N.T. Heung Yee Kuk Yuen Long District Secondary School

School Report

2025/26

Annual School Report 2025/26

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1. Our School

1.1 School Mission

The school strives to provide students with an all-round education that inspires them to become responsible citizens and enthusiastic learners. It seeks to develop their potential to the fullest extent so that they can meet the challenges of a fast-changing world.

1.2 Brief Historical Background

The foundation-laying ceremony was held on 26th March 1966, with John Philip Aserappa, District Commissioner, New Territories, as our guest of honour. N.T. Heung Yee Kuk made a donation of $600,000 while the remaining construction expenses were covered by the government. In September 1967, the first school year commenced. Since construction work was still in progress, teachers and students had to use the premises of Yuen Long Government Primary School as a temporary venue. Upon the completion of the construction work on 13th August 1968, the first batch of students moved into the new premises on 3rd September 1968. The opening ceremony was officiated by Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong, on 23rd January 1969.

1.3 School Premises

The school premises are divided into 4 blocks: Administration and Special Rooms Block, Classrooms Block, New Annex Block and the Hall. Rooms in all blocks are air-conditioned. There are altogether 34 Classrooms, 4 Science Laboratories, 2 Computer / Multi-media Learning Centres, 1 Geography Room, 1 Visual Arts Room, 1 Design and Technology Room, 1 Music Room, 1 Student Activity Room, 1 Library, 2 Social Worker Rooms, and 1 Learning Common Room. Other facilities include 2 Covered Playgrounds, 1 Basketball Court, 1 Volleyball Court, 1 School Garden, 1 Tuck shop and 1 Car Park.

1.4 School Management

The School Management Committee (SMC) was set up in September 1999 to implement school-based management. The SMC is comprised of a wide representation of stakeholders, including the Principal Education Officer (as Chairperson), the Principal, teachers, parents, alumni and independent members who are professionals from different fields, to enhance transparency and accountability.

The composition of the SMC in Recent Years

	EDB	Principal	Teacher	Parent	Alumnus	Independent Member
2023/24	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2024/25	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2025/26	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)

2. Achievements and Reflections on Annual School Plan 2025/26

2.1 Major Concern 1

To empower students by deepening patriotic education in the curriculum, strengthening STEAM and IT skills, and enriching biliterate and trilingual competency, enabling them to navigate future challenges and opportunities

Target 1
To enhance patriotic education and cultivate global awareness among students

Target 2
To broaden students' knowledge and strengthen their generic skills for the 21st century

Target 3
To boost students' biliterate and trilingual competency

Achievements and Reflections:

To enhance patriotic education and cultivate global awareness among students

Achievement
The school has made significant progress in advancing its aim to strengthen patriotic education and foster global awareness among students. Survey results reflected overwhelmingly positive feedback, with 96.4% of students and 100% of teachers affirming that the school-based patriotism education curriculum effectively enhanced students' positive values and attitudes towards the country. 97.5% of students and 100% of teachers also agreed that the learning materials and classroom activities deepened students' understanding of Chinese culture and the nation's development. Furthermore, 96.7% of students and 97.1% of teachers recognized that the learning and teaching tasks promoted positive values and attitudes towards pluralism in society. Equally, 96.4% of students and 100% of teachers agreed that opportunities to participate in and organize patriotic education activities strengthened students' patriotism and sense of national security.

Through a combination of well-designed learning materials, engaging classroom activities, and multimedia approaches, students developed a deeper appreciation of Chinese history, culture, and the significant social and technological development of the nation. Cross-disciplinary projects and multimedia approaches effectively promoted multiple-perspective thinking, inclusivity and an appreciation for diverse perspectives regarding national development.

Students actively participated in projects, competitions, and tailored activities, applying cross-disciplinary knowledge to real-world contexts. For instance, the Citizenship and Social Development department hosted a hands-on Cha Guo Workshop for all S.4 students. Guided by professional instructors, students made and tasted traditional Chinese snacks, learning about their historical significance. The experiential activity successfully fostered cultural appreciation and identity. These experiences enhanced their generic skills, reinforced academic learning, and cultivated a strong sense of citizenship and responsibility towards the nation, while also broadening their global outlook.

Reflection and Way Forward
In reflecting on the year's progress, it is evident that the school has made significant strides in enhancing patriotic education while cultivating global awareness among students. The successful attainment of Learning Goals 1–5 — national and global perspective, breadth of knowledge, language proficiency, generic skills, and digital literacy — demonstrates how carefully designed strategies have strengthened both students' sense of national identity and their readiness to engage with international issues. This balanced development underscores the school's commitment to nurturing responsible citizens who are proud of their heritage and

equipped to contribute meaningfully in a global context.

Looking ahead, the school will continue to broaden horizons and deepen student engagement through the following initiatives.

Strategic collaborations with external community organizations may be expanded to provide experiential, multidisciplinary programs that enrich students' learning beyond the classroom. The proposed National Education Student Ambassador Scheme will empower student leaders to co-design, promote, and execute patriotic events. By leveraging peer-to-peer influence, the scheme aims to foster stronger student ownership and deeper participation in national education. Moreover, more comparative case studies will be incorporated into subject curricula to highlight the nation's role and contributions on the global stage. Interactive forums and AI-powered debate platforms will be organized to sharpen students' critical thinking and enable them to apply national knowledge in global contexts. Last but not least, to align with the updated learning goal of National Identity and Global Perspective, global issues will be systematically introduced across subjects. For example, in Science, Geography, and CES, students will explore the United Nations Sustainable Development Goals, engaging with topics such as climate change, public health, and poverty.

Through these forward-looking measures, the school will continue to nurture students' confidence in their national identity, strengthening their global awareness, and prepare them to contribute meaningfully to society.

To broaden students' knowledge and strengthen their generic skills for the 21st century

Achievement

The school has made good progress in equipping students with the essential competencies for the 21st century. Evidence from surveys and program outcomes highlights the following achievements.

95% of students and 97% of teachers agreed that the school-based IT and STEAM curricula enhanced students' skills and interest, enabling them to integrate knowledge and become self-directed learners in related fields. Similarly, 95.5% of students and 97% of teachers affirmed that advanced IT learning materials and classroom activities uplifted students' capability to use advanced technologies effectively. Moreover, 96.2% of students and 100% of teachers agreed that learning and teaching tasks on information literacy empowered students to use information ethically and responsibly, fostering their growth into informed citizens. They also recognized that IT, STEAM, and Information Literacy (IL) tasks widened students' horizons and strengthened their generic skills effectively.

Through self-directed learning and interactive multimedia platforms, students significantly advanced their digital literacy and subject mastery, achieving numerous prestigious awards in related competitions. Teachers across departments strategically integrated AI technologies such as Copilot, Gemini, and DeepSeek, alongside robust interactive platforms. This digital transformation enabled personalized learning pathways and addressed diverse academic needs comprehensively. A broader array of multidisciplinary projects was implemented, seamlessly integrating diverse subjects to enrich student learning and foster innovative problem-solving skills.

The themed activity STEAM and Digital Week featured drone races, DNA extraction, AI and robotics workshops, e-notes writing, and expert talks from the Hong Kong Academy of Sciences, CUHK, and the Census and Statistics Department. Highlights included 3D printing, flight simulators, soap making, and origami. Students enthusiastically engaged in interactive booths, hands-on workshops, and inter-class competitions, effectively developing problem-solving, teamwork, and digital literacy skills.

Reflection and Way Forward

The successful attainment of Learning Goals 1–7 — national and global perspective, breadth of knowledge, language proficiency, generic skills, digital literacy, life planning, and healthy lifestyle — demonstrates the school's commitment to nurturing well-rounded students equipped for the challenges of the 21st century. These achievements highlight the effectiveness of the strategies adopted and provide a strong foundation for future development.

Looking ahead, the school will focus on the following directions to sustain momentum and deepen impact.

As AI becomes increasingly integrated into learning and teaching, curricula will be updated to ensure students can critically evaluate information technology and apply it ethically in their studies. Subject departments will continue embedding AI tools and ethical IT practices into curricula, supporting student learning while cultivating multiple-perspective thinking skills and responsible digital citizenship. Expanding innovative and authentic project-based learning across subjects will enhance students' generic skills, foster collaboration, and strengthen their capacity for self-directed learning.

An AI community of practice will be established for teachers across subjects. Through peer mentoring, educators will share subject-specific pedagogy, prompts, and lesson plans, building collective capacity and confidence in utilizing AI effectively. To align with the updated learning goal of Digital Literacy, media literacy and cybersecurity will be systematically integrated into subject curricula. This will empower students to critically evaluate online information, responsibly use digital platforms, and apply technology to real-world problem-solving.

Through these forward-looking measures, the school will equip students with the skills, values, and resilience needed to thrive in a rapidly evolving world.

To boost students' biliterate and trilingual competency

Achievement

The school has made encouraging progress in strengthening students' biliterate and trilingual skills, fostering confidence and cultural appreciation through a whole-school approach. Key achievements are as follows.

94.6% of students and 91.2% of teachers agreed that the Reading-across-the-Curriculum (RaC) approach effectively improved biliterate and trilingual skills. 93.4% of students and 88.3% of teachers affirmed that diverse language programmes enhanced interest in Chinese, English, and Putonghua learning.

In a language-rich environment, 95.5% of students and 91.1% of teachers recognized that cross-curricular activities and a language-rich environment boosted confidence in applying biliterate and trilingual skills in both learning and communication. Moreover, 96.4% of students and 91.1% of teachers agreed that interaction opportunities in English, both inside and outside the classroom, alongside the Language-across-the-Curriculum (LaC) approach, enriched students' English learning experience. For instance, all S.4 students visited the Hong Kong Palace Museum's Ancient Egypt exhibition. English-guided tours allowed students to explore rare historical treasures, strengthen language proficiency, and gain insights into cultural preservation. The School Library and language departments hosted a bilingual book fair featuring Chinese and English literary works. Students enhanced bilingual skills, independent learning, and cultural appreciation through curated books and interactive sharing sessions. A school-wide talk for S.5 students by renowned writer inspired lifelong reading habits, positive values, and a resilient growth mindset, reinforcing the importance of biliterate and trilingual competency in personal development.

While excelling in reading and formal writing, students still showed hesitation and lack of fluency in spontaneous conversational English and Putonghua, highlighting an area for

continued improvement. A multidisciplinary Language-across-the-Curriculum (LaC) booklet was developed with contributions from English, Mathematics, Science, History, Geography, Music, Visual Arts, and Physical Education departments to support S.1 students in EMI learning. Active participation in digital platforms promoted by subject departments also enhanced students' digital literacy, academic autonomy, and engagement, leading to deeper subject mastery.

Reflection and Way Forward

Overall, Target 3 was successfully achieved. Three of the four survey-based success criteria were met by both students and teachers. While 93.4% of students agreed that language learning activities and programmes enhanced their interest in learning Chinese Language, English Language and Putonghua, the corresponding teacher agreement was 88.3%, slightly below the stipulated 90% success criterion. Together with students' hesitation and lack of fluency in spontaneous conversational English and Putonghua, the findings indicate that these areas require continued attention.

The achievement of Learning Goals 2–4 — breadth of knowledge, language proficiency, and generic skills — demonstrates the school's success in equipping students with essential competencies through carefully designed strategies. Students have shown steady progress in academic development, language mastery, and transferable skills, laying a strong foundation for future growth.

Looking ahead, the school will focus on deepening achievements through the following initiatives.

To enhance students' spontaneous communication, weekly Language Cafes, interactive debate workshops, and designated English and Putonghua speaking days will be implemented. These high-engagement environments will foster authentic conversational fluency beyond traditional classroom settings. By embedding English and Putonghua into daily school life — such as serving as MCs for school events, making announcements via the PA system, and preparing OLE promotional speeches — students will gain confidence and proficiency through natural, real-world practice.

To enhance reading promotion, the school library will be transformed into a dynamic hub for reading through interactive book fairs, author visits, and thematic reading challenges. Cozy and welcoming spaces will be created to encourage sustained pleasurable reading and nurture lifelong habits. Open-access community bookshelves will be introduced to promote book lending and swapping among students. This accessible sharing system will encourage spontaneous reading habits and build a collaborative school reading culture.

Through these forward-looking measures, the school will continue to strengthen students' language proficiency, broaden their knowledge, and cultivate generic skills, ensuring they are confident communicators and lifelong learners prepared for the challenges of the future.

Conclusion

The school has made significant strides in advancing national education, cultivating students' patriotic identity while broadening their global awareness. Initiatives such as the National Education Student Ambassador Scheme, comparative case studies, and curriculum integration of global issues may be used to further empower students to connect national pride with international perspectives, sharpening their critical thinking and civic responsibility.

Equally, the school has made good progress in STEAM and digital education. Through school-based STEAM and digital education curricula, advanced IT learning, and information literacy programs, students have strengthened their digital literacy, ethical use of technology, and problem-solving skills. The integration of AI tools across subjects, alongside project-based learning and professional development for teachers, could create

more personalized learning pathways and further prepare students to thrive in a rapidly evolving digital era.

In parallel, the school has made substantial progress in strengthening students' biliterate and trilingual competency. The Reading-across-the-Curriculum approach, language-rich environments, cross-curricular activities, and authentic language practices have enhanced students' confidence and proficiency in Chinese, English, and Putonghua. Nevertheless, while most of the success criteria were met, teacher agreement regarding the effectiveness of language learning activities and programmes in enhancing students' interest was 88.3%, slightly below the stipulated 90% criterion. Students' spontaneous conversational fluency in English and Putonghua also remains an area for continued improvement. Cultural initiatives such as exhibitions, book fairs, and author talks could further enrich students' bilingual skills and cultural appreciation while promoting lifelong reading habits.

By deepening patriotic education, strengthening STEAM and IT skills, and enriching biliterate and trilingual competency, the school has empowered students to connect national identity with global awareness, harness technology with ethical responsibility, and communicate across cultures with confidence. These integrated efforts have better equipped students to navigate future challenges and seize opportunities as informed, innovative, and responsible citizens.

2.2 Major Concern 2

To nurture our students into patriotic and healthy citizens capable of achieving their life plans

Target 1
To further enhance the sense of national security among students

Target 2
To boost students' physical and mental health by promoting healthy lifestyles on the school campus

Target 3
To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set

Achievements and Reflections:

To further enhance the sense of national security among students

Achievement
To nurture our students into patriotic and healthy citizens capable of achieving their life plans, the school has made remarkable progress in advancing national education and strengthening students' sense of national security.

The programme plans and reports of activities by various Whole-person Development (WPD) Teams show clear alignment with Target 2.1 of the Annual School Plan (ASP). Through morning assemblies, flag-raising talks, class teacher periods, and life-wide learning activities, the teams have successfully embedded national education into daily school life.

In the second term, more targeted initiatives were introduced to enhance national security awareness. These included field trips to Six Heung for S.1 and S.2 students in January 2026, Chinese Culture Week in February 2026, and seven study tours/sister school programmes to the Mainland from March to June 2026. These experiential activities provided students with authentic opportunities to connect with Chinese history, culture, and the nation's latest developments.

Survey results testify to the effectiveness of these strategies. In the school-based surveys conducted in February and May 2026, over 95.8% of students and 98.0% of teachers in the May survey agreed that the activities enhanced students' knowledge of Chinese history and culture, deepened their understanding of global trends affecting national security, and updated their awareness of the country's development. Importantly, 96.9% of students and 98.0% of teachers affirmed that the programmes nurtured patriotism and strengthened students' sense of national security, meeting all success criteria for Target 2.1.

The APASO survey (KPM17) conducted in February 2026 further validated these achievements. According to the survey, students performed strongly across the reported National Identity subscales, with both sexes across all forms scoring well in all subscales of national identity — including responsibility, obligations, pride, love, respect for the national flag and anthem, and recognition of national achievements

Together, these results highlight the school's success in nurturing patriotism, cultivating a strong sense of national security, and empowering students to become responsible citizens capable of achieving their life plans.

Reflection and Way Forward
In reflecting on the progress made, it is evident that Target 2.1 of ASP Major Concern 2 has been successfully achieved. The school has nurtured students into patriotic and healthy citizens

capable of achieving their life plans, while also making significant strides in enhancing national security awareness. The wide range of activities and programmes implemented have effectively strengthened students' knowledge of Chinese history and culture, deepened their understanding of global trends affecting national security, and reinforced their commitment to safeguarding the nation.

Looking ahead, continuous effort will be made to further boost students' sense of patriotism and national security in three key directions.

First of all, the school will actively seek more external support to arrange quality programmes that allow students to delve deeper into the history and culture of our country, enriching their learning experiences. Moreover, existing strategies will be refined to further deepen students' understanding of national security, the latest developments of our country, and the areas in which they can contribute meaningfully to national development. A dedicated team of students will be established to plan and organize activities, thereby strengthening their commitment to safeguarding national security and fostering leadership through active participation.

Through these forward-looking measures, the school will continue to empower students with patriotic values, civic responsibility, and global awareness, ensuring they are well-prepared to navigate future challenges and opportunities.

To boost students' physical and mental health by promoting healthy lifestyles on the school campus

Achievement

The school has made significant progress in promoting healthy lifestyles, ensuring that students develop both physical fitness and mental resilience.

Through effective arrangements such as morning exercise sessions, award schemes, efficient use of facilities, introduction of new sports, and expanded inter-class and inter-house competitions, students actively engaged in physical activities. School-based survey findings indicated generally positive perception of these measures.

The school joined multiple award schemes in 2025/26, including SportACT, SportFIT, School Physical Fitness Award Scheme, and MVPA60. Students achieved outstanding results:

Award	SportACT Award Scheme	SportFIT Award Scheme	MVPA60 Award Scheme
Gold	105	415	129
Silver	214	247	174
Bronze	224	122	198

These awards motivated students to maintain consistent exercise habits and highlighted the school's success in fostering a fitness culture.

Various programmes were introduced to promote physical and mental health and healthy lifestyles. Relaxation techniques and pressure management methods were taught during OLE lessons and class teacher periods. Adaptation programmes for S.1, S.2, and S.4 students helped ease transitions into new learning contexts. Over 91% of students and teachers agreed these initiatives effectively relieved stress and promoted mental health. Talks and activities guided students on the proper use of digital media and gadgets. Over 93% of students agreed these programmes helped them adopt healthier digital habits. The school also introduced an award scheme and improved the organization of uniformed team activities to encourage S.1 students' participation, although the corresponding participation criterion was not fully met.

According to the APASO survey, junior and senior students generally performed well across a

range of subscales related to mental and physical health. Compared with 2024/25, students generally improved or maintained their good performance in the reported mental and physical health subscales, and the number of students troubled by anxiety and depressive symptoms was significantly reduced.

Reflection and Way Forward

The school has made commendable progress in promoting healthy lifestyles, and Target 2.2 of ASP Major Concern 2 has largely been met. Students benefited from diverse programmes that enhanced physical fitness, mental resilience, and digital wellness. However, survey data revealed areas requiring further improvement.

Both junior and senior forms performed below the norm in certain healthy lifestyle subscales, particularly IT (Less Time for Leisure) and IT (Not Affected by its Functions). All S.1 classes also performed below the norm in Physical Exercise, while all S.3 classes performed below the norm in Affect (No Anxiety, Depressive Symptoms). S.6 students scored unsatisfactorily in leisure reading, and a few classes performed poorly across multiple subscales. Moreover, success criteria for some strategies were not fully met. Less than 90% of students agreed that morning exercise sessions and award schemes promoted widespread participation in physical exercise, while the success criterion for S.1 students' participation in uniformed team activities was also not met. Morning exercise sessions, in particular, faced implementation challenges due to limited assembly time.

Looking ahead, the school will refine and expand its strategies to strengthen students' physical and mental health.

Teachers concerned will enhance the teaching of relaxation techniques, pressure management, and the promotion of proper digital media use to better support students' mental health and healthy digital lifestyles. Adaptation programmes will be expanded to include S.1, S.2, S.3 and S.4 students, with more focused support to ease transitions and reduce stress. It is also planned to replace morning exercise sessions with a record system to more effectively monitor and encourage widespread participation in physical activity. The school will strengthen efforts to encourage more S.1 and S.2 students to actively engage in uniform team activities, fostering discipline and teamwork.

Some new strategies for health promotion can be adopted. For students, the school will create more opportunities for students to perform music, dance, and engage in planting activities on campus, enriching both physical and mental well-being. For parents, the school will empower them to guide their children's career and life planning while supporting the development of healthy lifestyles at home.

To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set

Achievement

The school has successfully advanced career and life planning education, ensuring students are guided and supported to set meaningful goals and achieve them.

The programme plans and reports of activities by various WPD Teams show clear alignment with Target 2.3 and related strategies. Activities such as morning assemblies, talks under the flag, class teacher periods, and life-wide learning programmes were systematically organized to support the fulfilment of this target.

Survey results revealed that 95.5% of students and 94.2% of teachers agreed that self-acceptance and self-exploration activities helped students understand, accept, and appreciate themselves, laying a strong foundation for personal growth and goal setting. 91.6% of students and 90.5% of teachers affirmed that the guidance provided by class teachers supported students in setting and reaching goals related to healthy lifestyles, demonstrating the effectiveness of personalized

mentorship. Moreover, over 95.7% of students and 96.2% of teachers agreed that careers and life planning programmes helped students understand multiple pathways and the ever-changing world of work. These programmes enabled students to set and achieve goals related to further studies and future careers.

The survey results confirmed that all success criteria were achieved. The programmes maximized the benefits of career and life planning by strengthening guidance and support, empowering students to set suitable goals for themselves and achieve them in areas of wellness, further studies, and future careers.

Reflection and Way Forward

The school has successfully achieved Target 2.3 of ASP Major Concern 2, with strategies and programmes effectively guiding students to understand themselves, set meaningful goals, and explore multiple pathways for their future. Survey results confirmed that the majority of students and teachers recognized the positive impact of self-acceptance activities, class teacher guidance, and career and life planning programmes. These achievements demonstrate that the school has laid a strong foundation for nurturing students' personal growth, wellness, and readiness for further studies and careers.

Looking forward, the school will strengthen the strategies adopted this year to further boost students' self-directedness and maximize the benefits of career and life planning.

More initiatives will be introduced to help students understand, accept, and appreciate themselves, fostering confidence and resilience in their personal development. Students will also be supported to explore the ever-changing world of work and multiple pathways for further studies, equipping them with adaptability and informed decision-making skills. The coaching system will also be enhanced to provide more personalized guidance, helping students set suitable goals and achieve them with clarity and determination. The school will continue to empower students to take ownership of their learning and life planning, ensuring they are well-prepared to face future challenges and opportunities with confidence and purpose

Conclusion

The school has made significant strides in advancing its mission to nurture students into patriotic and healthy citizens who are confident in their national identity, resilient in their personal growth, and prepared to navigate future challenges. Through the successful implementation of ASP Major Concern 2, the school has achieved notable progress in strengthening students' sense of national security, promoting healthy lifestyles, and supporting career and life planning. Career and life planning programmes have guided students to understand themselves, explore multiple pathways, and set meaningful goals for wellness, further studies, and future careers.

Looking forward, the school will continue to refine strategies, expand adaptation programmes, strengthen coaching mechanisms, and introduce new initiatives that empower students to take ownership of their learning and development. The school will remain committed to cultivating students who are informed, innovative, and responsible, and ready to contribute to the nation and thrive in an ever-changing world.

3. Learning and Teaching

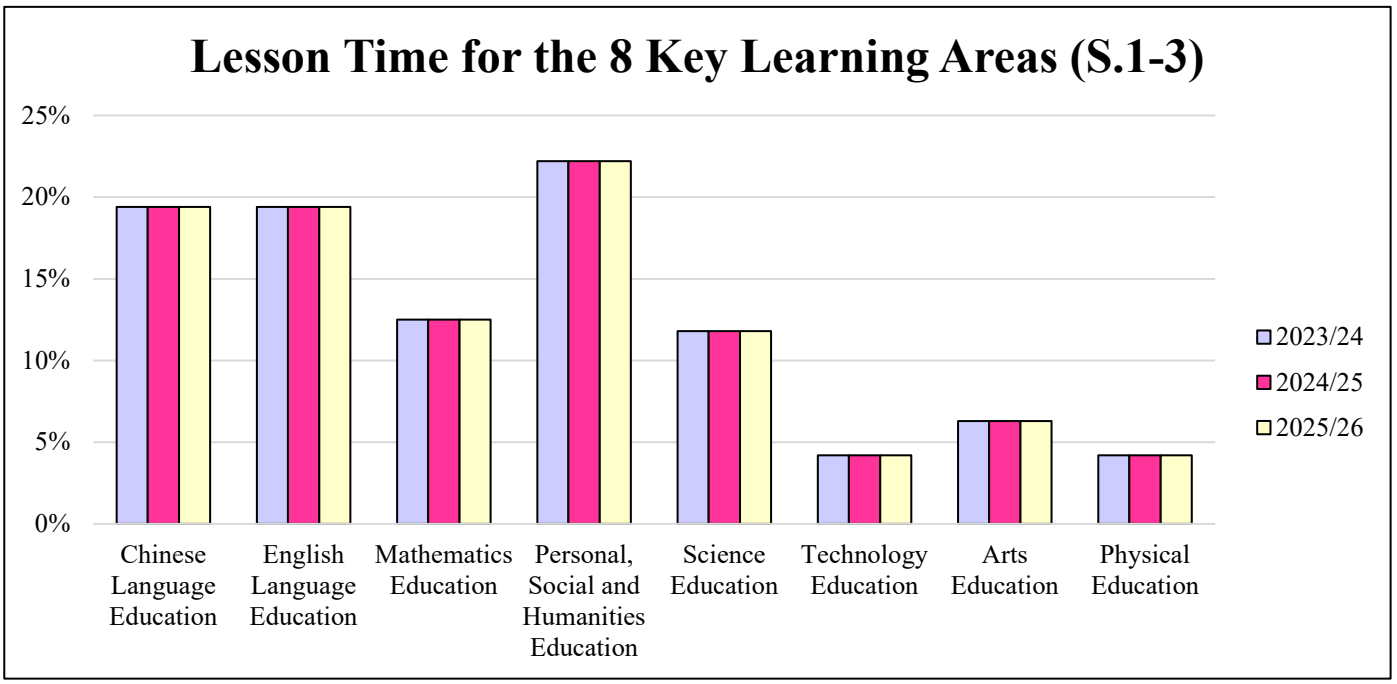
3.1 Our Curriculum

3.1.1 School Curriculum

Subject \ Level	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language	✓	✓	✓	✓	✓	✓
Chinese Literature				✓	✓	
Putonghua	✓	✓	✓			
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Mathematics Extended Part (Module 2)				✓	✓	✓
Citizenship and Social Development				✓	✓	✓
Accounting and Economics			✓			
Chinese History	✓	✓	✓	✓	✓	✓
Citizenship, Economics and Society	✓	✓				
Economics				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
Biology				✓	✓	✓
Chemistry				✓	✓	✓
Physics				✓	✓	✓
Science	✓	✓	✓			
Business, Accounting and Financial Studies				✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓	✓	
Technology for Life	✓	✓	✓			
Music	✓	✓	✓			
Visual Arts	✓	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Class Teacher Period	✓	✓	✓	✓	✓	✓
Reading Period	✓	✓	✓	✓	✓	✓
Other Learning Experiences (OLE) Period				✓	✓	✓

3.1.2 Lesson Time for the 8 Key Learning Areas (S.1-3)

School Year / KLA	2023/24	2024/25	2025/26
Chinese Language Education	19.4%	19.4%	19.4%
English Language Education	19.4%	19.4%	19.4%
Mathematics Education	12.5%	12.5%	12.5%
Personal, Social and Humanities Education	22.2%	22.2%	22.2%
Science Education	11.8%	11.8%	11.8%
Technology Education	4.2%	4.2%	4.2%
Arts Education	6.3%	6.3%	6.3%
Physical Education	4.2%	4.2%	4.2%



3.1.3 Curriculum Development Plan

The school curriculum was well designed to include all the key learning areas, offering students a variety of subjects and giving them different learning experiences of moral, intellectual, physical, social and aesthetic development. To meet students' needs, diverse approaches like enhancement and remedial classes were adopted to stretch the potential of high flyers and give assistance to the weaker ones. It was also emphasized that students should have a broad and solid foundation of learning different subjects in junior years so that it could pave the way for their studies in senior years. Many subject-wise and cross-subject learning activities like various theme-based STEAM learning tasks, school-based reading lessons and S.1 English Language-Mathematics and Science LaC projects were also incorporated into the formal curriculum and post-lesson activities to widen students' exposure to diverse learning opportunities as well as developing their generic skills.

It is important that students can study their preferred elective subjects in the NSS curriculum. With good planning and allocation of resources, S.3 students could choose elective subjects according to their interests and abilities. Based on students' preferences, different combinations of elective subjects were formed, and it led to the satisfaction rate of 100%.

3.1.4 Teaching and Assessment

Being ambitious for students, teachers put sustained effort into their work to strive for betterment on designing teaching materials and methods. Aiming at enhancing classroom dynamics, teachers particularly paid attention to employing effective learning tools and resources. It also prompted students to try out different e-learning platforms and means. Students participated actively in the lessons, so they kept getting themselves involved in the learning process, maximizing both learning and teaching effectiveness.

Clear and instructive guidelines were developed for assignments, tests and examinations. Assessments were done seriously to reflect students' learning progress. Moreover, appropriate encouragement and praises were suitably used to foster students to learn well. Students' good work was displayed to recognize their effort as well as facilitating peer learning. Teachers' timely feedback was very effective, positive reinforcement that helped sustain students' learning motivation and boost their confidence. With teachers' support and their hard work, students achieved brilliant results in both school examinations and the HKDSE Examination.

3.1.5 Numbers of School Days

School Year	Number of School Days
2023/24	190
2024/25	190
2025/26	190

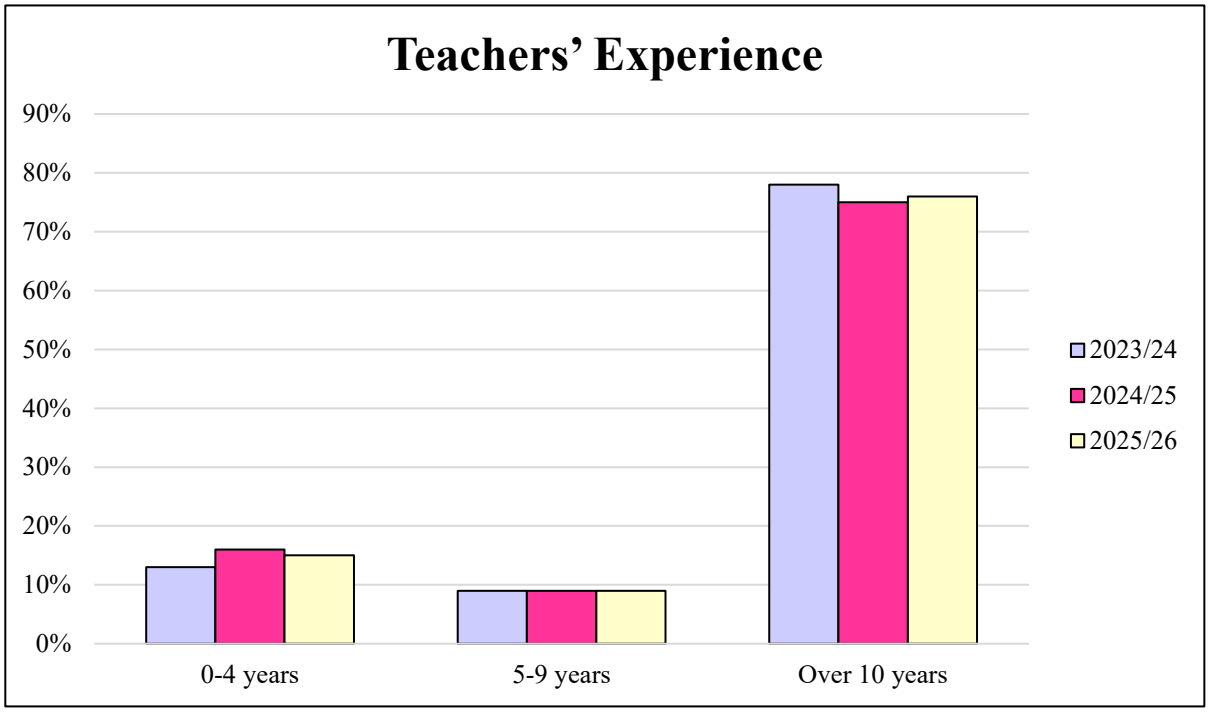
3.2 Our Teachers

3.2.1 Number of Teachers

School Year	2023/24	2024/25	2025/26
Number of Teachers	55	55	55

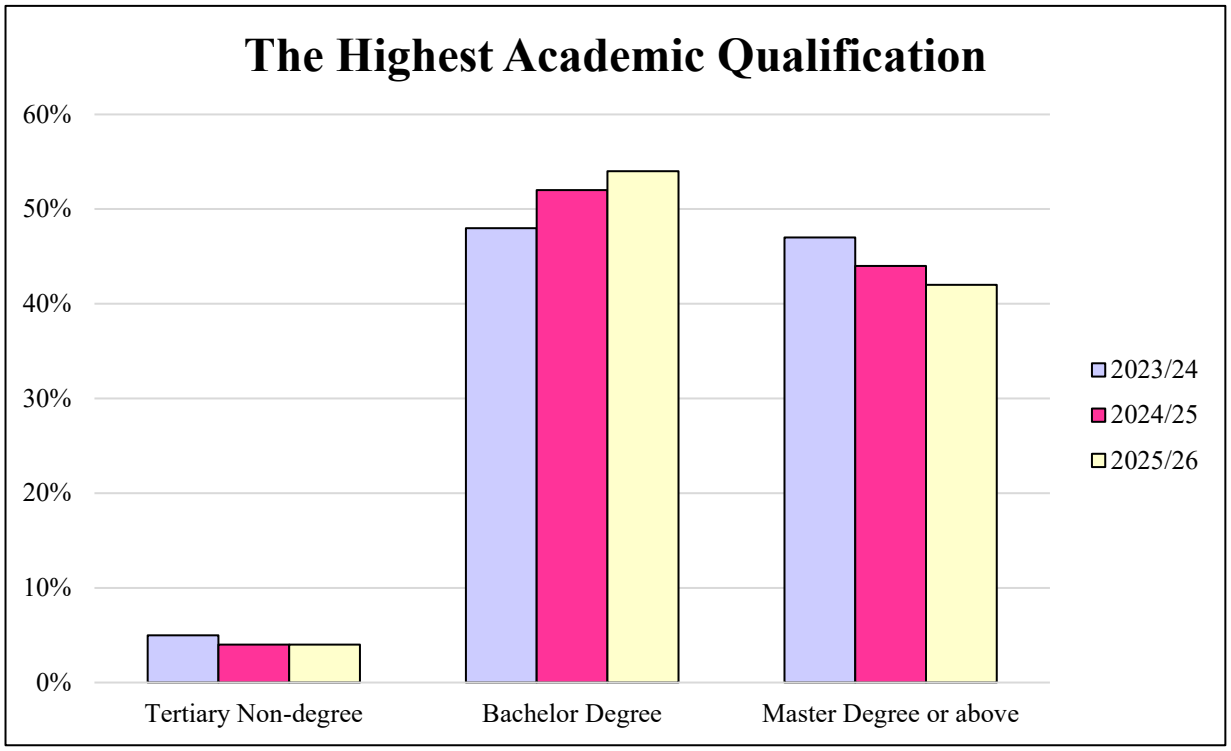
3.2.2 Teachers' Teaching Experience

Teaching Experience / School Year	0 – 4 years	5 – 9 years	Over 10 years
2023/24	13%	9%	78%
2024/25	16%	9%	75%
2025/26	15%	9%	76%



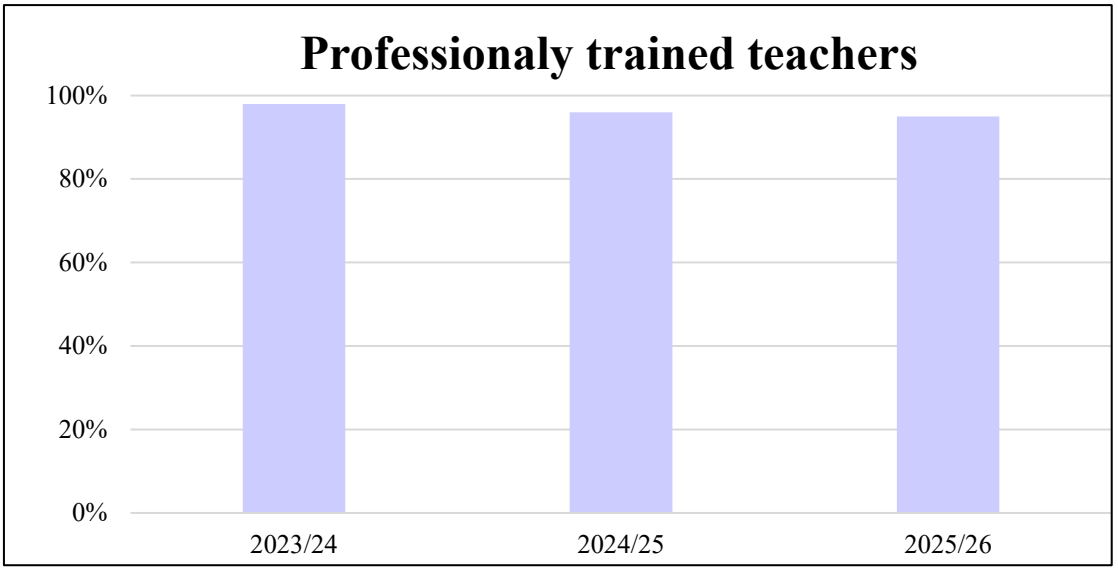
3.2.3 The Highest Academic Qualification

School Year \ Qualification	Tertiary Non-degree	Bachelor's degree	Master's degree or above
2023/24	5%	48%	47%
2024/25	4%	52%	44%
2025/26	4%	54%	42%



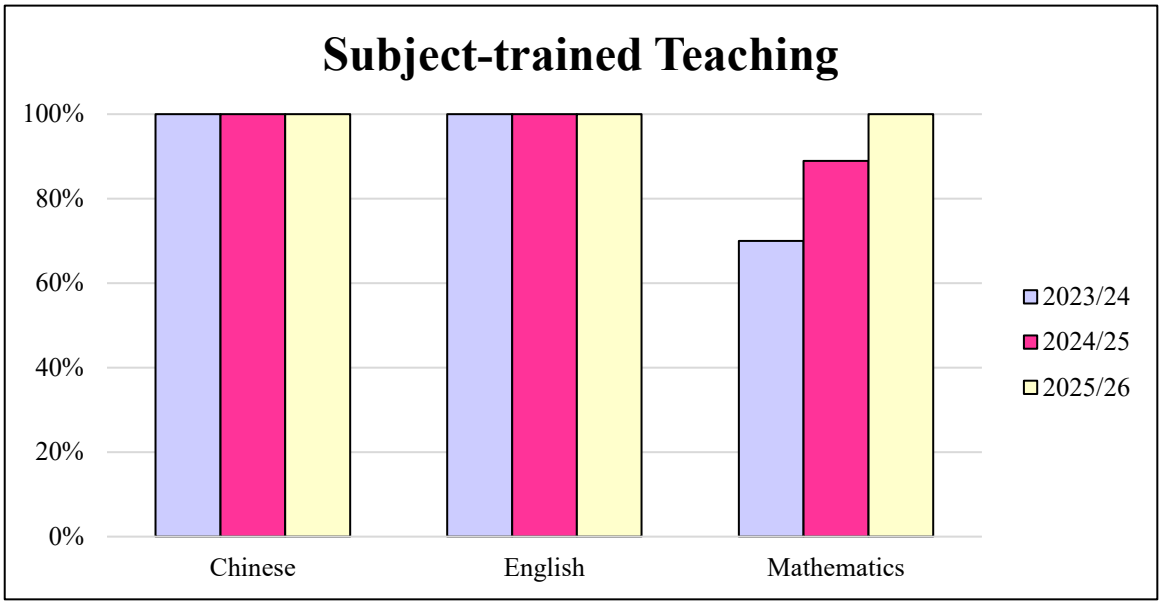
3.2.4 Professionally Trained Teachers

School Year	2023/24	2024/25	2025/26
Professionally Trained	98%	96%	95%



3.2.5 Subject-trained Teachers

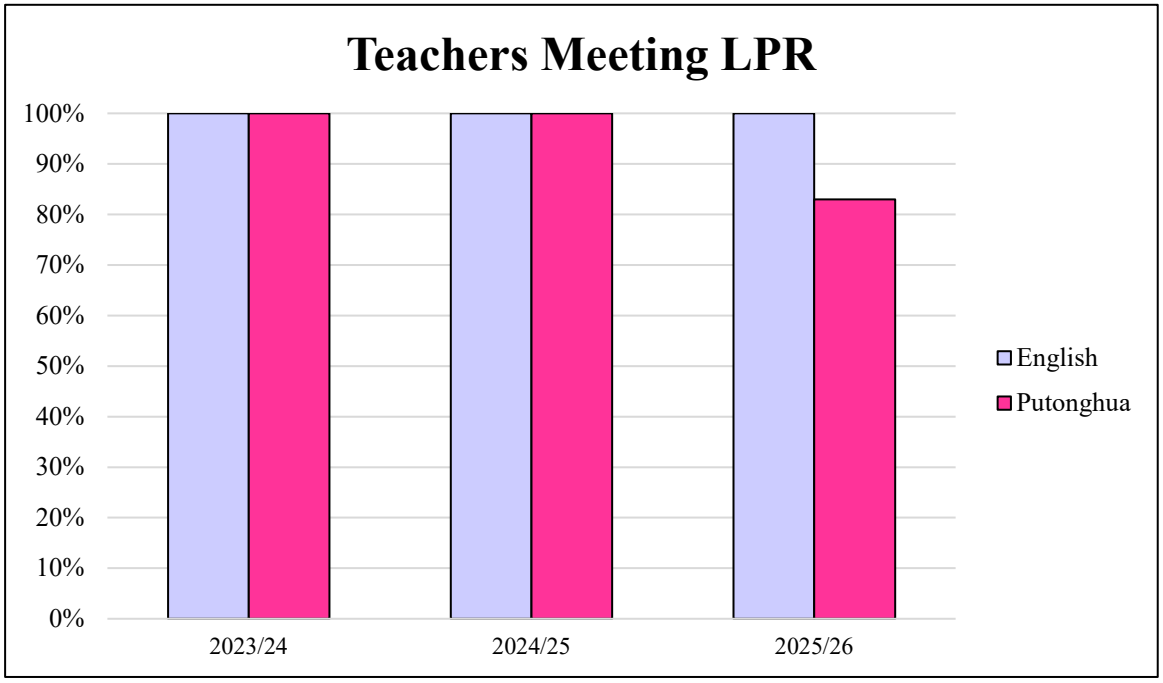
Subject / School Year	Chinese	English	Mathematics
2023/24	100%	100%	70%
2024/25	100%	100%	88.9%
2025/26	100%	100%	100%



*Subject-trained teachers refer to serving teachers assigned to teach subjects relevant to the subjects they majored in the former College of Education / Education University of Hong Kong, post-secondary colleges or universities.

3.2.6 Teachers Meeting Language Proficiency Requirement (LPR)

Subject / School Year	English	Putonghua
2023/24	100%	100%
2024/25	100%	100%
2025/26	100%	83%



4. Whole-person Development

To fully support our students for their personal growth, the Whole-person Development Committee, which is comprised of the Guidance Team, the Discipline Team, the Careers and Life Planning Team, the Other Learning Experiences Team, the Moral, National and Civic Education Team, the Health and Sex Education Team, the Environmental Education Team, and the Healthy School Programme, aptly designed programmes and activities to provide pastoral care for students and to enhance their whole-person development. Class teachers, subject teachers, discipline teachers, guidance teachers, school social workers and the school-based education psychologist, through concerted effort with one another and effective communication with parents, devotedly provided students in need with full support and extensive assistance. Moreover, class teacher periods, morning assemblies, talks under the national flag were conducted every cycle and a wide range of life-wide learning activities were arranged for students to enhance their sense of national security, cultivate positive values and attitudes, promote physical and mental health, and help them set and achieve their life plans.

4.1 Moral, Civic and National Education

Date	Major Events / Activities	Target Group
9/2025	Inter-class Display Board Competition	All students
9/2025	Watching the Live Broadcast of the Grand Gathering to Mark the 80th Anniversary of the Victory in the Chinese People's War of Resistance Against Japanese Aggression and the World Anti-Fascist War	All students
9/2025	Board Display about the September 18th Incident Memorial Day	All students
9/2025	The 15th Hong Kong students National Knowledge Contest	S.4 - S.5 students
9/2025	Territory-wide Inter-school National Security Knowledge Challenge	All students
9/2025	Board Display on National Day	All students
10/2025	Mid-Autumn Festival decorations and lantern riddles activity	All students
10/2025	Constitution Territory-wide Inter-school Speech Competition	S.1 - S.3 students
10/2025	The 4th National Knowledge Contest	All students
11/2025	"Passing on the Torch Platform" Programme Series: "Dreams Come True" Itinerary Design Competition under Mainland Exchange Programmes for Students	S.4 - S.5 students
11/2025	Award for the Practice of Four Cardinal Virtues and Eight Morals	All students
11/2025	Visiting the Hong Kong Museum of History	S.5 students
12/2025	Board Display on National Constitution Day	All students
12/2025	Commemoration Activities of the 88th Anniversary of the Nanjing Massacre	All students
12/2025	National Security Short Speech Competition	All students
1/2026	Field Trips to Yuen Long Six Heung	S.1 – S.2 students
1/2026	Most Commendable Attitude Award Scheme	All students
2/2026	Campus Clean-up Day	All students
2/2026	Chinese Culture Week	S.1 - S.5 students
2/2026	Inter-class Flag-raising Competition	S.1 - S.5 students
3/2026	2026 Constitution and Basic Law Territory-wide Inter-school Competition	S.1 - S.5 students
3/2026	The 18th "Hong Kong Cup" Diplomatic Knowledge Competition	S.1 - S.5 students

Date	Major Events / Activities	Target Group
3/2026	The 20th Filial Piety Writing Competition	S.1 - S.5 students
3/2026	The 16th Hong Kong Students National Knowledge Contest and the 5th Chinese Culture and Tourism Knowledge Competition	S.1 - S.5 students
3/2026	Campus Hunt	S.1 - S.5 students
4/2026	第十三批在韓中國人民志願軍烈士遺骸迎回與安葬儀式	S.5 student
4/2026	Board Display on National Security	S.1 - S.5 students
5/2026	Board Display on The May Fourth Movement	S.1 - S.5 students
6/2026	National Conditions Film Appreciation: 《哪吒之魔童鬧海》	S.4 students
6/2026	Inter-class National Knowledge Quiz Competition	S.1 - S.3 students
6/2026	National Conditions Film Appreciation: 《林則徐：虎門銷煙以外 》	S.1 - S.3 students
6/2026	Integrity Quiz Competition	S.1 - S.5 students
6/2026	Most Commendable Attitude Award Scheme	All students
Whole Year	Display of virtue quotes and sayings	All students
Whole Year	Learning of《弟子規》(S.1) and《論語》(S.3)	S.1 & S.3 students
Whole Year	Constitution and Basic Law Student Ambassadors Training Scheme	S.1 - S.6 students
Whole Year	iTeen Leadership Programme for Senior Secondary School Students	S.4 - S.5 students
Whole Year	Flag-raising Ceremony and Talks under the National Flag	All students
Whole Year	Sharing at Morning Assemblies	All students
Whole Year	Class Teacher Periods	All students

Achievements

1. Our students achieved outstanding results in a wide range of territory-wide and inter-school competitions, reflecting their commitment to national education, developing leadership and cultivating positive values. The school received the Most Active Participation School Award in both the Territory-wide Inter-school National Security Knowledge Challenge and the 2026 Constitution and Basic Law Territory-wide Inter-school Competition. CHIU Tsz-yau (S.4D) was crowned Champion of the English Section in the National Security Short Speech Competition, while the school was awarded Second Runner-up for territory-wide participation and the District Award (Yuen Long). Our students were even selected to an innovation and national defence tour in Shenzhen and Zhuhai at the same event. The school also obtained the Most Enthusiastic Participation Award in the 18th Hong Kong Cup Diplomatic Knowledge Competition and the "Passing on the Torch Platform Programme Series: Dreams Come True" Itinerary Design Competition, through which students joined a study tour to Chengdu. In addition, our students attained the Championship, a Merit Award and several Honorable Mentions in the 20th Filial Piety Writing Competition, as well as the Gold Award in the iTeen Leadership Programme for Senior Secondary School Students.
2. Flag-raising Team Enhancement: The team was expanded, and members refined their marching skills under the guidance of instructors from the Hong Kong Police. The Inter-class Flag-raising Competition also promoted flag-raising etiquette among the wider student body.
3. Cross-departmental Collaboration: Partnered with the Chinese, Putonghua, Visual Arts Departments, as well as the Student Union, to enrich students' learning experiences and strengthen their national identity, understanding of the rule of law, and appreciation of cultural values.
4. Students led activities: Students independently organized the Inter-class National Knowledge Quiz Competition, designing questions tailored to their peers and attracting enthusiastic participation. Besides, Constitution and Basic Law Student Ambassadors and iTeen Leaders promoted the core values of civic duty and integrity during morning assemblies.

Reflection and Way Forward

1. Set up a team of National Security Ambassadors to plan national education activities.
2. Utilize the LED screens in the school lobby to promote understanding of the Constitution, Basic Law, and National Security through diverse media, further strengthening the school's culture of the respect of the rule of law.
3. Incorporate presentations on national affairs into Putonghua and Chinese History lessons in connection with key commemorative days, while encouraging students to participate in relevant quiz competitions to consolidate their learning.

4.2 Guidance

Date	Major Events / Activities	Target Group
8/2025	Caring Ambassador Training	S.4 Caring Ambassadors
8/2025	Pre S.1 Orientation and School Tour by Caring Ambassadors	Pre-S.1 students
8/2025	Pre S.2 and S.4 Adaptation Programmes	Pre-S.2, pre-S.4 students
9/2025	Amazing Start for S.1	S.1 students
9/2025 - 5/2026	Tuesday Care by Caring Ambassadors	S.1 students
10/2025 - 5/2026	Morning Assembly Sharing on Resilience, Peer Relationship, Goal Setting, and time management	S.1 - S.6 students
11/2025	衛生署外展健康講座: 和解篇	S.1 - S.2 students
11/2025	DSE認識壓力講座	S.6 students
11/2025	壓力與我的關係	S.3-S.5 students
11/2025	Chill 鬆 Monday	S.1 - S.6 students
12/2025	大埔火災事件特別班主任課，早會分享，及火災事件支援	S.1 - S.6 students
12/2025	Christmas Activities	S.1 students
1/2026	Caring Gift DIY Workshop	S.1 - S.5 students
3/2026	Mental Health Week	S.1 - S.5 students
3/2026	Adventurous Day Camp	S.1 - S.5 students
4/2026	Mental Health Talk -面對壓力及考試焦慮	S.1 - S.5 students
5/2026	Leadership Training Programmes for S.1 to S.4 Students	S.1 - S.4 students
7/2026	Collaboration with Healthy School Programme: Dialogue in the Dark 活動體驗	S.1 - S.5 students
8/2026	Pre-S.1 Orientation and Adaptation Programmes Pre-S.2 Orientation and Adaptation Programmes Pre-S.3 Orientation and Adaptation Programmes Pre-S.4 Orientation and Adaptation Programmes	Pre-S.1 students Pre-S.2 students Pre-S.3 students Pre-S.4 students
Whole Year	Talks under the National Flag	S.1 - S.6 students

Achievements

1. A wide range of activities were organized to help S.1 students adapt to school life, including Leadership Training Workshops, Pre-S.1 Orientation Programmes, Amazing Start for S.1, S.1 Class Teacher Periods, Tuesday care, Chill 鬆 Monday, Healthy School Week, and the S.1 Cheerful Ambassador Programme. Most S.1 students adapted well to the school environment.

2. A variety of activities, like "Chill 鬆 Monday" and "Tuesday Care", were organized to help students develop their social and learning skills and relieve study-related stress.

3. Sharing during Class Teacher Periods helped students develop a positive mindset, cope with challenges, and acquire essential skills to meet their developmental needs.

4. In collaboration with the Healthy School Programme, various activities were organized to help S.1 to S.3 cross-border students adapt to school life and the community. Additional support was provided to help them cope with the demands of daily school life and study-related stress.

5. A leadership training programme was organized for S.1 to S.4 students to develop essential leadership skills, including communication and problem-solving skills. The programme also aimed to enhance students' self-awareness and resilience and foster confidence and responsible decision-making.

6. An adventurous day camp was organized for S.1 to S.5 students, providing holistic experience that promoted their physical, mental, social, and personal development and contributed to their overall growth and well-being.

7. Healthy School Week was successfully held in March 2026. It helped foster a caring culture within the school and raise students' awareness of mental well-being. Positive feedback was received from students, who agreed that the activities strengthened their awareness of the importance of caring for themselves and others.

8. A mental health talk was successfully held in April 2026. It helped students enhance their self-awareness, develop a better understanding of their mental well-being, build resilience, and contribute to a supportive school community that values overall well-being.

9. The various preventive and developmental measures enabled students to experience the care and support provided by the school.

10. A total of 28 S.4 students and 10 S.5 students were selected as School Caring Ambassadors and Top Ten, respectively, for the following school year. As role models, they will receive further training to support S.1 students, thereby further promoting a caring and supportive school culture.

Reflections and Way Forward

1. To further cultivate a caring attitude among students and strengthen the school's caring culture, greater involvement from other stakeholders, such as parents, could be encouraged. Additional programmes could also be developed to foster a growth mindset among students.

2. Greater attention will be given to supporting S.1 to S.3 students in the appropriate use of online communication platforms, managing peer relationships, and coping with academic

pressure.

3. Additional programmes will be introduced to strengthen students' resilience and ability to cope with adversity, empowering them to manage challenges and setbacks more effectively.

4. More activities focusing on students' mental health will be organized.

5. Besides talks, other modes of activities to promote mental health will be organized.

4.3 Discipline

Date	Major Events / Activities	Target Group
Whole Year	Develop Students' Self-discipline and Prefects' Leadership Skills.	Whole School
8/2025	Prefect Training Day Camp	School Prefects 2025/26
23/10/2025	Class Teacher Period: Setting Class Rules	Whole School
25/10/2025	Inter-school Prefect Exchange Meeting	Prefect Leaders
18/1/2026	Secondary, Primary and Kindergarten Students (Parent-child) Crime Prevention Colouring and Creative Competition"	Whole School
27/02/2026	Class Teacher Period: Information Literacy	Whole School
14-15/3/2026	Leadership Training Programme	S.4 & S.5 Prefects and Prefects Leaders
12/04/26	Know Our Country, Know Our Home • National Security Pioneer Programme • National Security Pickleball Challenge	S.1 & S.2 JPC Members
13/04/26	Talk: Legal Pitfalls	Whole School
20/04/26 to 04/05/26	National Security Quiz Machine	Whole School
21/8/2026	Prefect Training Day Camp	School Prefects 2026/27

Achievements

1. Different training programmes were organized for school prefects and prefect leaders. They learnt to be independent and improved their communication skills, which allowed them to perform their duties with confidence and to have a stronger sense of belonging to the team.

2. To enable students to show their talents, a tailor-made leadership training programme was organized, targeting a group of 20 current prefect leaders. The programme included one overnight training camp for S.4 and S.5 prefect leaders. They exerted their leadership skills to complete various challenges whereas they boosted their self- confidence and continued serving as the prefect leaders.

3. Class Teacher Periods on "Setting Class Rules" and "Information Literacy" help students understand behavioural expectations, develop responsible digital habits, and cultivate positive self-management skills.

4. The "Legal Pitfalls" talk, the National Security Quiz Machine, and the Parent child Crime Prevention Colouring and Creative Competition further reinforce students' awareness of law-abiding behaviour and civic responsibility

Reflections and Way Forward

1. The Discipline Team aims to further consolidate and extend the positive outcomes achieved in students' self-discipline and prefect leadership development. Prefects will continue to receive structured training that enhances independence, communication, and teamwork, enabling them to serve confidently and contribute meaningfully to school operations. The leadership programme for prefect leaders, including the overnight camp, will be further refined to provide deeper experiential learning and strengthen their commitment to service. Up till now, 80 students have accepted the appointment of being prefects.

2. Whole-school initiatives on class rules, information literacy, legal awareness, and national security will remain key components in nurturing responsible behaviour and civic consciousness.

4.4 Careers and Life Planning

Date	Major Events / Activities	Target Group
Careers Exploration Activities		
Whole Year	Alumni Sharing	S.4 - S.5 students
	Applied Learning Counselling	
	Careers Expo	
	Mentorship Program	
Values Education Activities		
Whole Year	Sharing in Morning Assemblies	All students
	Talks under the National Flag	
	Class Teacher Periods	
Careers Guidance to Students		
Whole Year	Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 students	All students
	Preparing Leaving Certificates, Transcripts, Letters of Recommendation, Letters of Reference and other school documents for students	
	Destination Survey on Graduates including S.6 and non-S.6 students	
	Responsive Careers Guidance Provided on the Day of Release of HKDSE Results and JUPAS Results	
	Dissemination of Careers Information through a variety of channels, including Parent Letters, e-Class, School Announcement, School Newsletters, Careers Display Board, etc.	
Multiple Pathways Programmes		
Whole Year	Careers Interest Inventory	S.5 - S.6 students
	Multiple Pathways Talk	
	JUPAS & E-APP Talk	

Date	Major Events / Activities	Target Group
Self-understanding and Development Programmes		
Whole Year	Workshops and Activities on Self-understanding	S.1 - S.4 students
	Careers & Life Planning Talk for Parents of S.3 Students	S.3 students
	Wellness Portfolio	S.1 - S.5 students
Careers Planning and Management Activities		
Whole Year	JUPAS Online Application Workshops	S.6 students
	E-APP Online Application Workshops	
	Interview Workshop	
	School Nominations Direct Admission Scheme (SNDAS)	
	Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions	
	清華大學 2025 年香港推薦生計劃	
	北京大學 2025 年香港地區“博雅人才培養計劃”	
	The Universities and Colleges Admissions Service (UCAS)	

Achievements

1. In close alignment with the Major Concerns of the Annual School Plan (ASP), the CLP team successfully collaborated with various non-governmental organizations (NGOs) and alumni to organize a series of meaningful life planning activities. These initiatives successfully fostered students' personal growth in career planning while simultaneously instilling positive values.

2. Students' engagement with and exposure to career exploration saw a significant boost this year. A key milestone was the successful launch of a new initiative—the Mentorship Programme—which was introduced in early July 2025 and fully implemented during this academic year. The programme received highly enthusiastic and positive feedback from the student body, signaling its strong initial success.

3. Beyond career development, the team remained dedicated to holistic student growth. As a result of this year's targeted initiatives, students demonstrated a deepened cultivation of positive values, alongside a heightened awareness and understanding of their national identity.

4. Feedback regarding the Career Guidance Advisory Service was exceptionally encouraging. Utilizing the most up-to-date information regarding the senior secondary curriculum and tertiary study options, careers teachers delivered quality individualized counseling. This advisory service proved highly effective in facilitating proactive career planning and self-management among students, empowering them to make sound, well-informed choices.

5. Reflecting the effectiveness of this comprehensive support, 100% of our S.6 students successfully completed their applications to various tertiary institutions, making highly informed and responsible decisions regarding their future academic pathways.

Reflections and Way Forward

1. Career and life planning information is constantly evolving. The evaluation of ASP Major Concern 2 (2025/26) found that the CLP team's strategies effectively maximize the benefits of career and life planning by strengthening guidance and support to help students achieve their goals. In light of this, it is recommended that these strategies be further reinforced to enhance students' self-directedness and maximize the benefit of career and life planning. Refine and enrich career and life planning programmes will be introduced in this regard.

4.5 Health and Sex Education

Date	Major Events / Activities	Target Group
09/2025	Student Health Service	All students
10/2025	Seasonal Influenza Vaccination School Outreach Programme	All students and staff
Morning Assembly Sharing		
12/2025	Smoke-free Promotion Week	All students
03/2026	Protecting Our Ears	All students
Talks under the National Flag		
11/2025	National Games of the People's Republic of China	All students
01/2026	Smoking Ban Policies in Mainland China and Hong Kong	All students
03/2026	Five Health Promotion Action Plan for Children and Adolescents (2026-2030)	All students
Class Teacher Periods		
10/2025	Health Talk: Interpersonal Relationships	S.1-S.2 students
10/2025	Anti-sexual Harassment	S.3-S.6 students
05/2026	Sex Education Talk: Media and Sexual Awareness	S.2-S.5 students
Workshops and Talks		
10/2025	Health Talk: Interpersonal Relationships (organized by the Health Department)	S.1-S.2 students
04/2026	Sex Education Talk: Anti-sexual Harassment (organized by the Family Planning Association)	S.5 students
05/2026	Sex Education Talk: Media and Sexual Awareness (organized by the Family Planning Association)	S.2-S.5 students
07/2026	Sex Education Talk: Sexual Behaviour Choices (organized by the Family Planning Association)	S.1-S.3 students
Competitions and Programmes		
09/2025 – 05/2026	**Smoke-free Elite Teens Programme 2025-2026** (organized by the Hong Kong Council on Smoking and Health)	2 teams of S.4 students participated in the Programme.
11/2025 – 02/2026	**The 23rd Secondary School Chinese Medicine Quiz Competition** (organized by the Chinese Medicine Society, the Hong Kong Baptist University)	1 team of S.4 students participated in the competition.

Achievements

1. 716 S.1-S.6 students participated in the Student Health Service, and the participation rate was about 86.2%.

2. 502 students and 21 colleagues participated in Seasonal Influenza Vaccination Day.

3. Our team curated customized topics and materials to disseminate a variety of health-related messages to students. These were delivered through Class Teacher Periods, morning assembly sharing sessions, and speeches held under the national flag. Additionally, four sessions of Interpersonal Relationship and Sex Education talks, organized by the Health Department and the Family Planning Association respectively, were arranged for all forms of students. The initiative received positive feedback from both class teachers and students.

4. Our school has been participating in the "Smoke-free Elite Teens" programme for 13 consecutive years. Our participating team organized various smoke-free advocacy activities on campus during the Smoke-free Week (16-18/12/2025) and in the community, spreading the smoke-free, healthy living message. With their concerted efforts and creativity, they attained remarkable achievements. Team 1 was awarded the Champion and Team 2 was awarded the First Runner-up. Both teams were honored with the Gold Award of the Merit Teams. The champion team (Team 1) was invited to attend the Kick-off Ceremony cum Carnival for World No Tobacco Day and take part in a dialogue with guests. They shared insights on the harmful effects of smoking and expressed their aspirations for a smoke-free generation. In addition, students promoted smoke-free messages to the public through games booths at the carnival, advocating healthy lifestyles and spreading the positive message of staying tobacco-free.

5. Our students achieved commendable results in the 23rd Secondary School Chinese Medicine Quiz Competition, organized by the Chinese Medicine Society, the Hong Kong Baptist University. Our team attained an outstanding performance and won the Championship.

Reflection and Way Forward

1. The health promotion programmes achieved high participation rates and received positive feedback, reflecting students' growing awareness of healthy living and preventive healthcare. Students also demonstrated outstanding performance in health-related competitions and advocacy programmes, showcasing strong knowledge and leadership. Moving forward, the school will continue to strengthen health education through diversified and interactive learning activities, while encouraging greater participation in health services, vaccination programmes, and external competitions. More opportunities will also be provided for students to take an active role in promoting health and wellness within the school and the community.

4.6 Environmental Education

Date	Major Events / Activities	Target Group
Morning assembly sharing		
10/2025	Saving Energy at School	Whole School
3/2026	Sustainable Consumption	Whole School
Talks under the Flag		
11/2025	Development of Sustainable Fashion in China	Whole School
5/2026	Waste Separation and Recycling in China	
Class Teacher Periods		
11/2025	Save Resources and Reduce Waste	Whole School
3/2026	Conservation of Hong Kong's Freshwater Turtles	
Educational Programmes held outside School		
9/2025-7/2026	Seahorse Rangers	S.2, S.3, S.4 & S.5 students
Competition		
10/2025-6/2026	Green Classroom Competition	Whole School
3/2026-4/2026	Inter-class Organic Farming Competition	S.1, S.2, S.3 & S.4 students

Achievements

1. Students from Seahorse Rangers successfully organized different activities in school, including recycling activities, interclass competitions, a game booth on Open Day and an outing to Tai Tam Country Park.

2. The above-mentioned activities provided ample opportunities for students to learn ideas, concepts and knowledge of environmental protection. All these helped students develop positive values and cultivate a sense of responsibility towards themselves, their school, the community and the world.

Reflections and Way Forward

1. Outings could be held in the next school year to enhance students' interest towards protecting environment of Hong Kong.

2. Students should get more involved in organizing environmental education programmes by participating in the planning stage. The environmental ambassadors can further cultivate their awareness of different environmental issues by having more training at the start of the school year.

4.7 Other Learning Experiences

Date	Major Events / Activities	Target Group
9/2025	Introducing the OLE System	S.1 students
9/2025	Annual Swimming Gala	Whole School
11/2025	Annual Sports Days	
11/2025	Heung Chung's Got Talent (S.6)	
12/2025	Christmas Activities	
3/2026	Open Day	
5/2026	Heung Chung's Got Talent (S.1-S.5)	
6-7/2026	Life-wide Learning Period	
Whole Year	Student Association Activities	
	Management of the OLE Clubs and Team Affairs / Club and Team Activities	
	Management of House Affairs / House Activities	
	Student Award Scheme	
	Student Learning Profile	
	Talks under the National Flag	
	School-based After-School Learning and Support Programmes: Community-based Projects	Selected students

Study Tour/ Sister School Programmes

Date	Major Events / Activities	Target Group
11/2025	抗戰勝利80周年系列 — 南京北京歷史文化探索之旅	10 S.3 – S.4 students
12/2025	廣州姊妹學校交流團	30 S.1 – S.3 students
3/2026	教育局大灣區職涯探索之旅考察團 — 廣州職涯探索之旅	40 S.4 students
3-4/2026	浙江、寧波姊妹學校交流團	30 S.2 – S.5 students
4/2026	「走古人路，走文明韻」成都考察團	10 S.4 – S.5 students
5/2026	內地交流及考察活動深圳珠海創新科技及國防安全探索之旅	6 S.3 – S.5 students
6/2026	江西姊妹學校交流團	30 S.1 – S.5 students
6-7/2026	Netherlands and Belgium Study Tour	30 S.3 – S.5 students
6-7/2026	England Study Tour	30 S.1 – S.3 students
6/2026	西安考察團	30 S.1 – S.3 students
6/2026	Korea Study Tour	30 S.2 – S.5 students
7/2026	20th Singapore-Hong Kong Exchange Programme 2026	6 S.2 students

Achievements

1. We provided various self-directed learning opportunities for students so that they utilized and demonstrated their skills and abilities in organizing and preparing different school functions and events such as Heung Chung's Got Talent, Inter-house Singing Contest, Inter-house Drama Competition, Inter-house Sports Day and Open Day.

2. While students were given the active roles of organizing these events, the school acted as a facilitator to assist them in deciding on themes and venues as well as setting budgets for various events. With teachers' guidance, students learned about the importance of teamwork. A sense of commitment and responsibility was also instilled in students. More importantly, they had chances to be leaders and honed their generic skills.

3. Students gained experience through designing activity framework, finding resources, allocating duties and work, and organizing the activities by themselves. After each event, they would have an evaluation to strive for improvement.

Reflections and Way Forward

1. Although students encountered different challenges in organizing activities, they were trained to deal with them skillfully, hence, strengthening their problem-solving skills. In order to overcome adversities, they learned to compromise and cooperate with different parties, teams and people. It is evident that their leadership, cooperation and collaboration, problem-solving skills as well as interpersonal skills were greatly enhanced.

2. It is also found that through solving problems together, students became more resilient and able to adopt a positive attitude in life. They learnt from experiences that they should not give up when facing problems or challenges. They could work together as a team and try their best to find solutions. As a result, students developed a more optimistic outlook on life, which was invaluable to nourishing their whole-person development. Hence, more chances will be provided for students to organize activities in the next school year to foster their whole-person development.

5. Students' Performance

5.1 Class Organization

Number of Operating Classes

Level	S.1	S.2	S.3	*S.4	*S.5	*S.6	Total
No. of Classes	4	4	4	4	5	4	25

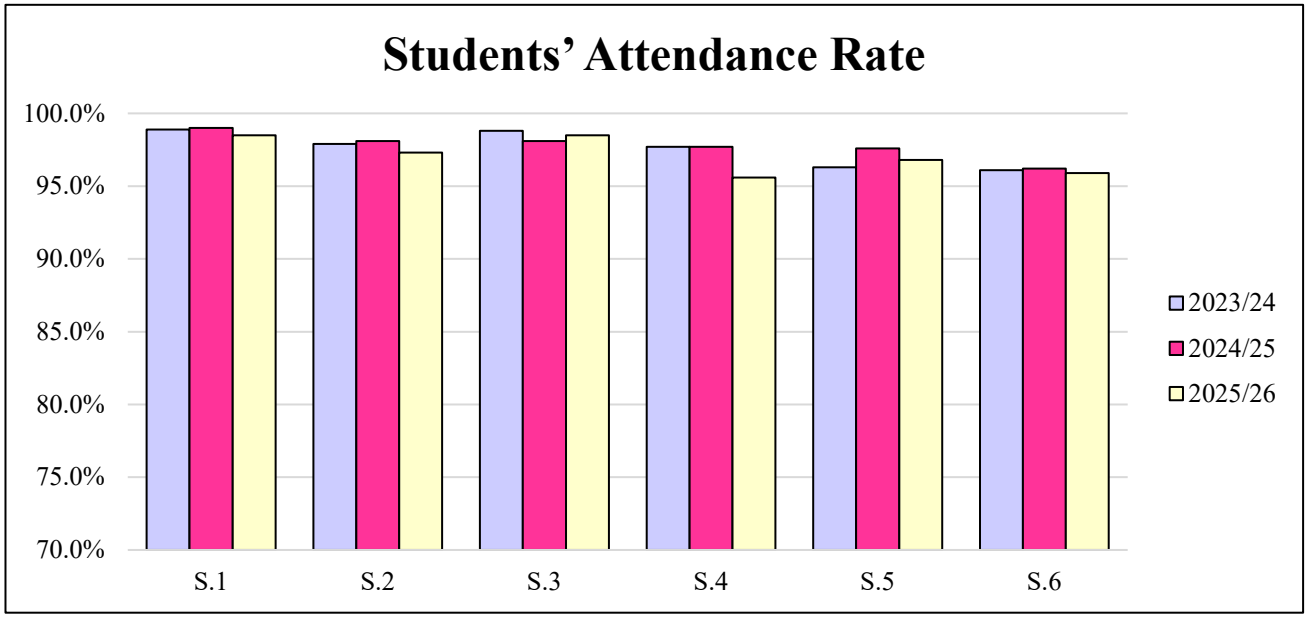
*Divided to 6 Groups for S.5 Core subjects and 5 Groups for S.4 and S.6 Core subjects

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	76	68	63	67	69	53	396
No. of Girls	58	70	75	73	77	78	431
Total Enrolment	134	138	138	141	146	131	827

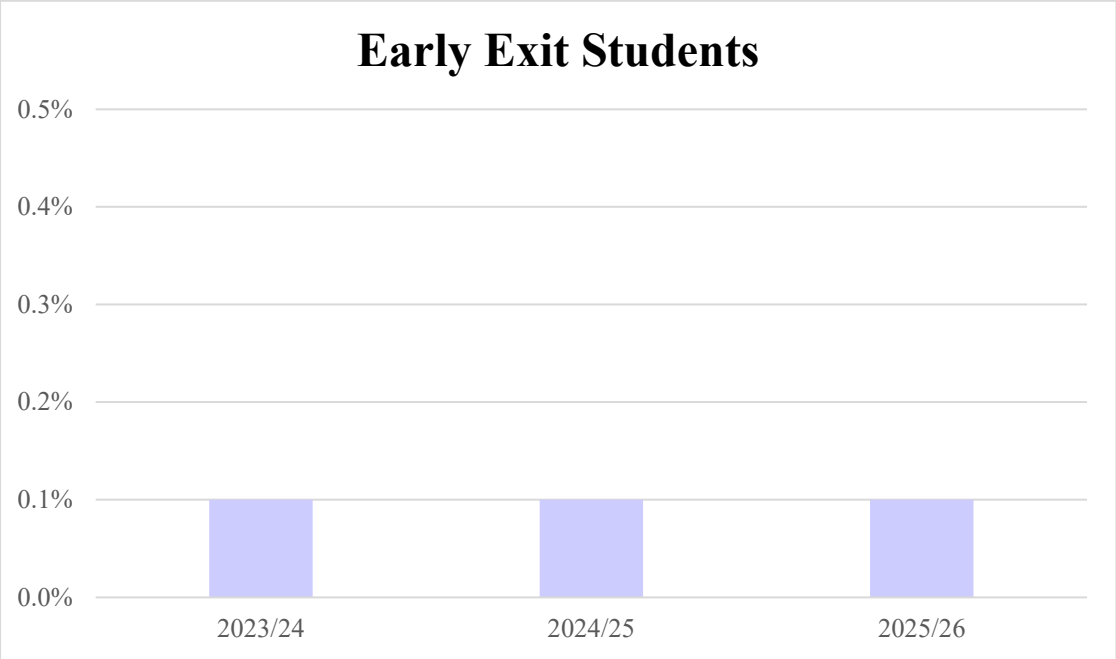
5.2 Students' Attendance

Level / School Year	S.1	S.2	S.3	S.4	S.5	S.6
2023/24	98.9%	97.9%	98.8%	97.7%	96.3%	96.1%
2024/25	99.0%	98.1%	98.1%	97.7%	97.6%	96.2%
2025/26	98.5%	97.3%	98.5%	95.6%	96.8%	95.9%



5.3 Early Exit Students

School Year	2023/24	2024/25	2025/26
Early Exit Students	0.1%	0.1%	0.1%



5.4 Result of the 2026 Hong Kong Diploma of Secondary Education Examination

5.4.1 The Overall Performance

Total Number of Students	**130**
Number of Level **5**** Attained	**52**
% of Level **5 or Above** in **All Subjects**	**41.6**
% of Level **5 or Above** in **Core Subjects** [Chinese Language, English Language and Mathematics (Core)]	**34.1**
% of Level **4 or Above** in **All Subjects**	**71.4**
% of Level **4 or Above** in **Core Subjects** [Chinese Language, English Language and Mathematics (Core)]	**69.2**
Number of Level **5 or Above per Student**	**2.35**
Number of Level **4 or Above per Student**	**4.03**
% of Students Attained Levels **332A22** in Core Subjects and 2 Elective Subjects	**91.5**

Outstanding Results		**No. of Student**
Seven	Level 5** Attained	**1**
Six or more	Level 5** Attained	**3**
Five or more	Level 5** Attained	**4**
Four or more	Level 5** Attained	**4**
Three or more	Level 5** Attained	**5**
Two or more	Level 5** Attained	**10**
One or more	Level 5** Attained	**25**

5.4.2 Performance in Different Subjects

Subjects	No. Sat in School	Percentage in School (%)		Percentage in All School Candidates in HK (%)	
		Level 5+	Level 4+	Level 5+	Level 4+
Chinese Language	130	26.9	58.5	9.8	30.9
English Language	130	30.8	66.9	10.8	28.6
Mathematics (Core)	130	44.6	82.3	15.8	40.1
Extended Module 2	31	67.7	83.9	37.9	60.7
Biology	50	56.0	74.0	20.0	45.9
Chemistry	73	52.1	82.2	25.4	50.5
Physics	47	48.9	70.2	28.6	50.3
Chinese History	13	61.5	84.6	13.4	38.2
Economics	39	25.6	53.8	17.7	44.7
Geography	36	52.8	80.6	13.1	37.8
History	10	60.0	90.0	13.7	42.0
BAFS	38	47.4	71.1	15.4	43.6
Visual Arts	7	14.3	14.3	6.9	23.4

Subjects	No Sat in School	Percentage of Attained in School (%)	Percentage of Attained in HK (%)
Citizenship and Social Development	130	**100**	94.7

5.5 Destination of S.6 Graduates 2026

Results of 2026 JUPAS & SNDAS

Number and Percentage of Graduates with Offer

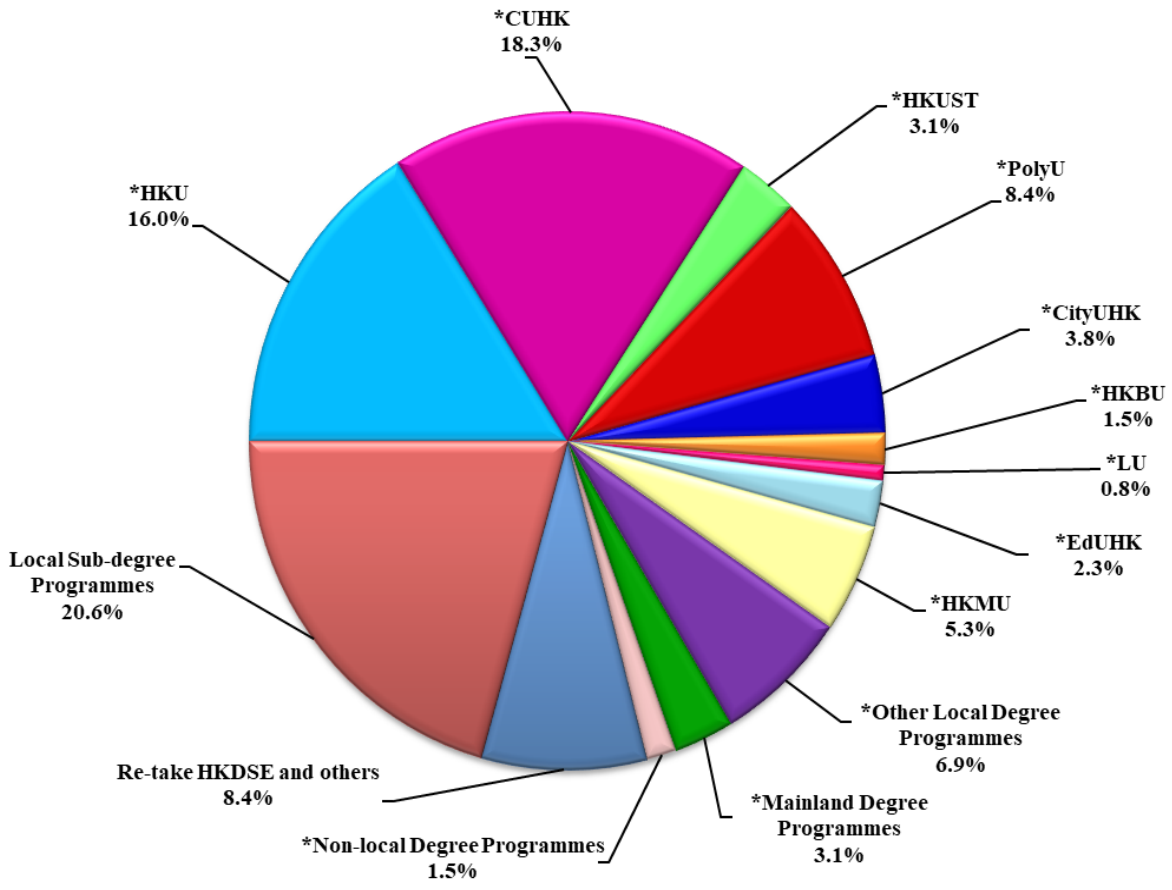
University/SSSDP	Degree	Sub-degree
The University of Hong Kong **HKU**	**21** (16.25%)	---
The Chinese University of Hong Kong **CUHK**	**25** (19.23%)	---
The Hong Kong University of Science and Technology **HKUST**	**4** (3.08%)	---
The Hong Kong Polytechnic University **PolyU**	**11** (8.46%)	---
City University of Hong Kong **CityU**	**6** (4.62%)	---
Hong Kong Baptist University **HKBU**	**2** (1.54%)	---
Lingnan University **LU**	**1** (0.77%)	---
The Education University of Hong Kong **EdUHK**	**3** (2.32%)	**2** (1.54%)
Hong Kong Metropolitan University **HKMU**	**17** (13.08%)	---
Study Subsidy Scheme for Designated Professions **SSSDP**	**14** (10.77%)	---
Subtotal	**104** (80.00%)	**2** (1.54%)
Total Offers	**106** (81.54%)	
Total Number of Graduates	**130**	

Statistics on the Final Destination of S.6 Graduates 2026
(Number and Percentage)

Degree Programme 學士學位課程	**The University of Hong Kong (HKU)** 香港大學	**21** (16%)
	The Chinese University of Hong Kong (CUHK) 香港中文大學	**24** (18.3%)
	The Hong Kong University of Science and Technology (HKUST) 香港科技大學	**4** (3.1%)
	The Hong Kong Polytechnic University (PolyU) 香港理工大學	**11** (8.4%)
	City University of Hong Kong (CityU) 香港城市大學	**5** (3.8%)
	Hong Kong Baptist University (HKBU) 香港浸會大學	**2** (1.5%)
	Lingnan University (LU) 嶺南大學	**1** (0.8%)
	The Education University of Hong Kong (EdUHK) 香港教育大學	**3** (2.3%)
	Hong Kong Metropolitan University (HKMU) 香港都會大學	**7** (5.3%)
	Other Local Degree Programmes 其他本地院校學士學位課程	**9** (6.9%)
	Mainland Degree Programmes 內地大學學士學位課程	**4** (3.1%)
	Non-local Degree Programmes 非本地大學學士學位課程	**2** (1.5%)
Local Sub-degree Programmes 本地院校副學位課程		**27** (20.6%)
Re-take HKDSE and others 重考中學文憑試		**11** (8.4%)
	Total：	**131** (100%)

Final Destination of S.6 Graduates 2026

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 37% of graduates were admitted to the degree programmes of the three main universities, namely the **University of Hong Kong**, the **Chinese University of Hong Kong** and the **Hong Kong University of Science and Technology**.



*** Degree Programmes**

5.6 Inter-school Activities and Awards

5.6.1 Value Education

Activities	Awards	Number obtained
Constitution Territory-wide Inter-school Speech Competition (2024/25)	Active Participation School Award (Junior Division)	1
2025 Constitution and Basic Law Territory-wide Inter-school Competition	Active Participation School	1
2024/25 Citizenship and Social Development Online Game Learning Platform - [慎思明辨學公民]	Champion	1
	Merit	4
	Most Active Participating School	1
The Education Bureau Poster Design Selection on the Use of Thinking Tools	Merit Award	1
Basic Law and One Country, Two Systems Comic Design Competition 2025	First Runner-up	1
	Second Runner-up	2
	Merit	5
	Most Active Participation Award (School)	1
Yuen Long District Anti-Crime Painting Competition	First Runner-up (Secondary Division)	1
	Merit (Secondary Division)	2
"Dreams Come True" Itinerary Design Competition (2025/26)	Most Active Participation School (Senior Division)	1
"2026 Let's Join Hands in Safeguarding National Security" Programme National Security Short Speech Competition	Champion (English)	1
	Most Active Participation Award (School) – Second Runner-up	1
	18 Districts Active Participation School Award N.T. West (Yuen Long District)	1

Activities	Awards	Number obtained
National Security Education Day: Territory-wide Inter-school Drone Show Design Competition	First Runner-up (Junior Secondary)	1
	Most Active Participating School	1
2026 Constitution and Basic Law Territory-wide Inter-school Competition	The Active Participating School Award	1
Territory-wide Inter-school Constitution Speech Competition (2025/26)	Active Participating School Award (Junior Secondary Section)	1
Yuen Long District Junior Police Call National Security Pickleball Competition	Championship – "National Security Shield"	1
Smoke-free Elite Teens Programme 2025-2026	Champion	1
	First Runner-up	1
	Gold Award of Merit Teams	2
The iTeen Leadership Programme for Senior Secondary School Students	Gold Award	10
The Third Chinese Culture Quiz	Merit Award	1
	Most Active Participating School Award – Second Runner-up	1
Citizenship and Social Development Online Reading Award Scheme 2025/26	Most Active Participation Award	1
	Outstanding Performance Award	1
Citizenship and Social Development Thematic Reading Report Competition 2025/26	Award of Excellence in Video and AI Digital Human	1
	Best Presentation Award in Video and AI Digital Human	1
	Best Mentorship Award in Video and AI Digital Human	1
	Merit Award in Interactive Game	1

5.6.2 Outstanding Students

Activities	Awards	Number obtained
The 21st Yuen Long District Outstanding Students Selection 2026 (Junior Secondary)	First Runner-up	1
	Top 10 Yuen Long District Outstanding Students Award	1
	Yuen Long District Outstanding Students	1
The Arete The 11th Outstanding Student Leaders Selection	Top 42 Outstanding Participants	1
The Student of the Year Awards 2025/26	Student of the Year (Community Contributor) Second Runner-up	1
	Student of the Year (Linguist – Cantonese) Top 8 Finalist	1
	Student of the Year (Visual Artist) Top 12 Finalist	1
The Greater Bay Area Outstanding Student Award 2025	Distinction Award (Junior)	1
	Distinction Award (Senior)	1
	Merit Award (Junior)	7
	Merit Award (Senior)	6
Hong Kong Young Ambassador Scheme 2025/26	Outstanding Gold Medal	1
	Outstanding Project Award	1
The 38th HKSAR Outstanding Students Selection	Top 10 HKSAR Outstanding Students	2

5.6.3 Scholarships

Activities	Awards	Number obtained
Sir Edward Youde Memorial Prize	Sir Edward Youde Memorial Prize	2
Heung Yee Kuk Scholarship (Non-academic Fields)	Heung Yee Kuk Scholarship (Non-academic Fields)	5
Youth Arch Student Improvement Award	Youth Arch Student Improvement Award	22

5.6.4 Languages

Activities	Awards	Number obtained
Filial Piety Association 19th Filial Piety Writing Competition	Second Runner-up Junior Secondary	1
	Second Runner-up Senior Secondary	1
	Honorable Mention Junior Secondary	3
	Honorable Mention Senior Secondary	4
	Merit Junior Secondary	1
	Most Creative Title Junior Secondary	1
	Filial Piety Heritage School	1
Hong Kong Institute for Promotion of Chinese Culture National Secondary School Essay Writing Competition (Hong Kong) 2024-2025	Silver Award (Senior Secondary)	1
Letter to Friends Contributing to China-Foreign Relations Secondary School Essay Competition	Outstanding Works	1
"SOW Inspiring" Book Gifting Competition	Outstanding Award	1
English Sayings of Wisdom (SOW) Readathon 2024/25	Outstanding SOW Reading Ambassador	5
English Sayings of Wisdom (SOW) Readathon 2024/25	Participation (School)	1
"Time to Talk" Public Speaking Competition 2025/26	Merit	3
"Time to Talk" Public Speaking Competition 2025/26 Internal Competition	First Prize	3
	Second Prize	4
	Third Prize	3
15th Inter-Government Secondary Schools English Debating Competition	Second Runner-up	1
2026 The Harvard Prize Book	Winners of the Harvard Prize Book Award	3
The 23rd Biliteracy & Trilingualism Composition and Speech Competition	Best Composition – English Senior Secondary	1

Activities	Awards	Number obtained
The HKFYG English Public Speaking Contest 2026	Certificate of Top District Finalists Senior Division	1
	Certificate of District Finalists Senior Division	1
	Certificate of District Semi-Finalists Senior Division	1
	Certificate of Participation of the Best Progress Award Senior Division	1
	Certificate of Participation Senior Division	1
	Certificate of District Semi-Finalists Junior Division	1
	Certificate of Good Performance (Junior Division)	1
Biliteracy & Trilingualism Challenge - The 8th Greater Bay Area cum New Territories West Competition (Junior Secondary)	Gold Merit	1
	First Prize	5
	Second Prize	2
	Best Composition Chinese – Merit Prize	1
	Best Composition English – Merit Prize	3
History e-Reading Award Scheme 2025	Merit	22
	Appreciation Award	144
The China Daily Group "21st Century Cup" National English Speaking Competition Hong Kong Regional – Grand Final	Third Prize (Senior Secondary)	6
	Third Prize (Junior Secondary)	3
Filial Piety Association 20th Filial Piety Writing Competition 2026	Champion Senior Secondary (Hong Kong)	1
	Honorable Mention Junior Secondary (Hong Kong)	2
	Honorable Mention Senior Secondary (Hong Kong)	1
	Merit Junior Secondary (Hong Kong)	1

Activities	Awards	Number obtained
Creative Speech Competition 2025/26	Distinction	1
	Participation	7
The 18th English Radio Drama Competition	Semi-Finalist	1
Save Water on Air Creative Radio Drama Competition (Cantonese)	Second Runner-up	1
The 77th Hong Kong Schools Speech Festival (Chinese and English and Putonghua Sections)	Champion	4
	First Runner-up	15
	Second Runner-up	14
	Certificate of Honours	1
	Certificate of Merit	119
	Certificate of Proficiency	14

5.6.5 STEAM

Activities	Awards	Number obtained
Smart Carbon-Conscious Consumption Quiz Competition Final	Champion (Junior)	1
	Best Cheering Awards	1
CLP Energy for Brighter Tomorrows Award 2025	One of the 20 Awardees	1
The Second Smart Consumption Academy – "My Unique Project Study" Competition	Best Creative Media Award (Junior)	1
	Best Sustainable Consumption Creative Design Award (Junior)	1
	Best Design Award – Bronze (Junior)	1
	Outstanding Project Award (Senior)	1
The Competition on the Mathematics of Information 2025	Silver Award	2
	Honorable Mention	1
Bright Future Cup 2025	Champion	1
	Golden Boot Award	1
	Most Valuable Player Award	1
International Geography Olympiad (iGeo) 2025 cum 14th Hong Kong Geography Olympiad 2024/25	Gold – Representative of Hong Kong, China	1
	Gold	2
	Silver	2
	Bronze	1
	Certificate of Participation	3
	Champion School	1
PolyU Igniting Social Innovation Competition 2025	Best Poster Award	1
	Best Presenter	1

Activities	Award	Number obtained
"My Green Space" Student Competition 2024–2025	Second Runner-up (Junior)	6
	Merit Award (Senior)	2
2025 International Chemistry Quiz (ICQ) (H.K. Section)	Certificate of Excellence	3
	Certificate of High Distinction	5
	Certificate of Distinction	9
	Certificate of Credit	3
2026 International Chemistry Quiz (ICQ) (H.K. Section)	Certificate of Excellence	2
	Certificate of High Distinction	7
	Certificate of Distinction	7
	Certificate of Credit	1
2025 Asian Youth Biomedical Knowledge Olympiad	Champion	1
International Biology Olympiad – Hong Kong Contest 2025	Gold Award	1
	Bronze Award	2
	Honorable Mention	2
	Best School Award – Top 5	1
The 2nd Tencent "Coding Master" Programming Competition	Bronze Award (Open Group)	1
Hong Kong Girl Olympiad in Informatics	Silver Award	1
Hong Kong Olympiad in Informatics 2025/26	Bronze Award (Senior)	3
	Bronze Award (Junior)	1
The 23rd Secondary School Chinese Medicine Competition	Champion	1

Activities	Award	Number obtained
Mathematical Modelling Competition for Secondary Students 2025/26	Excellent Performance Award (Junior)	1
	Merit Award (Senior)	1
	Outstanding Performance Award (Senior)	1
Hong Kong Biology Literacy Awards	Individual Written Test – First Class Honours	4
	Individual Written Test – Second Class Honours	1
	Individual Written Test – Merit	1
	Presentation Contest – 3rd Runner-up & Best School Awards	1
	Presentation Contest – 5th–8th Place & Best School Awards	1
The 43rd Hong Kong Mathematics Olympiad 2025/26	First-class Honour	1
	Second-class Honour	1
	Honorable Mention Certificate	4
	Regional Winner of New Territories West Region	1
New Millennium Robotics Challenge Cup 2026 – Food Guardian Combat	Best Technical Award	1
	Third Prize	1
Hua Xia Cup National Mathematical Olympiad Competition 2026	First Class Prize	2
	Second Class Prize	4
	Third Class Prize	3
Hong Kong Physics Olympiad 2026	Honorable Mention	1

Activities	Award	Number obtained
2025/26 Statistical Project Competition for Secondary School Students	Third Prize (Junior)	1
	Outstanding Performance Prize (Senior)	1
	Certificate of Appreciation (Junior)	1
Economic Infographic Challenge (2025/26)	Excellence Award	60
	Attainment Award	20
The Chemist Online Self-study Award Scheme 2025	Certificate of Diamond	6
	Certificate of Platinum	1
	Certificate of Gold	1
	Certificate of Silver	1
	Certificate of Bronze	4
The International Olympiad in Artificial Intelligence (IOAI) 2026	Bronze Award	1
The IET Hong Kong Faraday Challenge Day 2026	Gold Award (Champion)	1
Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2025/26)	Bronze Award	1
	Honorable Mention Junior Secondary	3
	Honorable Mention Senior Secondary	2
2026 Hong Kong-Shanghai Mathematical Modelling Competition for Secondary Students (HSMMC)	Third Prize	1
The Hong Kong Mathematical High Achievers Selection Contest (2025/26)	Second Honor Award	1

5.6.6 Sport

Activities	Awards	Number obtained
Inter-School Swimming Championships 2025-2026 (Yuen Long District)	Overall First Runner-up Boys C Grade	1
	Overall Third Runner-up Girls C Grade	1
	Overall Second Runner-up Girls B Grade	1
	First Runner-up Boys C Grade 4×50m Medley Relay	1
	Champion Boys C Grade 100m Breaststroke	1
	Champion Boys C Grade 200m Breaststroke	1
	Third Runner-up Boys C Grade 100m Freestyle	1
	Third Runner-up Boys C Grade 50m Breaststroke	1
	Third Runner-up Boys A Grade 4×50m Freestyle Relay	1
	Second Runner-up Boys A Grade 100m Breaststroke	1
	Second Runner-up Boys A Grade 50m Freestyle	1
	Second Runner-up Girls C Grade 4×50m Freestyle Relay	1
	First Runner-up Girls C Grade 100m Backstroke	1
	Third Runner-up Girls C Grade 200m Individual Medley	1
	Champion Girls B Grade 4×50m Medley Relay	1
	First Runner-up Girls B Grade 100m Backstroke	1
	Third Runner-up Girls B Grade 100m Backstroke	1
	Second Runner-up Girls B Grade 50m Freestyle	1

Activities	Awards	Number Obtained
Inter-School Swimming Championships 2025-2026 (Yuen Long District)	Third Runner-up Girls B Grade 50m Freestyle	1
	Third Runner-up Girls B Grade 200m Individual Medley	1
	Second Runner-up Girls A Grade 4×50m Medley Relay	1
	First Runner-up Girls A Grade 50m Backstroke	1
	Second Runner-up Girls A Grade 100m Backstroke	1
	Third Runner-up Girls A Grade 50m Breaststroke	1
WSSA 2025 Asian Open Sport Stacking Championships	Champion Individual Cycle 12U	1
	Second Runner-up Timed 3-6-3 Relay 14U	1
	Second Runner-up Head-To-Head Cycle Relay 14U	1
2025 International Open Tournament	First Runner-up – Double Dutch Speed Relay 4×30	1
Queen's Cup Jump Rope Thailand Open 2025	Champion U16 Double Dutch Speed Relay 4×30 seconds	1
	Champion U16 Double Dutch Speed Relay 1×60 seconds	1
	Second Runner-up U16 Number 8 Double Dutch 60 seconds	1
	Second Runner-up U16 Single Rope Speed Relay 4×30 seconds	1
AS Watson Group Hong Kong Student Sports Awards 2025-2026	Hong Kong Outstanding Student Sports Awards	1
Inter-School Cross Country Competition 2025-2026	Seventh Place Girls A Grade	1
	Eighth Place Girls A Grade Individual	1
	Tenth Place Girls C Grade Individual	1

Activities	Awards	Number Obtained
2025 Hong Kong Dodgeball (Single-ball Style) Rookie Competition	Third Runner-up (U18 Girls)	1
Rope Skipping Competition 2026 Flash Cup	Second Runner-up Overall – Secondary Division	1
	Champion Double Dutch Speed Sprint 30s	1
	First Runner-up Double Dutch Speed Sprint 30s	1
	First Runner-up 1 minute Four Person Long Rope Relay (Advanced Girls' Division)	1
	Second Runner-up 1 minute Four Person Long Rope Relay (Advanced Girls' Division)	1
Hong Kong Sport Stacking Open 2026	Second Runner-up Division 1 Individual 3-6-3	1
	Top 4 Division 1 3-6-3 Time Relay Team	1
	Top 5 Division 1 Individual Cycle	1
S.K.H. Ling Oi Primary School 30th Annual Sports Day Invitational Relay	Second Runner-up Secondary School Boys	1
	Merit Prize Secondary School Girls	1
2026 Hong Kong Secondary Schools Dodgeball (Single-Ball Format) Championship	Champion New Territories West Secondary Girls	1
	Second Runner-up Hong Kong Secondary Girls	1
Inter-School Football Competition 2025-2026	Merit Prize Boys' Junior	1
Inter-School Table Tennis Competition 2025-2026	Third Runner-up Boys B Grade	1
	Merit Prize Boys C Grade	1
Inter-School Basketball Competition 2025-2026	Merit Prize Boys A Grade	1

5.6.7 Art

Activities	Awards	Number obtained
Hong Kong Schools Drama Festival 2025/26	Award for Outstanding Performer	3
	Award for Outstanding Director	1
	Award for Commendable Overall Performance	1
The 8th Inter-Government Secondary Schools Drama Fest 2025/26	Award for Outstanding Performer	1
	Award for Outstanding Director	1
	Award for Outstanding Script	1
	Award for Outstanding Cooperation	1
	Award for Outstanding Special Effect	1
	Merit Award for Makeup and Costume Design	1
	Award for Commendable Overall Performance	1
	Adjudicator's Award	1
The 62nd Schools Dance Festival – Jazz & Street Dance (Secondary Section)	Jazz Trio – Highly Commended Award	1
	Choreography Award (School)	1
	Honors Award (School)	1
The 62nd Schools Dance Festival – Chinese Dance (Secondary Section)	Highly Commended Award	1
Hong Kong Palace Museum: My Learning Footprints' Commemorative Stamp Design Competition	Second Runner-up	1
International Life Creative Arts Culture Sunlight & Early Summer, Boundless Creativity: 2026 Greater Bay Area Students Short Film Competition	Champion (Secondary School)	1

Activities	Awards	Number Obtained
Yuen Long District Dance Competition 2025	Gold Award	1
The 9th Grantham Visual Arts Award 2025/26	Junior Secondary Scholarship	1
12th Yuen Long District Star of Arts Programme 2025/26	Star of Arts	1

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5.6.8 Music

Activities	Awards	Number obtained
77th Hong Kong Schools Music Festival		
Cantonese Opera Solo (Zihou) (Secondary School — Senior)	Gold	1
Graded Piano Solo — Grade Five		1
Piano Duet — Junior		1
Zheng Solo — Senior		1
Zheng Solo — Junior	Silver	1
Cantonese Operatic Songs Solo — Pinghou Solo — Junior Secondary		1
Chinese Instrumental Ensemble — Secondary School		18
Descant Recorder Solo — Secondary School — Age 16 or under		1
Erhu Solo — Intermediate		1
Flute Solo — Secondary School - Senior		1
Graded Piano Solo — Grade Eight		3
Graded Piano Solo — Grade Five		1
Graded Piano Solo — Grade Four		1
Graded Piano Solo — Grade One		1
Graded Piano Solo — Grade Seven		2
Graded Piano Solo — Grade Six		2
Graded Piano Solo — Grade Three		2
Piano Duet — Junior		1

Activities	Awards	Number obtained
77th Hong Kong Schools Music Festival		
Pipa Ensemble — Secondary School	Silver	7
Pipa Solo — Intermediate		2
Tom Lee Music Scholarship for Piano Solo		1
Vocal Solo — Foreign Language — Female Voice — Secondary School — Age 16 or under		1
Yangqin Solo — Junior		1
Zheng Solo — Intermediate		2
Erhu Ensemble —Secondary School	Bronze	4
Graded Piano Solo — Grade Seven		1
Graded Piano Solo — Grade Six		1
String Ensemble Secondary School — Junior		4
Xylophone Solo — Junior		1

5.6.9 Community Service

Activities	Awards	Number obtained
Social Welfare Department Yuen Long District Outstanding Volunteer Election 2025	Merit (Secondary School)	1
The Hong Kong Federation of Youth Groups Appreciation for Volunteer Service 2025-26	Gold Award	25
	Silver Award	20
	Bronze Award	10

6. Financial Summary

Government and Non-government Fund

6.1 ESCBG Account 2025-2026 Financial Year

	Income $	Expenditure $
Balance B/F from 2024-2025 Financial Year	1,234,705.00	---
(a) Non-school-specific Grants		
- Subject Grants	623,956.00	363,092.90
- Other Education Purposes	0	175,944.75
- Baseline adjustment - GSS	(123,944.00)	0
Sub-total:	500,012.00	539,037.65
(b) School-specific Grants		
- Composite IT Grant	551,165.00	258,914.00
- SBM Top-up Grant - GSS	50,271.00	0
- Capacity Enhancement Grant	637,457.00	673,882.92
Sub-total:	1,238,893.00	932,796.92
Unspent provision to be carried forward to 2026-2027 Financial Year	1,509,818.00	---

6.2 Extra-curricular Account 2025/26 School Year

	($)
Balance B/F from 2024/25 School Year	279,387.13
Income Contribution from Students and Government	230,151.82
Expenditure Extra-curricular Activities and Programmes	346,129.65
Year Profit	(115,977.83)
Total Balance C/F for ECA A/C in 2025/26 School Year	163,409.30

6.3 SMI Fund Account 2025/26 School Year

	($)
Balance B/F from 2024/25 School Year	134,952.24
Income	2,090.27
Expenditure	24,314.76
Year Deficit	(22,224.49)
Total Balance C/F for SMI Fund A/C in 2025/26 School Year	112,727.75

7. Future Planning

7.1 School Development Plan 2025-2028

Major Concern 1: To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities

1.1 **To enhance patriotic education and cultivate global awareness among students**

- To nurture students' positive values and attitudes towards our country with theme-based national and global issues in all subjects
- To organize learning activities to infuse value education across different subjects
- To provide opportunities for students to integrate and to present the learning outcomes from the School Based national education curriculum and other learning activities through different platforms
- To encourage students to translate patriotic sentiments into action by providing more chances for them to participate in and organize patriotic education activities

1.2 **To broaden students' knowledge and strengthen their generic skills for the 21st century**

- To coordinate different subject departments to organize theme-based information technologies (IT) and STEAM related activities such as projects, workshops and competitions at suitable time intervals to enhance students' interest and motivation to explore the related fields
- To strengthen students' ability to use emerging and advanced IT, such as Artificial Intelligence (AI), properly in learning and daily life through formal and informal curricula
- To provide students with a school-based Information Literacy (IL) curriculum by incorporating the nine different IL areas in selected subjects at the proper time to facilitate the application of IL
- To insert appropriate IL learning activities in highly relevant subjects to provide students with learning experiences which involve the application of generic skills and upholding of positive values and attitudes

1.3 **To boost students' biliterate and trilingual competency**

- To further improve students' biliterate and trilingual skills through promoting reading in learning through a Reading-across-the Curriculum (RaC) approach
- To further enhance students' interest in language learning through encouraging students to participate in various activities and programmes
- To further enhance students' confidence in using biliterate and trilingual skills in learning and communication through developing a language-rich environment and cross-curricular activities
- To further enrich students' language learning experiences by promoting widespread use of English through providing interaction opportunities in English in and out of the classroom and a Language-across-the-Curriculum approach (LaC)

Major Concern 2: To nurture our students into patriotic and healthy citizens capable of achieving their life plans

2.1 To further enhance the sense of national security among students

- To encourage students to delve into the history and culture of the country through different kinds of well-organized activities
- To deepen students' understanding of global trends that affect the security and development of our country through various channels and activities
- To update students' knowledge about the latest development of our country and the areas in which they can contribute themselves to the development of our country through various channels and activities

2.2 To boost students' physical and mental health by promoting healthy lifestyles on the school campus

- To promote widespread participation in physical exercise among students by stimulating their enthusiasm through various activities and programmes
- To promote the proper use of digital media and gadgets by promoting healthy digital habits among students
- To encourage students to actively participate in uniform teams' activities by setting up an award scheme and optimizing the organization of the uniform teams

2.3 To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set

- To help students understand, accept and appreciate themselves through values education and self-exploration programmes
- To help students understand the multiple pathways and ever-changing world of careers by connecting them to tertiary institutions and different fields of work through various activities
- To help students set suitable goals for themselves and reach their goals through proper coaching, teaching them suitable techniques and developing in them an attitude for success

7.2. Annual School Plan 2026/27

Major Concern 1: To empower students by deepening patriotic education in the curriculum, strengthening STEAM and IT skills, and enriching biliterate and trilingual competency, enabling them to navigate future challenges and opportunities

1.1 **To enhance patriotic education and cultivate global perspectives among students**

- To nurture students' positive values and attitudes towards our country with theme-based national and global issues in all subjects with reference to the updated Curriculum Framework of National Security Education in 2025
- To organize learning activities to infuse value education across different subjects
- To provide opportunities for students to integrate and to present the learning outcomes from the School Based national education curriculum and other learning activities through different platforms
- To encourage students to translate patriotic sentiments into action by providing more chances for them to participate in and organize patriotic education activities
- To provide opportunities for students to develop global perspectives by systematically introducing global issues into the curriculum design across various subjects

1.2 **To broaden students' knowledge and strengthen their generic skills for the 21st century**

- To organize interdisciplinary theme-based information technologies (IT) and STEAM related activities including projects, workshops and competitions to enhance students' interest and motivation to explore the related fields
- Staying abreast of the Blueprint for Digital Education Development in Secondary Schools, to strengthen students' ability to use emerging and advanced IT, especially Artificial Intelligence (AI), properly in learning and daily life through formal and informal curricula
- To provide students with a school-based Information Literacy (IL) curriculum by incorporating the nine IL areas across subjects to facilitate the application of IL in different subjects
- To organize IL learning activities to provide students with learning experiences which involve the application of generic skills, skills in using AI and upholding of positive values and attitudes
- Staying abreast of the Blueprint for Digital Education Development in Secondary Schools, to empower students to critically evaluate online information, responsibly use digital platforms and utilize technology effectively for real-world problem-solving by integrating digital literacy (media literacy and cybersecurity) into the curricula of various subjects

1.3 **To boost students' biliterate and trilingual competency**

- To further improve students' biliterate and trilingual skills through promoting reading in learning through a Reading-across-the Curriculum (RaC) approach with collaboration among different KLAs
- To further enhance students' interest in language learning through encouraging students

to participate in various activities and programmes to boost the motivation of reading and foster a love for reading

- To further enhance students' confidence in using biliterate and trilingual skills in learning and communication through developing a language-rich environment and cross-curricular activities
- To further enrich students' language learning experiences by promoting widespread use of English through providing interaction opportunities in English in and out of the classroom and a Language-across-the-Curriculum approach (LaC)
- To encourage reading habits and collaborative school reading culture by organizing open-access community book corner by KLAs to facilitate book swapping among students

Major Concern 2: To nurture our students into patriotic and healthy citizens capable of achieving their life plans

2.1 **To further enhance the sense of national security among students**

- To cultivate students' moral character, deepen their knowledge about Chinese culture, and boost their cultural confidence and commitment to promote Chinese culture by providing more opportunities to learn the essence of Chinese culture
- To raise students' awareness of the global trends that affect national security and development and the areas in which they can contribute themselves to national development, and bolster their national pride in the latest achievements of our country through display and broadcast of well-selected information on the school campus and organisation of suitable activities and career and life planning programmes
- To strengthen students' commitment to safeguarding national security by setting up a team of students responsible for planning and organizing national security activities for schoolmates

2.2 **To boost students' physical and mental health by promoting healthy lifestyles on the school campus**

- To promote mental health by arranging selected students to learn more about relaxation techniques and methods of managing pressure
- To relieve the pressure of students in S1, S2, S3 and S4 related to their studies by arranging more focused adaptation programmes for them
- To promote widespread participation in physical exercise among students through effective use of a record system and award schemes, continuous introduction of new sports, selecting students for suitable sports programmes, and organization of more inter-class and inter-house competitions
- To promote the proper use of digital media and gadgets by arranging suitable activities for selected students to learn strategies for maintaining a healthy digital lifestyle
- To promote healthy lifestyles by encouraging S1 and S2 students to actively participate in uniform team activities
- To promote healthy lifestyles by creating more opportunities for students to perform music and dance and grow plants on the school campus
- To empower parents to positively guide their children's career and life planning and to support the development of healthy lifestyles by arranging suitable educational programmes for parents

2.3 **To maximize the benefits of career and life planning by strengthening the guidance and support for students to achieve the goals they set**

- To empower students to understand, accept and appreciate themselves by arranging self-acceptance and self-exploration programmes suitable for specific levels
- To help students navigate multiple pathways and the ever-changing world of work by better connecting them to tertiary institutions and diverse fields of profession by

soliciting more resources and support from alumni and the community

- To help students set and achieve suitable goals by strengthening the coaching mechanism, teaching techniques for setting achievable goals related to their studies, career and wellness, and cultivating an attitude of success