

Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School



Annual Report (Primary Division)
2024-25

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
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(1) Our School

The Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School is the first secondary and primary through-train school affiliated to a university in Hong Kong.

A 12-year through-train school has been the vision of the Hong Kong Baptist University since the 1990s, and tremendous effort has been continually invested to realise this vision. In August 2001, Dr. Daniel Tse, then President and Vice-Chancellor, signed an agreement with Mr. Wong Kam Fai. Under the agreement, the university accepted a generous donation from the Kum Shing K.F. Wong Charity and Education Foundation for the purpose of purchasing school furniture and equipment. As a gesture of gratitude, the school was then named “Wong Kam Fai Secondary and Primary School”.

The Foundation Stone Laying Ceremony of the affiliated school was held on 13 December 2004. In 2006, the construction of our campus, which exceeded Y2K school design standards, was completed. In September 2006, our first batch of students was admitted to the school and started receiving diversified and high-quality education.

Basic Information

School Name:	Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Address:	6 On Muk Lane, Shek Mun, Shatin, N.T., H.K.
Supervisor:	Professor Frank Fu, MH, JP
Chief Principal:	Dr. Benjamin Chan Wai Kai, MH
School Type:	Direct-subsidy School, Co-educational
Sponsoring Body:	Hong Kong Baptist University
Founded in:	2006
Homepage:	https://www.hkbuas.edu.hk/

School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students can explore their potential in an environment where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity and provide a basis for lifelong learning.

We cater to whole person development, providing a safe learning environment for students, empowering them to be spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded. Whilst broadening their horizons with an emphasis on developing their world knowledge, focus is also put on developing the 3-Ls (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride in their hearts.

 **School Motto** 

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

 **Mission Declaration** 

Caters to the whole person.

We put students' needs first at all times.

We empower students to be spiritually mature, wise and informed, artistic, physically strong, and creative whilst building good ties with the community.

Students will become global citizens with national pride in their hearts.

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

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Target 1.1 Implement a comprehensive technology integration plan across the curriculum, from junior to high school

Strategies 1.1:

- ❖ Integrate digital literacy and computational thinking skills into the curriculum
- ❖ Incorporate interactive and multimedia technologies across all subject areas to enhance student engagement and learning
- ❖ Encourage project-based, collaborative, and personalized learning opportunities that leverage digital tools and resources

Achievements

- Grade 6 students created stories in Book Creator. They used the internet to research their debate topics, learning to assess the credibility of the sources. Google Classroom is used for blog writing to foster critical thinking, communication, and writing skills. Students analyzed advertisements and social media posts to understand bias and persuasive language. Google Docs and Slides are used for collaborative writing and feedback. The majority of math teachers regularly utilise various subject-based platforms and tools for lesson activities and extended learning. Grades 5 and 6 use display boards to showcase their art appreciation journey. In PE, Grade 6 students are required to search the internet and find references to combine the dance movements together. The IS textbook has an embedded QR code for students to have self-directed learning. G4-6 coding modules were integrated with the EDB coding curriculum, which emphasises computational thinking skills. Some of the computational skills are integrated with experiments during lessons, e.g. manageable parts, identifying patterns, developing step-by-step solutions (algorithms), and focusing on the essential information while ignoring irrelevant details (abstraction). The STEAM team integrated computational thinking skills into the curriculum for G1-6. Specifically, G1-2 learned fundamental coding concepts, G3-4 began creating simple coding productions, and G5-6 developed coding productions using external devices.
- In Music, students are using Noteflight to create assessments for Grades 5-6. Its real-time playback feature provides instant auditory feedback, enabling students to refine their compositions effectively. This immediate response fosters a deeper understanding of musical concepts and enhances their ability to critique and improve their work. In Chinese, the Grade 5 class conducted a lesson in Innocave in January 2025, where they

explored Egyptian pyramids. This immersive experience not only enriches their cultural knowledge but also enhances language skills through contextual learning. The Grade 3 class will conduct a similar Innocave lesson in Term 2, focused on writing, reinforcing their language acquisition in a creative manner. In Grade 4, the theme of exploring parental love is integrated into Visual Arts, where students learn Chinese painting techniques. Chinese teachers also guide them in poetry composition. This interdisciplinary approach deepens students' emotional expression and appreciation for their cultural heritage while simultaneously improving their artistic and linguistic skills. In Grade 1, Experiential Learning in Visual Arts covers PIXAR art, while English focuses on writing sentences in comics. This combination encourages creativity and enhances literacy skills, as students learn to convey narratives through both visual and written forms. In LA, Padlet is utilised for news reading and analysis, particularly for higher-grade students focusing on social topics. This platform promotes a broader engagement with current events, allowing students to express their interests in selected news topics. Guidelines ensure a balanced review of news, fostering rational discussions and critical thinking skills among students. The STEAM team incorporated Chromebooks (G1-4) and iPads (G5-6) across STEAM subject activities to enhance student engagement and learning. G5-6 can extend their learning through iPad apps after school.

- Survey results from the Generic Skills and IT-focused subscales suggest a solid foundation. Digital media usage for learning shows varied patterns among students. Student engagement with digital learning shows a distinct pattern across the week. During school days, most students interact with educational technology in shorter bursts, typically under an hour. However, a notable portion tends to extend their usage outside regular class time, tapping into digital tools before and after school. When it comes to weekends, the approach becomes more varied—some students lean into longer sessions, embracing tech-based learning for extended periods. These findings highlight students' growing engagement with digital tools and their awareness of safe online practices.
- The incorporation of multimedia technologies has clearly energized student engagement, especially when it comes to creative thinking. A large portion of students—around 85%—say they enjoy games that challenge them to use new methods, and roughly 80% feel confident about finding fresh ways to express their ideas. Creativity in science-related tasks has also flourished, with many students showing strong self-belief in their ability to be inventive. These patterns suggest that digital tools aren't just making learning more interactive—they're empowering students to explore, create, and innovate across subjects.
- Self-planning showed room for growth. While the overall performance was moderate, there's a clear opportunity to strengthen skills related to independently organizing and managing learning across terms. Encouraging greater initiative in setting SMART goals

and planning could support improvement in this area for students.

- During the P-Term, as part of their Project-Based Learning journey, students across six grades were introduced to an array of apps and software. These, along with any others they utilized independently, could be used throughout the term, from their brainstorming to their final showcase presentations, so that students could develop greater autonomy and creativity while developing proficiency in digital tools. More than 90% of students demonstrated strong abilities to evaluate, compare, and integrate multiple digital and non-digital resources, successfully creating multi-modal project presentations that showcased their PBL learning effectively.
- The initiative to encourage G1-G6 students to incorporate digital tools and diverse presentation formats (slides, short clips, music, and arts) into their research and presentation sessions is a step toward fostering innovative, engaging, and inclusive learning experiences. By introducing a set of digital tools, students are empowered to explore creative ways to express their ideas, aligning well with project-based and personalized learning. This approach likely enhances their digital literacy, creativity, and collaboration skills, as they experiment with various formats to communicate their findings effectively.
- Parent Academy provide different IT workshops and seminars to parents. Including Parental Detox: Cultivating Principles and Methods for Healthy Electronic Device Usage in Children in September, How AI assist your child in learning in October, VR microworld and Coolthink workshops in March.

Reflection

- Curriculum-aligned technology use is emerging; students are exposed, engaged, and curious. Students are primed for interactive tools, problem-solving software, and multimedia learning. They enjoy group and challenge-based tasks, but need structured guidance in personal goal-setting and reflection. Technology tools like planning apps, interactive portfolios, and collaborative platforms can close that gap. Student readiness and positive attitudes show high levels of self-initiative and curiosity. They have strong critical thinking, creativity, and enjoyment of multimedia learning. Digital devices are used for learning before/after school and on weekends. Teachers showed consistent agreement on curriculum alignment with digital literacy and planning strategies. They affirmed that the school effectively organizes a broad curriculum and monitors implementation. Students and parents reported strong teacher support and engagement. Trust and motivation from students and stakeholders set a foundation for new tech-driven initiatives. While 100% of students get digital citizenship lessons in the curriculum, IT Safety education reaches around 70% of students regularly, promoting responsible use of technology.

- Students struggle with personal goal-setting, reflecting a need for stronger scaffolds in planning and reflection. Constraints on classroom tech access may limit immersive experiences. While teachers rate strategy planning and leadership highly, some student responses show moderate engagement and confidence (especially in self-directed learning). A small portion of students show signs of over-reliance on devices.
- School plans are thoughtfully aligned with education goals and learning outcomes. Cross-panel collaboration enabled better resource coordination and readiness for digital initiatives. Multimedia integration benefited from students' high receptivity to games, challenges, and creative learning. Collaborative activities flourished with strong leadership and teamwork traits in students. Gaps in individual self-directed learning highlighted the need for platforms (e.g., goal-tracking apps, portfolios) and teacher-led coaching.
- The feedback on Parental Detox: Cultivating Principles and Methods for Healthy Electronic Device Usage in Children, How AI assists your child in learning, is very positive, with more than 90% of participants thinking the seminar or workshop is practical and useful. More promotion of VR microworld and Coolthink workshops is needed to increase participants.
- The diverse presentation formats cater to different learning styles and allow students to showcase their strengths, whether in visual arts, music, or multimedia storytelling. The use of digital tools in the research stage likely promotes critical thinking and resourcefulness, as students navigate online platforms to gather information. However, challenges include ensuring all students have equitable access to technology, addressing varying levels of familiarity with the tools among students, and developing students' ability to judge the accuracy of the sources they encounter online.

Feedback and Follow-up

- To cultivate pride in cultural heritage while fostering global awareness, the school can leverage virtual exchanges with mainland and overseas partner schools.
- By embedding AI ethics modules into the Digital Citizenship curriculum, students can explore interactive, scenario-based apps that nurture empathy, honesty, and integrity in both online and offline contexts.
- STEAM-integrated projects, supported by design thinking platforms and simulation tools, enrich learning in subjects such as Science, Language Arts, and PBL, encouraging interdisciplinary understanding.

- To improve language proficiency, educators can guide students in using AI writing assistants and speech apps for refining grammar, fluency, and storytelling, along with voice-to-text projects that support diverse literacy needs.
- Project-management tools introduced in group work can help students build generic skills like collaboration and self-management, while SMART goal setting becomes a consistent part of each subject unit.
- Expanding the school's e-library with digital badges, rewards, and reading analytics—combined with fact-checking tools and research guidance—will enhance reading and information literacy through project-based learning.
- Organizing digital wellbeing weeks that feature tech-free challenges promotes a healthy lifestyle and encourages responsible technology use.
- Parent app is under exploration. Parent Academy will launch the new app in 25/26 to parents and teachers for online registration, online courses and credit record.
- A structured peer-review session has been implemented, allowing G1-G6 students to present their projects to classmates or other grades. This encourages collaboration, constructive feedback, and strengthens communication skills. A new initiative this year, senior teachers actively participate by visiting each group, observing presentations, and providing personalized feedback to support student growth. Students can document their creative process, including their rationale for selecting specific tools or formats (e.g., slides, music, or multimedia), to deepen self-awareness.

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Target 1.2 Invest in robust infrastructure, including upgrading/ enhancing modern devices, high-speed internet, cloud-based learning platforms, and school administration

Strategies 1.2:

- ❖ Upgrade the school's IT infrastructure, including network bandwidth, Wi-Fi coverage and server capacity
- ❖ Integrate digital tools and automation into school administration, such as attendance tracking, communication, and data management
- ❖ Develop a sustainable technology maintenance and replacement plan to ensure the continuous availability of up-to-date devices and software
- ❖ Explore green and energy-efficient solutions to fit for the school's needs

Achievements

- There has been an improvement in the satisfaction rates regarding IT support and facilities, showing positive responses to the upgrades and support efforts, reflecting the positive impact of recent upgrades in network bandwidth, Wi-Fi coverage, and server capacity. A strong majority of teachers and office staff reported positive feedback, reflecting widespread support across the school community. Most students also expressed satisfaction with the classroom's digital infrastructure, noting that reliable WiFi and well-functioning projectors contributed meaningfully to their learning experience. The collection of feedback from students and colleagues also demonstrated our school's commitment to understanding and catering to their needs, particularly with the integration of digital tools in school administration, and fostering a foundation for future improvements.

Reflection

- The above achievements were facilitated by the proactive mechanism of regularly collecting feedback and conducting surveys from teachers and students, creating an ongoing dialogue that provides essential information to the IT Department to address user needs and concerns and provide timely adjustments to digital tools and infrastructure. The department has also received high satisfaction rates from providing timely and effective support.
- Hindering factors included unstable IT facilities, with persistent issues in certain classroom venues, highlighting continuous challenges that required immediate attention to ensure smooth and seamless lesson delivery, particularly as the school integrates even more diversified digital software and hardware in the future. Constant reminders to the IT Department were needed for both regular and ad-hoc maintenance checks, which could have been more proactively provided to recurrent venues.

Feedback and Follow-up

- The continuous implementation and analysis of stakeholder feedback on IT infrastructure and support throughout the year is needed to inform future actions and improvements, especially as additional digital tools for attendance tracking and data management are integrated. Enhancing the maintenance protocols and replacement plan to ensure the continuous availability of up-to-date devices and software are also needed, in that they could be systematically done during school days and school holidays, to prevent further disruption to lessons, so that students can focus on their lesson engagement, active learning and emotional well-being with fewer technology failures

during their learning experiences. The school will also need to provide PD opportunities for teachers to train and enhance their skills in using upgraded IT tools effectively. This training will maximize the benefits of the improvements made to the digital infrastructure and support innovative L&T practices. Also, the exploration of green and energy-efficient solutions that align with the school's needs, including upgrading the classroom thermometers, will ensure that upgrades not only improve the learning environment but also contribute to sustainability.

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Target 1.3 Provide extensive professional development for teachers to effectively integrate technology into their teaching practices

Strategies 1.3:

- ❖ Offer training sessions and workshops on the effective use of educational technologies
- ❖ Collaborate with external experts, educational technology providers, and the EDB to access the latest training resources
- ❖ Provide professional development opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom

Achievements

- Xi'an and Dunhuang Arts & Culture Study Tour (Visual Arts) led to enriched and digitally enhanced Chinese art instruction. EdUHK Computational Thinking Courses strengthened pedagogy for teaching coding, abstraction, and STEAM-based problem solving. THE HKACE STEAM Teacher Learning Community fostered collaboration, co-planning, and curricular depth across STEAM subject areas.
- Survey results highlight strong teacher support across several key areas. Respondents expressed confidence in the school's leadership, with many noting its effectiveness in guiding teaching and learning. The curriculum and instructional practices were also seen as well-structured and impactful. Professional development received especially positive feedback—teachers, particularly those with five or fewer years of experience, found these activities both relevant and supportive of their growth. The alignment between PD offerings and teaching needs emerged as a clear strength. The PD directly translates into stronger student outcomes in creativity, critical thinking, and interdisciplinary tech fluency. Students report high engagement, confidence, and autonomy with tech-based learning platforms.
- The school also launched a dedicated webpage on the “A-Teachers PD site” for shared, centralized access to educational technology resources. Throughout the year, different

subject panels have implemented the integration of subject-sharing sessions focused on AI, VR, and AR into staff meetings for collaborative exploration. A hands-on InnoCave workshop for teachers was held in March, which helped enhance teachers' ability to integrate new technologies into their lessons. The workshop had an attendance rate of 85.7%, which indicated strong engagement and elicited positive feedback.

Reflection

- Engaged External Partnerships: (EDB, EdUHK, HKACE) boosted the relevance, authenticity, and depth of PD content. Teachers actively applied tech-enhanced pedagogy in STEAM, Visual Arts, and cross-disciplinary contexts. Collegiality and leadership trust (ranked top in surveys) drive professional engagement.
- This year, the school also initiated collaboration with external experts, educational technology providers, and the EDB for additional access to digital resources. There was also proactive engagement of the eLearning team in recommending external workshops to keep teachers informed.
- PD achievements are concentrated in STEAM & Arts; other subject panels may lag behind. There is a lack of a consistent feedback loop to monitor classroom-level application of PD outcomes. Risk of innovation remains siloed without whole-school planning or cross-panel coordination.
- Whilst PD was provided, varying levels of existing technological proficiency among different teachers have affected the effectiveness of these training sessions for all colleagues. Also, time constraints and competing priorities have limited optimal participation in workshops and collaborative sessions.
- PD planning is aligned with school priorities and local/global innovation contexts. Strategic choices, such as AI workshops, addressed authentic curriculum development needs. Teachers applied skills in collaborative learning, digital expression, and experiential design. Activities directly boosted student engagement and mastery in core and creative subjects. There is high satisfaction across stakeholders on the relevance of PD and leadership support. Survey scores show PD helped improve teaching practice and student confidence in learning. There is a need to extend PD success across all subjects and track sustainable outcomes.
- The "A-Teachers PD site" will benefit from regular monitoring and updating with new resources and recorded workshop materials for ongoing self-directed learning for our teachers. Also, additional training sessions tailored and differentiated for our colleagues' varying proficiency levels could better cater for our colleagues' needs and skills.

Feedback and Follow-up

- To build national and global identity through immersive learning, the school can offer professional development focused on integrating cultural heritage via technologies such as VR in spaces like Innocave. Modules on digital ethics, responsible use, and scenario-based moral learning should be designed to help staff foster empathy, honesty, and integrity in students. Expanding subject-panel-specific PD sessions will empower teachers to enrich content instruction using digital tools tailored to their disciplines. Teachers can enhance students' language skills by receiving training on writing applications, voice-to-text technology, and multimedia storytelling techniques. SMART goal setting should be strengthened. Online workshops covering fact-checking, detecting media bias, digital sourcing, and reading analytics will support teachers in developing students' reading and information literacy. Finally, guiding teachers and staff on digital wellbeing practices—including health apps with incentive systems and strategies for tech-life balance—will promote holistic growth and responsible technology use.
- PD can be subject-based. Some PD, which aligns with developmental priorities, can be whole school. A-Teachers PD site can be maintained by the elearning team as a one-stop place for all resources and meeting slides. Subjects can engage with discussion of digital pedagogy and technology-enhanced learning in QCMs and meetings.

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Target 1.4 Explore innovative educational technologies, such as virtual / augmented reality, coding, and data analytics, to enhance the learning experience and foster interdisciplinary collaboration

Strategies 1.4:

- ❖ Pilot and evaluate the use of emerging technologies, such as VR/AR, to create immersive and engaging learning environments
- ❖ Utilize the technology of AI to conduct data analysis to inform personalized learning, identify learning differences, and optimize teaching and assessment practices
- ❖ Collaborate with technology companies, universities, and educational institutions to access the latest innovations and resources

Achievements

- The school has successfully piloted emerging technologies across a wide spectrum of subjects and grade levels. Innocave experiences were deployed in Chinese, English, Music, IS, and Maths, offering immersive and context-rich learning environments. Activities ranged from historical exploration (Egyptian pyramids) to musical immersion (Vivaldi's Four Seasons) and novel studies (“visiting” a farm or the Grand Canyon).
- G1–6 coding modules were implemented, with G5–6 students developing 3D VR content using simplified tools designed in collaboration with HKU Votanic. G1–4 engaged in virtual scene creation during STEAM lessons, reinforcing interdisciplinary innovation.
- English lessons utilized Brisk, Cograder, Snorkl, Formative, and Diffit AI for autograding, goal-setting, resubmission support, and differentiated instruction. G2–6 used AI to develop multimedia content in multiple Areas of Learning and Experience.
- Strategic collaborations were formed with HKU Votanic, Science Park firms, and VR publishers to co-develop VR tools and courseware.
- Over 70% of teachers actively incorporated these technologies into lessons. Around 70% of students demonstrated frequent and confident use of digital tools. Around 65% of teachers found that data is helpful for personalization, showing progress.

Reflection

- High engagement with digital tools across all levels shows student readiness and enthusiasm. More than 75% of students reported strong initiative in learning. Results from surveys suggest emotionally safe engagement with technology.
- Teacher survey shows high agreement with leadership direction, curriculum clarity, and PD relevance. The STEAM team demonstrated effective vertical curriculum planning and peer sharing. Parents strongly affirmed digital integration and student motivation.
- Some students reported spending more time online than intended and feeling uneasy when disconnected from the internet. Stakeholder reflections noted the absence of formal digital balance programs. AI tools are used mainly in English and STEAM; other panels are still in exploratory stages. Teachers showed optimism, but lacked structured systems to convert data into actionable personalization.

- Target-setting and pilot design were well-scaffolded. Partnerships ensured access to cutting-edge platforms. Immersive VR/AR and AI-led feedback transformed instructional methods. Students created, explored, and reflected in ways not possible through traditional methods.
- Survey findings show strong stakeholder alignment and comfort with technology. Areas for growth centre around broadening subject uptake, increasing data fluency, and reinforcing wellness strategies.

Feedback and Follow-up

- To foster national and global identity, the school can expand its VR cultural modules by introducing virtual heritage tours and civic role-play activities that immerse students in local and international contexts.
- AI-driven learning scenarios can be used to teach empathy, fairness, and responsible digital citizenship, supporting the development of positive values and attitudes. By linking VR and AR tools to integrated challenges in subjects such as Integrated Science, Mathematics, and LA, educators can strengthen interdisciplinary knowledge across key learning areas.
- Language skills will be enhanced through AI-based storytelling platforms, real-time fluency feedback tools, and resources for multimodal composition.
- To promote generic skills, the school can introduce student dashboards and collaborative planning platforms that reinforce goal-setting, teamwork, and personal accountability.
- Personalized e-reading analytics and digital research tools will support reading development and information literacy.
- In support of a healthy lifestyle, teachers can explore wellness trackers, daily mindfulness prompts, and tech-free detox challenges to encourage balanced, mindful engagement with technology.

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Target 1.5 Enhance reading engagement and strengthen the reading environment through innovative technology integration

Strategies 1.5:

- ❖ Provide access to a wide range of e-books and audiobooks through digital libraries or platforms, allowing students to choose from diverse reading materials
- ❖ Establish virtual book clubs or book-sharing e-platforms where students can discuss and analyze books online, fostering a sense of community and encouraging peer-to-peer learning
- ❖ Utilize AR and VR technologies to create immersive reading experiences, bringing stories to life and making reading more interactive and engaging
- ❖ Encourage students to create and share their own stories using digital platforms or apps, fostering creativity and strengthening the reading atmosphere

Achievements

- Students were introduced to immersive reading activities across all grades. The use of Nowbook Digital Library and integration of multimedia, including shadow puppetry and YouTube clips, enriched storytelling and activated students' interest in reading. AR/VR integration is used effectively in immersive reading across all grades. Reading activities are conducted through Raz-Kids, Epic!, Readworks, and Nowbook Digital Library. Padlet is used to create online book clubs, share reflections, and run DEAR Time.
- Readings rose significantly, indicating a direct impact on engagement. Two e-reading DEAR Time days were held successfully in Term 1, with plans for Term 2. Awards were received in both student and teacher categories in the *e-Reading Award Scheme 2025*, reflecting recognition of the school's reading culture.
- e-reading records more than 10,000 books. Students independently created e-books using Canva, Book Creator, and ChatGPT. Fifth-grade OLE students demonstrated autonomy and mastery using AI tools.
- Survey results showed that more than 60% of students expressed enjoyment, confidence, and enthusiasm toward reading practices. Padlet Book Club activities fostered community-driven analysis and peer learning, nurturing intrinsic motivation and self-expression. Survey results show strong student interest: Around 75% enjoy reading non-assigned materials. Thus, students show a strong enthusiasm for reading beyond the classroom, with nearly three-quarters enjoying non-assigned materials and over 60% making time for leisure reading each day. Their families and teachers also contribute to a supportive environment that fosters literacy and lifelong learning.

Reflection

- Students accessed multiple portals matched to age, language, and subject. Use of Epic!, Raz-kids, Readworks, Nowbook, Canva, Book Creator, and ChatGPT diversified learning tools and supported different learning styles. Use of Padlet, Google Docs, Canva, and shadow puppetry created authentic, engaging learning experiences. Despite resource constraints, the Reading Team created original learning materials and planned engaging activities like DEAR Padlet Time and AI-powered book creation. Despite resource limitations, PD sessions and self-developed materials maintained quality. Increased autonomy in publishing and sharing reading and writing. Students independently created e-books and shared peer-reviewed reflections, strengthening ownership and learning autonomy. Reading tasks were embedded into PE, Music, and Chinese, supporting holistic development.
- Limited infrastructure and software access slowed technology integration. Limited AR/VR infrastructure and materials required teachers to improvise. Activities would benefit from earlier scheduling and centralized coordination. Some activities require earlier planning to optimize participation and preparedness. Professional development was initiated but stretched, pointing to the need for further training and support. Strained staff capacity and limited scalability.
- Target-setting and pilot design were well-scaffolded. Partnerships ensured access to cutting-edge platforms. Immersive VR/AR and AI-led feedback transformed instructional methods. Students created, explored, and reflected in ways not possible through traditional methods. Survey findings show strong stakeholder alignment and comfort with technology. Areas for growth centre around broadening subject uptake, increasing data fluency, and reinforcing wellness strategies.
- The Major Concern was strategically aligned with school-wide developmental goals and echoed stakeholder aspirations captured in previous surveys. The emphasis on AR/VR, digital platforms, and student creativity set a bold tone that prioritized accessibility and engagement across grade levels. Cross-KLA involvement (Music, PE, Chinese, English) reflected an intent to embed literacy holistically into the school fabric.
- Teachers embraced unfamiliar tools and created original resources due to limited professional development and external support. Their adaptability demonstrated a commitment to pedagogical excellence. Activities like Padlet sharing and Book Creator projects empowered students to personalize their literacy journey and connect with peers through storytelling. While immersive elements like VR were integrated, limited infrastructure led to uneven rollout across grades.
- Stakeholder surveys and usage data confirmed marked improvement in reading attitudes, digital literacy, and collaboration. Across students, teachers, and parents, there was high satisfaction with school climate and support, suggesting reading and technology initiatives contributed positively to overall well-being and learning. Feedback and survey insights highlighted the need for earlier scheduling, more AR/VR support, and off-campus and professional writing support.

Feedback and Follow-up

- The school can introduce culturally themed reading experiences and e-books, and incorporate Chinese history into Padlet club discussions to help students connect with their heritage. Curriculum teams should align digital reading tasks with interdisciplinary content like historical fiction and science-themed texts, ensuring relevance across subjects. Reading team can promote collaborative storytelling, design-thinking tasks on Padlet, and integrate multimodal presentation opportunities that hone problem-solving and teamwork.
- Teachers can select morality-focused stories and facilitate peer feedback cycles that encourage empathy, respect, and perseverance. They can encourage bilingual digital publishing and broaden reading award criteria to recognize expressive and creative writing to develop language skills. Teachers should embed wellness themes into reading modules and use immersive technologies to simulate active experiences such as sports and mindfulness practice
- When teaching Digital Citizenship lessons, class teachers can use AI tools and curated digital content to teach students how to evaluate sources, cite information, and communicate responsibly online.

Major Concern 2: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Target 2.1 Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity and pride

Strategies 2.1:

- ❖ Review the existing curriculum to strengthen the element of national history, culture, and traditions across various subject areas
- ❖ Highlight the significance of Chinese heritage, its global influence, and the development of national identity in lessons and activities
- ❖ Collaborate with the EDB, universities, and cultural institutions to access the latest curriculum resources, teaching materials, and subject-matter expertise
- ❖ Establish partnerships with organizations and experts to facilitate authentic learning experiences, such as master classes, seminars, workshops and field trips

Achievements

- To promote Moral and Civic Education and Community and National Identity, all subjects embedded national history, culture, and traditions into their Schemes of Work. G5 students composed haiku poetry based on the 24 solar terms, while G6 students engaged in RAFT writing on Chinese heritage. Chinese and LA teachers co-organized Chinese Culture Week, enhancing students' appreciation of traditional values. Music lessons included the national anthem and Cantonese Opera Bailan, while PE introduced Olympic-themed worksheets that highlighted Chinese athletes and national pride. IS incorporated national security chapters to build civic awareness.
- To strengthen Community and National Identity, the school organized weekly flag-raising ceremonies and trained 45 Chinese Culture Ambassadors from G3–G6. Students demonstrated discipline and respect through marching drills and flag-raising protocols. The school also participated in the EDB National Security Education teaching plan competition, with the Chinese team receiving an Outstanding Award.
- For Learning to Learn and Lifelong Learning, OLE activities provided authentic cultural experiences. G1 and G4 students attended Chinese calligraphy workshops, while G2 students explored classical poetry and painting. Over 70% of participants reported enhanced understanding of Chinese heritage and global issues, showing the impact of experiential learning.
- In terms of Home-School Collaboration and Civic Education, over 100 parents joined a seminar and self-learning program on the 24 solar terms. A parent tour of the National Security Exhibition Gallery received over 90% positive feedback, reinforcing shared values between school and families.

Reflection

- Teachers across PE, Music, IS, LA, and OLE demonstrated creativity in integrating cultural content, supporting Intellectual Development and Civic Identity. Interdisciplinary efforts like Cantonese Opera Bailan and national anthem lessons enriched learning and student engagement.
- Participation in EDB workshops and competitions reflected teachers' commitment to Lifelong Learning and professional growth. These opportunities also enhanced the authenticity of classroom experiences.
- Some activities required external resources or expertise, which were not always accessible. Coordinating cross-subject events demanded significant planning, and some initiatives (e.g. Cantonese Opera Bailan) were difficult to scale across all grades.
- Resource constraints and scheduling conflicts led to uneven exposure. Calligraphy was limited to G1 and G4, and poetry/painting to G2. Students with limited foundational knowledge of Chinese culture struggled to fully engage, especially in activities requiring prior exposure to brush techniques or classical poetry.

- From a planning and evaluation perspective, the school set clear, measurable goals aligned with National Identity and Moral Education. Survey data confirmed strong student engagement and positive attitudes. The integration of National and National Security Education has begun organically, but some subjects need more support and closer monitoring to ensure consistency.

Feedback and Follow-up

- To further enhance Civic Identity and Language Development, storytelling about Chinese achievements can be added to speaking activities. Values education can be deepened through moral dilemmas in literature and interactive strategies like Conscience Alley. Interdisciplinary units (e.g. solar terms in IS, Olympic athletes in PE) can reinforce cultural relevance.
- To support Aesthetic Development and Equal Learning Opportunities, a rotational schedule should be developed to ensure all grades have access calligraphy, poetry, and painting classes. Field trips to museums and cultural institutions can further deepen appreciation of Chinese heritage.
- Schemes of work should be regularly reviewed to ensure National Education and National Security Education are organically integrated, not taught as isolated lessons. This supports Civic Awareness and Lifelong Learning.
- For Home-School Collaboration, the school will recruit Chinese Culture Parent Ambassadors in 2025–26 to promote traditional Chinese medicine, opera, and calligraphy among parents and students. This initiative will strengthen the cultural bridge between school and home, reinforcing shared values and identity.

Major Concern 2: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Target 2.2 Organize engaging and authentic learning activities, including cultural events, festivals, and community service projects, to involve students in celebrating their national heritage and engaging with global affairs, fostering a positive life attitude

Strategies 2.2:

- ❖ Encourage student participation in local and international competitions, exchanges, excursions, and service-learning activities that address local, national and global issues and foster a positive life attitude
- ❖ Collaborate with parents and community partners to work on cultural events and community service initiatives
- ❖ Recognize and celebrate student achievements and contributions in cultural activities and community service projects

- ❖ Encompass the traditional Chinese cultural ideology in designing and planning the school-based value education curriculum, empowering students to navigate challenges with resilience and cultivate holistic well-being

Achievements

- Throughout the year, the school organized a wide range of authentic and engaging learning experiences that helped students connect with their national heritage, develop positive values, and engage meaningfully with both local and global communities.
- Students participated in the 75A National Day Series, which included a joint flag-raising ceremony with secondary students, an educational visit to Sha Tau Kok, and on-campus sharing sessions about national development. These activities deepened students' understanding of their country and strengthened their sense of belonging and pride.
- To promote Chinese culture, the school centered its theme around the 24 Solar Terms, with both Chinese teams designing seasonal activities such as booth games and workshops. These events, along with the Chinese Culture Gallery exhibition, helped students and teachers appreciate the richness of traditional Chinese wisdom and its relevance to daily life.
- Students also took part in national education competitions, including the Bauhinia Cup Knowledge Competition, the National Constitution Day Online Quiz, the Constitution & Basic Law Inter-School Quiz, and the National Security Lesson Plan Design Competition. These platforms enhanced students' understanding of civic principles and encouraged active participation in national affairs. The school's performance in the Hong Kong Story China Wonderful Performance earned a Top Ten Group Award and an invitation to Beijing, while the team also won runner-up in the Hong Kong Youth Chinese Culture and Tourism Knowledge Competition.
- Cross-boundary and intergenerational learning were emphasized through the Sister School Exchange with Guangzhou Southern College Panyu Affiliated Primary School, where 30 G5–G6 students experienced a different school culture and teaching environment. In June, the school organized parent-child study tours to Beijing and Sichuan, including participation in the flag-raising ceremony at Tiananmen Square. These experiences strengthened family bonds, deepened understanding of national conditions, and fostered pride in the country.
- Service-learning projects were integrated into the curriculum to cultivate empathy and social responsibility. G4–G6 students engaged in meaningful outreach, including visiting elderly individuals living alone, supporting people with disabilities, and assisting the visually impaired. G5 students hosted their grandparents in a filial piety activity, promoting respect and intergenerational connection.
- Students were provided with opportunities to engage in a variety of events and competitions aimed at showcasing their talents and strengths. Students participated in international platforms such as the Bett Show (UK), International Invention Exhibition (Geneva), and Robofest (USA), gaining exposure to global standards and developing critical thinking, teamwork, and self-management skills. Over 70% of students took part

in internal or external competitions related to sports or the arts, contributing positively to their personal growth and attitude.

- Life Education sessions incorporated mindfulness activities and reflection exercises to support students' emotional wellbeing and resilience. Monthly assemblies and bi-weekly online sharing sessions provided opportunities for students to showcase their learning and achievements, reinforcing a sense of purpose and community.

Reflection

- The school's efforts to provide authentic learning experiences were impactful. Students demonstrated increased engagement, cultural awareness, and emotional maturity through their participation in national events, service projects, and cultural exchanges.
- Some challenges were noted. Not all students had access to international platforms due to selection criteria or resource constraints. Students' readiness for high-stakes competitions varied, with some lacking prior experience or training, which led to uneven performance and feelings of overwhelm.
- The emphasis on sports and arts in OLE was valuable, but it may have unintentionally excluded students with strengths in academics or technology. There is a need to broaden the scope of activities to reflect diverse student interests and talents.
- Community-based service-learning activities were highly effective in fostering empathy and civic responsibility, but they required significant planning, including safety and manpower considerations, which sometimes limited their frequency and scale.

Feedback and Follow-up

- To further enhance student development, the school can initiate earlier planning for competitions and exhibitions, and provide targeted training and academic support to prepare students better. Expanding the range of activities to include STEM, humanities, and cultural studies will ensure inclusivity and broader engagement.
- Life Education sessions can be enriched by inviting guest speakers—teachers, parents, students, or NGO representatives—to share real-life stories of community impact. This will help students see how everyday individuals contribute to society and inspire them to take initiative.
- The school should continue organizing inclusive cultural and service-learning activities, ensuring broader student participation. Future initiatives, such as the proposed G4–G9 parent-child tour to the National Security Exhibition Gallery, can further strengthen home-school collaboration and shared values.
- To support wellbeing and holistic development, the school can diversify OLE offerings to include more creative, cultural, and wellness-focused experiences. Recognizing student achievements through monthly prize presentations and digital platforms (e.g., Facebook, A-Moment) can boost morale and school spirit.

Major Concern 2: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Target 2.3 Implement CLAPS programmes (integrates Creativity, Leadership, Activity, Project-based learning, and Service) which offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service

Strategies 2.3:

- ❖ Provide training and support for teachers to design and facilitate CLAPS-based learning experiences
- ❖ Integrate CLAPS elements into the existing curriculum extracurricular activities and assessments to ensure a balanced and holistic approach
- ❖ Establish partnerships with external organizations, NGOs, and government agencies to expand the scope and impact of CLAPS programmes
- ❖ Assess the effectiveness of CLAPS programmes and make data-informed adjustments to enhance their impact on student development

Achievements
<ul style="list-style-type: none">● The school implemented the CLAPS programme (Creativity, Leadership, Activity, Project-based learning, and Service) in the first year of the three-year school development plan to provide authentic learning experiences that foster critical thinking, collaboration, and a spirit of service.● The Liberal Arts Department developed a thinking skills programme that promotes visualisation of critical thinking and has been applied across all grade levels. This initiative supports students in developing analytical and reflective thinking habits.● The STEAM team integrated CLAPS elements into extracurricular learning through a Campus TV project, where students demonstrated leadership in planning and executing activities. They also learned AI skills to serve the elderly, combining technology with social responsibility. Partnerships with external organizations such as the ICT-in-Physical Education Foundation Ltd and the Hong Kong Design Centre enabled students to participate in the Hong Kong Projection Mapping Festival and Design Thinking workshops, expanding the scope and impact of CLAPS through real-world applications.● In alignment with the school’s development plan, a wide range of community service activities were arranged to strengthen students’ sense of service and foster a positive life attitude. More than 70% of Service and Leadership Teams (9 out of 12) organized team-based service projects, exceeding the initial target. These included elderly home visits, AI activities for seniors, coastal clean-ups, volunteer teaching, storytelling for children, and fundraising for critically ill children.

- Whole-school and grade-based service activities also contributed to character-building. These included the “Holding Your Hands” activity for G5 students and their grandparents, a full-grade elderly visit for G6, red packet donation campaigns, and a parent-child Dragon Boat Festival rice dumpling-making event with physically disabled individuals. These experiences helped students connect with diverse communities and apply values such as empathy, respect, and responsibility.

Reflection

- The integration of CLAPS across Key Learning Areas and OLE departments has fostered a more holistic and meaningful learning experience. Collaboration with NGOs and government agencies enriched the programme and broadened student exposure to real-world challenges and solutions.
- Middle School students showed strong initiative, creativity, and leadership, indicating that they are well-positioned to benefit from deeper CLAPS engagement. The community service initiatives were particularly impactful, allowing students to identify genuine community needs and apply learned skills in meaningful ways.
- However, there is a need for a formal framework for CLAPS planning and implementation posed challenges. Without a structured approach, consistency and scalability across grade levels and departments were limited. While preparation sessions help students serve effectively, a more cohesive system is needed to ensure all students benefit equally.

Feedback and Follow-up

- Positive feedback from students, teachers, and service recipients confirmed the value and impact of the CLAPS-based service activities. To extend these benefits, it is recommended that all Service and Leadership Teams be encouraged to organize team-based community service projects in the coming school year.
- A more structured CLAPS framework should be developed, with contributions from Academic Affairs (AA), Student Development (SD), and OLE teams. This framework should cover all CLAPS elements and be piloted in Middle School, where students are developmentally ready for deeper engagement. Embedding cultural elements—such as heritage service and flag ceremonies—into CLAPS projects can further strengthen national identity. Service learning should continue to reinforce positive values like empathy, honesty, and filial piety.
- Professional development (PD) sessions for teachers will be essential to support the design and facilitation of CLAPS-based learning.
- CLAPS can also be integrated into Project-Based Learning (PBL) to deepen content understanding, and physical activity and wellness themes can be incorporated to support holistic development. Expanding parent-child service opportunities will help engage

families and extend the impact of CLAPS beyond the classroom.

Major Concern 2: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Target 2.4 Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs

Strategies 2.4:

- ❖ Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity
- ❖ Collaborate with parents, alumni, and external stakeholders to strengthen the school's support network for student development

Achievements

- The school promoted unity and inclusivity through a wide range of school-wide programmes and initiatives that supported students' holistic development and celebrated diversity.
- The annual Music Marathon, themed "Unity," involved all students and teachers in performances, allowing every child to showcase their unique talents. Parents were engaged throughout the preparation and performance stages, reinforcing a sense of community and shared celebration.
- To support students with special education needs (SEN), the school organized a Parent-Child Adventure Day, which included separate and joint sessions to foster open communication and mutual understanding. A year-long theatre training workshop for SEN students culminated in a showcase attended by the entire school community, promoting empathy and appreciation for diverse abilities.
- The school hosted a school carnival under the theme "A-Unity," where students, teachers, and parents co-created booths and performances. Over 1,500 families participated, reflecting strong engagement and shared values. The Dress Casual Day, themed "Unity in Diversity: Celebrating Global Cultures," invited non-Chinese speaking (NCS) students and teachers to share their cultural heritage, promoting respect and intercultural understanding.
- To strengthen the home-school partnership, the school offered multiple parent seminars and workshops. These included sessions for parents with SEN students on resilience and perseverance, gifted education support groups, and talks by HKUST and HKAGE on emotional wellbeing and parenting strategies. The seminar "Parenting Uniqueness: Embracing Differences in Children" received over 90% positive feedback.
- To support parents in taking care of students' mental health, EDB provided the Grant of \$20,000 for the PTA in the 2023/24 school year for organising activities and training programmes relating to mental health of students and parents. Up till Aug 2025, the

grant has been fully used on :

- 1) Organizing parent-child or parent activities relating to promote mental health (7 workshops were held)
- 2) Promoting information related to the mental health of parents or publications
- 3) Providing training programmes to equip parents with the knowledge and skills related to mental health.

The report of the use of the “One-off Grant for the mental health of parents and students_Annex1” is attached.

- Life Education was redesigned to incorporate inclusive language and themes such as friendship, family, and gratitude. Activities like Love Week, Mother’s Day, and Father’s Day promoted empathy and respect. Social service projects across G4–G6, including work with BGCA and outreach to elderly community members, helped students understand and respond to social diversity. Over 90% of teachers agreed these activities effectively raised students’ social awareness.
- Life education lessons incorporate “My Pledge to Act” (included in the A-Diary and A+Passport) within the school-based life education framework, aligning with the PERCCI values and PVAs. “Gratitude Moments” and discussions on empathy, aimed at fostering inclusive actions among students, were also included in the lessons. Almost 90% of the teachers agreed that the programmes helped to develop a positive school culture. More than 80% of the teachers agreed that the PERCCI values taught in Life Education lessons include daily life examples that help students build positive values and attitudes.
- The A-Award Scheme and A+ Class Award Scheme were revised to better engage students and promote positive values. Billboard announcements and redesigned prizes encouraged participation, while feedback from janitors confirmed improvements in classroom cleanliness. A two-day training camp was arranged for students needing support in self-management and confidence, using group activities to build collaboration and respect.
- The school extended its inclusive values beyond campus through the WeCare Sister School Scholarship initiative in Chengdu. Teachers, students, and PTA volunteers visited Ma’an Secondary School and Life Experimental School, raising funds, donating books, and performing for the community, strengthening ties and promoting unity across regions.

Reflection

- The school's inclusive initiatives were impactful. Activities such as the Music Marathon, Adventure Day, and cultural celebrations successfully promoted unity and allowed students of all backgrounds and abilities to feel valued and supported.
- However, the A+ Class Award Scheme, while effective initially, saw a decline in engagement over time due to its extended duration. Late scheduling of reward activities also meant some classes missed out on preferred experiences, affecting overall satisfaction.
- The school's efforts to support SEN and gifted students through targeted workshops and seminars were appreciated, but there is room to further structure these offerings to ensure consistency and broader reach.
- Life Education lessons provided a valuable platform for teachers to promote positive values and attitudes. However, the limited number of lessons affected their overall effectiveness. A new Life Education curriculum has been implemented this year, and teachers need time to familiarize themselves with its content.

Feedback and Follow-up

- To sustain and enhance the culture of inclusivity and unity, the Student Development Team will launch campaigns to reinforce respectful behavior and appropriate etiquette. Real-life case studies will be integrated into lesson materials to help students understand how inclusivity is practiced in the wider Hong Kong community.
- The A-Award Scheme will be reviewed to maintain student motivation. Suggestions include implementing the scheme in phases and trialing an electronic scoring system to streamline tracking and reporting. Reward activities for the A+ Class Award Scheme will be scheduled earlier to ensure all classes can participate fully.
- The school will continue to expand parent-child service activities and inclusive events, ensuring that students from all backgrounds have opportunities to engage meaningfully. Collaboration with external stakeholders, including NGOs and alumni, will be strengthened to broaden the support network and enrich student development.

- To improve the effectiveness of the newly implemented Life Education curriculum, the Life Education Lesson should be more well structured next year to allow deeper exploration of key values and themes. Integrating Life Education across subjects and school activities can reinforce learning, while incorporating real-life case studies and student reflections will help make lessons more relatable and impactful.

Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments

Target 3.1 Incorporate green school practices, such as energy-efficient lighting, water conservation, and renewable energy sources, to reduce the school's environmental footprint

Strategies 3.1:

- ❖ Implement intelligent building management systems to optimize energy efficiency
- ❖ Collaborate with environmental organizations and government agencies to access the latest green technology and best practices
- ❖ Integrate sustainability education (SDG goals) and environmental awareness into the curriculum and extracurricular activities
- ❖ Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices

Achievements
<ul style="list-style-type: none"> ● Students engaged in Recycling Week through collaboration with Green@Community, fulfilling the target of participating in at least two environmental projects. The STEAM team embedded SDG goals into open projects, and the Music team introduced environmental themes in hymns. These efforts reflect curriculum integration and cross-disciplinary collaboration. Recycling Week and subject meetings involved teachers and students. Survey results show more than 70% of students show willingness to adopt sustainable practices. ● Sustainability, with a focus on SDGs 2, 3 and 12, were introduced as the issue addressed by Grade 5 students for their project-based learning this year, which yielded strong

results. Students engaged in hands-on projects to raise awareness of zero hunger, better health and well-being, as well as consuming and producing responsibly.

- However, broader parent engagement and more campaigns are needed to fully meet the target of two environmental protection campaigns. Teachers began discussing actionable green practices in meetings. Teacher survey shows more than 75% of teachers embedded sustainability in lessons or school routines.
- The school promotes sustainability through engaging environmental education programs. A series of hands-on activities—including the Geopark Visit, Eco-Park Visit, Coastal Cleaning Activity, Community Planting Day, and Upcycling Workshop—were organized to engage students and deepen their understanding of sustainability and ecological responsibility. These activities arouse students’ awareness of environmental issues and encourage active student participation. Regular reminders to save energy and protect the planet were given to students and teachers, supporting our goal to reduce energy use across the school.

Reflection

- STEAM, IS, and Music teams contributed meaningfully, showing interdisciplinary synergy. SDG goals were embedded in projects, enhancing relevance and student engagement. Partnership with Green@community provided authentic learning experiences. Subject meetings encouraged idea-sharing and practical planning for green practices. The proposal to align STEAM lessons across grades supports logistical flexibility and shared access to innovation spaces like Innolab and Innocave.
- Only one major campaign (Recycling Week) was noted; more are needed to meet stakeholder engagement goals. While discussions began, survey data does not yet reflect widespread implementation of green practices. A better connection between civic values and sustainability efforts is needed. Difficulty in aligning STEAM lessons across grades limited access to shared resources like Innolab and Innocave. Teachers expressed a need for more professional development on green technologies and sustainability education.
- The school set clear, measurable goals that aligned with global sustainability priorities and local educational needs. Teachers demonstrated initiative by embedding sustainability into diverse subjects and collaborating with external partners. Survey data and activity records confirmed strong student engagement and teacher participation. While foundational practices are in place, deeper integration and broader access to green infrastructure and PD are needed to scale impact.
- Collaborating with local environmental organizations has enabled the school to access valuable resources and expertise, enhancing the quality of events. However, early reservation is essential to avoid scheduling conflicts with other school activities, which can sometimes disrupt planning. Additionally, the limited quota for participation restricts the number of students who can benefit.

Feedback and Follow-up

- Invite a student eco-leader to briefly explain how caring for the environment reflects love for the nation. Use reflection journals in IS and English to connect green actions with moral reasoning. Expand SDG integration into subjects like General Studies and Chinese, not just STEAM. Use real-world data (e.g., school energy usage) in Math lessons to teach data literacy and environmental impact. In English, encourage students to write persuasive essays or speeches on sustainability topics, and host debates around environmental themes. Use Innolab and Innocave for design thinking challenges focused on green innovation. Link physical exercise programs to outdoor eco-activities like beach clean-ups or nature walks.
- To ensure wider student participation, the team may implement a series of smaller, recurring activities throughout the academic year. This approach would enable more students to benefit from hands-on experiences that foster environmental awareness. Additionally, the eco-pioneer initiative can be strengthened by identifying and training a greater number of student leaders. Equipping these leaders with knowledge will empower them to lead meaningful, peer-led campaigns within the school community.

Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments

Target 3.2 Design flexible classroom layouts and learning spaces that can be easily reconfigured to support different teaching and learning styles

Strategies 3.2:

- ❖ Provide training and support for teachers to effectively utilize the flexible learning spaces and integrate them into their teaching practices
- ❖ Engage students in the design process to gather their feedback and ideas for creating more engaging and collaborative learning environments
- ❖ Explore partnerships with educational technology providers to integrate innovative solutions that enhance the flexibility and functionality of the learning spaces
- ❖ Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices

Achievements

- Teachers shared their experience of teaching in Innocave in QCMs. Due to the revised timetable arrangement, students in G4 - 6 had increased opportunities to visit the Arts Lab and utilize art facilities based on the chosen topics. In PE lessons, teachers shared different ideas and suggestions that how can they interact with students in a positive way. By having G5-6 STEAM lessons in the InnoLab, students may learning in a STEAM environment. Outings were arranged for STEAM School Team and CampusTV Team. The Language and Learning Environment Team finds that most of teachers integrate the use of flexible learning spaces into their lesson plans and instructional strategies and all these teachers agree that the flexible learning spaces have enabled them to diversify their instructional approaches and better cater to different learning styles and needs, enhancing overall engagement and understanding.

- More than 75% of students report that the flexible learning environments have enabled them to take a more active role in their learning through stronger agency, critical thinking and responsibility. Survey results show most of the teachers reported integrating flexible spaces and diversifying teaching strategies.

Reflection

- Revised scheduling allowed G4–6 students to access Arts Lab and InnoLab more frequently. Sharing experiences in QCMs built a culture of experimentation and peer learning. Students engaged in STEAM and CampusTV activities that promoted ownership and creativity. Both teacher and student feedback exceeded the target. Survey data and teacher observations confirmed that flexible spaces positively influenced learning outcomes. thresholds, confirming impact.
- Younger grades had fewer opportunities to use flexible spaces like InnoLab. Some spaces may still lack modular furniture or tech integration for full flexibility. While teachers shared ideas, formal training on flexible pedagogy and space design is still needed.
- The school clearly prioritized flexibility and inclusivity, aligning space design with pedagogical goals. Teachers embraced flexible environments, and students responded with increased engagement and agency. The initiative succeeded in transforming teaching practices and student participation, but future efforts should focus on scaling access and deepening professional development.

Feedback and Follow-up

- Flexible spaces can be used for cultural exhibitions and heritage-building projects that connect students to local identity.
- Peer-led discussion can be facilitated in flexible zones to promote collaboration, empathy, and respect.
- Interdisciplinary modules and weeks using flexible layouts, such as portable screens, writable areas, can deepen subject integration.
- Incorporate cooperative learning activities in flexible areas to enable physical movement and better learning.

Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments

Target 3.3 Integrate outdoor learning spaces and natural elements to promote a sense of well-being and connection to the environment

Strategies 3.3:

- ❖ Encourage teachers to utilize the outdoor learning spaces for hands-on, experiential learning activities across various subject areas
- ❖ Organize school-wide initiatives, such as one person one flower scheme, eco walk @ A-campus and school clean-up campaigns, to engage students in environmental stewardship
- ❖ Explore partnerships with environmental organizations, research institutions, and community groups to expand the resources and expertise available for the outdoor learning initiatives
- ❖ Integrate environmental education and sustainability topics into the curriculum, leveraging the outdoor learning spaces as living laboratories

Achievements
<ul style="list-style-type: none">● G6 English team brought students outside classroom to the newly laid lawn for storyboard scene making.● Story-telling activity was carried out on the lawn for Language Week. G2 Maths classes conducted measuring activities around the campus in Term 2.● The Green School unit and VA team organized a workshop in collaboration with Y-Park to create wooden artwork for the junior Visual Arts team, utilizing outdoor learning resources for hands-on, experiential learning activities. In addition, 3rd and 4th Graders took part in the much sought-after “WWF Tai Po Island House Workshop”, which included a plant tour and artwork session. The experience proved very meaningful and next year’s participation is strongly encouraged. There were more chances for students to have PE lessons at the indoor gym and the venues in SS. The ensemble lessons are conducted in different venues for easier access instruments. Sometimes they would join together. There was good feedback from the Coastal Cleanup activity organized by the IS team. Next year, they will choose a different beach for this activity.● The Language & Learning Environment Team also surmised that English, Chinese and Mathematics integrated outdoor learning spaces and natural elements to promote a sense of well-being and connection to the environment. From the teachers’ observation, there was strong student engagement and participation in these experiences. Teachers found that such arrangements provided more holistic learning opportunities for students, with hands-on experience, connecting learning with real-life experience, expanding their learning, and deepening their understanding. STEAM Team participated in a learning tour in the Hong Kong Sailing School which students learned sailing STEM knowledge in a real outdoor environment.

- STEAM AOLE members participated in the HK Projection Mapping Festival, students showcased their works in an underpass area in Sham Shui Po, where they learned to link up their project with the public area where they are presenting.
- Outdoor experiences were provided by different Service and Leadership Teams. For example, AI Orienteering Activity hosted for all Leadership Team Heads, visiting the elderly hosted by the House Committee, overnight camp hosted by the Prefect, Excel 33P and Cub Scouts, outing visit to a virtual movie scene company hosted by Campus TV, etc.
- Instead of conducting mindfulness activities outside the classroom, the basic concepts of mindfulness and foundational practices are integrated into life education lessons. This approach helps both teachers and students better understand the appropriate manner and attitude for practising mindfulness. 66% of the students agreed they enjoy doing activities in outdoor spaces, such as PERCCI Day in Term 1 and Term 2.
- In order to provide students with opportunities to step out of the classroom and engage in outdoor activities, this year we opened the Sky Garden for students to take walks and observe the flowers, plants, and trees during recess and lunch recess. Additionally, on sunny days during lunch breaks, we set up a professional solar telescope, allowing students to observe sunspots and solar prominences.
- This year, we also organized more than five evening parent-child stargazing events, which were in high demand. By making full use of the school's environment and facilities, we provided students and parents with unique learning experiences, and they thoroughly enjoyed them. For next year, it is recommended to enhance the biodiversity of plants and animals in the sky garden, as well as improve its facilities, to attract even more students to visit.
- Artificial grass installation was done next to the Primary School Sports Ground. It provides more space suitable for outdoor activities. More sports recess activities such as outdoor badminton, Number Kinball activities were introduced during lunch recess time.
- The school arranged diverse activities to engage students in community exploration and outdoor learning. On Play Day, students participated in experiential learning through play at theme parks, Noah's Park, and campsites for team-building activities. Specific grade levels engaged in campus walks during Chinese lessons, fostering sensory awareness and enhancing writing skills by observing and interacting with the natural environment. These activities effectively transformed outdoor spaces into dynamic learning environments across subject areas. Additionally, Sustainable Development Goals (SDGs) are incorporated into the Grade 5 Project-Based Learning (PBL) curriculum. Students were introduced to real-world issues, such as subdivided flats, to heighten their awareness of community and environmental challenges.

Reflection

- Outdoor learning was embedded across subjects—English, Chinese, Math, Visual Arts, PE, and STEAM. Activities like the HK Sailing School tour and Projection Mapping Festival connected students to real-world contexts. Cross-departmental efforts (e.g. Green School unit + VA team) enriched planning and execution. Students showcased work publicly and engaged in hands-on tasks, fostering agency and pride. These have helped foster a learning culture which promotes experiential learning as a method of innovative L&T strategies. The availability of different natural elements and designated facilities also encouraged creative lesson planning across all disciplines.
- Some outdoor venues (e.g. ensemble spaces, gym) are shared or limited, requiring scheduling coordination. Activities like the Coastal Cleanup and sailing tour may be resource-intensive and harder to replicate across all grades. Outdoor learning is vulnerable to seasonal and weather-related disruptions, requiring contingency planning.
- The school set clear, student-centered goals that aligned with well-being and sustainability. Teachers embraced outdoor learning creatively, using natural spaces for storytelling, measurement, and art. Survey and teacher observations confirmed high engagement, emotional growth, and academic transfer. Outdoor learning fostered holistic development, but future planning should address access equity, resource support, and continuity.
- Outdoor learning created dynamic and enriching environments that nurtured key competencies such as collaboration, communication, and problem-solving among students. By adopting a cross-disciplinary approach, the school deepened student engagement and made meaningful connections between language learning and environmental appreciation. Integrating real-world topics—such as the issue of subdivided flats—further enhanced students’ understanding of local community challenges and sustainability. The need for targeted teacher training needs to be strengthened, particularly in fostering effective collaboration and maximizing the educational potential of outdoor spaces. Strengthening professional development in this area will empower teachers to design impactful learning experiences and better support student growth beyond the classroom walls.

Feedback and Follow-up

- Outdoor spaces can continue to be used for storytelling and heritage-themed art displays. Eco-walks and clean-up campaigns can be continued to build empathy and collaboration. Bilingual presentations, such as show and tell or debates, could be held in the Sky Garden or other open areas. Students can be encouraged to read QR codes on plants in the Sky Garden. Good practices will also be shared at Staff Meetings, detailing lesson planning, safety considerations, student engagement strategies, and promoting interdisciplinary connections.

Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments

Target 3.4 Ensure that the school’s infrastructure and facilities are adaptable to accommodate

future educational trends and technological advancements

Strategies 3.4:

- ❖ Redesign the existing spaces to create versatile, technology-enriched environments that can accommodate a range of functions, from traditional lecture-based classrooms to collaborative learning hubs to informal social and relaxation areas.
- ❖ To explore innovative solutions for upgrading our existing system and infrastructure

Achievements
<ul style="list-style-type: none">● Our school successfully collected teachers’ feedback on digital infrastructure, and fostered a dialogue with them on the strategic planning and decision making for future improvements and upgrades, providing the school with a clearer understanding of their experiences and challenges. Data collected indicated clearly which items required immediate addressing and action - specifically WiFi, classroom projection, and classroom microphone connection - to enhance students’ learning environment and to ensure the provision for teachers’ classroom needs.
Reflection
<ul style="list-style-type: none">● Most of the teachers reported that the stability of the WiFi and classroom microphone is under-performance. These could be facilitated by support and backing of infrastructure upgrades and timely decision-making and appropriate resource allocation from the IT Department and senior management. Prioritizing the above can help foster a better learning environment for our students.
Feedback and Follow-up
<ul style="list-style-type: none">● The current IT Department feedback mechanism, in which teachers are able to continuously provide feedback and input, will be continued. This approach, along with routine maintenance checks, will allow teachers to understand better how technology impacts everyday learning and promote continuous improvements to teaching strategies. By addressing ongoing feedback and emerging needs, replacement and upgrade plans can be closely aligned to students’ and teachers’ needs to foster positive attitudes toward learning and innovation.● Professional development workshops can be organized to train teachers to tackle some simple IT issues.● A holistic plan for upgrading the infrastructure is suggested.

(3) Student Performance

Performing Arts		
第 45 屆沙田區舞蹈比賽	東方舞 (少年組)	金獎
第 61 屆學校舞蹈節	中國舞 (低小群舞), 中國舞 (高小三人舞) & 中國舞 (高小群舞)	優等獎
	小學組	團體獎總冠軍
Mathematics		
2024 Eye Level Math Olympiad	P1, P2, P4 & P5	Distinction
	P2	World Champion, Gold
	P4	Bronze
	P3, P4 & P5	Merit
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2024/25)	Upper Primary	Silver
		Bronze
		Honourable Mention
Eye Level Hong Kong Critical Thinking Math Challenge 2025	Primary 1	Distinction
	Primary 1	Silver
	Primary 1	Bronze
	Primary 1	Merit
MathConception 2025	P1, P3, P4, P5 & P6	Gold
	P1, P2, P4 & P5	Silver
	P1 & P2	Bronze
Primary School Mathematics Challenge: Grand Slam Cup 2025 Competition	P1, P2 & P4	Champion
	P1, P2, P3, P4, P5 & P6	Gold
	P1, P2, P3, P4, P5 & P6	Silver
	P1, P2, P3, P4, P5 & P6	Bronze
	P3	1st Runner-up
Spring 2025 World Class Tests	Mathematics & Problem Solving	Distinction
	Problem Solving	Merit
The Eleventh Annual HK Primary	P5, P5 Group & P6	Gold

Mathematics Challenge Final	P6	Silver
	P5	Bronze
香港小學電腦奧林匹克比賽 2024/25	小學組	銅獎
Music		
Hong Kong Joint School Music Association	Primary School Ensemble (Strings)	Gold
	Teacher Student Ensemble (Primary)	Gold
	Primary Chinese Drum Competition	Silver
	Symphony Orchestra (Primary)	Silver
Hong Kong Youth Music Interflows 2024	Primary School Symphony Orchestra Class B	Bronze
The 16th Hong Kong International Handbell Olympics	Intermediate Group	Prestige Silver
The 77th Hong Kong Schools Music Festival	Primary School Choir Competition-E31 English (Senior)	Winner
	Primary School Choir Competition-E32 English (Junior)	2nd Runner-up
	Primary School Choir Competition-E38 Chinese (Junior)	1st Runner-up
Chinese		
「香港故事 中國精彩」香港中小學普通話朗誦（演講）展演活動	全港中小學	團體十佳獎
《憲法》和《基本法》學生校園大使培訓計劃 2024 嘉許禮	Primary Category	嘉許獎
第 76 屆香港學校朗誦節	普通話散文獨誦 - 小學一、二年級女子組	冠軍
	普通話散文獨誦 - 小學一、二年級男子組	冠軍
	普通話散文獨誦 - 小學三、四年級女子組	冠軍
	普通話詩詞獨誦 - 小學一、二年級女子組	冠軍
	普通話詩詞獨誦 - 小學一、二年級男子組	冠軍
	普通話詩詞獨誦 - 小學三、四年級男子組	冠軍
	普通話詩詞獨誦 - 小學五、六年級女子組	冠軍
	粵語詩詞獨誦 - 小學六年級女子組	冠軍
	粵語詩詞獨誦 - 小學四年級男子組	冠軍
	普通話散文獨誦 - 小學一、二年級男子組	亞軍
	普通話詩詞獨誦 - 小學三、四年級女子組	亞軍
	普通話詩詞獨誦 - 小學一、二年級女子組	季軍

	粵語散文獨誦 - 小學一年級男子組	季軍
	粵語詩詞獨誦 - 小學一年級男子組	季軍
	普通話散文獨誦 - 小學一、二年級男子組	優良
	普通話散文獨誦 - 小學一、二年級女子組	優良
	普通話詩詞獨誦 - 小學一、二年級女子組	優良
	普通話詩詞獨誦 - 小學一、二年級男子組	優良
	普通話散文獨誦 - 小學三、四年級男子組	優良
	普通話詩詞獨誦 - 小學三、四年級女子組	優良
	普通話詩詞獨誦 - 小學三、四年級男子組	優良
	普通話詩詞獨誦 - 小學五、六年級女子組	優良
	普通話詩詞獨誦 - 小學五、六年級男子組	優良
	粵語散文獨誦 - 小學一年級男子組	優良
	粵語詩詞獨誦 - 小學一年級女子組	優良
	粵語詩詞獨誦 - 小學一年級男子組	優良
	粵語詩詞獨誦 - 小學二年級女子組	優良
	粵語散文獨誦 - 小學三年級女子組	優良
	粵語詩詞獨誦 - 小學四年級女子組	優良
	粵語詩詞獨誦 - 小學六年級男子組	優良

English Language

The 76th Hong Kong Schools Speech Festival	G4-6 Mixed Voice English Choral Speaking Competition	Champion
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Boys	First
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Girls	First
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Boys	Second
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Girls	Second
	English Solo Verse Speaking - Non-Open - Primary 6 - Girls	Second
	English Solo Prose Reading - Non-Open - Primary 1 and 2 - Boys	Third
	English Solo Prose Reading - Non-Open - Primary 1 and 2 - Girls	Third
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Boys	Third

	English Solo Verse Speaking - Non-Open - Primary 3 - Boys	Third
	English Solo Prose Reading - Non-Open - Primary 1 and 2 - Girls	Merit
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Boys	Merit
	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Girls	Merit
	English Solo Verse Speaking - Non-Open - Primary 3 - Boys	Merit
	English Solo Verse Speaking - Non-Open - Primary 3 - Girls	Merit
	English Solo Verse Speaking - Non-Open - Primary 4 - Boys	Merit
	English Solo Verse Speaking - Non-Open - Primary 4 - Girls	Merit
	English Solo Verse Speaking - Non-Open - Primary 5 - Boys	Merit
	English Solo Verse Speaking - Non-Open - Primary 5 - Girls	Merit
	English Solo Verse Speaking - Non-Open - Primary 6 - Boys	Merit
	English Solo Verse Speaking - Open - Ages 7 - Boys and Girls	Merit
	English Solo Verse Speaking - Open - Ages 8 - Boys and Girls	Merit
Hong Kong Budding Poets (English) Award 2024/25		The Poet of the School
English Radio Drama Competition	Upper Primary	Silver Award
Hong Kong Young Writers Awards	Fiction: Group 2	Highly Commended
International Competitions and Assessments for Schools (ICAS) – English	English	Medal Winner
	Spelling Bee	Medal Winner
	Writing	Medal Winner
Spelling Bee Canada	Junior Category - HK Chapter & Primary Category - HK Chapter	1st Runner-up
	Junior Category - HK Chapter & Primary Category - HK Chapter	2nd Runner-up
	Primary Category - HK Chapter	Champion
Science		
The 4th Asia Exhibition of Innovations and Inventions Hong Kong		Gold Medal
		Silver Medal
The 50th International Exhibition of Inventions Geneva		Gold Medal
		Special Prize of

		the Saudi Arabian Ministry of Education
International Competitions and Assessments for Schools (ICAS)	Science	Medal Winner
Greater Bay Area Paper Plane Competition 2025	Airtime Category	Champion
	Airtime Category	2nd Runner up
	Precision Category	Champion
	Precision Category	1st Runner up
Physical Education		
“National Games @ Shatin” Inter-Schools Basketball Friendly Competition	Primary	1st Runner-up
Whole Hong Kong Schools Rope Skipping Championship	Girls 30s Cycling	Champion
	Girls 45s Freestyle	1st Runner-up
	1 分鐘 3 人交互跳花式	3rd Runner-up
	Girls B Grade 30s Cycling	Champion
	Girls B Grade 30s Double	2nd Runner up
YMCA King’s Park Inter-School Kinball Competition 2024-2025	Girls Category	Champion
	Boys Category	2nd Runner up
Shatin Area Inter-Primary Schools Athletics Competition 2024-2025		Outstanding Athlete
Shatin Area Inter-Primary Schools Basketball Competition 2024-2025		Outstanding Athlete
Shatin Area Inter-Primary Schools Futsal Competition 2024-2025	Boys Category	1st Runner-up
	Girls Category	2nd Runner up
Lutheran Cup Primary School 3vs3 Basketball Invitation Tournament	Boys Category	2nd Runner up
Inter-Primary Schools Athletics Competition (Shatin District)	Girls B Grade - 200m	Champion
	Girls B Grade - 4x100m	Champion
	Girls B Grade - 100m	3rd Runner-up
	Boys B Grade - 200m	3rd Runner-up
	Girls A Grade - 60m	3rd Runner-up
	Girls B Grade - 60m	3rd Runner-up
	Boys B Grade - Long Jump	2nd Runner up
	Girls B Grade - Long Jump	3rd Runner-up
	Girls B Grade - Softball Throw	3rd Runner-up
	Boys C Grade - 4x100m	3rd Runner-up

	Boys C Grade - 100m	2nd Runner up
	Boys B Grade - Softball Throw	1st Runner-up
Inter-Primary Schools Badminton Competition (Shatin District)	Girls Single	Champion
	Girls Team	Champion
	Boys Team	1st Runner-up
	Girls Single	1st Runner-up
恒生學界盃	小學女子單打	冠軍
第十二屆全港小學校際網球比賽 2024-2025	女子乙組	優異獎
第廿二屆廠商會盃小學籃球邀請賽	男子組	銀盃獎亞軍
2024-2025 年度全港小學校際女子五人足球比賽		傑出運動員
2024 - 2025 年度沙田區小學校際乒乓球比賽	女子組 (團體賽) & 男子組 (團體賽)	傑出運動員
2024 - 2025 年度沙田區小學校際五人足球比賽	女子組 & 男子組	傑出運動員
2024 - 2025 年度沙田區小學校際排球比賽	男子組	傑出運動員
2024 - 2025 年度沙田區小學校際籃球比賽	男子組	傑出運動員
2024 - 2025 年度沙田區小學校際羽毛球比賽	女子組 (團體賽) & 男子組 (團體賽)	傑出運動員
2024-25 Shatin Inter-Primary Schools Basketball Competition	Boys Category	Champion
	Boys Singles	Champion
	Boys Team	2nd Runner up
	Girls Singles	Champion
2024-25 Shatin Inter-Primary Schools Volleyball Competition	Boys Category	1st Runner-up
2024-25 年度沙田區小學校際游泳比賽	男子乙組 50 米自由泳	第一名
	男子乙組 50 米蝶泳	第一名
	女子乙組 50 米背泳	第一名
	女子乙組 50 米自由泳	第一名
	女子乙組 50 米蝶泳	第一名
	女子甲組 100 米自由泳	第二名
	女子乙組	第二名
	女子乙組 4x50 米自由泳接力	第二名

	女子乙組 50 米蛙泳	第二名
	女子乙組 100 米蛙泳	第三名
	女子乙組 50 米蛙泳	第四名
	女子甲組 50 米背泳	第四名
	男子丙組	第五名
	男子丙組 50 米背泳	第五名
	男子乙組	第五名
	女子甲組	第六名
	女子甲組 50 米蛙泳	第八名
2025 Hong Kong Primary School Baseball Invitational Tournament “Tong Wai Kee Cup”	Higher Grade	2nd Runner up
22nd All Hong Kong Inter-Area Primary Schools Basketball Competition 2024-2025	Boys Category	2nd Runner up
All Hong Kong Inter-Area Primary Schools Badminton Competition	Girls Category	1st Runner-up
	Girls Category	傑出運動員
All Hong Kong Inter-Area Primary Schools Swimming Competition	女子乙組 50 米自由泳	第二名
	女子乙組 50 米蝶泳	第四名
	男子乙組 4x50 米自由泳接力	第一名
	男子乙組 50 米自由泳	第二名
	男子乙組 50 米蝶泳	第四名
All Hong Kong Inter-Primary Schools Fencing Competition 2024-2025	Boys B Grade Foil	2nd Runner up
	Boys B Grade Foil Team	2nd Runner up
All Hong Kong Inter-Primary Schools Futsal (Girls) Competition 2024-2025	Girls Singles	3rd Runner-up
All Hong Kong Schools Jing Ying Table Tennis Tournament 2024-2025	Boys Singles	Champion
All Hong Kong Schools Jing Ying Table Tennis Tournament 2024-2025	Girls Singles	Champion
STEAM		
“Make an Impact” Product Design Competition 2025 Final Presentation	Primary	1st Runner-up
2025 Robofest Hong Kong	BottleSumo (Junior)	Silver
	UMC (Junior)	Champion

	UMC (Junior)	Gold
7th Hong Kong Projection Mapping Festival	Primary	Best Content Award, Best Audio Effect Award, Best Individual Award
APRA 2025 – Hong Kong Selection (EV3 Auto Sumo)		Merit
Do Your Bit (Microbit.org)	Primary	Merit
Hong Kong Education City “Student Innovation Competition 2025”	Primary	2nd Runner up
Hong Kong Space Science Innovation and Creative Design Competition	Upper Primary	1st Runner-up
		Merit
International Universal Robotic Challenge (URC) Virtual Robotics Division By Japan (Artec)	Primary	2nd Runner up
RIDIY 2025 (Regular Competition)	Primary	1st Runner-up
		Champion
The 2nd Global Marty Challenge (Hong Kong)	Upper Primary (Scratch)	Outstanding Rising Star Award
The Fourth Aberdeen Technical School Competition 2024-25	Primary	三等獎 Best Team Spirit Award
Third Language		
The 14th Hong Kong French Speech Competition	G6 Girls Poetry Speaking	Champion
	G5 Girls Poetry Speaking	1st Runner-up
		2nd Runner up
Visual Arts		
Panda Art Joy Charity Competition	Primary Category	Top 10 Most Creative Design
STUDENT DEVELOPMENT		
Sunday Kiss Positive Schools Award	Primary School Category	Commended
Happy Campus Award	Happy Schools Award	Commended

(4) Financial Summary

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2023/2024 School Year (Per EDB Audit Report)

	Government Funds	Non-Government 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)	62.03%	N.A.
School Fees	N.A.	31.39%
Donations, if any	N.A.	2.59%
Other income, if any	1.31%	2.68%
Total	63.34%	36.66%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.51%	
Operational Expenses (including those for Learning and Teaching)	15.33%	
Fee Remission / Scholarship ¹	3.39%	
Repairs and Maintenance	2.09%	
Depreciation	5.50%	
Miscellaneous	0.18%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.77 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	6.72 months* of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

*Remark: It is 5.43 months of annual expenditure after deduction of Net Book Value of additional school t

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

¹ 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).

(5) Appendix

Annex 1

To: Permanent Secretary for Education

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

Address: Home-School Co-operation and Parent Education Section

Room W215, 2/F, West Block, Education Bureau Kowloon Tong Education

Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2391 0470

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

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

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

	Area	Actual Expenses (\$)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	\$19386.18
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	\$146.09
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	\$612.83
v.	Others (please specify): _____	
	Total Expenditure	\$20145.1
	Unspent Balance	

2. As at 31 August 2025, the Grant

has been fully spent.

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

[Applicable to aided and caput schools]

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

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

To: Permanent Secretary for Education

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

Address: Educational Psychology Service (Kowloon 1) Section

Room W201, 2/F, West Block, Education Bureau Kowloon Tong Education

Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

Fax No.: 2715 8056

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

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

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

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	\$19,612.88
ii.	Providing support services related to enhancing the mental health of students and teachers	\$4,500.00
iii.	Designing and producing school-based learning and teaching resources related to mental health	\$21,920.00
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$15,491.76
v.	Others (please specify): _____	
	Total Expenditure	\$61,524.64
	Unspent Balance	\$0

2. As at 31 August 2025, the Grant

has been fully spent.

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

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

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