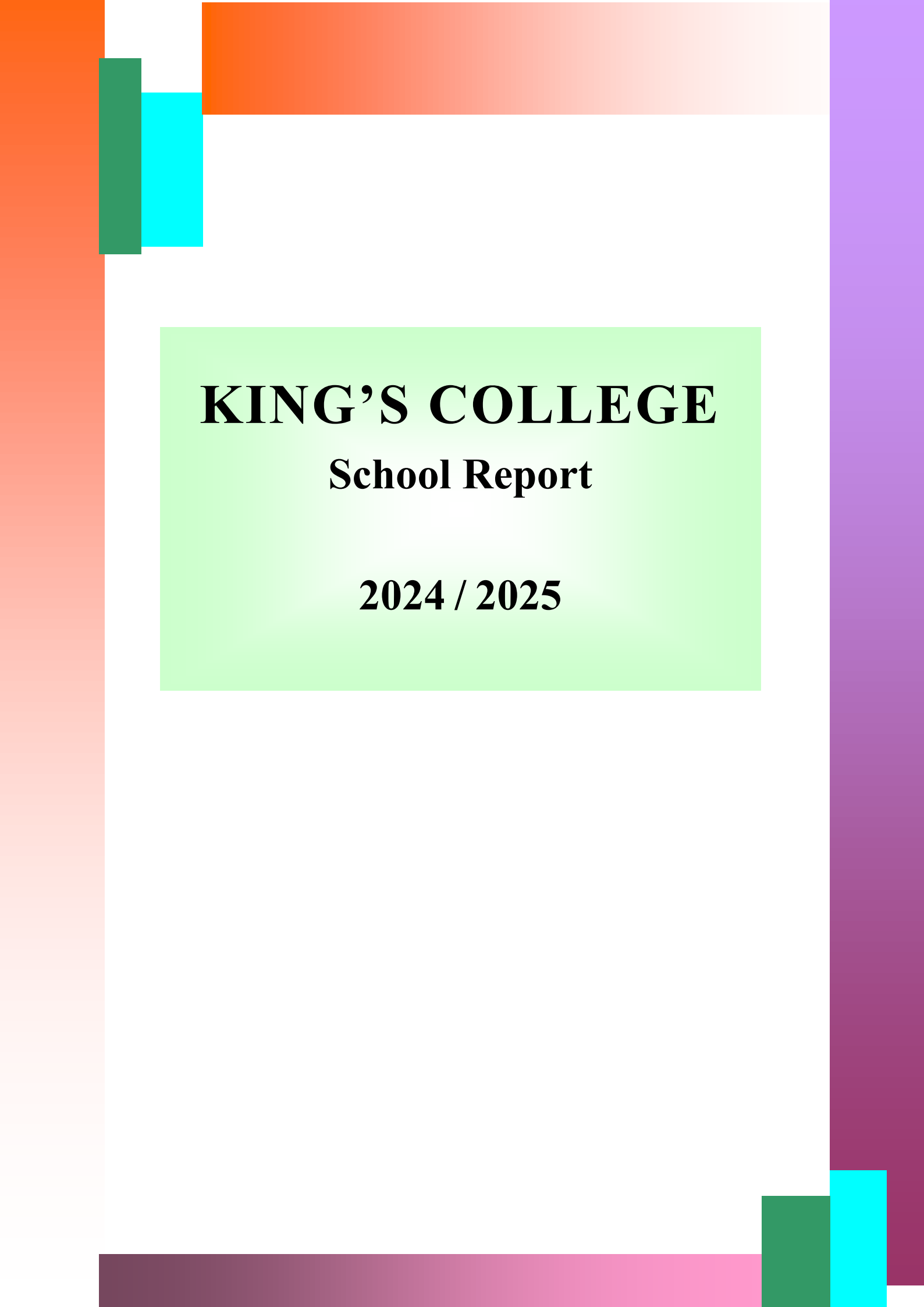




KING'S COLLEGE

School Report

2024 / 2025

Annual School Report 2024/2025

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1. Our Mission, Goals and Values

Our Mission

To help each student fully discover and develop his potential, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic spheres and a learning environment that is disciplined, stimulating and forward-looking.

Our Goals

1. To promote the learning of knowledge, skills, and attitudes needed to meet the challenges of a changing world.
2. To broaden minds and to promote awareness that learning is a life-long process.
3. To develop an inquiring mind and the ability to find, evaluate, and use the information to solve problems and to encourage independent thinking and creativity.
4. To promote self-esteem, positive attitudes, and sound physical and mental health.
5. To promote respect for others and constructive interpersonal relationships.
6. To promote a better understanding of the forces that shape modern society at the local, national, and world levels and to encourage a caring attitude and greater civic awareness.
7. To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
8. To promote the ongoing professional development of staff and to encourage a developmental culture within the school.
9. To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies, and by working closely with parents and with the community.

Our Values

We share and seek to promote the following values and attitudes:

- ✧ Initiative and self-motivation in learning
- ✧ Self-discipline, respect for law and order, and responsible behaviour
- ✧ Self-respect, respect for the rights of others, and appreciation of other people's achievements and efforts
- ✧ Active involvement in school life and a sense of responsibility and commitment among student leaders
- ✧ A caring attitude and service towards others and the community at large
- ✧ A commitment to excellence in what we undertake to do
- ✧ A positive, forward-looking attitude towards life and a healthy lifestyle
- ✧ Living in harmony with our environment

2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 90 years, it has graduates excelling in all walks of life and all over the world.

School Management Committee

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
Number (Percentage)	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

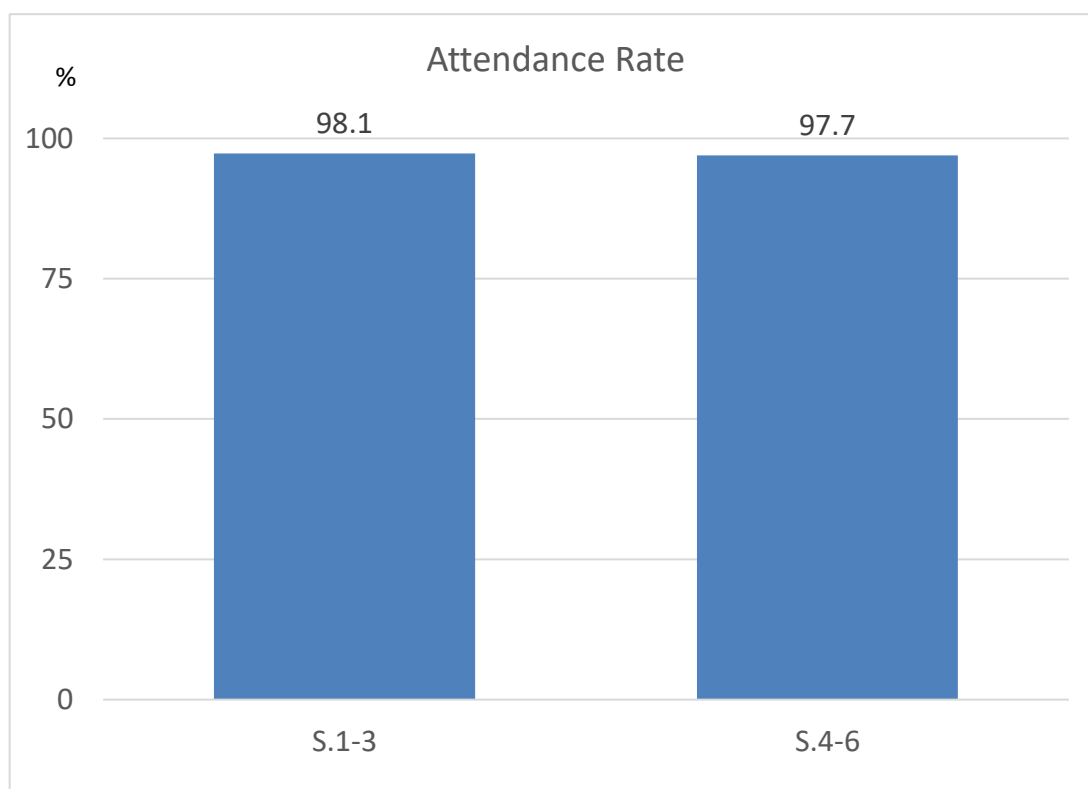
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	140	136	128	118	114	120	756

Unfilled Places

There are 60 unfilled places throughout the year.

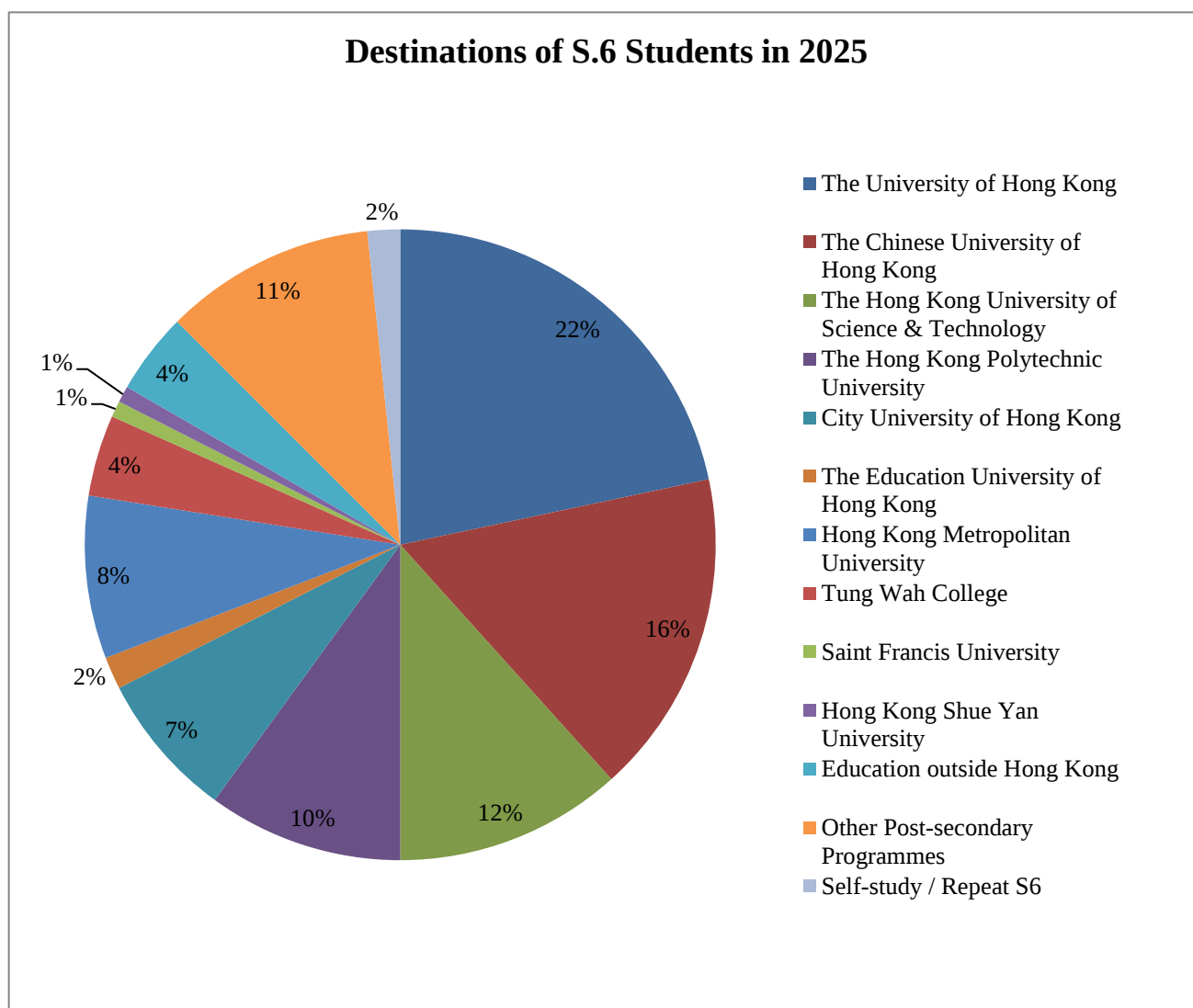
Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	1.4%	2.9%	2.3%	1.7%	0.9%	0.8%	1.7%

Destinations of S.6 Graduates



4. Our Teachers

Teachers' Qualifications

Highest Academic Qualifications attained by teachers

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	0	0%
Bachelor's Degree	24	44%
Master's Degree or above	31	56%

Teachers with professional qualifications, subject training in the core-three subjects & meeting Language Proficiency Requirement

Teachers' Qualifications	Percentage
Professional Qualification	89%
Subject-trained (Chi)	77%
Subject-trained (Eng)	90%
Subject-trained (Maths)	91%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	100%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	8	14.5%
5-9 years	8	14.5%
10 years or above	39	71%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
2932.8 hours	55.3 hours

5. Achievements and Reflections on Major Concerns; Feedback and Follow-up

Major Concern 1: To Empower Students as Thriving Life-long Learners in the 21st Century

Target 1: To strengthen students' collaborative skills through student-centred learning experiences

Achievements

(i) Cross-curricular theme-based assignments and KLA weeks

- Students were assigned group projects that integrated concepts, skills, and knowledge from two or more KLAs. The cross-curricular projects effectively engaged students in developing a broad knowledge base, requiring them to integrate concepts from multiple disciplines.
- Students' learning was rated highly on the APASO-III survey in terms of learning initiative and readiness to set their own learning objectives, with both junior and senior form students rated in the top quartile (P-Score 85.7). Through the projects, they effectively researched complex cultural topics before lesson time, synthesising information from diverse sources into coherent presentations and reports. Their ability to articulate findings clearly, both in written work and oral presentations, showed remarkable improvement due to the preparation work. Collaboration and interpersonal skills were consistently applied across all projects, especially during group-based research, data collection for the Economics project, and collaborative presentation preparations. The projects also highlighted students' growth in critical thinking, problem-solving, and creativity. For instance, in the Chinese-Chinese History project, students analysed the historical contexts of the Hangzhou learning trip, evaluated the economic significance of cultural industries, and devised creative ways to present complex information (e.g., connecting heritage preservation to modern sustainable development). Information technology skills were applied extensively as students utilised digital tools for research, data analysis, creating multimedia presentations, and potentially managing project logistics. Similarly, the Economics-BAFS collaboration encouraged consideration of cultural assets within global economic frameworks and sustainability contexts, broadening their global perspective. The Putonghua-Science-Mathematics project was a creative collaboration that spanned a broad knowledge base, encompassing Putonghua pronunciations, investigations of natural phenomena in the carbon cycle, data management and presentation, Mathematical estimations, and even comparative philosophies. Last but not least, the English-History class took the art of two-sided argumentative essay writing into the realm of History, where students were prompted to discuss global perspectives on whether the United Nations had done enough

to tackle environmental problems, thereby paving the way for students to become well-informed and conscious global citizens.

- The School excelled in designing authentic, interdisciplinary learning experiences that move far beyond textbook knowledge. According to the stakeholder survey, nearly 90% of teachers felt that the School has strategically provided students with diverse learning experiences inside and outside the classroom, taking into consideration their learning diversity. Almost 80% of teachers agreed that the School has appropriately arranged students' learning time to connect their learning inside and outside of the classroom. The various cross-curricular-related and KLA-weeks-related study trips have exemplified this. The Chinese Cultural Heritage Exploration Trips for S.4 and S.5 students in November immersed students in China's historical and cultural heartland, requiring them to investigate tangible heritage and analyse its impact on modern lifestyles and economies through primary research and structured reporting. The Business Environment in the Greater Bay Area (with a focus on Huizhou) Trip for S.4 students in April was equally inspirational. Students engaged directly with complex economic realities – analysing national policies, conducting comparative cost assessments, collecting socioeconomic data, interviewing businesses, and even applying theoretical economic models to make predictions of regional impacts on Hong Kong. Similarly, as part of the featured activities in PSHE Week, the History Heritage Tour in Pingshan in the New Territories prompted students to explore local cultural conservation. This Pingshan Heritage Trail for S.2 students provided crucial local context, fostering appreciation for Hong Kong's unique cultural layers alongside national and regional perspectives. This triad of experiences – local, national, and regional – created a rich learning environment for students.
- The School leveraged these study trips as powerful catalysts for holistic development. By immersing students in authentic cultural and economic contexts and structuring these experiences around challenging, interdisciplinary projects requiring research, analysis, collaboration, and creative output, the School successfully fostered not only subject-specific mastery but also critical thinking, problem-solving, self-management, and communication skills essential for lifelong learning and engaged citizenship in a complex world.
- The School demonstrated strong leadership in fostering continuous improvement and holistic development through KLA Weeks initiatives, which took place at various times throughout the school year. This is reflected in the teachers' responses to the stakeholder survey. 87.3% of teachers agreed that the School has set appropriate development priorities to facilitate students' whole-person development as well as clear targets in accordance with these priorities. In addition, over 80% of students were very positive about the experiential learning and agreed that the Chinese Cultural Week had sparked their interest in learning more about Chinese

History and culture. By treating the Cultural Week as a prototype for growth, the School modelled the very ethos of lifelong learning it sought to instil.

- This school year's two-phase STEAM Fair vividly demonstrated the School's commitment to enriching student learning experiences beyond the traditional curriculum. Phase One transformed the hall into a dynamic showcase of outstanding student achievements across diverse STEAM disciplines, where our students confidently presented award-winning projects to external guests and junior peers. Exhibits ranged from competitive chemistry and biology research to mathematics, robotics, student-designed mobile apps, AI-driven cars, and laser engraving, highlighting the global and interdisciplinary nature of the learning experience. Phase Two further expanded opportunities by hosting an inter-school AI Innovation Contest at our school. Junior form students also enjoyed immersive AR technology and practical applications through a meaningful soft meal activity. Collectively, the STEAM Fair proved to be an enjoyable and educational platform for students to showcase their achievements and explore related fields further, as 83% of students were satisfied with all the learning activities, and 82% of students expressed that they had learned more about technological development around the world.
- Introducing a new dimension to language enrichment, this year's inaugural English-Putonghua Weeks significantly broadened students' learning experiences beyond the traditional English Week. This initiative fostered holistic development by creating diverse opportunities for practical language application, cultural appreciation, and collaborative learning. The Trilingual and Biliterate Quiz Contest successfully enhanced the atmosphere of learning and engagement among participants and the audience. The involvement of former students as question setters and MCs added a personal touch that resonated well with both the contestants and the floor audience. The feedback received from students was overwhelmingly positive. They appreciated the relevance of the questions to their personal experiences, pop culture and current affairs, stating that it made the learning process feel more meaningful. Participants interviewed noted that the quiz contest was a "fun-filled yet meaningful learning experience" that extended beyond the traditional classroom setting. Students reported an increased confidence in their language skills and cultural understanding, attributing this improvement to the quiz format and the engaging nature of the questions. During English-Putonghua Speaking Days, the majority of S.1 and S.2 students engaged directly with non-language teachers, thereby boosting their confidence in real-world communication. Form-based activities, such as the S.1 and S.2 Book Report Competitions and the S.3 Battle of the Books competition, promoted teamwork, critical thinking, and linguistic awareness. Furthermore, drama appreciation and dedicated reading and culture workshops were organised to deepen literary engagement, nurture critical analysis skills, and broaden cultural understanding. According to the activity surveys, over 80% of students

agreed that the activities beyond the classroom offered them extra chances to develop themselves into more confident English language learners.

(ii) Deepening pedagogical impact through student-centred learning approach and external learning community

- With the coordination of the Pedagogy Committee, five class demonstration sessions were conducted to showcase how different KLAs brought out the best learning practices in students through a student-centred learning approach. According to a stakeholder survey, 66.1% of students expressed that teachers' questions inspired them throughout their learning process, and 64.9% felt that teachers allowed them to explore a variety of topics. In a lesson from S.4 Chemistry on investigating the properties of dilute hydrochloric acid, students took ownership of their lab tests. The learning process significantly developed their critical thinking, scientific investigation skills, and ability to work independently. S.2 students in a Geography Pedagogy lesson, on the other hand, conducted research on and learned about the historical background and mechanism of Chinese hybrid rice. They had an interesting assignment to creatively design their own hybrid rice, choosing their own nutrients and ingredients, which fostered creativity and problem-solving skills. Apart from students' creativity in learning, teachers' readiness to incorporate A.I. in lesson design was also evident in an S.1 Chinese Pedagogy lesson, where they learned about expository techniques through practical examples and real-life commercials, and in turn, designed their own advertisements, effectively applying communication skills and creative thinking. In a computer literacy Pedagogy lesson demonstration with S.3 students, a student-centred approach was demonstrated through the building of a translator app. Students had the opportunity to design and personalise this mobile app, which could be used practically, thereby developing their technological literacy and innovative problem-solving abilities. The last lesson demonstration of the school year was conducted by the Mathematics department, where S.4 students learned about the properties of circles using interactive apps and carefully designed diagram aids created by subject teachers. As such, learning diversity was catered for as students manoeuvred at their own pace and learning progress was constantly assessed and reaffirmed, promoting self-directed learning skills.
- The pedagogy lesson observation practice is a core component of our school's ongoing commitment to enriching students' learning experiences and promoting holistic development and lifelong learning. Such a structured process ensures continual refinement of student-centred approaches. Subject teachers from other disciplines observed each pedagogy lesson. The feedback collected provided invaluable suggestions, insights, and constructive comments on the lesson's effectiveness in fostering deep engagement and diverse learning skills. In the year-end evaluation, the comments served as a critical step in refining teachers'

practice to better nurture students' intellectual curiosity, critical thinking, and capacity for independent learning. To maximise the impact, the Pedagogy Committee summarised the highlights and key strategies of each lesson in staff meetings and invited teachers to share their insights further, disseminating successful techniques that actively cultivate students' lifelong learning dispositions and multifaceted development across the School. As such, learning aims of knowledge mastery and learning motivation rated positively in our school (P-Score 85.7) on APASO.

- Committing to continuous professional development in teaching and learning, the School implemented new measures this year to systematically enhance the effectiveness of its subject panels. A cornerstone initiative involved nominating experienced teachers within each subject to spearhead the learning and teaching of specific topics by sharing insights into teaching challenges, pedagogical implications, and effective strategies with less experienced colleagues. Departments, including Chinese, CS, English, ICT, and Mathematics, walked the extra mile to provide teaching footage in short videos for future reference. Critically, resources and collective wisdom generated were archived and shared, creating a sustainable knowledge repository to support ongoing teacher growth and ensure best practices are readily accessible.
- Complementing robust internal collaboration, the School has actively fostered valuable professional exchanges with external partners. The Chinese Department partnered with Belilios Public School and Queen's College in a learning circle, through which subject teachers exchanged pedagogical ideas and conducted professional sharings pinpointing the teaching and learning of S.4 argumentative essay writing. Besides Chinese, Two Mathematics teachers participated extensively in an EDB learning circle focused on mathematical modelling. Throughout the year, they engaged in workshops and professional dialogues with peers from other schools. Facilitated by EDB personnel, they observed lessons externally and hosted an open lesson at our School, which received highly positive feedback and stimulated fruitful post-lesson discussion. Furthermore, the STEAM Education Committee actively contributed to a Government Secondary Schools Learning Circle comprising 18 member schools, centred on sustainable development in AI education. This involved regular meetings, workshops, and the use of an online platform for resource sharing and conferencing. A highlight was the School's hosting of a well-attended AI innovation contest, welcoming participating students and staff from other network schools.
- Additionally, the English Department engaged in a school-based support programme supported by Hong Kong Polytechnic University, where experts collaborated with the English teachers to develop innovative LAC teaching materials for humanities subjects in our School. Such collaboration has aimed to enhance student motivation and proficiency in

using English effectively across PSHE subjects. The programme also facilitated diverse student-centred learning activities, including competitions and game booths, explicitly designed to foster lifelong learning habits.

- These multidimensional initiatives collectively underscored the School's proactive performance in leading the professional team towards continuous improvement. The leadership of the subject panel and teachers' professional development are rated positively by teachers in the stakeholder survey (with scores of 4.4 and 4.0, respectively). By establishing structured internal mentorship and cultivating rich external partnerships, the School empowered its teachers with enhanced skills and resources. This investment directly translated into enriched classroom experiences, promoting students' holistic development through interdisciplinary learning and fostering the critical thinking, creativity, and self-directed engagement essential for lifelong learning.

Reflections

- Building upon our theme of Environment, teaching colleagues excelled in designing multifaceted projects that seamlessly integrated diverse academic disciplines. According to stakeholder survey responses from teachers and students, both rated 3.7 on students' learning inside and outside of the classroom setting. Feedback from teachers showed that these assignments enabled students to recognise tangible connections between subjects while applying theoretical knowledge to environment-related topics. This initiative was further strengthened through KLA weeks that reinforced the environmental focus, creating a cohesive learning atmosphere that extended beyond traditional classrooms. Through carefully designed student-centred activities and experiential learning opportunities, we observed enhanced engagement as students discovered more meaningful applications for their studies. With another annual theme planned for the coming year, we anticipate expanding these student-centred approaches through an even wider variety of pedagogical initiatives and collaborative projects.
- One notable area of improvement suggested by APASO is the teaching of instructions and support for junior forms (Q-Score 85). This prompted the School's commitment to advancing teaching excellence, as manifested through the Pedagogy Committee's coordination of professional lesson demonstrations, particularly for the junior forms. These structured exchanges provided vital platforms for pedagogical dialogue, particularly focusing on refining student-centred methodologies and cultivating collaborative competencies. These efforts directly support our three-year major concern objective: nurturing students to develop the skills necessary for lifelong learning. Additionally, we conducted targeted professional sharing sessions within individual subject panels to promote good teaching practices and

strategies. As this initiative has been launched this year, we recognise opportunities to enhance its reach next year—especially for less experienced subject teachers—through developing supplementary resources, such as concise instructional videos that capture exemplary practices. Our vision remains to systematically preserve, refine, and redeploy our collective pedagogical wisdom, creating an enduring culture of teaching excellence.

- Participation in external learning communities yielded particularly valuable professional insights this year. Our involvement in an EDB-facilitated mathematical modelling learning circle, collaborating with multiple partner schools, provided exceptional opportunities for the co-development of teaching approaches. This network featured reciprocal lesson observations and sharing sessions enriched by mainland Chinese specialists in mathematical modelling teaching as well as EDB personnel. A notable highlight was our School's selection as one of only two institutions invited to the learning circle to share our experience and exhibit students' work at the EDB Teacher Professional Development showcase. The Mathematics department and the STEAM Education Committee's participation have demonstrably broadened instructional perspectives and inspired new ideas for facilitating enriched student learning experiences. We look forward to the participation of other subjects in these external professional networks in the upcoming academic year to further enhance our teaching practices.

Target 2: To enhance students' communication and reading competence

Achievements

(i) Manipulation of technology in enhancing writing and speaking competence

- The strategic integration of AI applications significantly advanced students' core communication competencies. For S.5 and S.6 English, an AI-speaking app provided individualised practice in fluency and pronunciation, enabling measurable progress in oral expression. S.6 students also utilised an AI writing tool for Chinese composition, refining structural coherence and vocabulary precision, while S.4 English learners employed a similar AI platform for writing, enhancing grammatical accuracy and argumentative clarity. Collectively, many students benefited from these technologies, especially S.6 students who required immediate feedback on their learning performances. Feedback from S.6 students was overwhelmingly positive, as they enjoyed the app's instant and granular feedback, which helped identify their major weaknesses in both language speaking and writing. S.4 users also reported that the tool highlighted specific strengths and weaknesses in their writing, particularly in refining their word choices and enhancing their awareness of audience and tone. The tool was particularly beneficial for developing persuasive and engaging writing.

From the teachers' perspective, the tool allowed teachers to gain insights into common writing problems among students, saving time on individual queries and enabling them to focus on broader instructional strategies

- By adopting and experimenting with AI-driven speaking and writing tools across some forms, the School transformed traditional language practice into dynamic, personalised learning experiences. The AI speaking app offered on-demand feedback, fostering self-directed improvement beyond classroom hours. Similarly, the AI writing app supports in S.6 Chinese and S.4 English, providing instant analytical critiques. In particular, some S.4 students expressed that while the tool provided valuable feedback, students may struggle with DSE-styled writing contexts or complex arguments, potentially leading to oversights in more advanced writing. Students then have learned not to become overly reliant on the tool; instead, they should focus on the development of their independent writing skills. The encouragement of AI use has demonstrated the School's effort to promote lifelong learning by equipping our students to become 21st-century learners.
- The School demonstrated proactive leadership in pedagogical innovation through its adoption of these AI language tools, as it saw every opportunity to empower staff to elevate instructional quality and, more importantly, students' self-directed learning capacity. As writing and speaking are equally essential to presentation and communication tasks in non-language subjects, elements of AI assistance were also evident in some classroom learning tasks, such as Pedagogy lesson demonstrations, where AI provided excellent aids in brainstorming and offered helpful advice to students to complete the tasks. According to surveys, students spend a significant amount of time using information technology for actual learning (Q-Score 116). The manipulation of such technology to suit the learning tasks continues to foster a vibrant culture that promotes holistic development and lifelong learning for students.

(ii) Enhancing students' reading competence

- Overall, surveys indicate that students are fairly enthusiastic about reading (P-Score 80.7). For S.1 and S.2 students, English book report competitions were organised to consolidate students' learning experiences with English readers. Students' good works were recorded for peer sharing and learning. Some were also exhibited on display boards and other publications. The Promotion of Reading Committee organised several form-based activities in collaboration with the Library Committee and the English Society. S.1 students participated in the SkiMaster English Newspaper Speed Reading Competition. Students were expected to find relevant information from an article within the time limit and demonstrate excellent English reading and listening skills. S.1 pair of reading sessions was also arranged during the reading period. Senior form students coached S.1 students on book sharing and offered

hints on elaborating ideas. During English Week, S.4 students also participated in a reading crossover culture workshop, which promoted language arts and cultural awareness. The Battle of the Books competition was also held to deepen S.3 students' reading comprehension and foster critical thinking and analysis. This competition was extended beyond our school campus to an external Battle of the Books competition, where students from S.1 and S.2 competed against other schools.

- In terms of reading-related collaborations, this year highlights an exciting partnership between VA and the two language departments for S.1 students. S.1 students were inspired to produce traditional ink paintings of landscapes and scenes based on Chinese readings, as well as comical drawings of characters inspired by stories from English readings.
- The promotion of reading is not confined only to regular classroom settings or academic fields. The School has continued to strive for a stronger reading atmosphere for all students as a whole. Reading awards were presented by the Principal and Assistant Principals to boost reading incentives. Working with King's Morning Committee, junior form students presented regular reading-sharing sessions of Chinese and English books in morning assemblies and reading periods. Our Principal, assistant Principals, teachers, and even external guest speakers, including a principal from another school, were also invited to share about books they had recently read and recommended.
- Furthermore, the School encouraged diverse reading formats beyond traditional physical books, as 21st-century learners engage with reading through a variety of media and forms — from digital texts to magazines. Positive progress is shown in the survey, as 69.6% of students rated their level of intrinsic enjoyment derived from reading for leisure and self-improvement as high. Creating a whole-school approach to developing an inclusive reading culture helped expand students' literary exposure as a means of holistic education and lifelong learning.
- The School has embraced important measures to align non-language subjects' commitments as collective efforts to develop students into lifelong readers and equip them with good reading skills. Reading strategies were rated highly in APASO (P-Score 85.7). This year, the School participated in a school-based support programme for ELA (English Language Arts) and LAC (Language Across Curriculum) in partnership with the Polytechnic University of Hong Kong. This initiative provided on-site teacher training and co-designed discipline-specific literacy materials, particularly in S.1 History and Geography pedagogies. Feedback from teachers has shown that the initiative can increase students' motivation to learn through the English language medium and provide the best opportunity possible for students to learn the language effectively and become proficient in it.

- LAC also featured the concerted efforts across all KLAs to create tailored reading materials and reading-related assignments. These assignments took various forms, ranging from traditional book reports to cartoon illustrations that explained mathematical concepts. Readings in different KLAs encompassed a wide range of topics, including intangible cultural heritage, historical events, and technological achievements of our nation, the Belt and Road Initiative, and even illustrations of technical visual art terminologies.

Reflections

- This year marked the School's first trial in adopting AI apps specifically designed to enhance students' language competencies. For the Chinese writing app, as the submissions were managed exclusively through teachers' accounts, there was significant inconvenience for teachers. Students submitted their work to teachers, who then uploaded it into the app for processing. When we eventually roll out student accounts, such a change would alleviate much of the technical burden on teachers. Additionally, the manual provision of marking schemes and rubrics can enhance the accuracy of grading, as some teachers noted that the predictability of the app-generated marking results was occasionally low. This is expected to improve over time as the database continues to expand with the participation of other schools.
- Regarding the English writing app, its larger pool of data appears to ensure greater stability in grading and marking students' work. The user interface is also intuitive and easy to use. Meanwhile, the adoption of the English-speaking app was a significant highlight this year. Despite some initial technical challenges, the speaking practice became quite smooth over time, and the grading and marking proved to be highly useful. These AI tools are anticipated to become even more effective and accurate as their scope expands, their databases grow, and newer versions are rolled out.
- From a learning perspective, these AI applications have been highly beneficial to students, as they save significant time by providing instant feedback and comprehensive reports. Students no longer need to wait for teachers to mark their papers. Despite occasional inconsistencies in grading, many students found the reports and feedback from the writing apps to be helpful, particularly those with learning difficulties. The apps offered valuable suggestions to refine their essays in areas such as rhetorical richness, structural coherence, content depth, organisation, and language accuracy. The speaking app, on the other hand, has proven to be an excellent exam simulation tool, enabling students to practice at their convenience. Teachers noted that these AI tools were beneficial for S.6 students, who require frequent practice, even during study leave periods. To maximise the benefits next year, it is recommended that students be taught how to better utilise the feedback and reports provided by these apps. Additionally, expanding their formal use to include more students should be considered.

- Different form-based activities were arranged, and the atmosphere of mass reading can definitely foster students' reading habits. The S.1-S.2 book report competitions provided students with opportunities to transfer and apply the knowledge they had gained from both language and subject studies. These competitions facilitated the cross-disciplinary application of skills and knowledge, significantly enriching students' learning experiences. According to teachers' observations and students' feedback, both the book report competitions and the internal and external Battle of the Books competitions were successful in terms of student participation and pedagogical outcomes. Students' achievements were publicly recognised through award-giving and book-sharing opportunities, which further motivated them and strengthened their reading incentives. These initiatives will continue to be a cornerstone in fostering a stronger reading culture. To ignite junior secondary students' interest in diverse reading materials and foster good reading habits, we can implement various reading-sharing programmes during our weekly 30-minute reading periods. One idea is a "Book Buddy" system, where students share and discuss the plots and characters of the books they have read with the whole form, encouraging more peer interactions and recommendations. Additionally, an "eReading Roundtable" could be organised, where students present their favourite digital reading materials and share reviews, engaging tech-savvy students and expanding their reading horizons.
- Reading across the curriculum is an integral part of a school-wide effort to enhance students' reading competence. Teachers' observations and students' feedback indicate that reading assignments have sparked greater interest in subject knowledge compared to conventional textbooks, resulting in higher levels of satisfaction with reading. However, it is apparent that many students have yet to develop a well-established reading habit, which limits their ability to comprehend learning materials, particularly in English-medium instruction (EMI) subjects. Therefore, we must continue to explore strategies to address this issue. Emphasising a variety of reading modes and media may be an effective approach moving forward.

Feedback and Follow-up

- To further enhance student-centred learning within and beyond the classroom, it is suggested that cross-curricular cooperation and activities arranged in theme-focused KLA weeks could be beneficial in broadening students' horizons and arousing their interest in learning. With the addition of artificial intelligence elements in teaching and learning, the pedagogical development of teachers is also expected to be fostered through professional exchanges, including the more active involvement of senior teachers, external learning communities, and open lessons.

- To continuously improve students' reading competence and cultivate their reading habits, various initiatives incorporating further technology manipulation are to be incorporated into daily learning tasks and assignments.

Major Concern 2: To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era

Target 1: To strive to deepen the impact of Values Education and National Education

I. To cultivate positive attitudes in line with the theme of the school year 'Benevolence'

II. To develop National Identity through diverse national education programmes

Achievements

- Students have benefited from initiatives promoting positive attitudes in line with this year's theme of 'Benevolence.' The School has integrated key values into various subject curricula and Form Periods, while class-based activities have strengthened friendships and created a positive atmosphere, so as to fulfil the 4Rs principle launched by the EDB. Experiential learning through social service with charities has enriched their experiences, complemented by events like "Benevolence Week" and relevant workshops. Simultaneously, the School fosters National Identity through programmes such as the Constitution and Basic Law Student Ambassadors Training Scheme and cross-curricular projects. Thematic exchange activities with the mainland and various competitions and workshops further encourage students to safeguard national security on their own accord.
- In the area of priority values and attitudes, the integration of priority values, such as benevolence, into various subject curricula has been effectively implemented. Form teachers from each form have organised different Form-based "Benevolence" activities to enhance benevolence and foster love and care among students in each class. The Service Education Committee collaborated with NGOs, such as the Boys' and Girls' Clubs Association, to organise a series of service education training sessions and social service activities for all S.1 to S.5 students. Benevolence Week was organised to further deepen students' understanding of benevolence towards others, animals, and society. Additionally, activities such as the thematic inter-class board display competition, Benevolence Slogan design Competition, Benevolence Comic-drawing Competition, and Benevolence Writing Competition were held to promote benevolence. According to the Stakeholder Surveys (SHS), the item with the highest mean score of 4.0 is "I help my classmates, and we get along well." Furthermore, the APASO-III assessment reveals that the Q-value and P-value for the item "Frequency of voluntary service" are 116 and 85.7, respectively, and for

“Emotional conditions (no negative feelings) are 116 and 85.7, significantly surpassing the average norms in Hong Kong. These findings indicate that through increased class-based and experiential learning activities, students are developing stronger relationships with one another and are more eager to offer assistance to others. This positive atmosphere reflects a successful effort to create a supportive and collaborative environment within the school.

- In the area of national and global identity, our School successfully recruited thirty Constitution and Basic Law Student Ambassadors in September 2024. Their responsibilities and activities focus on offering students a diverse range of comprehensive learning and training opportunities to cultivate a proactive interest in national identity and Hong Kong social issues. Besides, there were a total of seven thematic mainland exchange tours this year, benefiting students from all forms. According to the KPM report, participation in mainland tours among students from S.4 to S.5 is 100% and 98.4 % for S.3 students (KPM 8.3). Through the mainland tours, students gained a deeper understanding of our country's rich history, culture, national conditions, and achievements, students' sense of national identity and belonging has been successfully enhanced after the trips. Also, every week, our School holds a national flag-raising ceremony and speeches under the national flag, which has become an integral part of our campus life. This academic year, the flag-raising ceremony includes singing the national anthem led by various student leadership teams and all classes, allowing all students to participate more actively in the ceremony. Another encouraging finding from the APASO-III assessment is that students have shown remarkable positive outcomes in the areas of "national identity" and "honesty/moral awareness", both of which received high scores of 4. These indicate that essential values and attitudes related to national and global identity are not only well-established but also actively promoted among our students. They are developing a solid understanding of their roles as responsible citizens, both locally and globally. By nurturing these positive affective and social outcomes, we can further encourage students to safeguard national security of their own accord.
- The School has arranged for students to participate in 30 national flag-raising ceremonies, accompanied by the playing and singing of the national anthem, on key dates specified in the “National Education – Event Planning Calendar” of the EDB and other school key dates, surpassing the reference number of 21 times. Obviously, the School aimed to provide sufficient opportunities for students across all forms to participate in national education activities. The item of “In Percentage of students responsible for the national flag raising ceremony or those participating in relevant training” in KPM 8.2 was 100% in both junior and senior forms. In addition, the percentage of students participating in territory-wide inter-school competitions related to national education was 100% (KPM 21.1 & 21.2). This indicates that our students have actively taken part in national education-related competitions and relevant training. Our teachers have made significant efforts to promote various national education competitions and provide training throughout the year.
- The progress in fostering a positive atmosphere in the School is noteworthy, with the "Parents' Perception of School Climate" receiving a score of 4.2 in KPM 14.3. Also, according to the SHS,

86.6% of the parents agreed that “The school can help my children develop good character”. Also, students' perception of "Support for Student" was good with a score of 3.8 (KPM 13.2), which is higher than the average norm in Hong Kong. The surveys' results indicate that, from the students' and parents' perspectives, the School environment is both positive and welcoming. To provide students with opportunities to go beyond the classroom and engage with the culture and development of the mainland, the School has utilised various funding sources, including the KC Education Fund, Life-wide Learning Grant, and a One-off Grant for the Promotion of Chinese Culture Immersion Activities. The strategic utilisation of funds and arrangements has facilitated a range of diverse and enriching activities, such as mainland tours, talks, workshops, and social service projects. As a result, students have greatly benefited from the multifaceted learning experiences.

- The School has demonstrated strong leadership in fostering teachers' continuous professional development, as evidenced by the high scores rated by teachers in the Stakeholder Survey. Regarding training in national education, a remarkable 100% participation rate of teachers in external or on-site professional development activities themed on national education (KPM 5.2) has been achieved. This commitment to professional growth not only enhanced teachers' skills but also enriched the educational environment for students. By prioritising ongoing training and collaboration, the School has effectively promoted holistic development and lifelong learning, ensuring that both teachers and students thrive in a supportive and dynamic atmosphere.

Reflections

- This academic year has highlighted the School's strong commitment in promoting positive values and a sense of national identity among students. Through initiatives centered on the theme of 'Benevolence', students have engaged in various activities that promote kindness and supportive relationships. The successful implementation of experiential learning and community service has enriched their educational experiences.
- The School's efforts to enhance national identity through programmes like the Constitution and Basic Law Student Ambassadors Training Scheme have proven effective, with full participation from relevant student groups. Regular flag-raising ceremonies and active student involvement have further solidified their connection to national pride.

Target 2: To nurture students' abilities to use information ethically, responsibly, and effectively

To develop students' critical media and information literacy skills, enabling them to evaluate information sources ethically and use information responsibly and effectively

Achievements

- The School has enhanced students' critical media and information literacy through integrated lessons in Form Teacher Periods, emphasising the balance of new media benefits and online risks through lesson materials. Students learned about digital footprints and the importance of safeguarding personal information to prevent privacy violations. An average score of 3.6 out of 4 on the school-based survey conducted after the information literacy lessons indicated that students understood their responsibilities as internet users.
- Additionally, fifteen out of eighteen subject departments have incorporated information literacy into their curricula. Also, the survey results indicate that more than 90% of students agreed that they can “use information ethically, effectively and responsibly” and are “able to identify the authenticity of information and locate, access relevant information using technology.” These highlight the effectiveness of our information literacy initiatives. Students are also confident in using information ethically, effectively, and responsibly.
- An Information Literacy Ambassador Training Course, themed "Technology Crime Prevention and Cyber Security," has also been designed for S.1 to S.4 students. Fourteen information literacy leaders have been equipped with essential knowledge to promote cybersecurity awareness and prevent technology-related crimes within the school community. Students have gained insights into safe internet practices, including how to protect personal information and recognise phishing attempts.
- Tips on information literacy, focusing on the "Smart Use of Information Technology", were disseminated via the school's ePlatform and digital signage, further raising awareness of responsible information use and cybersecurity issues within the school community. This initiative has successfully attracted students to engage with the content at various times.

Reflections

- According to the APASO-III assessment, the Q-Value and P-Value related to the use of information technology for non-leisure activities were significantly below the averages observed in Hong Kong schools. Approximately 46% of students report that they typically spend no more than three hours each day using digital media and devices for leisure activities. In contrast, around 57% of students exceed this three-hour threshold on weekends. Students were found to spend more time using digital media and devices during weekends in general. Therefore, the School will

continue to emphasise the importance of utilising information technology tools and other resources effectively, ethically, and responsibly.

- The considerable amount of time students spend online underscores the critical need to cultivate strong information literacy skills, so as to prevent the negative impacts arising from the misuse or improper use of technology. The skills include the ability to identify, locate, and evaluate information, as well as to use information responsibly and effectively. Fostering these skills is crucial for enabling students to navigate the digital landscape responsibly and maximise the resources available to them, thereby enhancing their overall learning experience.

Feedback and Follow-up

- To strive to deepen the impact of Values Education and National Education, we have made significant strides in creating a nurturing environment that supports students' personal growth this year. In the coming year, we will continuously reinforce students' positive values, further expanding their sense of benevolence into unity. As we are going to celebrate our School's 100th anniversary, we seek to strengthen the connections between students. Continued emphasis on these areas, along with further initiatives to enhance student engagement and community involvement, will yield even more positive results. It would be beneficial to maintain regular assessments and feedback mechanisms to ensure that these efforts remain effective and responsive to student needs.
- The results from the APASO-III assessment reveal that there is room for developing students' critical media and information literacy skills, so that they can evaluate information sources ethically and use information responsibly and effectively. To address this need, we will focus on enhancing our curriculum over the next year by incorporating comprehensive literacy skills. This includes offering targeted workshops/ talks that teach students how to critically evaluate online sources, which is essential for developing good internet habits and promoting responsible use of digital resources. By emphasising these skills, we aim to empower our students to navigate the vast amount of information available online more effectively and make informed decisions. It is our commitment to foster a culture of information literacy so as to prepare students to become responsible digital citizens in an increasingly interconnected world.

Major Concern 3: To Foster Future Leaders and Cultivate Holistic Excellence for a Healthy School Life

Achievements

Target 1: To foster Future Leaders (Development of Students' Generic Skills)

(i) Skill Development for Leadership

- Opportunities were created to enhance students' leadership skills and community involvement. Thirty-five students participated in external leadership training programmes, such as the Joint School Leadership Training Activities and the Constitution and Basic Law Student Ambassadors Training Scheme.
- Focused training sessions were also organised for the Prefect Team, Student Union, and debate societies, aiming to develop essential skills in coordination, organisation, and planning. This hands-on experience helped students learn to effectively manage their teams.
- Additionally, various activities were conducted for all students to strengthen team-building and problem-solving skills. Programmes like the Smarteen Training Camp and S.3 Resilience Training Day Camp, organised by the Service Education Committee and other functional teams, aim to instill the values of resilience and adaptability in students. Through these activities, students engaged in personal growth, emphasising the importance of perseverance in overcoming challenges.

(ii) Responsibility and Accountability

- Swearing-in ceremonies were conducted by the Youth Red Cross and the 5th Scout Brigade of Hong Kong Island, emphasising the importance of responsibility and a sense of belonging among our students.
- The weekly morning assemblies provided another platform for the Principal to award badges to newly appointed Prefects, English Ambassadors, and Librarians, celebrating their roles in front of the entire school community.

(iii) Role Modeling and Mentorship

- Our alumni continued to support their alma mater by organising activities like the Job-Shadowing Programme, allowing students to interact with professionals from various sectors. This experience helped students understand workplace culture and the skills required for different careers.
- During the Lunar New Year holiday, alumni guided students in running a Fair Stall in Victoria Park, applying essential business knowledge. Alumni from the Hong Kong Police Force highlighted the importance of self-discipline and effective communication to students during their visit to the Police College. Additionally, members of the Chinese Debate Team and the Science

Research Team received training from alumni, which contributed to their success in inter-school, territory-wide, and international competitions.

- Senior officials from the Prefect Team, King's Morning Team, and Student Union mentored their junior members, helping them gain valuable experiences, insights, and skills to become the next generation of student leaders.

(iv) Exposure to Diverse Fields and Recognition

- Over 780 students engaged in more than 240 activities and competitions throughout the school year in areas such as national education, mainland study tours, public speaking, debate, and science.
- Around 200 students participated in 11 sports teams, while approximately 155 students were members of the music teams. They achieved notable recognition in music and the visual arts, such as winning the championship of the Harmonica Band Category at the Hong Kong Schools Music Festival and the Basic Law and One Country, Two Systems Comics Competition.
- Additionally, student leaders of 24 clubs held a variety of activities to motivate their fellow schoolmates to participate in new activities. A 95% participation rate among S.1 to S.5 students was recorded in community service activities. The Service Award Scheme recognised students for their contributions and achievements at key school events.
- These activities fostered student engagement through teamwork and essential leadership skills. Awards from competitions demonstrated effective mentorship, while community service involvement reflected social responsibility, ultimately enriching students' educational experiences and supporting their personal growth for future challenges.

Target 2: To Cultivate Holistic Excellence for a Healthy School Life (Promoting Lifestyle among Students)

(i) Comprehensive Education Programmes

- The Health and Sex Education Committee has successfully enhanced student well-being through comprehensive educational programmes, notably collaborating with other functional teams to organise the Whole School Health Programme and the Let's Shine Healthy School Programme. These partnerships integrated health education into the school environment effectively.
- Various talks and workshops during Form Periods addressed vital topics including sex education, nutrition, mental health, and stress management. An anti-drug booth was established to raise awareness and promote a drug-free lifestyle, fostering meaningful discussions among students and equipping them with essential life skills.
- The Counselling Team has been instrumental in promoting mental wellness by organising events

that encouraged empathy and understanding. This holistic approach to mental health has created a supportive social environment.

- These programmes significantly contributed to students' mental and emotional well-being. The stakeholder survey revealed that teachers rated the School's effectiveness in helping students live a healthy life at 4.0, while students rated teachers' support at 3.7. These ratings assured the effectiveness of these programmes.
- Our School has made significant strides in enhancing students' well-being through programmes focused on the 4Rs (Rest, Relationships, Resilience, Relaxation). The Student Health Service provided by the Department of Health allowed students to receive tailored health care, physical examinations, individual counselling, and health education which enhanced their physical and mental well-being.
- Students' participation in the Seasonal Influenza Vaccination School Outreach Programme has also increased the vaccination coverage in schools, leading to a reduction in sick leave during the flu season.
- The Drug Testing Scheme continued to promote a drug-free environment by combining testing with educational support, fostering positive values and healthy habits among students.
- The Anti-Space Oil Drug Week educated students on the dangers of substance use through informative booths and activities, including a basketball competition to promote healthy lifestyles. Overall, these activities reflect the School's commitment to fostering a supportive and healthy school environment for students.

(ii) Integration into P.E., Music, and V.A. Lessons

- The school prioritised physical fitness and emotional well-being through various programmes. The MVPA 60 programme encouraged students to engage in at least 60 minutes of moderate to vigorous physical activity daily, promoting not only physical health but also enhancing mental well-being and social skills.
- The P.E. Department offered a diverse range of activities, including after-school sports teams for basketball, soccer, and volleyball, as well as open gym sessions during recess and lunch. A new fitness corner, equipped with training equipment and workshops on weight and functional training, further enhanced students' interest in physical activities.
- Students were guided to select appropriate music to enhance their emotional well-being. Various meditation music options were introduced to help students find suitable tracks for relaxation. Post-session feedback discussions assisted them in selecting music that could resonate personally, fostering a deeper emotional connection and relaxation.
- Students explored their emotions through mixed-media projects in the Visual Arts, such as "Overcoming Challenges" and "Stay Offline." Displays on Open Days and the exhibition in July

2025 could provide a platform for showcasing their visual arts work, validating their emotional and artistic expressions.

- Overall, these programmes nurtured both physical fitness and emotional health of students, contributing to a supportive environment that encourages student growth and development.

(iii) Competitions and Exhibition

- Teachers actively promoted student involvement in competitions across physical education, visual arts, and music, encouraging both excellence and creativity. In physical education, students demonstrated their skills through inter-school sports competitions in basketball, soccer, and athletics. These events not only enhanced their physical fitness but also fostered teamwork and resilience among participants.
- In the visual arts, students participated in local and regional competitions, enabling them to express their creativity and develop their skills across various media. Similarly, the annual music festival and competitions helped students cultivate their musical abilities while building a strong sense of community. These experiences reinforced students' personal growth and dedication.

Reflections

- The findings from APASO III, user-defined surveys, and the Stakeholder Survey indicated that the training programmes provided to students were effective and well-received. Coordination remained strong among different teams, with essential events such as Student Development Days organised smoothly. Given the large number of activities and participants, regular data collection is crucial for ongoing evaluation and planning.
- The health and wellness programmes, such as the Whole School Health Programme and Let's Shine Healthy School Programme have significantly improved students' well-being. Feedback from students highlighted the effective coverage of vital topics, including sex education, nutrition, and stress management, with students benefiting from engaging workshops and anti-drug awareness activities. High ratings in self-concept and critical thinking, as indicated by the APASO-III survey, indicated positive outcomes.
- Overall, these programmes are effective in promoting students' mental and emotional health, with appreciation from parents for the Counselling Team's efforts. The programmes effectively engaged students, shown by the high participation rates in service activities and the vaccination programme. The strong participation among S.1 and S.2 students highlighted successful outreach. The focus on drug awareness and the Anti-Space Oil Drug Basketball Competition fostered a healthier lifestyle, demonstrating the positive impact of these programmes.
- After-school sport activities and fitness facilities have significantly improved students' physical health and social skills, supported by positive feedback from students and high APASO-III survey scores. Workshops on weight training further enhanced these efforts. Additionally, activities like

meditation and mixed media art foster emotional well-being, with over 70% of students feeling relieved after music lessons. Overall, both the physical and mental health of students have been enhanced in a nurturing school environment.

- The involvement of students in sports and performing arts highlights their dedication and talents, with 206 students participating in sports across various grades, and over half engaging in multiple teams. Their impressive attendance at training sessions indicates a strong commitment. The School Orchestra and Wind Band accomplished notable recognition in competitions, emphasizing teamwork and musical skills. Additionally, successes in art competitions reflect the diverse talents of students.
- Overall, competitions and exhibitions have effectively fostered students' engagement and growth, suggesting the need for continued support, such as hiring professional instructors to stretch students' abilities.

Feedback and Follow-up

- In the future, the School will create more opportunities to develop students' leadership skills with an emphasis on interpersonal skills. New plans will expand the contributions of student leaders and committee members from ECA clubs and teams to celebrate the School's 100th anniversary. Based on students' feedback, a more diverse experience with increased engagement should be provided to student leaders. Recognition of outstanding students will continue to inspire a culture of achievement and personal growth.
- To build on the work done in the 2024-2025 school year, students who completed the fitness training course will be appointed as fitness ambassadors. They will play a vital role in supervising the fitness corner during open gym hours, creating a supportive environment for their peers. Collaborating closely with the Counselling Team, the P.E. Department will aim to enhance student support by integrating physical fitness and mental health programmes.
- The 2025-2026 school year marks our School's 100th anniversary, providing a unique opportunity to celebrate our community. Fitness demonstrations or group workouts will be arranged during the centennial celebration, where fitness ambassadors can showcase their skills and promote the importance of an active lifestyle to students, teachers, and parents.
- Student support workshops in collaboration with the Counselling Team and social workers will be held to promote mental health awareness, stress management, and the benefits of physical fitness. Fitness ambassadors will participate in these sessions as peer leaders, reinforcing their role in supporting fellow students. A comprehensive approach to enhance students' well-being will create a more supportive school environment to cater to students' different needs.

6. Our Learning and Teaching

Lesson Time for Junior Secondary Classes (S.1-S.3)

KLAs	Percentage of Lesson Time
Chinese Language Education (including Putonghua)	19.6%
English Language Education	19.0%
Mathematics Education	14.3%
PSHE	16.1%
Science Education	10.7%
Technology Education	6.5%
Arts Education	6.5%
PE	3.6%

Lesson Time for Senior Secondary Classes (S.4-S.6)

KLAs	Percentage of Lesson Time
Chinese Language Education	14.1%
English Language Education	15.2%
Mathematics Education (excluding Extended Mathematics)	12.5%
Citizenship and Social Development	5.7%
Elective Subjects (3X)	39.6%
Extended Mathematics	3.0%
Arts Education	0.7%
PE	5.6%

There are fifty-six 40-minute teaching periods in a 7-day cycle, including two form teacher's periods with the main focus on students' values education for S.1-S.6.

7. Support for Student Development

The School reaffirms its commitment to a Whole-School Approach in nurturing students' personal growth and moral character. Guided by our mission to cultivate a caring, respectful, and inclusive learning environment, we strive to empower every student to realise their potential and live a purposeful and meaningful life. Throughout the year, our dedicated student development committees have worked in close collaboration to design and implement an extensive range of programmes that address the diverse developmental needs, interests, and aspirations of our students. These initiatives aim not only to support students' holistic development but also to strengthen their sense of responsibility, empathy, and resilience in facing the challenges of a changing world.

In alignment with our Major Concern II — “To Entrench Values Education and Nurture Students to Proactively Meet the Challenges of the New Era” — the School continues to place a strong emphasis on Values Education as the cornerstone of whole-person development. Anchored in the twelve core values — Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, and Filial Piety — our Values Education Curriculum provides a structured and coherent framework for nurturing students' moral discernment and positive attitudes. Implemented systematically during the Form Teacher Period across all levels, the curriculum integrates classroom learning with reflection and experiential activities to help students internalise and practise these core values in everyday life.

This year, the School adopted “Benevolence” as the overarching theme of Values Education. A wide array of experiential and participatory activities was launched to enable students to appreciate the meaning of compassion and kindness in action. Signature programmes included the Thematic Board Design Competition, Model Student Election, Slogan and Comic Design Competitions, ICAC Drama Performance, School Cleaning Campaign, Experiential Workshop on Empathy, Benevolence Week, and My Pledge of Acts. Complementing these, civic and moral awareness were further enhanced through the Talk on Law, the Civic Ambassador Training Programme, and the World Vision “Victims of War” Experiential Activity. To deepen students' understanding of national identity and security, the School also organised the Opening Ceremony of the National Security Education Day and participated in the Territory-wide Inter-school National Security Knowledge Challenge (2024/25) – English Category for Non-Chinese Speaking Students.

The School continues to attach great importance to National Education as an integral component of whole-person development. Through a structured and multifaceted approach, we aim to deepen students' understanding of the nation's history, culture, and development while nurturing in them a strong sense of national identity, civic pride, and social responsibility.

Our weekly flag-raising ceremonies serve as a vital platform for fostering patriotism and civic awareness among students. This year, a new initiative — the National Anthem Leading Segment — was introduced, with members of the School's leadership teams and class representatives taking turns

leading the singing of the national anthem. This meaningful addition has strengthened students' sense of participation and unity, allowing them to demonstrate respect and commitment through active engagement. During each ceremony, representatives from different classes also deliver "Speeches under the National Flag", reflecting on themes related to national development, culture, and citizenship. The inter-class "Speech under the National Flag" Competition has continued to receive enthusiastic participation, providing an invaluable platform for students to articulate their insights and enhance their confidence in public speaking.

To further broaden students' constitutional and civic perspectives, the School participated in the Constitution and Basic Law Student Ambassadors Training Scheme, which aims to cultivate students' understanding of Hong Kong's constitutional order and reinforce their awareness of the Constitution, Basic Law, and National Security Education. Through workshops, training sessions, and promotional activities, student ambassadors have taken an active role in promoting these core values among their peers, fostering a culture of respect for the rule of law and civic responsibility on campus.

In addition, subject departments across Key Learning Areas (KLAs) have continued to integrate elements of National Education into their curriculum planning and learning activities, ensuring that patriotic values are embedded across disciplines. Through these collective and sustained efforts, the School remains dedicated to nurturing students who are confident, law-abiding, and rooted in Chinese culture — young Kingsians who love their country and city, and who will contribute meaningfully to the community with wisdom, diligence, and integrity.

In alignment with the School's vision of nurturing the potential of every learner, the Gifted Education Committee, in close collaboration with various Key Learning Areas (KLAs), has continued to implement a structured and forward-looking framework to identify and cultivate students' diverse talents. The initiative aims to inspire students to explore their strengths, pursue their interests, and strive for excellence through a range of engaging and challenging programmes. The positive feedback from participants reflects the success of these endeavours in deepening students' enthusiasm for learning and strengthening their sense of self-efficacy.

To cater to the varying domains of giftedness, the School offers a series of specialised programmes in areas such as Science Enrichment and Leadership Development. These initiatives are designed not only to enhance students' academic abilities but also to foster creativity, collaboration, and critical thinking. Signature events such as STEAM Week and King's Morning provide authentic platforms for students to showcase their achievements and share their learning experiences with peers, thereby cultivating a vibrant school culture that celebrates excellence and perseverance.

The success of these programmes has also been reinforced by the supportive partnership with parents. Through their active engagement and encouragement, parents have made significant contributions to creating a nurturing environment where gifted students can thrive. In addition,

workshops and seminars on personalised learning and talent development have equipped students with practical strategies to extend their learning beyond the classroom, promoting self-directed growth and lifelong curiosity.

In alignment with the School's commitment to inclusivity and cultural integration, we remain dedicated to supporting Non-Chinese Speaking (NCS) students and helping them develop a deeper understanding of the Chinese language and culture. To achieve this, the School has developed customised curricula for Chinese Language, Chinese History, and Life and Society, tailored to meet the diverse learning needs and backgrounds of our students. With the support of additional funding from the Education Bureau (EDB), appropriate teaching materials and supplementary lessons are provided to enhance learning effectiveness. Through this comprehensive approach, the School strives to enable NCS students to acquire language proficiency, appreciate Chinese heritage, and actively participate in the broader school community.

The School is deeply committed to fostering students' personal growth and emotional well-being through a caring and supportive environment. Our Counselling Team, working closely with teachers, school social workers, and professionals from the Student Mental Health Support Scheme, continues to deliver a comprehensive range of services to address the developmental needs of students.

Special attention was devoted to supporting new students' adaptation to secondary school life. Counselling teachers and social workers conducted structured interviews with all students, with a particular focus on S.1 newcomers, to identify early adjustment challenges. The Fig Boy Peer Counselling Scheme mobilised senior students to offer sustained peer support, helping new students integrate smoothly into the school community. To address emotional well-being, the School proactively monitored students' stress levels and provided timely interventions for those at risk.

Through a whole-school approach, teachers were encouraged to observe and respond to students' emotional needs, thereby cultivating a school climate of gratitude, resilience, and positivity. The School's participation in the Health-in-Mind Programme, funded by MINDSET and implemented in collaboration with the Hospital Authority, further enhanced awareness of mental health. Students engaged in experiential workshops, peer education, and service projects promoting inclusion and empathy, reinforcing a culture of respect and compassion.

The 4Rs Mental Wellness Programme, funded by the Life-wide Learning Grant, continued to engage students from S.1 to S.6 in structured Form Periods under the themes of Rest, Relaxation, Relationship and Resilience. This initiative was enriched by experiential learning outings and workshops that deepened emotional literacy and interpersonal competence. Complementary programmes funded by the One-off Grant for Mental Health at School included activities on personality development, failure education, and sports-based workshops such as boxing and kin-ball to promote physical and emotional balance. Creative outlets like Digital Illustration, Culinary Arts,

and Scented Candle Making further provided opportunities for self-expression and relaxation.

Recognising the crucial role of parents, the Counselling Team implemented a comprehensive Parent Education Programme under the One-off Grant on Parent Education (Secondary). Talks and workshops were designed for parents at different student levels, focusing on adolescent development, growth mindset, and family communication. The highlight of the year, the Homecoming Day Talk — “Unravelling the Mental Health Needs of Adolescents”, attracted wide participation and strengthened home-school collaboration.

Through the effective use of the Learning Support Grant and the Grant for Supporting NCS SEN, the Special Educational Needs Coordinator (SENCO) and her team worked closely with teachers, the Educational Psychologist (EP), and members of the Counselling Team to deliver tiered and individualized support. The School also collaborated with external service providers and medical professionals from the School Mental Health Support Scheme (SMHSS) to provide integrated academic and emotional support for students in need.

To enhance social development, Social Skills Workshops were conducted for students with Autism Spectrum Disorder (ASD), offering authentic opportunities to apply learned communication strategies. Speech therapy and occupational therapy services were also arranged to address language and sensory-motor needs. Academic workshops were organised to strengthen study habits and address learning barriers. Looking ahead, the School will continue to implement the AIM Project under the Education Bureau to further enhance academic, social, and emotional development for students with ASD.

The Life Planning Education and Career Guidance Committee continues to uphold its mission of providing comprehensive, equitable, and progressive guidance to all students, irrespective of ability, interests, or academic pathways. To this end, a well-structured career education curriculum is embedded across S.1 to S.6 through the Form Teacher Period, with clear developmental objectives in the three pillars of life planning: self-understanding and personal development, career exploration, and career planning and management. The curriculum is designed to cultivate students’ accountability for their own planning and decision-making, while equipping them with reliable information and reflective tools for informed choices.

At S.1, the emphasis is on “Knowing Oneself”, helping students recognise personal strengths, interests, and values. At S.2, the focus moves to “Knowing the World of Work”, introducing workplace expectations, essential employability skills, and emerging industry trends. At S.3, students participate in “Finding Your Colours of Life” to support subject selection, connecting academic choices to talent profiles and long-term aspirations. In S.4 and S.5, the curriculum deepens to include Career Mapping, where students explore multiple pathways—academic and vocational—while building portfolios that document experiences, competencies, and goals. At S.6, students receive targeted guidance on

applications and transitions, including JUPAS workshops, mock interviews, and briefings on local and non-local study options, thereby strengthening readiness for post-secondary progression.

To broaden exposure and nurture authentic workplace dispositions, the School offers practical learning experiences, including the Job Shadow Programme, workplace visits, and thematic career workshops. A Career Exploration Day, co-organised with the KCOBA Junior Chapter, offered S.5 and S.6 students first-hand insights from alumni currently enrolled in universities, who shared discipline-specific experiences, programme expectations, and strategies for aligning interests with realistic goals. In addition, a Career Exploration Tour to Huizhou was arranged for all S.4 students, expanding their understanding of the evolving economic landscape beyond first-tier Greater Bay Area (GBA) cities and highlighting opportunities in emerging hubs such as Huizhou.

Students from S.3 to S.6 also benefited from participation in a suite of external programmes, including the “Shenzhen Biomedical Career Exploration Tour for Students” (「醫者在「深」」深圳生物醫療考察團) funded by the Greater Bay Area Homeland Youth Community Foundation and organised by the Dreamworks Foundation; the “Greater Bay Area Internship Programme 2025 for DSE Graduates” (文憑試畢業生大灣區實習計劃 2025) by the Hong Kong Arts and Culture Development Centre; the “Teen Talk – Greater Bay Area Study Tour 2025” (灣區「法」展創明 Teen) by The Law Society of Hong Kong; and the “Career Exploration Tour to Foshan” (職夢 My 飛「佛」計劃) co-organised by The Scout Association of Hong Kong – The Friends of Scouting and Junior Chamber International City Lady. Collectively, these experiences strategically prepared students to identify, evaluate, and seize new opportunities in the GBA.

To strengthen financial literacy and decision-making for transition years, the School continued the Extended Learning lesson on Life Planning and Financial Literacy for the two non-M1 & M2 S.5 classes. Using a blend of videos, worksheets, class activities, board games, talks, and industry visits, the programme addressed Self-interest Exploration and Development, Self-reflection and Goal Setting, Multiple Pathways and Related Costs, Life Skills and Self-management: Financial Literacy, and Career Exploration and the World of Work (including GBA opportunities). This targeted provision helped students consolidate planning directions and apply prudent money-management habits to support their aspirations.

Recognising the pivotal influence of families in adolescents’ decisions, the Committee organised Careers Info Day for S.4–S.6 students and parents, attracting nearly 200 participants. The event provided up-to-date information on pathways, industries, admissions requirements, and scholarship opportunities, enabling families to engage in data-informed discussion and planning. In close collaboration with the Counselling Team, Form Teachers, and school social workers, the Committee also coordinated the Mock Release of HKDSE Results to strengthen students’ psychological preparedness and ensure immediate, compassionate advice and referral where needed. Comprehensive on-site support—covering academic options, emotional regulation, and contingency planning—

ensured that students and parents received timely and appropriate guidance.

Looking ahead, the Life Planning Education and Career Guidance Committee remains committed to continuous enhancement of curriculum coherence, partnership with alumni and community organisations, and the expansion of authentic learning opportunities. Through sustained, whole-school collaboration, the School will continue to empower students to make informed, reflective, and responsible choices in pursuit of purposeful futures.

The School extends its heartfelt appreciation to the King's College Education Foundation Ltd., the King's College Old Boys' Association (KCOBA), and the King's College Parents Teachers Association (KCPTA) for their steadfast partnership and unwavering commitment to the growth and well-being of our students. Their collaboration has played a vital role in advancing the School's mission of nurturing the whole person through diversified and student-centred programmes. In addition to their generous provision of scholarships and awards that recognise academic excellence and non-academic achievements, these organisations have continued to enrich student learning by supporting a range of developmental, cultural, and leadership initiatives.

Among the many highlights of the year, the High Table Dinner organised by KCOBA remains a distinguished occasion that exemplifies the spirit of the King's College community. The event not only provides students with the rare opportunity to engage directly with eminent alumni, but also fosters meaningful exchanges of ideas on life goals and career aspirations. Through such dialogue, our students are inspired to reflect upon their ambitions and emulate the virtues of those who have preceded them, strengthening the bond between generations of Kingsians.

The KCOBA Junior Chapter has likewise demonstrated remarkable dedication in supporting senior students by hosting a series of mentorship and university sharing sessions for S.5 and S.6 classes. The genuine commitment of our young alumni to give back to their alma mater is a testament to the strong sense of belonging and gratitude that defines our school community.

Our deepest thanks are also extended to the KCPTA for its devoted efforts and enthusiastic participation throughout the academic year. Through close collaboration with the School, the Association has actively promoted parent-school communication and contributed significantly to student welfare and development. Its continuous engagement and volunteer service have been instrumental in enhancing our nurturing and inclusive campus culture.

As the School approaches its Centennial Celebration, we are deeply grateful for the concerted support of the King's College Education Foundation Ltd., KCOBA, KCPTA, and other stakeholders in preparing for this historic milestone. Their generous contributions, professional expertise, and commitment to the series of commemorative events — including exhibitions, concerts, publications, and alumni reunions — vividly reflect their shared devotion to the School's enduring values. Through

their collective efforts, the legacy of King's College will continue to flourish, inspiring future generations to uphold our motto, “慎思篤行” , and to carry forward our proud traditions into the next century of excellence.

Building on this momentum, the School will continue to deepen collaboration with parents, alumni, and the wider community to sustain a caring, dynamic, and future-oriented learning environment. With the concerted dedication of all stakeholders, King's College stands poised to advance in unity, preparing students to meet new challenges with confidence, integrity, and purpose, and inspiring future generations to carry forward our enduring values and proud traditions.

8. Performance of Students

HKDSE

No. of students sat	120
% of students awarded the minimum entrance requirements for university education #	87.5% (105)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	99.2% (119)

The minimum entrance requirements for university education

1. Levels 332A or above in core subjects (English Language, Chinese Language, Mathematics, and Citizenship & Social Development), respectively, and
2. Level 2 or above in one elective subject

^ The minimum entrance requirements for local sub-degree programmes

1. Level 2 in five HKDSE subjects (including Chinese Language and English Language)

Student Participation in Social Services

Team	Services	Number of participants
Interact Club	• Elderly home visit with HKPHAB Stanley Shek O Neighbourhood Elderly Centre	10
	• Blind Bowling Tournament	12
	• 匡智屯門晨曦學校新春慶祝會	10
	• Hong Kong St. John Ambulance CPR & AED Training	10
Service Education Committee	• Sister School Programme	11
	• 創出 SUN 天	15
	• 中西區聯校領袖義工訓練暨社區服務	5
	• Tutorials for S.1 students	28
	• S.1 - 3 Social Service	399
	• S.4 - 5 JC Volunteer Together	229
	• Hamsterland	15
	• A.I. Cars	10

9. Students' Major Achievements in International, National and Territory Competitions

International Level

Nature	Competition	Award/Prize	Awardee(s)
Academic Development	International Invention and Innovation Contest "PRIX EIFFEL INTERNATIONAL"	Platinum Medal Award	NG MING HIM BEN (6D) LEE YAN NOK (6A) CHAN HOI KUEN (5D) CHIU WING HEI (5D) LIM YIN KWAN NATHANIEL (5D) LIU PEIKUN (5D)
		Special Award by Innovation Initiative Co-operative Inc. "The Inventors Circle" Toronto, Canada	
		Special Award by Turkish Inventors Association (TÜMMİAD)	
		Special Award by Indonesian Invention and Innovation Association (INNOPA)	
		Gold Medal Award	CHAN PAK HANG (4D) LAM NATHANIEL CHUNG YIN (4D) TAM MAN SHUN (4D) CHEUNG MARCUS HOK YIN (4C)
		Special Award by National University of Science and Technology Politehnica Bucharest	
		Special Award by Eurobusiness-Haller & Haller Pro Inventio Foundation	
	PRIX EIFFEL 2024 2024 法國艾菲爾國際發明競賽	Platinum Medal Certificate	CHAN CHEUK YU (5D) LAU PUI HEI (5D) MAK WING FAI (5D) LOK SZE CHAI (5C)
		INNOPA Special Award Certificate	
		Inventors Circle Special Award Certificate	
		TÜMMİAD Special Award Certificate	

	URC2024 發明比賽 初中組	一等獎	HUANG JIASHU (4D) WONG CHUN WANG (4D) HUANG YAT TSUN (4B) WANG WILLIAM (4B) WONG CHING KIU (4B) CHAN HUI SING COLLIN (6A) NG CHEUK KIU WINFIELD (5C) SONG HEI CHI (5B) XU YUEN (4D)
		二等獎	CHEONG TSZ FUNG (3D) LIN CHIT ISAAC (3B) YE PAK YIN (3B) YIP KA PO ANAKIN (3B)
		二等獎 最佳團隊精神大獎	LO CHEUK HIN CYRUS (5C) LOK SZE CHAI (5C) TAM CHUN HIN (5C) LEE YIP SHUN ENOCH (5B) XU JUNHANG (5A)
		冠軍	CHAN KA LOK (4A) LAU CHUN HANG (2C) LOK YAN CHAK (2A)
		季軍	CHEONG TSZ FUNG (3D) LIN CHIT ISAAC (3B) YE PAK YIN (3B) YIP KA PO ANAKIN (3B)

	Geneva International Exhibition of Inventions	Silver Medal	CHAN PAK HANG (4D) TAM MAN SHUN (4D) CHEUNG MARCUS HOK YIN (4C)
	International Invention Innovation Competition	Gold Award	CHIU WING HEI (5D) LIM YIN KWAN NATHANIEL (5D) LIU PEIKUN (5D)
		Best Invention Design Award	
		Canadian Special Award-Innovation Initiative Co-operative Inc. "The Inventers Circle"	
Music	The 12th International Piano Competition J.S. Bach	Honourable mention	CHAN POPO ANDERSON FITZJOHN (4B)

National Level

Nature	Competition	Award/Prize	Awardee(s)
Academic Development	China Adolescent Science & Technology Innovation Contest 第三十八屆全國青少年科技創新大賽	Second Place Award	LIU PEIKUN (5D)
		First Place Award	CHEUNG MARCUS HOK YIN (4C)
		茅以升科學技術獎 -- 全國青少年科技創新獎	CHAN PAK HANG (4D)

Territory Level

Nature	Competition	Award/Prize	Awardee(s)
Academic Development	第七十六屆中文朗誦節 - 普通話詩詞	冠軍	CHOW GEO TSZ HO (1C) LI MAN CHUNG (1D)
		季軍	MA HONG YIU (3B) YE CHUN SHING (3A) FUNG MAN HIM (2A) CHEUNG KOON FUNG (1A) CHEN KEI CHAK CHARLES (2C)
	第 18 屆香港校際盃珠心算比賽 (選手組)	亞軍	HO KWAN YIN (6C)
	eSTEAM@Home 獎勵計劃 2024	金獎	LIN CHIT ISAAC (3B)
		銅獎	XIE WEI DONG (6D) MOK CHUNG HEI (3C) CHAN GIBSON (2B)
	第六屆卧龍盃官立中學多角辯論賽 2015	優異獎	KWONG SZE LIK (2C)
	2024-2025 Hong Kong Secondary Schools Debating Competition	Best Debater	YANG TONY PUI HIM (3A)
	14th Inter-Government Secondary Schools English Debating Competition	Quarter-Finals	HUI KA SHING (5D)
		Best Debater; Quarter-Finals	LEUNG TSZ HEI RYAN (4B) YANG TONY PUI HIM (3A)
	76th Hong Kong Schools Speech Festival	Improvised Dramatic Scenes Secondary 1 to 3 - Second Place	LEE PAK KIU (2D) WONG YUI HEI CYRUS (2D) MO MORGAN (2C) CHAN CHUN LAM JAYMAN (2B) CHAN HIU KIT (2B) TO CHIN WAI (2B) YU WANG POK FERNANDO (2B) TAM HOI HIM AMOS (2A)
		Improvised Dramatic Scenes Secondary 4 to 6 - Third Place	CHOI PAK LAI (5D) HON CHEUK KIU (5D) KASUBHAI KAIZAR (4C) MOK KA HEI (4C) FUZAIL REHAN (4B) LEUNG TSZ HEI RYAN (4B) SINGH KARANJOT (4B) WANG WILLIAM (4B)
		News Feature Presentation Secondary 3 and 4 - First Place	YANG TONY PUI HIM (3A)
		News Feature Presentation Secondary 3 and 4 - Third Place	CHEN DANIEL RUI (4D)
		Public Speaking Solo Secondary 3 and 4 - Second Place	CHEUNG MARCUS HOK YIN (4C)

		Public Speaking Solo Secondary 5 - Third Place	TAM CHUN HIN (5C)
		Solo Verse Speaking Non-Open Secondary 1 Boys - First Place	SIU NGO HIN (1C)
		Solo Verse Speaking Non-Open Secondary 1 Boys - Second Place	LEE TSZ HO JAYDAN (1D)
		Solo Verse Speaking Non-Open Secondary 1 Boys - Third Place	LAU GRAYSON (1D)
		Solo Verse Speaking Non-Open Secondary 2 Boys - Third Place	CHAN CHUN LAM JAYMAN (2B)
		Solo Verse Speaking Non-Open Secondary 3 Boys - Third Place	LAM YAU CHING (3C) YE CHUN SHING (3A)
		Solo Verse Speaking Non-Open Secondary 4 Boys - Second Place	FUZAIL REHAN (4B)
	2024/25 Statistical Project Competition for Secondary School Students 2024/25 年度中學生統計習作比賽	Distinguished Prize for the Senior Section 高級組優異獎	LAU PUI HEI (5D) CHEN ISSAC TSZ YEE (5C) CHENG CHI LONG BRYAN (5C) NG CHEUK KIU WINFIELD (5C) TSE TIN NOK (5C) WONG MING HEI (5C)
	42nd Hong Kong Mathematics Olympiad 第四十二屆香港數學競賽	Honourable Mentioned Certificate 優秀表現獎狀	YU MINGRUI (5D)
		Second-class Honour Certificate 二等榮譽獎狀	WONG NOK HEI (4D)
	The Hong Kong Mathematical High Achievers Selection Contest 2024-2025 第二十七屆香港青少年數學精英選拔賽	Second-class Honour 二等榮譽獎	MOK CHUNG HEI (3C)
		Third-class Honour 三等榮譽獎	WU ERIC (3D) AU HOK MING (3B) KONG YAT HIN (2B)
	第七十六屆香港校際朗誦節 中文朗誦	散文獨誦 - 普通話 中學一、二年級 - 男子組 - 季軍	WANG TSZ WA (1B) CHEN KEI CHAK CHARLES (2C)
		詩詞獨誦 - 普通話 中學一、二年級 - 男子組 - 冠軍	CHOW GEO TSZ HO (1C)

		詩詞獨誦 - 普通話 中學 一、二年級 - 男子組 - 季軍	LI SIU FUNG (2C) FUNG MAN HIM (2A) CHEUNG KOON FUNG (1A)
		詩詞獨誦 - 普通話 中學 三、四年級 - 男子組 - 季軍	MA HONG YIU (3B) YE CHUN SHING (3A)
		詩詞獨誦 - 粵語 中學一年級 - 男子組 - 冠軍	LI MAN CHUNG (1D)
	SCMP Student of The Year 2024/25	in the Linguist (Putonghua) category	LIN SUNZEJUN (5C)
	Hong Kong Student Science Project Competition	Champion	LIN CHIT ISAAC (3B) NG TZE MING JAMIN (3B) LIU SI HAN (2C)
		Honourable Mention	CHAN PAK HANG (4D) TAM MAN SHUN (4D) CHEUNG MARCUS HOK YIN (4C) CHEN DANIEL RUI (4D)
		Certificate of Participation	LEE PAK CHING (5D) TANG KAI WANG (5C) XU JUNHANG (5A) LO ANAKIN TING HIN (4D) LEE SAM (4A) CHEONG TSZ FUNG (3D) NG LEONG KWOK (3D) CHIU WING HEI (5D) LIM YIN KWAN NATHANIEL (5D) LIU PEIKUN (5D) YE CHUN SHING (3A) KING TSZ YEUNG OLIVER (2C)
	Hong Kong Youth Science and Technology Innovation Competition	Excellence Award	CHIU WING HEI (5D) LIM YIN KWAN NATHANIEL (5D) LIU PEIKUN (5D)
		Second Prize	CHAN PAK HANG (4D) TAM MAN SHUN (4D) CHEUNG MARCUS HOK YIN (4C)
		First Prize	LIN CHIT ISAAC (3B) NG TZE MING JAMIN (3B) LIU SI HAN (2C)

	AI Innovation Contest	Gold Award of Open Division	CHI GAVIN (4D) TSE CHI SUN (4D) CHEN WAI ON (4C) KASUBHAI KAIZAR (4C) FUZAIL REHAN (4B) WONG TSUN HIN (4A)
		Gold Award	YEUNG YAT SING (2D) LAU CHUN HANG (2C) LOK YAN CHAK (2A) HUI ADRIAN HIU MING (1C)
	少年警訊創新科技大賽 2024-25	高中組 嘉許獎	LAU PUI HEI (5D) MAK WING FAI (5D) CHENG CHI LONG BRYAN (5C) LOK SZE CHAI (5C)
	Hong Kong Secondary Student Space Station Popular Science Payload and Science Experiment Design Challenge	Gold Award	LIU PEIKUN (5D) CHAN PAK HANG (4D) TAM MAN SHUN (4D)
	Discover Hong Kong - Language and Communication Competition 2025	Outstanding Content Award	CHAN CHUN LAM (3D) CHAN GIBSON (2B) LEE CHING YEUNG (2B) TO CHIN WAI (2B)
	Hong Kong InnoHealth Cup	Second runner-up	LEE PAK CHING (5D) MAK WING FAI (5D) LOK SZE CHAI (5C) TANG KAI WANG (5C)
	Hong Kong Physics Olympiad 2025	First Class Honours	TAM MAN SHUN (4D)
		Second Class Honours	CHAN PAK HANG (4D) WONG NOK HEI (4D)
		Honourable Mention for Schools	CHAN PAK HANG (4D) CHENG TSZ HO AMOS (4D) FONG KAM (4D) HUI MICHAEL CHO MING (4D) KAM TSE MING CHAPMAN (4D) LEUNG CHI HO CLEO (4D) SO CHUN WING (4D) TAM MAN SHUN (4D) WONG CHUN WANG (4D) WONG NOK HEI (4D) XU YUEN (4D) MOK KA HEI (4C)

	Universal Robotics Challenge 2025	2nd Runner-up	HUANG JIASHU (4D) WONG CHUN WANG (4D) CHENG CHING LAM (4C) HUANG YAT TSUN (4B)
		2nd Prize	CHI GAVIN (4D) TSE CHI SUN (4D) CHAN KA LOK (4A) WONG TSUN HIN (4A) CHAN KAYDEN (1D) LIN SUM ENOCH (1C) LAM HOI TSUN (2D)
		3rd Prize	CHEONG TSZ FUNG (3D) LIN CHIT ISAAC (3B) YIP KA PO ANAKIN (3B) LAU CHUN HANG (2C) MA YUI SHUN (2C) YUNG CHIN HANG (2C) CHAN GIBSON (2B) NGAN TSZ YUI (2B) LOK YAN CHAK (2A)
	World Robot Olympiad Hong Kong	Golden Award	CHAN CHUN LAM (3D) CHAN CHUN YAN (3A)
		Bronze Award	HO HO FUNG (1B) CHOI TUNG WANG HOWINCE (2A) CHAN SZE HANG (1A) LAM FAI CHING (2A) WANG TSZ WA (1B) LUI HOK YIN (2A) SO PAK HIM (1A) LEE SHING YU (2A) CHAN KA LOK (4A) WANG TSZ HIN (2A) TSUI TSZ HO (1A) WONG CHUN HEI (2A) WONG KWOK SUN KARSON (1A)
Aesthetic Development	「好蓋有您」渠務署特色渠蓋設計比賽	冠軍	LAM HIU MING (6C)
	Joint Government Schools Chinese-Style Apron Design Competition	Final	CHENG CHEUK KIT (4D) HUANG JIASHU (4D)
	中西區「香港無處不旅遊」繪畫比賽	優異獎	LOK SZE CHAI (5C) LOK YAN CHAK (2A)
	品德教育漫畫創作比賽	優異獎	CHAN YAT LUNG (2B)

All-Round Development	2024 年香港島傑出學生選舉	2024 年香港島十大傑出學生(高中組)	LUI SUI HOI REX (6D)
		2024 年分區(中西區)傑出學生(初中組)	MA HONG YIU (3B)
	青苗學界進步獎	青苗學界進步獎	ZHUO ZIJIAN (6D) LOU CHEUK HEI (6C) HO HO LAM (6B) KONG PAK HEI (6A) HUANG JUNLONG (5C) YU MING RUI (5D) LAM HIU WING (5B) WU HIN YEUNG TIMOTHY (5A) CHI GAVIN (4D) CHAN PAK HANG (4D) CHENG TIN LAP (4C) LEUNG TSZ HEI RYAN (4B) CHEE YIN PAN (3D) FOK TUNG LAM SUNNY (3D) CHENG CHUN KIN (3C) CHAN CHUN YAN (3A) LIU YU JING (2C) NG TING HEI ETHAN (2C) TSUI YING KIT BRANDON (2C) CHAN LONG YIU (2A)
Community Service	青年義工網絡 「有心學生嘉許狀」	「有心學生嘉許狀」	CHENG KAI NING KARSTEN (6D) IP TING HIN (6B) KE LONG YIN (6B) LAU YAN KI (6A) NG SING KUI ALISON (6A) CHEN WENHAO (5D) TAO ZERAN (5D) YAU YAN NGAI (5D) CHENG CHI LONG BRYAN (5C) WONG YAT SHAN SEAN (5C) LO CHUN YIN (5B) POON PAK HANG (4D) SO YIP LONG (4C) MAN PUI YEUNG (4A) TANG HO HIM (2C) TAM SIU HANG (2A)

		【參與獎章】 50 至 100 小時以下	CHOI SIK HO (6D) FUNG CHING WAI (6D) LUI SUI HOI REX (6D) YUEN TIN FU (6D) LAM HUNG KAI (6C) CHAN AVENUS TSZ YAU (6B) CHUNG PUI NING (6B) HUI KA SHING (5D) MAK WING FAI (5D) LO CHEUK YIN (5C) CHOW CHUN FAI (4C) KWONG MING YIN (4C) WONG TSZ MING (2C)
		【成長獎章】 100 至 150 小時以下	CHAN HUI SING COLLIN (6A) LOK YAN CHAK (2A)
		【投身獎章】 150 至 200 小時以下	TSE TIN NOK (5C)
		【承擔獎章】 200 小時或以上	CHAN SHING LEUK (6B) LOK SZE CHAI (5C) KO KUI HOI (4C)
Moral & Civic	孝道之星	孝道之星	NG MING HIM BEN (6D)
Music	2024 HK Youth Music Interflow	Chinese Orchestra Interflow Secondary School Class B - Gold Award	KC Chinese Orchestra
		Symphonic Band Junior Section - Silver Award	KC Wind Band
	HK Youth Music Interflows and the HK Schools Music Festival	Zheng solo – Junior - Third Place	CHOW GEO TSZ HO (1C)
		Graded Piano Solo – G6 - Second Place	WU YUN HANG (3C)
		2004 HK Youth Music Interflows Chinese Orchestra Interflow – Secondary School Class B - Gold	KING'S COLLEGE CHINESE ORCHESTRA
		2004 HK Youth Music Interflows Symphonic Band Interflow-Secondary School Junior Class - Silver	KING'S COLLEGE WIND BAND
		Chinese Orchestra – Secondary School – Intermediate - Second Place	KING'S COLLEGE CHINESE ORCHESTRA
		Dizi solo – Advanced - Second Place	HAO CHI WING PATRICK (4D)
		Erhu solo – Advanced - Second Place	WU CHUNG YUEN MICHAEL (2B)
		Erhu solo – Junior - Third Place	WONG LOK KA (1C)
		Graded Piano Solo – G6 - Third Place	CHOW KA YAU (1D)

		Graded Piano Solo – G8 - First Place	CHOW CARLOS (1B)
		Graded Piano Solo – G7 - First Place	WONG LOK KA (1C)
		Harmonica Band – Secondary School - First Place	KING'S COLLEGE HARMONICA BAND
		Harmonica Ensemble – Secondary School - Second Place	WONG TSZ LONG (5B) TSE HON TO (5A) SZE CHUN HIN (4D) TANG KING YIP (4D)
		Harmonica Ensemble – Secondary School - First Place	YEUNG YAT SING (2D) CHOW HEI SHUN (2B) SIU NGO HIN (1C) WONG LOK KA (1C) KING'S COLLEGE HARMONICA ENSEMBLE TEAM 1 LIU SI HAN (2C)
		Harmonica Ensemble – Secondary School - Second Place	KING'S COLLEGE HARMONICA ENSEMBLE TEAM 2
			YEUNG YING FUNG AIDEN (4B)
		Harmonica solo - Junior - Second Place	LIU SI HAN (2C)
		Harmonica solo – Concert Work - Third Place	XIE HONG TO (5A)
		Harmonica solo – Concert Work - Second Place	SZE CHUN HIN (4D)
		Harmonica solo – Senior - Third Place	SZE CHUN HIN (4D)
		Piano solo – Chinese Music Composer - Third Place	CHOW KA YAU (1D)
		Secondary School Choir- Foreign Language Age 15 or under, treble voice only – Mixed Voice – First Division – Junior - Second Place	KING'S COLLEGE TREBLE CHOIR & MARYMOUNT SECONDARY SCHOOL GIRLS' CHOIR
		Sheng solo – Junior - Second Place	CHOW HEI SHUN (2B)
		Suona solo – Senior - Third Place	CHENG NAM NATHANIEL (4D)
		Xiao solo – Senior - First Place	HAO CHI WING PATRICK (4D)
National Education	「吾講吾識基本法競技工作坊」	三等獎	CHEONG TSZ FUNG (3D) CHAN CHUN YAN (3A) CHAN YIK WAN (3A) CHEN KEI CHAK CHARLES (2C) KWAN CHI TING (2C) FUNG MAN HIM (2A)

	《憲法》和《基本法》學生校園大使培訓計劃 2024 嘉許禮	嘉許狀	英皇書院
	「校本國情電影欣賞會」短片比賽 (中學組)	優異獎	英皇書院
	第二屆全港國際關係及外交辯論比賽	亞軍	CHAN CHEUK YU (5D) CHOW CHUNG HIM (5D) LAU SHING HEI (3C) TO KEVIN (3B) KWONG SZE LIK (2C) CHAN WAI CHING (2A) LIAO ZIHAN (1C) YAU KASSON (1C) CHUCK YU POK (1B)
		總決賽 (冠軍賽) 最有價值辯論員	CHOW CHUNG HIM (5D)
		第一輪初賽最佳辯論員	
		第一輪初賽最佳自由辯論員	
		第二輪初賽最佳辯論員	
		第二輪初賽最佳自由辯論員	
		八強賽事最佳辯論員	
		八強賽事最佳自由辯論員	
		四強賽事最佳辯論員	
		四強賽事最佳自由辯論員	
		總決賽 (冠軍賽) 最佳辯論員	
		總決賽 (冠軍賽) 最佳自由辯論員	
		總決賽 (冠軍賽) 我最喜愛辯論員	
	香港青年史學家年獎 (2024-2025)	優異獎	CHENG KI (6C)
	「心繫家國」2024/25 學年 中華飲食文化周暨學生廚藝大賽	參與證書	SONG HEI CHI (5B) XU HAOAN (5A) XU JUNHANG (5A) CHENG CHO HEI (3C) CHEUNG HOI YUEN (3C) CHAN CHUN YAN (3A)

	2025 年「國家安全齊參與計劃」國家安全短講比賽	參與證書	CHEN SHEUNG SHING (5D) KWOK CHUN NGAI (5D) LEE PAK CHING (5D) MAK WING FAI (5D) YAU YAN NGAI (5D)
NCS	賀國慶及第十四屆中西區區節系列－關愛和諧樂共融新來港定居及非華語學童成就嘉許禮	最佳進步獎 最具運動潛能獎	SINGH KARANJOT (4B)
		最佳進步獎	BERJA MICHAEL GERALD SARENAS (3B)
		最具藝術潛能獎	ISLAM MD AHNAF ABRAR (3B) SINGH HARJAS (3B)
		最佳進步獎 最盡責任獎 最具運動潛能獎	TAMANG ETHAN KARMA (2B)
Physical Development	學校體適能獎勵計劃	至 Fit 校園獎－金獎	King's College
	第 44 屆全港公開國術群英會 2025	男子少年套拳 (二等獎)	KWOK PAK LUN (4C)
		男子少年套拳 (二等獎)	KU MING TAI ALEX (4B)
		男子少年套拳 (一等獎)	TUNG YUI WANG CLINTON (4A)
		男子中童套拳 (一等獎)	LAU CHUN HANG (2C)
		男子中童長器械 (優異獎) 男子中童套拳 (亞軍)	LAU CHI SZE (1C)
	Inter-School Basketball Competition 2024-2025	Division Two – Boys C Grade: 2nd Runner up	KAM TSE HEI CHAYTON (2C) WONG YI CHUN HYGEN (2C) CHAN BRADLEY RON (2B) GURUNG AYDEN (2B) HSU TING FUNG (2B) LAW CHEUK HIM (2B) TAMANG ETHAN KARMA (2B) WONG YAN LOK (2B) CHEUNG LIK JUN (2A) TSUI YAT LONG (2A) WONG CHUN HEI (2A) HUNG CHAM HIN (1D) NG SHING HIN (1D) LIAO ZIHAN (1C) CHAN HO HIN (1A) CHEUK HO HIM (1A) LEUNG CHI KIU (1A) WONG CHUN HIM (1A)
	Inter-School Cross-Country Competition 2024-2025	Boys C Grade: 5 th Place	TSUI YAT LONG (2A)

	Inter-School Table Tennis Competition 2024-2025	Champion	HAI ANDY (2D) PAK YIU YEUNG (2D) WONG YUI HEI CYRUS (2D) LI SIU FUNG (2C) FONG CHUN SHING RILEY (1A)
	校際手球比賽	男子甲組 季軍	HO SAN WAH SUNNY (6D) SIN MAN HIN (6D) YAN KING SING (6D) CHU SHEK LONG (6C) CHEUNG CHUN LING (6A) LEE TSE WAI MARC (6A) WONG TIM LOK (6A) PANG YAN LIK CALEB (5C) CHAN ETHAN RON (5A) IP LONG ISAAC (5A) KWOK CHUN HANG (5A) LEUNG HOI MING (5A)
	校際田徑比賽	男子甲組 100 米 冠軍	CHAN CURTIS (6A)
		男子甲組 200 米 冠軍	CHAN CURTIS (6A)
		男子甲組 三級跳 殿軍	WONG TIM LOK (6A)
		男子乙組 100 米跨欄 冠軍	NG KA HEI (4B)
	校際游泳比賽	男子乙組 100 米蛙泳 殿軍	LEE PAK KIU (2D)
		男子丙組 50 米自由泳 殿軍	LAU CHUN HANG (2C)

10. Financial Summary (1.9.2024 - 31.8.2025)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline reference provision	540,849.00	216,963.10
<i>Sub-total:</i>	<u>540,849.00</u>	<u>216,963.10</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	520,386.00	634,817.38
2 Capacity Enhancement Grant - GSS	676,944.00	780,483.27
3 School-based management Top-up Grant - GSS	53,385.00	2,000.00
<i>Sub-total:</i>	<u>1,250,715.00</u>	<u>1,417,300.65 #</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
• Provision for 2024-2025	245,655.00	49,704.00
<i>Sub-total:</i>	<u>245,655.00</u>	<u>49,704.00 #</u>
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Learning Support Grant - GSS		
• Provision for 2024-2025	732,192.00	722,964.54
<i>Sub-total:</i>	<u>732,192.00</u>	<u>722,964.54</u>
School-based After-school Learning & Support Programmes - GSS		
• Provision for 2024-2025	51,000.00	33,491.80
<i>Sub-total:</i>	<u>51,000.00</u>	<u>33,491.80</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
• Provision for 2024-2025	883,874.00	798,045.00
<i>Sub-total:</i>	<u>883,874.00</u>	<u>798,045.00</u>
Information Technology Staffing Support Grant - GSS		
• Provision for 2024-2025	338,819.00	346,185.00
<i>Sub-total:</i>	<u>338,819.00</u>	<u>346,185.00 #</u>
Grant for the Sister School Scheme - GSS		
• Provision for 2024-2025	165,439.00	144,839.20
<i>Sub-total:</i>	<u>165,439.00</u>	<u>144,839.20</u>
Promotion of Reading Grant - GSS		
• Provision for 2024-2025	66,176.00	59,758.00
<i>Sub-total:</i>	<u>66,176.00</u>	<u>59,758.00</u>
School Executive Officer Grant - GSS		
• Provision for 2024-2025	590,760.00	486,420.00
<i>Sub-total:</i>	<u>590,760.00</u>	<u>486,420.00</u>

	Income (\$)	Expenditure (\$)
Life-wide Learning Fund - GSS		
● Provision for 2024-2025	1,236,410.00	1,258,481.88
Sub-total:	<u>1,236,410.00</u>	<u>1,258,481.88 #</u>
Diversity Learning Grant for the NSS Students - Other Languages		
● Provision for 2024-2025	77,400.00	99,975.00
Sub-total:	<u>77,400.00</u>	<u>99,975.00 #</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
● Provision for 2024-2025	84,000.00	109,667.38
Sub-total:	<u>84,000.00</u>	<u>109,667.38 #</u>
One-off Grant for the Senior Secondary Subject Citizenship and Social Development		
● Provision for 2024-2025	-	204,690.68
Sub-total:	<u>-</u>	<u>204,690.68 #</u>
One-off Grant for Mental Health at School - GSS		
1 Provision for 2024-2025	-	34,000.00
Sub-total:	<u>-</u>	<u>34,000.00 #</u>
One-off Grant on Parent Education-GSS		
1 Provision for 2024-2025	-	68,300.00
Sub-total:	<u>-</u>	<u>68,300.00 #</u>
One-off Grant on Promotion of Chinese Culture Immersion Activities - GSS		
1 Provision for 2024-2025	-	180,566.00
Sub-total:	<u>-</u>	<u>180,566.00 #</u>
One-off Grant on Promotion of Sports Ambience and MVPA60 in Schools - GSS		
1 Provision for 2024-2025	-	44,240.00
Sub-total:	<u>-</u>	<u>44,240.00 #</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	208,650.00	103,625.00
Sub-total:	<u>208,650.00</u>	<u>103,625.00</u>

V ECA ACCOUNT

(a) Provision for 2024-2025	104,319.00)	240,145.90
(b) Fees collected from students(S4 to S6)	53,550.00)	
Sub-total:	<u>157,869.00</u>	<u>240,145.90 #</u>

Remarks: Deficits covered by surplus carried forward from previous school year.

11. Appendix

Report on School-based After School Learning & Support Programme

學校名稱：英皇書院

計劃統籌人姓名：林子豐 電話：2547 0310

A. 校本津貼實際受惠學生人數 (人頭) 63 名(包括 A. 領取綜援人數： 3 名，B. 學生資助計劃全額津貼人數： 52 名及 C. 學校使用酌情權而受惠的清貧學生人數： 8 名)

B.

活動名稱/類別	參加資格學生人數 (人) #			平均出席率	活動舉辦時期 /日期	實際開支 (\$)	評估方法	合辦機構/ 服務供應機構名稱 (如適用)	活動評估
	A	B	C						
課後文化藝術發展~ 音樂課程 (中一至中三)	2	14	0	80%	9/2024 – 5/2025	23,540	個人反思/ 音樂老師觀察	導師	- 學生透過學習樂器，除了培養堅持和忍耐，也提升其藝術文化修養；參加樂團的訓練，更讓他們學習團隊合作和互勉的精神。 - 老師反映所有受惠學生在校內音樂科樂器考試均取得及格成績。 - 初中學生必須學習樂器，課程資助切合需要，可紓緩家長的經濟壓力。
香港歷史傳統文化 探索之旅 (中一至中四)	2	17	0	100%	19/12/2024	6,308	◇ 導師觀察 ◇ 活動評估	愛學遊(香港) 有限公司	- 認識、瞭解本地傳統歷史文化，透過體驗深入認識中國傳統文化。 - 建議下學年繼續舉辦不同主題的本地遊。

香港海洋公園學院教育活動之動感物理及探望大熊貓新成員「安安」和「可可」(中一至中五)	2	17	2	100%	21/1/2025	4,800	✧ 導師觀察 ✧ 活動評估	香港海洋公園學院	– 置身「動感天地」的機動遊戲，親歷刺激旅程，探索機動遊戲背後的物理概念；並活用物理概念，成為機動遊戲設計師，設計出既安全又刺激的機動遊戲。 – 活動形式：機動遊戲觀察及體驗、物理實驗工作坊 – 引導學生關心自然保育的議題，讓學生了解動物、環境及人類之間的關係，並學習關心和愛惜動植物。 – 建議下學年繼續舉辦主題公園的探究活動。
英文科-語文訓練(中五)	0	4	6	100%	4/2025 – 6/2025	10,000	個人反思/ 老師觀察	導師	透過課程，學生有更多練習機會，以鞏固他們英文文憑試卷三綜合練習的應試技巧。學生認同這有助於他們準備考試。
活動項目總數： 4									
@學生人次	6	52	8				總開支：\$44,648		
**總學生人次	66 名								

備註：

*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C) 的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

Report on the Use of Life-wide Learning Grant

Domain	Brief Description of Activities	Objective	Date	Target Student (level)	Actual no. of students	Evaluation Results	Actual Expenses (\$)	Nature of Expenses, E1 to E5. *See note below	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise/participate in life-wide learning activities												
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
English Language	Debate Workshop for Junior Forms (ENG)	✧ To help junior students develop background knowledge into debate arguments. ✧ To help students explore effective debate tactics and topics. ✧ To enhance students’ writing and speaking skills through the preparation of debate speeches. ✧ To give junior students a taste of debate through class competitions.	Whole Year	S.1 – S.3	20	The attendance rate and student feedback were very good.	\$9600	E5	✓	✓			

English Language	Appreciation of Drama Performance (ENG)	✧ To help students learn appreciation of language arts and interpretation of messages through watching a standard play. ✧ To bring fun into English learning. ✧ To enable students to learn how to express themselves not just through words, but also through facial expressions and body language.	First Term	S.1 – S.3	248	The students generally enjoyed the show as the drama performance was interactive. From the evaluation, most students agreed that they understood the plot and moral value of the drama and the activity has aroused their interest in watching and participating in drama performances in the future.	\$14000	E5	✓	✓			
English Language	Training courses for Speech Festival (ENG)	✧ To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. ✧ To provide training in speech skills, including articulation, voice control, pronunciation, and intonation. ✧ To coach students to ensure they can confidently command the stage and engage effectively with the audience.	First Term	S.1 – S.6	40	The students have learnt and practiced various speech delivery skills. 8 students won the prizes in three categories (Sole Verse, Public Speech Solo, and News Feature Presentation), including three 3 rd places, two 2 nd places, and three 1 st places.	\$20880	E5	✓	✓			
	Speech Festival (ENG) Enrolment fee	✧ To encourage students to appreciate language arts and beef up their public speaking skills	First Term	S.1 – S.6			\$7700	E1		✓			
Enhancing English environment	Festive Celebration to experience English	✧ To fully immerse students in English culture through festival celebration activities.	Halloween, Christmas, Valentine's Day	S.1 – S.6	Whole school	✧ The service provider managed to complete only the Halloween celebration activities for S.1 and S.2	\$21400	E5	✓	✓			

	learning in the cultural context	✧ To enhance students' motivation and interest in learning English through activities beyond the classroom.	& Easter			✧ students. ✧ The games were fun and the NETs from the service provider were able to grab students' attention. Over 80% of students agreed that they were given ample opportunities to interact in English.								
Cross-KLA	Sci-lish activities (STEM-related activities organised by English & STEM-related departments)	✧ By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into their English learning. ✧ To help students develop various generic skills, including teamwork, creativity, and logical reasoning.	Second Term	S.1 (whole form)	130	✧ 90% of S.1 students surveyed gave positive feedback and enjoyed the activities. ✧ All of them agreed that the experiments and activities could spark their creativity and interest.	\$13700	E5	✓	✓				
Promotion of Reading (ENG)	Reading for Fun Programme	✧ To engage students' interests in book reading with interesting stories of world-famous authors, and to enrich their knowledge in a wide range of genres ✧ To provide some tips and techniques in book reading	Second Term	S.1 (whole form)	130	✧ The majority (87%) of students found that the programme was useful in introducing them to the major strategies used by the writers. ✧ In general, they enjoyed books with a science/ Chinese history background.	\$10000	E5	✓	✓				
中國語文科	中華歷史文化週 - 集古村「古代婚嫁」互動劇場	認識傳統婚嫁儀式	2024年2月	中三	中一至中三	一、本次文化周活動之一「傳統婚俗互動劇場」，旨在讓學生透過互動體驗，了解中國不同朝代的婚嫁習俗及其背後的文化意義。活動以戲劇表演為主要形式，配合導師講解，並輔以PPT展示及後續的國情問答，進一步加深學生的認識。 二、活動成效 1. 學生參與度高，互動熱烈	\$8000	E1	✓	✓				

						了學生對中國傳統婚俗的認識，也透過互動學習的方式，提高了學習興趣。未來可進一步優化活動內容，擴展至更多傳統文化領域，以達到更深遠的教育效果。						
中文辯論及演說學會	聘請教練費用	✧ 鍛鍊邏輯思維能力 - 慎於思、明於辯 ✧ 培養演說技巧和能力 ✧ 培養歸納和引申能力，建立團隊精神，強化團隊協作能力	全年	辯論隊 隊員	22人	全港中學學界辯論比賽 1. 初賽 日期：23/11/2024 賽果：英皇書院勝 獎項：最佳辯論員（周頌謙） 2.第一輪正賽 日期：25/1/2025 獎項：最佳辯論員（周頌謙） 國關盃 1.第一輪初賽 日期：25/1/2025 賽果：英皇書院勝 獎項：最佳辯論員（周頌謙）、自由辯論最佳辯論員（反方二副周頌謙） 2. 第二輪初賽 日期：8/2/2025 賽果：英皇書院勝 獎項：最後八強、最佳辯論員（周頌謙） 3. 第三輪初賽 日期：22/3/2025 賽果：英皇書院勝 獎項：最後四強、最佳辯論員（周頌謙） 4. 準決賽 日期：3/5/2025 賽果：英皇書院勝 獎項：冠軍戰、最佳辯論員（周頌謙） 5. 總決賽（冠軍賽） 日期：17/5/2025 獎項：亞軍、最佳辯論員(周頌謙)	\$13500	E1	✓	✓		

						第一屆「社區盃」全港校際中學辯論比賽 1. 初賽 日期：8/2/2025 賽果：英皇書院勝 獎項：最佳辯論員(周頌謙)、最後六強 2. 複賽 日期：15/2/2025 賽果：英皇書院勝 獎項：最佳辯論員(周頌謙)、最後四強 3. 準決賽 日期：23/2/2025 賽果：英皇書院勝 獎項：最佳辯論員(周頌謙)、冠軍 4. 冠軍賽 日期：23/2/2025) 賽果：英皇書院勝 獎項：最佳辯論員(周頌謙)、亞軍 第六屆卧龍盃官立中學多角辯論賽 2025 日期：17/5/2025 賽果：優異獎								
Chinese & PTH	School Speech & Music Festival [1. Subsidise entry fee & transportation expenses; 2. Subsidise for recruiting the coaches to teach students Chinese Speech]	To encourage students to widen their exposure and exert their potential through participating in competitions.	Nov 2024	S.1 - S.5	38	共38位同學出席賽事: 賽果：2冠軍、7季軍、22優良、4良好	\$6270	E1			✓			
Mathematics	Math Olympiad Courses (Junior)	To enhance junior form students' higher-order thinking, logical thinking,	First and Second Term	S.1 - S.3	29	Students attained good results at the Hong Kong Mathematical High Achievers Selection	\$13200	E6	✓					

		and problem-solving skills.				Contest organized by Po Leung Kuk and Hong Kong Association for Science and Mathematics Education . One student had earned a 2nd-class award and 3 students had earned 3rd-class award. Over 85% of students felt that the class helped them develop a better understanding and skills in Mathematics. The attendance of students was over 85%.							
Geography	Fieldwork Skill Training Workshops (course fee, equipment, and transportation expense)	✧ To facilitate students' mastery of fieldwork skills; ✧ To enhance students' generic skills through field study.	Second Term (17-2-2025)	S.5	17	All students were able to use the data and knowledge learnt from the fieldwork to complete and submit a 'field report'.	\$2500	E2	✓	✓			
Biology	Ecological field trip	✧ To enrich students' experience and skills in learning biology and develop a deeper understanding of Hong Kong Ecology. ✧ To provide firsthand experience in protecting the environment and put it into action.	Second term	S.5	62	To support the transportation fee for the field trip in Cheung Chau	\$2548.2	E2	✓	✓		✓	
Biology	Biotechnology taster programme	To increase students' exposure to the most updated technology and skills in the biotechnology field.	First term	S.6	8	Students built a portable biomedical imaging device with programming and biomedical engineering skills in 20-hour workshops	\$29000	E6	✓				✓
PE	Volleyball Training	To train up the student to participate in the inter-school volleyball competitions	Whole Year	S.1-S.6	27	More than 200 hours of training, 10 matches of the Inter-school Volleyball Competitions.	\$60000	E5			✓		
PE	Handball Training	To train up the student to participate the inter-school Handball competitions	Whole Year	S.1-S.6	32	Handball training boosts fitness, teamwork, coordination, and strategy. It fosters passion, friendship, and resilience while	\$80000	E5			✓		

						promoting a healthy lifestyle.							
PE	Football Training	To train up the student to participate in the inter-school Football competitions	Whole Year	S.1-S.6	45	Football training boosts fitness, teamwork, coordination, and strategy. It fosters passion, friendship, and resilience while promoting a healthy lifestyle.	\$48000	E5			✓		
PE	Basketball Training	To train up the student to participate in the inter-school Basketball competitions	Whole Year	S.1-S.6	40	Basketball training boosts fitness, teamwork, coordination, and strategy. It fosters passion, friendship, and resilience while promoting a healthy lifestyle.	\$10000	E5			✓		
PE	Table-Tennis Training	To train up the student to participate in the inter-school Table-Tennis competitions	Whole Year	S.1-S.6	15	Table-tennis training boosts fitness and strategy. It fosters passion, friendship, and resilience while promoting a healthy lifestyle.	\$20400	E5			✓		
Music	Weekly intensive training programmes for different music teams: Harmonica Band, Orchestra, Wind Band	✧ To enhance students' performing skills and ensembleship. ✧ To broaden students' exposure by taking part in interschool music competitions	Whole year	S.1-S.6	133	Members participated in the HK Music Interflow and HK Schools Music Festival, winning two Gold Awards, three Silver Awards, and one Bronze Award.	\$149,000	E5			✓		
Music	Special training programmes for music ensembles (elite students)	To refine the performing skills and ensembleship of the music ensembles (elite teams) for music performances and competitions.	Whole year	S.1-S.5	12	The students' performing skills were greatly enhanced. They won the Champion and 1 st Runner Up in the HK Schools Music Festival.	\$7800	E5			✓		
Music	Music instrumental training program for specific instrumental classes	✧ Develop students' music performing skills. ✧ Enrich students' learning experiences. ✧ Nourish new blood for the school teams	Whole year	S.1-S.3	20	95 % of the students have fulfilled the attendance requirement necessary to receive subsidies.	\$35490	E5			✓		

Music	To assist S.5 and S.6 music HKDSE students in completing their composition portfolios	✧ To enhance students' compositional skills ✧ To assist senior form students in completing their composition portfolios to meet the requirements of the public exam.	Whole year	S.5-S.6 (DSE) class	9	S6 students completed their composition portfolios and submitted them to HKEAA on time.	\$6000	E5	✓		✓		
Visual Arts	OLE Talk for Aesthetic Development (VA)	To broaden students' horizons in aesthetic development.	Feb 2025 - May 2025	S.4 & S.5	232 S.4 & S.5 students joined the Talk on "Fostering 4Rs through Visual Arts	The speaker from DIVERSE Learning Club, "Tarson Fung," introduced the following points: 1) the students about the importance of the Visual Arts, 2) The relationship between Art & Health, 3) How to use Art for expression, 4) How to observe the lives through Art, 5) How to integrate Art in our lives. Through observation, most students found the talk interesting and useful for them to foster relaxation through Art.	\$2300	E1			✓		
Visual Arts	Wood Turning workshop for senior students	✧ Experience the wood spin craft and design a uniquely shaped wooden vase. ✧ To widen students' horizons in making applied art.	Oct 2024 - Dec 2025	S.1-S.3	All S1 to S3 students	10 students of S3 – S5 were enrolled for this 4-session iPad Procreate workshop that provided a solid foundation in digital painting using Procreate on the iPad Pro, focusing on key skills essential for comic art and illustration. The curriculum effectively addressed drawing with guidelines, color blending, perspective, creating light effects, and figure proportion in comics. The workshop's strengths lie in its successful skill development, providing participants with practical abilities in Procreate. The hands-on approach enabled students to	\$11800	E1			✓		

					immediately apply the concepts they had learned, fostering a deeper understanding and retention of the material. Crucially, the tutor provided individual guidance and feedback to students, further enhancing the learning experience by addressing specific challenges and helping students refine their techniques. The fact that 80% of participants completed digital paintings, demonstrating the skills they learned, is a testament to the workshop's effectiveness, indicating clear instruction, adequate support, and a motivating learning environment. Furthermore, the opportunity to exhibit selected works at King's College Centenary Visual Arts Exhibition provides a significant incentive for participants, validating their efforts and enhancing the learning experience, while offering valuable exposure. The workshop appears to have been a highly successful learning experience for participants. The focus on fundamental skills, combined with hands-on practice, individual tutor guidance, and the opportunity for exhibition, created a valuable and engaging learning environment. The high completion rate and the quality of work produced suggest that the workshop effectively achieved its objectives. The exhibition at King's College Centenary Visual Arts Exhibition										
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						is a wonderful opportunity to showcase the talent and skills developed during the workshop.							
Visual Arts	“Fotomo” Workshop & “Miniature Workshop” for junior students	✧ To turn flat photos into three-dimensional models, which breaks the boundary of traditional photos ✧ To foster the students’ model-making techniques ✧ To widen the horizon of students in the Visual Arts	Mar 2025-May 2025	S.1 & S.3	15 students joined the FOTOMO Workshop 10 students joined the Miniature Workshop	FOTOMO Workshop: In the 3-session Fotomo workshops, participants learned relevant skills and showcased their creativity in making a stand for their work. Five pieces of the Fotomo were selected for display at King’s College Visual Arts Exhibition to be held at HK City Hall in July 2025. From interviews, all students agreed that the workshop was interesting and useful for training their craftsmanship and creativity. However, it was quite difficult to enroll the participants because many students needed to learn Japanese, Spanish or musical instruments on Saturday mornings. It’s better to conduct the lessons after school on weekdays or on Saturday afternoon. <u>Miniature Workshop:</u> The miniature workshop focused on creating cute and realistic models of hotpot ingredients, including vegetables, fatty beef rolls, and meatballs. Despite the students having no prior experience in miniature art, the workshop proved to be a valuable and enjoyable learning experience. Students successfully learned to manipulate clay, developing their fine motor skills and creativity. By the end of the workshop, each student had	\$7190	E1, E5			✓		
							\$4850						

						created impressive miniature models that reflected their understanding of the hotpot theme. Students expressed high satisfaction with their artwork. They felt a sense of accomplishment in creating pieces that not only looked realistic but also represented their artistic efforts. Some of the artworks will be showcased in the School Visual Arts Exhibition 2025, providing students with a platform to display their creativity and hard work to the school community.							
Visual Arts	Hiring coaches for visiting Art Exhibitions	To visit the Art Exhibition to broaden students' horizons. (Students from S1 to S4 visit the tour on 3 April) Guided Exhibition and Workshops (Designers' Dreams & Practices) organized by M+)	Oct 24 – Jul 25	S.1-S.5	14	Through the guided tour, students examined how design and architecture could drive contemporary social transformation. They also understood the production stories of designers, thereby tracing cultural changes and the constantly evolving social environment. By design, table-tennis bats helped cultivate students' empathy and a sustained awareness and concern for local and global social issues.	\$1200	E2			✓		
Counselling Team	4Rs Mental Wellness Programme	To raise students' awareness of the 4Rs in order to enhance their mental wellness through a series of activities	Sep 2024 to Jun 2025	All S.1 – S.6 students	759	The 4Rs mental wellness program effectively increased students' awareness through engaging day camps, talks, and workshops led by social workers. These diverse activities, conducted throughout the school year, enhanced students' mental well-being and fostered the principles of the 4Rs in a	\$160000	E6	✓	✓	✓		

						supportive environment.							
Counselling Team	Twice-exceptional workshop	To enhance students' generic skills through group work and games	1 st term	10 S.1 students	10	The attendance rate was 80%, with students actively participating in classroom activities, enhancing their problem-solving and collaboration skills.	\$23550	E1 & E5	✓	✓			
Counselling Team	S.1 Adaptation Day Camp – Independence	To promote resilience and independence among S1 students, helping them to smoothly transition into secondary school by developing their problem-solving skills, self-reliance, and ability to adapt to new challenges.	10/10/2024	All S.1 students	140	Over 90% of students agreed or strongly agreed that the activity helps them transition smoothly into secondary school. Nearly all students believe the activity enhances their self-reliance. Over 90% of students agreed or strongly agreed that the activity strengthens their problem-solving skills. Almost all students feel the activity improves their ability to adapt to new challenges.	\$75080	E1,E2,E5, E7	✓	✓	✓		
Counselling Team	S.3 Adventure-based Day Camp – Resilience	To organise an adventure-based day camp for S3 students that focuses on building resilience, encouraging them to face challenges, developing problem-solving skills, and enhancing their ability to persevere in the face of adversity.	23/1/2025	All S.3 students	127	The event was highly successful, with students actively participating in all activities, particularly the high-altitude challenge. Throughout the experience, they developed their courage, resilience, and teamwork skills, pushing themselves beyond their limits.	\$97550	E1 & E5	✓	✓	✓		

Counselling Team	SSW Peer Support Programme	To organise a series of peer support programme for students, aimed at fostering a supportive community, enhancing social skills, and promoting emotional well-being through peer-led activities and mentorship.	Sep 2024 to Jun 2025	All S.1-S.6 students	759	The activities integrated games, storytelling, and role-playing to strengthen students' peer support networks. An impressive 96.1% of students agreed that these activities helped them gain a deeper understanding of the topic. This high level of agreement demonstrates the program's effectiveness in enhancing students' knowledge of peer support and fostering empathy among them.	\$24000	E1	✓	✓			
Service Education	S.1 – S.3 Social Service Workshop	To organise volunteer services for students, aiming to cultivate a sense of social responsibility, enhance community engagement, and develop leadership and teamwork skills through meaningful service activities.	Sep 2024 to Jun 2025	S.1 – S.3 students	614	The feedback collected from students regarding the workshop indicates a generally positive reception. The majority of respondents rated various aspects of the workshop highly, suggesting that it was effective in delivering its intended outcomes. <u>Summary of Findings</u> Understanding of Voluntary Service: A significant 79.3% of students rated the workshop 4 or 5, indicating that it successfully enhanced their awareness of voluntary service and its importance in the community. Enjoyment: The workshop was well-received, with 74.8% of students rating their experience positively. This suggests that the session was engaging and enjoyable for most participants. Skills and Knowledge Gained: About 73% of students rated the learning experience 4 or 5,	\$81600	E1 & E5	✓	✓		✓	

						demonstrating that the workshop effectively provided valuable skills and knowledge. Relevance to Interests and Goals: The activities were rated positively by 72.5% of students, suggesting that they were well-aligned with students' interests and aspirations related to voluntary service. Impact on Perspective Toward Community Involvement A 73.7% positive rating reflects that the workshop successfully influenced students' views on participating in their community. <u>Conclusion & Recommendations</u> The results indicate that the S.1 – S.3 Social Service Workshop was effective in engaging students and fostering their interest in community service. The high ratings across all categories suggest that the workshop successfully met its objectives. However, opportunities for improvement remain, such as increasing engagement levels or tailoring activities more specifically to students' needs. Future workshops could incorporate interactive components, real-world applications, or mentorship opportunities to further enrich the experience.										
OLE\Student Development Day\PSHE	SDD S.2 Ping Shan Study Tour	✧ To facilitate students' understanding of the culture and history of	Oct 2024	S.2	136	The satisfaction rate is 83.2%.	\$15369	E1, E2, E5	✓	✓						

		walled villages, their formation, and their relation to Chinese culture. ✧ To enhance the connection between national history and national identity.												
STEAM Activity	STEAM Week Activity - Training workshops for S.1 students	✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEM learning.	Second Term	S.1	S.1 (whole form)	All S1 classes had participated in the activities. Most students found the activities interesting.	\$21000	E1	✓					
STEAM Activity	STEAM Week Activity - Training workshops for S.2 students	✧ To enhance students' STEAM knowledge and skills ✧ To raise students' interest in STEM learning.	Second Term	S.2	S.2 (whole form)	All S2 classes had participated in the activities. From observation, students enjoyed the activities.	\$46920	E1	✓					
CLP	HKU Taster Programmes (Quota: 10, set by HKU)	To offer junior secondary students an exciting taste of the vibrant campus life in HKU, while participating in different interactive and inspiring workshops to explore their passion and interest in various disciplines, like Architecture, Arts, Engineering and Science.	Dec 2024	S.2 to S.4 (selection criteria: students who have been granted fee remission or CSSA, and with good academic performance)	10	Satisfactory level: 4 out of 4 -Positive feedback from students -Students all enjoyed their experience at HKU. They generally commented highly on the activities, as they had the opportunity to gain hands-on experience and meet university students and students from other secondary schools. They shared that they had gained a deeper understanding of different programmes and had even developed an interest in certain subjects. Participants shared their learning experience with the whole school during King's Morning in May 2025.	\$16000	E6	✓					✓

Leadership Training	Future Leaders Workshops (course fee)	✧ To develop students' leadership skills and nurture positive attitudes. ✧ To enhance students' resilience.	First & Second Terms	S.1-S.3 (Selected students)	77	94% overall attendance rate in the activities 91% overall satisfaction rate in the activities	\$9500	E6		✓				
STEAM Competition	STEM Competition (application fee)	✧ To facilitate students' STEM learning ✧ To showcase students' STEM learning outcomes	First & Second Terms	S.1-S.5 (Selected students)	10	6 S.5 students have obtained the Platinum Medal Award, Special Award by Innovation Initiative Co-operative Inc. "The Inventors Circle", Toronto, Canada, Special Award by Turkish Inventors Association (TÜMMİAD), Special Award by Indonesian Invention and Innovation Association (INNOPA), and 4 S.4 students have received the Gold Medal Award, Special Award by National University of Science and Technology Politehnica Bucharest, Special Award by Eurobusiness-Haller & Haller Pro Inventio Foundation in PRIX EIFFEL 2024, Nov.	\$14575.48	E3		✓				
德育及民教育組	仁愛周活動 1. 攤位遊戲 2. 獎品	為讓學生透過不同的學校內容和活動讓學生從「認識仁愛」、「家庭」、「朋友」、「社區」、「世界」、「動物」這幾方面，強化學生有「仁愛」之心。	17/2 - 21/2/2025	S.1-S.6	全校	透過攤位遊戲、宣明會戰禍無辜、宣明會展板、愛護動物協會寵物講座等活動，推廣「仁」是中華傳統文化價值觀的重要觀念，培育學生有「仁愛」之心，不但要引導他們從行為上關心、愛護、真誠對待他人，更著重培養他們的內在修養，積極以「仁」作為言語行動的標準。培育學生具備「仁愛」的價值觀，是讓學生從「心」出發，凡事推己及人，以真誠的態度與家人、師長、朋友相處；並推而廣之愛護天地萬物，關注鄰舍和社會弱勢社群甚至動物的福祉，體現「親親而仁民，仁民而愛物」，藉	\$7948.4	E1		✓	✓			

						此建立和諧友愛的校園和社會，預防及杜絕欺凌、傷害他人和動物的事件。								
						Sub-total of Item 1.1	\$1,209,421.08							
*Code for Expenses														
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)					E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school							
E2	Transportation fees					E7	Purchase of equipment, instruments, tools, devices, consumables							
E3	Fees for non-local exchange activities / competitions (students)					E8	Purchase of learning resources (e.g. educational softwares)							
E4	Fees for non-local exchange activities / competitions (escorting teachers)					E9	Others (please specify)							
E5	Fees for hiring expert / professionals / coaches													

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Guangzhou, Zhuhai Aviation and Sustainable Development Exploration Journey	Study Tour	April 2025	S.1 - S.2	20 (& 2 teachers)	100% overall attendance rate in the activities and 97% overall satisfaction rate in the activities.	Students: \$6300 Teachers: \$3200	✓					
2	蘇杭文化歷史考察之旅	歷史文化考察團	12-16 Nov 2024	S.4 and S.5 students	36	✧ 透過活動，學生對中國悠久歷史有了更深刻的認識，包括對魯迅、秋瑾和王羲之的生平事蹟及對中國文化的貢獻有了更深入的了解。 ✧ 學生在水鄉環境中體驗中國水鄉文化，深思保育與發展議題。 ✧ 學生從茶文化中了解茶農辛勞，尊重傳統價值觀，認識茶文化對經濟社會的影響。 ✧ 學生體驗中國城市現代化建設與傳統文化融合，認識保留傳統文化與現代化建設平衡發展的重要性。	\$59724	✓	✓				✓

3	Summer English Immersion Study Tour (New Zealand)	Study Tour	July 2025	S.3 - S.4	20	Students seized the opportunities to learn outside the classroom, understand the New Zealand culture and broaden their horizons.	\$39100	✓				
				Sub-total of Item 1.2 (Non-Local Activities)			\$108,324.00					
				Reported Expenses for Category 1 (Item 1.1 + 1.2)			\$1,317,745.08					

No.	Item	Domain* (Please refer to the remark for examples of the domain)	Purpose	Actual Expenses
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Sheng, pipa, liuqin (Musical instruments)	Purchase of musical instruments	Replace the broken instruments for the instrumental class students.	\$9960
2	Rack for equipment storage	P.E.	Equipment storage	\$900
			Reported Expenses for Category 2	\$10,860.00
			Reported Expenses for Categories 1 & 2	\$1,328,605.08

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	750
Estimated number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWLG (Name & Post): CHAN Ping-san, EO

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc., if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

Evaluation on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for School-based Support for NCS Students (NCSSG), Provision for Learning Circle and School Executive Officer Grant (SEOG) for Manpower
2024-2025 school year

Objectives/Plan	Evaluation
Objectives: 1. To cater for learners' diversity 2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development, and teaching 3. To provide support and assistance to teachers in preparing teaching and learning materials and Form-teacher Period materials (Moral, Civic & National Education, Life Planning Education & Careers Guidance, and Counselling) and organising ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning, Campus TV, and school activities and assist in organising Learning Circle activities among 18 government secondary schools. Plan: (a) Appointment of two full-time GM Grade temporary teachers for teaching Chinese Language (b) Appointment of 8 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), IT(2))	• The recruitment of temporary teachers has notably strengthened our educational capabilities, particularly enhancing our Chinese department's capacity to meet the diverse needs of Non-Chinese Speaking (NCS) students. By delivering a customized curriculum through focused pull-out sessions, these teachers significantly improved students' learning efficiency and proficiency in Chinese. Additionally, their support in organising cultural enrichment activities greatly increased student engagement and appreciation of Chinese culture. These targeted measures contributed substantially to the high-level achievement of senior students in public examinations. • Teaching assistants in the English, Chinese, and Mathematics departments have substantially enhanced subject-specific support, effectively managing administrative and non-teaching tasks to alleviate workloads for full-time teachers. This has enabled teachers to focus more intensively on curriculum design and instruction. Specifically, the English Teaching Assistant contributed valuable editorial expertise and engaging content for the school magazine. The Chinese Teaching Assistant played a dual role, coordinating cultural lessons for NCS students and actively supporting the Moral & Civic and National Education Activity Committees. Moreover, both the Chinese and Mathematics Teaching Assistants provided focused guidance to SEN students, facilitating their mastery of complex concepts and improving overall learning outcomes. • The Teaching Assistant (OLE/IT) has significantly enriched student learning experiences by providing extensive support to the OLE Committee, Campus TV Committee, and Careers and Life Planning Education Committee. He was instrumental in managing live broadcasts, producing the engaging programme King's Morning, and creating impactful video content for online events and promotional activities. Additionally, his dedicated efforts in broadcasting flag-raising ceremonies have greatly enhanced school-wide participation in national education activities. His contributions have effectively broadened and enriched both the educational and extracurricular environment of the school. • The two Teaching Assistants (IT) each made distinct and meaningful contributions to school development. One played a vital role in advancing STEAM education by supporting a range of learning activities organised by the STEAM Committee. He also assisted the Discipline Committee with daily operations and student behavioural support, and actively

Objectives/Plan	Evaluation
Duties include assisting teachers in: - preparation of teaching and learning materials; - providing administrative support to subject departments; - providing learning support for weaker students, SEN students and NCS students; - supervising and conducting extended learning activities or OLE activities; - lesson substitution; - examination invigilation (public and internal), etc. (c) Appointment of a School Administrative Executive and General Clerk Duties include: - assisting the operation of SMC - handling matters of procurement/tendering - supervision of GCs & TAs - secretarial duties - assisting in exam matters - assisting in WebSAMS-related matters - assisting in S.1 admission and other major school functions - assisting the liaison with school stakeholders & outside organisations - assisting in the arrangement of school programmes - assisting with the 100th anniversary celebration, (d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	promoted traditional Chinese culture through his work with the Lion Dance Team. The other significantly aided the organisation of cross-school collaborative activities within the Learning Circle of 18 government secondary schools, enhancing professional exchange and strengthening inter-school partnerships. Together, their multifaceted efforts greatly enriched both the academic and developmental landscape of the school. - The two Special Education Needs Teaching Assistants (SEN TAs) played a key role in supporting students with diverse learning needs. Their responsibilities included assisting with procurement, coordinating activities and training programmes, and facilitating Individual Education Plan (IEP) intensive training tailored to students with SEN. They worked closely with a range of professional practitioners—such as the school-based Educational Psychologist, specialists from the Student Mental Health Support Scheme (SMHSS), Speech Therapists, and Occupational Therapists—to ensure targeted and specialised support. In addition to addressing academic needs, the SEN TAs also contributed to the emotional well-being and personal development of SEN students. Notably, they provided essential support for the smooth operation of the 2025 HKDSE Special Examination Centre, ensuring appropriate accommodations for candidates with special needs. - Teaching Assistants (TAs) play an integral role in supporting school operations and enhancing the overall quality of education. By taking on classroom substitution duties, they enable teachers to participate in professional development activities without increasing the workload of their colleagues. TAs also serve as invigilators during both internal and public examinations, allowing teachers to concentrate on marking and refining assessment strategies. They provide essential support for special examination arrangements for students with special needs and assist with procurement tasks, including sourcing quotations for services and supplies. Furthermore, TAs supervise students during off-campus activities and contribute to data processing tasks related to S.1 admissions. Their active involvement in the planning and execution of Other Learning Experiences (OLE) activities significantly fosters students' all-around development and engagement beyond the classroom. - The School Administrative Executive (SAE) has significantly enhanced the school's efficiency by coordinating administrative tasks and reducing teachers' workloads. She provided key secretarial support to the School Improvement Team, heads of departments, staff meetings, and the School Management Committee (SMC). She also managed procurement for essential items like exercise books and uniforms, ensuring transparency through quotation sourcing. Her work has been highly appreciated by leaders of major

Objectives/Plan	Evaluation
	committees, including Exams, S.1 Admissions, WebSAMS, Student Learning Profiles, Scholarships, and the Speech and Music Festival. The general clerk also offered valuable support to office staff and teachers, especially in preparing for the School's 100th Anniversary Celebration. • The recruitment of an Information Technology Resources Officer and a Computer Technician significantly strengthened IT support across the school. Their contributions enhanced e-learning and online teaching while also ensuring the smooth operation of school events, activities, and examinations through timely technical assistance. Their support has been vital in maintaining a stable and effective digital learning environment.

推廣中華文化體驗活動一筆過津貼 2024-2025 報告

背景

學習中華文化的是學校教育的重要一環。優秀的傳統文化是我們發展的優勢，是維繫國家、民族團結的重要根基，故此要提供不同機會讓學生認識、傳承中華文化。

為進一步加強支援學校提升學生對學習中華傳統文化的興趣，加強學生國民身份認同，教育局持續發展相關學與教資源、舉辦多元化學生活動、內地交流等，以營造校園的文化氛圍，發放 30 萬元的「推廣中華文化體驗活動一筆過 津貼」。

學校可於 2026/27 學年或之前運用本津貼舉辦各種有關中華文化的活動，直至 2027 年 8 月 31 日止。

原則

1. 為學生提供多元化的學習／體驗活動，以營造校園的文化氛圍，提升學生對中華文化的興趣。
2. 根據學校發展及整體學生學習需要，訂定適當的目標和策略。

整體目標

1. 提升學生對中國歷史的興趣和中華文化的認識。
2. 讓學生能夠欣賞及承傳中華民族的卓越精神與文明。

本校已於 2024-2025 學年舉辦下列活動：

推行項目	成效	財政支出
中華文化環境探索之旅 ● 2024 年 11 月 12 日至 16 日完成 5 日杭州、烏鎮、紹興文化之旅 ● 透過交流參觀、體驗、考察和研習，讓學生認識祖國文化歷史及大自然環境。 ● 活動結合參觀、體驗與專題研習，讓學生深入了解當地歷史文化及傳統藝技 ● 36 名中四、中五學生及 4 位老師	● 90% 學生認同活動有助認識傳統當地歷史文化及傳統藝技 ● 在中華文化環境探索之旅中，學生們參觀杭州西湖、烏鎮水鄉，親身體驗「人間天堂」的魅力，深化了對中國傳統水鄉文化的認知 ● 走訪魯迅故居博物館、秋瑾博物館，了解白話文運動背景及秋瑾事跡，加深對近代歷史人物與文化運動的認識。 ● 通過上山採茶、體驗炒茶，感受當地勞作的艱辛，理解中國傳統質樸勤勞的文化內涵，認識到傳統工藝的人文價值。	\$87,036
中華文化廣東探索之旅（學生發展日） ● 2024 年 10 月 10 日（1 天） ● 中國紫檀博物館（橫琴分館）、珠海博物館（新館） ● 認識當地傳統產物及了解歷史文物保育情況 ● 通過體驗活動增進學生對中國傳統藝技的認識	● 80% 以上學生認為活動有助認識本土風俗文化經濟發展。 ● 在中華文化廣東探索之旅中，學生通過參觀紫檀博物館，近距離接觸傳統木雕工藝，深刻感受中華文化中「匠心傳承」的藝術價值。 ● 通過珠海博物館的研習，認識珠海歷史脈絡，增長對粵港澳大灣區的速度發展，進而增強了對國家區域發展的認識。	\$82,010

沙頭角客家文化考察 ● 時間：2025 年 4 月 11 日 ● 中四、中五修讀中國歷史科及非華語學生，共 32 人 ● 探索香港歷史（長生古寺、日月亭、中英街），體驗客家菜技藝 ● 認識中國傳統習俗文化的承傳和改變 ● 反思傳統的價值	● 80% 學生認同活動有助認識沙頭角文化。 ● 在沙頭角客家文化考察中，學生探訪中英街等歷史地標，深入理解因殖民條約導致的分區歷史認識到近代歷史對地域文化的影響。 ● 通過體驗客家菜技藝，感受客家文化對當地俗的塑造，進而理解飲食文化作為中華文化重要載體的意義。	\$11,520
總支出		\$180,566

King's College

Evaluation Report on the Use of the “One-off Grant for Parent Education (Secondary)” (2024-2025)

Objectives:

1. Enhancing Parents' Understanding of Adolescent Development
2. Promoting Healthy, Happy, and Balanced Development in Adolescents
3. Supporting Parents' Physical and Psychological Well-being
4. Strengthening Home-School Cooperation and Communication

Fund allocated: \$200,000 (for 2024-2027 academic years)

Objectives	Programme / Activity	Success Criteria	Method of evaluation	Evaluation	Expenditure
1, 2, 3 & 4	Homecoming Day / PTA AGM Activities for Parents: - 家庭網絡安全 避免陷阱親子關係速成班 (around 30 parents; on 18/10/2025) - Parent Lecture: "Soul Microscope" Unveiling the Mental Health Needs of Children (41 parents; on 9/11/2024) & - Relaxation activities for parents - Botanical Printing Bags & flower tea (37 parents; on 11/1/2025 & 9/3/2025)	80% of the parents are satisfied with the programmes	Questionnaire	Over 80% of the parents were satisfied with the activities on the Homecoming Day, which successfully fostered parental engagement, awareness, and relaxation, providing a holistic approach to strengthening family bonds and promoting mental well-being. 家庭網絡安全 避免陷阱親子關係速成班 (80% satisfaction rate) equipped parents with essential knowledge on digital safety and effective parent-child communication. Participants gained practical strategies to guide their children in navigating online risks while maintaining strong and trusting relationships. The Parent Lecture, "Soul Microscope" Unveiling the Mental Health Needs of Children (100% satisfaction rate) offered valuable insights into children's emotional and psychological needs. Parents appreciated the expert guidance that empowered them to better support their children's development and well-being.	HK\$4,500.00 HK\$18,000.00

	parents; on 26/4/2025, 3/5/2025, 10/5/2025, 17/5/2025) - NCS Parent Talk and Workshop (19 parents including 5 non-local and 14 local parents; on 23/11/2024 & 18/1/2025)				
				Total:	HK\$68,300.00

Fund brought forward: HK\$200,000 – HK\$68,300 = HK\$131,700

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼計評估報告

計劃統籌老師姓名：黃鎮煒

計劃目標：

培養學生對體育活動的興趣，宣揚積極健康的生活態度，培養正面的價值觀，建立恆常參與體能活動的習慣。

已完成項目：

範疇	監測/評估機制	開支	備註	反思
◇ 添置更多不同的器材，以增強學生的心肺功能 ◇ 讓更多學生進行體適能訓練 ◇ 在健身角添置更多樣性的器材，以增加活動的靈活性	◇ 老師觀察 ◇ 體適能數據比較 ◇ 學生問卷	\$49,400	購買划艇機	● 新增的多樣化器材吸引更多學生參與健身活動，讓他們嘗試不同運動方式，進一步提升整體參與度與興趣。 ● 根據體適能數據的比較，學生在 9 分鐘耐力跑中的表現明顯進步，不僅反映心肺功能增強，也顯示訓練方法有效。然而，身體力量及柔韌性尚待改善。 ● 定期評估體適能數據，並將結果與學生分享，激勵他們持續進步。然而，同學欠缺目標改善自己的體適能表現。 ● 在訓練中融入競賽活動，有助激發學生的參與熱情與競爭意識，進一步提升訓練成效。

✧ 為照顧初學者需要，開設重量訓練入門課程，聘請專業教練到校教授基礎班，讓同學掌握正確的訓練技巧和安全要點，確保每位參與者都能在專業指導下安全地進行體能訓練。	✧ 老師觀察 ✧ 學生問卷	\$10,000	聘請專業教練	● 開設重量訓練入門課程，為初學者提供必備的基礎知識與技能，幫助他們更自信地投入各類訓練。 ● 聘請專業教練開設初階訓練班，不僅提升課程的專業水準，亦確保學生在訓練過程中注重安全，有效降低受傷風險。 ● 活動結束後，我們鼓勵表現優秀的學生主動申請成為體能大使，專責協助監督同學正確使用健身器械。此舉不僅能有效提升健身環境的安全性，同時培養學生的責任感與領導才能，營造更安全的運動氛圍。 ● 老師將定期觀察體能大使的當值表現，適時提供專業指導與支援，以確保他們能有效履行安全監察職責，協助保持健身環境的整體質素。
	總開支：	\$59,400		

Kings' College

2024-2025

Report on One-off Grant for the Senior Secondary Subject Citizenship and Social Development (CS Grant) Expenses

2023/24 Remaining Grant: \$257,980.31

<i>Area</i>	<i>Proposed expenses</i>	<i>Actual Expenses</i>
1. Developing or procuring relevant learning and teaching resources, such as purchasing books and other reference materials	\$25,000.00	\$28,006.68
2. Subsidising students and/or teachers to take part in Mainland interflow activities or study tours in relation to the CS curriculum	\$120,000.00	\$113,100.00
3. Organising school-based learning activities relating to the CSD curriculum, such as inviting guests to hold talks and workshops	\$20,000.00	\$13,860.00
4. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CSD curriculum held in Hong Kong or in the Mainland	\$70,000.00	\$49,300.00
Total Expenditure		\$204,266.68
Unspent Balance		\$53,713.63 (will lapse)

King's College
Evaluation Report on the Use of the “One-off Grant for Mental Health at School” (2024-2025)

Objectives:

1. To help students adjust to the changes and impacts brought by the pandemic.
2. To facilitate students to have more in-depth communications and interactions with their peers and teachers, as well as enhance the sense of connectedness between various stakeholders in schools, thereby enhancing the mental health of students and school personnel.
3. To create a caring and positive culture by setting up a learning environment where students feel safe, relaxed, and accepted.
4. To promote students' mental health.

Fund brought forward: \$39,320

Objectives	Programme / Activity	Success Criteria	Method of evaluation	Evaluation	Expenditure
1, 2, 4	• Self-understanding: ○ Personality Dimension workshop (18 S.3-S.5 students; on 1/4/2025, 8/4/2025) ○ Failure Education Workshop (20 S.3 to S.4 students; on 10/7/2025) • Sports: ○ Boxing Group (10 S.1 to S.3 students; on 4/11/2024, 18/11/2024, 2/12/2024, 9/12/2024) ○ Newly Emerged Sports Group (15 S.1 to S.3 students; on 25/4/2025, 9/5/2025,	80% of the students are able to acquire knowledge/skills of how to maintain good mental wellness via these activities	Student feedback & SSW's observation	These activities have provided a well-rounded approach to promoting mental health in schools, offering students opportunities for self-discovery, physical engagement, creative expression, and mental wellness support. More than 80% of the participants could acquire the skills/knowledge of how to maintain good mental health via these activities.	HK\$4,200.00
					HK\$4,000.00
				Self-understanding workshops could help students explore their strengths, resilience, and growth mindset, fostering personal awareness and emotional intelligence. Over 80% of the students engaged in deep self-reflection and showed acceptance toward themselves.	HK\$4,000.00
					HK\$5,000.00
				Sports groups could encourage physical activity, stress relief, and teamwork, improving both mental and physical well-	HK\$4,800.00

	16/5/2025, 23/5/2025) ○ Fitness Group (6 S.3-S.4 students; on 6/5/2025, 13/5/2025, 20/5/2025, 27/5/2025) • Interest groups: ○ Digital Illustration interest Class (10 S.1 to S.4 students; on 25/9/2024, 2/10/2024, 9/10/2024, 16/10/2024) ○ Culinary Group (9 S.1-S.3 students; on 9/5/2025, 16/5/2025, 23/5/2025, 30/5/2025) ○ Scented candle workshop (10 S.1-S.5 students; on 19/5/2025) • Others: ○ 4Rs Mental Health Booth (for all students; helpers: 1-S.3 student & 4-S.2 students; on 30/5/2025)			being. Over 80% of the students adopted a healthier lifestyle to alleviate their stress and enhance their self-care awareness. Interest groups could allow students to express creativity, develop new skills, and find joy in engaging hobbies, contributing to a balanced and fulfilling school experience. Over 80% of the students enjoyed the group activities and reported feeling relaxed. The 4Rs Mental Health Booth could provide valuable resources and support, raising awareness of mental health and encouraging positive coping strategies. These initiatives have created a nurturing environment that supports students' mental wellness, confidence, and personal growth.	HK\$4,000.00 HK\$4,000.00 HK\$4,000.00 HK\$323.00
3, 4	Furniture & items for Comfort Zone (for all students; from second term)	Student participants actively engage in group games and	Observation	The introduction of stress-relief items and comfortable furniture has significantly enhanced the Comfort Zone's effectiveness in promoting mental health.	HK\$4714.90

		relaxation activities in the designated space where the items and furniture are arranged.		Students could have a welcoming environment where they can unwind, engage in social and recreational activities , and manage stress more effectively. Increased participation in group games has strengthened peer relationships, fostering a sense of belonging and emotional support within the school community. Student feedback highlights their appreciation for the space, with many noting improved mood and reduced anxiety after using it. Overall, the initiative has successfully created a safe and supportive space for students' mental well-being.	
				Total:	HK\$39,037.90

Balance: HK\$60,000.00 – HK\$20,680.00 – HK\$39,037.90 = HK\$282.10

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



英皇書院家長教師會 家長學生.好精神一筆過津貼 2024-2025 學年活動檢討

背景:

為支援家長照顧學生的精神健康，教育局會在 2024/25 學年為每所公營學校及直資學校的家教會提供一筆過額外 2 萬元的「家長學生，好精神一筆過津貼」，支持學校及其家教會舉辦與學生及家長精神健康相關的活動及課程。

活動形式

可舉辦各種推廣學生及家長精神健康相關之家校合作活動、家長教育課程、親子或家長活動、家長交流小組或家長培訓，從而建立正向的家庭文化，以及提升學生及家長的精神健康。活動模式包括講座、工作坊、活動、課程、資源平臺、展覽、活動日、出版刊物等。

活動：

活動名稱：《抓娃娃》電影欣賞暨分享會

舉行日期：17/5/2025(星期六)

地點：銅鑼灣時代廣場英皇戲院

參與對象：中一至中六家長及學生 人數：共 307 人報名，名額 179 人 出席率: 159/179 = 89%

上期剩餘 \$11,615

支出：\$12,135 （\$11,615 由本津貼支付，餘下 \$520 由家教會繳付）

目標	成功準則	檢討方法	檢討
建立家庭連結：透過一同觀賞電影，有助釋放壓力，聯繫感情。透過電影內容啟發思考，促進溝通和關係。 2.提高精神及健康狀態：啟發思維及實現自己的能力和應對方式，用積極的心態應對生活中的挑戰。理解家人之間互相扶持和關懷，釋放正能量，有助促進精神健康。	80%的參與者認同本活動對促進家人情感有正面幫助。 89%出席率	1.家長問卷調查 2.觀察家長及學生表現/投入度	1. 家長普遍對電影包場形式來進行精神健康教育給予高度評價及支持；認為可以透過電影播放形式，輕鬆地明白和了解精神健康的重要性，以及能夠促進親子關係。 2. 其他： 2.1 富娛樂性及教育意義，提醒父母要學懂放手，給予子女發展空間 2.2 引發親子交流 2.3 具啟發性 2.4 多舉辦電影欣賞

King's College

Report on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language) (2024/25 School Year)

Major Objectives

1. To promote whole-person development and nurture students into lifelong learners
2. To echo one of the seven learning goals of secondary education: becoming competent in biliterate and trilingual communication
3. To nurture students' self-directed language learning capabilities

	Items	Time and Target	Evaluation Method	Estimated Expenses (\$)	Actual Expense (\$)	Evaluation
1.	Contest-based Language Learning Activities Hire of service from external service providers to organise student activities related to language learning Co-organised with Putonghau (PTH) Department and Citizenship and Social Development (CS) Department, two sessions of Trilingual & General Knowledge Quiz Contest are to be held.	April 2025 S.1 & S.4 students	- Teachers' observation - Students' interview	\$10,000-	\$9,486-	- Co-organised with PTH & CS Departments, the Trilingual and Biliterate Quiz Contest successfully enhanced the atmosphere of learning and engagement among participants and the audience. The event featured a well-coordinated setup, including a light buzzer system that created an exciting ambiance while minimizing potential conflicts. The involvement of former students as question setters and MCs added a personal touch that resonated well with both the contestants and the floor audience. - The feedback received from students was overwhelmingly positive. They appreciated the relevance of the questions to their personal experiences, pop culture and current affairs, stating that it made the learning process feel more meaningful. Participants noted that the quiz contest was a "fun-filled yet meaningful learning experience" that extended beyond the traditional classroom setting. - Students reported an increased confidence in their language skills and cultural understanding, attributing this improvement to the quiz format and the engaging nature of the questions.

	Items	Time and Target	Evaluation Method	Estimated Expenses (\$)	Actual Expense (\$)	Evaluation
						<u>Recommendation</u> We look forward to organising similar events that continue to bridge the gap between classroom learning and real-world applications, ensuring our students receive meaningful educational experiences.
2.	Purchase of A.I. Learning Tools S.4 & S.5: A.I. Writing & Speaking Tools Sayo (Speaking A.I.) ✧ An app-based platform allowing students to practise HKDSE-styled group discussion, individual presentation and SBA assessments. Penso (Writing A.I.) ✧ A web-based platform providing students useful advice on improving their daily writing pieces and compositions. The platform can offer students a detailed analysis on their strengths and weaknesses as well as concrete suggestions for corrections. An enhanced writing piece can be generated for the purpose of motivating students' self-directed learning and enhancing their self-improvement skills.	April – August 2025 S.4 & S.5 students	• Survey • Teachers' observation • Student' performance in daily writing pieces and speaking practices	\$30,000	\$25,952	<i>AI Speaking Practice Tool (Sayo)</i> <u>Strengths</u> 1. The AI speaking tool serves as a valuable resource for introverted students who may lack confidence in verbal communication. The non-threatening environment allows them to practise and improve at their own pace. 2. The tool can adapt to various speaking scenarios with HKDSE past papers included, allowing students to practise different language functions and situations. <u>Weaknesses</u> 1. One significant limitation is the tool's difficulty in accurately capturing student's input in noisy environments. This can lead to frustration and hinder the effectiveness of their practice sessions. 2. While the tool provides basic feedback, it may not adequately address subtleties in pronunciation, intonation, or conversational nuances that are important for effective speaking. <u>Recommendation</u> For S.6 students, the tool provides an additional chance for speaking practices during their study leave, which can be crucial for them to prepare for public examination and oral assessments.

	Items	Time and Target	Evaluation Method	Estimated Expenses (\$)	Actual Expense (\$)	Evaluation
						<i>AI Writing Tool</i> <u>Strengths</u> 1. The writing tool provides students with prompt feedback on their writing, allowing them to quickly identify areas for improvement. This immediacy fosters a more engaging learning experience. 2. Students reported that the tool offers specific strengths and weaknesses in their writing. This targeted feedback is crucial for effective learning and helps students understand the minor sides of writing. 3. The AI tool assists students in refining their word choices, enhancing their awareness of audience and tone. This is particularly beneficial for developing persuasive and engaging writing. 4. By aligning feedback with teachers' instructional points, the tool creates a bridge between classroom learning and practical application. This helps students apply what they learn in class to their writing assignments. 5. The tool allows teachers to gain insights into common writing problems among students, saving time on individual queries and enabling them to focus on broader instructional strategies. <u>Weaknesses</u> 1. While the tool provides valuable feedback, it may struggle with nuanced writing contexts or complex arguments, potentially leading to oversights in more advanced writing. 2. Students may become overly reliant on the tool, hindering the development of their independent writing skills.

	Items	Time and Target	Evaluation Method	Estimated Expenses (\$)	Actual Expense (\$)	Evaluation
						<u>Recommendation</u> 1. Recent improvements in the scoring algorithm have enhanced its alignment with teachers' scores during evaluations, increasing the tool's reliability and usefulness for both students and teachers. Both teachers and students are positive about another year of service. 2. Explore another platform which provides similar service, making it possible to source the better tool after evaluation.
Total:				\$40,000	\$35,438	

**推廣自主語文學習（普通話）一筆過津貼
2024—2025 學年報告**

整體目標

1. 普通話教育，除了訓練學生聆聽、說話、閱讀和寫作能力外，也強調培養學生自主學習。
2. 語文學習不應局限於課堂，學生應通過多樣化方式學習。培養自主學習能力使學生能主動參與，根據自己需求規劃策略與進度，反思並調整學習方法，以持續提升語言能力。
3. 普通話一筆過津貼為學校提供資源，推動普通話與其他學科教學結合，讓學生在多元情境中運用普通話，提升語文能力與應用水平。此計劃豐富了學習環境，促進普通話水平提升，並鞏固香港教育的國際化與多元化優勢，為學生長遠發展奠定基礎。

本校於 2024-2025 學年已舉辦下列活動：

舉辦活動 / 課程	實施情況	反思及跟進	支出
英普雙語周活動 ● 英普雙語周： 4 個攤位遊戲、 Live Band 表演 ● 英普雙語周：兩文 三語國情問答比賽	➤ 安排中一級及中二級學生參與普通話和英文科的攤位遊戲，同學均踴躍參與，即場換小禮物；再即場用英語或普通話與校長副校長老師談天，儲齊印花換大獎，激發學生主動運用兩種語言。 ➤ 普通話攤位主題為中國廿四節氣，是學生較少接觸的文化主題內容。 ➤ Live band 以英語和普通話流行曲輪流演唱，讓學生浸淫在兩種語言當中。 ➤ 透過趣味語文常識基本法和憲法比賽活動培養班級的團隊精神，幫助學生在競賽累積語文、基本法和憲法知識，練習普通話和英文的過程中提升，達成自主學習的目標。	➤ 老師觀察，學生反應熱烈；個別學生向校長表達希望下年續辦的願望。 ➤ 中一學生覺得 live band 氣氛很好，表示喜歡此活動。但校方認為質素一般，因歌手不太專業，服務供應商亦沒有通知學校歌手臨時調動，而替代表現不太專業。 ➤ 問答比賽學生反應非常激烈，現場的學術氣氛十分濃厚，激發了學生對語文的運用、各科知識於日常生活中的貫穿和建構起了重要作用。更促進學生領悟到「知不足而奮進，望遠山而前行」的道理。 ➤ 建議來年續辦活動。	\$30,096

試後活動 ● 國學大師講座（中四及中五級） ● 中三級普通話與科學科跨學科中國文化體驗活動（中國建築——樺卯）	國學大師講座 中四級及中五級講座（兩場講座） 主題：岳陽樓記(中四)，儒家之孝道(中五) 時間：1 小時 講者：單周堯教授	➤ 單周堯教授重返母校開講，分別為中四及中五的學弟就「岳陽樓記之儒家憂天下」和「陳情表之儒家孝道」兩方面展開學術性分享。 ➤ 講座上，單教授親自回應學弟疑惑，展現其嚴謹卓越的治學態度；同時勸勉學弟，薪火相傳，其樂融融。 ➤ 通過單教授的分享，使中華文化能更有力地在校內推廣；既能增強老師及學生對中華文化相關領域的認識，豐富文化內涵，又能有效地加深老師及學生的中華民族意識，提升其國民身份認同度。	\$17,600
	體驗活動 涉及中國古代建築的理論和智慧，同時與中三科學科所學的力學理論比較，讓學生將知識融會貫通，不論在中國文化知識、西方科學理論和中國建築美學中打下堅實的基礎，加深學生的民族認同感和自豪感。	➤ 透過專業老師的講解，以及搭建樺卯的體驗活動，旨在加深學生對普通話的認識，認識中國傳統建築的特徵及加強美學的追求，兼從科學角度理解力學，再探討建築、自然與人之間的關係，幫助學生深入了解中國建築的獨特性和文化價值。 ➤ 能達到目標，學生反應積極，能讓學生建設更廣濶的知識基礎。	\$19,500
	總支出		\$67,196

英皇書院
2024/25 學年「大灣區職涯探索之旅」計劃報告

學校須於完成考察活動後，將舉辦活動的詳情、財政報告和成效檢討載於該學年（2023/24 或 2024/25 學年）的學校報告內，並將經法團校董會／校董會／學校管理委員會批核的學校報告上載學校網頁，讓持份者（包括教職員、家長、學生等）閱覽。

第一部分：活動詳情

請在適當方格內加上「✓」號及填寫相關資料		
1.	活動模式	☒ 參加由教育局委託承辦機構籌辦的「大灣區職涯探索之旅」考察團（行程： R11 ） ☐ 自行籌劃與大灣區職業生涯探索相關的校本考察活動 ☐ 參加由「商校合作計劃」機構伙伴安排的「大灣區職涯探索之旅」活動（編號： _____）
2.	到訪大灣區城市	☐ 廣州 ☐ 深圳 ☐ 珠海 ☐ 佛山 ☒ 惠州 ☐ 東莞 ☐ 中山 ☐ 江門 ☐ 肇慶 ☐ 澳門特別行政區
3.	活動日期	<u>2025年4月2日</u>
4.	參加人數	☒ 中四學生 <u>118</u> 人 ☐ 中五學生 _____ 人 ☐ 中六學生 _____ 人 ☒ 教師 <u>12</u> 人 ☒ 其他 _____ 校長 _____ （請註明） <u>1</u> 人
5.	參訪的行業／企業	【惠州仲愷港澳青年創業基地】 ✧ 參觀惠州港澳台僑青年創業直播基地 ✧ 參觀惠州港澳台僑綜合服務中心 【TCL商用信息科技（惠州）】 ✧ 參觀TCL商用信息科技（惠州）展示廳 【惠州仲愷圖書館】 ✧ 參觀惠州仲愷圖書館

第二部分：財政報告（適用於選擇運用津貼自行籌辦校本考察團的學校）

本校跟隨由教育局委託承辦機構籌辦的考察團，因此開支由華暢東方文化國際流有限公司負責。

第三部分：成效檢討

1. 考察活動預期目標：

透過大灣區職場考察活動，讓高中學生透過親身觀察和體驗，加深認識大灣區不同行業的最新發展，包括了解大灣區各行各業的人才需求，香港企業在大灣區的發展情況，以及兩地企業之間的協作。讓學生及早裝備自己，抓緊事業發展的新機遇。

2. 考察活動達到的成效：

這次大灣區職涯探索之旅順利完成，為學生帶來了一次富有啟發性的經歷。此次旅程成功深化學生對惠州等非一線城市的認知，突破過往僅聚焦廣深港的局限。通過當天的參觀加上學校自行安排的出行前及後續活動，有效幫助學生梳理大灣區「9+2」城市群的協同發展策略，讓學生從國家政策層面分析區域競合關係。憑藉對自身優勢的認知，學生可以嘗試選擇合適的大灣區城市作進一步了解，為未來升學、就業或創業規劃作準備，最大化個人發展潛力與區域資源的契合度。

3. 考察活動可以改善或繼續推展的地方：

透過這次活動，學生獲得了寶貴的經驗與知識，不僅拓展了視野，更提升了自我認知，同時為未來的升學與職涯發展確立明確目標。我們將持續規劃大灣區職涯相關活動，分享最新職場趨勢，並強化性格測驗與職涯目標的連結。透過引導學生制定短期與長期計劃，系統性地規劃未來發展方向，包括把握內地升學機會、參與暑期交流及實習計劃，以及建立專業人脈網絡，協助學生在就業市場中建立競爭優勢，逐步實現個人理想與生涯發展目標。

英皇書院
學生活動支援津貼運用報告
2024-2025 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 40,950.00
B	本學年總開支：	\$ 20,905.00
C	須退還教育局餘款 (A - B)：	\$ 20,045.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	3	\$450.00
學校書簿津貼計劃 — 全額及半額津貼	53	\$15,390.00
校本評定有經濟需要	55	\$5,065.00 (上限為全學年津貼金額的 25%)
總計	111	\$20,905.00 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介及目標	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	價值觀教育	體藝發展	社會服務	與工作有關的經驗
1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷							
1	School Picnic	\$11,155.00	102			✓		
	第 1 項總開支	\$11,155.00	102					

¹ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

範疇	活動簡介及目標	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	價值觀教育	體藝發展	社會服務	與工作有關的經驗
2	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
1	中華文化環境探索之旅 – 杭州、烏鎮、紹興（五天）	\$750.00	4	✓				
2	紐西蘭奧克蘭交流團	\$9,000.00	5	✓				
	第 2 項總開支	\$9,750.00	9					
3	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							
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	第 3 項總開支	---	---					
	總計	\$20,905.00	111					

全方位學習聯絡人 (姓名、職位) : Mr. WU King-lok, AP(KC)

Evaluation Report on Other Programmes (Gifted Education) for senior secondary students funded by Diversity Learning Grant 2024-25

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
中文 拔尖寫作班	針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料	於校刊刊登學生優秀作品	寫作拔尖班： 中五拔尖寫作班共有 18 人 中四拔尖寫作班共有 20 人	由中文科任教老師推薦班中具寫作潛質 / 應對能力高的學生	中五寫作拔尖班： 上學期(12 節) 下學期(12 節) 中四寫作拔尖班： 上學期(12 節) 下學期(12 節)	中五寫作拔尖班 中五寫作班共有 18 人 - 出席率約 75%-80% - 出席率方面，出席學生人數多在半數以上，部分學生因應考 SBA、參與其他課外活動、開會等理由而缺席或早退。 - 學生遲到的情況極多。 - 繳交習作方面，出席學生大多會按時呈交。 - 課堂參與度方面，同學多能順著導師思路加以思考，積極回應導師的提問，亦安靜專注，課堂秩序良好。 中四寫作拔尖班 中四寫作班共有 20 人 - 出席率約 75%-80% - 學生反映因有不少活動與上課時間相撞，如音樂排練、球隊比賽等，需要告假。 - 遲到的情況亦不多。 - 繳交習作方面，出席學生皆會按時呈交。 - 課堂中，中四同學展現出較強的主動性與學習動力，樂於與導師分享寫作思路，更主動思考如何提升寫作水平。雖目前取材和立意尚待突破，同學們仍保持認真學習的態度，積極探索改進方法，主動請教導師。	中五寫作拔尖班： \$25,200.00 (導師費用) 中四寫作拔尖班： \$25,200.00 (導師費用)
	學習散文新詩的創作手法，並參加創作比賽豐富經驗	於校刊刊登學生優秀作品	聯校小作家計劃： 中四拔尖寫作班共有 2 人	由中文科任教老師推薦班中具寫作潛質 / 應對能力高的學生	聯校小作家計劃： 下學期(7 節)	聯校小作家計劃 中四寫作班中共有 2 人 - 出席率為 100% - 學生新詩作品成績出眾，其中兩篇新詩刊登於中學生文藝月刊。	聯校小作家計劃： \$864.00 (導師費用)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Debate Enhancement Course	➤ To boost the debating and public speaking skills of the School Debate Team members ➤ To better equip them for the inter-school competitions	➤ Participants were introduced to different competition formats and taught different debate and public speaking techniques. ➤ They had competitions in groups in every training session. Feedback was given by the coach for improvement. ➤ Students were nominated to take part in the Students were nominated to take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) from October 2024 – May 2025.	14 S.2-S.5 members of our school English Debate Team	Our School English Debate Team members	8 lessons with 1.5 hours each, from Nov 2024 to May 2025	➤ The course was conducted from November 2024 to May 2025. 10 S.2-S.5 Debate Team members attended 15 1.5-hour lessons. ➤ The attendance of students for the course was high. ➤ Students were trained to take part in 4 debates in the Hong Kong Secondary Schools Debating Competition organised by the Hong Kong Schools' Debating and Public Speaking Community and won the Champion ➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive. ➤ Students are eager to share what they have learned with their junior counterparts. ➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.	\$13762.5 (coach fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Speaking Enhancement Workshops	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students	➤ Participants were given an introduction on communication strategies and taught different techniques of group interaction. ➤ 3/4 students were arranged into a group for oral practice in every session. Feedback was given by the tutor for improvement. ➤ Participants conducted oral practice with their classmates and helped them improve by doing peer evaluations.	A total of 120 S.6 students	More capable students from each of the senior classes, according to the Exam	15 sessions with 2 hours each from Nov 2024 to Jan 2025 (at school)	➤ 15 sessions of oral practice were conducted for S.6 students from November 2024 to January 2025 to help prepare them for distinctive performance in the public exam. The sessions were conducted at school after school. ➤ The arrangement facilitated students' learning through peer observation and evaluation. ➤ The attendance of students for the course was very high (higher than 90%). ➤ The feedback from both tutors and students was positive. Tutors commented that students were eager to improve themselves and students thought that feedback from tutors was useful. ➤ It is recommended to offer a similar programme next year so that students can be better equipped with communication strategies and share the skills they acquired with their peers.	\$9,600.00 (coach fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Mathematics Enhancement Course for elite Mathematics students	To enhance students' - high order thinking and logical thinking - problem-solving skills	Participants were introduced to different Mathematics competitions	15 students for each form from S.4 & S.5	Selected by subject teachers based on: - students' internal academic results - students' performance in previous external Mathematics competitions	9 1.25-hour lessons are held weekly for each form Sept 2024 – Dec 2024	93% of students felt that this course had better developed their understanding and skills in Mathematics. Two of the participants joined the Hong Kong Mathematics Olympiad and attained a Second-class Honour Award and an Honourable Mentioned Award respectively. In addition, one of the participants took part in the Statistical Project Competition and their group had won Distinguished Prize (Senior Section).	\$9,900.00 (course fee)
Leadership Programme for S.4 Elite Students	To develop students' leadership skills and positive attitude	Participants being able to plan and organise club/society activities for students	20 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam results	3 lessons, 1.5 hours each, in Feb 2025	A School Ambassador Training programme was organised successfully for 20 S.4 students. The training programme boasted an impressive attendance rate of over 91%, with the participants expressing an 79% satisfaction level. The comprehensive curriculum focused on essential skills in entrepreneurship, including innovative problem-solving, responsibility, risk assessment, and resilience. Through interactive activities, discussions, and storytelling, the programme aimed to cultivate a positive mindset and critical thinking among participants. This initiative empowered the student ambassadors by equipping them with the tools and knowledge needed to effectively represent the School and engage with the broader community. By fostering creativity and encouraging students to seize future opportunities, the program prepared them to tackle real-world challenges and contribute meaningfully to society.	\$4,980.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Subsidy Scheme for competitions	To subsidise students who enrol in GE competitions for the purpose of developing their gifted potential	Well performed students in competitions being able to be core members for more advanced training	3 S.5 Students	S.4 and S.5 Students recommended by subject teachers based on their academic results and performance in class	iCAN 2025 in Aug 2025	3 S.5 Gifted science students have been subsidized to take part in the iCAN 2025. They have obtained the Gold Award.	\$4,906.18 (application fee for competition)
Science Enhancement Programmes	To enhance students' science literacy and skills in science research	Outstanding research works will be shared in STEAM week and on the school webpage	Selected S.4-.6 gifted students in science	S.4-S.6 Students passed the screening test and/or were recommended by subject teachers based on their academic results and performance in class	Science Research (Whole year at senior laboratories)	In Aug 2024, students wrote the research plans and did some preliminary tests to check the feasibility of the research. In Sept, the research plans were modified based on the findings in preliminary tests and research training workshops were subsequently carried out. In Sept and Dec 2024, two Science Research Team screening tests were conducted to examine the science and mathematics literacy of S.1 to S.3 students and their potential in scientific research. 12 out of 23 students were selected according to their performance in the test and teachers' nomination. A 30-hour training course (1st round) on elementary laboratory skills was offered by the GE Committee at the Senior Chemistry Laboratory in Dec 2024 and Feb 2025. 8 of 12 students proceeded to the 2nd round of training and became apprentices to the S4 and S5 Science Research Team, further advancing their research skills from Mar 2025 onwards. Online training and presentation workshops including alumni sharing have also been offered. Five research projects have been worked out by 25 S.2 to S.5 students. They are going to participate in various	\$9,000.00 (coach fee) \$6,254.70 (materials fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						local Science and STEAM-related competitions. All students are pleased to have advanced laboratory skills training and the opportunity to present their ideas to the public. Students were awarded the following prizes. • The Silver Medal in the Geneva International Exhibition of Inventions • The First Place Award and the Second Place Award in the China Adolescent Science & Technology Innovation Contest • Platinum Medal Award, Special Award by Innovation Initiative Co-operative Inc. "The Inventors Circle" Toronto, Canada, Special Award by Turkish Inventors Association (TÜMMİAD), Special Award by Indonesian Invention and Innovation Association (INNOPA), Gold Medal Award, Special Award by National University of Science and Technology Politehnica Bucharest, Special Award by Eurobusiness-Haller & Haller Pro Inventio Foundation in International Invention and Innovation Contest “PRIX EIFFEL INTERNATIONAL” • The First Prize, the Second Prize and the Excellence Award in the Hong Kong Youth Science and Technology Innovation Competition • The Champion and the Honourable Mention in the Hong Kong Student Science Project Competition	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						➤ Reviewing the student achievement and performance, it is recommended to offer a similar training in the next year.	

Total: \$109,667.38

2024 - 2025 改善非華語學生的中文學與教 學校報告

一、非華語學生人數基本資料

	S1	S2	S3	S4	S5	S6	總人數
2024-2025	3	5	6	3	2	1	20

二、撥款運用

本校在2024/25學年所獲的額外撥款為 **883,874** 元，在2023/24學年完結時，有關撥款的累積餘額為 194,464 元。本校在2024/25學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：

目標：(一)加強支援非華語學生學習中文			
項目	全年實際開支	備註	
1. 聘請 1.7 名中文老師	\$ 799,183	本校聘請 1.7 名老師	
2. 2024/25 非華語學生中文才藝比賽	/	17 名非華語學生參與	
3. IGCSE 國際考試(中文) GCE AL 國際考試(中文)	/	3 名非華語學生應考 IGCSE 國際考試考取 1 個 9 級, 2 個 8 級 2 名非華語學生應考 GCE AL 國際考試考取 1 個 B, 1 個 C 級	
4. 初中非華語學生中文班	\$7,800	13 名非華語學生參與	
5. 非華語中文教材	\$865		
目標：(二) 建構共融校園			
項目	全年實際開支		備註
1. 中秋節攤位及開放日活動	/	全級及非華語學生參與	透過活動、遊戲和體驗等形式，讓學生輕鬆愉快地認識中國傳統節日習俗。
2. 伴讀計劃	/	初中學生及初中非華語學生參與	有機會與其他級別的華語學生相處，多閱讀中文文章和溫習所學的中文課文。
3. 客家茶粿班	/	全校非華語學生參與和本地學生	認識中國客家傳統食品和文化
4. 寫揮春	/	S1-S5非華語學生參與	透過活動學習中國文化
5. 非華語硬筆書法比賽	/	S1-S5非華語學生參與	認識漢字的結構、筆順
6. 沙頭角文化活動	/	高中修讀中史及中一至中五非華語學生參與(全方位學習津貼)	透過實地參觀認識沙頭角的歷史和文化
7. 全港學界國家安全常識挑戰賽	/	5位非華語學生參與	認識國家安全
8. 非華語文化對話拍攝比賽	/	5位非華語學生參與	認識香港的歷史建築物
合共：	\$807,848		

姊妹學校交流報告書
(2024/25 學年)

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學 / 北京匯文中學

締結日期： 5/7/2012, 12/2004

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
1.	<u>山東淄博文化及學習交流團</u> 交流團將探訪淄博第一中學，以齊魯(儒家)文化為主題與該校老師進行文化交流、進課室觀課及一起上課、出外參觀等。	一、老師層面：通過交流，認識山東和香港生活習俗及文化，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。 二、學生層面：透過交流活動，擴闊學生視野，讓學生親身體驗和感受北京的自然、人文、美藝、歷史、城市發展和當代國情，加強對國家的認同感和歸屬感。 三、學校層面：吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。	● 本校與淄博第一中學締結為姊妹學校至今十三年。本學年，兩校恢復了親訪活動。於4月28日至5月2日，吳惠琮老師及顏家麒老師帶領二十位中四及中五學生前往淄博第一中學進行交流學習。 ● 五天的行程中，師生首先探訪山東淄博第一中學，不但參觀了姊妹學校的校史館及校園設施，還進入課室觀課、與該校學生交流，也一起上版畫課、中文課、書法課及體育課。過程中，由該校課室設備，教學模式，以至學生的課堂參與，都帶給我們不少教與學的反思及啟發。我們還參加了「春天送你一首詩大型詩歌朗誦會」，與當地學生一起感受詩歌的文字之美，同時誦唱詩歌深受當地學生歡迎，令現場氣氛熱烈，留下美好回憶。我們也遊覽了充滿歷史韻味的顏神古鎮，感受博山區琉璃製作工藝的精湛。最後前往曲阜參觀了孔府、孔廟和孔林，以及濟南革命烈士陵園。	● 參考以往經驗，主題式交流能令師生獲益良多，因此可繼續舉辦。 ● 行程加入「紅色資源」，有助愛國主義教育。

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
			● 總括而言，這次交流活動既增廣見聞，也令師生對齊魯的歷史文化、風土人情有更深刻體會，同時促進了山東跟香港兩地的學術交流，獲益良多。	
2.	<u>接待北京匯文中學師生交流團</u>		● 本來預計<u>北京匯文中學師生交流團</u>在校長帶領下於12月上旬蒞臨本校訪問，但可惜因為友校的訪問及教務另有安排而取消。	● 接待時間需與姊妹學校協商
3.	<u>線上／錄像交流</u>		● 雖然未能會面互訪，但與北京匯文中學主任及老師在線上保持緊密溝通與聯繫。	● 需與姊妹學校協商，繼續安排學生參與各類型的線上交流與活動，以保持雙方緊密的聯繫，同時期望兩校的師生能夠互訪交流。

第二部分：財政報告

上年度餘額：155,478.20

年度撥款：164,217.00

319,695.20

項目編號	交流項目	支出項目	費用 (\$)	備註
1	與北京匯文中學交流活動	接待及交流活動費用(23-24 學年交流活動剩餘開支)	679.20	
2	山東淄博文化及學習交流團	山東淄博文化及學習交流團團費	144,160.00	
		總計	144,839.20	
		2024-2025 年度結餘	174,856.00	

第三部分：聲明

茲證明

1. 本報告書已獲得本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校。

Report on the Use of the Promotion of Reading Grant 2024/25 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)
 - **Broadening students’ horizons and strengthening language abilities through extensive reading** – By promoting extensive reading beyond the classroom, including access to online resources and informational texts in everyday contexts, students develop positive reading habits across diverse topics and genres. According to an internal reading survey, **50.5%** of respondents reported **reading 1-5 items per month**, while **30.9% read 6-10 items per month**, encompassing both printed books and online materials. This practice not only broadens students’ knowledge but also reinforces their language foundation, as English teachers have noted the constructive impact of reading newspapers.
 - **Cultivate a reading culture to promote students’ interest in reading** – Reading periods emphasise sharing reflections to foster interest in reading. Pair-reading sessions between S.1 students and senior librarians have proven effective, with both groups benefiting from the 30-minute meetings. Students are organized into small groups to explore various writing strategies through different genres of books, such as adventure and mystery. The survey results indicate that **37.8% of students read for 15-30 minutes daily, while 27.6% read for up to 15 minutes per day**. This demonstrates that the majority of students have developed a reading habit from diverse sources.
 - **Engagement in reading activities** – Interactive reading activities, including S.1 Visual Arts and Reading Workshop, S.1 & S.2 Reading Strategy Workshops, as well as S.1 Newspaper Skim Reading Competition, were held throughout the year. The “mini-prize presentation ceremony” involved participation from the Principal and Assistant Principals, celebrating students who submitted thoughtful and engaging short reading responses. This initiative serves to motivate junior form students to become avid readers.
2. Evaluation of strategies: (e.g., evaluating the effectiveness of strategies employed to create a reading culture based on the change in the number of books borrowed by students, the scope of the reading activities)
 - After rounds of evaluation and interviews, the subscription to the new version of Young Post was proven to be meaningful and constructive for students’ English learning, with follow-up activities during English lessons.
 - In hopes of promoting reading, students were encouraged to read both knowledge-based information texts and leisure online articles. Both Chinese and English departments collaborated with other subject departments for reading across the curriculum at junior secondary levels (through information texts, news, or magazine articles, etc.) to consolidate students’ knowledge and skills acquired across KLAs. The measure is incorporated into the 3-year developmental cycle of the school plan for 2024 –2027.
 - Since it was reported from the reading habit survey that students enjoyed the book quiz contest because of the competitive nature, part of the Grant will again be allocated for the Newspaper Skim Reading Competition.
 - To further promote Reading across Curriculum, students are asked to prepare theme-based interactive cross-KLA presentations during the reading periods.
 - Part of the fund is allocated for printing a themed publication featuring students’ exemplary reading-related assignments, in celebration of the school’s centennial anniversary.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Printed books English fiction & non-fiction	6,270
2.	Web-based Reading Young post-digital newspaper	2,200
3.	Reading Activities	
	Hire of services from external service providers to organise student activities related to the promotion of reading:	
	- S.1 Reading & Visual Arts Workshop	10,000
	- S.2 Reading Strategy Workshop	4,980
	- S.3 Battle of the Books Competition	6,000
	- S.4 Reading & Culture Workshop	11,800
4.	Other activities:	
	- Author sharing	2,500
	- Gifts for “Good Reader Award”	4,868
	Total:	48,618
	Unspent Balance:	32,765

*2024-2025 Promotion of Reading Grant

Surplus from 2023-2024 and allocation of funds 2024-2025: \$81,383