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

Annual Report (Secondary School)

2025-2026

Key Elements of the School Report

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

- 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
- Enhance students' performance through targeted digital and AI-driven interventions, with a focus on improving language proficiency

Achievements
• Interactive & Multimedia Technologies: Teachers demonstrated strong alignment with digital pedagogies. The frequent use of e-learning tools and apps in and outside of class was affirmed by an extensive portion of staff, and lesson observations confirmed the integration of interactive technologies during teaching and learning. Beyond Google Classroom, the dual-platform approach (utilizing Microsoft Teams across various subjects) has allowed teachers to deploy differentiated resources and facilitate dynamic peer collaboration through shared documents and discussion threads. • A significant strategic investment in AI-powered educational tools was made, with many Subject Panels purchasing subscriptions to Gemini Enterprise for Education, with a particular focus on leveraging the integrated Notebook LM tool. This move represents a shift from generic digital tools to purpose-built, AI-driven platforms designed to enhance both teaching and learning. Teachers have been uploading a wide range of course materials—including PDFs, lecture notes, and curriculum standards—into Notebook LM to generate study guides and FAQs, for students. This practice has made complex information more accessible and engaged students in new ways. • Student Participation & Enthusiasm: The integration of multimedia tools and simulations (particularly in Science and Mathematics) has visibly increased student engagement. The success of the annual Project-Based Learning (PBL) Showcase, themed "A-Dream Come True: Elevating Everyday Life," is a prime example. The enthusiastic feedback from parents and guests, alongside the high level of student agency displayed in addressing real-world challenges, affirms that multimedia and collaborative tools are boosting learner motivation. • PBL activities are no longer confined to specific departments. Through Scheme of Work analysis, it is confirmed that Mathematics (data visualization), Science (simulations), and Humanities (digital inquiry-based research) all actively incorporate project-based

methodologies. The cross-school collaboration during the PBL showcase further solidified this achievement, demonstrating that students can apply design thinking and critical analysis across disciplines.

- Writing Proficiency via AI: The decision by both the Chinese and English Subject Departments to purchase subscriptions to online writing marking and feedback applications represents a landmark shift in how writing instruction is delivered across the secondary school. This strategic investment has transformed the writing classroom from a teacher-centric, feedback-scarce environment into a dynamic, data-rich ecosystem that empowers students to become autonomous, self-editing writers. The time saved on marking has been redirected toward individual writing conferences, where teachers can engage in deep dialogue with students about content, voice, and argumentation—areas where human expertise remains irreplaceable.
- Our second year in the Jockey Club AI Education Pilot Project (in partnership with CUHK and MIT) has been transformative. Seed teachers across 6 subjects implemented 25 AI-integrated lessons. The AI-evaluated assignments have provided granular feedback on student writing, and we have seen a marked improvement in progress, meeting the 60% threshold.
- External Partnership for Language Learning: Through the Jockey Club AI Education Project, we have established a robust partnership with CUHK and MIT (RAISE Initiative). This directly enhances language learning by providing students with cutting-edge AI tools for linguistic analysis and composition, bridging local curriculum goals with global, AI-driven educational standards.

Reflection

- The school's digital transformation, characterized by a strategic maturation from generic tool adoption to purpose-driven, AI-enhanced pedagogical practice. The cumulative evidence from staff surveys, lesson observations, and Scheme of Work analyses reveals that technology is no longer an additive feature but an embedded dimension of curriculum delivery across junior and high school levels. This evolution reflects a deepening institutional understanding that meaningful technology integration is less about the frequency of tool usage and more about the intentional redesign of learning experiences to foster autonomy, critical thinking, and disciplinary depth. The school's progress this year directly advances 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, while simultaneously addressing the success criteria established for this concern.
- The most significant strategic shift this year was the deliberate investment in AI-powered educational tools, exemplified by the subject-wide adoption of Gemini Enterprise for Education with integrated Notebook LM functionality. By empowering teachers to curate course materials into dynamic study guides and FAQs, the school has effectively democratized access to curriculum knowledge, enabling students to engage with content at their own pace and according to their individual learning needs. This strategic alignment between tool selection and pedagogical purpose has been instrumental in meeting the success criterion for personalized learning activities across the majority of subjects.

- Equally noteworthy is the parallel investment in AI-driven writing instruction, with both the Chinese and English Subject Departments adopting online writing marking and feedback applications. This dual-department commitment represents a recognition that writing proficiency is a cross-cutting competency rather than the sole domain of language teachers. The transformation of the writing classroom from a feedback-scarce environment to a data-rich ecosystem has profound implications for student agency. By receiving immediate, granular feedback on mechanics and structure, students are liberated to focus their cognitive energy on higher-order concerns—content development, voice, argumentation, and creativity—during subsequent drafting cycles. The pedagogical reallocation of teacher time from mechanical marking to individual writing conferences further underscores the school's commitment to preserving the irreplaceable human elements of teaching: deep dialogue, mentorship, and the cultivation of intellectual curiosity.
- The school's second year as a pilot institution for the Jockey Club AI Education Project, in partnership with CUHK and MIT, has functioned as a catalytic force for broader technology integration. The structured professional development provided by these world-class institutions has equipped seed teachers with not only technical proficiency but also the pedagogical confidence to experiment with AI-integrated lessons across six subjects. This partnership has bridged local curriculum goals with global, AI-driven educational standards, enhancing language learning contexts through exposure to cutting-edge linguistic analysis and composition tools. The external collaboration exemplifies how strategic partnerships can amplify teacher capacity and student outcomes simultaneously, positioning the school as a regional leader in AI-enhanced education. This meets the success criterion for external partnerships while simultaneously enriching the language-learning ecosystem in ways that standalone tools could not achieve.
- The success of the annual Project-Based Learning (PBL) Showcase offers compelling evidence that technology integration flourishes when situated within authentic, interdisciplinary challenges. The enthusiastic reception from parents and guests, alongside the high level of student agency displayed in addressing real-world societal issues, affirms that multimedia and collaborative tools are most effective when they serve as enablers of student voice and civic engagement rather than as ends in themselves.This finding has implications for how the school conceptualizes future PBL cycles, particularly as it contemplates incorporating entrepreneurial elements to help students visualize pathways from ideation to real-world impact.
- However, the data also surfaces areas requiring deliberate attention. While students regularly engage in group work across subjects, the success criterion requiring 70% of students to report positive collaborative experiences remains unmet. This suggests that the school has effectively created the conditions for collaboration—through digital platforms, shared documents, and discussion threads—but has not yet systematically addressed the *quality* of collaborative interdependence and individual accountability within groups. Technology alone cannot ensure productive collaboration; it must be accompanied by intentional instructional design, including clear roles, peer assessment protocols, and structured reflection on group processes. The school's strong culture of promoting goal-setting, risk-taking, and self-evaluation provides a solid foundation for addressing this gap, but targeted professional development in collaborative pedagogies will be essential in the coming year.

Feedback and Follow-up

- In response to improving the target for positive collaborative learning experiences, the Academic Affairs will develop and implement structured collaborative learning protocols across all subjects. This will include the introduction of clear role assignments within groups, peer evaluation rubrics, and structured reflection frameworks that enable students to assess both their individual contributions and the group's collective effectiveness. Subject Panels will dedicate time during departmental meetings to co-construct these protocols, ensuring they are contextualized to the specific demands of each discipline.
- To refine the calibration of AI-generated writing feedback, the English and Chinese Departments will conduct evaluation where they can draw upon the data collected from this year's AI-evaluated assignments to identify patterns in student performance and areas where AI feedback may require supplementation with human judgment. The goal is to develop a shared framework for AI-integrated writing instruction that balances the efficiency of automated feedback with the nuance of teacher expertise. This collaborative effort will also inform the development of subject-specific writing rubrics that can be embedded within AI tools to ensure consistency and rigor.
- With the establishment of the AI in Education Committee, professional development will be restructured to adopt a tiered model that addresses the varied needs and competencies of teaching staff. While the seed teachers within the Jockey Club AI Education Project will continue to receive advanced training through the partnership with CUHK and MIT, a parallel track will be established for teachers at earlier stages of their digital integration journey. This tiered approach will include peer-mentoring partnerships, departmental sharing sessions where best practices are showcased. The AI in Education Committee has also identified and trained additional seed teachers to expand the pool of AI-literate educators capable of leading subject-specific integration efforts.
- The success of the Jockey Club AI Education Project partnership has demonstrated the value of external collaboration in enhancing language learning and AI literacy. The school will therefore actively explore opportunities for additional partnerships, particularly in the areas of language learning and computational thinking. The AI in Education Committee will lead this exploration, with a goal of establishing at least one new partnership by the end of the first semester.
- Building on the success of this year's PBL Showcase, the PBL Steering Committee will work to incorporate entrepreneurial elements into the framework, enabling students to explore pathways from ideation to real-world implementation. This may include mentorship from industry professionals, the introduction of business planning components, or the integration of pitch-style presentations that simulate real-world funding and approval processes. The cross-school collaboration model will be continued and expanded to include more partner institutions, enriching student learning through broader peer interaction and diverse perspectives.

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

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

Strategies 1.2:

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

Achievements

- **Establishment of Advanced AI Infrastructure:** The *Centre for Artificial Intelligence and Data Science* was successfully established during the 2025–2026 academic year. The Centre comprises two specialized laboratories: the *Alibaba Cloud AI Lab* and the *IITS AI Education & Innovation Centre*. These facilities provide state-of-the-art hardware and software infrastructure to support the sustainable development of Digital and AI education across the curriculum.
- **Enhancement of IT Infrastructure:** Upgrades to the school's network infrastructure are steadily progressing. Existing Access Points (APs) in major school venues have been replaced, and additional APs have been strategically installed to optimize Wi-Fi coverage, stability, and connectivity bandwidth.
- **Establishment of Quality Assurance and Review Mechanisms:** An annual evaluation framework has been institutionalized to assess the cost-effectiveness and pedagogical value of all subscribed digital applications. This mechanism ensures resources are allocated efficiently and that software and devices remain up-to-date and aligned with the school's needs.
- **Implementation of Green and Energy-Efficient Solutions:** To mitigate the high energy consumption typically associated with on-site AI hardware, the school adopted *Alibaba Cloud Computers*. This cloud-based approach offers a highly efficient, eco-friendly solution for high-speed computing during lessons, effectively aligning technology integration with environmental sustainability.
- **Deployment of AI in School Administrative and Admission Procedures:** To streamline administrative workflows and enhance data accuracy, the school successfully integrated a specialized **AI-driven validation system into the G7 Admission Procedures**. The system automatically audits and verifies the accuracy of digital student portfolios uploaded by applicants. This technological integration significantly mitigated human error, reduced manual processing times, and optimized administrative efficiency during the peak admission cycle.
- **Gamification of School Discipline via AI Technology:** In alignment with promoting a culture of tidiness and self-discipline, AI technology was innovatively applied to student life through the **Inter-Class Uniform Tidy Competition**. An AI image-recognition framework was deployed to objectively evaluate the neatness of students' school uniforms during the

competition. This unique application successfully utilized technology to encourage student self-management, making campus discipline both interactive and engaging.

Reflection

- **Strengths and Successes:** The timely launch of the *Centre for Artificial Intelligence and Data Science* has successfully modernized our learning environment. Feedback indicates a high level of student engagement with the new AI tools. Furthermore, the strategic shift to cloud computing (*Alibaba Cloud Computers*) has proven highly successful, effectively neutralizing the high energy costs and hardware constraints usually tied to AI education.
- **Areas for Growth:** While the physical infrastructure and Wi-Fi coverage have significantly improved, full pedagogical integration across all subjects is still in its infancy. Additionally, the newly established annual evaluation system for digital apps needs to be fully embedded into the departmental routine to ensure all staff actively participate in the review process.
- Building upon the enhanced infrastructure, the focus for the upcoming academic year will shift from *hardware installation* to *capacity building*. We will prioritize professional development (PD) for teachers to maximize the use of the AI labs across various disciplines. The IT team will also finalize the remaining phases of the network infrastructure upgrade to ensure seamless campus-wide connectivity.
- **Tangible Administrative Optimization:** The integration of AI into G7 admissions demonstrated the profound value of automation in school management. It proved that AI can safely handle high-volume data verification, allowing administrative staff to focus on higher-level coordination and stakeholder communication.
- **Innovative Blend of Technology and Moral Education:** Utilizing AI for the uniform competition effectively modernized the school's approach to values education. By leveraging technology to promote personal grooming, the initiative made student discipline less punitive and more positive, driving healthy peer-led competition among classes.

Feedback and Follow-up

- **Pedagogical Support and Capacity Building:** Initial feedback from frontline teachers indicated a strong interest in incorporating the new AI labs into their lessons, alongside a request for more structured, hands-on guidance. In response, the school is launching the **Pilot Teacher Program in AI** for the 2026–2027 academic year. A select group of pioneering teachers will receive intensive training and peer support to co-create AI-integrated lesson plans, serving as a core team to lead school-wide pedagogical adoption in subsequent phases.
- **Infrastructure Optimization:** User feedback regarding network performance during peak hours has been noted. The IT team will follow up by closely monitoring the bandwidth distribution of the newly installed Access Points (APs). The next phase of the infrastructure rollout will focus on eliminating remaining Wi-Fi dead zones in specialized rooms and communal areas.
- **Resource Management and App Evaluation:** Following the implementation of the annual evaluation system for digital subscriptions, feedback from subject heads will be compiled in Term 1. Subscriptions with low utilization or minimal pedagogical impact will be phased out, ensuring budget and resources are strategically reallocated to high-performing cloud platforms and AI tools.
- **Algorithm Calibration and Scaling the Uniform Competition:** Feedback from the Student Management Team indicated that the AI uniform check successfully boosted student grooming standards. For the 2026–2027 academic year, the IT team will refine the image-recognition model to increase detection accuracy under varied lighting. The school will also explore expanding this smart monitoring format to other intra-school house and class activities.
- **System Upgrades for G7 Admissions:** Based on feedback from the Admissions Committee, the user interface for the portfolio verification system will be further optimized before the next admission cycle. We will also look into integrating automated email notifications to immediately alert parents if the AI system flags any missing or illegible documents, further speeding up the data-rectification process.

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:

- Collaborate with external experts, educational technology providers in the area of AI, to organise an education symposium on the latest development of the use of AI in Education.
- 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 May. The first was to prepare staff for the school's journey toward familiarising with the use of various AI educational apps such as Notebook LM, and marking platforms (e.g. UNA and MoBut). This session focused on enhancing digital fluency and building foundational awareness of AI tools and their implications for education. In the second PD session, panel heads were grouped to share their reflection on digital learning throughout the year. Some groups highlighted their teams' digital learning practices, enabling targeted sharing of strategies, tools, and classroom applications. They also evaluated and reviewed the educational apps used throughout the year. 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.
- A teacher survey conducted by the AI in Education Committee reveals a nuanced picture of teacher AI readiness, characterized by enthusiastic adoption in some areas and significant apprehension in others. While AI use is common for planning and resource creation, it remains rare for assessment and feedback tasks, indicating a comfort gap with more evaluative or interactive applications. Policy knowledge is notably weak, with teachers expressing a strong desire for clear, school-wide guidelines to govern acceptable use. There is high concern about student over-reliance and academic dishonesty, yet simultaneously a strong belief that AI can benefit both lower- and higher-achieving students when properly leveraged. Notably, the primary barrier reported is not lack of interest but rather inaccurate AI output, underscoring the need for more reliable tools. Teachers' top professional development ask is access to school-approved AI tools alongside practical, subject-specific workshops, rather than generic training.
- A specialized workshop was 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 Gemini Enterprise for Education was conducted to address teachers' specific needs in familiarising with the digital tool 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.
- On 21st March, HKBUAS successfully hosted the AI Symposium, "Schooling in the AI Era – Leading Transformation & Driving Development," a landmark event that coincided with the celebration of two decades of educational excellence. The symposium brought together over 500 educators, industry leaders, and AI specialists, alongside approximately 300 on-site attendees including all HKBUAS staff, to explore the transformative role of AI in education, leadership, and school transformation. Prominent keynote addresses were delivered by Professor Li Zhengtao and Professor Wu Gang, providing scholarly depth and visionary perspectives on the future of learning. A dynamic panel discussion featuring experts from local institutions and A-school alumni enriched the discourse with diverse insights into AI integration across educational contexts. The event also featured hands-on workshops showcasing cutting-edge innovations and engaging exhibitions highlighting pioneering educational solutions, with participation from major EdTech partners including Google, Microsoft, iFlytek, and Alibaba Cloud. Moreover, a total of 20 parallel sessions in the afternoon covering a wide spectrum of topics were delivered to teachers.

- 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 English, Chinese, Mathematics and Science 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.
- An AI Pedagogy Pilot Program has been launched by the AI in Education Committee to recruit 5 seed teachers for the coming academic year to evaluate how generative AI tools can enhance teaching and learning efficiency and to refine current teaching practices. These teachers will go through training and support to design and implement an AI-based unit in their curriculum complemented with an assessment in the first academic term. These teachers would also be asked to share their teaching units and practices with other teachers in the hopes to cultivate a sharing culture amongst teachers and make AI more integrated and inclusive.

Feedback

- The survey findings reveal a clear and actionable picture of where teachers currently stand in their AI readiness, highlighting both strengths to build upon and gaps that require strategic intervention. While teachers have demonstrated openness to AI adoption, the data indicate that foundational awareness alone is insufficient to drive meaningful pedagogical change. The persistent gap between AI use for planning and its rarity for assessment and feedback tasks suggests that teachers lack both the confidence and the practical frameworks to extend AI into more evaluative or interactive domains. This presents a compelling opportunity for future professional development to focus specifically on assessment redesign, feedback generation, and the integration of AI into formative and summative evaluation processes.
- The survey's most striking implication is that teacher hesitancy is not rooted in resistance or disinterest, but rather in legitimate concerns about reliability, accuracy, and student misuse. The finding that inaccurate AI output is the primary barrier—coupled with high anxiety about academic dishonesty and student over-reliance—indicates that future PD must prioritise critical AI literacy alongside technical skill. Teachers need not only to know how to use AI tools but also how to evaluate their outputs critically, how to design assignments that mitigate misuse, and how to guide students toward responsible and discerning use. This shift from tool-focused training to pedagogy-focused professional learning will be essential in building the trust and confidence teachers currently lack.
- The weak policy knowledge expressed by teachers is an urgent and addressable concern. Without clear, school-wide guidelines, even well-intentioned teachers may hesitate to experiment with AI for fear of crossing ethical or professional boundaries. Developing and disseminating a transparent, accessible AI acceptable-use policy—co-created with teacher input—would directly alleviate this anxiety and provide the scaffolding teachers need to explore AI integration with confidence. Such a policy should address not only academic integrity but also data privacy, tool selection, and expectations for student and teacher use.
- The AI Symposium represented a significant milestone in the school's journey toward deep, systemic technology integration, moving beyond internal professional development to position HKBUAS as a convenor of regional dialogue on AI in education. The event's success in

attracting hundreds of participants, including prominent academics, industry leaders, and EdTech partners, affirms the school's growing reputation as a hub for educational innovation and its capacity to mobilize diverse stakeholders around shared priorities. The caliber of keynote speakers, the inclusion of A-school alumni in the panel discussion, and the hands-on workshops that bridged theory and practice all contributed to a rich and impactful professional learning experience for the teaching community. The parallel sessions provided teachers with hands-on experience and practical strategies, enabling immediate classroom application. The diversity of topics and expertise allowed participants to explore AI integration at different levels, catering to both beginners and experienced practitioners. However, the symposium also surfaces areas for future consideration; while the event successfully generated enthusiasm and raised awareness, the challenge lies in translating this momentum into sustained pedagogical change, and the breadth of content covered necessarily meant that depth was sometimes sacrificed.

- Looking forward, the school is well-positioned to move from awareness to sustained, impactful integration. The launch of the AI Pedagogy Pilot Program offers a strategic vehicle for deepening teacher expertise through structured, supported experimentation. To maximise its impact, the program should be complemented by a systematic approach to capturing and disseminating insights from participating teachers, ensuring that early successes and lessons learned are shared broadly. Cultivating a culture of peer learning and collaboration will be key to normalising AI integration and reducing the sense of isolation that many teachers currently feel.

Feedback and Follow-up

- By addressing the following targeted areas, the school can transform current apprehension into a more integrated, inclusive and informed vision of equipping both teachers and students to thrive in an AI-augmented educational environment.

- Develop and disseminate a clear, school-wide AI acceptable-use policy, co-constructed with teachers to ensure relevance and buy-in, directly addressing the policy knowledge gap and alleviating concerns about academic dishonesty. The AI in Education Committee could further utilize the expertise of Mr. Jake Ren, the Scientist-in-Residence in supporting both staff and students. A key area for development is collaborating closely with subject teachers to co-develop AI-integrated lesson plans. Rather than prescribing generic AI applications, the committee should work alongside teachers to identify subject-specific entry points for AI integration—whether in science simulations, language writing scaffolds, mathematics problem generation, or humanities research support. This collaborative approach respects teachers' disciplinary expertise while introducing them to the pedagogical possibilities of AI in their specific contexts.
- Shift PD focus from tool demonstration to pedagogical application, with emphasis on assessment redesign, prompt engineering for reliable outputs, and strategies for teaching students responsible AI use. While AI is currently underused for assessment and feedback, this represents a significant opportunity. PD should explore how AI can support personalized feedback at scale, generate differentiated materials for diverse learner needs, and provide low-stakes practice opportunities for students. Teachers need practical demonstrations of how to integrate these capabilities without increasing their workload—a concern frequently raised in the survey.
- Create structured opportunities for peer observation and sharing, leveraging the seed teacher model to build a sustainable professional learning community around AI integration. Periodic school-wide events—such as a "Digital Learning Showcase" or "AI in Action" exhibition—could feature seed teachers presenting their AI-integrated units to colleagues from other departments. These events foster cross-pollination of ideas, reveal common challenges and solutions across disciplines, and build collective momentum around AI integration.
- Regularly reassess teacher confidence and needs through follow-up surveys or focus groups, ensuring that PD offerings remain responsive to evolving challenges and priorities. Based on reassessment data, PD offerings should be iteratively refined. This might mean shifting focus from one tool to another, introducing new workshop topics, adjusting the format of sessions, or scaling successful approaches. An adaptive, responsive PD model ensures that support remains relevant and impactful as the AI landscape—and teacher needs—continue to evolve.
- To consolidate the momentum generated by the AI Symposium and translate its insights into sustained pedagogical practice, the school has implemented a series of strategic actions beginning with the establishment of a cross-departmental AI Integration Working Group (i.e. AI in Education Committee) tasked with synthesizing the key takeaways and developing a phased action plan for embedding AI tools across the curriculum. A tiered AI Pedagogy Pilot program will be organized in the first semester of 2026–27, differentiated to support teachers at varying stages of their AI integration journey and complemented by peer-mentoring partnerships to ensure school-wide dissemination of 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:

- Pilot and evaluate the use of emerging technologies, such as VR/AR, to create immersive and engaging learning environments
- Utilize the technology of AI to conduct data analysis to inform personalized learning, identify learning difference, 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 through the use of technology

Achievements

- The school's application for the AI for Empowering Learning and Teaching Funding Programme was approved, and three kick-off meetings have been conducted involving both Secondary and Primary divisions. Through active coordination with Academic Heads, participating subjects have been confirmed, establishing a structured framework for the implementation of AI across the curriculum that promotes interdisciplinary collaboration and innovation in teaching and learning.

- In parallel, the adoption of iFlytek AI solutions has officially commenced, representing a concrete step toward embedding emerging technologies into daily classroom practice. AI interactive whiteboards have been installed to enhance classroom teaching, offering features such as intelligent interaction, real-time feedback, and streamlined lesson delivery. These tools are designed to transform traditional instruction into more dynamic, responsive learning experiences, enabling teachers to adapt their approaches based on immediate student data and engagement patterns. To support effective implementation, a teacher training session was scheduled for 16 June 2026, aiming to equip teachers with the necessary skills to integrate AI tools meaningfully into their teaching practice.

- These initiatives collectively address the success criteria for this concern, demonstrating the school's commitment to leveraging emerging technologies to enhance learning experiences and foster interdisciplinary collaboration. The approval of the funding programme and the installation of iFlytek AI whiteboards represent tangible progress toward the adoption of at least two emerging technologies. The establishment of partnerships with iFlytek and the funding programme's collaborating institutions addresses the requirement for collaboration opportunities with technology companies and educational institutions. Furthermore, the cross-divisional coordination involving both Secondary and Primary divisions and the confirmation of participating subjects lay the groundwork for interdisciplinary collaboration across all subjects, with technology serving as a catalyst for enhanced learning experiences.

- 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

- The progress made this year in exploring and adopting emerging educational technologies (such as education apps) reflects a strategic and measured approach to innovation, though the true measure of success will lie not in the installation of tools but in the depth of pedagogical transformation they enable. The approval of the funding programme and the installation of AI interactive whiteboards represent significant investments, yet the critical variable remains the quality of professional development and the extent to which teachers embrace these tools as catalysts for reimagining instruction rather than simply enhancing existing practices. The scheduling of training sessions is a necessary first step, but sustained, differentiated support will be essential to move teachers from basic proficiency to confident, creative integration that genuinely transforms student learning experiences.
- The potential of AI-driven tools to enable real-time feedback and adaptive instruction is substantial, yet realizing this potential requires a fundamental shift in pedagogical mindset—from teacher-directed, content-delivery models to facilitative, responsive approaches that leverage data to personalize learning. The application of technology to assessment practices, particularly the use of data visualizations to support parent-teacher-student conversations, demonstrates how emerging technologies can enhance communication and goal-setting when thoughtfully applied. However, the school must guard against the risk of data becoming an end in itself rather than a means to deeper understanding and more responsive teaching.
- The emphasis on interdisciplinary collaboration presents both opportunity and challenge. While the structural coordination across divisions and subjects is commendable, genuine interdisciplinary practice requires more than administrative alignment; it demands shared planning time, co-teaching models, and a culture that values experimentation and risk-taking across disciplinary boundaries. The partnerships established with technology companies and educational institutions provide valuable external expertise, but their impact will depend on how effectively these relationships are leveraged to co-develop curriculum, share best practices, and create authentic learning opportunities for students. Sustained commitment to these collaborations, rather than one-off engagements, will determine whether they yield lasting pedagogical benefit.
- Ultimately, the school's journey with emerging technologies is still in its early stages. The foundation laid this year is solid, but the challenge ahead lies in embedding these tools into the fabric of teaching and learning in ways that are sustainable, equitable, and genuinely transformative. This will require ongoing investment in teacher development, thoughtful

attention to student engagement and voice, and a willingness to learn from both successes and setbacks as the school navigates the complexities of technological innovation in education.

Feedback and Follow-up

- First, opportunities for sharing interdisciplinary projects among staff will be enhanced to ensure that valuable cross-curricular insights and innovative practices are disseminated more effectively. The rescheduling of subject meetings this year has limited opportunities for showcasing interdisciplinary work, reducing the exchange of best practices compared to previous years. To address this, the AA Team will reinstate and strengthen structured sharing practices to enable departments to upload project briefs, teaching materials, and student outcomes, promoting accessibility, collaboration, and continuous improvement. Regular virtual showcases and asynchronous sharing will be scheduled to accommodate the demands of subject meeting schedules while ensuring that interdisciplinary innovations are celebrated and learned from across the school.

- To deepen data-driven teaching impact, the AI in Education Committee is exploring several avenues such as collaborating with external organisations or soliciting the expertise of Mr. Jake Ren to develop 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.

- To sustain innovation and promote continuous improvement, ongoing investment in professional development will remain a priority. Future sessions will focus on advanced AI applications in education, ethical considerations surrounding AI use, and practical classroom integration strategies. Teachers will be encouraged to share experiences and best practices through internal showcases and peer-led workshops, fostering a collaborative and reflective professional culture. A tiered professional development model will be maintained, offering differentiated pathways for teachers at varying stages of their technology integration journey, ensuring that all staff are supported in building confidence and competence in emerging technologies.

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

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

Strategies 1.5:

- Provide access to a wide range of e-books and audiobooks through digital libraries or platforms, allowing students to choose from a diverse collection of reading materials.

- Expand access to diverse Chinese ebooks and audiobooks via digital platforms to encourage Chinese reading
- 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.
- Encourage students to create and share their own stories using digital storytelling platforms and/or apps, fostering creativity and strengthening the reading atmosphere

Achievements

- **Robust Digital and Print Engagement:** Students actively utilized both digital platforms, SORA and SJRC, and printed resources over the past year. The SORA English e-reading platform logged 5,271 reading sessions, while the SJRC Chinese e-reading platform recorded 2,422 reading hours. Simultaneously, the library recorded a total checkout of 1,536 physical printed books.
- **External Recognition for E-Reading Excellence:** Our school was honored with the Award of Excellence for its outstanding work in promoting reading through the School Joy Read Club (SJRC) platform. This recognition stems from the dedicated efforts of Chinese language teachers who encouraged active title exploration and student-led learning.
- **Enriched Reading Environments and Facilities:** The newly extended Learning Commons operated smoothly all year. It was stocked with curriculum-aligned reference materials for HKDSE, GCSE, and A-level courses, alongside standard Chinese literature and diverse fiction/non-fiction titles. To modernize the borrowing process, a self-checkout machine was successfully installed to enable independent student transactions.
- **Structured Reading Routines (DEAR Time):** DEAR Time sessions were conducted every Tuesday and Thursday morning, successfully fostering focused reading habits in a calm setting. Class teachers actively modeled positive reading practices, while Chinese language teachers enhanced engagement by sharing high-quality literary excerpts, such as selections from Jin Yong's martial arts novels.
- **Curriculum-Linked Author Talks:** The library successfully hosted targeted educational seminars. Grade 10 students attended a talk by Dr. Chan Ka Ming on "Living Well with Animals in the City," which garnered over 80% positive feedback. Aligning directly with our school's major concern, Dr. Jackei Wong delivered an impactful seminar on "AI's Application and Future Challenges" to Grades 7–9, achieving an 86% approval rating. Grade 11 students participated in an MBTI personality analysis session led by Mr. Chow Long, receiving a 90% positive response.
- **Immersive Literacy Festivals and Culture Building:** The Literary Festival (held October 20–24, 2025) promoted school-wide literary appreciation through interactive events. These included a highly popular Literary Ring Toss, Chinese poetry creation ("Verse & Vibes") celebrating the school's 20th anniversary, English Haiku writing, and Kahoot Trivia Quizzes. The "A-School Book Tree" initiative invited students to suggest book titles, which the library subsequently purchased to expand its formal collection based on student interest.
- **Global and Experiential Learning Activities:** The library hosted a lunch recess activity titled "Travelling Around the World", introducing junior form students to the cultures of China,

Japan, Italy, and the United Kingdom via interactive game booths like pitch-pot and historical monument matching. Furthermore, multiple thematic book exhibitions were mounted throughout the year, spanning historical milestones (e.g., the 80th Anniversary of the Victory of Chinese People's War of Resistance) and monthly topics such as "Blue Planet: Protecting Our Water Resources" and "National Security Education".

- **Community Service and Student Leadership:** Grade 7 Library Prefects demonstrated strong leadership by hosting an interactive community service event at the Hans Andersen Club in Wong Tai Sin, engaging 12 kindergarten students and their parents in storytelling, group games, and clay crafting. Library Prefects also acted as peer reading ambassadors by leading two-minute book-sharing sessions during A-assemblies, highlighting uplifting titles such as *Fish in a Tree* and *Dead Poets Society*.
- **Community-Wide Book Fairs:** Two large-scale book fairs were organized to draw in the wider community. The first, held on Parents' Day (January 31, 2026) in collaboration with a Ma On Shan publisher, resulted in 135 items sold to parents and students. The second fair, held on April 30, 2026, with Commercial Press, focused exclusively on students and recorded 141 items sold.
- **Digital Publications:** The "Power of Reading" e-Newsletters were successfully published on the school website and e-Class platform. These bi-monthly publications featured student-written content and articles on themes like Kai Tak's sports facilities, healthy living, the impact of technology on creativity, global museums, and international travel.

Reflection

- **Shift Toward Digital Mediums:** The data clearly indicates that students are highly comfortable with and receptive to digital learning tools, with e-book metrics (5,271 SORA sessions and 2,422 SJRC hours) visibly outpacing physical book checkouts (1,536 items). This demonstrates that our strategic expansion of digital reading platforms provides the flexibility and convenience students prefer.
- **Strong Foundation for Lifelong Reading Habits:** Initiatives like DEAR Time and the Literary Festival proved that embedding regular reading practices within the formal timetable significantly strengthens student focus and general literacy development over time.
- **Effective Peer Leadership and Community Engagement:** Entrusting Library Prefects with community service and public sharing roles added a powerful element of peer-to-peer influence that made book recommendations highly relatable across grade levels.
- **Communication Obstacles:** While the Literary Festival was a major success, its overall outreach was slightly limited because the school's public address (PA) system could not be used for promotional announcements due to ongoing, concurrent GCSE examinations.

Feedback and Follow-up

- **Validating Our Progress:** Continuous positive feedback gathered from parents, students, and teachers affirms that our strategic focus on technology and open access is successfully fostering a dynamic, inclusive, and forward-thinking reading culture across all grade levels.
- **Transitioning from Task-Based to Leisure Reading:** While overall platform engagement is high, some students still view reading through a purely task-oriented lens. To engage reluctant readers more effectively, the school will expand student-driven, interactive initiatives. This includes introducing multimedia-based book reviews, upgrading digital storytelling platforms, and scaling up gamified reading milestones (such as the Readopoly challenges) to spark intrinsic motivation.
- **Amplifying Peer Leadership via Digital Media:** Building on the remarkable success of the Library Prefects' book-sharing sessions during school assemblies, we plan to extend their reach beyond the physical assembly hall. By recording these presentations and broadcasting them via Campus TV or online school platforms, we can establish an "anytime, anywhere" digital recommendation hub. This ensures absent students are included, allows peers to browse content at their own pace, and cements our Prefects' roles as prominent digital reading ambassadors.
- **Integrating E-Reading into Daily Coursework:** To capitalize on the massive popularity of our digital ecosystems, the library will partner with English and Chinese language teachers to curate subject-specific assignments tied directly to the SORA and SJRC platforms. Embedding digital text requirements directly into the curriculum ensures that e-reading becomes a purposeful, seamless component of students' daily learning routines.
- **Operational and Scheduling Adjustments:** Reflecting on the communication bottlenecks experienced during the Literary Festival, more effort will also be put into promoting the academic weeks beforehand instead of relying on the PA system. More competitive and interactive activities will be planned next year.
- **Targeted Collection Growth:** To ensure the Learning Commons remains a relevant, high-traffic hub for student success, regular procurement efforts will prioritize two distinct areas: up-to-date, high-demand reference materials for senior examination tracks (HKDSE, GCSE, and A-Level) alongside fresh fiction and non-fiction titles selected directly from student wishlist submissions.

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:

- Establish partnerships with organizations and experts to facilitate authentic learning experiences, such as master class, seminars, workshops and field trips
- Collaborate with the EDB, universities, and cultural institutions to access the latest curriculum resources, teaching materials, and subject-matter expertise

Achievements

Whole School Approach to National Security Education (NSE)

Following our series of fruitful sharing sessions and concluding coordination meetings this year, the school has successfully established a highly professional, multi-departmental "Whole School Approach" to National Security Education (NSE). Each academic department has demonstrated diverse and innovative methods to embed civic responsibility, national identity, and comprehensive security concepts across their respective disciplines.

Some of the implementation highlights for this academic year include:

1. Vertical and Horizontal Curriculum Mapping (History Department)

The History Department has systematically integrated NSE strands across senior secondary levels, ensuring students develop a comprehensive understanding of historical and cultural security:

- Grade 10 (Global & Regional Security): Through the study of 20th-century international conflicts (WWI, WWII, and the Cold War), students evaluate the vital importance of International Security and the mechanism of global cooperation in maintaining peace.
- Grade 11 & 12 (National Development & Sovereignty): The curriculum traces China's modern transformation, from the challenges of the late Qing Dynasty to the profound achievements of the Reform and Opening-up era. This builds a strong foundation in Political Security and National Security, while the study of Hong Kong's historical evolution reinforces its inseparable relationship with mainland China.

2. Structured Curriculum Enrichment & Institutional Rituals

The school has successfully integrated national history, Chinese culture, and traditional values across multiple academic tracks:

- Milestone Commemorations: The National Education and National Security Education Teams have institutionalized regular flag-raising ceremonies featuring Chinese-style marching.
- Structured Civic Activities: The team has arranged targeted museum visits and commemorative activities aligned with key historical milestones to solidify civic awareness and national pride.

3. Cross-Curricular Synergy & Environmental Security (Humanities Week)

Breaking traditional disciplinary silos, the school launched an innovative cross-curricular Humanities initiative titled *"Water: A Drop of Water Hides a Thousand Years of History"*.

- This project seamlessly linked Geography and History to explore the ecological management of the Yangtze River across dynasties (from the Han to the Qing).
- By connecting ancient water management systems with modern climate change challenges, the initiative effectively cultivated students' awareness of Ecological Security and resource conservation.

4. Cultural and Resource Security in Ancient History

Junior curriculum units on ancient Chinese history were leveraged to foster cultural confidence and an understanding of territorial integrity:

- In studying the Qin Dynasty, lessons focused on the unification of the Lingnan region and the construction of vital infrastructure like the Lingqu Canal and the Great Wall.
- This allowed students to appreciate the historical roots of Cultural Security and Resource Security, recognizing how early infrastructural integration laid the groundwork for a unified nation.

5. Critical Thinking & Assessment Alignment

NSE objectives were not merely taught but rigorously assessed through data-based questions and historical source analysis.

- Students engaged with primary sources and political cartoons to evaluate historical turning points—such as the Late Qing Constitutional Reforms and the Opium War.
- These assessments deepened their understanding of the complexities surrounding sovereignty, national defense, and Homeland Security.

6. Chinese History: Cultivating Sovereign Awareness and National Identity

The Chinese History curriculum serves as a foundational pillar within our Whole School Approach, utilizing pivotal historical eras to naturally connect past governance with contemporary civic and legal frameworks.

- Ancient Unification and Territorial Integrity (Qin Dynasty): Lessons on the Qin Dynasty emphasize the shift from the fragmentation of the Warring States to the establishment of China's first unified empire. By analyzing the unification of the Chinese writing system, currency, and transportation networks (*che-tong-gui*), students discover the historical roots of Cultural Security and national cohesion. Furthermore, the study of the military pacification of the Lingnan region and the installation of commanderies (such as Nanhai and Panyu) explicitly demonstrates that Hong Kong has been an inalienable part of Chinese territory since ancient times. This provides crucial historical context that supports the preamble of the Basic Law.

- Modern Resilience and Homeland Security (The Opium War): In examining modern Chinese history, the curriculum highlights the Opium War and the severe ramifications of the unequal *Treaty of Nanjing*. Through the study of Lin Zexu's dedicated anti-opium campaign in Guangzhou, students appreciate the historical determination to safeguard national health and economic interests. This module emphasizes the absolute necessity of Homeland Security and national defense by illustrating how the loss of sovereignty over Hong Kong Island compromised the nation's security architecture. Teachers guide students to connect these events back to the Basic Law, reinforcing the profound significance of Hong Kong's return to the motherland.

7. Immersive Cultural Integration & Experiential Learning

To ensure National Security Education extends beyond regular classroom lectures, the school organized high-impact, immersive learning experiences this year:

- School Calendar Integration: The Moral and Civic Education Team has effectively reinforced traditional ethical values by embedding major cultural events directly into the school calendar. Initiatives such as the Mid-Autumn Festival celebrations and "Embracing Cultural Diversity Week" have allowed the student body to experience traditional customs firsthand, beautifully balancing national heritage with a deep respect for global multiculturalism.
- G8 Constitution, Basic Law, and Chinese History Quiz Competition: This school-wide competitive event successfully integrated historical knowledge with legal literacy. By participating in the quiz, Grade 8 students demonstrated a solid grasp of national history alongside an understanding of constitutional responsibilities, promoting a lively and collaborative atmosphere for civic learning.
- "Tram Ride Through Time" – Discussing Hong Kong's History: Moving outside the classroom, students participated in an experiential tram journey across Hong Kong Island. This fieldwork allowed students to connect local urban developments with broader national history, directly observing the historical evolution of their community while strengthening their sense of cultural belonging and national pride.

8. External Academic and Institutional Alliances

To ensure absolute curriculum rigor, the school has proactively collaborated with the Education Bureau (EDB), local universities, and prominent cultural institutions.

- These partnerships have granted our teaching staff direct access to the latest pedagogical resources, specialized teaching materials, and subject-matter expertise.
- The insights gained from these alliances have significantly enhanced the professional depth and delivery of our civic, national, and security curriculum.

Reflection

- **Deepened Civic and Emotional Connections:** Throughout the academic year, our school has made commendable strides in embedding national history, culture, and traditional values into students' core learning experiences. The institutionalization of the multi-departmental "Whole School Approach" has effectively moved National Security Education (NSE) beyond standalone lectures into an organic academic fabric. Regular flag-raising ceremonies featuring Chinese-style marching, alongside milestone commemorations, have notably solidified students' civic duties and deepened their emotional connection to national symbols.
- **Impact of Cross-Curricular and Historical Frameworks:** The strategic alignment of the History and Chinese History curricula has proven highly impactful in framing contemporary civic and legal systems. Modules tracing ancient territorial integration (the Qin Dynasty) and modern defensive struggles (the Opium War) have provided students with clear historical clarity regarding the preamble of the Basic Law and the "One Country, Two Systems" framework. Furthermore, innovative cross-curricular synergy—such as the Humanities Week project *"Water: A Drop of Water Hides a Thousand Years of History"*—successfully demonstrated the contemporary relevance of historical resource management while fostering strong environmental and ecological security awareness.
- **Balance of National Heritage and Inclusive Diversity:** The inclusion of culturally themed events directly into the school calendar by the Moral and Civic Education Team has significantly enhanced students' appreciation of traditional ethics. Celebrations like the Mid-Autumn Festival paired with initiatives like "Embracing Cultural Diversity Week" have allowed the student body to experience traditional customs firsthand, beautifully balancing national pride with a grounded respect for global multiculturalism.
- **Value of External Partnerships and Professional Growth:** Strategic alliances with the Education Bureau (EDB), local universities, and prominent cultural organizations have significantly enriched our educational capacity. By granting teaching staff direct access to up-to-date pedagogical materials and specialized subject-matter expertise, these collaborations have markedly enhanced curriculum rigor and driven professional teacher development.
- **Success of Authentic Experiential Learning:** Moving learning outside the classroom via highly interactive programs—such as the G8 Constitution, Basic Law, and Chinese History Quiz Competition and the "Tram Ride Through Time" field trip—has been exceptionally well-received. Teacher and student feedback consistently affirms that these experiential learning opportunities bridge the gap between theory and reality, cultivating well-rounded individuals while strengthening students' confidence, national identity, and sense of community belonging.

Feedback and Follow-up

1. Break Down Departmental Silos through Interdisciplinary Synergy

While individual departments have successfully introduced National Security Education (NSE) elements, the next step is to move away from isolated efforts toward logical, natural cross-departmental pairings.

- **Action:** Establish a shared **Interdisciplinary Theme** where complementary subjects co-deliver related concepts. For example, **Geography and Chinese History** can naturally link the study of ancient water engineering (like the Lingqu Canal) with modern ecological protection and resource security.

2. Move from Standalone Events to Curriculum-Embedded Learning

One-off activities (such as quiz competitions, field trips, or exhibitions) should not sit outside the core academic program; they must be woven directly into daily learning.

- **Action:** Ensure all experiential learning functions as a direct extension of the classroom. For example, instead of treating the *"Tram Ride Through Time"* as a separate excursion, embed its local observations directly into the history curriculum as primary source data for classroom analysis and assignments.

3. Formalize and Sustain Strategic Institutional Alliances

To maintain curriculum rigor and keep learning materials authentic, the school could strengthen long-term institutional relationships.

- **Action:** Formalize sustained partnerships with the Education Bureau (EDB), local universities, and key cultural institutions. This ensures our teaching staff receive regular, direct access to professional development and the latest pedagogical resources.

4. Foster Student Ownership and Agency

For national identity to become an organic part of school culture, students must transition from passive listeners to active participants.

- **Action:** Expand student leadership roles within civic and cultural programs. Empower students to help organize key milestone activities, co-design cultural presentations, or lead peer discussions, turning top-down learning into a peer-driven experience.

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
- 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

- Assemblies anchored value education and national identity. The 80th Anniversary of Victory in the Anti-Japanese War (Sept 2025) linked history to civic pride, while the Mid-Autumn Festival assembly reinforced filial piety. Chinese Culture Day (Feb 2026) showcased heritage through competitions. These assemblies were validated by APASO's National Identity Q-Score above 115 across two years, confirming very high student pride and responsibility.
- Vaccination drives reached 571 students and 144 parents/staff, with HPV shots for 28 G12 girls. Balanced canteen meals resumed in Jan 2026, and Fruit Day (Apr 2026) blended wellness with bonding. SHS surveys showed 98.4% of parents and 92% of students agreed the school fosters moral character, reflecting that wellbeing initiatives were not only physical but also moral and communal.
- Experiential learning through the G7 Orientation Camp (176 students), Sailing Programme, Project SLASH with police, and Eco Pioneer sustainability projects cultivated resilience and civic responsibility. These efforts were reinforced by 638 individual awards and 316 group awards in 2025–26, spanning academics, leadership, service, sports, and arts — evidence of broad-based excellence.
- The SSC evolved into a professional hub with SOPs, jackets, and digital support boards. Peer-driven initiatives like tie-tying tutorials and motivational TV strengthened bonds. SHS data showed 100% of teachers affirmed curriculum alignment with national and global identity, underscoring SSC's role in embedding values through student-led service.
- Excursions to Beijing MUN, Venice Biennale, and Wuhan Youth Exchange expanded horizons. Scholarships (six Harmony nominees) and SCMP SOTY nominations (12 confirmed) celebrated inclusivity and excellence. APASO's Q-Score above 115 for co-curricular activities confirmed that both school-organized and external engagements were highly impactful, linking national pride with global engagement.
- Commenced the review of our school-based value education curriculum in conjunction with the newly released framework by EDB in April 2026. This will allow us to consolidate the existing work.

Reflection

- Assemblies embedded values but risked overload, as seen in Sept 2025 and Jan 2026 multi-item programmes. Streamlining and adding reflection activities would help students internalize values more meaningfully, ensuring APASO's high National Identity scores translate into deeper personal growth.
- Events like WE-Time Spa Day and Hot Chocolate Day boosted morale, but sustained peer mentoring and nutrition awareness are needed. With 92% of students affirming moral character development, embedding wellbeing consistently across school life would strengthen this perception further.
- Leadership programmes instilled perseverance, yet civic duty needs deeper emphasis. MCE assemblies on voting and anti-scam campaigns introduced responsibility, but forums or debates could deepen civic participation. This would align with SHS's 100% teacher consensus on curriculum identity alignment.
- SSC initiatives boosted morale but leaned on novelty. Formal mentoring and service-learning projects could sustain impact. Linking SSC leadership to cultural events or wellbeing campaigns would ensure APASO's high co-curricular Q-Scores reflect enduring, not episodic, engagement.

Feedback and Follow-up

- Assemblies were impactful but sometimes overloaded. Introducing short, structured reflection segments (e.g., 5-minute peer discussions or journaling) after each major assembly would help students internalize values more deeply.
- Formalizing peer mentoring and embedding service-learning projects would sustain wellbeing impact. Launch a "Student Leaders as Mentors" programme where SSC leaders guide juniors in wellbeing campaigns, or sustainability projects.
- Implement the recommendations on the PIE of our school's holistic approach in our value education

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:

- Promote the importance of integrating Creativity, Leadership, Activity, Project-based learning, and Service into students' learning among teachers
- Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity

Achievements

- Assemblies consistently embedded values into authentic cultural and civic experiences. The 80th Anniversary of Victory in the Anti-Japanese War (Sept 2025) reinforced national identity, while Chinese Culture Day (Feb 2026) highlighted filial piety and heritage appreciation. The "My Pledge to Act" ceremony (Nov 2025) engaged students in collective responsibility, and the Scarf Giving Ceremony (Dec 2025) symbolized unity. These events cultivated pride in heritage and strengthened school spirit, contributing to external recognition such as the Meritorious Award for Caring Campus (Christian Action).
- Student wellbeing was safeguarded through proactive health measures. In Oct 2025, 571 students and 144 parents/staff received SIV vaccinations, while 28 G12 female students received HPV shots. In Jan 2026, the canteen resumed full operation, ensuring nutritious meals and monitoring student health. The Fruit Day initiative (Apr 2026) combined wellness with fun, distributing fruit through chamber-led booths. These efforts reinforced the school's reputation, aligning with the Star Award for Happy Campus.
- Camps and service programmes provided authentic leadership opportunities. The G7 Orientation Camp (Aug 2025) welcomed 176 students, fostering adaptability and bonding. The Sailing Programme (Dec 2025) challenged student leaders to build resilience and teamwork. Prefects engaged in Project SLASH 2026 with the Sha Tin Police District, while Eco Pioneers launched sustainability projects. According to SHS, 97.7% of teachers affirmed the school provides adequate leadership opportunities, validating these initiatives. External recognition included the "Hi-Five" Award for Innovation (Baptist Oi Kwan Social Service).
- The SSC evolved into a hub of peer-driven support. Initiatives like the "Guess the Teacher" baby photo game and tie-tying tutorial booth built empathy and practical life skills. By early 2026, SSC formalized operations with name cards, jackets, and SOPs, enhancing professionalism. Digital support through motivational TV screens and academic challenge boards fostered collaboration and morale. These initiatives empowered students to lead with care and responsibility, resonating with the Most Enthusiastic Learning Award (CHO).
- Students gained recognition through prestigious awards. Six NCS students were nominated for Harmony Scholarships, affirming inclusivity. Nominations expanded to Youth Arch Outstanding Students Awards (seven nominees) and the LINK Outstanding Ethnic Minority Student Award Scheme (three nominees). SCMP SOTY nominations confirmed 12 students across diverse categories. These recognitions celebrated diversity, excellence, and national pride, complementing the school's external campus awards and reinforcing its reputation for innovation, care, and enthusiasm.

Reflection

- Assemblies embedded values effectively but sometimes overloaded content, as seen in Sept 2025 and Jan 2026 multi-item programmes. Streamlining and adding reflection activities would help students internalize values more meaningfully, ensuring external awards for caring and happy campus are matched by deeper student growth.
- Physical health initiatives were strong, but emotional wellbeing needs deeper integration. Events like WE-Time Spa Day and Hot Chocolate Day boosted morale, yet sustained peer mentoring and nutrition awareness could ensure wellbeing is consistently embedded. This would reinforce the credibility of awards like Happy Campus and Caring Campus.

- Leadership programmes instilled perseverance, yet civic duty needs deeper emphasis. MCE assemblies on voting and anti-scam campaigns introduced responsibility, but forums or debates could deepen civic participation. This would align with SHS's 97.7% teacher consensus on leadership opportunities, ensuring civic responsibility is as strong as leadership development.
- SSC initiatives boosted morale but leaned on novelty. Formal mentoring and service-learning projects could sustain impact. Linking SSC leadership to cultural events or wellbeing campaigns would ensure external recognition for enthusiastic learning translates into long-term cultural and wellbeing impact.

Feedback and Follow-up

- Assemblies were impactful but occasionally overloaded, reducing focus. Introduce a structured assembly framework with a maximum of 2–3 core items per event, followed by a short reflection activity
- Physical health initiatives were strong, but emotional wellbeing needs deeper embedding. Formalize a peer-mentoring programme tied to wellbeing campaigns (nutrition awareness, stress management, cultural bonding). This would reinforce SHS survey results showing strong parent/student confidence in moral character development and sustain the credibility of Happy Campus and Caring Campus awards.

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

Target 2.4 Implement CLAPS programs (integrates Creativity, Project-based learning, and Service) which offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service

Strategies 2.4:

- Provide training and support for teachers to design and facilitate CLAPS-based learning experiences
- Integrate CLAPS elements into the existing curriculum extracurricular activities and assessments to ensure a balanced and holistic approach.

Achievements

- **Curriculum Integration, Well-Being Alignment, and AI Profiling (CLAPS Initiative):**

  The school is currently tailoring a comprehensive framework to embed **CLAPS** elements directly into our middle-school curriculum. To ensure an objective, data-driven approach to tracking whole-person development, the school has partnered with **GRWTH** to configure an

AI platform that maps student achievements onto Multiple Intelligences (MI) and holistic wellbeing criteria. This system utilizes a 4-tier recognition system (**Bronze, Silver, Gold, and Diamond Awards**).

To populate this framework with authentic learning, academic excellence, and wellness opportunities, our milestone student achievements have been systematically mapped onto the five CLAPS pillars. Some of the highlights are as follows:

- **Creativity (C) & Cultural Competence:** Our language and arts programs reached historic heights. In May 2026, the **Chinese Debate Team** secured a history-making **Grand Championship** in the *Equal Opportunity Cup Secondary School Inter-school Debating Competition 2025-2026*. Competing against 48 elite teams, our squad achieved a commanding **5:0 triumph** in the Grand Final, dropping only a single vote across the entire tournament. This landmark victory, dedicated as a 20th-anniversary gift to the school, received widespread media coverage across *Ming Pao*, *Hong Kong Commercial Daily*, and the *Equal Opportunities Commission*. On the Non-Chinese Speaking (NCS) front, a Grade 12 student captured the **Champion title** in the *All-Hong Kong NCS Students' Chinese Hard-pen Calligraphy Competition*, while our Putonghua recitation team swept **Gold, Silver, and Bronze Awards** at the *5th Tseng Hin Pei Cup*. These creative milestones were supported by campus events like *Chinese Culture Day*, earning the school the **Meritorious Award for Caring Campus**.
- **Leadership (L) & Academic Challenge:** Gifted education students demonstrated elite critical thinking, oral eloquence, and academic resilience on premier inter-school stages. Beyond the Equal Opportunity Cup, our English Debating Team advanced to the **Quarter-Finals of the prestigious Sing Tao Inter-school Debating Championship**, clinching Best Speaker awards across multiple rounds, and defeated last year's reigning champion in the opening round of the *Hong Kong Bar Association Debating Competition*. Simultaneously, our *World Scholar's Cup* team captured **42 gold medals** at the Hong Kong Regional Round, bringing home the **#7 and #10 Overall Senior Team Trophies**, alongside the **#2 Team Writing Trophy** and **#3 Team Debate Trophy**, with individual scholars winning **Overall Scholar** and **Champion Asimov Scholar** accolades. This intellectual stamina was mirrored on campus through the *G7 Orientation Camp* and the *Resilience Sailing Programme*, reinforcing our strong teacher consensus (**97.7%**) regarding the school's robust leadership provisions.
- **Activity (A) & Global Immersive Safeguarding:** Student physical wellness and health mobility were successfully integrated with on-campus peer activities. Over 570 students and 144 parents/staff received SIV vaccinations, while Grade 12 female students completed targeted HPV immunizations. The *Fruit Day* initiative (April 2026) blended nutritional health with community bonding through chamber-led booths, aligning with the school's **Star Award for Happy Campus**. These local wellness initiatives beautifully complemented our *Exchange Experience for Everyone (3Es)* travel education blueprint, which facilitated cultural and academic exchanges across six countries and major mainland hubs.
- **Project-Based Learning (P) & Sustainable Civic Action:** The *SDGs Club* (comprising student leaders from Excel 33) designed and executed cross-disciplinary awareness campaigns centered on resource management and children's rights. For their innovative work on the *"Box of Hope"* campaign, school-wide lunchtime events, and UNICEF educational drives, the group

was awarded the prestigious **"SDGs Most Impactful Action Award"** and was formally invited to present their findings at the *UNICEF YouthforYouth Summit*. This project directly embodied SDG 12 (Responsible Consumption and Production) by creating innovative repurposing pipelines for idle resources.

- **Services (S) & Peer-Driven Care:** The Student Support Center (SSC) solidified its operations into a professional hub of peer-driven service. Students utilized design-thinking to implement collaborative morale campaigns, standardized SOPs, and digital motivational challenge boards on campus. These internal service structures worked alongside local external outreach, matching our high school-based survey metrics where nearly **70%** of staff recognized community service as a primary driver of student empathy.

Reflection

- **Conceptualizing and Solidifying the CLAPS Framework:** A major milestone this year was transforming our whole-person developmental goals into a concrete, highly streamlined operational framework. Our students naturally participate in a vast array of rich activities, but without a central structure, the core personal takeaways could easily become fragmented. By designing the CLAPS framework, the school has successfully established an organized taxonomy for experiential learning. This deliberate structure allows students to categorize their experiences, systematically map their progress, and gain a profound, balanced understanding of their personal strengths and areas for growth. By implementing automated AI labeling that cross-references achievements against both the EDB's Multiple Intelligence (MI) parameters and our school-based CLAPS criteria, we have streamlined what was once an overwhelmingly manual tracking process. This synthesis ensures that qualitative accomplishments are translated into clear, visual data points, giving parents and educators an objective window into a student's multifaceted talents.
- **Validation of Values Education Through Role-Model Achievement:** The remarkable standard of excellence demonstrated in competitions both inside and outside school—such as our historic Chinese Debate championship, the massive medal haul at the World Scholar's Cup, and global sustainability honors—stands as undeniable evidence of our students' deep commitment. These are not merely academic victories; they represent the successful internalization of our core values education. Our students have shown that they are not passive participants in their education, but active leaders and compassionate role models capable of inspiring their peers on a grand stage.
- **Evolution of Last Year's Foundational Pillars:** Building upon the previous year's successes, the school has generalized and elevated its foundational commitments. We have continued to nurture an empathetic, highly inclusive school ethos where community service and student health directly sustain emotional wellbeing. Furthermore, our customized, three-stream experiential travel architecture continues to successfully broaden global horizons. Finally, our stakeholder partnerships remain highly robust, with surging parent volunteerism and multi-generational alumni engagement providing a strong, permanent foundation of real-world support for all student endeavors.

Feedback and Follow-up

- **Finalizing Platform Customization and Initiating the Formal Curriculum Integration:** Our immediate operational priority moving into the next academic cycle is to conclude the individualization phase of the **GRWTH platform**. The school will ensure that all specific CLAPS criteria, automated AI tracking algorithms, and evidentiary upload channels are fully calibrated against the EDB's Multiple Intelligence (MI) parameters. Following this pilot configuration phase, the framework will be officially integrated into the formal core curriculum, commencing with a phased structural rollout across the middle school division (Grade 5 and Grade 6) to establish strong learning continuity.
- **Deploying Teacher Professional Development and Facilitation Frameworks:** To successfully realize the strategy of providing structured training for educators, the school will design and host a series of specialized staff capacity-building workshops. These sessions will equip class teachers and panel heads with the pedagogical tools necessary to design, facilitate, and accurately validate CLAPS-based learning experiences. Attention will be dedicated to training staff on how to interpret the AI-generated student profiles, allowing them to provide data-driven feedback that helps students address their specific developmental strengths and weaknesses.
- All future activities mapped under the CLAPS pillars could consider featuring pre-activity intention-setting and post-activity reflection tasks (such as digital portfolio logs or brief peer-sharing presentations) to ensure qualitative growth translates into long-term character development.

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 interdisciplinary projects that connect science, humanities, and the arts with environmental themes
- 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

- **Experiential and Interdisciplinary Learning (The Pearl Nurturing Project):** In a dynamic collaboration with *Pearl Discovery*, G7 students participated in the cross-curricular project *"Exploring the History, Culture, and Science of Pearls."* Co-organized by the Science Department and the Life Education Team, students actively cultivated live pearl oysters on campus. During Science Week, hands-on pearl dissections were conducted to deepen students' biological knowledge. Demonstrating cross-disciplinary creativity, students subsequently repurposed the nurtured pearls to formulate custom skincare lotions and design original artwork, successfully bridging STEM education with the arts (STEAM).
- **Student Leadership in Climate Action and Global Citizenship:** To deepen environmental stewardship, the Science Faculty partnered with the *Eco-Pioneer* and *SDG Clubs* (established by the Gifted Education Team). The *Eco-Pioneer*initiative engaged students in experiential environmental protection, leading impactful beach cleanups and training dedicated *Carbon Neutrality Ambassadors* to champion sustainable habits on campus. Concurrently, the *SDG Club* drove school-wide advocacy by delivering three major educational promotions during morning assemblies and hosting interactive lunchtime activities, successfully embedding global citizenship into the extracurricular fabric.
- **Campus-Wide Conservation Habits and Waste Management:** The school successfully cultivated a strong culture of green living through structured recycling routines. Regular reminders were provided to students and staff regarding the proper separation and recycling of paper and plastic waste. Furthermore, the school community actively participated in community-minded recycling campaigns, collecting red packets and mooncake boxes post-festivals. These recurring initiatives successfully lowered the campus carbon footprint and translated abstract environmental concepts into tangible daily actions for all stakeholders.

Reflection

- **Successful Synthesis of STEAM and Life Education:** The *Pearl Nurturing Project* served as an exemplary model of interdisciplinary synergy, proving that scientific inquiry can be seamlessly combined with artistic expression and life education to maximize student engagement and experiential learning.
- **Effective Student-Led Advocacy:** Empowering gifted student groups (*Eco-Pioneers* and *SDG Clubs*) to act as peer educators during assemblies and lunch activities significantly enhanced student buy-in. Peer-led advocacy proved more effective than traditional top-down messaging in fostering global citizenship.
- **Consistency in Green Habits:** While seasonal recycling campaigns (e.g., mooncake boxes and red pockets) achieved high participation rates, the school reflects that long-term waste reduction relies on maintaining this high momentum during non-festive periods.

Feedback and Follow-up

- **Co-Development of the AI Pearl Educational Toolkit:** Building upon the success of the *Pearl Nurturing Project*, the school will expand its collaboration with *Pearl Discovery* in the 2026–2027 academic year to develop an innovative educational toolkit. This upcoming

initiative will integrate advanced AI technology to assist students in monitoring and optimizing the environmental parameters required for growing pearl oysters, further merging ecological science with cutting-edge technology.

- **Systematizing Ambassador Training:** The Science Faculty and Gifted Education Team will formalize the training curriculum for the *Carbon Neutrality Ambassadors* next term, enabling them to conduct peer-led environmental audits of classrooms to ensure energy-saving and recycling protocols are consistently met.
- **Expanding Data Collection for Green Campaigns:** To encourage greater stakeholder participation, the volume of recyclables collected during festive campaigns will be quantified and published as "carbon reduction scores" on school noticeboards, using gamified data to further drive campus conservation habits.

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

Target 3.2 Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements

Strategies 3.2:

- To effectively integrate the Drowning Detective System into the daily operations of the Kwok Yat Wai Sports and Aquatic Complex.

Achievements

- **Phased Implementation of Aquatic Safety Technology:** Following a comprehensive cost-benefit and feasibility review of the specialized Drowning Detective System, a strategic, phased approach was adopted to optimize resource allocation.
- **Deployment of Smart Surveillance Infrastructure:** As an immediate and cost-effective alternative, a high-definition CCTV network equipped with **motion-detection functionality** was successfully integrated into the daily operations of the *Kwok Yat Wai Sports and Aquatic Complex*. This system significantly enhances real-time monitoring and student safety during aquatic activities.
- **Built-in Scalability for Future Upgrades:** In alignment with the target of adaptability, the newly installed surveillance infrastructure has been designed with an open architecture. This ensures that the system can be seamlessly upgraded in the future to incorporate advanced AI-driven drowning detection algorithms and automated alerts as technology matures and becomes more accessible.

Reflection

- **Balancing Innovation with Fiscal Responsibility:** The evaluation of the aquatic safety system demonstrated the school's commitment to financial sustainability and flexible planning. While the standalone Drowning Detective System proved cost-prohibitive, pivoting to a motion-detecting CCTV system allowed the school to achieve its immediate safety objectives without overextending resources.
- **Future-Proof Infrastructure:** By choosing a surveillance system with an open architecture, the school successfully met the core intent of Target 3.2. The facility remains highly adaptable, ensuring that the infrastructure can easily evolve alongside future technological advancements in AI safety monitoring.
- **Operational Adaptability:** Integrating motion-detection technology into the *Kwok Yat Wai Sports and Aquatic Complex*has provided the physical education and facilities teams with a flexible, reliable layer of oversight, ensuring a safer learning environment for students.

Feedback and Follow-up

- **System Fine-Tuning and Calibration:** Initial operational feedback from the pool management and PE staff indicates that while the motion-detection CCTV system adds immense value, the sensitivity settings require fine-tuning to minimize false alerts caused by normal water ripples. The IT and engineering vendors will follow up in Term 1 to calibrate the system for optimal accuracy.
- **Staff Training on Surveillance Tools:** Frontline staff and lifeguards will undergo a brief refresher session at the start of the next academic year to ensure they are fully proficient in operating the updated monitoring interface and responding to system notifications.

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

Target 3.3 Foster interdisciplinary learning and academic excellence through expert-led initiatives and competitive opportunities

Strategies 3.3:

- Collaborate with experts-in-residence to design advanced, tailored learning schemes for students
- Identify and nurture high potential students for participation in large-scale competitions and research projects
- Successful projects to be displayed in Term P to promote interdisciplinary learning

Achievements

- **Expert-Led AI Innovation in Learning & Teaching:** In close collaboration with our *Scientists-in-Residence*, the school successfully launched an expert-led initiative where students co-created customized AI applications designed to support independent learning. These student-developed AI programs serve as interactive, 24/7 post-classroom learning assistants, which are currently deployed and functioning across two key academic domains: **Science** and **Chinese Culture**.

- **School-Wide Interdisciplinary Research Initiative:** During Term P, a comprehensive, cross-curricular research project framework was systematically rolled out for all G7 to G9 students. This initiative successfully engaged junior secondary students in rigorous inquiry-based learning, blending technological skills with cultural and scientific research methodologies to unleash their academic potential.
- **Large-Scale Public Showcase and Authentic Assessment:** To celebrate student achievements and foster community engagement, outstanding research projects were selected for a high-profile exhibition. The showcase was hosted concurrently in the School Hall and Indoor Gymnasium during Term P, attracting parents, community stakeholders, and external visitors. This platform allowed students to defend their research and receive authentic, constructive feedback from a broader audience, significantly enhancing their communication and presentation skills.

Reflection

- **Effective Synergy with External Experts:** Partnering with *Scientists-in-Residence* significantly elevated the academic rigor of our curriculum. Guiding students to build AI tools rather than just consume them has deepened their technological literacy while directly addressing learning needs in Science and Chinese Culture.
- **Cultivation of a Robust Research Culture:** Engaging the entire G7–G9 cohort in Term P research projects has effectively democratized gifted education principles. It provided an inclusive platform that allowed high-potential students to distinguish themselves through exceptional project outcomes.
- **Strong Community Alignment and Validation:** The public exhibition in the School Hall and Gymnasium served as an excellent tool for authentic assessment. For future iterations, however, the school reflects that integrating digital or QR-code based peer and visitor evaluation forms would allow for more systematic collection of qualitative feedback.

Feedback and Follow-up

- **Expanding the AI Learning Assistant Domains:** Following positive student feedback regarding the AI post-class learning assistants, the Academic Committee will collaborate with the *Scientists-in-Residence* in the 2026–2027 academic year to scale this technology. Plans are underway to expand the AI assistant framework into the Humanities and Mathematics domains.
- **Nurturing Talents for External Competitions:** The high-performing projects identified during the Term P showcase will be channelled into a dedicated talent pool. In the upcoming term, Dr. Arfeen and the research team will provide targeted mentorship to these selected student groups, refining their projects for participation in large-scale external STEM and innovation competitions.

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

Target 3.4 Expand global and cultural exposure through partnerships to enhance academic and linguistic Immersion

Strategies 3.4:

- Establish sister school partnerships in China to
- organize immersive Chinese language and cultural study camps during Christmas/Easter

Achievements
● **Formalization of Cross-Border Sister School Partnerships:** The school successfully established strategic sister school partnerships with prominent educational institutions in Mainland China. These alliances have laid a solid foundation for collaborative academic exchanges, professional dialogue among teaching staff, and long-term student-led cultural networks. ● **Execution of Immersive Language and Cultural Study Camps:** Utilizing the major school holidays, the school successfully organized and executed high-impact, immersive Chinese language and cultural study camps during the Christmas and Easter periods. These cross-border experiential learning trips provided students with authentic linguistic environments, significantly enhancing their communicative competence and deepening their appreciation of Chinese historical and cultural heritage. ● **Enrichment of Global and Cultural Exposure:** Through structured field trips, joint-school workshops, and localized immersion activities during the camps, participating students successfully broadened their national and global perspectives, moving past textbook learning to achieve real-world cultural appreciation.
Reflection
● **Significant Gain in Linguistic Confidence:** Frontline observations and post-camp surveys indicated a substantial increase in students' confidence and fluency when utilizing the Chinese language in authentic, day-to-day contexts. The immersive nature of the festive camps proved far more effective than traditional classroom settings for rapid language assimilation. ● **Strengthened Cross-Cultural Ties:** The sister school framework successfully cultivated mutual respect and global citizenship among students. The peer-to-peer interactions during the Mainland visits created meaningful, lasting bonds that extend beyond the duration of the physical trips. ● **Logistical and Curricular Alignment:** While the timing of the camps during Christmas and Easter minimized disruption to the regular school calendar, the school reflects that establishing closer pre-trip curricular alignment (briefing students on specific historical and cultural contexts prior to departure) would further maximize the pedagogical value of the field itineraries.

Feedback and Follow-up

- **Deepening Reciprocal Sister School Exchanges (Way Forward 2026–2027):** Feedback from parents and partner schools has been overwhelmingly positive. In the upcoming academic year, the school will look to expand this partnership into a reciprocal model, inviting students and educators from our Mainland sister schools to visit our campus for joint-school academic seminars and cultural showcases.
- **Enhancing Pre-Departure Instructional Mapping:** To optimize learning outcomes for future study camps, the Chinese Language and Humanities departments will co-develop a structured pre-departure orientation module. This will ensure students possess the necessary contextual knowledge to engage more critically with the historical sites and cultural workshops during the tour.

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

Target 3.5 Support diverse student needs to ensure academic readiness across demographics

Strategies 3.5:

- Develop study plans for elite athletes and students with external commitments,
- Incorporate IELTS preparation into the HKDSE curriculum to enhance readiness for international studies
- Develop clear usage guidelines of Wong Wai Yue Library to maintain a focused learning environment.

Achievements

- **Individualized Academic Support for Elite Athletes & Students with External Commitments:** The school successfully established dedicated institutional pathways to scaffold the academic journeys of full-time student-athletes and learners facing extensive external obligations. This year, the school provided highly individualized learning arrangements to help these students strike an optimal balance between rigorous training and academic progression.

- **Actionable Support Accommodations:** Key operational measures included the structural deployment of flexible homework submission deadlines, dedicated independent academic consultation sessions for one-on-one teacher check-ins, and the upkeep of individualized Google Classrooms to ensure seamless, asynchronous access to all primary teaching and learning materials.
- **Elite Career Scaffolding:** Moving beyond day-to-day academic tracking, two full-time professional student-athletes were intentionally selected to undergo comprehensive, elite-tier

SALSA interview preparation, strategically boosting their competitiveness for direct local university admissions pathways.

- **Smooth Curriculum-Embedded Integration of IELTS into the HKDSE Framework:** To elevate students' readiness for international tertiary education and provide a broader academic exposure, the English panel successfully incorporated a theme-based IELTS preparation framework directly into the core senior secondary HKDSE curriculum.

- **Phased Curriculum Roadmap:** The implementation was launched with a distinct dual-track design: **Grade 10** focused intensively on *Reading and Writing* skills during the 2025–2026 academic year, while **Grade 11** was mapped out to spearhead *Listening and Speaking* skills during the 2026–2027 cycle.
- **Strategic Assessment Alignment:** IELTS modules were naturally connection-mapped into the routine school test architecture. Term-end Grade 10 Reading assessments were restructured into a comprehensive 1.5-hour format featuring a blend of **Part A & B (HKDSE standard)** and **Part C (IELTS standard)**. The daily marks demonstrated high-tier academic proficiency across the cohort. On the **Reading** paper, **7%** of students achieved a Band 8.5, **12%** attained a Band 8, **11%** hit a Band 7.5, and a commanding **56%** scored a **Band 7 or above** overall. In the **Writing** paper, **3%** of students achieved a Band 8.5, **11%** secured a Band 8, **16%** reached a Band 7.5, and a total of **51%** accomplished a **Band 7 or above**.
- **Positive Reception and High Performance:** The initiative was highly well-received by the student body, with feedback highlighting an increased appreciation for exposure to sophisticated academic English.

- **Operational Launch and Guideline Optimization of the Library Learning Commons:** With the highly anticipated opening of the new library extension, the Wong Wai Yue Library successfully launched its modernized **Learning Commons** hub. To safeguard this environment as a focused, high-productivity learning space, clear operational systems and resource structures were implemented.

- **Curriculum-Aligned Collections:** The library acquired a highly specialized, exam-oriented reading collection featuring textbooks and reference volumes mapped directly onto the **HKDSE, GCSE, and A-Level** syllabi, simplifying the research process for students managing diverse academic streams. Concurrently, a wide array of Chinese literature, fiction, and non-fiction titles were introduced to promote broad-based literacy.
- **Professionalized Peer Supervision:** A structured team of **Library Prefects** was deployed during lunch recesses to actively manage the floor, assist peers in locating curriculum resources, and enforce spatial usage rules. To accommodate intensive self-study needs, external part-time supervisors were employed from March to June to extend library hours from **4:00 p.m. to 7:00 p.m.** daily.
- **Technological Modernization:** To maximize administrative efficiency and reduce user friction, a new **self-checkout machine** was installed, empowering students to manage book borrowings and returns independently.

Reflection

- **A Shift Toward Equitable, Flexible Academic Support:** The customized study plans designed for elite athletes and students with high-level external commitments have proven that academic excellence and specialized talent development do not have to compete. By replacing rigid procedural timelines with flexible submission windows, asynchronous Google Classrooms, and direct face-to-face academic sessions, the school has created a compassionate, equitable infrastructure. This framework effectively removes learning anxiety, allowing talented students to represent the school on public and athletic stages without falling behind in their HKDSE preparation.
- **The Rationale and Academic Rigor of IELTS-DSE Integration:** The primary rationale behind embedding IELTS into the HKDSE curriculum is to eliminate the traditional silo between local examination training and international academic proficiency. By introducing theme-based IELTS tasks, the school successfully reinforced student skill sets, enhanced text-type familiarity, and sharpened critical thinking across both examination formats simultaneously. Incorporating an IELTS section directly into the school's regular uniform tests and term-end papers proved to be an excellent, low-stakes mechanism to expose students to global testing standards early, driving up their confidence and academic stamina without overloading their schedules.
- **The Learning Commons as a Hub of Independent Scholarship:** The transition of the library extension into a formalized Learning Commons successfully transformed the library from a traditional, passive book storage facility into an active, independent research hub. Enforcing peer-led supervision via Library Prefects during high-traffic lunch windows fostered a student-driven culture of respect and noise management. Furthermore, extending the hours until 7:00 p.m. directly addressed a major practical need for senior secondary students looking for a quiet, reliable environment for exam preparation.

Feedback and Follow-up

- **Strategic Promotion and Operational Expansion of the Learning Commons:** To build upon this year's successful launch, the school will initiate a broad-scale internal promotional campaign to maximize student engagement with the new Learning Commons facilities and self-checkout systems. Furthermore, to optimize the space and protect our teaching staff's time, the school will roll out a centralized **Assessment Support Service** within the Learning Commons. This dedicated service will handle the scheduling, invigilation, and collection of all student make-up quizzes and outstanding assessments. By centralizing this pipeline, the school will drastically reduce the administrative workload on individual teachers, eliminating the need for them to make separate, ad-hoc room and time arrangements for students who were absent.
- **Targeted Scaling of IELTS Performance Metrics:** As the IELTS integration shifts into its second phase for the upcoming 2026–2027 academic year—introducing *Listening and Speaking* skills to Grade 11 cohorts—the English panel will closely monitor the established success criteria.

- **Formalizing a Sport-and-Academic Liaison Protocol to Safeguard Academic Standards:** While individual learning plans and asynchronous Google Classrooms successfully mitigated immediate learning disruptions for elite student-athletes this year, the school will further strengthen the liaison between sports and academics to systematically monitor and maintain rigid academic standards without compromising or hindering students' pursuit of elite sports.

SS Major Achievements

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 for 2025-2026:

Academic		
Activity Name	**Group**	**Award**
Hong Kong Student Science Project Competition 2026	Scientific Wallchart Division	2nd Prize
2026 Harvard Prize Book		Awardee x 3
第五屆曾憲備紫荊盃全港少兒普通話 朗誦比賽	飛躍 C 組（非華裔，中學）	金獎 銀獎 銅獎 優異獎
Hong Kong Secondary Schools Software Development Invitational Contest 2025	Junior Group	Silver Award
Hong Kong Girls Olympiad Informatics 2025/26		Bonze Award
The 28th Hong Kong Youth Science & Technology Innovation Competition	Secondary School Research & Invention (Computer and Information Technology)	Second Prize
HKFYG English Public Speaking Contest 2026	Junior Division	Top District Finalists x 2
2025-2026 International Olympiad in Artificial Intelligence (IOAI) Hong Kong Qualifier Competition	Semi-Final Round	Silver Award
The 20th Soong Ching Ling Children's Invention Award	Junior High Invention Category	Gold Award
「守網聯盟」校際錦標賽 2026	新界南總區賽（中學組）	亞軍
國家語委普通話水平測試		二級甲等 x 7

Academic		
Activity Name	**Group**	**Award**
Hong Kong Joint School Law Association Essay Competition 2026		1st Place
"21st Century Cup" National English Speaking Competition (Hong Kong Region)	Senior Secondary Category	1st Prize
2026 International Youth Biomedical Sciences Challenge	Secondary Grades 4-6	Grand Champion
43rd Hong Kong Mathematics Olympiad (HKMO) (2025/26), Heats	Individual Event Group Event New Territories East Region	Second-Class Honour Third-Class Honour x 3 Regional Winners
The World Scholar's Cup 2026 (Hong Kong Regional Round)	Junior Division (Challenge, Science & Technology) Junior Division (Events, Collaborative Writing) Junior Division (Events, Team Debate) Junior Division (Team Debate) Senior Division (Challenge, History) Senior Division (Challenge, Literature & Media) Senior Division (Challenge, Science & Technology) Senior Division (Challenge, Social Science) Senior Division (Challenge, Special Area) Senior Division (Events, Collaborative Writing) Senior Division (Events, Scholar's Challenge Champions) Senior Division (Events, Team Debate) Senior Division (Overall Scholar) Senior Division (Asimov Scholar) Senior Division (Team Debate) Senior Division (Team Scholar's Bowl) Senior Division (Team Writing)	Trophy x 5 Gold Award x 43

Academic		
Activity Name	**Group**	**Award**
	Senior Division (Overall Team)	
"Make an Impact" Product Design Competition 2026	Secondary School Division	Champion Best Performance Award
Digital Financial Literacy Programme for Youth 2025/26, Financial Education Podcast Competition	Senior Category (S4 to S6)	Merit Award
「金閱閣校園版」港澳數碼閱讀獎勵計劃 2025-2026	中學校際盃 閱讀之星（中學組）	卓越獎 x 2
Hong Kong International Mathematical Olympiad (HKIMO) Heat Round 2025	Senior Secondary Group	Silver Award x 2 Bronze Award x 2
The 28th Hong Kong Mathematical High Achievers Selection Contest	Secondary Division	Second Class Award Third Class Award
2026 Hong Kong & Macau Mathematical Olympiad Open Contest cum 2026 Asia International Mathematical Olympiad Open Contest (Preliminary Round)	Secondary 1 Secondary 2 Senior Secondary	Gold Award x 2 Silver Award x 4 Bronze Award
2026 Hong Kong & Macau Mathematical Olympiad Open Contest cum 2026 Asia International Mathematical Olympiad Open Contest (Qualifying Round)	Secondary 1 Secondary 2 Senior Secondary	Gold Award x 2 Silver Award x 3 Bronze Award x 2
「華夏盃® 」全國數學奧林匹克邀請賽 2026（香港賽區）初賽	中學一年級組 中學二年級組	一等獎 二等獎 x 2 三等獎 x 3
「華夏盃® 」全國數學奧林匹克邀請賽 2026 （華南賽區）晉級賽	中學一年級組 中學二年級組	一等獎 二等獎 x 2 三等獎

Academic		
Activity Name	**Group**	**Award**
「華夏盃® 」全國數學奧林匹克邀請賽 2026 全國總決賽	中學一年級組 中學二年級組	一等獎 x 2 二等獎 三等獎
平等機會盃中學校際辯論比賽 2025-2026	總決賽 第一回合初賽 第二回合初賽 第三回合比賽 第四回合比賽	冠軍 最佳辯論員 x 4
The 21st Hong Kong Primary and Secondary School Students Japanese Speech and Verse Speaking Contest	Secondary Section Storytelling Competition	Champion
正向思維《基本法》全港中學生辯論賽（基本法盃）	粵語組（第二回複賽）	最佳辯論員
FDRC x HKSYU Mediation Workshop for Youth 2026		Best Agenda Setting & Common Ground Award Best Rapport Building Award x 3
The Microsoft Office Specialist Championship (MOS) Hong Kong 2026	Microsoft Word (Microsoft 365 Apps) Microsoft Word (Office 2019) Microsoft PowerPoint (Microsoft 365 Apps) Microsoft PowerPoint (Office 2019) Microsoft Excel (Microsoft 365 Apps) Microsoft Excel (Office 2019)	Champion x 2 Gold Award x 4 Silver Award x 2 Bronze Award
Harvard GlobalWE Essay Contest 2025/26		Awardee
GAPSK 中小學普通話水平考試 2025	中學組	A 等（卓越）x 40
AI Quiz Competition for Secondary School Students 2025		Silver Award x 1 Merit x 2

Academic		
Activity Name	**Group**	**Award**
The 21st Cisco Hong Kong-Macau Youth Networking Skills Competition 2025		Bronze Award x 2
第十二屆全國暨首屆粵港澳大灣區青少年模擬政協（提案）展示活動		最佳調研報告；優秀提案 x 6 最佳新聞發言人 x1 最佳記者 x1 最佳政協委員 x 3 最佳風采個人 x 2
第十六屆魯迅青少年文學獎（香港賽區）	中文寫作（非母語初中組）	特等獎 二等獎
John Locke Institute Global Essay Prize 2025		High Commendation Commendation Recognition
The World Scholar's Cup (Shenzhen Global Round)	Junior Division	**Group** Gold Medal x 9 **Individual** Gold Medal x 15 Trophy x 1
	Senior Division	**Group** Gold Medal x 15 Trophy x 18 **Individual** Gold Medal x 27 Trophy x 5

Aesthetics		
Activity Name	**Group**	**Award**
第 13 屆 HKYPA 上海國際表演藝術節暨 HKYPA 上海國際合唱節	公開組	榮譽金獎 x 2 最佳團體獎
第 13 屆 HKYPA 上海國際表演藝術節暨上海國際邀請公開賽	聲樂獨奏，公開分齡組，少年 B 組	第一名
Starshine Cup Dance Competition 2026	Street Dance (Teenage) Solo	Gold Award
1st Hong Kong MusicalCon 2026	Musical Writing Competition, Musical Song Composition	3rd Place
Dance World Cup Hong Kong Qualifying Round 2026	Junior Large Group Commercial Children Duet/Trio National and Folklore Children Solo Jazz 2	Silver Award 2nd Place 6th Place
The Sovereign Art Foundation Students Prize, Hong Kong 2026		Finalists
Sound Reunion 全港中學流行樂隊大賽	樂隊組	網絡人氣樂隊大獎
中國香港體育舞蹈總會 2026 年香港代表隊選拔賽第一站	女子單人 16 歲拉丁舞五項排名賽	亞軍
Hong Kong Youth Elite Dance Contest 2026	Jazz, Junior Group Street Dance, Junior Solo	Gold Award x 2
5th Galaxy Cup Rhythmic Gymnastics & Gym Dance Competition 2026	Grade B (A), All Around Grade B (A), Clubs Grade B (A), Hoop Grade B (A), Ball Grade B (A), Ribbon	2nd Runner-Up x 2 3rd Runner-Up x 2 4th Runner-Up
Hong Kong ELITE Dance Competition 2026	Jazz (Teenage) Solo Chinese (Teenage) Solo Jazz (Teenage) Group	Gold Award x 3

Aesthetics		
Activity Name	**Group**	**Award**
10th Brilliant Talent Discovery Awards: International Music Competition (Jubilee Edition)	Junior Category, Harp	Gold Award
第七屆粵港澳大灣區青少年藝術展演，中國香港（舞蹈）賽區	E 場	金獎
10th Youth and Children's Music Competition 2026	String, Secondary Group Piano, Secondary Group	Champion 2nd Runner-Up
Kangaroo Cup Dance Competition 2026	13 & Under, Troupe 15 & Under, Modern Jazz, Solo (Team A)	Gold Ranking 1 Gold Award
2026 香港多元青少年藝術展音樂大賽	弦樂，中學組 鋼琴，中學組	冠軍 亞軍
2026 Asia Pacific Outstanding Arts Elite Music Competition	String, Secondary Piano, S1-S2	Champion x 2
第十五屆國際兒童音樂比賽 2026	鋼琴，中學組	冠軍
International Youth and Children Music Competition 2026	Teen Group	Champion
第六屆全港青少年及兒童音樂大賽	弦樂組，中學 S.1-S.3 組 鋼琴組，中學 S.1-S.3 組	冠軍 亞軍
2026 Asia Arts Elite Festival Competition	String, Secondary School Piano, Secondary School	1st Runner-Up x 2
第十三屆全港十八區音樂比賽	管弦樂組，中學組 鋼琴組，中學組	冠軍 x 2

Aesthetics		
Activity Name	**Group**	**Award**
77th Hong Kong Schools Speech Festival (2025) (English Speech)	Solo Verse Speaking, Non-Open, S1, Girls Solo Verse Speaking, Non-Open, S2, Girls Solo Prose Speaking, Open, Age 16 and Over, Boys and Girls News Feature Presentation, S3 and 4 Solo Verse Speaking, Non-Open, S6, Girls Solo Prose Reading, Non-Open, S1, Boys Dramatic Duologue, S3 and 4 News Feature Presentation, S3 and 4 Solo Verse Speaking, Non-Open, S5, Boys Solo Verse Speaking, Non-Open, S2, Girls News Feature Presentation, S1 and 2 Public Speaking Solo, S1 and 2 Solo Prose Reading, Non-Open, S3, Boys News Feature Presentation, S3 and 4 News Feature Presentation, S3 and 4	1st Place x 5 2nd Place x 4 3rd Place x 6
第 77 屆香港學校朗誦節 (2025)（中文朗誦）	詩詞集誦，普通話，中學三、四年級，男子或女子或男女合誦 詩詞獨誦，粵語，中學二年級，女子組 詩詞獨誦，普通語，中學一、二年級，男子組 詩詞獨誦，粵語，中學五、六年級，女子組	冠軍 x 2 亞軍 x 2

Aesthetics		
Activity Name	**Group**	**Award**
78th Hong Kong Schools Music Festival	Oratorio, Secondary School Choir Secondary School Choir, Foreign Language, Mixed Voice, Second Division, Junior (Age 14 or under, treble voice only) Vocal Solo, Foreign Language, Female Voice, Secondary School, Age 16 or Under Vocal Solo, Foreign Language, Baritone / Bass, Secondary School, Age 19 or under Vocal Solo, Foreign Language, Female Voice, Secondary School, Age 14 or Under Vocal Solo, Chinese, Boys Treble Voice, Secondary School, Age 14 or under Piano Concerto, Age 19 or under Flute Solo, Secondary School, Junior Vocal Solo, Foreign Language, Female Voice, Secondary School, Age 14 or under Vocal Solo, Foreign Language, Baritone / Bass, Secondary School, Age 19 or under Violin Solo, Grade Eight Alto Saxophone Solo, Secondary School, Junior	1st Place x 3 2nd Place x 4 3rd Place x 5
Joint School Music Competition 2026	Group Ensemble, Secondary School, Group Ensemble (Chinese Instrument) Group Ensemble, Secondary School, Group Ensemble (Vocal) Group, Secondary School, Pop Band Group, Secondary School, Symphony Orchestra Group, Secondary School, String Orchestra Group, Secondary School, Symphonic Band Ensemble, Secondary School, Ensemble (String) Ensemble, Secondary School, Ensemble (Woodwind)	Gold Award x 9

Aesthetics		
Activity Name	**Group**	**Award**
Hong Kong Professional Singing Competition 2025 (HK District)	Musical Theatre Group, Youth Group A (Ages 12-15) Classic and Bel Canto Group, Youth Group A (Ages 12-14) Pop Singing, Youth Group A (Ages 12-14)	3rd Place x 2 Gold Award
Claude Debussy Competition Paris 2025	Voice, Promising Performers	First Prize
The International BTHVN Wien Music Competition 2025	Voice, Category H	Second Prize
Salzburg International Music Competition 2025	Junior Virtuoso II	First Prize
European Virtuoso Music Awards 2026	Aspiring Musicians, Voice	Gold Prize
International Mozart Competition Vienna 2026	Voice, Category C2	First Prize
London Classical Music Competition 2026	Voice, Junior Artist	First Prize
Clara Schumann International Competition 2026	Voice, Junior A	First Prize
2025 GASCA 日本東京國際音樂比賽	中童 F 組	金獎
9th World's Best Musicians Competition	Voice, Age Group C	1st Prize with Honour (Outstanding Laureate)
The 13th Hong Kong International Performance Arts Festival and Music Competition (Hong Kong Division Preliminary Round)	Vocal Opera and Art Songs Class, Junior Class B	2nd Place
5th PREMIA International Young Artists Music Festival	Voice, Young Artist E	1st Prize

Aesthetics		
Activity Name	**Group**	**Award**
2026 "RE-FORM Kowloon Walled City Park" Architecture, Interior, and Landscape Design Competition		Merit Award
The 17th Hong Kong International Handbell Olympics	Handbells (Advanced)	Silver Award
2025-2026 HKEAMA Commendation Scheme		Outstanding Student Recognition Award
第二十一屆德藝雙馨（香港區賽）	毛筆書法比賽（高中組，毛筆小字）	優勝獎 x 1 三等獎 x 1
第十六屆魯迅青少年文學獎（香港賽區）	毛筆書法高中組	特等獎
第十六屆魯迅青少年文學獎（香港賽區）	硬筆書法高中組	優異獎
第四屆曾憲備紫荊盃全港少兒普通話朗誦比賽	飛躍組（非華裔）	金獎 x 1 銅獎 x 1 優異獎 x 2
「我愛我的祖國．立德樹人篇」金紫荊盃香港校際作文暨普通話朗誦大賽	中學組	三等獎 x 2
全港青年中文書法比賽（2024-2025）	中學毛筆組	冠軍
Superior Culture Annual Calligraphy Competition 2025	Chinese Brush (Secondary Senior)	Silver Award
Music@e-Contest	Aged 15-17	Distinction
中國香港國際標準舞（體育舞蹈）國際公開賽 暨 2025 歐洲荷	503. 精英舞者排名賽 A 组 C,R,J	第二名 x 1 第三名 x 1

Aesthetics		
Activity Name	**Group**	**Award**
蘭-世界錦標賽 CCBD 國家隊選拔賽 暨 粵港澳大灣區青少年體育舞蹈公開賽		
	199. 國際公開 16 歲或以下女子單人精英組拉丁舞	第一名
	246. 國際公開 16 歲或以下女子單人單項精英組拉丁舞 R	第一名
	245. 國際公開 16 歲以下女子單人單項精英組拉丁舞 S	第一名
International Young Dancers Competition 2025		1st Place
迎全運暨東區標準舞比賽	283A-13 至 15 歲新人單人R	第一名
	288B-13 至 15 歲單人C	第七名
	289B-13 至 15 歲單人R	第五名
	261B-13 至 15 歲新人單人J	第三名
2025 International Joint School Music Competition	Vocal, Secondary Group	Champion
Vivace 4th Rhythmic Gymastics International Competition	Category B (U13) Ball	Silver
	Category B (U13) Hoop	Bronze
8th Asia Pacific Cup International Rhythmic Gymnastics Tournament	Junior 2012 Ball (Category B: Novice)	3rd Place

Aesthetics		
Activity Name	**Group**	**Award**
	Junior 2012 All-Around (Category B: Novice)	2nd Place
	Junior 2012 Hoop (Category B: Novice)	Champion

Sports		
Activity Name	**Group**	**Award**
New Territories Secondary Schools Fencing Competition 2025-2026	Girls B Grade Sabre (Individual) Girls B Grade Foil (Individual) Boys B Grade Foil (Individual)	Champion x 2 1st Runner-Up 2nd Runner-Up
2025 IJRU World Jump Rope Championships	Junior World Championships, Team All-Around, Female 12-15 Junior World Championships, Single Rope Team Freestyle, Female 12-15	1st Runner-Up 2nd Runner-Up
The 14th "King's Cup" Thailand Open 2025	WDSF Youth Open Standard WDSF Youth Open Latin American	1st Runner-Up 4th Place
4th WDSF Malaysia Open DanceSport Championship	WDSF Asian Champ, Ten Dance Under 21 WDSF Open Standard Youth	3rd Place x 2
HKFYG Premier Cup 2026 (Wild Card Game)		2nd Runner-Up
2026 全港公開乒乓球單項錦標賽	混合雙打	季軍
2026 全港公開青少年乒乓球錦標賽	U19 女子單打 U19 男子雙打 U19 女子雙打 U19 混合雙打 U17 男子單打 U15 男子單打 U15 女子單打 U15 混合雙打 U13 女子單打	冠軍 x 4 亞軍 x 4 季軍 x 2
WTT Youth Star Contender Doha 2026	U15 Girls Singles	2nd Runner-Up
香港校際體育舞蹈公開賽 2026	女子單人 16 歲或以上拉丁舞（查倫牛）三項 女子單人 16 歲或以上拉丁舞（森門）雙項	冠軍 x 2
ATF Sportama Asian 14U Series (Jakarta, Indonesia)	Boys' Singles	1st Runner-Up

Sports		
Activity Name	**Group**	**Award**
ATF Sportama Asian 16U Series (Jakarta, Indonesia)	Boys' Doubles Boys' Singles	Champion 3rd Runner-Up
Hong Kong Roller Speed Skating Open Competition 2025/2026	Group 10 Women (Age 12 or below) 3 x 250M Relay Group 4 Women (Age 11-12) 500M Group 7 Women (Age 12 or below) 100M Sprint	Champion x 2 1st Runner-Up
Hong Kong Fencing School Asian Fencing Clubs Challenge 2026		Champion
HK International Dance Festival 2026	Solo Latin Under 16 (5 Dances) Solo Latin Under 16 (2 Dances C, R) Solo Under 16 Single Dance Rumba Solo Under 16 Single Dance Samba	Champion x 4
International Fencing Club League 2026	U17 Men’s Foil	Champion
Fencing Bangkok Open 2026	Senior Team Women's Foil U14 Women's Foil	1st Place 2nd Place
2026 年全國少年輪滑（速度輪滑）錦標賽	少年女子甲組，20 公里競速 少年女子甲組，5000 米積分賽 少年女子甲組，500 米+D 爭先賽 少年女子甲組，200 米雙人追逐賽	第一名 第二名 第五名 第七名
2026 KOREA OPEN Championship & Invitational	Double Dutch Pair Freestyle, Under 16 (Female) Single Rope Pair Freestyle, Under 16 (Female) Double Dutch Speed Sprint, Under 16 (Female) Double Dutch Speed Replay, Under 16 (Female)	1st Place 2nd Place x 2 3rd Place
Jockey Club Women's Youth Football Training Program 2025-26 (Stage 2)	U16, 11-a-side Competition	Champion

Sports		
Activity Name	**Group**	**Award**
WTT Youth Contender Tashkent 2026	U17 Girls' Singles U19 Mixed Doubles	1st Runner-Up 2nd Runner-Up x 2
WTT Youth Star Contender Bangkok 2026	U19 Girls' Doubles	2nd Runner-Up
New Territories Secondary Schools Archery Competition 2025-2026	Boys C Grade (Individual) Boys C Grade (Team)	Champion 7th Place
Inter-School Basketball Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys C Grade (Division 2)	Champion
Inter-School Volleyball Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls B Grade (Division 1) Girls C Grade (Division 1) Boys B Grade (Division 1) Boys C Grade (Division 1)	Champion x 2 1st Runner-Up x 2
Inter-School Football Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys Junior Grade (Division 1)	1st Runner-Up
New Territories Secondary Schools Indoor Rowing Competition 2025-2026	Girls A Grade 1000m Girls B Grade 2000m Girls B Grade 1000m Girls A Grade 500m	1st Runner-Up 2nd Runner-Up 3rd Runner-Up x 2
New Territories Inter-Secondary Schools Beach Volleyball Competition 2025-2026	Girls (Open Grade)	Champion
HKSSF N.T. Secondary Schools Outstanding Athlete Award 2025-2026	Shatin & Sai Kung District	Outstanding Athlete Award x 2
A.S. Watson Group Hong Kong Student Sports Awards 2025-2026	Secondary School	Awardee
Shine Tak Foundation Outstanding Junior Athlete Awards 2025	Second Half of 2025	Outstanding Junior Athlete

Sports		
Activity Name	**Group**	**Award**
DECATHLON All Hong Kong Schools Jing Ying Badminton (Team) Tournament 2025-2026	Girls	Champion
Inter-School Badminton Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls B Grade Girls C Grade Boys B Grade Boys C Grade	Champion x 3 1st Runner-Up
Inter-School Competition Overall Champion Awards, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Badminton (Boys) Badminton (Girls) Table-Tennis (Boys) Table-Tennis (Girls) Volleyball (Girls)	Overall Champion x 5
Inter-School Competition Overall Champion Awards, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls Boys	2nd Runner-Up 3rd Runner-Up

Sports		
Activity Name	**Group**	**Award**
All Hong Kong District Inter-School Rope Skipping Competition 2026	New Territories (Mixed Group) New Territories (Mixed Group), 30s 3-Person Time Tunnel New Territories (Mixed Group), 30s 3-Person Double Dutch Double New Territories (Mixed Group), 30s 4-Person Double Dutch Backward Double Foot Jump New Territories (Mixed Group), 30s 3-Person Double Unders in Double Dutch New Territories (Mixed Group), 2x30s Cycling & Double Relay New Territories (Mixed Group), 30s Wheel Skip New Territories (Mixed Group), 10s x 5 Cycling New Territories (Mixed Group), 30s Individual Freestyle Routine 2 New Territories (Mixed Group), 30s Individual Freestyle Routine 1 New Territories (Mixed Group), 30s Individual Freestyle Routine 2 New Territories (Girls Group), 2x30s Cycling & Double Relay New Territories (Girls Group), 30s 3-Person Double Unders in Double Dutch New Territories (Girls Group), 10s x 5 Double New Territories (Girls Group), 10s x 5 Cycling New Territories (Girls Group), 30s Individual Freestyle Routine 2	Overall Champion Champion 1st Runner-Up x 6 2nd Runner-Up x 3 3rd Runner-Up x 7
The AGA Hong Kong Junior Driving Range Competition 2026	Secondary School Division, School Team Category	2nd Runner-Up
U15 Softball Age Group Competition 2025-2026	Boys Girls	1st Runner-Up 3rd Runner-Up
Whole Hong Kong Inter-School Badminton Team Championship 2026	Junior Secondary (Girls)	Champion

Sports		
Activity Name	**Group**	**Award**
Grantham Outstanding Student Athletes Awards 2025-2026	Badminton (Girls) Beach Volleyball (Girls) Fencing (Girls) Softball (Boys) Swimming (Girls) Table Tennis (Boys) Table Tennis (Girls) Tennis (Boys)	Outstanding Athlete x 8
Hang Seng All Schools Table Tennis Championships 2026	Boys Secondary School (Single) Girls Secondary School (Single) Girls Secondary School (Double) Boys Secondary School (Group) Girls Secondary School (Group)	Champion x 4 1st Runner-Up 2nd Runner-Up
All Hong Kong Schools Lacrosse Rising Star Competition 2026	Secondary School, Boys Secondary School, Girls	Champion 1st Runner-Up
ITTF-ATTU Asian Youth Championships Bangkok 2026	U19 Girls' Teams	2nd Runner-Up
YATSUSHIRO Badminton Asia Junior Championships 2026	Mixed Team	1st Runner-Up x 2
Yuen Long District Volleyball Competition 2025	Men's Youth Group	1st Runner-Up
Inter-School Swimming Championships, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls A Grade 50m Butterfly	Champion
	Girls A Grade 100m Freestyle	Champion
	Girls C Grade 50m Back Stroke	Champion

Sports		
Activity Name	**Group**	**Award**
	Girls C Grade 100m Back Stroke	Champion
	Boys B Grade 50m Breaststroke	2nd Runner-Up
	Boys B Grade 100m Breaststroke	3rd Runner-Up
	Boys B Grade 4X50m Medley Relay	2nd Runner-Up
	Boys B Grade Overall	2nd Runner-Up
Inter-School Table-Tennis Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys A Grade	2nd Runner-Up
	Girls A Grade	Champion
Shine Tak Foundation Outstanding Junior Athlete Awards 2025	First Half of 2025	Outstanding Junior Athlete x 3
Singha Inline Speed Skate Thailand Open 2025	Women 13-14 Year-Old, 500m	Champion
	Women 13-14 Year-Old, 1000m	Champion
	Women 13-14 Year-Old, 3000m	Champion
	Women 13 Year-Old or Above, 3000m Team Relay	2nd Runner-Up
3rd Discovery Bay Open Water Race Challenge	400M	Finisher Champion

Sports		
Activity Name	**Group**	**Award**
All-Hong Kong Inter-Secondary Schools Lacrosse Competition 2024-2025	Boys' Senior Division	1st Runner-Up
All Hong Kong Inter-Secondary School Softball Competition 2025-2026	Boys	Champion
Asian Cadet Fencing Challenge 2025	U17 Boy's Foil	2nd Place
27th Asia Pacific Dance Competition	Duos/Trios	Outstanding Junior Athlete
	Solos	3rd Place
Nissin Cup Noodles Hong Kong Junior Tennis Series Competition 2025 - Comp 2	Boys' 14 & Under Doubles	Winner
Z Fencing Challenge September 2025	U18 Boys Foil Individual	1st Place
Humansa Cup Hong Kong Asian Tennis Junior Series (2025 Week 1)	14 & Under (Boy's Doubles)	Champion
屯門盃游泳賽 2025	男子 B 組 50 米蝶泳	冠軍
2025 年亞輪聯速度輪滑場地系列賽 暨 第十一屆中國海寧國際速度輛滑公開賽	少年女子甲組 500米+D 爭先賽	第五名
2025 年全國輪滑(速度輪滑)錦標賽	10000 米淘汰賽 少年女子甲組	第八名
	500米+D 爭先賽 少年女子甲組	第六名
	200 米計時賽 少年女子甲組	第七名

Sports		
Activity Name	**Group**	**Award**
All Hong Kong Inter-Secondary School Softball Competition 2025-2026	Girls	1st Runner-Up
Inter-School Swimming Championships, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls C Grade Overall	6th Place
	Girls A Grade Overall	7th Place
	Girls B Grade Overall	8th Place
Inter-School Badminton Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls A Grade	Champion
All Hong Kong Schools Jing Ying Table Tennis Tournament 2025-2026	Secondary Schools, Girls' Doubles	1st Runner-Up x 2
	Secondary Schools, Boys' Singles	2nd Runner-Up
	Secondary Schools, Girls' Singles	7th Place x 1 8th Place x 1
Inter-School Basketball Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Girls A Grade (Division 1)	6th Place
Inter-School Football Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys Senior Grade (Division 1)	3rd Runner-Up
Inter-School Volleyball Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys A Grade (Division 1)	2nd Runner-Up

Sports		
Activity Name	**Group**	**Award**
All Hong Kong Schools Jing Ying Badminton Tournament 2025-2026	Secondary Schools Section, Girls Singles	Champion
	Secondary Schools Section, Girls Doubles	1st Runner-Up x 2
Inter-School Cross Country Competition, 2025-2026 (HKSSF Shatin & Sai Kung Secondary Schools Area Committee)	Boys C Grade (Individual)	Champion
	Girls A Grade (Individual)	7th Place
	Boys A Grade (Individual)	8th Place
	Boys A Grade (Team)	3rd Runner-Up
	Girls A Grade (Team)	5th Place
	Boys C Grade (Team)	6th Place
	Boys (Team Overall)	6th Place
	Girls (Team Overall)	6th Place
WTT Youth Contender Hong Kong 2025	U19 Mixed Doubles	2nd Runner-Up x 4
2025 全港公開乒乓球團體錦標賽	女子甲組	亞軍 x 1 季軍 x 1
	男子甲組	季軍

Sports		
Activity Name	**Group**	**Award**
	女子丙組	冠軍
2025 全港公開乒乓球單打挑戰賽	男子組	亞軍
	女子組	季軍
Bahrain Asian Youth Games 2025	Badminton, Mixed Doubles	1st Runner-Up
	Table Tennis, Mixed Doubles	2nd Runner-Up
Badminton Asia U17 & U15 Junior Championships 2025	U17 Mixed Doubles	2nd Runner-Up x 2

Others		
Activity Name	**Group**	**Award**
TCA 16th Annual ISF Academy Chess Open 2026	Secondary Section, Individual (Age 14) Secondary Section, School Teams	Winner 3rd Runner-Up
Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2025-2026		Awardee x 2
Harmony Scholarships Scheme 2025/26		Awardee x 5
LINK Centre 傑出非華裔學生獎勵計劃 2026		十大傑出非華裔中學生
學友社全港中學學生會嘉許計劃 2025/26	學生會獎項	傑出學生會
「認識《憲法》、《基本法》——與法治同行」善德基金會全港中學校際演講比賽 2026	高中組 初中組	優秀表現獎 甲等獎 x 3
The 22nd Sha Tin District Outstanding Student Award	Senior Section	Outstanding Student

(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 school building.

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