tin Long
S3H	Cheng Wing Tung	S1C	Leung Chih Ching Glynnis
S2A	Cheung Nga Man	S3H	Leung Wang Lok
S2G	Chung Hei Tung	S3A	Li Kwun Hok
S2U	Fung Cheuk Yu	S2K	Lo Chun Yin
S1A	Fung Hoi Fung	S1A	Lo Tsz Wing
S1K	Fung Kwok Hei	S1C	Lu Yiwei
S4C	Gong Ching Lam	S2G	Mak Cheuk Ming
S5A	Mak Lik Fung	S1H	Tsang Sze Ngo
S2K	Nan Xi	S2C	Tsang Tsz Kei
S1S	Ng Chun Him Matt	S1K	Tse Yee Kin Corliss
S4C	Ng King Kit	S1K	Tsoi King Yat
S1S	Ng Wing Kiu	S1A	Wang Yifeng
S2C	Ng Yuet Yi	S2C	Wong Chi Hang
S2C	Poon Ching	S2K	Wong Yat Long Jonas
S4H	So Chun Yin	S3G	Wong Yeuk Tin Kristin
S3U	Soo Tsz Yau	S1K	Yu Pak Ki
S1H	Tam Charlotte	S1S	Yuen Chin Yeung
S2K	Tang Sui Ping	S3U	Yuen Hau Ying
S5G	Tong Tsz Fung	S1U	Tsang Sik Yu Curtis

2024 《數碼詠古》AI 藝術大賽

S3G	Yeung Chun Yi Casey	三等獎
S4A	Wong Hau Yui	二等獎

76th Hong Kong Schools Music Festival

S1G	Chan Chit Nga	Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior
S1G	Chan Chit Nga	The Best Secondary School Junior Choir in the Second Division
S4U	Chan Chloe Cheuk Ying	Graded Piano Solo - Grade Eight - THIRD with Silver Award

S4U	Chan Chloe Cheuk Ying	Piano Duet - Senior - Bronze Award
S3A	Chan Hadrian	Tom Lee Music Prize for Brass Concerto - Bronze Award
S1S	Chan Hiu Tung	Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior
S1S	Chan Hiu Tung	The Best Secondary School Junior Choir in the Second Division
S1C	Chan Hong Wing Ronli	Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior
S1C	Chan Hong Wing Ronli	The Best Secondary School Junior Choir in the Second Division
S4K	Chan Marcus Cheuk Yin	Piano Duet - Senior - Bronze Award
S2U	Chan Yat Yiu	Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Junior
S2U	Chan Yat Yiu	The Best Secondary School Junior Choir in the Second Division
S4A	Chow Ching	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - Silver Award
S4A	Chow Ching	Trombone Solo - Secondary School - Senior - Bronze Award
S1K	Chung Muk Hei	Graded Piano Solo - Grade Three - Silver Award
S4C	Gong Ching Lam	Tom Lee Music Scholarship for Piano Solo - Silver Award
S5H	Hou Hiu Chung Henry	Scholarship for Stringed Instruments - Silver Award
S2G	Kwong Pak Yin	Viola Solo - Junior - Silver Award
S2G	Kwong Pak Yin	Violin Solo - Grade Five - SECOND with Gold Award
S1A	Lai Shun Lok	柳琴獨奏 - 高級組 - 銅獎
S1K	Lee Cheuk Ip Carson	Harmonica Solo - Junior - THIRD with Silver Award
S1U	Leung Lap Yin	Violin Solo - Grade Seven - Silver Award
S2A	Leung Yui	Cello Solo - Intermediate - Bronze Award
S4U	Li Cheuk Yi Ashia	Marimba Solo - Secondary School - SECOND with Gold Award
S1C	Li Wai Yin Bonnie	Graded Piano Solo - Grade Five - Silver Award
S3H	Liu Yau Nam Justin	Original Composition - Silver Award
S2H	Lu Xiyan	笛獨奏 - 中學 - 中級組 - 冠軍(金獎)
S1C	Lu Yiwei	Graded Piano Solo - Grade Eight - Bronze Award
S1C	Ma Sze Ching Isabella	Graded Piano Solo - Grade Eight - Bronze Award
S4H	Ma Tsz Kiu	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under - Silver Award
S1S	Ng Chun Him Matt	Alto Saxophone Solo - Secondary School - Junior - Silver Award
S2C	Ng Yuet Yi	Flute Solo - Secondary School - Senior - Silver Award
S2G	Stephan Serge	Violin Solo - Grade Seven - Silver Award
S2G	Sze Chloe	Graded Piano Solo - Grade Eight - Silver Award
S5A	Tam Hei Tung	Piano Concerto - Age 19 or under - FIRST with Gold Award
S1C	Tong Suet Ching	Graded Piano Solo - Grade Three - Silver Award
S1H	Tsang Sze Ngo	Marimba Solo - Secondary School - Silver Award
S1C	Tsang Sze Yui	Violin Solo - Grade Five - Bronze Award
S1K	Tse Yee Kin Corliss	French Horn Solo - Secondary School - Junior - Bronze Award
S1A	Wang Yifeng	Clarinet Solo - Secondary School - Junior - Bronze Award
S1H	Wong Chung Tin Josiah	Piano Solo - Composer of the Year - Silver Award
S4U	Wu Yuet Long	Piano Solo - Composer of the Year - Silver Award

S1H	Yeung Wai Nga Esther	Clarinet Solo - Secondary School - Junior - Silver Award
S1S	Yuen Chin Yeung	Alto Saxophone Solo - Secondary School - Senior - Bronze Award
S1H	Zhang Sze Long Avner	Graded Piano Solo - Grade Six - Silver Award
S1C	Zhao Zi Qi	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under - Bronze Award
S2U	Zhou Dongkun	Cello Concerto - Bronze Award

76th Hong Kong Schools Music Festival

Champion in Secondary School Choir - Foreign Language - Mixed Voice - Second Division – Junior

The Best Secondary School Junior Choir in the Second Division

S1G	Chau Lavinias	S1C	Loo Hin Tung
S2A	Chen Hei Yu Helena	S1C	Ma Sze Ching Isabella
S1C	Chen Yin Hong	S2G	Shum Suet Yin
S3H	Cheng Ming Yan Vanessa	S3H	Sun Anna Elizabeth
S1K	Cheung Chun Hui	S1G	Tam Hei Tung
S1A	Chiu Ying Man	S1C	Tam Sin Man
S1H	Chow Wing Lam	S3U	Tam Yan Yee
S1K	Chung Muk Hei	S1C	Tong Suet Ching
S1H	Fan Hong Yin	S1A	Tsoi Pui Yan
S1A	Fong Tsz Yee	S2G	Wang Haoyi
S2G	Ho Chiu Yin	S1H	Wong Chung Tin Josiah
S1A	Ho Tsz Wan	S1H	Wong Ho Ying
S1S	Kong Tin Long	S1C	Wong Pak Yiu Baldwin
S3A	Ku Suet Hei	S3H	Wong Tsz Ching Adas
S1U	Kwok Pak Kin	S1H	Wong Tsz Kiu
S1A	Lai Shun Lok	S1K	Wong Tsz Tung Tianna
S1C	Lam Ting Chun	S1S	Wu Pak Yu
S1K	Lee Arela	S1H	Xue Runhe Rachel
S3K	Lee Charis	S1H	Yim Wing Hin
S1K	Lee Cheuk Ip Carson	S1K	Yu Pak Ki
S2C	Lee Sin Tong	S1H	Zhang Sze Long Avner
S1U	Leung Chi Kit	S4U	Zhang Yawen
S1C	Leung Chih Ching Glynnis	S3K	Zhong Iris
S3A	Leung Ching Tung	S1U	Lo Cheryl Tsz Yiu
S1S	Leung Hing Tung	S1S	Lo Sum Yi Abbie
S3A	Leung Wing Fung	S2U	Lo Yi Long
S1G	Li Suet Lam	S1S	Lo Yuet Hei
S1U	Lok Wai Ching		

Grantham Music Awards

S4U	Li Cheuk Yi Ashia
-----	-------------------

Hong Kong Music Talent Award 2023 Symphonic Band Category - Secondary School Class - Second Prize

S2A	Chai Sin Heng Carl	S2G	Mak Cheuk Ming
S4H	Chan Daniel	S5A	Mak Lik Fung
S2G	Chan Enoch	S2K	Nan Xi

S2C	Chan Hin Chi Marcus	S4C	Ng King Kit
S3H	Chau Yan Lok Eunice	S2C	Ng Yuet Yi
S2A	Chen Hei Yu Helena	S2C	Poon Ching
S3G	Chen Ming Chi	S4H	So Chun Yin
S3U	Cheng Haysen Anders	S3U	Soo Tsz Yau
S3H	Cheng Wing Tung	S2K	Tang Sui Ping
S2A	Cheung Nga Man	S3G	Teoh Kai You
S4A	Chow Ching	S5G	Tong Tsz Fung
S2G	Chung Hei Tung	S2C	Tsang Tsz Kei
S2U	Fung Cheuk Yu	S6CC	Wan Hoi Kit
S2A	Gu Kai Hei David	S2C	Wong Chi Hang
S6LC	Hau Timothy	S6BW	Wong Tsz Ying Katie
S3G	Kho Cheuk Lok Triton	S2K	Wong Yat Long Jonas
S2U	Lam Chak Long	S3G	Wong Yeuk Tin Kristin
S3H	Lam Tsz Ling	S3U	Yuen Hau Ying
S2G	Law Lok Fung Hannes	S3A	Li Kwun Hok
S4U	Law Tin Wai Mika	S4K	Li Yi Suen Annabel
S3H	Leung Wang Lok	S3A	Lo Chun Yin

The IET Faraday Challenge Days 2023 the Third runner-up and Most Innovative Award

S2H	Cheng Tin Yu Magnus
S2A	Choi Hei Tung
S2C	Choi Hon Man Ean
S2C	Kiu Sze Hang Cedric
S2A	Leung Yui
S2H	Ni Long Hin

8. Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2023/2024 School Year

	Government Funds	Non-Gov't Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.31%	N.A.
School Fees	N.A.	28.48%
Donations, if any	N.A.	0.02%
Other Income, if any	1.61%	8.58%
Total	62.92%	37.08%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.02%	
Operational Expenses (including those for Learning and Teaching)	20.37%	
Fee Remission / Scholarship	2.93%	
Repairs and Maintenance	1.24%	
Depreciation	2.44%	
Miscellaneous	N.A.	
Total	100%	
Surplus/ (Deficit) for the School Year #	0.06 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.30 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Register of Donations Received by School (2024-25)

No.	Date	Ref. No.	To IMC	Name of donor	Description	Quantity	Amount (HK\$)	Whether the donations received are solicited*	Date approved by IMC
1	05-09-24	2425001	2425001	Ms. Corina Chen	Gift Voucher (HK\$50)	20	1,000.00	N/A	15/11/2024
2	27-09-24	2425002	2425002	香港律師公會	Book (Changing Times, Steadfast Purpose: the Law Society at 115)	1	N/A	N/A	18/7/2025
3	18-10-24	2425003	2425003	香港政府新聞處	Book (Hong Kong 2023; 香港 2023)	1	900.00	N/A	18/7/2025
4	18-10-24	2425004	2425004	香港天堂潛水員創辦人-章英傑先生	Book (海底辦公室-天堂潛水員日誌)	1	138.00	N/A	18/7/2025
5	20-10-24	2425005	2425005	張鎧欣	Book (語宙的快樂祕密)	2	196.00	N/A	18/7/2025
6	20-10-24	2425006	2425006	華潤慈善基金	Book (小鎮漫遊指南)	1	N/A	N/A	18/7/2025
7	24-10-24	2425007	2425007	香港中文大學	Book (中醫藥應對新型冠狀病毒指南: 長新冠之辨證論治與生活調理)	1	N/A	N/A	18/7/2025
8	11-11-25	2425008	2425008	Ms. Soying Chan	Book (ESG 理要知)	1	125.00	N/A	18/7/2025
9	28-11-24	2425009	2425009	學友社	Book (學友社 75 周年紀念特刊)	1	N/A	N/A	18/7/2025
10	16-12-24	2425010	2425010	香港地方志中心	DVD (美麗香港-自然之旅)	2	980.00	N/A	18/7/2025
11	06-01-25	2425011	2425011	香港房屋委員會	Book (安居攜手走過公營房屋 50 年)	1	N/A	N/A	18/7/2025
12	06-01-25	2425012	2425012	王俊傑	Book (珍珠解碼進入科普世界)	1	188.00	N/A	18/7/2025
13	10-01-25	2425013	2425013	Mr. Freddie Sum	Book (Make a Difference)	1	98.00	N/A	18/7/2025
14	10-01-25	2425014	2425014	Mr. Freddie Sum	Book (Make a Difference-日文版)	1	N/A	N/A	18/7/2025

15	24-05-25	2425015	2425015	香港地方志中心	Book (「志」在香港・美麗香港・自然之旅 3：牠牠它和諧共處—香港的動植物 (新版))	1	98.00	N/A	18/7/2025
16	09-06-25	2425016	2425016	Ms. Esther Li	Kawai Upright Piano (US-6X)	1	20,000.00	N/A	18/7/2025
17	22-08-25	2425017	2425017	Mr. Shaip (Parent of Shaip Hoi Ching Natasha S6A17)	2024-2025 Donate the remaining amount of the Custodian account	1	589.87	N/A	6/11/2025
18	22-08-25	2425018	2425018	Mr. Cheng (Parent of Cheng Nga Man Venissa S6G3)	2024-2025 Donate the remaining amount of the Custodian account	1	798.50	N/A	6/11/2025
19	22-08-25	2425019	2425019	Mr. Leung (Parent of Leung Nga Ching S6G13)	2024-2025 Donate the remaining amount of the Custodian account	1	267.47	N/A	6/11/2025
20	22-08-25	2425020	2425020	Mr. Li (Parent of Li Joyce Yin Yeung S6G14)	2024-2025 Donate the remaining amount of the Custodian account	1	809.07	N/A	6/11/2025
21	22-08-25	2425021	2425021	Mr. Xiang (Parent of Xiang Jingyi S6K23)	2024-2025 Donate the remaining amount of the Custodian account	1	1,163.87	N/A	6/11/2025
22	22-08-25	2425022	2425022	Mr. Au (Parent of Au Chin Ming S6U1)	2024-2025 Donate the remaining amount of the Custodian account	1	1,060.37	N/A	6/11/2025
23	22-08-25	2425023	2425023	Mr. Yeung (Parent of Yeung Sheung Tsun S6U20)	2024-2025 Donate the remaining amount of the Custodian account	1	2,682.87	N/A	6/11/2025

Note: *Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

9.Capacity Enhancement Grant Report 2024-25 O

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
Enhancement of students learning Chinese language and culture inside and outside classroom.	- To promote Chinese reading atmosphere at school by organizing various activities. - To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes. - To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions.	To recruit one full time Chinese Language teacher	- For the additional staff, he would help prepare the activities inside and outside school, such as Chinese week, choral speaking competition, Chinese Ambassadors etc. - For other teachers, they can be relieved some workload so that they can enhance students learning in other areas.	From September 2024 to August 2025	The grant has proved to be extremely helpful in assisting teachers in our student enrichment programs. An extra staff member helped to promote Chinese culture around school to all students. This process involved - training students to participate in choral speaking competitions, - assisting teachers to organize Chinese New Year celebration and other Chinese culture related activities at school, - leading students to China for learning trips. - cooperating with students to organize language competitions such as writing competition.

Capacity Enhancement Grant 2024/25

Date	Description	HKD
30/08/2024	2024/2025 CEG Grant received	753,000.00
31/08/2025	1 teacher salary	(753,000.00)
31/08/2025	Balance c/f	-

10. 公民與社會發展科津貼（公民科津貼）2024-25

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源、流動應用程式或軟件等 (例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等)	2,379.56
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	4,434.00
iii.	舉辦和公民科課程相關的校本學習活動 (例如：參觀展覽、實地考察、體驗學習營等)	150,156.12
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	0
v.	其他（請註明）： 資助學生及／或教師前往一帶一路沿線國家，參加和公民科課程相關的教學交流或考察活動*	0
	總開支金額	156,969.68
	津貼餘款	0

截至 2025 年 8 月 31 日為止，「公民科津貼」已全數用完。

*備註：

有關「其他」項目（資助學生及／或教師前往一帶一路沿線國家考察活動）的預算，本科組原已預留港幣五萬元，以資助於 2025 年 7 月舉行的「一帶一路」：葡萄牙文化與經貿考察。

因該考察團最終成功申請「2025-26 年度民政及青年事務局國際青年交流資助計劃」，故原先預留的款項得以釋出。為使學生得益最大化，本科組已將該筆撥款轉用於增辦更多與公民科課程相關的校本學習活動上。

11. School-based After-school Learning and Support Programmes 2024-25

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under this Programme is 2 (including A. 0 Comprehensive Social Security Assistance (CSSA) recipients, B. 2 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 0 under school's discretionary quota).

B. Information on subsidized activities

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Trombone Class		1		>80%	Oct 24 - May 25	943.80	- Attendance record - Observation by tutors and instructors - Records of performance - Questionnaire	Mr. Chan Sheung-yin Samson	
Dance: Hip Hop(Elementary)		1		>80%	Oct 24 - May 25	763.70		Ms. Leung Wing Sum	
Volleyball Girls Team		1		<80%	Oct 24 - May 25	852.00		Chan Nga Lai	
Total no. of activities: 3									
@No. of man-times	0	3	0		Total Expenses	2,559.50			
**Total no. of man-times	3								

Note:

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

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

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities			✓			
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community		✓				

D: Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes
(Please specify: _____);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): _____

E: Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

N/A

12. 姊妹學校交流報告書 2024-25

- 內地姊妹學校名稱 (1): 北京中學
 (2): 北京市十一學校一分校*
 (3): 上海田家炳中學
 (4): 浙江省寧波市同濟中學
 (5): 南京市第二十九中學
 (6): 江蘇省淮陰中學
 (7): 佛山市第十中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	2024/25 學年「北京姊妹學校交流之旅」 (北京中學及北京十一學校一分校)	◆ 透過實地交流和參觀文物古蹟，讓學生親身感受並了解兩地在學術及歷史文化等方面的發展脈絡。 ◆ 拓寬學生對國情的認識 ◆ 與當地的姊妹學校會面，參與當地課堂，促進兩校交流。	◆ 加深學生對北京文化的認識及了解。 ◆ 與當地學生建立友誼，促進中港兩地的交流和互動。	◆ 與北京兩校建立了友好的關係，並計劃進一步加強兩校每年的合作及交流。
2.	江蘇省淮陰中學 (到訪書院)	◆ 參與書院課堂，讓內地學生體驗書院文化。 ◆ 與姊妹學校會面，促進兩校交流。	◆ 促進內地學生對香港學習文化的認識。 ◆ 促進兩地的師生/生生互動。	◆ 奠定良好的交流基礎，進一步計劃來年的交流。

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	北京姊妹學校交流 (188 人)	酒店、交通及餐飲費用	\$143,792.6	
		總計	\$143,792.6	
		津貼年度結餘	0	*本年津貼共有 \$157,127，有效日期至 31/08/2023，因此剩下的 \$13,334 已退回。

13. Report on the Use of the Promotion of Reading Grant 2024-25

Part 1: Financial Report

Item	Expenses (\$)		Funding (\$)
	Estimated	Actual	
1. Purchase of Books & Magazines - Printed Chinese and English books - Printed Chinese and English magazines	35,000 30,000	35,000 21,147	Grant Grant
2. Web-based Reading Schemes Subscription of Chinese and English e-resources	52,000	47,633	21,058 (Grant) 26,575 (School Fund)
3. Voice Coach for Production of Audio Books Workshops on Chinese and English speaking and reading, and the production of audio books	20,000	0	
Total	137,000	103,780	

The major objectives for the Promotion of Reading:

- Inspire students to read for fun, pleasure and personal achievement
- Increase students' reading motivation through sharing subject-specific readings
- Enhance the development of Reading across the Curriculum

Part 2: Evaluation of the Effectiveness

Focus: To enhance the reading culture at the school by strengthening the reading motivation and habits among students, particularly the reluctant readers

• Reading Challenge 2024-25

The Reading Sub-committee organized this year's Reading Challenge to inspire students to read for fun, pleasure, and personal achievement across diverse themes and subjects. To ensure participation from reluctant readers, the Committee collaborated closely with both Chinese and English language teachers. Engagement was further boosted by monthly book-to-film adaptation screenings, and the challenge included participation from both teachers and parents.

• English Book Club

The main aim of this initiative is to promote a love for literature in a positive, nurturing environment by meeting on a biweekly basis to discuss pre-assigned groups in a small group setting. The Club recruited a number of students this year, and through regular discussions, students were prepared to participate in Inter-class, Inter-house and Inter-school Battle of the Books Competitions.

• Reading Week

The Committee aims to utilise the Reading Week to celebrate reading in our community through holding a variety of activities that deliver the message about the importance of reading. The following activities were arranged organised during the week:

- Battle for the Books – S1 Competition
- Best Book Sales Competition – S3-S5
- Dramatic Reading
- Moving Showing – The Spiritual Staircase
- ‘Blind Date with a Book’ Charity Event

- **Reading-focused Instagram Page**

To share reading initiatives more effectively with the school community and to engage more students, a central platform on the popular social networking platform Instagram was set-up and managed by the Committee. Posts about the following highlights to promote reading were included:

- ❖ Book Recommendations
- ❖ New library purchases
- ❖ ‘Selfie with a Shelfie’
- ❖ Interactive quizzes and polls
- ❖ Reading Initiatives Promotion

- **Engaging different Stakeholders**

The Committee had reached out to teachers and parents to engage them in promoting a reading culture at the school. A Staff Book Club were organized that give opportunities to teachers to discuss the books that they are reading at various stages of the year.

Meanwhile, a parent reading event was organized, called “Parent Book Salon”, on December 16. The theme is How to Foster Teenagers’ Resilience in which a guest speaker, Mr Henry Tung, was invited to deliver a talk and share the interest of reading.

- **S1 Reading Lessons**

The aim of the programme is to guide S1 students to develop the habit of reading and thinking in-depth about texts they read by connecting reading texts related to various KLAs with their personal experiences. Reading skills, including skimming & scanning, questioning, analysing, comparing, summarising, and synthesising were covered.

- **Recommended Reads**

Different ADC members (HODs / Senior Teachers) and students have been sharing videos on good books they recommend to the community. The videos were shared on Daily Bulletin

- **Book donation to the community**

Reading will be used as a part to enhance community service. A few NGOs and local schools were approached to explore the possibility of receiving second-hand books. The donation were enriched with exchange activities among students from different schools on reading.

14. Report on the Learning Support Grant 2024-25

The Whole School Approach to Catering for Students with Special Educational Needs (SEN)

Year-end Evaluation Form

School:

HKUGA COLLEGE

(2024 / 2025 School Year)

(1) The progress of our school on catering for students with SEN is as follows : (Please put a '✓' in the box.)

I	Inclusive Culture	Highly satisfactory	Satisfactory	Acceptable	Need improvement
a)	The school management supports the Student Support Team to promote the Whole School Approach to integrated education to cultivate an inclusive school culture	✓			
b)	Staff accept students with SEN and are committed to supporting them		✓		
c)	Students accept each other's uniqueness and individual differences		✓		
d)	There is good home-school collaboration and frequent communication between parents and teachers about the student progress	✓			
II	School Policies				
a)	The school management establishes policies to cater for students with SEN, and review the objectives and effectiveness regularly	✓			
b)	School information is highly transparent and school has to set out the inclusive policies, additional resources allocated, support services provided to the students for implementing IE in their School Report and School Profile, and parents concerned also understand the tier of support and progress of their children	✓			
c)	Action plan for continuing professional training on special education for teaching staff is strategically planned, and is expected to meet the training objectives set by the EDB		✓		
d)	School resources are pooled and deployed flexibly to ensure the effective use of resources in order to provide students with appropriate support services	✓			
III	Support Measures				
a)	Teachers can early identify students' SEN through classroom teaching and the use of assessment tools provided by EDB		✓		

b)	A Student Support Team or its equivalent is set up, SENCO is assisting the school principal and vice-principal(s) to strategically plan, implement, monitor, evaluate and co-ordinate support measures for students with SEN	✓			
c)	An SEN Register has been established and the effectiveness of support measures and students' learning progress are periodically reviewed	✓			
d)	The Student Support Team collaborate with the subject panels/ committees to devise support programmes, curriculum and teaching adaptations, and special examination and assessment arrangements etc. for students with SEN etc.	✓			
e)	Teaching skills of teaching staff are improved through professional exchange		✓		
f)	Diverse teaching strategies (such as collaborative teaching and co-operative learning) are used to facilitate students' learning		✓		
g)	Various assessment accommodation strategies are implemented with reference to cater for students' needs	✓			
h)	IEPs are used to cater for those students in need of individual intensive support		✓		

(3) Home-school Cooperation

1. Our school uses the following methods to let the parents to understand the support measures and tiers of support of students:

- ☐ distribute Summary of Support for Student
- ✓ draw up individual support plans for tier-2 students and Individual education plans for tier-3 students
- ✓ clearly state the support measures and services in the School Report and School Profile
- ✓ Student Support Team reviews /reports the students' progress with parents regularly
- ☐ others (please specify) : _____

2. Our school establishes regular communication mechanism with parents, include:

- ✓ notice
- ✓ Telephone contact/ electronic platform
- ✓ parents day
- ☐ Summary of Support for Student
- ☐ parents' training
- ✓ Student assessment/progress report
- ✓ parents' interview
- ☐ Others (please specify): _____

(4) Support for NCS students with SEN (if applicable)

Our school provides the following support for NCS students with SEN:

- ☐ use the Grant for Supporting NCS Students with SEN to employ additional teaching assistants
- ☐ use the Grant for Supporting NCS Students with SEN to hire professional services
- ☐ assist translation
- ☐ promote inclusive culture programmes to cultivate an inclusive learning environment in school
- ☐ career life-planning service designed for NCS students with SEN to adapt to school life and make smooth transition through different learning stages
- ✓ Others (please specify) : to employ school counsellor for emotional and counselling support

(5) Areas for strengthening or improvement in respect of the implementation of integrated education:

(Please refer to the ‘Catering for Student Differences ~ Indicators for Inclusion’ if necessary)

- | | |
|----------------------------------|---|
| (a) Inclusive <u>culture</u> : | Focus to be placed on junior form for more structured whole-person development with collaboration to formulate a better inclusive environment. |
| (b) Inclusive <u>policy</u> : | A clearer policy for reporting HI and VI cases to our team as currently cases are reported to various channels and better catering and support are needed in lessons and assessments. |
| (c) Inclusive <u>practices</u> : | More in-house training for class teachers for classroom management and inclusion for a better and more sustainable inclusive environment in the junior forms. |

2024 / 2025 School Year Financial Report of Learning Support Grant (LSG)

Surplus allowed to be retained at the end of last school year:

HK\$334,095.40 (a)

The amount of LSG for this school year:

HK\$834,799.00

+

HK\$300,066.00

=

\$1,134,865.00

The 1st allotment (b)

The 2nd allotment (c)

The entitlement for this school year (Total income):

HK\$1,468,960.40 (d) [(a)+(b)+(c)]

The expenditure for the whole school year:

HK\$1,176,308.04 (e)

Expenditure items as listed below:

Items		Amount (\$)
1	Employ additional full-time and/or part-time additional teachers	-
2	Employ additional teaching assistants	758,042.00
3	Hire of professional services	375,851.13
4	Procure learning resources	5,037.51
5	Organise learning / inclusive culture activities or programmes on inclusive culture, school-based teacher training programmes and home-school cooperation support activities	37,377.40
6	Others : (please specify : _____)	

Accumulated surplus by the end of this school year:

\$292,652.36

(f) [(d)-(e)]

Percentage of surplus to this school years' provision (%):

26%

(g) [(f) / [(b) +(c)]]x100%

REF	Name of support items	Aim of services	External service providers(if applicable)	Implementation time(including total duration of class /activity or the average cost per hour)	Targets(e.g. : Number of students with SEN and type, number of parents)	Performance indicatorsMeans of assessment	Review of effectiveness	Actual expenditure/Average expenditure/	
1	Employ additional full-time teachers	Tired group teaching and group counselling, activities and administration for inclusion support	N/A	-	-	-	-	Total charge:	
2	Employ additional full-time teaching assistants	Individual and group counselling, activities and administration for inclusion support	N/A	Whole of school year	All students	Annual assessment (incl. counselling and inclusion support)	Performed satisfactorily and supportive to the team and promotion of inclusiveness in school	Total charge:	758,042.00
3	Hire of professional services	Read and write training for SpLD (Wing Scheme)	Earnest Educational Psychology Service	No. of sessions: 20 Duration/session: 1.5 Hours Total hours: 30 Hours	Type(s) of Ss SEN : SpLD No.: 16	Parent & student feedback and instructor report of student performance	Students were able to enhance their interest in Chinese learning, and improve their reading and writing techniques.	Avg. charge / hour: Total charge:	HK\$1,017 30,500.00
4	Hire of professional services	Professional emotional support service (CP service)	HEALTHYS ELF (Dr. Connie Ho)	No. of sessions: 20.5 Duration/session: 8 Hours Total hours: 164 Hours	Type(s) of Ss SEN : MI and Ss with emotional issues No.: 18	Questionnaire and interview with students and parents, review and monitoring.	Performed satisfactorily and supportive	Avg. charge / hour: Total charge:	HK\$1,805 296,000.00
5	Procure learning resources	Learning and emotional support related	N/A	No. of sessions: 0 Duration/session: 0 Hours Total hours: 0 Hours	Type(s) of Ss SEN : All types No.: N/A	New initiative for emotional support and inclusiveness - Game Station	N/A	Avg. charge / hour: Total charge:	N/A 5,037.51
6	Hire of professional services	In-house counselling	School counsellors	No. of sessions: 16 Duration/session: 1 Hours Total hours: 164 Hours	Type(s) of Ss SEN : All types No.: 41	Student feedback and counsellor observation	Students were able to explore their emotions, develop coping strategies, and gain valuable support to enhance their overall well-being.	Avg. charge / hour: Total charge:	N/A

7	Hire of professional services	SEN support group with arts (Art to Heart ELA)	School counsellors	No. of sessions: 17	Type(s) of Ss SEN : All types No.: 7	Student feedback and counsellor observation	Students were able to express thoughts and feelings through art, demonstrated increased self-awareness and self-acceptance, and showed development of a positive personal image.	Avg. charge / hour:	HK\$220
				Duration/session: 1 Hours				Total charge:	3746.62
				Total hours: 17 Hours					
8	Inclusive culture activities / programmes	Inclusion activities - SHINE Program (Drama Therapy workshop)	Duo Lab Limited	No. of sessions: 3	Type(s) of Ss SEN : All types No.: 15	Qualitative feedback of participants and observation from guidance counsellor.	The program has demonstrated effectiveness through improved emotional expression, increased self-awareness, and enhanced social skills among participants. The interactive nature of drama therapy fostered greater engagement, emotional regulation, while student feedback indicated that they found the sessions enjoyable and beneficial.	Avg. charge / hour:	HK\$1,050
				Duration/session: 2 Hours				Total charge:	6300
				Total hours: 6 Hours					
9	Hire of professional services	Emotional support group with music (Fun House ELA)	School counsellors	No. of sessions: 20	Type(s) of Ss SEN : All types No.: 8	Student feedback and counsellor observation	Students were able to learn various social skills and demonstrate it in the group. They are making progress in utilizing the skills in daily life with their peers.	Avg. charge / hour:	HK\$109
				Duration/session: 1 Hours				Total charge:	2184.51
				Total hours: 20 Hours					
10	Hire of professional services	Executive Function/Attention Training(Focus Forward ELA)	School counsellors	No. of sessions: 6	Type(s) of Ss SEN : ADHD No.: 4	Parent surveys, student feedback and counsellor observation	Students were able to improve their attention focus, demonstrate better emotion regulation, and develop stronger time management skills.	Avg. charge / hour:	HK\$0
				Duration/session: 1.5 Hours				Total charge:	
				Total hours: 9 Hours					
11	Hire of professional services	Summer Sport Class	Inclusive Sports Education	No. of sessions: 8	Type(s) of Ss SEN : All types No.: 10	Student feedback and counsellor observation	Students made great improvement on these aspects, demonstrating significant progress in their sports understanding, skills, and overall self-growth.	Avg. charge / hour:	HK\$2,883
				Duration/session: 1.5 Hours				Total charge:	34600
				Total hours: 12 Hours					

12	Hire of professional services	Career Compass	St. James Settlement	No. of sessions: 6 Duration/session: 1.5 Hours Total hours: 9 Hours	Type(s) of Ss SEN : All types No.: 6	Student feedback and counsellor observation	Students gained self-understanding of their working personality and style, and explored potential career opportunities.	Avg. charge / hour: Total charge:	HK\$0
13	Inclusive culture activities / programmes	Inclusion activities - Dustykid Display : Emotion Education	Dustykid Limited	No. of sessions: 20 Duration/session: 2 Hours Total hours: 40 Hours	Type(s) of Ss SEN : All types No.: 1000	Student feedback and counsellor observation	The program focused on stress relief and relaxation techniques to promote confidence and self-awareness among participants.	Avg. charge / hour: Total charge:	HK\$507 20291.1
14	Inclusive culture activities / programmes	Inclusion activities (Wanchai blue house tour)	St. James Settlement	No. of sessions: 1 Duration/session: 3 Hours Total hours: 3 Hours	Type(s) of Ss SEN : All types No.: 15	Student feedback and counsellor observation	Students visited the local community to enhance their understanding of inclusion, empathy, and to demonstrate compassion toward others.	Avg. charge / hour: Total charge:	HK\$767 2300
15	Inclusive culture activities / programmes	PS/College mentorship program	IGE Team and School counsellors	No. of sessions: 2 Duration/session: 3 Hours Total hours: 6 Hours	Type(s) of Ss SEN : All types No.: 5	Qualitative feedback of participants and observation from guidance counsellor	The mentorship program effectively fostered positive relationships, confidence, and peer support, enhancing students' sense of belonging and understanding. Primary students felt more comfortable and engaged, while secondary students developed leadership skills.	Avg. charge / hour: Total charge:	HK\$0
16	Inclusive culture activities / programmes	Inclusion events in school (Halloween Fruit Candy Craze)	School counsellors and external trainers	No. of sessions: 1 Duration/session: 1 Hours Total hours: 1 Hours	Type(s) of Ss SEN : All types No.: 200	Student feedback and counsellor observation	Built a sense of belonging to the school and promote peer inclusion and bonding among students.	Avg. charge / hour: Total charge:	HK\$486 486.3
17	Hire of professional services	Social Skills Training Class (Lego/6 Bricks Class)	Kiddy Imagination	No. of sessions: 6 Duration/session: 1.5 Hours Total hours: 9 Hours	Type(s) of Ss SEN : All types No.: 10	Student feedback and counsellor observation	Students showed remarkable progress in these areas, reflecting their enhanced understanding and development in self-understanding.	Avg. charge / hour: Total charge:	HK\$980 8820

18	Inclusive culture / home-school cooperation support activities	Parent Student Activities - Baking Master Class	Cocoon Production Ltd	No. of sessions: 2	Type(s) of Ss SEN :	Qualitative feedback of participants and observation from guidance counsellor.	Participants showed increased family bonding, better communication, and more engagement in the shared activities. The program also promoted teamwork. Overall, feedback and observations indicate it successfully enhanced family connections and skills in a fun, interactive setting.	Avg. charge / hour:	HK\$2,000
				Duration/session: 2 Hours	All types			Total charge:	8000
				Total hours: 4 Hours	No.: 16				
19	Inclusive culture activities / programmes	Game Station	School counsellors	No. of sessions: 40	Type(s) of Ss SEN :	Student feedback and counsellor observation	Provide a comfortable space for students to take some rest and relax during break time. They also learnt to be responsible and supportive to the daily operation of Game Station.	Avg. charge / hour:	HK\$0
				Duration/session: 1 Hours	All types			Total charge:	
				Total hours: 40 Hours	No.: 200				
20	Inclusive culture activities / programmes	S6 whole form activity(Timeless Playground)	School counsellors	No. of sessions: 3	Type(s) of Ss SEN :	Teacher review, student feedback and counsellor observation	Through the medium of play therapy, students were able to learn about their play personality, develop relaxation techniques, and embrace their inner child.	Avg. charge / hour:	HK\$0
				Duration/session: 1 Hours	All types			Total charge:	
				Total hours: 3 Hours	No.: 125				
Grand Total									1,176,308.04

P.S.: Please provide breakdown (salary + MPF) of employment of teachers/TA if applicable.

15. Report on the Use of the Life-wide Learning Grant 2024-25

HKUGA College Report on the Use of the Grant

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						V	I	P	S	C
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students proper values and attitudes													
1	Post Examination Activities	July 2025	S1-S3	598	93,947.72	157.10	E1	Cross-KLA		✓	✓		✓	
2	Experiential Learning platform	Throughout the school year	S1-S6	999	167,783.35	167.95	E1	Cross-KLA		✓	✓		✓	
3	English Drama	October 2024	S5-S6	249	31,280.00	125.62	E1	English		✓	✓		✓	
4	CASTLE programmes	Throughout the school year	S1-S2	405	245,318.00	605.72	E1	CASTLE Activities				✓		
5	ABLE Activities Extended Learning Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer students. To get	Throughout the school year	S1-S5	875	17,704.44	20.23	E1, E2	Adventure-based Life Education		✓	✓		✓	✓

	students out of the campus and connect more with nature. To build resilience in the face of hardships.													
6	Wellbeing Speakers	February - July 2025	S1-S6	999	2,000.00	2.00	E1			✓	✓		✓	
7	Flower Project	Throughout the school year	S1-S2	405	4,352.90	10.75	E1							
Sub-total of Item 1.1				2,002	100,300.62									

1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons													
1	Overseas excursions	Throughout the school year	S2-S5	670	\$357,612.00	\$533.75	E1, E2	Cross-KLA		✓		✓	✓	
Sub-total of Item 1.2				670	\$357,612.00									
Expenses for Category 1				2,672	\$457,912.82									
Note1: In response to the latest educational development and students’ needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.														

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

No.	Item	Purpose	Actual Expenses (\$)
1	Purchasing of paraphernalia to be made into different cheering tools and thanksgiving items.	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$19,035.24
2	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	To promote a culture of positive education across the entire school. To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$71,882.00
3	Equipment of Sports to be used by students during lunch and after school to further enhance lifestyle	To develop the interest and engagement of students as well as to improve overall fitness and other skills.	\$97,777.84
Expenses for Category 2			\$188,695.08
Expenses for Categories 1 & 2			\$646,607.90

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	999
Number of student beneficiaries:	999
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms CHEN Hing, Corina
Post of Contact Person for LWL:	Head of Holistic Development School Principal

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

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

16. Report on the Use of the Student Activities Support Grant 2024-25

I. Financial Overview

A	Allocation in the Current School Year:	\$4,550.00
B	Expenditure in the Current School Year:	\$4,550.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	2	\$3,412.50
Meeting the school-based financially needy criteria	2	\$1,137.50 (capped at 25% of the total allocation for the school year)
TOTAL	4	\$4,550.00

III. Details of Expenses

III. Details of Expenses									
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Trombone Class		1	\$1,706.20			✓		
2	Basketball Girls Team		1	\$568.70			✓		
3	Dance: Hip Hop (Elementary)		1	\$1,286.30			✓		
4	Volleyball Team (Girls)		1	\$420.00			✓		
5	Volleyball Team (Boys)		1	\$568.80			✓		
Expenses for Category 1			5	\$4,550.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
Expenses for Category 3			0	\$0.00					
Total			6	\$4,550.00					

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

Contact Person for Student Activities Support Grant (Name & Post):	Mr. Freddie Sum (Head of Activities and Events)
--	--

17. Diversity Learning Grant 2024-25 - Other Programme

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Adventure-based Education	Adventurous activities are great for taking students outside of their comfort zones in authentic learning environments. This course explored learning mindsets and the processes that can be used to set short and long term goals, and improve overall performance. The Beginner and Growth Mindsets were explored predominantly this term and students engaged in reflections of their activities after their sessions.	For each term, 25 x S4 selected students with interests and abilities in leadership, wilderness challenges and geology education.	Class 1: 2/10, 16/10, 6/11, 20/11, 4/12, 18/12 (6 lessons) Class 2: 17/2, 3/3, 17/3, 19/5 (4 lessons)	Reflection booklets and session resources such as slides and instruction sheets	● Exceptional Engagement: Achieved full attendance coupled with high student engagement throughout the program. ● Enriched Learning: Students found the experience highly enjoyable and gained valuable learning extending beyond the standard curriculum.	\$ 60,000
Game Design Program	Students will explore the exciting world of board and card game creation. From brainstorming unique ideas to crafting prototypes, students will embark on a creative journey. They'll participate in engaging discussions and workshops on key topics like game mechanics, theme integration, and playtesting. Throughout the course,	For each term, 20 x S4 selected students with interests and abilities in game design and entrepreneurship	Term 1: 16/9, 30/9, 14/10, 4/11, 18/11, 2/12, 16/12, 6/1 (8 lessons) Term 2: 17/2, 3/3, 17/3, 19/5 (4 lessons)	● Game design materials ● Learning booklets ● Instruction PowerPoints	Every student group successfully developed a concrete card or board game based on a specific subject topic. These final products were printed and successfully shared with teachers and schoolmates during school events.	\$ 45,500

	students will receive constructive feedback on their prototypes, helping them refine their skills. We strive to foster a collaborative and supportive environment, encouraging creativity and innovation every step of the way.					
Subsidizing students participating in competitions or education programs held by external organisations	To broaden elite senior form students horizons in different disciplines	1 elite senior form students	9/2024 – 8/2025	The knowledge and experience students gained after joining the programs or competitions	● 1 student joined programs provided by the HKUST in the discipline of mathematics ● The student completed the program and obtained a certificate or a transcript.	\$2,450.00
Total						\$107,950.00

Department	Programme Name	No. of SS Students benefitted	Actual Expenditure (HK\$)
Gifted Education	Summer Gifted Programmes Offered by Tertiary Institutions ● HKUST – Dual Program 1x Mathematics (Level 2)	1	2,450.00

18. Diversity Learning Grant 2024-25 - Other Language

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
German	- To provide students with a foundation in the German language - To foster an appreciation for German culture, history, and customs	25x S4 selected students with interests and higher language abilities	-	-	Due to grant requirement and limited time available, the course was cancelled.	-

19. Grant for Supporting NCS Students with SEN (2024/25)

Surplus retained at the end of last school year (a) :	\$ -
No. of eligible Stud. entitled for the grant :	1
Entitlement approved (b) :	\$106,769.00
Total allocation available this year (c) = (b) + (a):	\$106,769.00
Estimated expenditure this year (d):	\$106,769.00
Accumulated surplus by the end of this school year (e) = (c) - (d):	\$ -
Surplus ABOVE limit (Entitlement this year) (f) = (e) - (b) : (*Amount will be in RED if above)	\$ -

Usage of budget expenditure : (can be more than one item below)

				Details of Expenditure
Employ additional teaching assistants	\$ 106,769	Chi Speaking ____	*NCS ____	Roles : emotional and counselling support
Hire of translation services	\$ -			
Hire of other professionals services	\$ -			E.g. : _____
Promote inclusive programmes	\$ -			E.g. : _____
Others: (E.g. Teachers training / Parent workshop)	\$ -			E.g. : _____

20. 「推廣中華文化體驗活動一筆過津貼」2024-2025 報告

	範疇	實際開支金額 (HKD)	備註：
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	19,950	舉辦中國文化日活動
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0	
iii.	舉辦或資助學生參加本地文化考察或參觀活動	0	
iv.	發展有關中華文化的課程	62,800	• 舉辦中國文化體驗 - 中醫課程 • 舉辦中國文化體驗-禪繞畫與現代書法結合課程
v.	採購及發展中華文化學與教資源	0	佈置中華文化房
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	0	
vii.	其他（請註明）：	0	
	總開支金額 (HKD)：	82,750	
	津貼餘款 (HKD)：	217,250	

21. One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools 2024-25

	Area	Actual Expenses (\$)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	38,000
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	15,910
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/ overseas	0
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	0
v.	To purchase or upgrade PE/sports equipment in the school	0
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	0
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	0
viii.	Others	
Total Expenditure:		53,910
Unspent Balance:		46,490

22. One-off Grant for Mental Health at School 2024-25

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	54,000
ii.	Providing support services related to enhancing the mental health of students and teachers	-
iii.	Designing and producing school-based learning and teaching resources related to mental health	-
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	6,000
v.	Others (please specify):	-
Total Expenditure:		-
Unspent Balance:		60,000

23. One-off Grant for Mental Health of Parents and Students 2024-25

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

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	10,000
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	-
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	10,000
iv.	Others (please specify):	-
Total Expenditure:		20,000
Unspent Balance:		0

24. One-off Grant on Parent Education (Secondary)

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	48,000
ii.	Designing and producing school-based parent education resources	-
iii.	Organising school-based parent education promotional activities relating to the “Positive Parent Campaign”	-
iv.	Others (please specify):	-
Total Expenditure:		48,000
Unspent Balance:		152,000

25. One-off Grant for Promotion of Self-directed Language Learning (English Language)

Report on the Use of Grant 2024/25

	Area	Actual Expenses (HKD)	Remarks
i	Procuring and/or subscribing to learning resources	-	
ii	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	-	
iii	Purchasing services related to learning and teaching	-	
iv	Others (please specify): _____	-	
	Total Expenditure (HK\$):	-	
	Unspent Balance (HK\$):	200,000	

*Remarks: This grant was not used in the 2024-25 academic year.

26. One-off Grant for Promotion of Self-directed Language Learning (Putonghua)

推廣自主語文學習（普通話）一筆過津貼
2024-2025 運用報告

	範疇	實際開支金額 (HKD)	備註：
i.	採購和/或訂閱學習資源	0	
ii.	聘請不屬編制內的普通話導師或非教學支援人員		
iii.	購買學與教相關的服務		
iv.	其他（請註明）：		
	總開支金額（HKD）：	0	
	津貼餘款（HKD）：	200,000	

27. School-Based Support Scheme Grant for Schools with intake of Newly Arrived Children

Programme Evaluation Report for School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children for the 2024/25 school year

Programme Content	Objective	Duration / Start Date	Evaluation	Expenditure (\$)
Local Cultural Exploration	Entry fee and lunch for Local Cultural Exploration Event at Ocean Park	2/7/2025	Newly arrived students participated in a cultural exploration event at Ocean Park, which enhanced their understanding of local culture and helped foster friendships in a fun learning environment. Students practiced English and engaged in meaningful interactions, aiding their adaptation.	9,611.20 (63.3%)
Support Programme	伴您同行計劃 教育服務機構 - 新來港學生 廣東話課程	23/6/2025 - 29/8/2025	The Cantonese language support programme helped newly arrived students improve their social communication and adapt to daily life in Hong Kong. The focus on spoken Cantonese enabled students to build confidence and connect with local peers, easing their transition to the new environment.	4,500.00 (29.6%)
Welcome Lunch	Lunch for newly arrived students from Mainland China	28/8/2025	A welcome lunch provided an opportunity for newly arrived students to connect with teachers and classmates in a supportive setting. This activity helped students feel valued and more at ease, promoting integration and positive student-teacher relationships.	1,083.00 (7.1%)
			Total:	15,194.20

28. “AI for Science Education” Funding Programme

Report on the use of Funding 2024/25

Expenditure Items	Expenditure
Item (i) ➤ Arranging for science teachers to enroll in short courses (including seminars and workshops) related to AI-assisted teaching	\$ -
Item (ii) ➤ Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching	\$ 32,700
Total:	\$ 32,700

Grant received 2024/25:	\$100,000
Expenditure 2024/25:	<u>\$ 32,700</u>
Balance c/f:	<u>\$ 67,300</u>