



# Po Leung Kuk Celine Ho Yam Tong College

## School Annual Report

### 2024 - 2025

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**2024-2025**

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Reports for All Grants and School Annual Financial Report

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## School Vision and Mission

Our school upholds the consistent educational philosophy of the Po Leung Kuk, focusing on the all-rounded development of students in five areas: moral, intellectual, physical, social, and aesthetic education. We aim to cultivate students' refined sentiments and correct life perspectives. Our teaching approach prioritizes guidance and inspiration, increasing students' interest in learning and helping them discover their potential. The school motto, "Love, Respect, Diligence, Integrity," encourages mutual respect among students, positivity, and a sense of responsibility towards family, school, society, and the country. Additionally, we emphasize bilingual and trilingual proficiency along with logical thinking, maintaining open communication with parents to support students' joyful growth.

## School Profile

### Background

Founded in 2001, our school is the thirteenth secondary school under the Po Leung Kuk, originally named Tsz Wan Shan Secondary School. During the 2001-2002 academic year, because the school campus was not yet completed, we temporarily used the Sir John Kadoorie Secondary School (West Kowloon) as our campus. The school relocated to its permanent site in Wong Tai Sin's Po Kong Village Road in August 2002.

### Campus and Facilities

Our school occupies over 7,000 square meters. In addition to classrooms, laboratories, and computer rooms, we offer various specialized teaching spaces, such as a maker space, an innovative lab, an auditorium, a speech chamber, and an exhibition hall called "Po Tong." Furthermore, the campus includes a multimedia learning center, student union room, prefects room, campus TV station, air-conditioned canteen, language galaxy, basketball court, handball court, volleyball court, tennis court, a small central football field, an athletic track, and a multipurpose sports ground. These facilities provide students with diverse learning and activity spaces. Our school is also actively building an eco-friendly campus, fully implementing waste reduction, energy saving, and recycling initiatives, promoting a paperless policy, and setting up recycling bins and green walls. We host a Coral Nursery and conduct black soldier fly composting research for raising students' awareness of maintaining biodiversity and we actively encourage all members in our school to reduce the use of disposable utensils and lunch boxes.

### School Culture

Our school maintains a simple and honest culture where students are self-disciplined, respectful, and dedicated to serving the community. The guidance, counseling, student affairs, and moral, civic, and national education teams collaboratively promote diverse educational programs covering national education, positive education, and life education themes. Through participation in external competitions, video presentations, lectures, and workshops, students gain a profound understanding of correct values and attitudes.

### Educational Objectives

We emphasize enhancing students' bilingual and trilingual abilities while training higher-order logical thinking, enabling them to become students with strong expressive skills and independent thinking capabilities.

## School Management

### School-Based Management

Our school has implemented school-based management since 2001. Under the leadership and supervision of the Board of Directors, the principal, various administrative teams, and committees are responsible for managing school administration, self-evaluation, curriculum development, guidance and counseling, moral, civic, and national education, student activities, leadership training, and maintaining connections with parents, alumni, and community members.

## 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	84	90	68	87	70	74	473
Female	74	69	61	51	67	63	385
All	158	159	129	138	137	137	858

### University Admission Overview

- In the 2025 Hong Kong Diploma of Secondary Education Examination, our students achieved a rate of 90.5% in core subjects meeting the admission requirements for local university bachelor's degree programs, significantly higher than the overall average of 38.4%. The average rate of achieving a "Level 4 or above" in all subjects reached 58%, surpassing the territory-wide norm.
- 89% of our graduates enrolled in local university bachelor's degree programs, compared to the territory-wide average of 36.5%. Graduates pursued various university courses, including Medicine, Physiotherapy, Radiation Therapy, Optometry, Actuarial Science, Quantitative Finance, and Professional Accounting.

## Our Teachers

### Number of Teachers

2024-2025 academic year : 70

### Teacher Professional Development

Our teaching team is experienced, diligent, knowledgeable, and compassionate, fostering strong relationships with students. Teachers actively participate in both internal and external training sessions to continuously improve themselves. The school implements collaborative teaching and self-directed learning pilot programs, with teachers engaging in joint lesson planning, peer observations, post-lesson reflections, and sharing to enhance teaching effectiveness. We focus on promoting students' self-directed learning spirit and emphasize comprehensive development and personalized learning needs.

### Teacher Qualifications

Qualifications			
Teaching Certification	85%	Bachelor's Degree	100%
Master's Degree or Higher	32%	Special Education Training	35%

Year(s) of teaching experience ( % of teachers in relation to the entire staff )					
0 - 4 years	34%	5 - 9 years	26%	10 years or above	40%

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

Major Concern 1: To enhance students’ sense of achievement in learning and nurture students to be self-confident and resilient “Potongers”

Achievements
<p><b>1.1 Teacher Endorsement of Curriculum Planning and Direction</b></p> <ul style="list-style-type: none"><li>▪ The school has consistently focused on training students to become strategic self-directed learners, aligning with the needs of the Education Bureau, society, and students. According to stakeholder surveys, teachers' perceptions of the school's curriculum and assessment increased from an average score of 4.1 in 2023-24 to 4.2 in 2024-25 (with 5 being the highest). This indicates that teachers generally recognize the direction of the school's curriculum development and its alignment with educational objectives, especially in areas such as "generic skills," "information literacy," and "the school's ability to organize a broad and balanced curriculum that promotes holistic development."</li><li>▪ The school appropriately arranged students' schedules to link in-class and out-of-class learning. Through after-school enhancement programs, various academic courses, and extracurricular activities, the school not only enriched students' learning experiences but also consolidated their classroom knowledge, enhancing their ability to learn autonomously. According to the stakeholder survey, teachers agreed with the school's practices, particularly in "appropriate scheduling of students' time" and "providing diverse learning experiences based on student diversity," with ratings increasing from 4.0 in 2023-24 to 4.1 in 2024-25 (5 being the highest). The score for "career planning" also rose from 3.9 in 2023-24 to 4.1 in 2024-25, demonstrating the effectiveness of the school's measures.</li></ul> <p><b>1.2 Effective Teaching Strategies to Enhance Student Confidence</b></p> <ul style="list-style-type: none"><li>▪ Beginning in the 2023-24 academic year, the school launched the Q Mark Teaching Certification Program, where the principal nominates over ten high-quality teachers each year to recognize their outstanding classroom performance. This program encourages teachers to engage more with students in pre-class preparations and apply diverse teaching methods to address students' learning challenges, effectively improving teaching quality and student learning outcomes.</li><li>▪ The Teacher Development Team held a seminar titled "What Creates an Effective Classroom" on November 6, 2024, led by Principal Yip, explaining the elements of high-performing classrooms to all teachers. Post-event surveys indicated that over 95% of teachers agreed that the seminar effectively enhanced their teaching and learning effectiveness.</li><li>▪ In subject surveys, students indicated that classrooms had "clear teaching goals and learning focus," "appropriate pre-learning activities," and that "teachers adjusted teaching pace according to different students' learning progress," with average scores of 3 or above (4 being the highest). This suggested students acknowledged teachers effectively utilizing good classroom elements in their teaching.</li><li>▪ According to the stakeholder survey, scores for statements about teaching learning strategies, such as pre-class preparations and using concept maps and online resources, have increased compared to the previous year. However, perceptions from students and teachers regarding the same items differed, indicating that teachers could provide clearer guidance to help students understand autonomous learning methods.</li><li>▪ The school initiated a pilot program for self-directed learning in the 2022-23 academic year, covering "Personal, Social, and Humanities Education," "Science Education," and "Mathematics Education." This program assisted teachers in exploring teaching methods to address students' learning difficulties in class, enhancing students' self-directed learning and generic skills. Participating teachers believed the program fosters the exchange of teaching experiences among teachers and helped them grasp effective classroom elements while boosting student confidence.</li></ul> <p><b>1.3 Increase in Student Learning Interest and Confidence</b></p> <ul style="list-style-type: none"><li>▪ This year, the school invited retired principals and professional speakers to conduct three "Learning Secrets" seminars for students in Form 3 to Form 6, focusing on setting learning goals, using various learning strategies, and understanding the importance of learning. Students reported that these seminars not only helped them master different learning methods but also strengthened their confidence in facing learning challenges. Many students actively took notes for future reference.</li><li>▪ In stakeholder surveys, teachers observed an increase of 0.1 in their perceptions regarding students' interest in learning and love for reading compared to last year. Scores for "students are proactive learners," "students are confident in their learning," and "students can reflect and improve on their learning" maintained at 3.5 or above (5 being the highest), indicating that teachers generally believed students' learning confidence has improved.</li><li>▪ Parental perceptions of students' learning showed significant increases in survey data, rising from 3.6 last year to 4.0 this academic year (5 being the highest). Parents noted improvements in statements such as "my child has a strong interest in learning," "my child can learn autonomously," "my child takes homework seriously," and "my child enjoys reading," with increases of 0.5 or more from the previous year, indicating general parental agreement on significant improvements in student learning confidence.</li><li>▪ The P-value for students regarding "homework and review (school-assigned)" was 85.7 (85.7 being the highest), demonstrating that students acknowledged their diligence in completing assigned homework. Similarly, parents in stakeholder surveys shared this perception, indicating increased student autonomy and self-discipline compared to last year.</li></ul>

- The Career Guidance Team organized the "Class Achievers" activity this year, inviting senior students to share their learning methods and course selection insights. It is recommended to further promote the academic achievements of senior students to Form 5 and Form 6 next year to boost their confidence.
- In emotional and social performance assessments, students scored 85.7 (85.7 being the highest) in aspects such as "learning (proactively)," "learning (self-monitoring)," "learning (self-planning)," and "learning (clear goals)," showing that students recognized their good learning initiative, self-planning ability, and clear learning goals. Consequently, students performed excellently in the 2025 HKDSE, with 90.4% achieving 332A and an average subject excellence rate of 58%, exceeding the territory-wide norm. Additionally, 89% of graduates enrolled in local university bachelor's programs, with two students successfully gaining admission to the medical programs at the University of Hong Kong and the Hong Kong Chinese University.

#### **1.4 Active Student Participation in Competitions and Increased Awards**

- Student participation in extracurricular activities significantly increased compared to last year, with P-values reaching 85.7 (85.7 being the highest) in both school-arranged and non-school-arranged after-school activities, indicating clear growth.
- The enthusiasm of students in external competitions showed marked improvement, with a substantial increase in both participation and total awards won. Students' performance in various competitions was exceptional, with the number of awards reaching 3.7 times that of last year, clearly demonstrating their confidence and competitive spirit.
- In the 2024-25 academic year, the number of students participating in the gifted education program reached 50, doubling from the previous year and successfully achieving the year's target. This year, students were invited to publicly share their experiences in the gifted education program at large assemblies. Students were well-prepared and performed outstandingly, with many teachers and peers commenting on their fluent and confident English delivery. Students involved in the gifted education program reported that the activities broadened their horizons and significantly boosted their learning confidence.

#### **1.5 High-Quality Career Planning Helping Students Set Life Goals**

- This year, the school implemented "Path to University" and "Class Achievers" seminars, inviting alumni to share insights on setting goals, course selection, and learning strategies with students in Form 3 to Form 6. This effectively led students to establish clear career goals earlier, and assessment results showed that student scores for "career planning (university tours and seminars)," "career planning (career information)" were both 85.7 (85.7 being the highest), with significant increases in "career planning (work experiences)" and "career planning (receiving guidance)" compared to last year.
- In career planning, the Career Guidance Team increased industry experience for students this academic year through collaborations with various external organizations, including career orientation week meetings, industry professional sharing workshops, Hong Kong General Chamber of Commerce summer work experiences, and the "Youth Career Orientation Program" summer work experiences. Students scored 85.7 (85.7 being the highest) in "career vision (considering others' expectations/plans)," "career vision (considering personal abilities)," and "career vision (considering prospects)," with significant increases noted in "career vision (considering others' expectations/plans)" from last year.

#### **Reflection**

- The school consistently pays attention to information from the Education Bureau, societal needs, and student requirements, adjusting curriculum content as needed to cultivate students' resilience and confidence. This approach has been effective and well-received by teachers, significantly enhancing students' language abilities and generic skills while providing a broad knowledge base.
- Through the Self-directed Learning Pilot Program and the Q Mark Teaching Certification Program, teachers are encouraged and recognized for their effective classroom practices, successfully guiding students in self-directed learning. The program will be implemented annually by subject area, showing better results compared to a simultaneous school-wide rollout. This fosters a learning circle among teachers, enhancing teaching quality and promoting students' language skills and generic abilities.
- Our students achieved outstanding results in the 2025 HKDSE, with pass rates for bachelor's programs, excellence rates across all subjects, and the percentage of graduates enrolling in local university bachelor's programs significantly exceeding the territory-wide norms. This reflects that students possess strong language skills, generic abilities, a broad knowledge base, and effective career planning.
- This year, both the total number of competition entries and the number of awards won by students significantly increased. Students performed excellently in competitions, demonstrating their strong language skills and generic capabilities.
- Targeted career planning activities were sequentially implemented for students from Form 1 to Form 6, helping them explore their interests and abilities and clarify their academic and career goals. Additionally, students in Form 3 and above were given early access to university information, enabling them to prepare for their career planning sooner.

### Feedback and Follow-up

- The school encourages and recognizes teachers for using effective classroom elements through the Self-directed Learning Pilot Program and the Q Mark Teaching Certification Program, successfully guiding students in self-directed learning. In today's society and education, the development of AI has become a major trend, bringing new opportunities and challenges to teaching. With the advancement of AI technology, teachers can utilize smart tools to personalize instruction, provide targeted learning resources, and help students grasp knowledge more effectively. Therefore, the school plans to incorporate AI teaching elements into various subjects next academic year to enhance learning and teaching effectiveness, equipping students with stronger generic skills and adaptability.
- Both teachers and parents generally agreed that students' learning confidence and resilience have improved. However, students' self-identity still requires further enhancement. In emotional and social performance assessments, students expressed recognition of their learning initiative, self-planning, and goal-setting capabilities, but stakeholder survey results indicated that students' self-perception needs improvement. Scores reflecting students' confidence in their learning and learning goals slightly declined compared to last year, indicating that their self-identity remains unstable. Thus, it is suggested that next year, more emphasis should be placed on recognizing and praising students to boost their self-identity. Through positive feedback and support, students will better understand their potential, thus enhancing their motivation and confidence in learning.
- This year, seminars titled "Learning Secrets" were held for Form 3 to Form 6, enabling students to grasp various learning methods. However, the seminar format lacked depth. It is recommended that next year, a "Subject Learning Secrets Pilot Program" be implemented to teach students note-taking methods in a subject-based format, further enhancing their language skills and generic abilities.
- The significant increase in students' participation in external competitions and awards this year demonstrates a marked improvement in their learning confidence and motivation. To further enhance students' language skills and generic capabilities, it is suggested that next year, various activities be integrated and optimized, such as interdisciplinary language learning and cross-curricular reading. Through course integration, students will be able to participate in higher-quality activities that further strengthen their language skills, generic abilities, and foster a sense of national and global citizenship while enhancing their information literacy.
- The increased opportunities for public speaking this year, allowing students to speak in front of a crowd of audience, effectively boosted their confidence. Additionally, the Chinese debate team's notable increase in awards indicates significant progress in students' language and generic skills. To further solidify these achievements, it is recommended that more opportunities for impromptu speaking competitions be introduced next year, alongside enhanced training for the school's Chinese and English debate teams to cultivate students' expression and critical thinking skills.



## Major Concern 2: To cultivate students' strong sense of national and global identity

### Achievements

#### 2.1 Understanding and Appreciating Chinese Culture

- This year, the theme for civic education is "Astronomy, Weather, and Aerospace Technology," while last year's theme was "National Achievements and Developments." The regular themes each academic year allow students to focus on different areas. The collaboration among various subject teams enables students to gain a deeper understanding of the country's achievements and developments in different fields.
- Our school has established the "Ming De Book House," which features distinct Chinese cultural characteristics, and has organized a variety of civic education activities to enhance students' interest in Chinese culture. These activities included calligraphy workshops and spring couplets crafting. According to teacher observations, students actively participated in these activities and learn to appreciate Chinese culture.
- National education exhibition boards have been set up on each floor, focusing on themes such as the Chinese calendar and solar terms, creating an environment that allowed students to recognize and appreciate Chinese culture. Additionally, several new student societies have been established this year, incorporating elements of Chinese culture, including a Chinese Culture Society, Chinese Desserts Society, Miniature Chinese Landscape Society, and Tea Arts Society. All participating students unanimously agreed that these activities deepened their interest in Chinese culture and enhance their emotional connection to it.
- Collaborative activities with cross-subject teams have been organized to include elements of Chinese culture. For example, the moral education, civic, and national education groups collaborated with the Chinese language department to provide all Form 1 and Form 2 students with the opportunity to recite the "Disciple's Regulations" and "Three Character Classic." Teachers observed that students actively engaged in the recitation.
- Regular assemblies were held with themes centered on Chinese culture, covering topics like the 24 solar terms and face-changing performance. According to teacher observations, students listened attentively and actively participated in these activities — 80% of students agreed or strongly agreed that these seminars fostered their sense of national identity and enhance their awareness of national security.
- During this year's academic week, the Chinese language department collaborated with the library to host a book fair focused on Chinese culture and Chinese characters, along with several intangible cultural heritage activities for students, such as making handmade scented sachets and sugar painting workshops. Observations indicated that most students actively participated, helping them appreciate Chinese culture and enhancing their language skills.
- The "Chinese Culture Day" event held this year received positive responses from students. According to survey results, most students recognized that the events deepened their understanding of traditional Chinese culture and enhanced their national identity. The activities on "Chinese Culture Day" included a mini Chinese medicine exhibit showcasing mini medicine cabinets and human meridian models to help students understand Chinese medicine culture. In addition, students participated in various activities such as Chinese paper-cutting and face painting, cultivating their understanding of traditional Chinese values.
- In addition to organizing a "Shantou Historical and Cultural Study Tour and Sister School Exchange," students from our school welcomed representatives from the sister school in Shantou for an exchange. Our students successfully established deep friendships with their counterparts at the sister school. Qualitative feedback indicates that most students believed the activities enhanced their understanding of the country and strengthened their sense of national identity. They even established online connections with students from the sister school, deeply feeling the ties connecting Hong Kong to the Chinese mainland. Furthermore, according to APASO survey results, the P-value for "Respecting people from different cultural backgrounds" was 85.7 (with 85.7 being the highest), an increase from last year's 72.6, indicating the effectiveness of the measures in fostering students as respectful citizens of diverse cultures and perspectives.
- The school regularly hosted the "Chinese Top Scholar at Po Tong" activity, which featured quiz competitions themed on national history, landscapes, lifestyles, and technological advancements, integrating questions related to national security. On average, over 80% of students actively participated throughout the year. The final quiz covered various topics including the Constitution, the Basic Law, national security, national conditions, ancient Chinese calendars and the 24 solar terms, national aerospace technology, and Chinese culture. Teachers observed that most students actively engaged in these activities, building a broad and solid knowledge base, making them well-informed citizens.
- Our school has also implemented a parent version of the "Chinese Top Scholar at Po Tong," allowing parents to participate and answer questions through a mobile app. Throughout the year, nearly 40% of parents actively participated in the competition, promoting home-school collaboration and enhancing family engagement in national education.
- The school regularly scheduled "Laozi's Teachings" theme sharing sessions during morning assemblies, introducing the values of the great Chinese philosopher Laozi. Through various anecdotes and classic quotes from the Tao Te Ching, students gained deeper insights into attitudes towards life and social interactions. According to teacher observations, most students listened attentively, and the activities helped them cultivate correct values and attitudes, promoting their appreciation of Chinese culture and respect for social diversity.
- Cross-subject activities were organized to reinforce students' understanding of Chinese culture from various perspectives. Collaborations between the Chinese language department and the Civic and Social Development department taught students



about traditional Chinese medicine, while joint efforts between the Chinese language and Chinese history departments focused on intangible cultural heritage techniques like silk-thread embroidery and mother-of-pearl inlay. Such cross-disciplinary collaborations enriched students' learning experiences and fostered their development of generic skills, making them independent and self-directed learners.

## 2.2 Deepening National and National Security Education

- The P-value for "national identity recognition" across all students in the APASO survey was 85.7 (with 85.7 being the highest), indicating students' profound recognition of national identity and reflecting the effectiveness of the relevant measures implemented by the school.
- In stakeholder questionnaires, teachers' satisfaction with the school curriculum and assessments reached a score of 4.2 (5 being the highest), showing an increase from last year. Moreover, the average score for the school's curriculum in support of learning objectives for national and global citizenship was 4.3 (5 being the highest). Additionally, students' APASO survey results regarding "national identity recognition" in various aspects were all above the territory-wide median, demonstrating the significant effectiveness of the school's "multiple pathways and mutual reinforcement" strategy.
- Various subjects have incorporated the concepts and different aspects of national security education according to the "National Security Education Curriculum Framework" or the "Hong Kong National Security Education Curriculum Framework." The percentage of teachers participating in professional training themed on national education was 100%, higher than the territory-wide norm. Our teachers continuously enhanced their professional competencies, collaborating in lesson preparation and sharing insights during departmental meetings to design diverse learning experiences that deepened national education and national security education. In curriculum design, all subjects adhered to the principle of "natural connections and organic integration," allowing students to systematically learn about Chinese culture, national development, and the eight areas of national security education.
- Our school strengthened students' understanding of the country through organized exchange tours to the mainland. In addition to the Civic and Social Development department's "Zhuhai Innovation and Technology Study Tour" for Form 5 students, our school also participated in "Innovative and Dynamic: Beijing-Hong Kong Cooperation" organized by the Po Leung Kuk and the Beijing Youth Federation, and coordinated "Hainan Province Aerospace Technology, Environment, and Cultural Conservation Exploration Tour." These activities allowed students to gain insights into the country's developments in various fields, helping them build a broad and solid knowledge base that further strengthened their national identity. Students shared their insights from the tours during the "Talk Under the Flag." While preparing their presentations, students developed generic skills and cultivated self-directed learning abilities. Based on qualitative feedback, all students believed that the activities not only solidified their national perspectives but also deepened their sense of national identity.
- Following the Education Bureau's guidelines, significant national days, such as the "Victory Day of the Chinese People's Anti-Japanese War" and "National Constitution Day," were observed during morning assemblies, where the significance and importance of each holiday were discussed. Some important days were shared by students themselves, promoting their comprehensive development and application of generic skills while enhancing their language abilities. According to teacher observations, students listened attentively to the sharing and displayed a positive attitude.
- This year, we optimized uniform groups and the flag-raising team, encouraging members of the Immigration Department's Youth Leader Team to participate in external competitions, while increasing leadership roles within the school. This aimed to develop students' generic skills and implement a mentorship system for tradition. The proportion of students participating in flag-raising ceremonies or related training significantly increased: from 2% to 2.7% for junior high students and from 0.7% to 1.5% for senior high students. The activities deepened students' recognition of national identity.
- This year, students took turns leading the singing of the national anthem during flag-raising ceremonies. Teacher observations indicated that this arrangement effectively deepened students' patriotic feelings, enabling the entire student body to sing the anthem louder and vividly showcase their patriotic spirit.
- Students visited the exhibition center of the People's Liberation Army stationed in Hong Kong, the National Security Exhibition Hall, the Hong Kong Museum of History, and the Immigration Service Academy. Through teachers' observations, students focused on observing and actively listening to the guided tours. These activities enhanced their understanding of the country and deepened their sense of belonging to the nation.
- The Moral Education, Civic, and National Education group held a national aerospace lecture. Survey results indicated that over 90% of students agreed that the lecture helped them gain a more concrete understanding of national security, particularly concerning space security. They learned about our country's resilience, determination, and spirit of self-improvement, reinforcing their national identity and awareness of safeguarding national security.
- Our students have successfully been selected as youth national security ambassadors in the "Youth National Security Ambassador Training Program" organized by the Security Bureau. During the training, experts including Legislative Council members, university lecturers, and legal professionals taught students about national security-related knowledge and provided training in places such as the National Security Exhibition Hall. This experience granted students a broad and solid knowledge base and enabled them to take responsibility for promoting national security knowledge both in school and beyond. During this promotional process, students applied their generic skills and became independent learners, laying a strong foundation for their

future studies.

- The Parent-Teacher Association organized a parent-child day trip themed on national security education, visiting the Hong Kong Anti-Japanese War and Coastal Defense Museum. All attending parents agreed that the activity deepened their understanding of national security education.
- Students actively participated in various external national education activities and national security education competitions, winning multiple awards, including gold in the "Caring for the Nation" inter-school Chinese-style marching competition, championship in the Immigration Service Youth Leader Team inter-school flag-raising competition for 2024, third place and merit award in the "Inclusive Society: Rooted in Chinese Culture" essay competition (secondary school category), enthusiastic participation in the 14th Hong Kong Student Chinese National Conditions Knowledge Competition, excellent award in the "Caring for Chinese Culture" Hong Kong Youth Essay and Putonghua Recitation Competition, merit award in the "Zhencheng Cup: National Security Knowledge Contest for Secondary Students," and third place in the "I Love My Country—Cultivating Virtue and Integrity" Gold Bauhinia Cup Inter-school Essay and Putonghua Recitation Competition. Responsible teachers and participating students believed that diverse competitions helped students gain a deeper understanding of the country, reflecting the effectiveness of education in knowledge, emotion, and action, further strengthening their sense of national identity.
- The library has set up a national security reading corner, providing appropriate reference materials for students. Students selected materials for independent reading, which assisted them in becoming independent learners while deepening their knowledge of the country and enhancing their focus on national security education.
- "Talk Under the Flag" sessions were conducted by the principal, teachers, and students in Cantonese and Putonghua, covering themes such as Chinese festivals and national security. Teacher observations indicated that the majority of students displayed high levels of concentration, helping deepen their understanding of their country and culture.

### Reflection

- The APASO survey results regarding "national identity recognition" among all students were higher than the territory-wide median, indicating the significant effectiveness of national education and national security education measures, which will continue in the coming year.
- This year, a national education theme was established, allowing subject teams to focus their planning more effectively, enabling students to strengthen their understanding of the country from different perspectives. In the coming year, new themes for national education will be developed to achieve more significant outcomes in both teachers' teaching plans and students' learning effectiveness.
- This academic year saw the initiation of students participating in competitions related to national education and national security education. Although students received numerous awards, their performance has not yet reached an outstanding standard. After reviewing the situation, the responsible teachers will provide targeted training before competitions next year to enhance students' grasp of national education and national security knowledge, improving their competitiveness.
- Senior form students were arranged to take part in planning and leadership roles for activities this year. While a preliminary framework is in place, it is still not fully developed. Therefore, it is recommended that various groups encourage high school students to more actively participate in the planning and leadership in the coming year, promoting effective transmission of knowledge and experience.
- The proportion of students participating in the flag-raising team has increased compared to previous years, indicating that the team is gradually growing in scale, and the mentorship system has been implemented. To further deepen national education, it is suggested to make opportunities to join the flag-raising team more accessible to attract more students to participate.

### Feedback and Follow-up

- Each year, the practice of setting an annual national education theme can continue. Next year, the theme will be "China's Major Country Diplomacy with Chinese Characteristics." The focus will be on enhancing global citizenship awareness, revolving around "China's Major Country Diplomacy with Chinese Characteristics." Subject departments can plan activities to focus on the important concepts of "a community with a shared future for mankind" and the "Belt and Road Initiative," deepening students' understanding of this diplomatic approach, enhancing their national identity, and broadening their global perspective.
- In the next academic year, national education and national security ambassadors could be established, arranging for students to participate in related courses to build a solid foundation of national security knowledge and promote it within the school. Through the planning and preparation process, students can develop their generic skills, becoming independent learners, and enhance their proficiency in Chinese, English, and Putonghua while promoting Chinese culture or national security information, becoming well-informed and responsible citizens. Additionally, peer relationships can encourage more students to value Chinese culture.
- In the next academic year, student leaders' organizations, such as the student council, can be arranged to participate in planning activities that promote Chinese culture and have an international perspective, facilitating the comprehensive development of generic skills. In addition to hosting events featuring Chinese cultural elements, collaborations with professional organizations can be sought to organize internationally oriented activities, allowing students to uphold correct values and attitudes, cherish Chinese culture, and respect social diversity.
- Next year, arrangements can be made for students to participate in knowledge-based competitions and strengthen pre-competition training to build a broad and solid knowledge foundation.

## Achievements

### 3.1 Cultivating Good Living Habits in Students

- All students at the school participated in the "sportACT" organized by the Leisure and Cultural Services Department and received a bronze award. In the stakeholder questionnaire, teachers rated the school's curricula in relation to "healthy lifestyles" with an average score of 4.1 (5 being the highest), an increase from last year's average of 3.9. This reflects that students are able to establish healthy lifestyles and actively participate in physical activities.
- In the stakeholder questionnaire, teachers rated the school's ability to help students practice healthy living—such as having a structured schedule, engaging in appropriate exercise, and managing stress—with an average score rising from last year's 3.7 to this year's 3.9 (5 being the highest). Similarly, parents' average score increased from 3.5 to 3.6 this year (5 being the highest).
- This academic year, the percentage of students within acceptable weight ranges significantly increased, doubling from the previous year. With the exception of Form 6 boys, other grades showed marked improvement, with data exceeding the benchmarks set by the Department of Health. For example, the proportion of acceptable weight for Form 1 boys rose from 34% last year to 87.1% this year; Form 3 boys increased from 22% to 81.4%; and Form 4 girls from 42% to 88.5%. This data indicates that students have developed good living habits.
- The proportion of students achieving a level of physical fitness at or above the silver medal level rose significantly, with Form 6 boys increasing from 26% to 46% and Form 2 girls from 51% to 74%. According to the APASO questionnaire, the P-value for all students concerning "physical training" increased from 15.9 to 29.7, illustrating the effectiveness of the school's promotion of sports measures, which helps students establish healthy lifestyles and participate actively in physical activities.
- Various inter-class activities were organized this year, such as dance competitions, rowing competitions, relay races, 'minute to win it' challenge, poster design contests, and singing competitions. According to the stakeholder questionnaire, whether teachers, parents, or students participated, the average score for "Does the school help students develop skills and attitudes for interacting with others, such as respecting others and understanding their perspectives?" reached 3.7 or higher (5 being the highest). Moreover, the APASO survey showed that students rated their respect for people from different cultural backgrounds with a P-value of 85.7 (85.7 being the highest), reflecting the school's significant effectiveness in helping students build healthy interpersonal relationships and respect societal diversity.
- This academic year, the school encouraged students to actively participate in external sports and arts activities, teaching them to appreciate sports and the arts. According to KPM21 data, the proportion of junior high school students participating in interschool competitions increased from 20.3% last year to 50%, while senior high students increased from 19.2% to 28.4%.
- The school held "Health Education Weeks" in both semesters, communicating health information to students through various forms, including inter-class rowing competitions, drama performances, healthy cooking competitions, and health-related workshops. According to teachers' observations, these activities helped students cultivate healthy habits and enhance their self-care awareness, thus establishing a healthy lifestyle.
- This year, a fitness club was established, inviting external coaches to teach proper fitness knowledge. Among the students participating in the club, 100% reported that joining the fitness club effectively strengthened their health knowledge. Additionally, the gym was open to students and teachers throughout the year, with an average usage rate of nearly 80%. This allowed students to continuously apply their learned fitness knowledge, fostering a healthy lifestyle and promoting overall physical and mental development.
- Our school participated in the Jockey Club's "Flying High" sports program to cultivate students' interest in sports. Over 80% of participating students agreed that the program helped them understand their interests and abilities, discover sports they were interested in, and develop athletic talents.

### 3.2 Developing Students' Diverse Interests

- The school actively integrates formal and informal class projects by having external instructors introduce emerging sports. Extracurricular activity clubs were established for sports such as soft hockey, floor curling, and whirlwind ball, with 100% of participating students acknowledging the effectiveness of these activities. The music department collaborated with the school management team to organize experiences with sound bowls and ethereal drums. Students participated actively in these activities, helping them develop interests and explore diverse potentials.
- According to the stakeholder questionnaire, teachers rated the school's ability to provide varied learning experiences based on student diversity with an average score of 4.1, rising to 4.2 this year (5 being the highest). Students scored 3.7 (5 being the highest) for "developing interests and life skills through learning opportunities arranged by the school," while parents' ratings increased from 3.8 to 4.0 (5 being the highest). This indicates that the school effectively offers diverse learning experiences, aiding students in understanding their own interests and capabilities.
- Various other learning experience weeks were held in both semesters with interdisciplinary activities, including simulated flight training, career exploration workshops, and introductory workshops on artificial intelligence. According to teachers' observations, students participated actively and reported that these activities helped expand their horizons, fostering independent and autonomous learning.
- The school requires every student to participate in at least one extracurricular activity each semester, covering areas such as

health, physical education, arts, and languages. Over 80% of participating students recognized the diversity and effectiveness of the clubs, with semester-based clubs exposing students to broader fields, helping them understand their interests and capabilities.

- Overall, the percentage of students participating in interschool competitions has increased. The participation rate of junior high students in STEAM education competitions rose from 22.5% to 30%; for senior high students in bilingual competitions, the rate increased from 18.9% to 55.8%. The school's measures have enabled more students to broaden their horizons through competitions and better understand their inclinations and abilities.

### **3.3 Promoting Positive and Mental Health Education**

- Our school participated in the "Campus Positive Spirit" initiative organized by the Education Bureau, actively promoting mental health on campus. In addition, Health Education Weeks were held in both semesters, featuring activities such as the "Heart Learning, Heart Knowledge" concert tour, sound bowl experiences, alcohol ink artistry, ethereal drums, and sand painting workshops, instilling a positive attitude in students and helping them maintain mental health. According to teachers' observations, students participated eagerly, enhancing their appreciation for the arts and fostering a positive campus atmosphere.
- According to the stakeholder questionnaire, parents rated "student growth support" with an average score rising from last year's 3.8 to 4.1 (5 being the highest), indicating the effectiveness of the school in promoting positive education. Additionally, both parents and students noted improvements in their ratings about the school's ability to help resolve growth issues.
- Based on the stakeholder questionnaire, teachers rated the school atmosphere with an average score of 4 (5 being the highest), while parents rated it at 4.1 (5 being the highest). The APASO questionnaire showed that the P-value for "sense of belonging to the school" among students rose from 72.6 to 82.5 (with 85.7 being the highest), reflecting the achievements of the school in promoting positive education.
- The P-value for students on "emotions (positive emotions)" in the APASO questionnaire increased from 29.7 to 42.1 (with 85.7 being the highest), and the P-value for "emotions (absence of negative emotions)" was reported as 85.7 (with 85.7 being the highest), signifying that the school's overall activity planning and implementation effectively cultivate students' positive life attitudes.
- Our school received funding from the Quality Education Fund to implement the "My Action Commitment" program, conducting learning activities related to media and information literacy, allowing students to understand how to apply information technology with a positive and flexible attitude. Furthermore, students participated in presentations and workshops on internet ethics, becoming informed about online safety and the importance of compliance with online laws. According to survey results, 100% of participating students agreed that these activities enhanced their understanding of internet ethics.
- In the stakeholder questionnaire, teachers rated the school's curriculum alignment with "information literacy" with an average score of 4.2 (5 being the highest), which increased from last year. Simultaneously, students' APASO questionnaire scores on "information technology (limited recreational use)," "information technology (absence of addiction)," and "information technology (not attracted by features)" all rose from previous years, with the P-value for "information technology (not attracted by features)" rated at 85.7 (with 85.7 being the highest), indicating that the school effectively promoted students to use information technology flexibly, effectively, and ethically, thus establishing good information literacy.
- The P-value for "meaning of life" among all students in the APASO questionnaire increased from 68 to 76.8 (with 85.7 being the highest), reflecting the effectiveness of the school's measures in promoting positive value education and helping students remain steadfast in their values and attitudes. Additionally, according to the APASO questionnaire results, students rated their ability to "think critically" with a P-value of 85.7 (with 85.7 being the highest), indicating that students possess good generic skills and positive thinking.
- All students participated in volunteer services, and according to the APASO questionnaire results, their ratings for "honesty/moral awareness" were higher than the territory-wide median, demonstrating their potential to become responsible citizens. The teacher coordinating the volunteer services noted that students actively engaged in activities and were willing to share, reflecting their attitude toward life as positively growing and showcasing care for others and respect for societal diversity.
- This year, teachers and students shared various anecdotes or proverbs from the "Tao Te Ching" related to twelve core values during monthly morning assemblies, presenting Laozi's insights on values to help students understand the proper attitudes toward life. According to teacher observations, students listened attentively and displayed positive attitudes, aiding them in holding fast to the right values and attitudes.
- Our school participated in the "Student Guardian Ambassador" program organized by the Education Bureau, training students to become mental health ambassadors who not only promoted mental health within the school but also provided support to their peers. Additionally, through various school organizations such as the Student Leaders and Information Technology Leaders, as well as a series of programs held by Guidance and Counselling Committee, older students actively took care of junior high students. The proportion of junior high students participating in uniform groups or community services increased from 24.1% last year to 52%. According to teacher observations, students were actively engaged, establishing good relationships with one another, enhancing their confidence and sense of achievement while learning to respect societal diversity, thus creating a harmonious school environment.

- The school arranged for students to participate in the "Student Healthcare Experience Program," providing internship opportunities at hospitals for career planning. During the internships, students were able to establish correct values, laying a solid foundation for future studies and employment, while further developing and reflecting on their personal goals.
- The Po Leung Kuk's student counseling and support services held educational sessions for parents, with 100% of participating parents agreeing that the content helped them understand communication techniques with teenagers.
- Joint meetings of the disciplinary group, counseling group, and other student support groups incorporated the professional opinions of teachers and social workers, coordinating various efforts to ensure that students in need receive comprehensive care and strengthening their correct behavior and values, with significant effectiveness.
- This year, a new relaxation area called Celine Garden was established, featuring artificial turf and outdoor tables, rattan chairs, and umbrellas. The high usage rate by students helped them relax and achieve stress relief.

#### **Reflection**

- According to the APASO questionnaire results, there has been an increase in students' "positive emotions," indicating the effectiveness of related measures. These strategies will continue to be implemented in the coming year.
- The data on students' physical fitness performance and acceptable weight ranges showed that the cultivation of good living habits was yielding results. Although the P-value for "physical training" has significantly risen, it remains at a low level, indicating a need to further strengthen students' physical training and help them develop long-term exercise habits.
- In the stakeholder questionnaire, students rated "the school's ability to help students practice healthy living, including having a structured schedule, engaging in appropriate exercise, and managing stress" with an average score that fell from 3.5 last year to 3.3 this year (5 being the highest). While teachers and parents generally recognize the effectiveness of the school's health measures, more time is needed to deepen the cultivation of healthy lifestyles among students, allowing them to genuinely practice healthy living.
- According to the stakeholder questionnaire, the average score from students for "the school actively fostering our leadership skills" dropped from 3.6 last year to 3.4 this year (5 being the highest). In comparison, the teachers' rating was 4.1 (5 being the highest), reflecting that students' confidence in becoming leaders is still not sufficient.
- According to teacher opinions and student feedback, this year's "Health Education Week" effectively conveyed health information, promoting a positive atmosphere throughout the school and helping students establish healthy lifestyles. This initiative can continue in the next academic year.

#### **Feedback and Follow-up**

- In the coming year, regular activities related to healthy living, such as "Health Education Week," will be conducted to encourage students to establish healthy lifestyles, actively participate in sports and arts activities, and appreciate the value of sports and the arts.
- It is recommended to organize more diverse reward programs to recognize students' outstanding performances and achievements in various areas, thereby enhancing their leadership confidence and helping them become knowledgeable and responsible citizens.
- It is suggested to hold more parent lectures or workshops to assist parents in better understanding their children's growth needs and to foster positive parent-child relationships.
- For overall planning in the upcoming year, to make activity arrangements more focused, external resources can be effectively utilized to promote cross-subject collaboration and enhance the effectiveness of activities. In activity planning, attention should be given to the distribution of core values and attitudes to cultivate students' correct values and attitudes, helping them identify relevant values at different stages of their growth and become knowledgeable and responsible citizens.

## Student Performance

### Student Attitude and Behaviour

The school has a simple and unpretentious ethos, with students demonstrating humility, politeness, friendliness, self-discipline, and good order. The atmosphere within the school is harmonious, filled with love and care. Students respect their teachers, interact amicably with peers, and possess a strong sense of belonging to the school. They are eager and actively participate in extracurricular activities, volunteer work, and community services, exhibiting seriousness and commitment while respecting others. Additionally, student leaders serve their schoolmates in various capacities, showing enthusiasm, responsibility, and a spirit of service.

To enhance students' moral character, strengthen their resilience, and cultivate positive values, the school aims to equip them with both national and international perspectives, as well as civic qualities. The discipline team, counseling team, student affairs team, moral education team, and civic and national education team implement various educational programs, using diverse activities and themes to help students understand the importance of positive thinking, promote healthy development, and achieve holistic growth. Student organizations, including the student council, student leaders, the Immigration Department Youth Leaders group, and peer counseling groups, further cultivate leadership qualities and a spirit of service.

### Student Participation and Achievements

#### (I) **Academic Performance**

- In the 2025 HKDSE, the percentage of students achieving "332A" in core subjects, which meets local university entry requirements for bachelor's degree programs, reached 90.5% (compared to the territory-wide average of 38.4%).
- The average success rate (grades 4 or above) across all subjects reached 58%, overall exceeding the territory-wide norm.

#### (II) **Performance Beyond Academics**

Our school provides a diverse range of learning experiences, including visits and exploratory activities in various learning domains, domestic and overseas exchange programs, as well as more than 50 extracurricular activity groups categorized by academic pursuits, service, arts, interests, and sports. These initiatives promote students' intellectual development, strengthen national education, moral education, and civic education, encourage social service, enhance physical and artistic literacy, and provide practical experiences related to careers, supporting students' overall growth. The school also actively encourages students to participate in competitions to discover their potential and develop personal strengths. This year, over 146 external competitions were organized for students, with more than 530 students winning awards. A selection of award categories is as follows:

Category	Organizing Body	Award
National Education	Love U All Charitable Foundation	Patriotism "National Security Good Student" Secondary School Quiz Competition <b>Champion</b>
	Education Bureau	Caring for the Country 2024/25 Academic Year Inter-School Chinese Marching Competition <b>Gold Award</b>
Mathematics and Science	iGEM Foundation	iGEM <b>Gold Medal</b>
	iGEM Foundation	iGEM <b>High School TOP10</b>
	iGEM Foundation	iGEM <b>Best Hardware Design Award</b>
	Hong Kong Institute of Construction	BIM x STEAM Construction Model Creative Design Competition <b>Champion</b>
	Green Council	24 <sup>th</sup> Environmental Creative Model Design Competition King of Rubber Band Powered Car <b>Champion and Runner-Up, Third Prize for Most Eco-Friendly Design</b>

Category	Organizing Body	Award
Mathematics and Science	Education Bureau	Hong Kong Secondary School Space Station Science Popularization Payload and Scientific Experiment Program Design Competition <b>Gold Award</b>
	Seedasdan	International Chemistry Test 2025 <b>Full Marks Award, First Prize, Second Prize</b>
	International Youth Academic Elite Association	2025 International Physics Olympiad Elite Challenge <b>Overall Champion and multiple awards</b>
	Miss Man international Education	2025 International Natural Science Olympiad <b>Overall Champion and multiple awards</b>
	International Youth Academic Elite Association	International Junior Biology Elite Competition 2025 <b>Overall Champion and multiple awards</b>
Language	HK Gifted Education Teachers' Association, Lutheran Gifted Enrichment Program, Young & Lipman, KPG Education Limited, Asia GiftEd	Greater Bay Area Talented Writers Essay Competition 2024 <b>Gold, Silver, and Bronze Awards, Star of Stars Award</b>
	The Hong Kong Schools Music and Speech Association	76 <sup>th</sup> Hong Kong School Recital Festival <b>Prose Solo (Mandarin) Champion and Third Place; Poetry Solo Runner-Up</b>
	Hong Kong Art Education Association	Tianma Cup 2024-2025 Hong Kong Chinese and English Writing Competition <b>Gold, Silver, and Bronze Awards</b>
Physical Education and Arts	Education Bureau of the Hong Kong Special Administrative Region Government, HK Schools Dance Association Limited	61 <sup>st</sup> School Dance Festival (Jazz and Street Dance) <b>First Class Award</b>
	Kowloon City District Sports Association	"Dragon City Cup" Youth Team Badminton Invitation Tournament <b>Champion (Boys' Team) and Runner-Up (Girls' Team)</b>
	The Schools Sports Federation of HK, China	Inter-School Swimming Competition - Kowloon Area (Group 3) <b>Boys' C Grade 50m Freestyle Runner-Up</b>
	Soul Star Academy	2425 Hong Kong Track Cycling Competition Round 4 <b>Boys' Secondary School 200m Champion</b>
	Asia Internation Handbell Association (HK)	16th Hong Kong International Handbell Olympics (Intermediate Handbell Group) <b>Gold Award</b>
	Hong Kong Joint School Music Association	2025 Hong Kong Inter-School Music Competition – Primary and Secondary School Ensemble (Chinese Orchestra) <b>Gold Award</b>
	The Hong Kong Schools Music and Speech Association	77 <sup>th</sup> Hong Kong School Music Festival <b>Flute Solo Secondary School Junior Group Champion</b>
	HK Joint School Music Association	2025 Hong Kong Inter-School Music Competition Secondary School Small Ensemble (Orchestral) <b>Silver Award</b>