

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



Annual Report (Secondary School)

2024-2025

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.

The 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.
Supervisor :	Professor Frank Fu Hoo Kin, BBS, 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 :	http://www.hkbuas.edu.hk/

School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students will 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, providing a basis for lifelong learning.

We cater to the whole-person development, providing a safe learning environment for the 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 will also be put on developing the 3-L (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride at heart.

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person

Puts students' needs first at all times

Empowering students to be spiritually mature, wise and informed, artistic, physically strong, creative, and to build good ties with the community

Students will become global citizens with national pride at heart

(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

- Teachers at HKBUAS demonstrated strong alignment with digital and innovative pedagogies. A significant majority of teachers agreed that concepts of digital citizenship are embedded in learning and teaching, reflecting a conscious effort to integrate digital literacy into the curriculum. Many teachers reported sharing good practices and showcasing the success of IT use in teaching, learning, and departmental meetings, indicating a collaborative culture around digital integration. The frequent use of e-learning tools and resources was affirmed by a substantial portion of respondents, supporting the incorporation of interactive and multimedia technologies across subject areas to enhance engagement. Furthermore, most teachers promoted goal-setting, risk-taking, and self-evaluation, while nearly all encouraged reflective thinking through self and peer evaluation—both of which are foundational to project-based and personalized learning. These findings collectively highlight the school's commitment to fostering 21st-century skills through technology-enhanced, student-centered learning environments.
- As evidenced through the Scheme of Work and lesson observations, most subjects at HKBUAS have actively integrated digital literacy and computational thinking into their curriculum. This integration extends beyond ICT/ICL and is embedded across disciplines. In Mathematics, students use spreadsheet tools and digital platforms to visualize data, explore patterns, and apply algorithmic thinking. Science subjects leverage simulations and data logging tools to model experiments and analyze real-time data, enhancing students' analytical and problem-solving skills. In Humanities and Liberal Arts/CS subjects, students engage with digital research tools, online databases, and collaborative platforms to conduct inquiry-based learning and present findings. Other subjects incorporate multimedia presentations to foster creativity, communication, and digital composition skills.

- In addition to skill development, the school places strong emphasis on cultivating responsible digital citizens. Teachers embed key concepts of digital citizenship—such as online safety, ethical use of information, digital etiquette, and cyber wellness—into their lessons across subjects. For example, students engage in discussions about evaluating credible sources, respecting intellectual property, and managing their digital footprint. In subjects that involve School-Based Assessment (SBA) and research tasks, students are explicitly taught how to write bibliographies and avoid plagiarism. These practices not only reinforce academic integrity but also equip students with the awareness and skills needed to navigate digital environments responsibly. By integrating these principles into everyday learning, the school ensures students are prepared to contribute positively to an increasingly digital and interconnected world.
- To strengthen students’ foundational skills in problem-solving and logical reasoning, a dedicated computational thinking skills courseware was developed and systematically implemented across Grades 7 to 9 ICL lessons. This initiative ensures that students are introduced to key concepts in a structured and progressive manner. Lessons often include hands-on activities, gamified challenges, and digital tools that encourage students to think critically and creatively. By embedding computational thinking into the junior secondary curriculum, the school equips students with essential cognitive strategies that support both academic success and future readiness in a technology-driven world.
- Our school has applied to become a pilot school for the Artificial Intelligence (AI) Education for Students Project, an initiative funded by The Hong Kong Jockey Club Charities Trust and co-created by The Chinese University of Hong Kong (CUHK) and the Responsible AI for Social Empowerment and Education Initiative (RAISE) at the Massachusetts Institute of Technology (MIT). To support the implementation, AI-integrated projects were developed in Grade 8 and reviewed by CUHK’s assessment teams through lesson observations, coursework inspections, and student surveys. A formal study on student learning outcomes is expected to be published in late August 2025, providing valuable insights into the impact of AI-enhanced education.
- In addition to Google Classroom, which is a commonly used platform for teaching and learning at the school, some subjects—such as ICL and Mathematics—also utilize Microsoft Teams to store resources and facilitate learning. This dual-platform approach allows teachers to personalize learning experiences, provide differentiated materials, and encourage peer collaboration. For example, students may access curated learning folders, participate in discussion threads, or work on shared documents, fostering both independent and collaborative learning.
- The annual Project-Based Learning (PBL) Showcase, themed “A-COMMUNITY: Building a Better Society through Social Innovations,” highlighted students’ ability to apply design

thinking to real-world challenges. Projects addressed issues such as ageing populations, sustainability, and poverty alleviation, demonstrating empathy, critical thinking, and innovation. The event featured cross-school collaboration and received enthusiastic feedback from parents and guests, affirming the impact of PBL in fostering civic-minded, solution-oriented learners.

Reflection

- The 2024–25 academic year marked a transformative period for Academic Affairs at HKBUAS, characterized by a deepened integration of digital innovation, computational thinking, and AI education across the curriculum. Teachers showed strong alignment with future-ready pedagogies, as reflected in school-based surveys where most affirmed the embedding of digital citizenship in their teaching. This commitment was further evidenced through lesson observations and Schemes of Work, which revealed that digital literacy and computational thinking were meaningfully incorporated across subjects beyond just ICT or ICL. This achievement supports Learning Goal 4 (Generic Skills and Independent Learning) and Learning Goal 5 (Ethical and Effective Use of Information and IT) as set by the EDB, where students are encouraged to develop computational thinking and digital literacy through project-based and personalized learning.
- The structured computational thinking courseware implemented in Grades 7 to 9 ICL lessons provided students with a progressive foundation in problem-solving, logical reasoning, and algorithmic thinking. These skills were reinforced through hands-on activities and gamified learning experiences, fostering engagement and cognitive growth.
- The school’s successful application to become a pilot school for the Artificial Intelligence Education for Students Project, jointly led by CUHK and MIT, positioned HKBUAS as a leader in AI education. The development and review of AI-integrated projects in Grade 8 further demonstrated the school’s readiness to adopt emerging technologies in a research-informed and pedagogically sound manner.
- The dual-platform approach, utilizing both Google Classroom and Microsoft Teams, enabled more personalized, flexible, and collaborative learning environments. This empowered students to access differentiated resources, engage in peer learning, and take ownership of their academic progress.
- The annual Project-Based Learning (PBL) Showcase provided a powerful demonstration of the school’s commitment to design thinking, interdisciplinary learning, and civic engagement. This year’s event marked a milestone by inviting sister schools to participate, fostering cross-school collaboration and enriching student learning through broader peer interaction.

- Throughout the PBL event, students presented thoughtful real-world solutions to pressing societal challenges, reflecting a strong grasp of the design-thinking process from empathy and problem identification to ideation and presentation. Future cycles are expected to incorporate entrepreneurial elements, helping students visualize how to transform ideas into actionable, impactful solutions.
- Teams also showcased creativity and technical fluency by incorporating digital tools, data analysis, and multimedia presentations to effectively communicate their concepts.

Feedback and Follow-up

- While the school has made significant progress in digital and AI-enhanced education, feedback from lesson observations, teacher reflections, and external evaluations has identified areas for further development. A key focus is scaling and deepening interdisciplinary applications of computational thinking and AI tools beyond junior secondary levels into senior grades and across more subjects. The Academic Affairs Team will collaborate with department heads to co-develop interdisciplinary modules and project-based tasks embedding AI and computational thinking in authentic, subject-specific contexts.
- There is also an opportunity to formalize digital citizenship education through a cross-curricular framework. Although many teachers have embedded elements such as online safety and ethical use of information, establishing clear, grade/age-appropriate learning outcomes, assessment rubrics, and integration into School-Based Assessment (SBA) and inquiry-based tasks will strengthen this area. Additional workshops will support teachers in facilitating discussions on digital ethics, AI bias, and responsible technology use.
- As a pilot school for the Artificial Intelligence Education for Students Project, funded by The Hong Kong Jockey Club Charities Trust and co-created by CUHK and MIT's RAISE initiative, HKBUAS is positioned at the forefront of AI education in Hong Kong. The upcoming academic year will provide the school with exclusive access to Generative AI-integrated teaching and learning materials, advanced teacher training, a subscription to the Generative AI Tools Platform, and enrichment activities for the whole school community. Close collaboration between subject departments and project representatives will facilitate the integration of AI-enhanced pedagogies, including personalized learning supports and ethical exploration of AI.
- The Project-Based Learning experience has been transformative for students, who developed critical thinking, collaboration skills, confidence in public speaking, and project ownership. Feedback from guests, parents, and sister schools affirmed the showcase's role in cultivating socially responsible, innovative, and empowered learners.
- To further enhance PBL's impact, the school will emphasize entrepreneurial thinking in

future cycles by progressively incorporating market research, prototyping, pitching, and social impact analysis. This will help students experience the complete design-thinking process from ideation to real-world implementation, building creativity, critical thinking, and confidence in turning ideas into action.

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 the school's needs

Achievements

- Microsoft Teams has been widely implemented as our Learning Management System for some subjects across all grades. Take ICL/ICT as an example, G7-12 student engagement is clearly tracked, with over 95% of students completing tasks on the platform.
- In the 2024–2025 academic year, the Info Hub on Microsoft Teams was fully implemented as a centralized platform for internal communication and information management. This digital hub has significantly streamlined the way academic and administrative information is disseminated among staff. Colleagues have responded positively to its clarity, accessibility, and efficiency. The Info Hub consolidates essential documents and updates, including daily routines, departmental handbooks, student outing lists, and event logistics, etc, into a single, well-organized space.
- By leveraging Microsoft Teams' collaborative features, the Info Hub allows for real-time updates, version control, and easy access across devices, reducing reliance on email chains and printed notices. Staff can quickly locate relevant information, respond to updates, and contribute to shared planning documents. This has not only improved operational efficiency but also fostered a more connected and responsive professional environment. The successful adoption of the Info Hub reflects the school's broader commitment to digital transformation

and the integration of smart tools into everyday workflows.

- With the recent restructuring of the IT Team, a thorough assessment of the existing IT infrastructure and facilities has been carried out. This evaluation included hardware, software systems, network components, and user support services across the institution. Based on the findings, a plan has been developed to address areas requiring replacement due to obsolescence or performance issues, as well as components that would benefit from scheduled maintenance to ensure continued reliability and efficiency. The plan is set to be implemented over the course of the upcoming academic year, with the aim of enhancing overall system performance, minimizing downtime, and aligning IT capabilities with the evolving needs of staff and students.

Reflection

- The past academic year has seen significant strides in digital transformation across both teaching and administrative domains. The implementation of Microsoft Teams as a Learning Management System (LMS) for selected subjects, such as ICL/ICT, has proven highly effective. With over 95% of students in Grades 7–12 completing tasks on the platform, it is evident that Teams has enhanced student accountability, streamlined task management, and facilitated more transparent tracking of learning progress. This reflects a growing digital fluency among students and a successful adaptation by educators to blended learning environments.
- On the administrative side, the full deployment of the Info Hub on Microsoft Teams has revolutionized internal communication. By consolidating essential documents—ranging from daily routines to event logistics—into a single, accessible platform, the Info Hub has reduced reliance on fragmented communication methods such as email and printed notices. Staff have responded positively to its clarity, organization, and real-time updating capabilities. The collaborative features of Teams have further enabled staff to contribute to shared planning documents, fostering a more connected and responsive professional culture.
- The restructuring of the IT Team has also been a pivotal development. The comprehensive review of infrastructure—including hardware, software, and network systems—has laid the groundwork for a strategic maintenance and replacement plan. This initiative reflects a proactive approach to ensuring long-term reliability and performance of IT services, aligning technological capabilities with the evolving needs of both staff and students.

Feedback and Follow-up

- Feedback from teaching staff regarding the Info Hub has been consistently positive. Colleagues have shown positive comments on its clarity, ease of access, and its role in streamlining internal communication and document management. To further enhance its effectiveness, both the Primary School (PS) and Secondary School (SS) Divisions are

encouraged to adopt the Info Hub more comprehensively. Specifically, expanding its scope to include Middle School-specific updates—such as timetables, student activities, pastoral care notices, and academic planning—would make it a more inclusive and unified resource. This would be particularly beneficial for teachers who work across both Divisions, helping them stay aligned with broader school operations and reducing reliance on fragmented communication channels like email or printed notices.

- With a new cohort of teachers joining A-School in the upcoming academic year, it is essential to provide structured onboarding, training, and ongoing support. This should include orientation sessions on digital platforms (e.g., Microsoft Teams and the Info Hub), access to user guides, and opportunities for peer mentoring. Ensuring that new staff are confident in using these tools will promote consistency and efficiency across departments will be essential.
- While subject departments retain autonomy in choosing their preferred digital platforms for teaching and learning, a phased strategy could be introduced to encourage broader adoption of Microsoft Teams. This would involve identifying interested subjects or teachers, offering targeted training, and facilitating peer support networks. The goal is not to mandate a single platform, but to promote consistency, interoperability, and shared best practices across the school. Teachers exploring other LMS options should also be supported, with a focus on aligning digital tools with pedagogical goals.
- A clear and actionable timeline will be implemented for the execution of the IT maintenance and replacement plan. This timeline should include key milestones, responsible teams, and regular progress updates to stakeholders. Feedback from staff will be actively incorporated to adjust priorities and ensure responsiveness to emerging needs. Additionally, the timeline should reflect planned collaboration with Alibaba Cloud, covering both infrastructure upgrades and potential integration with teaching tools. This partnership offers opportunities to enhance cloud-based services, usage of digital resources, etc.

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 regular 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

- Professional development (PD) sessions were conducted at two key points—before the academic year and again in March—to prepare staff for the school’s journey toward becoming an Apple Distinguished School and to equip them for the evolving era of Artificial Intelligence (AI). These sessions focused on enhancing digital fluency, integrating Apple technologies in teaching, and building foundational awareness of AI tools and their implications for education. These professional development initiatives contribute to Learning Goal 2 (Broad and Solid Knowledge Base) and Learning Goal 5 (Ethical and Effective Use of Information and IT), equipping teachers to guide students in a technology-rich learning environment.
- Theme-based IT workshops were organized to address teachers’ specific needs in integrating digital tools into their teaching and learning practices. These workshops offered hands-on guidance with the latest digital tools, designed to be practical and responsive to varying levels of staff digital confidence.
- Digital learning remains a central pillar of the school’s teaching and learning strategy, supported not only through professional development but also structured lesson and peer observation practices, including lesson videotaping. To further strengthen this initiative, panel heads were grouped during the year-end meeting to share their focus areas and reflections. Some groups highlighted their teams’ digital learning practices, enabling targeted sharing of strategies, tools, and classroom applications.
- Two specialized workshops were delivered by our Scientist-in-Residence, Mr. Jake Ren. The first introduced the development and practical applications of Large Language Models (LLMs), helping staff understand how these models function and their educational potential. The second workshop focused on natural language analysis, providing insights into AI’s capacity to interpret and generate human-like text, and how this can support teaching and student inquiry.
- In a significant academic partnership, the school collaborated with the CUHK-Jockey Club AI Education Project. In March, CUHK delivered a targeted professional training session for ICL teachers on teaching generative AI concepts to junior secondary students. The session covered pedagogical approaches, ethical considerations, and practical classroom applications, supporting the school’s objective to foster AI literacy from an early age.
- The ICT panel participated in a specialized training session hosted at Alibaba Cloud

headquarters. This event focused on the latest AI education developments, especially the use of new LLM models in teaching. It offered valuable insights into cloud-based AI tools, strategies for curriculum integration, and possibilities for scalable, data-driven learning environments.

- The impact of these professional development initiatives is evident in the strong culture of sharing and adoption among teachers. Many staff members reported sharing successful IT practices in teaching and meetings, and the frequent use of e-learning tools has been encouraged widely. Collectively, these PD sessions have fostered a culture of experimentation and peer learning, contributing significantly to the school's overall digital readiness.

Reflection

- This academic year has been a transformative period for the school's professional development and digital learning strategy. The Pre-Academic Year and March professional development (PD) sessions were strategically scheduled to prepare staff for the school's pursuit of Apple Distinguished School status and to introduce foundational concepts of Artificial Intelligence (AI). These sessions focused on enhancing digital fluency and equipping teachers with the tools and mindset needed to integrate Apple technologies and AI into their teaching practices.
- The theme-based digital learning workshops provided practical, hands-on training tailored to varying levels of digital confidence among staff. These workshops empowered teachers to experiment with new tools and approaches, fostering a culture of innovation and collaboration. This is reflected in widespread reports from teachers about sharing successful IT practices in teaching and meetings, alongside frequent use of e-learning tools. These indicators suggest the workshops have had a tangible impact on classroom practice and contributed significantly to the school's overall digital readiness.
- The Scientist-in-Residence workshops led by Mr. Jake Ren offered deeper insights into the educational applications of AI, particularly Large Language Models (LLMs) and natural language analysis. By bridging technical understanding with classroom relevance, these workshops helped staff envision how AI can enhance inquiry-based learning and personalized instruction.
- The collaboration with the CUHK-Jockey Club AI Education Project further enriched the school's professional learning landscape. The targeted training on generative AI for junior secondary students reinforced the school's commitment to early AI literacy and ethical digital education. Additionally, the ICT panel's training at Alibaba Cloud headquarters provided strategic insights into scalable AI solutions and curriculum integration. Together,

these initiatives pave the way for continued advancement in digital learning in the coming academic year.

Feedback and Follow-up

- While the achievements this year are commendable, survey findings point to areas for continued growth and refinement. There is a clear opportunity to further explore how digital tools and Artificial Intelligence (AI) can be leveraged to enhance differentiated instruction and create more inclusive learning environments. Future professional development (PD) sessions could focus on adaptive technologies, personalized learning platforms, and effective strategies to support diverse learners.
- To deepen the integration of AI in teaching and learning, the school is well-positioned to further utilize the expertise of Mr. Jake Ren, the Scientist-in-Residence. Mr. Ren could take on a more embedded role in supporting both staff and students. A key area for development is collaborating closely with subject teachers to co-develop AI-integrated lesson plans. These plans would provide practical, classroom-ready examples demonstrating how AI tools can enhance learning outcomes across disciplines, especially in STEM and ICL subjects where AI applications are particularly relevant. Additionally, Mr. Ren could lead interdisciplinary student projects that explore AI concepts through authentic, real-world challenges. Possible projects include data analysis tasks, ethical discussions on AI use, and creative writing exercises using generative tools. Such initiatives would enrich the curriculum, fostering critical thinking, collaboration, and digital fluency among students. For staff, Mr. Ren could offer advanced PD sessions focused on emerging AI technologies, effective implementation strategies, and ethical considerations. These programs would support educators ready to move beyond foundational knowledge toward deeper integration of AI pedagogy. Beyond training, Mr. Ren's mentorship of student research groups or AI-focused clubs would cultivate future-ready skills and deepen student engagement with technology. His involvement in enrichment activities would provide students with access to expert guidance and inspiration for innovative learning pathways.
- A-School should maintain and expand its external partnerships, including those with CUHK and Alibaba Cloud, to remain at the forefront of educational innovation. These collaborations not only offer valuable training opportunities but also enhance the school's leadership position in AI education and digital transformation. Future partnerships might include joint research projects, student workshops, and teacher fellowships focused on emerging technologies, further supporting the school's ongoing development and commitment to excellence.

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 to create immersive and engaging learning environments
- Utilize technology 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
- Subjects implement interdisciplinary collaboration and the related learning experiences are enhanced/shared through the use of technology

Achievements

- The ICL AI curriculum has undergone a strategic update this academic year, demonstrating the school's commitment to leading-edge AI education. This revision incorporates high-quality teaching aids developed by the CUHK-Jockey Club AI Education Project alongside advanced resources from Alibaba Cloud's Large Language Model (LLM) platform. All updated materials are accessible through the school's Learning Management System (LMS), enabling flexible and consistent engagement by both staff and students.
- To support interdisciplinary learning, each subject area collaborated with another discipline to design and implement joint projects. These efforts have been documented via online project briefs and shared through email and meetings to encourage cross-departmental dialogue. Notably, the partnership between the ICL Team and the Mathematics Department led to the development of instructional materials integrating drone technology into lessons. This project explored mathematical concepts such as geometry alongside ICL topics like coding and hardware control. The teaching was successfully implemented during Grade 9 STEAM Week, providing students with a dynamic, hands-on learning experience that effectively connected theoretical knowledge to real-world applications.
- Technology has played a key role in enhancing data-driven teaching practices, especially in student assessment and personalized goal-setting. Digital tools were employed to analyze student performance data, informing individualized learning targets and progress evaluations. This approach proved especially impactful during Parents' Day, where data visualizations and insights supported meaningful conversations among teachers, students, and parents. By adopting technology for assessment analysis, the school has strengthened its capacity to support student growth through reflective and goal-oriented learning strategies.

Reflection

- This academic year has marked a significant advancement in integrating Artificial Intelligence and interdisciplinary learning throughout the school. The strategic update to the ICL AI curriculum illustrates a forward-thinking approach to preparing students for a digital future. By incorporating teaching aids from the CUHK-Jockey Club AI Education Project and resources from Alibaba Cloud's Large Language Model (LLM), the curriculum now exposes students to real-world AI applications while providing teachers with high-quality instructional materials. The availability of these resources on the school's Learning Management System (LMS) ensures accessibility and consistency, supporting both independent learning and collaborative teaching.
- Interdisciplinary collaboration was emphasized by requiring each subject area to partner with another discipline to design and conduct joint projects, thereby fostering cross-curricular thinking and innovation. A notable example is the partnership between the ICL Team and the Mathematics Department, which produced drone-based instructional materials. These integrated mathematical concepts, such as geometry, with ICL content, including coding and hardware control, were successfully implemented during Grade 9 STEAM Week. This initiative enriched the curriculum and provided students with a hands-on learning experience that bridged theory and practice.
- Technology further enhanced teaching and learning through its role in data-driven assessment practices. Digital tools analyzed student performance data to inform personalized goal-setting and progress tracking. This process was particularly effective during Parents' Day, facilitating meaningful discussions among teachers, students, and parents. Embedding technology into assessment has bolstered the school's ability to support student growth with reflective and targeted learning strategies.

Feedback and Follow-up

- While the interdisciplinary projects have been successfully implemented for consecutive years, opportunities for sharing these initiatives among staff could be enhanced. The rescheduling of subject meetings has limited opportunities for showcasing interdisciplinary work, thereby reducing the dissemination of valuable cross-curricular insights and innovative practices compared to the previous year. To address this, the QA Team could reinstate and strengthen structured sharing practices, ideally through digital platforms such as the LMS or a dedicated showcase space. This would enable departments to upload project briefs, teaching materials, and student outcomes, promoting accessibility, collaboration, and continuous improvement.
- To deepen data-driven teaching impact, the school could explore external partnerships to advance analytical capabilities. A promising avenue is collaborating with Hong Kong Quanfan Technology, recognized for expertise in educational data analytics and AI

solutions. Such collaboration could facilitate the development of customized dashboards for tracking student progress, predictive analytics to identify learning gaps, and tools for visualizing long-term assessment trends. This would enhance the precision of student evaluations and empower teachers with actionable instructional insights. A preliminary discussion took place in May, with further follow-up planned for the upcoming academic year.

- Collaboration with Alibaba Cloud will continue to explore scalable infrastructure solutions for AI-enhanced learning environments. Potential developments include cloud-based platforms for student portfolios, real-time feedback systems, and AI-assisted curriculum planning tools.
- To sustain innovation and promote continuous improvement, ongoing investment in professional development will remain a priority. Future sessions could focus on advanced AI applications in education, ethical considerations, and classroom integration strategies. Teachers will be encouraged to share experiences and best practices via internal showcases and peer-led workshops, fostering a collaborative and reflective professional culture.

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/or audiobooks through digital libraries or platforms, allowing students to choose from a diverse collection of 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 and engagement.
- Utilize technology to create better reading experiences, and make reading more interactive and engaging
- Encourage students to create and share their own stories using digital storytelling platforms and/or apps, fostering creativity and strengthening the reading atmosphere

Achievements

- Over the past academic year, students have demonstrated ongoing growth in thoughtful and strategic reading habits across all levels. Many students are regularly observed applying effective comprehension strategies such as identifying main ideas, organizing information

logically, and using various text features to enhance understanding. There is a notable positive trend towards leisure reading, with an increasing number of students choosing to read independently beyond assigned coursework. This reflects the school's continued success in fostering a vibrant and inclusive reading culture.

- Our diversified reading initiatives, including the implementation of DEAR (Drop Everything And Read) Time, the use of the SJRC digital reading platform, and thematic book clubs, have created engaging environments for students to explore a wide range of reading materials. These programs encourage a love for reading as a hobby and support independent literacy development. The reading culture has been further enriched by bilingual book clubs, gamified reading challenges such as Readopoly, and student-led book sharing sessions during school assemblies facilitated by Library Prefects, contributing to a lively and peer-supported reading community.
- The school's leadership in digital reading has been recognized regionally, highlighted by outstanding achievements in digital reading competitions. The proposed introduction of an SJRC eBook Kiosk will extend digital reading access across both primary and secondary divisions, reinforcing equitable and flexible engagement with reading resources. Alongside digital resources, our steady increase in physical book borrowing indicates a well-balanced interest in print and electronic reading formats.
- Stakeholder feedback collected through the annual Stakeholder Survey and other school-based evaluations consistently affirms the effectiveness of these programs. Teachers, parents, and students have expressed appreciation for the rich reading environment maintained at the school and the positive impact of various reading activities on student engagement and motivation.
- Reading promotion also integrates contemporary themes and relevant real-world connections, with activities such as OLE Reading Talks on artificial intelligence and cultural heritage receiving positive responses. The Power of Reading eNewsletter, featuring student-written articles and topical content, further encourages student reflection and discourse on diverse literature.
- The Library Prefect book sharing initiative has been particularly successful in encouraging student voice and peer influence in reading choices — each session features enthusiastic Prefects sharing books they enjoy, fostering broader curiosity and conversations about reading across different year levels.

Reflection

- This academic year saw meaningful progress in cultivating a vibrant and reflective reading culture within the school community. Students have increasingly developed and applied

strategic reading habits, including the use of comprehension strategies such as identifying main ideas, organizing information, and utilizing text features effectively. Such developments underscore the school's success in promoting metacognitive approaches and embedding reading as a purposeful and thoughtful activity.

- Reading is widely recognized not only as an academic skill but also as a source of personal enrichment and enjoyment. Independent reading habits have become more common, forming a solid foundation for lifelong learning and intellectual curiosity.
- The school's ongoing efforts—including DEAR sessions, the SJRC digital reading platform, and thematic clubs—have clearly contributed to these positive outcomes. The SJRC platform remains a cornerstone of digital reading, reinforced by its regional recognition and popularity among students. Growth in both eBook usage and physical book borrowing reflects a well-rounded engagement with diverse reading modalities.
- Creative and inclusive reading activities such as bilingual book clubs, gamified competitions like Readopoly, and student-led recommendation schemes have further enriched the reading environment. Integrating current, real-world themes, such as AI and cultural heritage, through OLE Reading Talks and newsletters, has enhanced relevance and student interest.
- All the above show the efforts to enhance reading engagement support Learning Goal 3 (Biliterate and Trilingual Communication) and Learning Goal 4 (Generic Skills and Independent Learning), promoting language development and reflective reading habits.

Feedback and Follow-up

- Feedback from teachers, students, and parents continues to validate these achievements, affirming the school's commitment to a dynamic and inclusive reading culture.
- While many students engage actively with reading, some still perceive it primarily as a task-oriented activity. To address this, the school plans to expand interactive and student-driven reading experiences. Initiatives may include enhancing digital storytelling platforms, introducing multimedia book reviews, and broadening gamified reading challenges, aiming to engage reluctant readers more effectively.
- The success of the SJRC platform suggests further exploration of digital infrastructure is warranted. The planned acquisition of an SJRC eBook Kiosk represents a promising step towards expanding equitable access, particularly benefitting primary students. Ensuring consistent access across all grade levels will be critical to sustaining and growing engagement.

- To foster greater peer engagement, the school could enhance its virtual reading community by establishing online book discussion forums or digital book clubs. These platforms would allow students to share reflections, recommend titles, and engage in literary dialogue beyond the classroom.
- The role of Library Prefects can be further strengthened by building on the momentum created by their successful book sharing initiative during school assemblies. This peer-to-peer approach not only makes reading more relatable but also encourages a wider interest in books across different age groups. To extend the impact of this initiative, the practice could be expanded beyond the assembly hall and onto digital platforms such as Campus TV or other school-approved online channels. By recording and sharing these book presentations, students would be able to access recommendations anytime and anywhere, making the content more inclusive and long-lasting. This would also allow Library Prefects to reach a broader audience, including those who may be absent from assemblies or prefer engaging with content at their own pace. Such an expansion would reinforce the Library Prefects' role as reading ambassadors and further embed a culture of reading throughout the school community.

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 elements 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

- Our school has made purposeful efforts to enrich the curriculum with national history, culture, and traditions. The National Education and National Security Education Teams have organized regular flag-raising ceremonies featuring Chinese-style marching, museum visits,

and commemorative activities aligned with key historical dates. These programs have reinforced students' understanding and respect for Chinese heritage and civic responsibilities. The Moral and Civic Education Team has complemented these efforts with culturally themed events such as the Mid-Autumn Festival and Embracing Cultural Diversity Week, celebrating traditional values and customs within the student body.

- The school has actively emphasized the significance of Chinese heritage and its global impact through various platforms. Programs like the National Arts Performance and Basic Law competitions have connected students meaningfully to their national identity. The Global Citizenship and Mainland Affairs Education Team has played a key role in organizing international and mainland exchanges, broadening students' cultural horizons and supporting the integration of national identity with global citizenship perspectives.
- Collaboration with external cultural and educational bodies has enriched students' learning experiences through authentic opportunities such as museum visits, national exhibitions, seminars, and workshops. These partnerships have provided access to current and relevant resources, supporting both informed teaching and engaged learning.
- The school has also cultivated a wealth of experiential learning opportunities, including masterclasses, workshops, and field trips driven in collaboration with external professionals and organizations. Examples include stress management workshops, adventure training, and creative challenges like the Upcycled Fashion Challenge. School-based feedback indicates strong teacher recognition of the value these excursions, leadership programs, and Other Learning Experiences (OLE) bring to students' development of life skills, values, and sense of belonging.

Reflection

- Throughout the academic year, our school has made commendable strides in embedding national history, culture, and traditions into learning experiences. The deliberate work of the National Education and National Security Education Teams has notably raised students' awareness of civic duties and deepened emotional connections to national symbols and heritage. The inclusion of culturally themed activities by the Moral and Civic Education Team has further enhanced students' appreciation of traditional values, promoting inclusivity and respect for diversity.
- The emphasis on Chinese heritage and its contemporary relevance has been impactful. Programs such as the National Arts Performance and Basic Law competitions have effectively linked personal identity with wider cultural narratives. The Global Citizenship and Mainland Affairs Team's initiatives, including international and mainland student exchanges, have extended students' perspectives, highlighting the complementarity of national pride and global citizenship.

- Our external partnerships have significantly enriched educational experiences. By leveraging museum visits, exhibitions, and expert-led sessions, both students and teachers have benefited from exposure to authentic, up-to-date resources. These collaborations have also contributed to professional development and greater community engagement.
- Additionally, the school's commitment to providing authentic learning opportunities through masterclasses, workshops, and field trips has been well-received. Programs like stress management workshops and creative initiatives such as the Upcycled Fashion Challenge have offered valuable hands-on experiences, fostering resilience, leadership, and personal growth. Teacher feedback consistently affirms the positive role of these experiential activities in cultivating well-rounded individuals.

Feedback and Follow-up

- The efforts shown above directly address Learning Goal 1 (Informed and Responsible Citizen with National and Global Identity), by fostering national pride and cultural awareness through curriculum enrichment. Although national education initiatives have been well-received, there is room to deepen student engagement through more structured pre- and post-activity reflections. For example, museum visits could be complemented with guided discussions or project-based learning to maximize educational impact.
- While cultural events have been successful, expanding student leadership roles in planning and execution could further empower learners and promote ownership. Encouraging students to co-design activities or lead cultural presentations would enhance their confidence and deepen their connection to the material.
- In terms of collaboration with external institutions, there is potential to formalize partnerships with universities and cultural organizations to ensure sustained access to subject-matter expertise. Establishing long-term collaborations could also support curriculum innovation and provide mentorship opportunities for both students and staff.
- Regarding authentic learning experiences, feedback indicates a need for better scheduling and integration into the academic calendar to avoid conflicts and ensure meaningful participation. Additionally, diversifying the types of workshops and excursions—such as including more STEM-related or career-oriented experiences—could cater to a broader range of student interests and aspirations.
- Moving forward, the school should consider implementing a feedback loop for all major programs, involving students, teachers, and parents. This would allow for continuous refinement and responsiveness to evolving needs. Strengthening interdisciplinary collaboration among teams will also be key to sustaining momentum and achieving holistic

educational outcomes.

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 projects that address local, national and global issues and foster a positive life attitude
- Collaborate with parents, alumni, 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 the designing and planning of the school-based value education curriculum so as to empower students to navigate challenges with resilience and cultivate holistic well-being.

Achievements

- The school has actively promoted student engagement in a wide array of experiential learning opportunities spanning local, national, and international contexts. The Global Citizenship and Mainland Affairs Team facilitated international exchanges with schools across countries such as France, the UK, Japan, Australia, Poland, and South Korea, enriching students' global perspectives and fostering cross-cultural friendships. Locally, students participated in excursions to cities including Shanghai, Tianjin, Chengdu, and Hangzhou, engaging in academic exchange, cultural immersion, and STEM exploration. These experiences were complemented by service-learning projects like the "Box of Hope" charity drive and SDG awareness booths, encouraging students to reflect on sustainability, equity, and civic responsibility. The Student Advancement Support Team also organized leadership and service programs with substantial student involvement, reinforcing positive life attitudes and whole-person development. The school-based survey supports these efforts, with a strong majority of teachers agreeing that exchange programs enhance global vision, excursions build life skills, and OLE activities develop individual strengths.
- Collaboration with stakeholders has been a cornerstone of the school's development strategy. The Home-School Liaison Team organized events such as the PEA Sunflower Seminar Series, parent-child excursions, and the Carnival cum Bazaar, which fostered

community engagement and cultural exchange. Parent volunteerism notably increased, and initiatives like host family recruitment and parent-led skill-sharing sessions strengthened the school's support network. The Alumni Affairs Team contributed through seasonal gatherings, alumni sharing sessions, and creative involvement in events like the Apex Graduation Show and A-Memories Exhibition, showcasing the school's commitment to intergenerational collaboration. The school-based survey also reflects that many teachers acknowledge home-school collaboration enhances communication and community service builds empathy.

- Recognition of student achievements has been embedded in various school programs. The Student Advancement Support Team and Global Citizenship Team celebrated student contributions through activities such as the National Arts Performance, InnoTech Study Tour, and SDG Club engagements. These platforms showcased student talent while reinforcing the importance of civic engagement and cultural pride. The Alumni Affairs Team highlighted student creativity and growth through APEX exhibitions and newsletters, while the Life Education Team organized events like HOT DOG Day and the upcoming Purpose and Passion Fair to celebrate personal development and reflection.
- A-School has made significant strides in integrating traditional Chinese values into its value education curriculum. The Moral and Civic Education Team promoted core values through events like the Mid-Autumn Festival and Embracing Cultural Diversity Week, celebrating Chinese traditions and fostering inclusivity. The Life Education Team emphasized reflection and resilience through initiatives such as Deep Thought Time and Gospel Week, while the Guidance and SEN Team supported emotional wellbeing via culturally sensitive programs like Laughing Yoga and the WE Culture campaign. Together, these efforts empower students to navigate challenges with a balanced mindset and holistic well-being. The school-based survey further validates this approach, with many teachers affirming the incorporation of value education and recognizing the impact of Life Education lessons in promoting moral and civic values.

Reflection

- The 2024–25 academic year has been a testament to A-School's commitment to holistic education and global citizenship. The school's strategic promotion of student participation in local and international experiential learning opportunities has markedly broadened students' horizons. Through international exchanges and service-learning projects, students have developed cross-cultural understanding while cultivating empathy, civic responsibility, and a positive life attitude. The strong participation in excursions and leadership programs, backed by high approval ratings in the school-based survey, reflects the effectiveness of these initiatives in nurturing well-rounded, globally aware individuals.
- Equally commendable is the school's deepened collaboration with parents, alumni, and

community partners. Events like the Carnival cum Bazaar and parent-led seminars have strengthened the community fabric, while alumni engagement in creative showcases and mentorship has added a rich intergenerational dimension to student development. These partnerships have not only enhanced cultural exchange but also reinforced a sense of belonging and shared purpose among stakeholders.

- Recognition of student achievements has been thoughtfully embedded across various platforms. Diverse activities have provided meaningful opportunities for students to showcase their talents and contributions. These moments of recognition have affirmed students' identities, boosted confidence, and reinforced the value of civic and cultural engagement.
- Furthermore, integrating traditional Chinese values into the value education curriculum has been both intentional and impactful. Culturally rooted activities and wellness programs have empowered students to navigate challenges with resilience and emotional intelligence. The emphasis on reflection, inclusivity, and moral development has laid a strong foundation for holistic student well-being and character growth.

Feedback and Follow-up

- The 2024–25 academic year has been a testament to A-School's commitment to holistic education and global citizenship. The school's strategic promotion of student participation in local and international experiential learning opportunities has markedly broadened students' horizons. Through international exchanges and service-learning projects, students have developed cross-cultural understanding while cultivating empathy, civic responsibility, and a positive life attitude. The strong participation in excursions and leadership programs, backed by high approval ratings in the school-based survey, reflects the effectiveness of these initiatives in nurturing well-rounded, globally aware individuals.
- Equally commendable is the school's deepened collaboration with parents, alumni, and community partners. Events like the Carnival cum Bazaar and parent-led seminars have strengthened the community fabric, while alumni engagement in creative showcases and mentorship has added a rich intergenerational dimension to student development. These partnerships have not only enhanced cultural exchange but also reinforced a sense of belonging and shared purpose among stakeholders.
- Recognition of student achievements has been thoughtfully embedded across various platforms. Diverse activities have provided meaningful opportunities for students to showcase their talents and contributions. These moments of recognition have affirmed students' identities, boosted confidence, and reinforced the value of civic and cultural engagement.

- Furthermore, integrating traditional Chinese values into the value education curriculum has been both intentional and impactful. Culturally rooted activities and wellness programs have empowered students to navigate challenges with resilience and emotional intelligence. The emphasis on reflection, inclusivity, and moral development has laid a strong foundation for holistic student well-being and character growth.

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

Target 2.3 Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs

Strategies 2.3:

- Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity
- Redesign the framework of the excursion into three main streams: cultural immersion, personal challenge and pre-college exploration
- Collaborate with parents, alumni, and external stakeholders to strengthen the school's support network for student development
- Promote the importance of integrating Creativity, Leadership, Activity, Project-based learning, and Service into students' learning among teachers

Achievements

- Our school has successfully cultivated a culture of inclusivity and empathy through a variety of school-wide programs. The Guidance and SEN Team implemented initiatives such as the WE Culture campaign, which included events like WE-Lax Day, G12 We-Care Day, and Fruit Day. These activities promoted emotional expression, resilience, and a sense of belonging. The WE Lounge provided a safe space for casual socialization, while workshops like Laughing Yoga and HIIT introduced wellness strategies. Additionally, the Life Education Team organized inclusive events such as Gospel Week and the Caring for Ethnic Minorities Activity Day, which encouraged cultural appreciation and community outreach. As shown in the School-based Survey, nearly 84% of teachers affirming a positive school ethos while close to 70% recognizing the role of community service in enhancing empathy.
- The excursion framework has been effectively diversified. The Global Citizenship and Mainland Affairs Team facilitated cultural immersion through international exchanges with schools in France, the UK, Japan, Australia, Poland, and South Korea, as well as mainland excursions to cities like Shanghai, Tianjin, Chengdu, and Hangzhou. These trips offered

academic exchange, cultural experiences, and STEM exploration. Personal challenge was addressed through adventure training and leadership camps organized by the Guidance and SEN Team and Student Advancement Support Team, while pre-college exploration was embedded in programs like the InnoTech Study Tour and SDG Club activities, which encouraged students to engage with real-world issues and future pathways. As shown in the School-based Survey, over 85% of teachers agreed that local excursions broaden horizons, and over 87% affirmed that our excursion programmes train life skills.

- Collaboration with stakeholders has been a key strength. The Home-School Liaison Team organized events such as the PEA Sunflower Seminar Series, parent-child excursions, and the Carnival cum Bazaar, which fostered community engagement. Parent volunteerism increased by 30%, and initiatives like host family recruitment and parent-led skill-sharing sessions enhanced the support network. As shown in the School-based Survey, over two-thirds of teachers acknowledging that home-school collaboration enhances communication.
- Another key stakeholder will be our alumni. The Alumni Affairs Team contributed through seasonal gatherings, alumni sharing sessions, and creative involvement in events like the APEX Graduation Show and A-Memories Exhibition, reinforcing intergenerational collaboration
- Our school has actively promoted the integration of Creativity, Leadership, Activity, Project-based learning, and Service (CLAPS) into student learning. The Student Advancement Support Team led service and leadership programs with over 30% student involvement, while the Global Citizenship Team organized SDG awareness booths and the Upcycled Fashion Challenge, blending creativity with civic engagement. The Life Education Team introduced reflective and purpose-driven events like HOT DOG Day. These initiatives encouraged students to explore personal goals and contribute meaningfully to their communities. Teacher feedback supports this direction as shown in the School-based Survey.
- To support parents in taking care of students' mental health, EDB provided a Grant of \$20,000 for the PTA in the 2023/24 school year for organising activities and training programmes relating to the mental health of students and parents. Up till Aug 2025, the grant has been fully used on :
 - 1) Organizing parent-child or parent activities to promote mental health (6 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.

Reflection

- The 2024–25 academic year has demonstrated A-School’s strong commitment to fostering a nurturing and inclusive learning environment. Through the coordinated efforts of the Guidance and SEN Team and the Life Education Team, A-School has successfully cultivated a culture of empathy, inclusivity, and emotional well-being. Initiatives such as the WE Culture campaign and inclusive events like Gospel Week and the Caring for Ethnic Minorities Activity Day have not only promoted resilience and emotional expression but also encouraged students to appreciate diversity and build meaningful connections. The establishment of the WE Lounge and wellness workshops further supported students’ mental health and social integration. These efforts are validated by the school-based survey, with close to 85% of teachers affirming a positive school ethos and close to 70% recognizing the role of community service in enhancing empathy.
- The redesign of the excursion framework into three distinct streams: cultural immersion, personal challenge, and pre-college exploration, has enriched student development. International exchanges and mainland excursions provided immersive cultural and academic experiences, while adventure training and leadership camps fostered personal growth and resilience. Programs like the InnoTech Study Tour and SDG Club activities offered students opportunities to engage with real-world issues and future academic pathways. Teacher feedback strongly supports this direction, with over 85% agreeing that excursions broaden horizons and a majority of them affirming their role in life skills development.
- Collaboration with stakeholders has emerged as a vital pillar of the school’s development strategy. The Home-School Liaison Team’s initiatives, including parent-child excursions and skill-sharing sessions, have strengthened the school’s support network. The increase in parent volunteerism and the success of community events like the Carnival cum Bazaar reflect a thriving partnership between families and the school. The Alumni Affairs Team has also played a key role in reinforcing intergenerational collaboration through creative contributions and seasonal gatherings, enriching the school’s cultural and developmental landscape.
- A-School’s promotion of Creativity, Leadership, Activity, Project-based learning, and Service (CLAPS) has been embedded in student learning. Through service programs, SDG initiatives, and reflective events like HOT DOG Day, students have been encouraged to explore personal goals, develop leadership skills, and engage in meaningful community service. Teacher feedback confirms the impact of these efforts, with over two-thirds acknowledging the development of leadership through service programs and over 85% affirming the value of OLE activities in nurturing individual strengths.

Feedback and Follow-up

- While the school has made significant strides, there are opportunities to further enhance the impact and sustainability of these initiatives. For inclusivity and empathy-building programs, future efforts could focus on expanding student-led components to empower learners as facilitators and advocates. Providing structured reflection opportunities after events and workshops would deepen students’ understanding and personal growth.
- Regarding the excursion framework, clearer articulation of learning outcomes for each stream—cultural, personal, and academic—would help students and parents better appreciate the purpose and benefits of each experience. Additionally, ensuring equitable access through financial support or alternative formats, such as, virtual exchanges, would promote inclusivity.
- To strengthen stakeholder collaboration, the school could consider formalizing parent and alumni engagement through advisory panels, mentorship programs, and regular feedback channels. This would ensure sustained involvement and allow for more strategic contributions aligned with student needs.
- In promoting CLAPS, professional development for teachers on integrating these elements into everyday teaching practices would be beneficial. Encouraging cross-disciplinary projects and showcasing student work through exhibitions or digital platforms could further highlight the value of creativity and service in learning.

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
- 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
- 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

- Our school has been recognised with the prestigious Energy Management Excellence Award at the CLP Smart Energy Award programme 2024.
- Our school has taken steps toward optimizing energy efficiency by engaging with the EMSD Energy Efficiency and Conservation Exhibition, which introduced students and staff to the latest in green technologies. This collaboration reflects a growing awareness and a foundational step toward adopting smart energy solutions.
- Environmental stewardship has been actively promoted through a series of well-structured, school-wide initiatives. Programs such as the One-Person-One-Flower Scheme, Eco-Walk trials, and beach clean-up campaigns have provided students with hands-on opportunities to engage with nature and understand their role in environmental conservation. These activities were complemented by seasonal campaigns like Christmas recycling, red packet recycling, and stationery green exchanges, all of which were led by student groups such as the Eco-pioneers and Environmental Ambassadors. These efforts not only raised awareness but also cultivated a sense of responsibility and pride in contributing to a greener campus.
- The school has also demonstrated strong collaboration with external environmental organizations and government agencies. Partnerships with Foodlink Foundation, GREEN@SHATIN, Baguio Green Group, and the Environmental Protection Department (EPD) have enabled the school to implement effective recycling programs and food waste reduction initiatives.
- Student participation in external competitions and ambassador schemes—such as the Student Environmental Protection Ambassador (SEPA) Scheme, Achieving Carbon Neutrality Training, and the UWE Bristol Sustainability Competition—has extended the school’s green impact beyond campus boundaries and into the broader community.
- Sustainability education has been deeply embedded into both the curriculum and extracurricular activities. The Global Citizenship Team played a pivotal role in organizing SDG awareness booths, the UNICEF SDG Club, and creative initiatives like the Upcycled Fashion Challenge, which blended environmental consciousness with innovation and student voice. Workshops such as Terrarium Making, Paper Making, and Arbor Fun Day further enriched students’ understanding of ecological systems and sustainable living.
- Our school has effectively engaged a wide range of stakeholders in its green mission. Students have taken on leadership roles as Eco-pioneers and ambassadors, while teachers have supported the integration of sustainability themes across subjects. Parents were also involved through events like the PTA Bazaar – Recycle Rumble Throwdown and the PEA Sunflower Seminar Series, which included environmental topics. This inclusive approach

has helped build a strong, community-driven culture of environmental responsibility.

Reflection

- The school's engagement with the EMSD Energy Efficiency and Conservation Exhibition served as a foundational step toward integrating smart energy solutions. This initiative not only introduced students and staff to the latest green technologies but also signaled a growing institutional awareness of the importance of energy optimization in school operations.
- Environmental stewardship was deeply embedded in the school culture through a variety of hands-on, student-led initiatives. Programs such as the One-Person-One-Flower Scheme, Eco-Walk trials, and beach clean-up campaigns offered students meaningful opportunities to connect with nature and take ownership of their environmental impact. These were further supported by seasonal campaigns like Christmas recycling, red packet recycling, and stationery green exchanges, which reinforced sustainable habits and fostered a sense of collective responsibility. The leadership of student groups such as the Eco-pioneers and Environmental Ambassadors was instrumental in driving these efforts.
- The school also demonstrated strong external collaboration, partnering with organizations such as Foodlink Foundation, GREEN@SHATIN, Baguio Green Group, and the Environmental Protection Department (EPD). These partnerships enabled the implementation of effective recycling and food waste reduction programs, while also exposing students to real-world environmental practices and community engagement.
- Student participation in external competitions and ambassador schemes—such as the SEPA Scheme, Achieving Carbon Neutrality Training, and the UWE Bristol Sustainability Competition—extended the school's green influence beyond campus. These experiences empowered students to become advocates for sustainability in broader contexts and showcased their innovation and commitment on regional and international platforms.
- Sustainability education was seamlessly integrated into both the curriculum and extracurricular activities. The Global Citizenship Team played a pivotal role in organizing SDG awareness booths, the UNICEF SDG Club, and creative initiatives like the Upcycled Fashion Challenge, which blended environmental consciousness with student creativity. Workshops such as Terrarium Making, Paper Making, and Arbor Fun Day further enriched students' ecological literacy and appreciation for sustainable living.
- Importantly, the school's green mission was inclusive and community-driven. Students, teachers, and parents were all actively engaged through events like the PTA Bazaar – Recycle Rumble Throwdown and the PEA Sunflower Seminar Series. This whole-school approach has helped cultivate a shared culture of environmental responsibility and long-term

commitment to sustainability.

Feedback and Follow-up

- To deepen the impact of environmental stewardship programs, future initiatives could incorporate more structured reflection and assessment components. For example, students could document their experiences or present their learning outcomes in assemblies or exhibitions. This would reinforce the educational value of these activities and encourage deeper personal engagement. Green school practices contribute to Learning Goal 1 (National and Global Identity) and Learning Goal 7 (Healthy Lifestyle and Appreciation of Sports and Arts), by promoting sustainability and environmental stewardship.
- In terms of external collaboration, the school could explore long-term partnerships with green tech companies or universities to pilot new technologies or co-develop sustainability projects. These collaborations could also provide mentorship opportunities and pathways for students interested in environmental careers.
- To further integrate sustainability into the curriculum, interdisciplinary projects that connect science, humanities, and the arts with environmental themes could be expanded. Teachers could be supported through professional development focused on sustainability education and project-based learning strategies.
- Eco-pioneers have already demonstrated leadership in organizing and participating in various green initiatives. Building on this experience, they can take the lead in sharing in assemblies or on Campus TV that bring together students, parents, alumni, or even external experts. These events could be structured around themes like sustainable living, green innovation, and/or introducing our green facilities at school.

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

Achievements

- The opening of the Kwok Yat Wai Sports and Aquatic Complex marks a transformative moment for A-School, not only in terms of sports and physical education, but also in how flexible learning spaces can be leveraged to enrich teaching and learning. The School has recruited two experienced Sports Development Officers to provide support to the operation of the Aquatic Complex and school team trainings. Our School Swimming Teams have already started the training in our Aquatic Complex, and swimming lessons will be conducted in the coming academic year.
- Our Director of Innovation and IT has initiated discussions with Alibaba to transform our current computer labs into a high-tech cloud centre. It presents an exciting opportunity to elevate the school's digital learning environment and align with its vision for future-ready education. This initiative could serve as a cornerstone for integrating cloud computing, AI, and smart classroom technologies into everyday teaching and learning. Moreover, the space could be designed to support flexible and collaborative learning, where teachers could use the lab to deliver lessons that blend physical and digital modalities, supported by training on how to integrate cloud tools and data analytics into their pedagogy. This would empower educators to personalize learning experiences and track student progress more effectively.
- The newly established Zheng Kang Zhao Fencing Centre serves as a dynamic learning space that significantly supports sports development at A-School. By offering a dedicated venue for fencing, the Centre enables students to engage in focused athletic training, develop discipline, and build strategic thinking skills. It also provides opportunities for promoting values like resilience and respect.
- The transformation of Staff Room A into the Wong Wai Yue Library, along with two activity rooms and a Staff Common Room, represents a strategic enhancement of the school's learning environment. This redevelopment creates a multifunctional space that supports both academic and professional growth. The Wong Wai Yue Library will serve as a vibrant hub for inquiry, reading, and research, offering high-school students a quiet environment to deepen their learning. The adjacent activity rooms, designed to function as classrooms or small lecture theatres, provide flexible spaces for learning.

Reflection

- The recent developments across A-School's campus reflect a bold and visionary approach to enhancing both physical and digital learning environments. The opening of the Kwok Yat Wai Sports and Aquatic Complex has not only elevated the school's sports infrastructure but also introduced a flexible space that supports physical education, team training, and wellness-focused learning. The recruitment of two experienced Sports Development Officers further reinforces the school's commitment to nurturing athletic excellence and

holistic development.

- In parallel, the school's initiative to collaborate with Alibaba Cloud to transform existing computer labs into a high-tech cloud centre signals a forward-thinking investment in digital education. This transformation aligns with the school's vision for future-ready learning, offering opportunities to integrate cloud computing, AI, and smart classroom technologies into everyday teaching. It also opens doors for personalized learning and data-informed pedagogy.
- The establishment of the Zheng Kang Zhao Fencing Centre adds another layer to the school's sports development strategy. As a dedicated venue, it supports focused athletic training while promoting values such as discipline, resilience, and strategic thinking—key components of character education.
- Finally, the transformation of Staff Room A into the Wong Wai Yue Library, two activity rooms, and a Staff Common Room represents a strategic enhancement of the school's academic infrastructure. These multifunctional spaces support inquiry-based learning, collaborative teaching, and professional development, contributing to a more dynamic and inclusive educational experience.

Feedback and Follow-up

- With ongoing collaboration with Alibaba Cloud, the school aims to expand partnerships with other educational technology providers to enhance teaching facilities and digital learning platforms. These efforts will support the integration of smart technologies that improve the flexibility and functionality of learning spaces, while also enabling personalized instruction and data-informed teaching practices.
- The Wong Wai Yue Library, designed to support high-school students in self-study and academic preparation, should establish clear usage guidelines to maintain a focused learning environment. It is recommended that the Librarian engage with Panel Heads to review and curate subject-specific resources that align with public examination requirements, ensuring students have access to targeted and relevant materials.
- The PE Departments in both Primary and Secondary Divisions will develop plans to embed swimming lessons into the formal curriculum, leveraging the new Kwok Yat Wai Sports and Aquatic Complex. Additionally, further arrangements will be explored to open the swimming pool to stakeholders—including parents, alumni, and staff—outside of lesson and training hours, ensuring optimal use of the facility without disrupting student programmes.

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

Target 3.3 Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements

Strategies 3.3:

- Redesign the existing SS dance room to 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 the Drowning Detective System for the new aquatic complex

Achievements
<ul style="list-style-type: none">● The conversion of the SS Dance Room is on hold in the academic year 2024-2025.● The Drowning Detective System has been installed.
Reflection
<ul style="list-style-type: none">● The conversion of the SS Dance Room into classrooms is currently on hold due to revised planning considerations. The school is reassessing the space to ensure its future use aligns more effectively with both developmental priorities and the evolving needs of students.
Feedback and Follow-up
<ul style="list-style-type: none">● As the conversion of the SS Dance Room is currently on hold, it is important to maintain transparent communication with stakeholders regarding the revised planning process.● With the successful installation of the Drowning Detective System, the next step is to ensure its effective integration into the daily operations of the Kwok Yat Wai Sports and Aquatic Complex. Additionally, periodic reviews and drills could be implemented to ensure the system remains functional and that safety procedures are well understood by both staff and students. This proactive approach will reinforce the school's commitment to safety and responsible facility management.

(3) Student Performance

SS Major Achievements 2024-2025

A-School is dedicated to nurturing the holistic development of our students. While we strive for academic excellence, we also recognize that genuine success involves shaping well-rounded individuals capable of excelling in diverse spheres. Below are the awards achieved by our students across different domains from September 2024 to August 2025:

Academic		
Activity Name	Group	Award
The 17th Hong Kong Budding Scientists Award	Secondary Division	3 rd Runner-up
EBZ Consilium Global Sustainable Hi-Tech Award™, The 2nd ESG AI Farming Award 2024 (Hong Kong)	Secondary Division	Merit Award
第 49 屆全港青年學藝比賽 · 全港青年中文書法比賽 (2023-2024)	中學毛筆組	季軍
第十五屆余寄梅盃全港書法公開賽	青少年組	冠軍
二零二四年全港青少年書畫比賽	毛筆書法中學組	冠軍
創作天地獎勵計劃 2023/24 (第一期)	中學組 (生活隨筆)	亞軍 x 1 季軍 x 1
Hong Kong Secondary School Transdisciplinary Contest 2024	Secondary Division	Most Creative Idea Award

TryEngineering On Campus in Hong Kong 2024	Secondary Division	Distinction
RoboMaster 2024 機甲大師青少年對抗賽 (香港站)	Secondary Division	1 st Runner-up (Divisional)
Nord Anglia International School Hong Kong Model United Nations IV	House of Commons	Honorable Mention
Discovery College Model United Nations II		Best Speaker and Honorable Mention
Christian Alliance International School Model United Nations II		Certificate of Participation x 10
Renaissance College Model United Nations X		Best Delegate; Certificate of Participation x 4
Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools	Secondary Division	Bronze Award; Creativity Award
2024/25 School Year Asian Mathematics Elite Annual Championship	Senior Secondary	First Runner-Up
The 40th Sing Tao Inter-School Debating Competition	English Section	Champion; Best Debater x4; Best Interrogative Debater x3
Euclid Contest 2025		Distinction x6; Participation x9
奧的斯 Made to Move Communities™ 學生挑戰賽	Regional (Asia Pacific)	2nd Runner-Up
第二十屆香港中小學生日語演講比賽	中學生日語故事誦讀組別	冠軍
「華夏盃®」全國數學奧林匹克邀請賽 2025		一等獎 x10; 二等獎 x9
Hong Kong Economics Olympiad 2025		Outstanding Team in Business Case Award ; Silver Award x1 Bronze Award x3

2025 亞洲國際數學奧林匹克 (AIMO) 公開賽 (香港賽區) 初賽暨 2025 港澳數學奧林匹克 (HKMO) 公開賽《港澳盃》		金獎 x4; 銀獎 x7
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Aesthetics		
Activity Name	Group	Award
2024 年「我的民俗相簿」內地與港澳青少年民俗攝影活動		優勝獎 x 1 三等獎 x 1
World Chinese Music Competition 2024		Bronze Award x 2
World Choir Games 2024	O3 - Secondary School Choirs	Golden Diploma (Level III)
2024 The 13th Chong Ling Cup		1 st Runner-up
全港兒童及青少年音樂新星大賽 2024	敲擊樂 (初中組)	冠軍
7th International Children Music Contest, Percussion 2024	Secondary School	1 st Runner-Up
全港十八區深水埗區音樂比賽 (第九屆)		冠軍 x 1 金獎 x 1
Asia-Pacific Children and Youth Drummer Challenge		Super Gold Award

2024 International Youth Drum Competition		Gold Award
The 11th Hong Kong Youth Cup International Music Contest	小提琴：八級組	季軍
第三屆青年兒童音樂節 2024	兒童高級組 · 豎琴	金獎
第四屆香港青少年及兒童音樂大賽		冠軍 x 1 季軍 x 1
Joint School Music Competition 2024	Solo, Primary School, String (Harp), Intermediate	Silver Award
Llangollen International Musical Eisteddfod 2024	B8 International Instrumentalist of the Future (12-14)	1 st Place
2nd Hong Kong Youth and Children's Music Contest	String (Secondary)	Gold Award
第三屆粵港澳大灣區音樂比賽		冠軍 x 2
5th Youth and Children's Music Performance Competition	Strings, Secondary F1-F3	Champion x 2
Global Young Musicians Competition 2024	Voice, Age Group D	Gold Award
The Global Musical Arts Competition 2024	Voice, Division II	2nd Place
2024 GASCA JAPAN TOKYO International Music Competition (Preliminary Round)	Singing, Junior Group F	Distinction Award; 1st Runner-Up
Salzburg International Music Competition 2024	Voice, Junior Virtuoso II	3rd Prize
The 11th Hong Kong International Music Festival 2024	Vocal Primary Level	4th Place
The 12th Hong Kong International Performance Arts Festival and Music Competition	Piano Age Group (Senior Class)	1st Place

International European Music Competition Hong Kong Region 2025	Vocal Music Festival Group - Vocal Solo (Foreign Language - Secondary School)	Champion
Dance World Cup Asia Qualifying Round 2025	Junior Large Group - Street Dance	Silver Award; Best Group
Hong Kong Schools Dance Festival	Jazz & Street Dance (Group), Contemporary Dance (Secondary Section)	Honours Award x 2 Choreography Award
International Elite Dance Competition	Jazz & Street Dance (Group)	Gold Award Choreography Award
Hong Kong Inter-School Choral Festival		Gold Award x 2 Silver Award x 1
第 76 屆香港學校朗誦節(2024)	集誦	<u>集誦</u> 亞軍 <u>獨誦</u> 冠軍 x2; 亞軍 x1 季軍 x3
76th Hong Kong Schools Speech Festival (2024) (English Speech)		Individual 1st Place x1; 2nd Place x6; 3rd Place x2
77th Hong Kong Schools Music Festival		Group Champion x4; Silver Award x9; 3rd Place x1;

		Best Mixed Voice Choir; Most Outstanding Secondary Choir of the Year <u>Individual</u> Champion x2; 2nd Place x1; 3rd Place x2
Hong Kong Inter-School Choral Festival 2025		Gold Award x2; Silver Award x1
Joint School Music Competition 2025		<u>Group</u> Champion x8; Silver Award x2; <u>Individual</u> Champion x2;
International Elite Dance Competition 2025	Jazz Dance (Secondary)	Gold Award (Ranking 1); Best Choreography Award; Gold Award
全國第八屆中小學生藝術展演活動		一等獎 x16
2025 Hong Kong International Youth Culture and Arts Festival		Special Gold Award; Outstanding Arts Unit
International Classical Music Stars Competition		First Prize with Special Mention

Sports		
Activity Name	Group	Award
第一屆青少年學界季前籃球邀請賽	U15	Champion
Yuen Long District Volleyball Competition 2024	Men's Youth Group	2 nd Runner-up
Hong Kong Youth Volleyball Championship 2024	Boys U18	2 nd Runner-up
North District Volleyball Competition 2024	Men's Youth Group	2 nd Runner-up
Tuen Mun District Volleyball Competition 2024	Men's Youth Group	1 st Runner-up
Inter-School Swimming Championships, 2024-2025 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls C Grade 50m Freestyle	<u>Individual</u> Champion x 3 1 st Runner-up x 2 2 nd Runner-up x 1 3 rd Runner-up x 2 <u>Relay / Group</u> 2 nd Runner-up x 2 6 th Place x 1 7 th Place x 1
All Hong Kong Schools Jing Ying Table Tennis Tournament 2024-2025	Secondary Schools, Girls' Singles	1 st Runner-up x 1 2 nd Runner-up x 1 3 rd Runner-up x 1
Hanoi Stars Dance Festival Pro.G Cup 2024, The 4th Hanoi Stars Open Pro.G Cup Championship 2024		Champion x 1 3 rd Place x 1
WDSF World Challenge Cup Rising Stars & International Open Latin & Standard		Champion x 2 2 nd Place x 1 3 rd Place x 1

The 21st National Youth DanceSport Championships 2024		Champion x 2 2 nd Place x 1
German Open Championships im Kultur- & Kongresszentrum Liederhalle Stuttgart	WDSF Open Solo Youth Standard (Male)	1 st Place
2024 Asian Children Fencing Championships	Girl's Foil Individual (11-12 years)	Bronze Medal
港島四區少年警訊防騙花劍比賽	U13 女子花劍	冠軍
The 5th Huangshan International Wushu Competition		一等獎 x 1 二等獎 x 1
2024 「春苗秋實」首屆粵港澳青少年擊劍俱樂部聯賽 (澳門站) 暨「澳劍大師團體挑戰賽」	U14 男子花劍	亞軍
allstar Hong Kong Children and Cadet Fencing Championships 2024	U17 Boy's Foil	Champion x 2 1 st Runner-up x 1
2024 年浙江省海峽兩岸速度輪滑交流賽	少年女子乙組 (1000 米爭先賽)	第一名 x 2
第十屆中國·海寧國際速度輪滑公開賽	少年女子乙組 (5000 米積分賽)	第三名 x 1 第四名 x 2
2024 年全國輪滑 (速度輪滑) 錦標賽		第五名 x 2 第六名 x 1
Shine Tak Foundation Outstanding Junior Athlete Awards 2024	2 nd Quarter 2024	Outstanding Junior Athlete
Singha Inline Speed Skate Thailand Open 2024		Champion x 3 1st Runner-Up x 1

2024 "The Belt and Road" China-ASEAN International Roller Speed Skating City Invitational		第一名 x 2 第二名 x 1
中國香港體育舞蹈總會 2024 香港代表隊選拔第四站	男女混合 16 歲或以上標準舞	冠軍 x 3 亞軍 x 1
The 13th "King's Cup" Thailand Open 2024: WDSF Youth Open Standard		2nd Runner-Up
The 19th Hong Kong Wushu International Championship		1st Place x 1 3rd Place x 1
2024 年廣東省青少年武術套路錦標賽: 八極拳	女子甲組	第五名
WTT Youth Star Contender Doha 2024 Inter-School Athletics Championships, 2024-2025 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	U15 Mixed Doubles	2nd Runner-Up <u>Individual</u> Champion x 3 1st Runner-up x 2 2nd Runner-up x 2 3rd Runner-up x 1 <u>Relay / Group</u> 3rd Runner-up x 2 5th Place 6th Place
Asian Cadet Fencing Challenge 2024	U14 Men's Foil; U17 Men's Foil	1st Runner Up; 8th Runner Up
全港速度跳繩挑戰賽 2024	個人賽 12 歲 女子組 (側擺交叉跳)	冠軍
2024 龍崗區擊劍年度總決賽 暨"春苗秋實"青少年擊劍俱樂部聯賽	U14 男子花劍個人賽	第三名

全港精英跳繩比賽 2025 暨中國香港代表隊選拔賽	12-15 歲女子組 (團隊二人單人繩花式比賽)	亞軍
2024 年廣東廣州"常青藤杯"擊劍冠軍賽 (年度總決賽)	U13 男子花劍	第三名
Hong Kong Fencing School (Tomorrow Star Award)	U14 Boy's Foil; U17 Boy's Foil	Gold Star; Silver Star
Hong Kong Fencing School (allstar Cup Team Competition)	U14 Team Foil	Gold Star
2024 龍崗區擊劍年度總決賽 暨"春苗秋實"青少年擊劍俱樂部聯賽	U14 男子花劍個人賽	第一名
Shine Tak Foundation 2024 Outstanding Junior Athlete Awards		Outstanding Junior Athlete Award
2025 全國跳繩菁英選拔暨交流賽		冠軍 x 2 亞軍 x 2
融愛盃全港青少年 3x3 城市籃球邀請賽	男子 U13 (離島及新界)	Group Champion Individual MVP
School Girls' Football Development Programme	Secondary School Girls	2nd place
The 25th All Hong Kong Secondary Schools Trampolining Tournament	Boys B grade Individual Boys Synchronization Girls C grade Team	7th Place 6th Place 2nd Runner-up
HKSSF Shatin & Sai Kung Inter school Table Tennis Competition	Girls B grade; Boys B grade	Champion 1st runner up
2025 香港代表隊選拔賽第一站		季軍
HKSSF Shatin & Sai Kung Inter school Badminton Competition	Girls B grade; Boys B grade;	Champion x 3; Overall Champion (Girls)

	Girls C grade	
HKSSF Shatin & Sai Kung Inter school Volleyball Competition	Boys B grade; Girls B grade Girls C Grade	2nd Runner up 3rd Runner up 1st Runner-Up
HKSSF Shatin & Sai Kung Inter school BeachVolleyball Competition	Girls (Open Grade)	1st Runner-Up
HKSSF Shatin & Sai Kung Inter school Basketball Competition	Girls B grade	3rd Runner up
HKSSF Shatin & Sai Kung Inter school Table-Tennis Competition	Boys A Grade Girls A Grade Girls C Grade Boys Girls	Champion x2 1st Runner-Up Overall Champion x2
YMCA King's Park Inter-school Kin-Ball Competition 2024-2025	Secondary School, U15 Boys	Champion
Hong Kong U19 Softball Elite Competition 2024-2025	Boys Category (13-19 Years Old)	2nd Runner-Up
U15 Softball Age Group Competition 2024-2025	U15 Boys U15 Girls	2nd Runner-Up 3rd Runner-Up
New Territories Secondary Schools Indoor Rowing Competition 2024-2025	Boys C Grade 500m	殿軍
HKSSF Shatin & Sai Kung Inter school Long Distance Run Competition	Girls B Grade (Individual) Boys A Grade (Team) Boys B Grade (Team) Girls A Grade (Team) Girls B Grade (Team) Girls C Grade (Team)	6th Place 8th Place 8th Place 5th Place 6th Place 5th Place
HKDI & IVE(LWL) 3X3 男子籃球邀請賽 2025	銀盃組	冠軍

DECATHLON All Hong Kong Schools Jing Ying Badminton (Team) Tournament 2024-2025	Boys Girls	1st Runner-Up 2nd Runner-Up
Whole Hong Kong Inter-School Badminton Team Championship 2025	Junior Secondary (Girls)	Champion
Hang Seng All Schools Table Tennis Championships 2025	Boys Secondary School (Single) Girls Secondary School (Single) Girls Secondary School (Double) Boys Secondary School (Group) Girls Secondary School (Group)	Champion x5
HKSSF N.T. Secondary Schools Outstanding Athlete Award 2024-2025	Shatin & Sai Kung District	Outstanding Athlete Award (Overall) x2
Grantham Outstanding Student Athletes Awards 2024-2025	Badminton (Boys) Badminton (Girls) Tennis (Boys) Table Tennis (Boys) Table Tennis (Girls)	Outstanding Athlete x5
A.S. Watson Group Hong Kong Student Sports Awards 2024-2025	Secondary School	Awardee
Inter-School Competition Overall Champion Awards, 2024-2025 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys Girls	Overall Champion x2

Others		
Activity	Group	Award
20th Sha Tin District Outstanding Student Election 2023	Junior Section	Outstanding Student
Teenagers and Children Competition Association, 2023-2024 The Most Outstanding Student Contest	Secondary School	Annual Music Award
Teenagers and Children Competition Association, 2023-2024 The Most Outstanding Student Contest	Secondary School	Annual Sports Award
2024-25 Sha Tin District Outstanding Young Persons Selection (14th)		Certificate of Appreciation
第十五屆魯迅青少年文學獎		三等獎
新春書法比賽 2025		冠軍
第二十一屆沙田區傑出學生選舉	高中組	優異證書 (晉級決賽)
青協「好義配」義工團體年度嘉許 2024/25		金獎 x1; 銅獎 x8
"Hong Kong 200" Leadership Project 2024		Winning Team; Outstanding Student
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2024/25		Awardee x2

(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 <i>(in terms of percentages of the annual overall income)</i>		
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 <i>(in terms of percentages of the annual overall expenditure)</i>		
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	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		
*Remark: It is 5.43 months of annual expenditure after deduction of Net Book Value of additional school building.		
Details of expenditure for large-scale capital works, if any:		
¹ <i>The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> as required by the Education Bureau, which must be no less than 10%.</i>		
<input checked="" type="checkbox"/> <i>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).</i>		

(5) Appendix

附件一

致：教育局常任秘書長
(經辦人：特殊教育分部家校合作及家長教育組)

地址：九龍塘沙福道 19 號教育局九龍塘教育服務中心西座 2 樓 W215 室
家校合作及家長教育組

傳真：2391 0470

[請於2025年9月30日或以前填妥本報告並交回教育局家校合作及家長教育組]

「家長學生·好精神一筆過津貼」津貼運用報告

1. 本校／家教會已運用「家長學生·好精神一筆過津貼」作以下用途：

	範疇	實際開支金額 (\$)
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	\$ 7760
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台	0
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	\$ 12240
iv.	其他 (請註明) : _____	
	總開支金額	\$ 20000
	津貼餘款	0

2. 截至2025年8月31日為止，「家長學生·好精神一筆過津貼」

已全數用完。

尚有餘款，須退回教育局的款額 _____ 元。[資助及按位津貼學校適用]

尚有餘款 _____ 元，將以抬頭寫上「香港特別行政區政府」的劃線支票歸還教育局家校合作及家長教育組。[官立及直資學校適用]

(請於適當空格內加上「✓」號)

3. 聲明

茲證明：

- (i) 本校／家教會已遵守教育局通函第217/2023號所述的使用原則和範圍，以及教育局不時發出的有關指引、通告及信件內的各項規定使用相關津貼和撥款。所有開支均符合有關津貼的使用原則和用途，並符合適用於本校類別的財務管理指引、採購程序通告和指引；
- (ii) 本校／家教會已備存獨立的帳目，妥善記錄「家長學生·好精神一筆過津貼」的收支項目。所有支出項目均具備單據證明，所有活動的財務紀錄、帳簿、收據、支款憑單及發票等會由學校保存至少7年，以作會計及審核用途；
- (iii) 本校／家教會會在2024/25學年完結後的規定期內，向教育局呈交經審核周年帳目報告（如適用），報告內會記錄津貼的總收支。如經審核周年帳目所述的實際餘款與上述的不符，學校會盡快通知教育局跟進；及
- (iv) 本報告提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明作查核之用。學校須退回不屬於「家長學生·好精神一筆過津貼」的資助項目款項予教育局。

香港浸會大學附屬學校王錦輝中小學

學校中文全名*：

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

學校英文全名*：

學校編號及校址編號：

(格式：xxxxxx-0001)

567353 - 0001

校監簽署：

校監姓名：

家教會主席簽署：

家教會主席姓名：

日期：

16 July 2025



* 須與印章一致

Annex 1

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	\$ 53378
ii.	Providing support services related to enhancing the mental health of students and teachers	/
iii.	Designing and producing school-based learning and teaching resources related to mental health	/
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$ 6622
v.	Others (please specify): _____	/
	Total Expenditure	\$ 60000
	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)

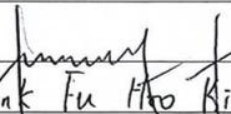
Annex 1 (cont'd)

2. Declaration

This is to certify that:

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



Name of School(Chinese)* : 香港浸會大學附屬學校王錦輝
 Name of School(English)* : Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
 School No. & Location No. : 567353 - 0001
 (Format : xxxxxx-0001)
 Signature of Supervisor : 
 Name of Supervisor : Frank Fu Hoo Kin
 Date : 23/8/2024

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