



Po Leung Kuk Celine Ho Yam Tong College
School Annual Report
2023 - 2024

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2023/2024

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School Vision and Mission

Our school upholds the educational mission of the Po Leung Kuk, focusing on the holistic development of students in five areas: moral, intellectual, physical, social, and aesthetic education. We aim to cultivate students' refined character and instill a correct outlook on life. Our teaching approach emphasizes guidance and inspiration, enhancing students' interest in learning and uncovering their potential. Our school motto is "Respect, Diligence, Sincerity," encouraging students to learn mutual respect, strive for excellence, and develop a sense of responsibility towards their family, school, society, and country.

We also place great importance on enhancing students' proficiency in both Chinese and English, as well as their ability in three languages. Additionally, we strive to foster high-level logical thinking and expressive skills. The school maintains regular communication with parents to ensure that students grow up happily.

School Profile

Background

Our school was founded in 2001 as the 13th secondary school under the Po Leung Kuk, originally named Tsz Wan Shan Secondary School. During the 2001-2002 academic year, the school temporarily borrowed premises from the Government's Sir John Kadoorie Secondary School (West Kowloon), as our own campus was still under construction. The school relocated to the Wong Tai Sin School Village on Po Kong Village Road in August 2002 once the new facilities were completed.

Facilities and Equipment

We are the first secondary school in Hong Kong located within a school village, spanning over 7,000 square meters and designed in accordance with the Education Bureau's 2000 school design standards. Our campus is equipped with a comprehensive range of facilities, including 30 classrooms, 5 laboratories, 2 computer rooms, multiple small study rooms, the Po Tong Exhibition Hall, an Innovation Lab (I-Lab), a multimedia learning center, a students' union room, a Prefect room, a speech chamber, a campus television station, and a tuck shop with air conditioning. Additionally, Celine Café offers a welcoming space for students, complemented by a language learning room, a small garden, and extensive sports facilities, including two basketball courts, a handball court, a volleyball court, a tennis court, a central mini football field, an athletics track, and a multi-purpose sports field. All outdoor areas are equipped with night lighting systems to facilitate evening practice for our students.

The I-Lab is outfitted with 38 touchscreen tablets and cutting-edge teaching technology for engaging multimedia interactive learning. This space also features a production room where students can create videos, 3D animations, and mobile applications. Our food court enhances the learning experience with seating arrangements that include small televisions, alongside popular lunch options like "Tong Kee Noodle Stall" and "Po Kee Canteen." In our commitment to environmental sustainability, we have introduced several innovative systems, such as the "Fish and Vegetable Symbiosis System," "Vertical Green Wall System," "Coral Cultivation System," "Mushroom Cultivation Box," and a "Reptile House." Furthermore, our STEAM LAB utilizes advanced technologies like 3D printing and laser cutting to foster students' enthusiasm for scientific exploration. To promote water conservation, we have installed automatic sensor faucets and dual-flush toilets throughout the campus.

Educational Objectives

We focus on enhancing students' proficiency in both Chinese and English, as well as training high-level logical thinking skills, aiming to develop students who are articulate and capable of independent thought.

School Management

School-Based Management

Our school has implemented school-based management since 2001, aiming to enhance the school's autonomy and flexibility to better meet the needs of students and the community.

Board Composition

On June 1, 2007, our school established an IMC to provide more effective guidance and support for the school's development and management.

Our Students

Class and Organisation

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
No. of Class	5	5	5	5	5	5

Number of Students

Form	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Total
Male	93	70	88	69	76	61	457
Female	67	60	55	70	68	67	387
All	160	130	143	139	144	126	844

University Admission Overview

- In 2024, 86% of our graduates were admitted to local bachelor's degree programs through JUPAS.
- The fields of study include: Medicine, Pharmacy, Physiotherapy, Speech and Hearing Sciences, Medical Laboratory Science and Radiography, Insurance and Finance with Actuarial Science, Risk Management Science, and Professional Accounting.

Our Teachers

Number of Teachers

Year	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
No. of Teachers	62	63	63	63	64	70	70	70

Teacher Professional Development

Our school implements individual professional development portfolios for teachers. Each teacher designs their professional development areas based on the core development projects for the academic year and their personal needs, focusing on areas for improvement identified through self-reflection. Their development plans must include two self-assessed teaching areas that require enhancement. Teachers can then engage in various activities such as gaining internal work experience, peer lesson observation, enrolling in relevant courses, reading educational development materials, practicing teaching techniques, observing classes, and referencing experiences from other educational institutions or organizations to leverage their teaching strengths and address weaknesses.

Teacher Qualifications

For the 2023-2024 academic year, our school has a total of 70 teachers, with 46% holding a master's degree or higher. Additionally, 100% possess a bachelor's degree. All English and Putonghua teachers meet the language proficiency requirements set by the Education Bureau.

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

Major Concern 1: To consolidate self-directed learning

Achievements

1.1 Deepening Self-Directed Learning in Subject Curricula

Pre-Class Preparation

- According to teacher observations, students utilized pre-class preparation to identify challenges in their learning, demonstrating a spirit of self-directed learning. The Science Education Department held two sharing sessions in both school terms, where the subject heads demonstrated effective teaching practices and shared insights with other subject teachers. Stakeholder reports indicated that teachers frequently teach students learning strategies, such as pre-class preparation, with an average score of 4.2 (5 being the highest). Students reported an average score of 3.4 in their understanding of how to apply these learning methods. Subject surveys also reflected that students agreed teachers provide appropriate pre-class activities, facilitating their grasp of classroom content, with an average score of 3.08 (4 being the highest).
- Students actively participated in both internal and external competitions, achieving numerous accolades. In the past three years, they have won over 300 awards related to their subjects, including championships, first runners-up, second runners-up, and merit awards. Notably, in the 2023 iGEM International Genetically Engineered Machine Competition, our team received the Best Integrated Social Practice Award and the highest-level Gold Medal, ranking in the Top 10 Worldwide among secondary school teams — a first for a Hong Kong secondary school in this competition's history. Our school also won a Gold Medal in the same competition in 2019.

Project-Based Learning

- Our History and Life and Society departments have arranged project-based learning for junior secondary students. According to meeting records, most students were able to explore relevant topics independently. Teacher observations indicated that during the learning process, students took on leadership roles, and their awareness of self-directed learning increased. Subject survey showed that such opportunities provided them with chances to practise self-directed learning, with an average score of 3.41 (4 being the highest). Stakeholder report revealed that both teachers and students agreed that students could engage in self-directed learning both inside and outside the classroom, with average scores of 3.7 and 3.5 (5 being the highest), respectively. According to the APASO, students rated their proactive learning at 85.7 (85.7 being the highest).

Gifted Student Training

- Based on activity records, a total of 50 students enrolled in gifted programs this year. Student feedback indicated that they could freely choose courses that match their abilities and interests, which aided in their career planning.

Self-Directed Reading Program

- According to subject meetings and academic committee meetings, most students participating in the reading program showed active engagement and enjoyed reading independently during their free time. Stakeholder surveys revealed that students reported an average score of 3.7 (5 being the highest) for reading extracurricular materials outside of class. The APASO indicated that students in Form 3 and Form 4 had a preference for reading, with a score of 19.3 (highest being 85.7, lowest 15.9; lower scores indicate a greater love for reading), reflecting students' recognition of their ability to establish good reading habits.

1.2 Promoting Self-Directed Learning through Digital Platforms

Lending iPads to Teachers

- According to borrowing records, teachers actively applied to borrow iPads to support students to practise self-directed learning. Class observations showed that teachers who used borrowed iPads consistently incorporated self-study elements into their lessons, allowing students to engage in pre-class preparation and showcase their learning outcomes. Subject survey indicated that students recognized the interactive and diverse teaching methods employed by their teachers, with an

average score of 3.2 (4 being the highest), reflecting that digital teaching could stimulate students' interest in learning.

E-Learning

- This academic year, 49 students took part in the program allowing them to learn anytime and anywhere via electronic platforms and question banks. Feedback from participants, as well as subject surveys, revealed that the program effectively enhanced their self-directed learning.
- Meeting records from various subjects revealed that teachers utilized e-learning platforms to enhance teaching and learning. Teachers reviewed student account registrations and usage rates across different platforms, confirming that students actively used these resources. Stakeholder report indicated that teachers frequently encouraged students to explore and construct knowledge independently, with an average score of 4.1 (5 being the highest). Teachers believed that students often utilized various resources for learning, such as e-learning materials, with an average score of 3.9 (5 being the highest), demonstrating their recognition of the effectiveness of diverse teaching strategies and learning platforms in promoting active learning.
- Before assessments, each subject uploaded questions at least one month in advance for students to review independently. Meeting records indicated that teachers found the establishment of the platform helpful for systemizing previous exam papers, making it easier for students to download and study before assessments. Student feedback confirmed that they referred to the uploaded questions before tests, effectively enhancing their self-study spirit.

1.3 Fostering a Culture of Self-Directed Learning Beyond Academics

Regular Thematic Sharing

- Meeting records and student feedback indicated that thematic sharing promoted a spirit of self-directed learning. Teacher observations showed that most students actively participated, enhancing their language and transferable skills. Stakeholder report revealed that teachers agreed such practice encouraged student engagement in learning both inside and outside the classroom, with an average score of 4.3 (5 being the highest).

Other Learning Experience Weeks

- According to meeting records and activity evaluations, students supported the relevant programs. Teachers observed that students engaged actively in activities, demonstrating self-learning spirit. Activity surveys indicated that most students agreed these events enhanced their interest in learning. Stakeholder reports showed that teachers believed the school strategically provided diverse learning experiences for students, accommodating their variety, with an average score of 4.1 (5 being the highest), reflecting their recognition that these programs broadened perspectives and enhanced self-directed learning.

Career and Life Planning Education

- Meeting records and activity evaluations indicated that the activities and related tools achieved their intended outcomes, helping students set life goals and engage in reflection. APASO results showed that students supported the relevant programs, with a score of 85.7 (highest being 85.7) for career planning (university tours and talks) and vocational information, reflecting that these initiatives significantly aided in students' career planning.

<p>Reflection</p> <ul style="list-style-type: none"> ▪ Teachers successfully encouraged students to engage in self-directed learning through pre-class preparation. This initiative will be rolled out annually by subject, proving more effective than a simultaneous implementation across all subjects. It effectively establishes a learning community among teachers, enhancing the quality of instruction. ▪ Teachers have previously utilized project-based learning strategies to facilitate student autonomy. However, there is a lack of suitable platforms to showcase students' project outcomes, which limits the potential for beneficial peer-to-peer learning interactions. ▪ In the past, recommending gifted students for various university programs has successfully nurtured many talented individuals. However, these students have few opportunities to share their learning experiences from university programs with their peers. ▪ As students' academic aspirations continue to rise, there is a need for subjects to create more practical opportunities to meet these demands. Initiatives like Academic Weeks, Other Learning Experience Weeks, internal and external academic exchanges, interdisciplinary activities, visits, training, and competitions can enrich students' learning experiences and further develop their language and transferable skills. ▪ To provide a higher quality of career education, targeted career planning activities will be implemented progressively from Form 1 to Form 6. These activities aim to help students explore their interests and abilities, clarifying their academic and career goals. Additionally, students will have early access to university information, particularly for those in Form 3 and above, allowing them to better prepare for their future.
<p>Feedback and Follow-up</p> <ul style="list-style-type: none"> ▪ Teachers have successfully guided students in self-directed learning through various strategies, such as pre-class preparation and project-based learning, with significant results shown in surveys. The school will continue to implement pre-class preparation as a teaching strategy, expanding it annually by subject. Additionally, platforms will be provided to showcase students' excellent works, facilitating peer observation to further enhance their language skills and transferable competencies. ▪ In the past, recommending gifted students for various university programs has successfully nurtured many talented individuals. The school will create opportunities for these students to share their learning experiences from university gifted programs with their peers, further enhancing their language skills and transferable competencies. As students' abilities improve, their academic pursuits will also elevate. Therefore, in the next academic year, it is essential to further optimize gifted education by allocating more resources to support gifted students from the talent pool in participating for free in advanced university programs, covering a wider range of subjects and professional fields, thus broadening their knowledge base. ▪ As students' academic levels rise, subject departments should provide higher-quality activities and external competitions. In addition to regular events such as Academic Weeks, Other Learning Experience Weeks, internal and external academic exchanges, interdisciplinary activities, visits, training, and competitions, more inter-school competition experiences should be offered. Furthermore, additional opportunities for students to give presentations to their peers or the entire school should be arranged, which will further enhance their language skills, transferable competencies, national and global citizenship identity, and information literacy. ▪ In response to the rapidly changing societal landscape and the increasing self-expectations of our students, the school should provide higher-quality career education. A systematic approach should be taken to implement targeted career planning activities progressively from Form 1 to Form 6. As the school's history grows and the number of graduates increases, more alumni from various university departments and industries can be invited to share their experiences with students, guiding them to reflect on their abilities and interests, enabling them to engage in career planning at an earlier stage.

Major Concern 2: To streamline assessment and evaluation to enhance learning and teaching effectiveness

Achievements

2.1 Analyzing Student Performance Data

Performance Data Analysis

- According to meeting records and data analysis reports, such measure provided more data to help subject teachers develop appropriate teaching and learning strategies, focusing on students' strengths and weaknesses in various topics. Stakeholder surveys and teacher feedback indicated that most teachers agreed this measure provided valuable data for formulating suitable teaching strategies. Additionally, the analysis of examination results allowed for adjustments in teaching strategies to support both high achievers and those needing reinforcement. In the 2024 HKDSE results, 87% of students achieved 332A or better in core subjects, with an overall excellence rate (grade 4 or above) averaging 56%, all exceeding the territory-wide norms. Furthermore, 86% of graduates proceeded to university through JUPAS, with half enrolling in top institutions such as the University of Hong Kong, Chinese University of Hong Kong, Hong Kong University of Science and Technology, and Hong Kong Polytechnic University.
- Meeting records indicate that most teachers reviewed the analysis of post-examination data to adjust teaching pace and content based on the performance of different grades and classes. Continuous monitoring and tracking of student performance in certain subjects and classes have led subject teachers to adjust their teaching strategies, resulting in noticeable improvements in grades. Stakeholder report showed that teachers frequently adjusted their teaching strategies based on students' learning progress, with an average score of 4.3 (5 being the highest), reflecting their ability to use various information sources, such as examination data analysis, to tailor student learning strategies.

Implementation of Continuous Assessment (Daily Mark)

- According to meeting records, teachers agreed that establishing a continuous assessment system helps them monitor student learning progress, allowing them to adjust teaching content to better suit students' needs. Data on student performance indicated that most students believed continuous assessments helped them grasp knowledge, understand their strengths and weaknesses, and modify their learning strategies. Subject survey showed students agreed that the teachers' pacing was steady and systematic, with an average score of 3.3 (4 being the highest).

Enhancement and Remedial Courses

- Meeting records revealed that most teachers stated that after each assessment, they could adjust strategies for supporting top achievers and reinforcement plans based on performance analysis. Some students have shown significant improvement in their grades as a result of participating in enhancement and remedial courses.

2.2 Evaluation Strategies for Students at Different Levels

Electronic Tools and Platforms

- Based on meeting records, teacher usage logs, and teacher feedback, teachers effectively utilized various electronic devices and systems, along with assessment platforms, making good use of relevant assessment data and analysis to improve teaching strategies. Additionally, records from electronic platforms and student participation indicated that all subjects have adhered to plans, using electronic learning platforms for teaching and learning in designated topics at all levels. In the subject survey, students indicated that the teaching methods used by teachers were interactive and diverse, which sparked their interest in learning, with an average score of 3.2 (5 being the highest). According to stakeholder report analysis, teachers frequently allowed students to actively explore and construct knowledge, with an average score of 4 (5 being the highest).

Subject Survey Analysis

- The response rate for the student subject survey reached 100%. According to meeting records from various subjects, each subject analyzed the survey data in meetings and made adjustments to teaching strategies based on the feedback. The stakeholder report analysis indicated that teachers often adjusted teaching strategies according to students' learning progress, with an average score of 4.3 (5 being the highest).

<p>Career Planning Platform and Life Goals Survey</p> <ul style="list-style-type: none"> According to meeting records, most teachers agreed that the platform and survey effectively provided data to fine-tune career education directions and further education counseling strategies. The APASO survey results showed that students believed that career planning (university tours and seminars) and (career information) have a P-value of 85.7 (the highest being 85.7), which helped them understand themselves and set short-term, medium-term, and long-term goals for their learning.
<p>Reflection</p> <ul style="list-style-type: none"> It is recommended to continue the elite and remedial approach in the next academic year, but the content of the remedial courses should be optimized. This will allow students to revisit fundamental parts and more effectively enhance their language skills. Additionally, after each assessment, individual performance analysis of students in the elite and remedial programmes should be conducted to review strategies, helping students build a broader knowledge base. In addition to the survey, high school students need more concrete role models to follow. It is suggested that in the next academic year, more alumni from various universities and industries be invited to share university application information with students in Form 3 and above. This will help students plan their futures earlier and adapt to the rapidly changing societal landscape.
<p>Feedback and Follow-up</p> <ul style="list-style-type: none"> In the past, the career education program regularly invited alumni to return to school to share their experiences regarding HKDSE and university course selection. This effectively helped students develop a sense of career planning. To further enhance career education, collaboration with the alumni association is suggested. Inviting outstanding graduates from various classes to share their DSE preparation strategies and career experiences can provide students with practical exam techniques and a deeper understanding of various professions, thereby aiding them in planning their futures more effectively. Currently, many organizations outside of school provide career planning services. In addition to survey tools, it would be beneficial to introduce more diverse tools and services, including opportunities for students to gain practical work experience. This exposure will allow students to interact with and understand different industries, assisting them in their career planning.

Major Concern 3: To further cultivate students' positive values

Objective 1: Cultivating a strong sense of National Identity and Perseverance in students

<p>Achievements</p> <p>3.1 Activities coordinated by MCNEC to Cultivate Students' National Identity</p> <ul style="list-style-type: none"> This year's theme for national education is 'National Achievements and Development.' The planning has been more focused, with subject teams collaborating at various levels to help students gain a deeper understanding of the nation's achievements. Responsible teachers reported that students actively participated in activities, and students felt the resilient spirit behind the country's successes. All teachers participated in a seminar on 'Deepening National Security Education in Schools,' organized by the Education Bureau. Speakers included Mr. Jasper Tsang Yok-sing, former Chairman of the Legislative Council, and Mr. Leung Wai-kit, Director of Training and Development at the Patriotic Education Support Centre. The seminar provided rich content, enabling teachers to understand how to implement national security education across different learning areas, thereby integrating correct national concepts into the curriculum. Results from the APASO survey regarding 'National Identity' showed that students scored above the Hong Kong median in all aspects, reflecting a profound sense of national identity among students. In addition to partnerships with three mainland sister schools, a new sister school alliance was established this year with the Huajiang Experimental School affiliated with South China Normal University in Shantou. Three exchange activities were organized this year, including visits to Shantou and Gansu, as well as a visit from students and teachers from a mainland secondary school. During these exchanges, students forged friendships with their counterparts and maintained online and offline communication with mainland teachers and students, enhancing their sense of national identity and deepening their affection for their homeland.
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- Our school participated in the ‘Healthy Campus Programme’ organized by the Education Bureau and the Anti-Drug Fund. Various activities were held, such as resilience training camps, mental health activities, and ‘I Am an Insider’ talks, with over 80% of participating students agreeing that this program promoted their physical and mental well-being.

3.2 Flag Raising Ceremony and Speeches Under the National Flag

- This year, the arrangements for ‘Speeches Under the National Flag’ were optimized by including student speakers. The topics focused on Chinese festivals, achievements of historical figures, ancient philosophies, and national security, which not only increased student participation but also helped them better understand the country’s development, thus deepening their sense of national identity and belonging.
- To cultivate students with excellent flag-raising performance, the school hired a flag-raising instructor to enhance their skills, allowing students to display greater national confidence during flag-raising ceremonies. This year, the flag-raising team was optimized by assigning experienced students as mentors to demonstrate and explain the key aspects of traditional flag-raising, showcasing professionalism among flag bearers and escorts, which increased student engagement in training. Our school has won multiple awards in various external competitions, such as the Gold Award in the ‘Caring for the Motherland’ inter-school Chinese marching competition, the Runner-up in the ‘Welcoming the National Flag, Playing the National Anthem’ inter-school flag-raising competition (secondary school group), and the Championship in the 2024 Immigration Department Youth Leaders’ Inter-school Flag Bearer Competition.

3.3 Value Education Centered on Chinese Culture, Integrating Various Interdisciplinary Value Education Areas

- In the stakeholder survey, teachers rated their perception of the school’s curriculum and assessment at 4.1 (5 being the highest). The average score for how well the curriculum aligns with the objectives of fostering national and global citizenship was 4.4 (5 being the highest). Coupled with the APASO survey results on students’ ‘National Identity,’ these findings indicated the effectiveness of the school’s strategy of ‘multiple pathways, mutual reinforcement.’ Students showed respect for the country and exhibited appropriate etiquette during school ceremonies and weekly flag-raising ceremonies while singing the national anthem. Observations in the classroom revealed that students generally expressed recognition of the country’s culture and recent developments, demonstrating the effectiveness of the school’s initiatives in nurturing students’ national consciousness.
- Each subject has integrated the concepts of national security and content related to various aspects of national security according to the ‘National Security Education Curriculum Framework’ or the ‘Hong Kong National Security Education Curriculum Framework.’ Additionally, subject teachers actively participated in professional development activities, willingly engaged in sharing during subject meetings, and optimized curriculum planning and school-based materials according to student needs.
- Cross-disciplinary activities reinforce students’ understanding of Chinese culture from different angles. Examples include: Chinese Language and Chinese History departments collaborating on activities to study famous Chinese couplets, English and Visual Arts departments organizing field trips to Chinese gardens to learn about their features and cultural significance, English and Citizenship and Social Development departments conducting historical and cultural investigations in New Territories.
- The Chinese Language department implemented a ‘Classical Literature Reading Programme,’ where all Form 1 and Form 2 students studied and recited texts such as the ‘Three Character Classic’ and ‘Disciples’ Rules.’ This subtle approach enhanced students’ sense of national identity and ancient Chinese values, with teachers observing active participation and positive performance from students.
- The library has established a National Security Reading Corner, providing students with appropriate reference materials to deepen their understanding of the country and increase their awareness of national security education.

3.4 Collaborative Interdisciplinary Learning Activities

- The school organized a ‘Chinese Culture Day,’ and according to student survey results, the majority of students agreed that the event deepened their understanding of traditional Chinese culture and enhanced their sense of national identity.
- Through various platforms, such as the ‘Chinese Scholars at Po Tong’ quiz competition, which focused on themes like the country’s history, scenery, lifestyle, and technological development, national security knowledge questions were also included. An extended parent version of the competition saw nearly 40% of parents actively participating, allowing them to answer questions and promoting home-school collaboration to strengthen national education.
- To enhance students’ understanding of the country, the CSD department organized a ‘Shenzhen Cultural Preservation and Innovative Technology Study Tour’ for Form 5 students. Additionally, students participated in various exchange programmes, such as the ‘Hong Kong-Shanghai Youth Cultural Exchange Group’ organized by the Po Leung Kuk, providing them with further insight into the country’s history and development.
- Students visited various locations to deepen their sense of national identity and awareness of national security, including the Hong Kong Palace Museum and the Immigration Department’s open day. Teachers observed that students displayed serious engagement, which helped strengthen their civic awareness and national identity.
- Following the Education Bureau’s guidelines, the school shared the significance of important national days, such as the ‘Victory Day of the Chinese People’s War of Resistance Against Japanese Aggression,’ ‘Martyrs’ Day,’ ‘National Constitution Day,’ ‘Nanjing Massacre Memorial Day,’ and ‘National Security Education Day,’ during morning assemblies. Teachers noted that students listened attentively and engaged positively during these discussions.
- Each month, different themes based on stories or idioms from the ‘Tao Te Ching’ were shared during morning assemblies, highlighting the values of the great Chinese philosopher Laozi. This approach allowed students to gain insights into attitudes for life and interpersonal relations. Teachers observed that students were attentive and engaged during these sessions.
- The Parent-Teacher Association organized a parent-child day trip with a focus on national security education, visiting the Palace Museum. All attending parents agreed that the activity enhanced their understanding of national security education.
- Students participated in various external national education activities, national security education events, and competitions, such as the ‘I Love My Country—Scenic Spots’ Writing and Mandarin Recitation Competition, ‘Tied to History’ Online Reading Reward Programme, National Youth Language Knowledge Competition, ‘Elite Cup’ National On-site Essay Competition, and the ‘Golden Bauhinia Square May Fourth Flag-Raising Ceremony 2024’ flag bearer selection contest. Both teachers and students agreed that these diverse activities and competitions helped students better understand the country and strengthen their national identity.
- The school invited outside individuals to share personal experiences that exemplified resilience, including cancer survivors, visually impaired individuals, and representatives from the Hong Kong Disabled Athletes Association. Teachers noted that most students listened attentively and engaged fully in these activities.
- The school held leadership training camps once each semester. Through adventure training, student leaders discovered their leadership potential and problem-solving abilities. Teachers observed that all leaders were engaged and exhibited resilience. According to a survey of participating students, 100% agreed that the activities enhanced their positive thinking, problem-solving skills, and team spirit.
- During other learning experience weeks, Form 1 to Form 5 students participated in ‘Growth Training Day Camps’ and ‘Adventure Experience Journeys.’ Teachers observed that most students actively engaged in these activities. Survey results indicated that nearly 90% of participating students felt the camps enhanced their resilience, while over 90% reported improved coping skills.
- In addition to hosting various internal competitions, such as the school sports day, inter-class dance competitions, and inter-house ball games, students were also encouraged to participate in numerous external competitions, including Chinese and English recitation contests, science competitions, music competitions, academic sports events, and the International Biotechnology and Genetic Technology Competition. Teachers observed that participating students not only boosted their self-confidence through these competitions but also strengthened their resilience, leading to a more positive outlook on life.

<p>Reflection</p> <ul style="list-style-type: none"> ▪ The APASO survey results showed scores above the Hong Kong median, indicating that the measures for national education and resilience values have been notably effective. These initiatives will continue in the coming year. ▪ This year, a national education theme was established, allowing subject departments to focus their planning more effectively. Students were able to gain insights into the country from various perspectives. It is recommended to set a national education theme each year, which will enhance both teachers' planning and students' understanding. ▪ To cultivate a sense of national identity among all students and create a supportive school atmosphere, the school is continuously promoting national conditions education and national security education. The school actively participated in the Education Bureau's 'Caring for the Motherland' activities, deepening students' understanding of the Constitution, the Basic Law, and national security, while also enhancing their sense of national identity. Additionally, a series of activities centered around Chinese culture were organized to foster an appreciation for outstanding traditional culture and strengthen students' sense of belonging to the nation and the ethnicity. ▪ This year, there were few opportunities for students to participate in competitions related to national education or national security knowledge, which limited the chance to showcase the excellent performance of our students. ▪ Starting this year, senior form students have taken on planning and leadership roles in activities. While a framework has begun to take shape, it is not yet fully developed. Therefore, it is suggested that in the coming year, more involvement from senior form students in planning and leadership roles across all groups would help ensure the effectiveness of these initiatives is passed down.
<p>Feedback and Follow-up</p> <ul style="list-style-type: none"> ▪ In the coming year, a room called 'Mingde Study Hall' will be established, which will host various activities in collaboration with different subject teams to promote activities featuring Chinese cultural elements, thereby enhancing the overall atmosphere. ▪ National security can be promoted through interactive campus events, such as question-and-answer games held on the covered playground. These activities would focus on increasing interactivity to help students deepen their understanding of national education and national security education. ▪ It is recommended that each academic year continue the practice of setting a national education theme, as established this year. ▪ To strengthen national identity, the school plans to arrange for two forms of students to conduct study tours to the mainland next academic year, along with organizing fellowship activities with sister schools. This will provide more students with a deeper understanding of the mainland and insights into development opportunities. ▪ Next academic year, more opportunities will be arranged for students to participate in external competitions related to national education or national security knowledge, allowing our students to showcase their excellent performance.

Objective 2: Instilling the values of Law-abidingness and Respect for Others

<p>Achievements</p> <p>3.5 Collaborating with External Organizations to Promote Lawfulness and Respect for Others</p> <ul style="list-style-type: none"> ▪ The APASO survey results indicated that students' scores on 'Moral Awareness' were above the Hong Kong median, reflecting a strong sense of moral awareness and a spirit of lawfulness among students. ▪ The APASO survey also showed that students scored above the Hong Kong median on 'Respecting Individuals from Different Cultural Backgrounds,' indicating students possessing good values of respecting others and a strong moral awareness.

- In the stakeholder survey, teachers rated the school’s ability to help students develop interpersonal skills and attitudes, such as respecting others and empathy, with an average score of 4 (out of 5), while parents also rated it at 4. The average score for parents regarding students’ respect for teachers was 4.2, demonstrating the effectiveness of fostering respect for others.
- The overall perception of the school’s curriculum and assessment scored an average of 4.1, with the average score for how well the curriculum aligns with the objectives of fostering national and global citizenship being 4.4.

3.6 Deepening Students’ Understanding of Lawfulness and Respect for Others Through Diverse Activities

- The school invited police officers to hold lectures for different forms throughout the school year to teach the importance of lawfulness. Teachers observed that students were focused, engaged, and responded positively.
- The school co-hosted a ‘Know the Law, Follow the Law’ education seminar with the Po Leung Kuk and the Hong Kong Police Force, which taught students about drug prevention, fraud, and online traps. Observations indicated that students were attentive and actively participated.
- Uniform group activities were strengthened, with enhanced training for uniformed groups and opportunities for students to participate in external activities, such as serving as flag bearers at the Immigration Department’s Youth Leaders’ 10th Anniversary Ceremony.
- The school collaborated with an agency to instill the importance of respecting others through engaging activities. Teachers’ reviews indicated that students were involved and expressed agreement that the activities enhanced their understanding of gender differences and the importance of mutual respect.
- Participation in the ‘Healthy Campus Programme,’ organized by the Education Bureau and the Anti-Drug Fund, included voluntary drug testing and a variety of personal growth activities, such as leadership training, adventure activities, and emotional management workshops, which contributed to students’ physical and mental health and strengthened their awareness of drug prevention.
- Funded by the Quality Education Fund, the ‘My Action Commitment’ programme included a news anchor experience workshop led by professionals from various media fields, enabling students to learn skills for discerning the authenticity of media reports.
- A seminar co-hosted with the Po Leung Kuk, titled ‘Resilience through Lawfulness,’ taught students the importance of abiding by the law. The responsible teacher reported that students listened attentively to the speaker and recognized the significance of lawfulness.
- Weekly activities were organized in collaboration with various organizations, such as the Hong Kong Transplant Sports Association, the Hong Kong Blind Union, the UNICEF Hong Kong Committee, and various outreach program organisers, focusing on life education and respect for others. Teachers noted that students were engaged and attentive during all the activities.
- The school participated in the anti-corruption campaign organized by the Independent Commission Against Corruption, which included a drama appreciation session to emphasize the importance of lawfulness. Teachers observed that students were highly involved in the activity.
- Joint meetings of guidance and other student support groups brought together teachers and social workers’ professional opinions to coordinate efforts, ensuring that students in need receive comprehensive support while reinforcing correct behavior and values, showing significant effectiveness.
- Each class designated two students as moral ambassadors who shared themes such as ‘Resilience,’ ‘Lawfulness,’ ‘Respect for Others,’ ‘Empathy,’ and ‘Care’ during morning assemblies, with students writing the content of their sharing. Teachers and class leaders observed that fellow students listened attentively.
- Through workshops and lectures teaching internet ethics, students learned about online safety and the importance of legal conduct on the internet. Survey results indicated that 100% of participating students strongly agreed or agreed that the activities enhanced their understanding of online ethics.
- Junior form students received training in English public speaking, focusing on themes of lawfulness and respect for others. Teachers reported that the activities strengthened students’ concepts of lawfulness and respect.

- Workshops and internal competitions were organized, such as inter-class self-discipline competitions, internet ethics workshops, and inter-class poster design competitions, given all centered on lawfulness and respect for others, reinforcing positive values among students.
- Based on students' violation records and teachers' daily observations, it was noted that students generally adhere to rules, with no illegal behavior reported this year. The school plans to continue implementing the mechanisms and organizing related activities next year.
- The Moral, Civic, and National Education committee collaborated with the Chinese Language department to teach students classic Chinese quotes centered on respecting others each month, sharing their meanings during morning assemblies.
- Students actively signed up for volunteer activities, cultivating empathy and deepening positive values through serving others. The responsible teacher noted that students were engaged in the activities and recognized the needs of the elderly, learning to respect others.

Reflection

- As information from society and the media becomes increasingly complex, students face numerous challenges and pressures, highlighting the importance of value education.
- Organizing internal competitions by class units can better cultivate students' sense of belonging to their class and enhance their sense of responsibility, continuously strengthening their self-discipline and self-governance spirit.
- This year, we increased collaboration with various external organizations, introducing more professional and targeted activities for students. This has broadened students' perspectives and shown effectiveness in building positive values.
- In the stakeholder survey, the average scores for 'Student Self-Discipline and Rule Abiding' from both teachers and students were higher than the Hong Kong median. According to daily observations by teachers, students generally adhered to rules and were polite, though there is always our concern to help students further internalize the values of self-discipline and rule adherence.

Feedback and Follow-up

- We will continue to participate in the Education Bureau and Anti-Drug Fund's 'Healthy Campus Programme,' which promotes students' physical and mental health through diverse personal growth activities and encourages a healthy lifestyle.
- The 'My Action Commitment' program, funded by the Quality Education Fund, is ongoing, and next year we will continue to implement learning activities related to media and information literacy in collaboration with various subject departments and external organizations. This will help students understand the responsibilities of different media and relevant laws, fostering good information literacy.
- In addition to becoming responsible citizens who recognize their national identity, students need to develop a global perspective to nurture them into caring young individuals who are concerned about society and the nation.
- In the coming academic year, we would continue to deepen students' spirit of self-discipline and rule adherence to establish correct values.

Objective 3: Developing students' Empathy and Benevolence

Achievements

3.7 Creating a Caring Environment to Foster Empathy

- Funded by the Environmental and Nature Education Fund, the programme 'Reflecting on and Educating the Importance of Reducing Plastic Use Through Research on Microplastic Pollution' involved students collecting research data on microplastic pollution at the beach and conducting analysis, thereby enhancing their care for the environment.
- During the Staff Development Day, teachers participated in the 'Creative Gallery Interpretation Experience and Artist's Monoprinting Workshop' at M+, where the workshop focused on

‘Thinking from Multiple Perspectives.’ The goal was for teachers to adjust their understanding and feelings through the activities, embracing a positive attitude that would help cultivate positive values in students.

- The Discipline and Guidance committees regularly held class meetings, allowing teachers to exchange information about students’ learning situations and mental health. This early identification of students in need enabled appropriate support. Teachers have given positive feedback on these meetings, believing the information shared in the meetings help them better understand and provide more care and encouragement for students.
- To help students build positive values and a proactive attitude toward life, the school implemented a positive reward programme to showcase and recognize students’ outstanding performances through various channels and methods. This included holding award ceremonies to honor excellent students’ achievements and using the school website to celebrate their accomplishments both within and outside the school. Such activities inspired students to think with positive values and inject more positive energy into the campus.
- According to the stakeholder survey, the average score for ‘The school is a caring place’ was 3.9 (out of 5) from teachers and parents, and 3.6 from students, all exceeding the Hong Kong median. This reflected the school’s overall ability to foster a caring atmosphere.

3.8 Assisting Students in Establishing Caring Values Through Diverse Learning Experiences

- The school implemented a comprehensive volunteer programme, with students scoring higher than the Hong Kong median on the APASO survey regarding ‘Volunteer Service Frequency.’ Each student participated in at least 6-8 hours of volunteer service each month. The active participation of students in volunteer activities reflected their spirit of helping others and caring for those around them.
- Students engaged in various student organizations, including the students’ union, student leaders, IT prefects, the ‘New SUN Guardian’ programme, and the "Sunny Day" programme, as well as various roles in school activities. Teachers observed that students demonstrated positive engagement and commitment, practicing mutual support and showcasing empathy.
- To enhance empathy, the school invited external speakers to share personal experiences, such as cancer survivors, visually impaired individuals, and representatives from the Hong Kong Disabled Sports Association. According to teacher observations, most students listened attentively and actively participated in these activities.
- The Moral, Civic, and National Education committee, in collaboration with the CSD department, organized an interactive theater on ‘Empathy and Caring.’ This activity helped students understand the importance of tolerance and respect for differing opinions. Teachers noted that most students were focused and engaged in the event.
- Through the ‘Elderly Lifestyle Orientation Experience,’ students gained firsthand insight into the daily lives of seniors, helping them understand the challenges faced by older individuals and fostering empathy for others. Most students were actively involved in this activity, according to teacher observations.
- The school hosted various inclusive activities, such as art creation workshops, providing diverse experiences for students with emotional needs. Participants were highly engaged and willing to complete tasks, demonstrating a positive attitude toward life. Social workers leading these activities praised the students’ performances, noting improvements in their interpersonal relationships. Some students even found direction for their future development through these activities.
- The Guidance committee organized training camps for students requiring support in their growth, with over 90% of participants agreeing that the activities effectively enhanced team spirit.
- Adventure training camps were held at different forms. A survey of Form 5 students indicated that over 90% felt the activities helped establish peer support and respect for others.
- The Parent-Teacher Association collaborated with the Student Affairs committee and the students’ union to organize gratitude activities, promoting students’ understanding of appreciation and giving back to those around them. Both parents and teachers agreed that these activities fostered a caring atmosphere within the school.

Reflection

- Regular form meetings facilitated communication among teachers and help them understand the growth needs and learning situations of students. These meetings enhanced teachers' knowledge of their classes or individual students, allowing for more appropriate support and guidance.
- The school should make good use of class teacher period to increase opportunities for communication and interaction between class teachers and students.
- The school arranged for students to take on leadership roles and various positions in school activities, allowing them to experience the challenges associated with different roles. This helped strengthen students' empathy towards their peers. However, if students could be arranged to step outside the campus and collaborate with community organizations, it would further enhance their empathy and contribute to a harmonious society.
- The school has been placing great emphasis on strengthening students' resilience and emotional management, caring for their growth and their physical, mental, and spiritual needs. Activities organized by various groups could inspire positive values and enhance students' positive thinking, demonstrating tangible effectiveness. More collaboration among groups is encouraged to implement different plans or activities, thereby improving the atmosphere of care within the school.

Feedback and Follow-up

- Through various activities, we aim to deepen class management to enhance students' sense of belonging to their class and school, while fostering peer support, communication skills, and personal character development.
- The school's efforts to instill empathy and caring values in students need to continue, with the goal of enhancing their positive thinking and problem-solving abilities. In the coming year, we will regularly hold related activities to fill the campus with more positive energy, allowing students to learn to relax and enjoy life, while teaching them how to face adversity and create a caring atmosphere on campus.
- In the coming year, we will enrich the content of class teacher period by integrating different themes, such as preparing for a class singing competition or the day before a sports day, to enhance communication and interaction between class teachers and students, fostering a cohesive class spirit.
- Collaboration with community organizations will be undertaken to facilitate activities that promote empathy beyond the campus, contributing to a more harmonious and caring society.
- More diverse reward programmes will be run to recognize students' outstanding performances and achievements in various areas, helping to establish a culture of mutual appreciation and create a positive and caring campus environment.
- The Parent-Teacher Association will host different types of seminars or workshops to help parents understand their children's growth needs and build positive parent-child relationships.
- Through various subject group activities, we aim to convey positive messages to students, encouraging them to engage in self-directed learning and fostering values such as self-discipline, diligence, responsibility, and respect for others.

Student Performance

Student Attitude and Behaviour

The school fosters a simple and wholesome environment where students are humble, polite, friendly, self-disciplined, and well-behaved. The atmosphere is harmonious, filled with love and care. Students respect their teachers and have good relationships with their peers, cultivating a strong sense of belonging to the school. They are eager and actively participate in extracurricular activities, volunteering, and community service, demonstrating seriousness and commitment while respecting others. Moreover, student leaders serve their classmates in various roles, showing enthusiasm, responsibility, and a spirit of service.

To strengthen students' moral integrity, enhance their resilience, and cultivate positive values, the school aims to provide students with a national and international perspective as well as civic awareness. The Discipline committee, Guidance committee, Student Affairs committee, and Moral, Civic, and National Education committee implement various educational programmes. Through diverse thematic activities, students learn the importance of positive thinking, helping them grow healthily and achieve holistic development. Additionally, the establishment of student organizations such as the students' union, student leaders, the Immigration Department's Youth Leaders Group, and peer counseling groups fosters leadership qualities and a spirit of service among students.

(I) Academic Performance

2024 Hong Kong Diploma of Secondary Education Results

- 87% of our students achieved '332A' in core subjects, meeting the entry requirements for local university degree programs (compared to the Hong Kong average of 45%).
- The overall excellence rate (Grades 4 or above) across all subjects averaged 56%, exceeding the Hong Kong norm. Notably, the excellence rates were 85% for Physics and 81% for Biology.

(II) Performance Beyond Academics

The school actively encourages students to participate in competitions to uncover their potential and develop personal strengths. This year, students participated in over 130 external competitions, with more than 320 awards won. Some competitions, such as the 'Hong Kong Science Competition,' have seen consecutive years of success. Notable awards include:

Category	Organizing Body	Award
National Education	Immigration Service Institute	<i>Immigration Service Institute of Training and Development (ISITD) – Commissioner's cup</i> Champion
	Junior Police Call	<i>Flag Raising Competition 2023</i> Champion
	Hong Kong Immigration Department	<i>IDYL Flag Raising Competition 2024</i> Champion
	Coordinated by Education Bureau Coordination, organised by Sir John Kadoorie Secondary School (West Kowloon) and Hong Kong Police Force Junior Police Call	<i>Joint Schools Chinese-styled Footdrill Competition</i> Gold Medal
Mathematics and Science	iGEM Foundation	<i>iGEM</i> Gold Medal
	iGEM Foundation	<i>iGEM</i> High School TOP10
	iGEM Foundation	<i>iGEM</i> Best Integrated Human Practice, Nomination
	J.A. Youth Achievements Hong Kong - JPMorgan Chase & Co.	The Schools Challenge Hong Kong 2024 Champion
	Hong Kong Institute of Construction, STEAM Alliance	<i>BIM x STEAM Construction Model Creative Design Competition</i> 1st Runner-up

Category	Organizing Body	Award
Language	Confucius Meng Education Trust Fund	<i>8th Fuzi Cup Speech Contest</i> 2nd Runner-up
	The Hong Kong Schools Music and Speech Association	<i>75th Hong Kong Schools Speech Festival Solo Verse Speaking</i> Champion
	Zhongguo Qingshaonian Yuyan Wenhau Xuehui	<i>2023-2024 National Youth Language Knowledge Competition "Elite Cup" on-site essay contest</i> First Prize
Physical Education and Arts	Hong Kong Cycling Association Limited	<i>2023/24 Outreach Coaching Programme - 1st series - Cycling Race (Grade C Men's)</i> Champion
	Hong Kong Schools Sports Federation	<i>Inter-School Swimming Competition - Grade C Men's 50m Freestyle</i> 1st Runner-up
	Music Office of the Hong Kong Special Administrative Region Government	<i>2023 Hong Kong Youth Music Interflows</i> Silver Award
	Hong Kong Joint School Music Association	<i>2024 Joint School Music Contest Handbells and Handchimes</i> Silver Award
	Hong Kong Quality Assurance Agency	<i>The 17th HKQAA "My Dream Home" Writing, Photo, Short Video, Drawing and Poster Design Contest Greater Bay Area</i> Outstanding Artwork Award of Poster Design Competition
Others	The Education University of Hong Kong	<i>Golden Bauhinia Bowl Award Penmanship Competition 2024</i> First Prize
	Hong Kong Internet Registration Corporation Limited	<i>HKIRC Cyber Youth Programme 2023 Cyber Security Competition</i> Merit Award
	Education Bureau of the Hong Kong Special Administrative Region Government	<i>8th Hong Kong Schools' "Decoding Chinese History" Mobile Screen Wallpaper Design Competition</i> Outstanding Works Award