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



Annual Report (Primary Division)
2025-26

Key Elements of the School Report

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

(1) Our School

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

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

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

Basic Information

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

School Mission and Vision

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

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

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person.

We put students' needs first at all times.

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

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

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

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

Target 1.1 To implement a comprehensive and curriculum-aligned technology integration plan that enhances student engagement, creativity, and personalized learning across all grade levels and subjects

Strategies 1.1:

- Guide students in using AI writing tools in Chinese and English writing lessons, speech apps for fluency and pronunciation practice, and voice-to-text tools for storytelling.
- Embed AI ethics modules into Digital Citizenship lessons using scenario-based apps to foster empathy, honesty, and integrity (ex., AI Adventures, Moral Machines, Data Defenders, Factitious, Turing Test Simulator, etc)
- Organize a digital wellbeing week featuring tech-free challenges to promote a healthy lifestyle and responsible technology use.
- Expand the e-library and integrate digital rewards, reading analytics, and research tools into project-based learning.
- Introduce project-management tools and SMART goal setting in group work across subjects by training teachers to use Trello, Padlet, and Google Workspace for student projects, embedding SMART goal setting into units, and providing students with goal-setting journals or digital trackers.
- Launch the Parent App and integrate it into the Parent Academy for registration, online courses, and credit tracking. Offer an onboarding session for parents and teachers.
- Foster students' appreciation of Chinese cultural heritage and broaden their global perspectives by organizing virtual exchange programmes with partner schools in mainland China and overseas

Achievements
The school successfully implemented a comprehensive digital learning strategy across all subjects, with over 70% of students demonstrating high engagement and confidence when using AI, VR, and digital platforms. Digital tools such as AI writing platforms, speech applications, and collaborative platforms (e.g. Google Classroom, Padlet, Formative) were effectively integrated into language and subject learning, supporting student creativity and participation. Structured goal-setting and project-based learning frameworks were introduced across grades, enhancing students' engagement in learning tasks and promoting initial development of self-directed learning skills. These initiatives indicate that digital strategies have effectively enhanced student engagement, participation, and access to personalised learning experiences.
Reflections
High student engagement and creativity in digital learning were consistently observed, with internal school data showing that approximately 70% of students demonstrated strong engagement and confidence when using AI, VR, and digital platforms. This is further supported by stakeholder survey findings, in which over 70% of students reported active participation in learning activities, indicating that the school's digital strategies have been effective in enhancing motivation and engagement. However, deeper analysis of student learning behaviours reveals a significant gap between engagement and effective learning outcomes. Stakeholder survey results indicate that self-reflection ability remains moderate, goal-setting ability is not fully developed, and self-discipline remains relatively weak. These findings are strongly corroborated by APASO data, which show that students' self-monitoring and self-planning abilities remain underdeveloped. This indicates that while students are confident and engaged users of technology, they have not yet developed strong self-regulated learning behaviours, particularly in planning, monitoring, and reflecting on their learning. Overall, the key issue is not access to digital tools or engagement, but the need to strengthen the use of digital technology to promote deep learning, self-regulation, and effective learning behaviours.

Feedback and Follow-up

To address the identified gap between high engagement and moderate self-regulated learning, the school will prioritise strengthening the effective use of digital tools to enhance deep learning outcomes. Specifically, the school will:

- ➢ embed structured reflection and goal-setting routines into all digitally supported learning tasks to address moderate performance in self-monitoring and self-planning
- ➢ design purpose-driven digital learning tasks aligned with clear learning outcomes, shifting from tool usage to learning impact
- ➢ systematically monitor student learning behaviours (e.g. reflection quality, task completion, independent learning) using digital platforms

At the instructional level, the school will:

- ➢ strengthen cross-panel collaboration to ensure consistent pedagogical approaches
- ➢ implement data-informed teaching adjustment cycles

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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
- ○ school administration

Strategies 1.2:

- ❖ Provide user guides and quick reference material for new tools and hardware
- ❖ Conduct regular stakeholder feedback analysis to inform the upgrade
- ❖ Provide PD for teachers on new IT tools and green solutions. Include workshops on troubleshooting and basic IT tools
- ❖ Schedule biannual device audits during school holidays to assess the status of hardware and software
- ❖ Include sustainability criteria in procurement by the budget holder

Achievements

The school effectively strengthened its IT infrastructure, achieving over 80% teacher satisfaction and reducing lesson disruptions caused by technical issues by approximately 50%. Administrative systems and digital platforms were enhanced to support teaching, learning, and school operations, improving overall efficiency and reliability. Sustainability practices were incorporated into procurement and resource use across subjects, with multiple panels adopting digital and eco-friendly solutions. These developments indicate that infrastructure improvements have successfully supported stable teaching environments and enhanced operational effectiveness.

Reflection

The school has made significant progress in strengthening its IT infrastructure, with over 80% teacher satisfaction and a 50% reduction in lesson disruption, demonstrating improved system reliability and operational efficiency. However, while infrastructure improvements have enhanced technical stability, their direct impact on student learning effectiveness remains uneven. Stakeholder survey findings indicate that despite improved access to digital tools, students' effective use of technology for focused learning remains moderate, suggesting that infrastructure alone does not guarantee improved learning outcomes. In addition, device management issues (e.g., BYOD restrictions and MDM conflicts) highlight the need for stronger home-school alignment in digital practices, as APASO findings indicate that although students are confident users of technology, structured learning use is less consistent. Overall, the key issue is shifting from infrastructure readiness to effective pedagogical use and the impact on student learning.

Feedback and Follow-up

To move beyond infrastructure readiness towards learning impact, the school will:

- ➢ strengthen integration between infrastructure use and pedagogy, ensuring all new tools are embedded into structured learning design
- ➢ develop clear school-wide guidelines on effective academic use of technology, addressing moderate IT learning efficiency
- ➢ enhance home-school alignment on device management, including clear

protocols for BYOD and MDM systems

In addition, the school will implement regular evaluation of the impact of infrastructure on learning outcomes, not just satisfaction.

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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:

- Maintain and regularly update the "A-Teachers PD Site" as a centralized resource hub
- Expand PD on immersive learning (VR/AR), AI tools, digital ethics, digital wellbeing, SMART goal setting and integrating technology
- Continue partnerships with external experts, educational technology providers, and the EDB to access the latest training resources and innovations
- Facilitate subject panel-specific PD to promote cross-disciplinary digital pedagogy

Achievements
Professional development programmes were widely implemented, with over 85% of teachers participating, and more than 90% reported that they were highly relevant and of practical value. Teachers demonstrated increased confidence in applying AI, VR, and digital tools, with widespread integration observed across subjects. Cross-school collaborations and partnerships with external organisations further strengthened teacher capacity and exposure to innovative pedagogies. These results indicate that professional development initiatives have effectively enhanced teacher readiness to integrate technology into teaching practices.
Reflections
Professional development initiatives were well received, with over 85% teacher participation and high perceived relevance, and evidence of increased confidence in using AI, VR, and digital tools. However, a gap remains between teacher confidence and consistent classroom implementation, as reflected in variation in digital

integration across subjects. This aligns with stakeholder survey findings, in which, although teaching effectiveness is rated highly, the impact on student self-directed learning remains moderate. APASO data further supports this, showing that students' self-monitoring and self-planning remain underdeveloped. This suggests that PD has enhanced teacher input but has not yet fully translated into student learning outcomes. Future focus should therefore shift towards tracking the impact of PD on classroom practice and student learning behaviours rather than participation alone.

Feedback and Follow-up

To strengthen the impact of professional development, the school will shift from participation-based evaluation to impact-based evaluation, ensuring that training leads to classroom implementation and improved student outcomes. The school will:

- ➢ introduce lesson-based coaching and follow-up observation to support the application of PD content
- ➢ establish systematic monitoring of digital pedagogy implementation across subjects
- ➢ develop subject-specific PD pathways focusing on practical classroom application

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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:

- ❖ Expand VR cultural modules by introducing virtual heritage tours to immerse students in local and national contexts
- ❖ Integrate AI, VR and AR tools into interdisciplinary challenges in subjects such as Integrated Science, Mathematics, and Language Arts to strengthen cross-subject understanding.
- ❖ Enhance language skills by incorporating AI-based storytelling platforms, real-time fluency feedback tools, and multimodal composition resources

Achievements

The school successfully integrated AI, VR, and AR technologies into interdisciplinary learning across subjects, with high student engagement observed in immersive activities. Innovative applications, such as VR cultural tours, AI-supported learning tasks, and interdisciplinary projects, enhanced student motivation and supported experiential learning. Students actively participated in technology-enhanced activities, including VR design, AI art creation, and interactive subject learning tasks. These initiatives demonstrate that innovative technologies have effectively enhanced learning engagement and supported interdisciplinary learning experiences.

Reflection

The school has made significant progress in integrating innovative technologies such as AI, VR, and AR into teaching and learning, with multiple subjects successfully implementing immersive and interdisciplinary learning experiences. Teacher professional development has resulted in high levels of reported confidence, with internal data indicating that nearly 100% of teachers recognise the relevance of immersive technologies. However, a gap remains between teacher readiness and actual classroom implementation, with only about 50% of teachers indicating immediate application of these tools. While student engagement in immersive learning activities is high, APASO data suggest that improvements in learning depth, critical thinking, and problem-solving are moderate, with creativity and critical thinking showing more modest gains. This indicates that innovative technologies are engaging, but their impact on higher-order thinking and deep learning is not yet fully realised. Overall, the key issue is strengthening the pedagogical integration of emerging technologies to ensure meaningful impact on learning, rather than merely using them for novelty.

Feedback and Follow-up

To enhance the effectiveness of innovative technologies, the school will prioritise pedagogical integration and learning impact. The school will:

- ➢ develop clear instructional frameworks for integrating AI, VR, and AR into subject learning
- ➢ implement model lessons and cross-panel sharing to support classroom application
- ➢ align immersive learning activities with higher-order thinking and assessment criteria

- ➢ monitor impact on student cognitive development (critical thinking, creativity)

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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:

- ❖ Introduce culturally themed reading experiences and e-books that incorporate Chinese history to help students connect with their heritage
- ❖ Align digital reading tasks with interdisciplinary content such as historical fiction and science-themed texts to ensure relevance across subjects.
- ❖ Promote collaborative storytelling and design-thinking tasks on platforms like Padlet to enhance problem-solving and teamwork.
- ❖ Embed wellness themes into reading modules and use immersive technologies to simulate active experiences such as sports and mindfulness practice.
- ❖ Encourage bilingual digital publishing and broaden reading award criteria to recognize expressive and creative writing.

Achievements
The school successfully enhanced reading engagement through interdisciplinary reading programmes and digital platforms, with strong participation in RAC booklets and structured reading tasks across all grades. Digital reading resources were expanded to include online reading platforms and hybrid reading tasks, thereby supporting students' access to diverse reading materials. Students demonstrated increased engagement in reading activities, with over 68% reflecting deeper cultural understanding through reading experiences. These findings indicate that reading initiatives have effectively promoted student engagement and supported the development of reading habits.

Reflection
The school has successfully enhanced reading engagement through the integration of digital platforms and interdisciplinary reading programmes, with strong participation in RAC booklets and digital reading activities. Students demonstrated increased engagement in digital reading, and over 68% of students reported deeper cultural understanding through reading tasks, indicating a positive impact on motivation and exposure. However, the impact on reading depth, independent reading habits, and higher-order comprehension remains moderate, with limited participation in external competitions and a lack of sustained reading behaviour. APASO data further indicates that while students enjoy reading, reading for deeper learning and reflection is not yet consistently developed, and some students still demonstrate passive reading behaviours. This suggests that reading programmes are effective at increasing engagement but less effective at developing independent, reflective and higher-order reading skills. Overall, the school needs to shift from promoting reading participation to enhancing the quality and impact of reading.
Feedback and Follow-up
To strengthen reading outcomes, the school will: ➢ align reading activities with clear learning objectives and assessment criteria ➢ enhance reading comprehension, reflection, and critical thinking components ➢ establish a structured system to track reading habits and progress ➢ promote participation in external competitions and publication platforms ➢ develop an online student showcase platform to increase motivation These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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:

- ❖ Integrate storytelling about Chinese achievements into speaking activities to enhance civic identity and language development
- ❖ Deepen values education by incorporating moral dilemmas in literature and using interactive strategies such as Conscience Alley.
- ❖ Organize field trips to museums and cultural institutions to deepen appreciation of Chinese heritage.
- ❖ Regularly review schemes of work to ensure National Education and National Security Education are organically integrated across subjects rather than taught as isolated lessons.
- ❖ Recruit Chinese Culture Parent Ambassadors to promote traditional Chinese medicine, opera, and calligraphy among parents and students, strengthening the cultural connection between school and home

Achievements
National education was effectively integrated across the curriculum, with over 95% of students demonstrating awareness of national achievements. Values education strategies, including moral dilemmas and interactive learning approaches, were implemented across subjects to foster students' moral development and critical thinking. Experiential learning opportunities such as cultural visits, exchanges, and parent ambassador programmes strengthened students' understanding of Chinese culture and heritage. These initiatives indicate that the school has successfully developed students' awareness of national identity and values.
Reflection

National identity and cultural learning have been effectively integrated across the curriculum, with strong participation and coverage across subjects. Survey data indicate that over 95% of students are aware of national achievements, and 65.5% express pride in China's development, reflecting a solid cognitive foundation in national education. APASO data further strengthens this finding, indicating that students demonstrate strong national responsibility and obligation and positive national pride and belonging

In addition, students show strong global values and perspectives, including respect for diversity and responsibility for global issues. These findings confirm that the school has successfully established a strong foundation in values education, national identity, and global citizenship, aligned with EDB priorities.

However, deeper analysis reveals that students' affective engagement and behavioural internalisation remain at a moderate level. While 60.5% of students expressed pride in their national identity, this suggests that a significant proportion have yet to develop a strong emotional connection and a sense of ownership of their identity.

Furthermore, APASO and stakeholder survey data consistently indicate that:

- the view on self-discipline remains relatively lower
- perseverance is only moderate
- reflection and self-improvement abilities are developing, but not strong

This demonstrates a clear gap that students understand values and identity cognitively, but these are not yet consistently translated into behaviour, responsibility, and self-regulation.

In terms of student wellbeing, APASO findings indicate a very positive emotional profile, with high levels of positive affect and low levels of anxiety and negative emotions. This confirms that the school has successfully created a supportive and caring environment, though further effort is needed to strengthen resilience, perseverance, and responsibility in learning and behaviour. Overall, the school has successfully established strong values and identity development, but the key challenge lies in deepening internalisation and translating these into consistent student behaviour and self-management.

Feedback and Follow-up
To deepen students' affective engagement and behavioural internalisation of national identity, the school will: ➢ increase reflective learning opportunities, enabling students to connect knowledge with personal identity ➢ expand experiential learning (field trips, exchanges, cultural immersion) ➢ strengthen the integration of National Education across subjects These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

Target 2.2: Organise 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:

- ❖ Initiate planning for competitions, exhibitions, and cultural activities at the beginning of the school year to ensure ample time for student preparation and training, broaden the range of student activities to include STEAM, humanities, cultural studies, and arts to cater to diverse student interests and talents beyond sports and arts
- ❖ Enrich Life Education sessions by inviting guest speakers from teachers, parents, students, and NGOs to share real-life community impact stories, inspiring students to take initiative.
- ❖ Implement parent-child study tours and other collaborative activities (e.g., proposed G4–G9 parent-child tour to National Security Exhibition Gallery) to reinforce shared values and deepen cultural understanding.
- ❖ Implement monthly prize presentations and utilize digital platforms (e.g., Facebook, A-Moment) to recognize student achievements, boosting morale and school spirit.

Achievements

The school successfully provided a wide range of cultural, co-curricular, and service-learning experiences, with over 80% of students participating in at least one activity. Service-learning programmes enabled students to apply values such as empathy, responsibility, and respect through authentic community engagement. Parent-child activities, cultural events, and recognition systems effectively enhanced students' motivation, sense of belonging, and positive attitudes. These results demonstrate that activity-based programmes have effectively promoted student engagement and values development.

Reflection

The school successfully provided a wide range of cultural and service-learning experiences, with over 80% student participation, contributing positively to student engagement and values development. APASO data supports this, indicating strong positive affect and strong school belonging. These findings confirm that such programmes are effective in promoting student wellbeing and emotional development. However, despite high participation rates, access and depth of engagement were uneven, with some students having limited opportunities to participate in high-impact or extended activities. In addition, while activities successfully promote awareness and participation, there is limited evidence of sustained behavioural change or long-term impact, particularly in areas such as responsibility, initiative, and service commitment. Future focus should be placed on ensuring equitable participation and strengthening the long-term developmental impact of service learning.

Feedback and Follow-up

To enhance equity and the long-term impact of activities, the school will:

- ensure all students have access to meaningful learning experiences
- develop a systematic tracking system for student participation and impact
- strengthen reflection before, during and after activities

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

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

Strategies 2.3:

- ❖ Encourage all Service and Leadership Teams to organize team-based community service projects to extend the impact of CLAPS-based activities
- ❖ Develop a formal and structured CLAPS framework in collaboration with Academic Affairs (AA), Student Development (SD), and Other Learning Experiences (OLE) teams to ensure consistency and scalability across grade levels and departments.
- ❖ Pilot the CLAPS framework initially in Middle School, targeting students who are developmentally ready for deeper engagement.
- ❖ Embed cultural elements such as heritage service and flag ceremonies into CLAPS projects to strengthen national identity programmes.
- ❖ Continue to emphasize service learning to reinforce positive values like empathy, honesty, and filial piety.
- ❖ Organize professional development (PD) sessions for teachers to support the design and facilitation of CLAPS-based learning experiences.
- ❖ Integrate CLAPS components into Project-Based Learning (PBL) to deepen content understanding and incorporate physical activity and wellness.
- ❖ Expand parent-child service opportunities to engage families and extend CLAPS impact beyond the classroom.

Achievements
The CLAPS framework has been defined with five core elements: ● Creativity (C) – initiatives in Visual Arts, STEAM, and Language Arts, including SDG-themed games and creative projects, designed to foster respect, commitment, and mathematical thinking. ● Leadership (L) – uniform teams and leadership programmes with values discussions and collaborative activities, cultivating perseverance, responsibility, and communication skills. ● Activities (A) – local exchanges, sports programmes, and adventure experiences, encouraging unity, global citizenship, and problem-solving. ● Project-based Learning (P) – simple PBL and Design Thinking projects, such

as group SDG activities, to strengthen intellectual development, empathy, and critical thinking.

- Service (S) – community, family, and school helper roles through event participation, nurturing benevolence, filial piety, and collaboration.

The groundwork laid this year provides a solid foundation for rollout on the upcoming GRWTH platform in the 26/27 academic year.

Reflection

The preparatory phase of CLAPS has successfully defined a holistic framework that integrates creativity, leadership, activities, project-based learning, and service. The CLAPS projects not only provide opportunities for participation and leadership but also embed deeper inquiry, analysis, and real-world problem-solving challenges. However, analysis of generic skills data highlights that while students show confidence in leadership, their critical thinking and problem-solving complexity remain moderate The reflection underscores a potential mismatch between leadership opportunities and cognitive demand, pointing to the importance of scaffolding intellectual growth alongside personal development.

Feedback and Follow-up

To strengthen cognitive development and ensure CLAPS supports the seven learning goals (values development, language proficiency, generic skills, and independent learning), the school will:

- Integrate inquiry – embed critical thinking and inquiry-based learning explicitly into CLAPS projects.
- Scaffold problem-solving – provide structured support for evaluation and analytical skills.
- Monitor development – expand structured monitoring of student growth to track progress consistently.
- Prepare evidence submission – establish clear processes for students to document participation, ensuring transparency and readiness for future award considerations.

These measures will ensure that when CLAPS is launched on the GRWTH platform, it not only enhances student participation and leadership but also deepens their capacity for critical thinking, problem-solving, and meaningful experiential learning.

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

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

Strategies 2.4:

- ❖ Develop and implement school-wide campaigns to reinforce respectful behavior, empathy, and inclusivity, integrating real-life case studies relevant to Hong Kong society into lesson materials
- ❖ Continue organizing and broadening parent-child service activities and inclusive events, ensuring engagement from students of diverse backgrounds and strengthening collaboration with NGOs, alumni, and community stakeholders to extend support networks for student development.
- ❖ Structure Life Education lessons more effectively to allow in-depth exploration of key values and inclusive themes such as friendship, gratitude, and respect and incorporate real-life scenarios and student reflection.
- ❖ Develop a more structured program of workshops and seminars for parents and students with special educational needs and gifted education.
- ❖ Schedule A+ Class Award Scheme activities earlier in the school year to maximize class participation and satisfaction.

Achievements
The school successfully fostered an inclusive and supportive environment, achieving full participation in school-wide programmes such as the A+ Class Award Scheme. Inclusive education initiatives, Life Education programmes, and school-wide campaigns effectively promoted empathy, respect, and positive relationships among students. Student participation in community-building activities, such as performances and inclusive events, strengthened a sense of belonging and unity at school. These findings indicate that the school has successfully created a positive, inclusive, and supportive learning environment for students.
Reflection
The school has successfully fostered a positive and inclusive environment, as evidenced by strong participation in school-wide activities and recognition as a “Racially Friendly Campus Champion”. APASO data further indicate a strong sense of belonging and low levels of loneliness and social isolation. These findings confirm

that the school has created a supportive and inclusive learning environment. However, feedback and internal observations suggest that engagement in some programmes declined over time and support for diverse learners (SEN and gifted) remains uneven. This suggests the inclusion is strong at the cultural level but less consistent in targeted support and sustained engagement. Overall, the school has established a strong inclusive culture, but requires more structured and differentiated support systems.

Feedback and Follow-up
To strengthen inclusivity and wellbeing, the school will: ➢ enhance structured support programmes for diverse learners (SEN and gifted) ➢ strengthen Life Education through real-life application and reflection ➢ expand collaboration with external agencies and specialists ➢ maintain systematic monitoring of student wellbeing indicators These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

Target 3.1 Deepen Whole-school Green and Sustainability Initiatives (SDG Education, Values Education)

Strategies 3.1:

- ❖ Organize at least 3 large-scale environmental campaigns/year (e.g. Green Week, No Plastic Day, Energy Saving Challenge
- ❖ Integrate SDGs into all KLAs
- ❖ Train and empower class eco-leaders and Green Ambassadors
- ❖ Launch family eco-challenges and parent education workshops

Achievements
The school successfully implemented whole-school sustainability initiatives, including Green Week, No Plastic Day, and eco-challenges, with over 75% of students reporting increased environmental awareness. Sustainability education was integrated across all

KLAs, and student leadership programmes such as Eco-Pioneers supported active participation in environmental practices. Strong home-school collaboration was evident, with over 300 families participating in sustainability-related activities. These initiatives demonstrate that the school has effectively promoted environmental awareness and participation.

Reflection

Large-scale initiatives such as Green Week, No Plastic Day, and the "One Person One Flower" programme (engaging over 600 families) have effectively promoted awareness and participation. However, evidence from school observations and behavioural outcomes indicates that students' environmental awareness has not yet fully translated into consistent sustainable behaviour. For example, during large-scale events such as the Athletic Meet, inconsistent recycling behaviour and waste management practices were observed, suggesting that students require further support in applying sustainability values in authentic contexts. This reflects a gap between awareness (cognitive understanding) and behavioural practice (daily habits). In addition, although parent participation was strong in selected programmes, overall participation patterns suggest that engagement remains uneven across different initiatives, indicating a need for more systematic home-school integration. Overall, sustainability education is well established at the awareness and curriculum level, but further emphasis is required on behavioural change, habit formation, and impact measurement.

Feedback and Follow-up

To strengthen the behavioural impact of sustainability education, the school will:

- shift from awareness → habit formation (daily practice monitoring)
- implement visible systems for behaviour tracking (e.g. recycling data)
- strengthen home-school collaboration

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

Target 3.2 Expand and Optimize Flexible Learning Spaces

Strategies 3.2:

- ❖ Collect user feedback for all flexible spaces
- ❖ Provide PD on flexible/hybrid lesson design and classroom management
- ❖ Pilot at least two cross-KLA interdisciplinary projects each term

Achievements
Flexible learning spaces were widely utilised across subjects, with over 80% of teachers reporting increased confidence in implementing flexible learning strategies. Students engaged actively in interdisciplinary and experiential learning activities conducted in diverse learning environments. Cross-KLA collaboration, including RAC projects and interdisciplinary weeks, enhanced student engagement and learning experiences. These findings indicate that flexible learning environments have effectively enhanced student engagement and collaboration.
Reflection
Flexible learning spaces were widely implemented, with 80% of teachers reporting confidence and strong student engagement observed across subjects. APASO findings support this, showing positive learning motivation and strong cooperation among students. However, despite high engagement, the impact on learning behaviours remains limited, particularly in self-discipline and independent learning. This reflects stakeholder survey findings indicating low self-discipline. It is suggesting that flexible learning environments increase engagement but do not automatically improve learning effectiveness. Future development should focus on strengthening structure, expectations, and monitoring within flexible environments.
Feedback and Follow-up
To enhance the effectiveness of flexible learning environments, the school will: ➢ integrate clear behavioural expectations and structure ➢ provide PD on classroom management in flexible settings ➢ monitor the impact on student learning behaviours These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

Target 3.3 Broaden Outdoor and Real-world Experiential Learning

Strategies 3.3:

- ❖ 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
- ❖ Expand partnerships with local NGOs, museums, environmental groups, and community organizations
- ❖ Integrate environmental education and sustainability topics into the curriculum, leveraging the outdoor learning spaces as living laboratories.

Achievements
The school provided a range of outdoor and real-world experiential learning opportunities, including ecological tours, environmental campaigns, and project-based learning activities. Students demonstrated improved engagement and social interaction through participation in experiential learning activities. Partnerships with external organisations enriched learning experiences and connected classroom learning with real-world contexts. These initiatives indicate that experiential learning has effectively enhanced student engagement and the real-life application of knowledge.
Reflection
Experiential learning opportunities, including field trips, eco-programmes, and real-world investigations, have successfully enhanced student engagement and the relevance of learning. Teachers reported improvements in: ➢ student problem-solving skills ➢ social interaction ➢ emotional regulation These findings align with APASO results indicating strong positive emotional well-being. However, implementation remains uneven, and access to experiential learning varies across grade levels, with scheduling constraints limiting participation. This indicates that Experiential learning is effective but not yet systematically implemented

across the school. Overall, experiential learning has a strong impact but requires greater consistency, structure, and equity.
Feedback and Follow-up
To strengthen experiential learning, the school will: ➢ develop a structured, school-wide experiential learning framework ➢ ensure equitable access across all grade levels ➢ expand partnerships with NGOs, museums, and community organisations ➢ align experiential learning with curriculum objectives and assessment These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

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

Target 3.4 Upgrade and Future-proof Facilities and IT Infrastructure

Strategies 3.4:

- ❖ Conduct a termly review with stakeholders (students, staff, parents) on facility/IT needs
- ❖ Implement systematic upgrades/maintenance (WiFi, AV, hybrid tech, safety, barrier-free access)

Achievements
The school maintained effective facilities and IT infrastructure, with teacher satisfaction consistently around 80%. Systematic upgrades to WiFi, AV systems, and learning environments supported teaching and learning activities. Regular stakeholder feedback was collected to inform improvements and ensure facilities continue to meet learning needs. These developments indicate that school facilities effectively support a stable and conducive learning environment.
Reflection

Infrastructure upgrades have been effective, with teacher satisfaction reaching around 80%, indicating that facilities adequately support teaching and learning. However, survey findings suggest that while physical and digital environments are strong, student learning effectiveness and behavioural outcomes remain inconsistent, particularly in self-regulation and engagement in academic tasks. This highlights the need to shift focus from the provision of facilities to maximising impact on student learning behaviours. Future efforts should include systematic evaluation of how infrastructure enhances learning outcomes, not just satisfaction.

Feedback and Follow-up

To maximise the learning impact of facilities, the school will:

- ➢ strengthen the evaluation of learning outcomes related to infrastructure
- ➢ maintain regular stakeholder engagement

These measures aim to support students in achieving the seven learning goals, including values development, language proficiency, generic skills, and independent learning.

Whole-school Reflection

Analysis of stakeholder survey and APASO data indicates that the school demonstrates strong performance in student engagement, values education, and school climate, with high levels of stakeholder satisfaction and positive student wellbeing. However, consistent gaps are identified across all major concerns, particularly in student self-discipline, self-regulated learning (including planning, monitoring, and reflection), and perseverance. These findings suggest that while students are engaged and demonstrate positive values and attitudes, they have not yet consistently developed independent learning habits, sustained effort, and responsible behaviour. Moving forward, the school will focus on strengthening self-regulated learning, improving behavioural consistency, and enhancing the depth and effectiveness of student learning outcomes.

(3) Student Performance (Cora)

Academic		
2025－2026 年度全港小學數學比賽(沙田區)	小學	解難智多星季軍
Eye Level Hong Kong Critical Thinking Math Challenge 2026	P1	Gold
Eye Level Hong Kong Critical Thinking Math Challenge 2026	P1	Merit
Eye Level Hong Kong Critical Thinking Math Challenge 2026	P1	Distinction
Eye Level Hong Kong Critical Thinking Math Challenge 2026	P1	Silver
Eye Level Hong Kong Critical Thinking Math Challenge 2026	P1	Bronze
第三十三屆香港小學數學奧林匹克比賽	P2	銀獎
39th Annual Spelling Bee of Canada	Junior Division	Champion
39th Annual Spelling Bee of Canada	Junior Division	2nd Place
39th Annual Spelling Bee of Canada	Junior Division	3rd Place
39th Annual Spelling Bee of Canada	Primary Division	Champion
39th Annual Spelling Bee of Canada	Primary Division	2nd Place
39th Annual Spelling Bee of Canada	Primary Division	3rd Place
Cambridge Primary Checkpoint	Primary	Full Score
粵港澳大灣區數學競賽總決賽 2026（香港賽區）	P1	一等獎
粵港澳大灣區數學競賽總決賽 2026（香港賽區）	P1	一等獎
粵港澳大灣區數學競賽總決賽 2026（香港賽區）	P1	特等獎
粵港澳大灣區數學競賽預選賽 2026（香港賽區）	P1	特等獎
粵港澳大灣區數學競賽預選賽 2026（香港賽區）	P1	榜眼獎
粵港澳大灣區數學競賽預選賽 2026（香港賽區）	P4	一等獎
粵港澳大灣區數學競賽預選賽 2026（香港賽區）	P4	一等獎
粵港澳大灣區數學競賽預選賽 2026（香港賽區）	P5	一等獎
InternationalExhibition of Inventions Geneva	Young Talents Category	Silver Medal

InternationalExhibition of Inventions Geneva	Renewable & Green Energy Category	Bronze Medal
「智理財．懂消費」小學問答比賽	小學組	全港總冠軍
學而思盃晉級賽 2026	P1	團體成績季軍
World Class Test Elite Competition	Primary	Silver Award
MathConceptition 2026	P1	Gold Award
MathConceptition 2026	P1	Silver Award
MathConceptition 2026	P3	Silver Award
MathConceptition 2026	P3	Silver Award
MathConceptition 2026	P4	Gold Award
MathConceptition 2026	P5	Gold Award
MathConceptition 2026	P5	Bronze Award
MathConceptition 2026	P5	Silver Award
MathConceptition 2026	P6	Bronze Award
MathConceptition 2026	P6	Gold Award
World Class Test Elite Competition	Primary	Silver Award
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 1 and 2 - Boys	1st Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 1 and 2 - Girls	1st Runner-up
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Prose Speaking Primary 1 and 2 - Girls	1st Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 3 - Girls	1st Runner-up
The 77th Hong Kong Schools Speech Festival	Cantonese Solo Verse Speaking Primary 3 - Girls	1st Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open	1st Runner-up

	Primary 3 - Boys	
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 6 - Boys	1st Runner-up
The 77th Hong Kong Schools Speech Festival	Cantonese Solo Verse Speaking Primary 1 - Girls	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 1 and 2 - Girls	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 1 and 2 - Boys	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 1 and 2 - Boys	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	Cantonese Solo Verse Speaking Primary 2 - Boys	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 1 and 2 - Girls	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 3 - Boys	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 3 - Girls	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 3 and 4 - Girls	2nd Runner-up
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 5 - Boys	2nd Runner-up

The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 1 and 2 - Girls	Champion
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 3 and 4 - Boys	Champion
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 3 - Girls	Champion
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 3 and 4 - Girls	Champion
The 77th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open Primary 5 - Boys	Champion
The 77th Hong Kong Schools Speech Festival	Putonghua Solo Verse Speaking Primary 5 and 6 - Girls	Champion
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P1	三等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P1	二等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P1	優異獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P2	二等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P2	三等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P3	三等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P4	優異獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P4	三等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P6	三等獎
粵港澳大灣區數學競賽總決賽 2026（大灣賽區）	P6	二等獎
[守網聯盟]校際錦標賽 2026	小學組	新界南總區賽冠軍
香港古蹟導賞 KOL—普通話古蹟導賞短片製作比賽	高小組	最喜愛短片獎 優異獎

第九屆全港少年「數多酷(數獨)」大賽	Youth	優勝獎
Hong Kong Young Writers Awards 2026	G4-6	Honourable Mention
Hong Kong Primary School Debating Championship	P3-6	Top 8
TIMO Thailand International Mathematical Olympiad Heat Round 2025-2026	Primary 4	Gold Award
TIMO Thailand International Mathematical Olympiad Heat Round 2025-2026	Primary 5	Gold Award
The 14th Hong Kong Mathematics Cup Challenge Competition	Primary 5	Gold Award
Global Qualifiers 2026 GUANGZHOU ROUND Champion Teams	TEAM 305	3rd Place
2026 GUANGZHOU ROUND JUNIOR DIVISION Team Debate	Junior Division	GOLD 4
2026 GUANGZHOU ROUND JUNIOR DIVISION Debate Champions	Junior Division	GOLD 11
第二屆「童行盃」全港小學校際服務辯論比賽	外圍賽	最佳辯論員
第八屆「紫荊杯」全港中小學生「中國歷史文化」知識競賽	決賽	季軍
Robofest Hong Kong 2026 - MRC	Junior Group - Obstacle Race	Champion
Robofest Hong Kong 2026 - MRC	Junior Group - Obstacle Race	1st Runner-up
Performing Arts		
"Collaglacier: Piecing Together a Cooler World" Collage Art Competition 2025-26	Lower Primary School Category	Champion
"Collaglacier: Piecing Together a Cooler World" Collage Art Competition 2025-26	Lower Primary School Category	2nd Runner-up
"Collaglacier: Piecing Together a Cooler World" Collage Art Competition 2025-26	Lower Primary School Category	Silver Award
"Collaglacier: Piecing Together a Cooler World" Collage Art Competition 2025-26	Upper Primary School Category	Bronze Award
25/26 Creative Student Award Scheme		Bronze Medal

25/26 Creative Student Award Scheme		Silver Medal
25/26 Creative Student Award Scheme		Gold Medal
The 78th Hong Kong Schools Music Festival	Primary School Choir-Kowloon, New Territories East & New Territories West Regions-Foreign Language- Boys and/ or Girls-Intermediate-Age 10/ under	1st place
健康貼圖設計大賽 2025–26		優異獎
Hong Kong International Dance Festival	Under 12 Female Solo Latin dance, Single Dance Jive	Champion
Hong Kong International Dance Festival	Under 12 Female Solo Latin Dance	Champion
Joint School Music Competition	Primary School Choir (Senior)	Gold Award
Joint School Music Competition	Handbell and Handchime (Primary)	Silver Award
Joint School Music Competition	Primary School Choir (Junior)	Gold Award
Joint School Music Competition	Primary School Orchestra	Bronze Award
Joint School Music Competition	Primary School Percussion Band	Silver Award
The 17th Hong Kong International Handbell Olympics	Primary School Handbells (Junior)	Prestige Silver
敬師運動委員會–向老師致敬 2025	四格漫畫創作比賽(小四至小六)	優異獎
香港盲人輔導會 – 觸感模型設計大賽	小學隊際賽	亞軍
香港盲人輔導會 – 觸感模型設計大賽	小學隊際賽	最受喜愛模型獎
62nd Schools Dance Festival	Upper Primary Group Dance	Honors Award
62nd Schools Dance Festival	Lower Primary Group Dance	Honors Award

62nd Schools Dance Festival	Upper Primary Trio Dance	Honors Award
62nd Schools Dance Festival	Lower Primary Trio Dance	Honors Award
62nd Schools Dance Festival	Upper Primary Solo Dance	Honors Award
62nd Schools Dance Festival	Chinese Dance - Primary Section	Overall Champion
Hong Kong Grand Opera Vocal Competition 2026	Group Age 4-6 Handel	Champion
The 6th Guangdong-Hong Kong-Macao Greater Bay Area Young Artist Vocal Competition	聲樂獨唱兒童 A 組	Gold Award
Inter-School International Performance Challenge	Age 6-8 Flute P13F	Champion
Espace d'Art Jeunesse de Paris : Grand Concours International de Dessin pour Enfants 2025	Pre-teen category	Gold Award
「童心繪夢・我和我的美好城市」第四屆京港澳台少年兒童繪畫比賽	小學高年級組	「未來之光」獎
United Nations Youth Art Competition 2026	2018	Gold Award
Chopin Avenue International Piano Competition 2026	Piano Solo Group F	Champion
The 13th Hong Kong International Performance Arts Festival and Music Competition	Junior Class B	Gold Award
Sports		
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A Overall	2nd place
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Freestyle	Champion
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Backstroke	Champion
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Breaststroke	2nd place
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Butterfly	2nd place
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Breaststroke	3rd place
2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 4x50 Relay	2nd place

2025-26 Shatin Inter-Primary Schools Swimming Competition	Girl A 50m Freestyle	Champion
2025-26 Shatin Inter-Primary Schools Swimming Competition	Boy A 50m Butterfly	Champion
2025-26 Shatin Inter-Primary Schools Swimming Competition	Boy B 50m Freestyle	4th place
2025-26 Shatin Inter-Primary Schools Swimming Competition	Boy B 50m Backstroke	4th place
All HK Inter-Primary School Fencing Competition	Girls Open Grade Sabre Individual	2nd Runner-up
All HK Inter-Primary School Fencing Competition	Boys C Grade Foil Individual	7th Place
All HK Inter-Primary School Fencing Competition	Boys C Grade Foil Team	3rd Runner-up
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls Senior Grade Group Double Dutch Speed Relay	Champion & Record Breaker
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Boys borned in 2018 group 30s Cycling style	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Boys borned in 2018 group 30s Side-open style	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2015 group 30s backward cycling style	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2015 group 30s Double	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2017 group 30s Backward Side-open	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2017 group 30s Side-cross	1st Runner-up
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Boys borned in 2015 group 30s Toad	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Boys borned in 2015 group 30s Side-open	1st Runner-up
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2014 group 30s Backward Side-cross	Champion
All Hong Kong District Inter-Primary School Rope	Girls borned in 2014 group	3rd Runner-up

Skipping Competition 2026	30s Backward Side-open	
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2017 group 30s Side-open	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2017 group 30s Cross-open	2nd Runner-up
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Girls borned in 2017 group 30s Backward Cycling	Champion
All Hong Kong District Inter-Primary School Rope Skipping Competition 2026	Boys borned in 2015 group 30s Side-cross	Champion
All Hong Kong Schools Gymnastics Competition	Girls C Grade Floor Exercise	1st Runner-up
All Hong Kong Schools Gymnastics Competition	Girls C Grade Vault	3rd Runner-up
Hong Kong District Inter-Primary School Mini Tennis Competition	U9 Boys Singles	2nd Runner-up
Inter-Primary School Badminton Competition	Primary Schools Boys Group	Champion
Inter-Primary School Badminton Competition	Primary Schools Boys Group	Outstanding Athlete
Inter-Primary School Badminton Competition	Boys Singles	Champion
Inter-Primary School Badminton Competition	Primary Schools Girls Group	3rd Runner-up
Inter-Primary School Badminton Competition	Primary Schools Girls Group	Outstanding Athlete
Inter-Primary School Table Tennis Competition	Primary Schools Boys Group	2nd Runner-up
Inter-Primary School Table Tennis Competition	Primary Schools Boys Group	Outstanding Athlete
Inter-Primary School Table Tennis Competition	Boys Singles	3rd Runner-up
Inter-Primary School Table Tennis Competition	Primary Schools Girls Group	Merit
Mini Tennis Hong Kong Annual Championship 2026	Boys Singles	2nd Runner-up
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 1 min Double Dutch Freestyle for	3rd Runner-up

	3	
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 1 min 5 people Long Rope Speed	3rd Runner-up
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 2min Speed Endurance Jump	2nd Runner-up
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 30s Cycling	1st Runner-up
Whole Hong Kong Inter-school Rope Skipping Championship	Girls A Grade 30s Double	2nd Runner-up
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 30s Double	Champion
Whole Hong Kong Inter-school Rope Skipping Championship	Girls B Grade 30s Open-cross	2nd Runner-up
2025－2026 年度全港小學校際女子五人足球比賽	女子組	傑出運動員
2025－2026 年度全港小學校際女子五人足球比賽	女子組	亞軍
2025－2026 年度沙田區小學校際五人足球比賽	女子組	冠軍
2025－2026 年度沙田區小學校際五人足球比賽	女子組	傑出運動員
2025－2026 年度沙田區小學校際五人足球比賽	男子組	冠軍
2025－2026 年度沙田區小學校際五人足球比賽	男子組	傑出運動員
全港兒童單車大賽第四回合越野賽	女子八歲組	冠軍
2025－2026 全港兒童單車大賽繞圈賽	7 歲女子組個人全年總冠軍	冠軍
Hong Kong Skateboarding Open Competition (Park)	Female 10-15 year-old	Champion
Hong Kong age group short course swimming championships 2025-2026	Stair step 4x50medley Relay	Champion
The 18th Hong Kong Open Novice Kendo Championships	Basic Group without Bogu Event Children Event (Age 6-9)	Champion
10th World Junior Wushu Championships	Boys Children (11 years old or below) Nanquan	Gold Medal
2025-26 Shatin Inter-Primary Schools Basketball Competition	Boys Group	Champion

2025-26 Shatin Inter-Primary Schools Basketball Competition	Girls Group	1st Runner-up
All Hong Kong District Inter-primary School Rope Skipping Competition 2026	Double Dutch Speed Relay	Gold Medal & Record breaker
All Hong Kong District Inter-primary School Rope Skipping Competition 2026	Backward Cycling	Gold Medal
All Hong Kong District Inter-primary School Rope Skipping Competition 2026	Backward Side-cross	Gold Medal
All Hong Kong District Inter-primary School Rope Skipping Competition 2026	Backward Side-open	Gold Medal
All Hong Kong District Inter-primary School Rope Skipping Competition 2026	Double	Gold Medal

Student Performance Analysis

Students demonstrate outstanding performance across a wide range of domains, including academic achievement, STEAM innovation, performing arts, sports, and language development. The breadth and level of achievements, particularly in Mathematics Olympiads, international invention exhibitions (e.g. Geneva Exhibition), performing arts competitions, and inter-school sports events, reflect a high level of student competence, talent development, and sustained engagement in learning.

The results indicate that the school has successfully:

- provided diverse learning opportunities to nurture students' potential
- promoted whole-person development in alignment with the seven learning goals
- cultivated students' abilities in problem-solving, creativity, communication, and collaboration

In addition, achievements in international and regional competitions suggest that students possess:

- strong confidence and global exposure
- the ability to apply knowledge in authentic and competitive contexts

However, further analysis indicates that the current reporting of student performance is primarily achievement-focused, with limited evidence on:

- the percentage of students achieving each performance level along with the median score
- success rates based on the entire student cohort, rather than only those participated

This suggests that while high achievers are well supported and recognised, there is a need to strengthen understanding of how learning outcomes are developed across the entire student population

Moving forward, the school will:

- strengthen systematic analysis of performance data, including participation rates and progression trends
- monitor the balance between excellence and inclusivity, ensuring all students benefit from enrichment opportunities
- enhance alignment between:
    - learning programmes
    - student development outcomes
- use performance data more effectively to inform:
    - curriculum planning
    - differentiation strategies
    - support for diverse learners

The school will aim to:

- ensure that student achievement is both high and inclusive, with broader participation in competitions and enrichment programmes
- strengthen evidence that student learning outcomes reflect:
    - consistent progression across grade levels
    - development of key competencies and values

(4) Financial Summary

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2024/2025 School Year
(Per EDB Audit Report)

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.05%	N.A.
School Fees	N.A.	31.30%
Donations, if any	N.A.	3.33%
Other income, if any	1.38%	1.94%
Total	63.43%	36.57%
EXPENDITURE (*in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	70.54%	
Operational Expenses (including those for Learning and Teaching)	15.31%	
Fee Remission / Scholarship[1]	3.41%	
Repairs and Maintenance	4.68%	
Depreciation	5.90%	
Miscellaneous	0.16%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.98 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	6.8 months* of the annual expenditure	

[#] *in terms of equivalent months of annual overall expenditure*

*Remark: It is 5.65 months of annual expenditure after deduction of Net Book Value of additional sc

第 1 頁

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

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

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

(5) Appendix