



The Chinese Foundation Secondary School

School Report

2024 – 2025

SCHOOL REPORT 2024/2025

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Vision

We aim to help students achieve personal excellence through nurturing in them a set of positive values and developing their social and learning attitudes as well as their professional competence. All of these are conducive to life-long learning and the betterment of our society. We strive to produce well-educated student graduates who are open-minded, loyal and dedicated citizens.

Mission

It is our mission to:

- provide quality education;
- foster leadership, critical thinking, creativity and confidence among students through the use of modern techniques and technology;
- cultivate empathy, mutual respect and foster harmonious relationships in our school and society;
- build students' global awareness and the knowledge and skills necessary for substantive contributions to society.

School Sponsoring Body

The Chinese History & Culture Educational Foundation Co. Ltd.

CFSS School Objectives

In accordance with our vision and mission, our school objectives are to:

- provide quality and diversified education, through the medium of an autonomous, responsive and dynamic school;
- foster equity in educational opportunities for those with special education needs;
- instil appropriate skills and attitudes in students so that they can acquire knowledge in all key learning areas, enhancing their quality of life and contribution to society;
- help students achieve a high standard of learning, develop self-esteem, self-confidence and commit to personal excellence based on a positive set of values;
- help students develop self-respect, respect for others, appreciation of their Chinese cultural heritage, global vision as well as loyalty and affiliation to the HKSAR and China;
- inculcate attitudes and competencies into students for tertiary education, professional training, employment and a foundation for life-long learning;
- recruit qualified and dedicated teachers, providing them with opportunities for enhancement of their qualifications, skills and job satisfaction so as to ensure effective teaching and to make good progress that meets the challenges of the changing education system;
- employ modern technology to ensure high quality, effective and diversified teaching, learning and school administration;
- encourage parental and community participation and help them take pride and partnership in the development of the school.

CFSS School Profile

The Chinese Foundation Secondary School, established in 2000, is a non-profit-making, non-religious, non-denominational and co-educational whole-day school operated under the Direct Subsidy Scheme (DSS). Facilities, teachers' qualifications, and supervision are comparable to those of schools in the public sector. Being in the DSS, we enjoy greater flexibility and independence than a public sector school. This includes the ability to tailor-make our programmes to meet the various needs of students in the context of societal change. Each student is inspired to develop his/her academic, cultural, aesthetic, physical and social potentials in a caring, demanding and stimulating environment. The development of one's independence, self-esteem and self-assurance is emphasized. Our objective is to inculcate the skills and values necessary to contribute to a multicultural and fast developing society.

School Management Committee of CFSS

Honorary Life Governor : Dr. LEUNG, Kit Wah

Hon. Director, China Overseas Friendship Association

Chevalier de l'Ordre des Arts et des Lettres – France

Officer's Cross of the Order of Merit-Germany

Hon. Doctor of Laws, University of Waterloo, Canada

School Supervisor : Ms. WONG, Yu Pok Marina JP

Chairperson : Prof. YOUNG, Tse Tse Rosie Margaret

GBM, CBE, JP, MD, D Sc (Hon)

Members : Ms. FEI, Fih SBS, JP (Resignation with effective on 1st June 2024)
(in alphabetical order)

Mr. HO, Tik Shun (School Principal)

Mr. KWOK, Yih Feng Sabastein (Teacher Manager)

Dr. LAM PEI, Peggy GBS, OBE, JP

Mr. LAU, Kar Wah

Mr. LEUNG, Ting Mow Kenneth

(Resignation with effective on 1st June 2024)

Mr. MAK, Ping On

Ms. NGAI, Sau Kuen Wilhelmina

Mr. SHIU, Ka Lung Pluto (Parent Manager)

Prof. TAM, Kam Lan Annie GBS, JP

(Appointment with effective on 25th July 2024)

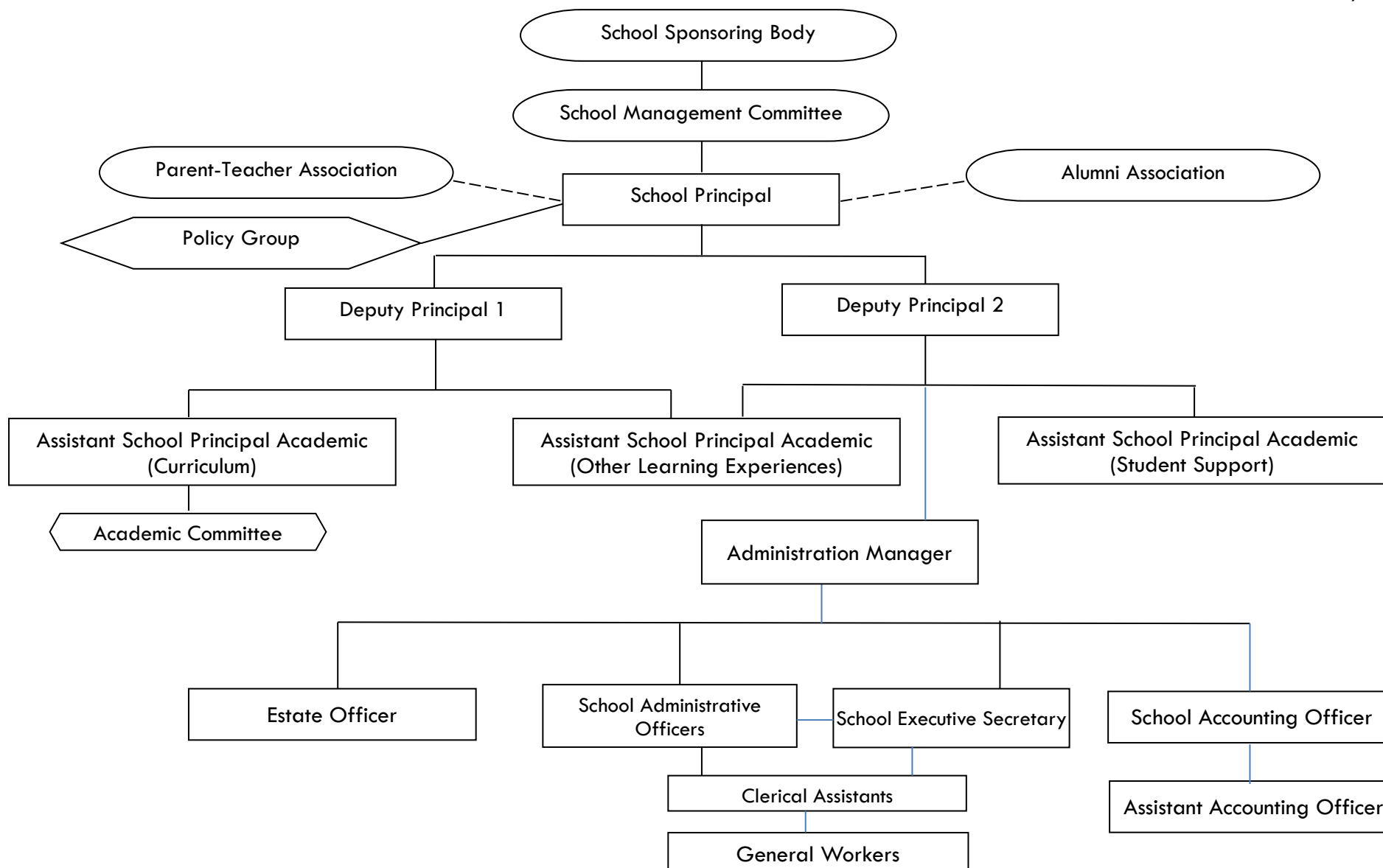
Mr. WONG, Wai Ho

Dr. WU, Annie Suk Ching SBS, JP, LLD (Hon), DSocSc (Hon), DHum (Hon)

Ms. YIP, Christine

School Organization Chart SY24-25

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Parent-Teacher Association

Membership of Executive Committee

	<u>Parent Members</u>	<u>Staff Members</u>
Chairperson	Ms. LEE, Yvonne	
Deputy Chairperson	Ms. CHER, Man Wai	Mr. HO, Tik Shun
Honorary Secretary	Ms. MAI, Ming Yin	Ms. WONG, Hang
Treasurer	Mr. TSE, Kar Chun	Mr. CHAN, Ping Chuen
Social Convener	Ms. CHAN, Tsui Shan	Mr. CHAN, Kwok Leung
Others	Mr. CHENG, Nai Hong Raymond	Mr. KWOK, Yih Feng Sabastein
	Ms. CHAN, Ling Ling (Recreation)	Mr. LAU, Ka Po
	Ms. DAI, Jessica	Ms. HSU Yuk Fan
	Ms. HO, Fuk Ho	
	Ms. LAU, Mei Wai	
	Ms. LIN, Xiaorang	
	Mr. TANG, Kai Wing	

All other parents and teachers are ordinary members of the Association.

Report on Our School

Workforce

Teachers : 71 (including School Principal & Teacher Librarian)

Native English-speaking Teachers and Native English Speakers : 4 (1 on NET Scheme and 3 outsourced NES)

Assistant Teachers : 7

Laboratory Technicians : 3

Technical Support Staff : 3

General Office Staff : 12

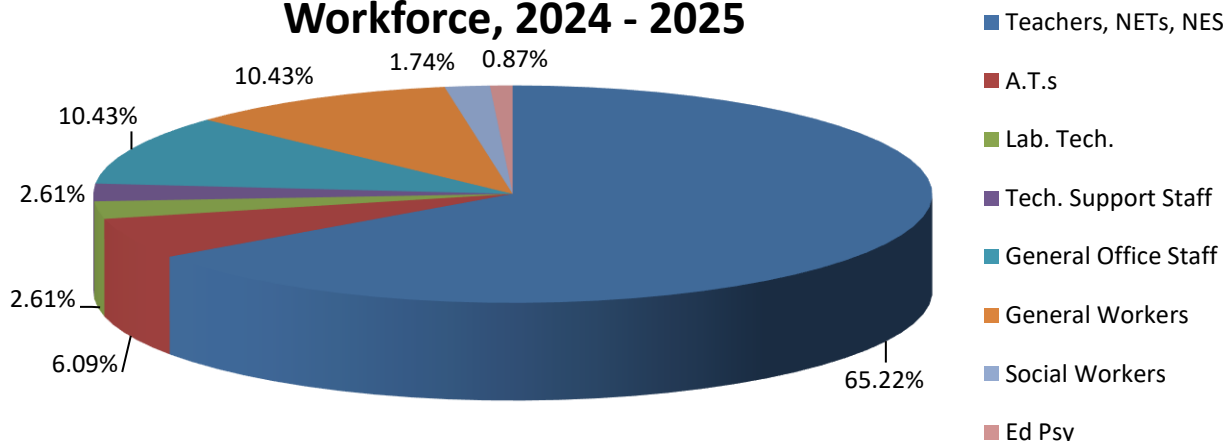
General Workers : 12

Social Workers : 2 (outsourced)

Educational Psychologist : 1 (outsourced)

Total : 115

Workforce, 2024 - 2025

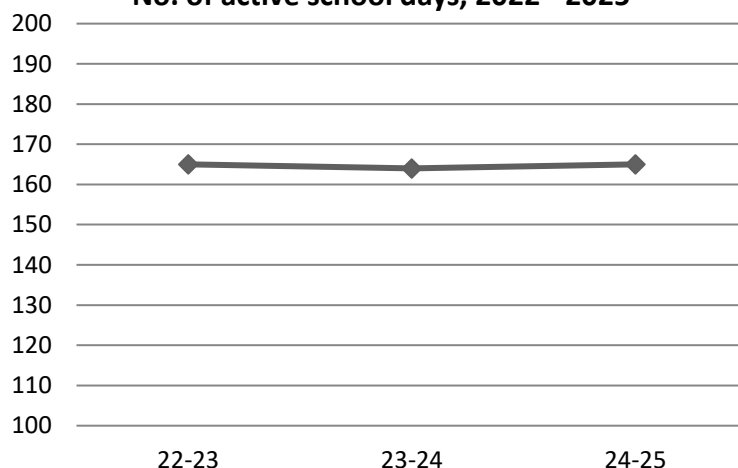


Number of active school days

Year	No. of active school days
2022 – 2023	165
2023 – 2024	164
2024 – 2025	165

* including both face-to-face lessons and online lessons

No. of active school days, 2022 - 2025



Curriculums

Key Learning Area	Subject	S.1 – S.3	S.4 – S.6
Chinese Language Education	Chinese Language	●	●
	Chinese Literature		●
	Putonghua	●	
English Language Education	English Language	●	●
Mathematics Education	Mathematics	●	●
	Mathematics Extension 1 & 2		●
Personal, Social and Humanities Education	Citizenship, Economics & Society	◎	
	Enrichment Course	◎	
	Modern Foreign Language	◎	
	Chinese History	●	●
	Economics	◆	●
	Geography	◆	●
	History	◆	●
	Citizenship & Social Development		●
Science Education	Science	●	
	Biology	◆	●
	Chemistry	◆	●
	Physics	◆	●
Technology Education	Information & Communication Technology	●	●
	Business, Accounting and Financial Studies		●
Arts Education	Music	●	
	Visual Arts	●	●
Physical Education	Physical Education	●	●

◎ S.1 and S.2 only

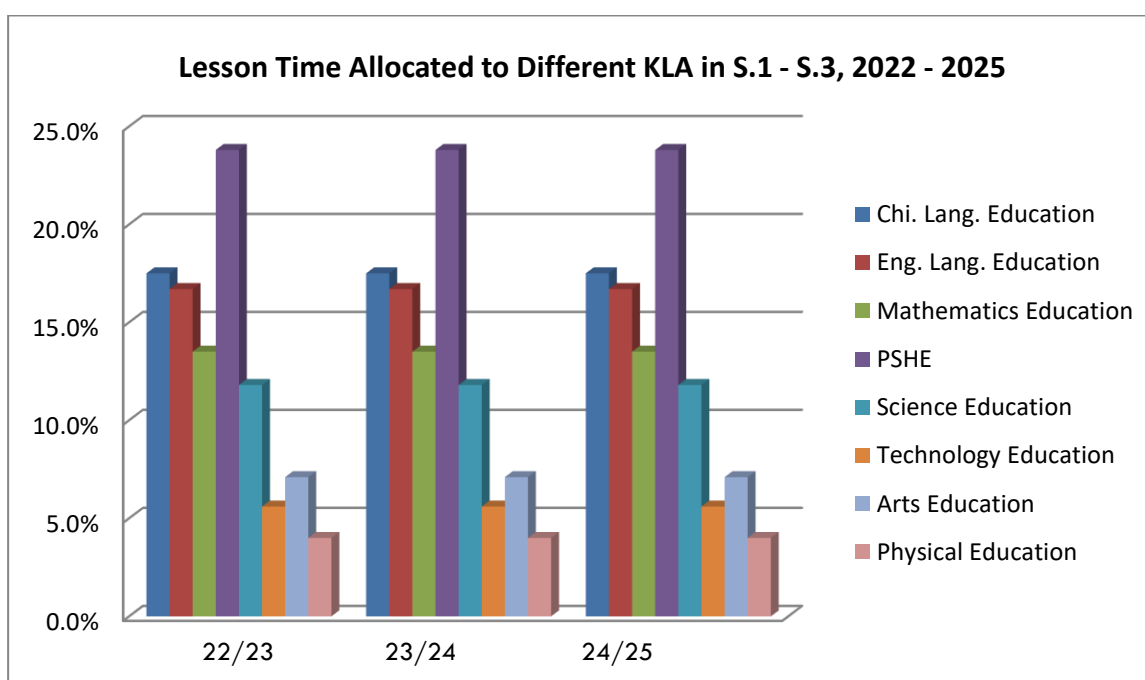
◆ S.3 only

Class structure

Year	S.1	S.2	S.3	S.4	S.5	S.6	Total
2022 – 2023	5	5	5	5	5	5	30
2023 – 2024	5	5	5	5	5	5	30
2024 – 2025	5	5	5	5	5	5	30

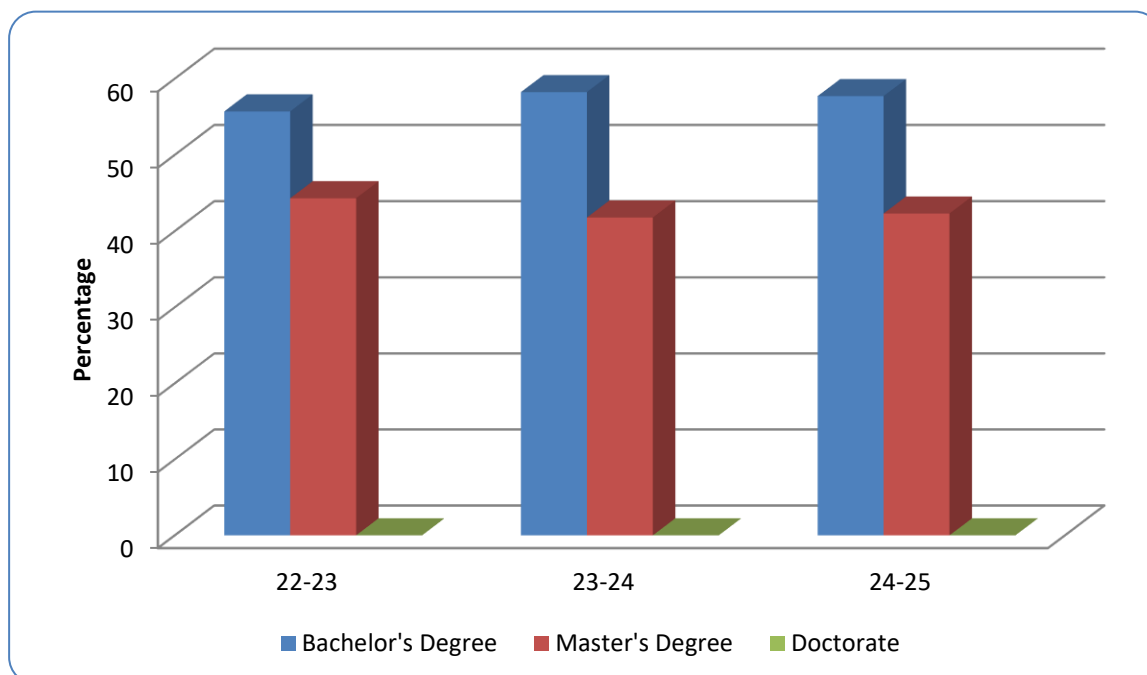
Lesson time allocated to different KLA in S.1 – S.3

KLA	2022 - 2023	2023 - 2024	2024 - 2025
Chi. Lang. Education	17.5%	17.5%	17.5%
Eng. Lang. Education	16.7%	16.7%	16.7%
Mathematics Education	13.5%	13.5%	13.5%
PSHE	23.8%	23.8%	23.8%
Science Education	11.9%	11.9%	11.9%
Technology Education	5.6%	5.6%	5.6%
Arts Education	7.1%	7.1%	7.1%
Physical Education	4.0%	4.0%	4.0%



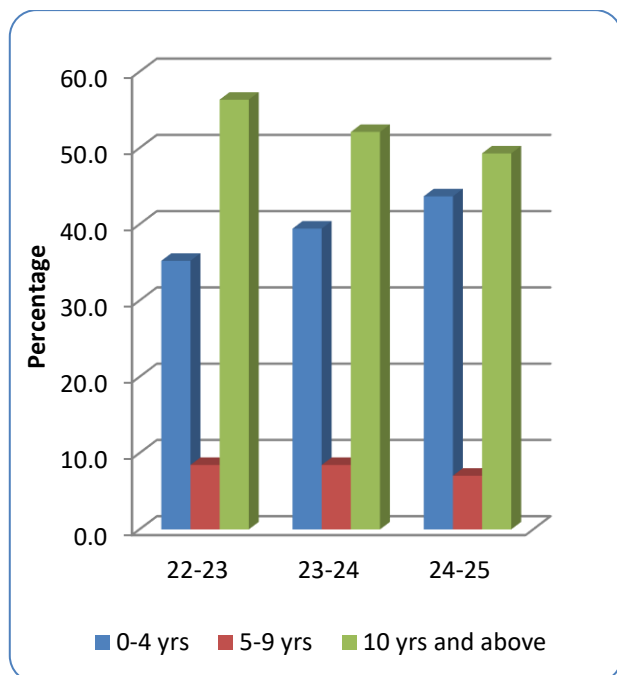
Report on Our Teachers

Highest academic qualifications for Teachers and Assistant Teachers

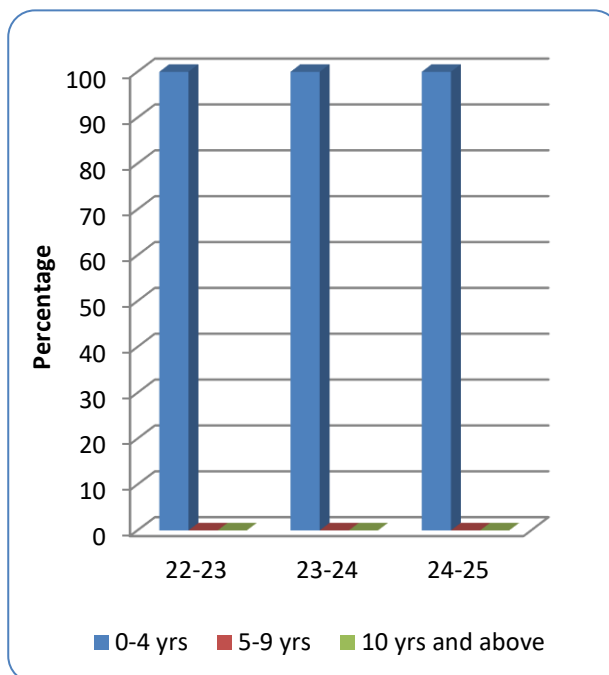


Teaching experience

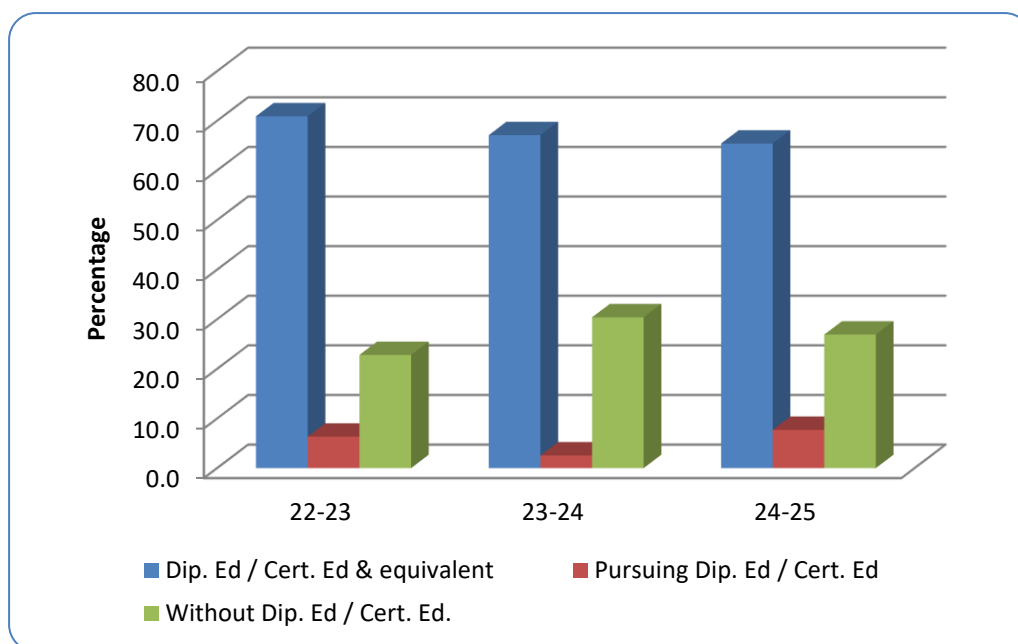
Teachers



Assistant Teachers



Professional qualifications for Teachers and Assistant Teachers



Staff development

Staff Development Days for Teachers

In the last academic year 2024-25, our school implemented 5 staff development days, providing approximately 20 interaction hours of in-house training.

	Items
Day 1	Elements of conducting good lessons [1.5 hour]
Day 2	Team Building Activities Title Escape – Team Problem-solving Video production workshop – Team production [5.5 hours]
Day 3	Learning and Teaching Expo Parallel sessions for social wellness experience [2 hours]
Day 4	AM: Food Angel Community Service Experience PM: Chinese Culture - Tai Chi Workshop [5.5 hours]
Day 5	AM: School visits – Exploring good practice from other school PM: Presentation of Findings from school visits [5.5 hours]

Support for staff

Aligned with the school's major concerns - Enhancing Students' Social Well-being, Language Competency and Learning Capacity Enhancement and Leaders for future - our school provided a diverse range of educational and professional training programs for staff in SY24/25 to enhance their well-being, teaching skills, and global perspective.

Moreover, the school is deeply committed to fostering the professional development of its teaching staff, recognizing the pivotal role continuous learning plays in advancing education quality. Evaluation has been conducted to gather feedback from the staff to aid in better planning and continuous improvement of our staff development initiatives.

Support for new teachers

The Mentorship Programme (MP) at our school was designed with the concept of assigning one mentor to lead a group of new staff members, ensuring a collective approach to support their integration into CFSS. This unique setup empowers mentors to guide multiple new staff members, fostering an environment where teaching techniques, communication skills, and administrative abilities are enhanced, motivating new staff to plan for their career progression.

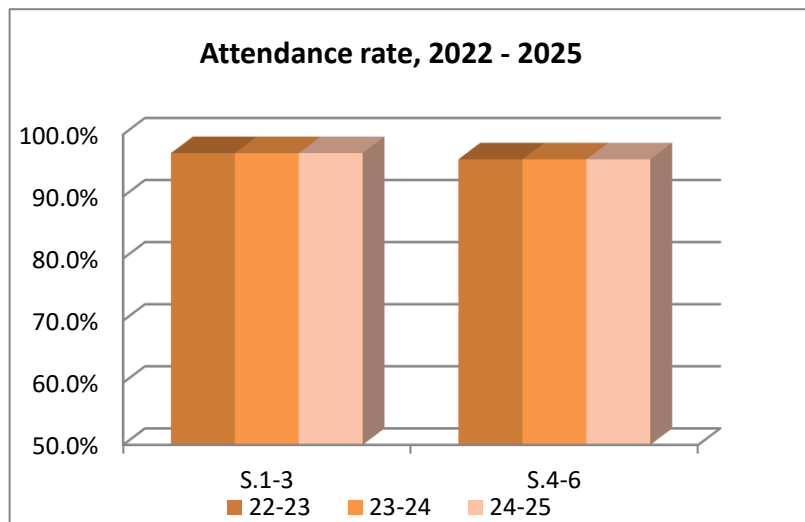
Experienced mentors within this framework consistently offer diverse forms of support to their mentees, including job-shadowing opportunities, informative talks, and informal interactions. These daily engagements between mentors and mentees not only assist in addressing teaching challenges but also contribute to the overall personal development of the new staff.

In addition to the collaborative mentorship structure, we facilitate lunch gatherings and sharing sessions to provide opportunities for new staff to establish relationships and learn from their mentors, fostering a supportive and enriching environment for professional growth and development.

Report on Our Students

Attendance rate

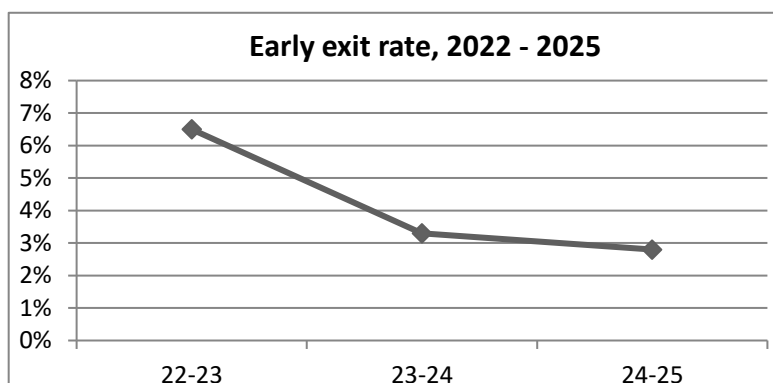
Year	S.1 – 3	S.4 – 6
2022 – 2023	97%	96%
2023 – 2024	97%	96%
2024 – 2025	97%	96%



Early exit rate

An early exit refers to leaving our school before completing S.6.

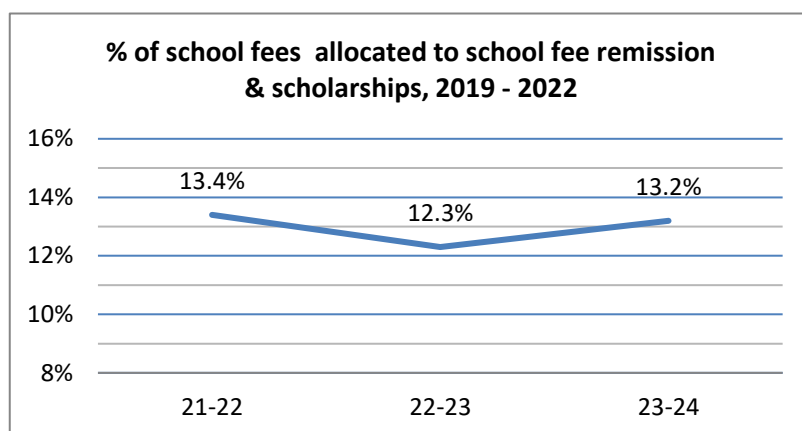
Year	Early exit rate
2022 – 2023	6.5%
2023 – 2024	3.3%
2024 – 2025	2.8%



Scholarships & School Fee Remission

Every year, our School allocates over 10% of the school fees to award high-achievers in studies, competitions, etc. and to assist financially needy students in the forms of scholarships and school fee remissions.

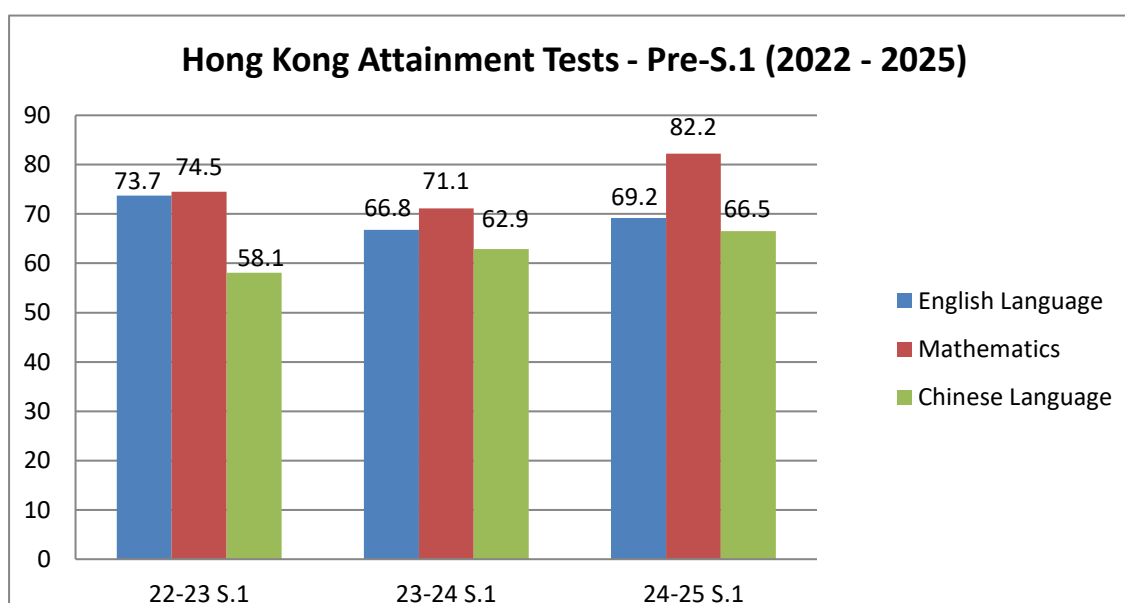
Year	Scholarships & School Fee Remission
2021 – 2022	13.4%
2022 – 2023	12.3%
2023 – 2024	13.2%



Hong Kong Attainment Tests - Pre-S.1 (HKAT)

The table below shows the scores obtained by new S.1 intakes in HKAT before the academic year starts.

Year	English Language	Mathematics	Chinese Language
2022 – 2023 S.1	73.7	74.5	58.1
2023 – 2024 S.1	66.8	71.1	62.9
2024 – 2025 S.1	69.2	82.2	66.5



HKDSE

Our S.6 students achieved very good results in HKDSE Examination 2025. The credit rate (4+) and the passing rates (2+) in most subjects exceed the territory averages.

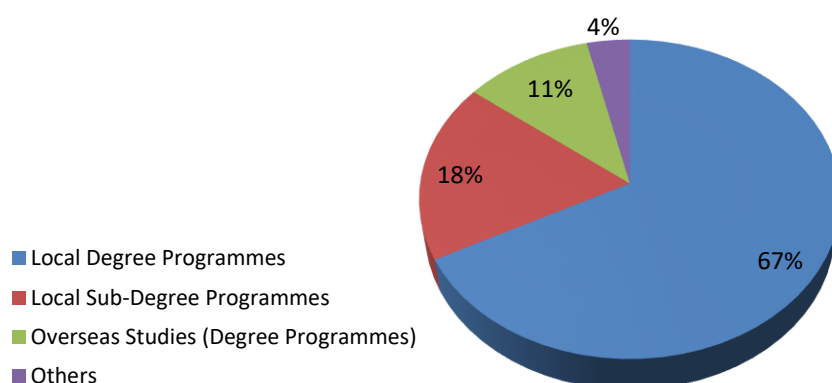
	CFSS 4+ (%)	Territory 4+ (%)	CFSS 2+ (%)	Territory 2+ (%)
English Language	60.1	27.0	100.0	79.0
Chinese Language	46.4	33.4	97.8	88.9
Mathematics	58.7	40.0	99.3	83.4
Biology	69.4	46.1	100.0	91.6
BAFS (Accounting)	80.0	42.2	100.0	90.7
Chemistry	62.7	50.8	98.5	87.3
Chinese History	80.0	37.5	100.0	90.1
Chinese Literature	33.3	37.0	83.3	89.0
Economics	50.9	43.8	94.3	86.2
Geography	50.0	35.3	95.8	87.1
History	33.3	43.7	93.3	93.4
ICT	80.4	33.6	100.0	85.6
Physics	73.2	49.6	97.6	90.1
Mathematics (Calculus and Statistics)	68.2	50.6	95.5	86.9
Mathematics (Algebra and Calculus)	46.4	58.8	85.7	91.9
Visual Art	40.0	24.5	80.0	84.3

Citizenship and Social Development (Attained) : School – 99.3% ; Territory wide – 92.8%

Category B – Applied Learning: Distinction 2 (54.5%)

Destinations of 2025 S.6 Graduates

For JUPAS 138 students sat HKDSE Examination, 109 students (79%) were given JUPAS offers and 107 of them were in degree courses and two students were in sub-degree course. It is encouraging to see that 96.4% of our students are able to continue their studies in tertiary institutions. Among them, many of them commence their undergraduate studies in the UGC-funded universities in Hong Kong. Some of them pursue in professional fields, for example of Medicine, Pharmacy, Physiotherapy, Optometry, Radiography, Statistical Decision Sciences, Surveying, Biomedical Engineering and Engineering with a major in Artificial intelligence.

Destinations of S.6 Graduates, 2025

Major Concerns – Achievements and Reflections; Feedback and Follow-up

1. Enhancing Students' Social Well-being

Achievements

- **Enhancing Students' Social Well-Being:**

This year, our school continues to prioritize students' holistic development, with a particular emphasis on enhancing social well-being as a major concern. Building on last year's foundation—where physical health, mental health, and social well-being were key domains—we have further strengthened our initiatives to foster positive peer relationships, emotional resilience, and a sense of belonging. Through structured programs and cross-team collaboration, we aim to create a supportive school environment where every student feels valued and connected.

- **Collaborative Efforts in Promoting Social Well-Being:**

Following last year's successful model, multiple sub-teams within the Student Support Area—including the Discipline Team, Counselling Team, Moral and Civic Education Team, and SEN Team—have worked together to organize a variety of activities and educational talks. These initiatives not only engage students but also involve parents, ensuring a whole-school approach to nurturing social well-being. From peer mentorship programs to interactive workshops on communication skills, our efforts are designed to help students develop empathy, conflict-resolution skills, and positive social interactions.

- **Integrating Social-Emotional Learning (SEL) as a Key Strategy:**

To further advance students' social well-being, we have introduced Social-Emotional Learning (SEL) as a core strategy in our annual plan. SEL is an evidence-based approach that helps students develop *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. By embedding SEL into our curriculum and school culture, we equip students with essential life skills to navigate emotions, build healthy relationships, and contribute positively to their communities. Through structured lessons, reflective activities, and teacher training, SEL plays a pivotal role in fostering a more inclusive and emotionally supportive school environment.

- **Personal Growth Education enhancing students' positive values and attitude:**

Our school has a well-structured Personal Growth Education for years. The planning of PGE lessons covered a wide range of learning experience and values education. Students generally demonstrated good learning outcome and values to be enhanced. The table below showed the activities designed to meet the needs of students in particular level in the Personal Growth Education (PGE) lessons.

Students involved	Activities / Topics	Focus of SEL
S.1	<ul style="list-style-type: none"> Media literacy programme Anti-bullying Peer relationship management Prevention of substance abuse 	<ul style="list-style-type: none"> Social awareness Relationship skills Responsible decision-making
S.2	<ul style="list-style-type: none"> Prevention of sexual harassment Caring and respect for others Prevention of substance abuse Goal-setting and perseverance 	<ul style="list-style-type: none"> Self-awareness Self-management Relationship skills
S.3	<ul style="list-style-type: none"> Basic-law and Constitution Education Prevention of substance abuse Decision making on career and life planning 	<ul style="list-style-type: none"> Self-management Social awareness Responsible decision-making
S.4	<ul style="list-style-type: none"> Adaptation of changes Making informed decision on career and life planning Self-appreciation Appreciation of Chinese culture 	<ul style="list-style-type: none"> Self-management Responsible decision-making
S.5	<ul style="list-style-type: none"> Social issues and responsibilities Dating relationship Appreciation of Chinese culture 	<ul style="list-style-type: none"> Relationship skills Responsible decision-making
S.6	<ul style="list-style-type: none"> Stress management Career and life planning Prevention of substance abuse 	<ul style="list-style-type: none"> Self-management Responsible decision-making

• **4Rs Initiatives and Their Impact on Student Well-Being:**

This year, our school has taken a whole-school approach to promote the 4Rs (Rest, Relaxation, Relationship, and Resilience) in alignment with the EDB's framework. These efforts have been systematically integrated into the school timetable, extracurricular activities, and student support programs to enhance mental health and social well-being.

1. REST – ENSURING ADEQUATE PHYSICAL AND MENTAL RECOVERY

- **Structural Rest:** 25% of the daily timetable is allocated to reading periods, recess, lunch breaks, and consolidation time, ensuring students have sufficient downtime.
- **Policy on After-School Hours:** All student activities end by 6pm daily, allowing students to unwind and recharge outside school.

Effectiveness: By prioritizing structured rest, students experience reduced burnout and improved focus in academic and co-curricular activities.

2. RELAXATION – PROMOTING MENTAL CALMNESS AND STRESS RELIEF

- **Smart Counselling Room:** Features a meditation space for mindfulness and relaxation.
- **Therapeutic Workshops:** Chinese Tea Art, art therapy, and guided meditation sessions help students manage stress.

Effectiveness: These initiatives provide students with tools to regulate emotions, leading to observable improvements in mood and stress levels.

3. RELATIONSHIP – STRENGTHENING SOCIAL BONDS AND BELONGING

- **Community-Building Events:** S.1 Orientation Camp, school picnics, sports meets, festive celebrations (Christmas, Halloween, CNY), and inter-house competitions foster camaraderie.
- **Inclusive Practices:** Welcoming programs for in-year rolling students and peer cheering before exams enhance a supportive school culture.

Effectiveness: Increased student engagement and peer connections have contributed to a more inclusive and positive school environment.

4. RESILIENCE – BUILDING EMOTIONAL STRENGTH AND COPING SKILLS

- **Mental Health Week & Workshops:** Raises awareness and provides coping strategies.
- **Experiential Learning:** Project-based learning, leadership training, and uniform/sports team activities instill perseverance.
- **Professional Support:** School social workers, educational psychologists (EP), counseling psychologists (CP), and speech therapists (ST) offer targeted mental health interventions.

Effectiveness: Students demonstrate improved problem-solving skills, emotional regulation, and adaptability in facing challenges.

- **Mental Health and Wellbeing Screening Surveys:**
Students experiencing stress, anxiety, or those identified as being at high risk for self-harm and depression were identified through screening processes at different levels in each term. Subsequently, these students received ongoing support and follow-up care from a collaborative team comprising Class teachers, counseling teachers, the Special Educational Needs (SEN) Team, a Clinical Psychologist, and social workers.
 - (a) Survey on teenagers' emotional health and gaming habits conducted by Ho Yuk Ching Workshop in S.1. (in 1st term)
 - (b) APASO 2425:
The survey was conducted in S.1 to S.5 during the period of discussion of papers in March 2025
2 modules of questionnaires were distributed. (1) Affective Development and (2) School: Learning and Teaching
School Educational Psychologist helped analyze the data and drafted the report for school evaluation

Reflections

- This year's implementation of the 4Rs framework has been highly effective in promoting holistic student well-being. By embedding rest into the school schedule, offering structured relaxation opportunities, nurturing relationships through inclusive events, and fostering resilience via skill-building programs, the school has created a balanced and supportive environment. Feedback from students, teachers, and parents indicates reduced stress levels, stronger peer connections, and enhanced emotional resilience, confirming that the 4Rs strategy aligns well with our goal of enhancing social and mental well-being. Moving forward, we will continue refining these initiatives to ensure sustained positive impacts.
- While Social-Emotional Learning (SEL) was introduced as a key strategy this year to enhance students' social well-being, its implementation revealed some challenges. The concept of SEL was not fully understood across all teams and departments, leading to inconsistent application. Many programs successfully emphasized resilience, but there was a lack of clear, structured methods to systematically integrate core SEL skills—such as self-awareness, relationship-building, and responsible decision-making—into daily student interactions. This gap highlights the need for clearer guidelines, shared pedagogical approaches, and more intentional embedding of SEL principles in both formal and informal school settings. Moving forward, a more cohesive and school-wide understanding of SEL is essential to maximize its benefits for student development.
- Based on systematic evaluation of the APASO II 2024-2025 findings, the School Educational Psychologist derives the following conclusions: While peer relationships are generally stable, targeted efforts are needed to address stress-induced social fragmentation in upper forms and technology-driven isolation in junior forms. By scaling peer mentorship, culturally rich group activities, and purposeful break-time engagement, the school can deepen students' sense of belonging and resilience. Regular feedback loops (e.g., surveys) will ensure interventions remain responsive to evolving social needs.

Feedback and Follow-up:

- This year, our school has demonstrated a strong commitment to enhancing students' social well-being by fostering a supportive and inclusive school environment. Through targeted initiatives—including Social-Emotional Learning (SEL), relationship-building activities, and structured relaxation spaces—we have made meaningful progress in strengthening peer connections, emotional resilience, and a sense of belonging. While these efforts have positively impacted students' social development, there remains room to deepen integration, particularly in ensuring consistent SEL application across all departments and further embedding well-being practices into daily school life.
- To strengthen the integration of SEL next year, several improvements will be made. First, staff training on SEL will be enhanced to ensure all teachers and support teams have a deeper understanding of its principles and practical strategies. Second, cross-team collaboration will be encouraged, allowing departments like counseling, discipline, and academic subjects to align their efforts in promoting SEL. Third, SEL will be systematically incorporated into subject curricula, particularly in Chinese Language, humanities subjects like Citizenship and Social Development (CSD) and Citizenship, Economics and Society (CES), where discussions on empathy, ethics, and social responsibility naturally fit. Finally, regular evaluation through pre- and post-year surveys will be conducted to measure SEL's impact on students' social-emotional growth and inform future refinements. These steps will ensure SEL becomes an ingrained, measurable, and effective part of our student support framework.

- Areas for Targeted Improvement, following up the findings of APASO II:
At the junior secondary level (F.1–F.3), our focus will center on reinforcing peer support networks through structured mentoring programs while simultaneously addressing digital wellness to promote healthier social interactions. This dual approach aims to foster meaningful connections among students while cultivating responsible technology habits.
For our senior forms (F.4–F.5), the priority shifts to alleviating the negative effects of academic pressure on social well-being. We will implement comprehensive support systems featuring alumni mentorship opportunities alongside holistic well-being strategies, ensuring students maintain balanced social lives amidst rigorous academic demands. These tiered interventions are designed to address the distinct developmental needs of students at different educational stages, ultimately strengthening the social fabric across all year levels.

2. Language Competency and Learning Capability Enhancement

- In SY24/25, the school implemented a comprehensive reform of formative assessments across various subjects, introducing a tiered assignment system designed to accommodate diverse learning paces and styles. These carefully proportioned assessments enable students to clearly visualize their academic progression through structured feedback, set personalized short-term and long-term learning objectives, and select appropriately challenging tasks based on their current competency levels - thereby reducing anxiety while maintaining academic rigor. The assessment team concurrently optimized test scheduling policies to prevent deadline clustering, ensuring a balanced workload distribution across subjects and minimizing student stress.
- Throughout the school year, various departments have implemented a range of strategies to enhance students' language competency and overall learning capabilities. These efforts focused on promoting differentiated instruction, fostering self-directed learning, and integrating technology to support diverse learning needs.
- Various subject departments have completely redesigned classroom dynamics to maximize student engagement. Key strategies include: (1) The incorporation of interactive elements tailored to different learning styles, (2) Formal evaluation of classroom participation and performance as assessment criteria, and (3) The Language Department's pioneering development of cross-grade differentiated activity packages serving as curriculum integration tools. Notably, the electronic classroom initiative has expanded post-class learning opportunities through digital platforms, allowing students to access tiered self-study materials, practice adaptive problem-solving at their own pace, and benefit from extended learning beyond traditional classroom hours - despite the current limited implementation of BYOD policies. These interconnected initiatives collectively create a more responsive, student-centered educational ecosystem that addresses both academic development and emotional well-being.
- To enhance students' language proficiency and foster a vibrant learning community, the school implemented a multifaceted literacy program centered on digital and experiential learning. For S1 students, the adaptive LightSail platform remained a cornerstone, with three dedicated e-reading lessons per class featuring vendor-supported navigation training and home reading encouragement, complemented by incentives like certificates and book coupons for top readers. The library further expanded its digital ecosystem with the School JoyReadClub (SJRC) for all users, retained Britannica for science education, and enriched physical collections with 726 new books across diverse themes. Community-building initiatives included six thematic exhibitions, two Parents' Day book fairs (Nov 2024 & Mar 2025), and a World Book Day event (Apr 2025) featuring a Qing Ming Quo masterclass led by heritage chef Man Fu On and apprentice Karen Lee. Moreover, the library collaborated with the Science Department to integrate the Britannica online platform into the curriculum. Following its successful trial in SY22/23, Britannica was retained as a key resource, with the Science Department incorporating it into lesson plans. Self-directed learning tasks were assigned to S1-S2 students in Integrated Science and to S3-S5 students in Chemistry, encouraging independent exploration of scientific concepts. By the end of SY24/25, Britannica continued to demonstrate strong engagement, recording 827,698 hits compared to 799,531 hits in SY23/24 reflecting its sustained value as a dynamic

learning tool. These interconnected strategies created a dynamic environment merging technology, literacy, and cultural education.

- Phase 1 of the external professional training support program successfully delivered focused professional development for the English Department, addressing two key areas: refining teaching pedagogy through innovative, differentiated instructional frameworks and conducting comprehensive curriculum reviews to ensure alignment with evolving educational benchmarks. Building on these achievements, Phase 2 of the program will be implemented in SY25/26 to further enhance teaching quality and curriculum effectiveness.
- 6 PSHE and 1 English teachers of CFSS attended a 30-hour School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the PSHE KLA in the English Medium between March 2024 and July 2025 organised by the INSTEP, Faculty of Education, The University of Hong Kong and commissioned by the EDB of the HKSAR. The areas of focuses were curriculum, pedagogy and learner support. The team identified student challenges in studying student challenges. Through initiating cross-panel collaboration and lesson observations, the team revised the lesson materials and pedagogy to be adopted in PSHE lessons.
- The establishment of the Distance Teaching and Research Center further supported e-learning initiatives, enabling students to participate in virtual lectures, cross-border collaborations, and immersive technological experiences such as VR and AR. These efforts collectively aimed to nurture students' creativity, critical thinking, and readiness for future academic and digital challenges.
- With generous support from the Sichuan Luzhou Association in Hong Kong, our school established Hong Kong Island's first Panda Library on 4 November 2024, marking a significant milestone in cultural and educational exchange. The Association donated over 800 books and 1,000 panda dolls to enrich students' learning resources and foster cross-cultural understanding. This initiative not only enhances CFSS's library facilities but also serves as a platform for future collaborations, reflecting our commitment to promoting cultural diversity and lifelong learning among students.
- With specialized support from Fudan Robotics and Autonomous Systems Laboratory (Fudan-RAS) - a leading research facility under Fudan University's School of Information Science and Technology - our school has systematically enhanced its junior secondary robotic curriculum. This collaboration integrates cutting-edge research in autonomous systems into classroom instruction, offering students hands-on experience with robotic pollination and precision agriculture technologies. The laboratory's expertise in intelligent industrial systems enables us to design interdisciplinary learning modules that combine STEM principles with practical applications, fostering innovation through project-based activities. This partnership not only elevates the quality of STEM education but also exposes students to real-world AI and robotics solutions, preparing them for future technological challenges.
- The Chinese Foundation Secondary School played an active role in the 2025 Biodiversity Space-Exposed Seeds Nursery Programme launched on 12 April 2025, a UNESCO-backed initiative involving 30 Hong Kong and Macau schools. As one of three

showcase schools, our school integrated the project into its interdisciplinary curriculum, aligning with sustainable education goals through classroom experiments, co-curricular activities, and cross-border exchanges with sister schools. Their presentation highlighted innovative implementation strategies, including data-driven seed analysis and collaborative research methods, which served as a model for other participating institutions. This participation not only advanced students' STEM skills but also positioned the school as a leader in Education for Sustainable Development, commemorating both the UN's 80th anniversary and HiESD's 25 years of environmental advocacy.

Reflections

- The teacher survey results reveal a strong consensus among educators regarding the value of professional development in enhancing subject-matter expertise. To build on this foundation, the upcoming academic year should prioritize tailored professional learning initiatives that align with each discipline's unique pedagogical demands. This approach would empower teachers to seamlessly integrate newly acquired strategies into their classroom practice, fostering more effective instructional delivery. By transitioning from generic training programs to subject-specific professional development, schools can create a more targeted and impactful learning environment that directly addresses teachers' evolving needs and challenges.
- While departments have demonstrated commendable progress in differentiated learning strategies—including content adaptation, classroom redesign, and assessment diversification—the implementation timeline has been more measured than anticipated. To accelerate this transformative process, the next phase should focus on cultivating a culture of professional collaboration through structured development programs that connect educators with subject-matter experts. This approach will empower teachers to make nuanced adjustments across three critical dimensions: physical learning environments, pedagogical methodologies, and instructional sequencing. Crucially, this evolution must be augmented by strategic AI integration, particularly in adaptive learning analytics and personalized feedback systems. Such advancements will enable educators to move beyond standardized assessment models toward truly individualized learning pathways that accommodate diverse cognitive styles, ultimately unlocking each student's full academic potential through data-informed instructional refinement.
- Student engagement has improved through interactive and technology-enhanced lessons, yet some students still struggle with self-directed learning, vocabulary retention, and expressing complex ideas in writing. Heavy workloads, especially for senior form students, and varying levels of motivation also pose challenges to consistent participation and deeper learning.

Feedback and Follow-up

- To further enhance students' learning capacity, the following recommendations are made:
 - Further strengthen collaboration with both professional educators and subject-matter experts to deliver targeted professional development programme for our pioneer departments.

- Intensify authentic learning approach that immerses students in contextually rich, real-world scenarios which allows students embedding project-based challenges, collaborative problem-solving, and reflective practices into the learning process.
- Establish cross-departmental forums for educators to exchange innovative teaching strategies, fostering collaborative professional development that enhances student engagement.
- Expand pedagogical approaches to incorporate gamification, blended learning models, and interdisciplinary collaboration. These innovative methods will not only enhance core academic competencies but also cultivate students' intrinsic motivation while nurturing essential soft skills, positive values, and growth-oriented attitudes.
- Integrate AI-powered tools into daily classroom instruction to support personalized learning, automate administrative tasks, and provide data-driven insights to improve teaching strategies.
- Develop Differentiated and Digital Resources: Expand the creation of tiered online materials tailored to remedial and enrichment needs, incorporating interactive elements such as gamification and adaptive learning platforms to support self-paced study.
- Implement team-based learning models that mirror real-world problem-solving, developing students' creative thinking and social competencies alongside academic mastery.
- Guide students in analyzing assessment outcomes and instructor feedback through structured reflection, cultivating metacognitive skills for continuous improvement.
- Provide Targeted Language Support: Continue to integrate subject-specific vocabulary building, structured writing tasks, and oral presentation opportunities across disciplines to strengthen academic language skills.
- Empower Middle Leaders: Offer training for department heads and subject leaders in curriculum monitoring, evaluation, and the implementation of differentiated instructional strategies to ensure sustained improvement.

3. Leaders for Future

Achievements

- In 2024-2025, our School promotes 'Leaders for Future'. Through the connection with UNESCO, YMCA, HKFYG, The Hong Kong Polytechnic University, Hong Kong Academy for Gifted Education and Hong Kong Extra-curricular Activities Masters' Association, the School launched various programmes to strengthen the education to students and teachers in promoting 'Leaders for Future'.
- The School promoted Sustainable Development Goals to students and the public. We arranged talks, workshops, competitions, exhibitions and field trips to the students. Concepts of Sustainable Development Goals were incorporated into some subjects. Students organized some SDGs activities, such as signature campaign and visit to people in poverty.
- To promote global awareness among students, CFSS implemented the Global Awareness Award Scheme for all Secondary 1 to Secondary 5 students. Throughout the year, over ten activities related to global awareness were organized, ensuring that all junior form students participated in at least two of them. The concepts of global awareness were also integrated into various subject curricula to deepen students' understanding of global issues. In addition, eight educational tours outside Hong Kong were arranged, with all Secondary 2, 3, and 4 students taking part in at least one tour. To further enrich students' international exposure, sister school exchange programmes were also conducted, fostering cross-cultural learning and collaboration.
- To enhance students' future readiness and technological literacy, Future Studies was introduced as a compulsory course for all Secondary 2 students, equipping them with essential skills and perspectives for navigating an evolving world. In addition, the school organized a series of activities to promote AI education, encouraging students to explore the impact and applications of artificial intelligence in various fields.
- To support the vision of innovation and openness to new ideas among both teachers and students, the school organized a range of staff development programmes aimed at enhancing professional growth and encouraging educators to embrace novel teaching approaches. Students were also nominated to participate in various training programmes, both within and beyond the school, allowing them to explore emerging fields and develop new skills. Additionally, the school arranged a variety show that served as a dynamic platform for students to express their creativity and discover new interests, further extending their full potential in an environment that values curiosity and continuous learning.
- Leadership training camps were organized to provide experiential learning and team-building experiences. In addition, leadership training was introduced as a compulsory course for all Secondary 2 students, ensuring early development of essential leadership qualities. To further support student leaders, dedicated training sessions were provided for chairpersons of co-curricular activity clubs and houses, equipping them with the skills needed to lead effectively and contribute positively to the school community.
- To help students develop a deeper understanding of community needs and social responsibility, we arranged a variety of experiential learning opportunities. All Secondary 1 and Secondary 2 students engaged in project-based learning activities that encouraged them to explore real-world issues and propose meaningful solutions. Additionally, students from Secondary 1 to Secondary 5 participated in off-campus activities designed to help them connect with and learn from the wider community. For Secondary 4 students, Social Responsibility lessons were introduced to further strengthen their awareness of civic duties and the importance of contributing positively to society.

- To foster a sense of social responsibility and community engagement, CFSS provided meaningful service opportunities for students. All Secondary 2 and Secondary 5 students participated in organized social service activities, allowing them to connect with and contribute to the wider community. The school also arranged a variety of community service programmes, including unique experiences such as snorkeling with the elderly, learning support initiatives for underprivileged children, and volunteering through the Crossroad Foundation.

Reflections

- Various activities and measures have been launched to equip students with the skills to become future leaders who can face challenges and seize opportunities, demonstrate leadership, and serve the community.
- The concepts were incorporated into the curriculum, providing a more effective channel to educate students.
- Staff development was also included to provide a platform for teachers to equip themselves in preparing students to become future leaders.
- Students were given opportunities to learn new techniques, such as AI education and project skills, to cope with future changes.
- The school-based leadership programme allows tailor-made measures to suit students' individual needs.
- Community service activities not only deepened students' understanding of societal needs but also encouraged empathy, teamwork, and active citizenship.
- Education tours outside Hong Kong further enhanced students' understanding of global issues.

Feedback and Follow-up

- In response to the rapid changes in society, preparing students to become future leaders is essential. However, the concept of leadership can often seem abstract to students. Through a combination of activities, curriculum integration, educational tours, and community service programmes, the school aims to make this concept more tangible and meaningful. These experiences are designed to help students understand the qualities and responsibilities of leadership, and to inspire them to take initiative, embrace challenges, and contribute positively to their communities.
- To further enhance promotion of 'Leaders for Future' for students, it is recommended to:
 - provide more space for students to develop their reflections;
 - offer more opportunities for both students and teachers to acquire new skills.
 - expand the network by collaborating with more external organizations and schools for leadership training;
 - Encourage students to take greater initiative in planning and leading community service activities;
 - utilize the alumni network to establish mentorship programmes.

Support for Student Development

1. New S.1 Students and In-year and Year-end Admissions to CFSS

Each year, a new cohort of 180 S.1 students enters CFSS. To help them adapt to the new school environment, a two-week Bridging Course has always been planned. In SY24/25, the course was held for eight days of face-to-face lessons from 11 to 20 August 2024. The whole course was composed of 16 sessions to include a student support session, a creative science drawing workshop, ICT training, a meeting with the Counselling Team & Social Workers, 7 sessions of English Language bridging class and co-curricular activities trial periods to enable the new cohort to have a successful adaptation to the EMI secondary school curriculum in the new cohort.

Besides our new S.1 students who joined in Sept 2024, a total of 15 new students were admitted (7 in the 1st term and 8 in the 2nd term). Each group of new students received an orientation, followed by an introduction from the School Principal, their Class Teachers and other senior teachers. Particular attention was given to all new S.2 students who would soon be engaged in Project-based Learning with a project group and a project supervisor. English enrichment programme were also arranged during the lunch time and afterschool to sharpen English-learning and revision skill while addressing subject-specific challenges in an English-learning environment.

2. Training for student leaders

Each Student Support Team conducted specialized training sessions to empower student leaders in fulfilling their regular and spontaneous responsibilities effectively. In September 2024, the Discipline Team held a training session for 52 discipline prefects, emphasizing the cultivation of team cohesion and practical expertise in managing disciplinary cases. Additionally, in June 2025, the Counselling Team orchestrated a Training Day Camp for 24 Peer Counsellors. The camp focused on fostering team unity, personal development, empathy, and emotional intelligence, equipping them with the skills to enhance the social-emotional well-being of their peers.

Moreover, the CCA Team facilitated leadership training and organized workshops for student leaders, including chairpersons and committee members of Co-Curricular Activities (CCA) clubs, in September 2024 and January 2025. 30 students participated in a leadership training camp in September 2025 (originally scheduled at July 2025) to refine their leadership skills. Student Ambassador training was also conducted on an ad-hoc basis for large-scale school events, including S.1 Information Days, Open Day, Speech Day and the 25th Anniversary Variety Show.

3. Other Learning Experiences

It is our School's policy that every CFSS student can join at least one education tour organized by the school during their six years of studies in CFSS, regardless of the financial background of their families. In 2024-2025, the education tour to our sister school in Shanghai was organized in April 2025. Also, education tours to Poland and Guangzhou were organized in July 2025. S.4 students participated in the CS tour to mainland China in March 2025. Some students also participated in various competitions outside Hong Kong.

In-house cultural activities and workshops were organised, for example, drama performance, lunchtime cultural programme, creative workshops, and music concerts. A number of activities were organised during the post-exam period, for instance, aerospace day tour to Zhuhai Space Centre, workplace visits, Fair Trade workshop, Chinese cultural tours, local cultural tours, critical thinking workshop, and Maths workshop. On Culture/GAP Days, students visited M+ to understand more about the life and works of the world-renowned architect, Mr I.M. Pei. They also joined creative workshops to create different artworks. Added to this, students participated in culture sensitivity workshops to understand more about the importance of respecting different cultures in the world, embracing social inclusion and equality.

4. Home-school Communication and Cooperation

Joyful Parenting Programme (家長學堂) was set up to encourage parents to act as a role model of their children at the same time to learn parenting through our sophisticated programmes. It was developed to educate parents to use intelligent ways to cope with children's development. A list of programmes including parenting skills, financial management and sex education were arranged to allow parents to understand more about the needs of their children and the way that they could work with them. We aimed to build effective home-school communication and cooperation for positive development of students.

Period	Details	Team/ TIC	No. of participants
22 Nov 2024 (Fri)	<ul style="list-style-type: none"> Sex Ed Talk: Understanding internet culture among youth 認識青少年網絡文化 	Health and Sex Ed Team (HLA, CKL)	41
14 Dec 2024 (Sat)	<ul style="list-style-type: none"> Movie Appreciation: Once Upon a Time in HKDSE 公開試當真 296 seats at Emperor Cinema 	SS Team (LYS, LYH, CPC)	296
18 Jan 2025 (Sat)	<ul style="list-style-type: none"> Chinese New Year Food-making Workshop Cookery Workshop: Chinese turnip cake and deep-fried peanut dumpling 	MCE Team (LYH, YHS)	25
21 Feb 2025 (Fri)	<ul style="list-style-type: none"> Talk: Guide for Accompanying DSE Candidates DSE 考生陪伴指南 	CLP Team (CWL)	76
26 April 2025 (Sat)	<ul style="list-style-type: none"> Chinese Medicine Health Talk: Nine Body Constitutions in Chinese Medicine 中醫話你知：九型體格 	Health and Sex Ed Team & PTA (HLA, KHY)	61
16 May 2025 (Fri)	<ul style="list-style-type: none"> Prevention of Delinquency and Drug Use Workshop 毒品罪行危機與預防工作坊 	Health and Sex Ed Team (LYS, HLA)	10
12 July 2025 (Sat)	<ul style="list-style-type: none"> Parent-Child Wargame Adventure 親子戰術遊戲 	SS Team (LYS)	33

5. More than Just Lessons : Values Infused throughout Student Life in CFSS

Since SY22/23, the Personal Growth Education (PGE) program has introduced the “1+3” strategy to align with the EDB’s Value Education Curriculum Framework (Pilot Version). We are now in the final year of the initial three-year cycle for SY24/25. The focus areas for each year are illustrated in the following table.

SY22/23	SY23/24	SY24/25
Law-abidingness Sense of responsibility Commitment	Resilience Caring Integrity	Diligence Empathy Respect others
Sense of National Identity		

Twenty-three sessions were arranged for S.1 to S.5 students, while S.6 students participated in 14 sessions of Personal Growth Education (PGE). These sessions were designed by various Student Support Sub-teams and delivered by Class Teachers or external speakers. More interactive and experiential learning elements were added to some PGE sessions to better align with “Student-Centered Learning”. For instance, a career planning workshop was held for S.2 students. Through authentic learning, students could examine their interests by using a board game. Additionally, traditional Chinese craftsmanship workshops were conducted for senior form students, allowing them to gain cultural ownership by creating their own traditional cultural products.

The PGE Team also expanded its capacity to initiate whole-school campaigns. In collaboration with various departments, Mental Health Week was held in May 2025. Events such as the Music Café and stress management workshop and stalls were organized to help students relieve academic stress. Furthermore, sharing sessions during morning assemblies, board displays, and game booths were organized to provide students with tips on emotion management. The newly introduced PGE Award Scheme had also incentivized students’ participation in PGE lesson in junior forms. Through inspection of their reflection log, students deployed deep reflection on the values involved and delivered in PGE lessons. Students attempted to practice those value and positive behaviour in their daily lives. The prizes of PGE Award Scheme also provided opportunities to class to hold class-based activities which served as another medium to cultivate not only class spirits but also value of empathy and respect others.

Considering the characteristics and prior knowledge of students, as well as the school context, CFSS implemented a school-based National Education (NE) and National Security Education (NSE) program, referencing the National Education – Event Planning Calendar issued by the EDB. The implementation of the NE and NSE programs at CFSS emphasized students’ ownership of knowledge and skills. Consequently, most of the programs required students to contribute by creating display boards, videos, and promotional materials to inform fellow schoolmates about these important days. Additionally, activities such as Chinese Culture Day, Chinese pastry making workshop provided authentic learning experiences to enhance students’ sense of national identity. After the intervention of the school-based NE and NSE programs and PGE, students at all levels demonstrated up to an average 1.75% increase in their sense of national identity across cognitive, emotional, and behavioral levels, indicating the effectiveness of the intervention.

6. Continuous support on career & life planning for our students

To enhance students' sense of career planning and management, the Career & Life Planning Team, along with class teachers, designed and conducted 23 Personal & Growth Education (PGE) topics. Regular evaluations by both teachers and students were held to gather feedback and improve the PGE lesson design for the next academic year.

Additionally, four talks were organized for parents and students, providing up-to-date information on career and life planning, as well as further studies. The BSPP job tasting program was launched, with three sessions throughout the year, successfully enrolling five students due to the program's competitiveness.

For S.3 students, a subject streaming consultation was offered to guide their future planning. Parents were also encouraged to seek advice on future planning from career teachers during Parent Day. Over 40 consultation hours, both individual and group, were provided to S.6 students for career counselling, while approximately 20 S.3 students sought personal advice regarding subject streaming and future studies.

In 2024-2025, more than 4,200 participants from S.1 to S.6, including students and their parents, took part in various Career and Life Planning (CLP) talks and activities organized by different organizations.

Acknowledgements

The School would like to express gratitude to the following donors, sponsors and guests of honours of our school events:

1. Scholarships and Donations

The late Dr James T. Wu: sponsor of Dr James. T. Wu Scholarship of which awardees are entitled to full scholarships from S.1–S.6.

Atlantis Educational Foundation Fund Ltd.: sponsor of Auyang Kai Memorial Scholarship of which awardees are entitled to full scholarships from S.1–S.6.

An alumnus (anonymous): sponsor of CFSS Alumni Scholarship of which awardees are S.1 to S.5 students who have improved most in their academic performance in their last school year.

Dr Ko Chi Cheong: sponsor of Dr Ko Chi Cheong Scholarship for the most outstanding team of S.2 students in project-based learning.

The late Mr. Lee Yat Fai: sponsor of the Solowmong Scholarships for S.6 students having outstanding performance in the HKDSE, and in HKDSE Chemistry.

Mrs. Lau Pong Elim: sponsor of CFSS Student of the Year (Community Contribution) Scholarship for students having made a mark through their sustained commitment to volunteering and building a better community.

Mr. Lau Kar Wah: sponsor of Chinese History & Culture Scholarship for students having actively participated in various learning activities and other learning experiences related to Chinese History and Culture throughout the year and making a mark through their sustained commitment to promoting Chinese History and Culture in the School and community.

2. Retirement of Dedicated Long Serving SMC Members, Ms. Ivy Tong

3. Guests and speakers

The following guests and organizations visited our school in School Year 2024/25 and shared with our students and colleagues (in chronological order):

Sept 2024 Madam Zhang Yi and Madam Ciren

Oct 2024 Mr. Michal Kolodziejki, Consul General of Poland

Mr. Jimmy Zeng, Vershold Group

Principal Jiang, Keystone Academy Beijing

Nov 2024 Prof. Xu Yigang, Chinese Academy of Sciences

Dec 2024 Delegates from Wuxi Jiangnan Middle School

Prof. Lin Hui, Professor and Dean of the School of Geography and Environment, Jiangxi Normal University

Mr. Patrick Yeung, Hong Kong General Chamber of Commerce

Jan 2025	<p>Delegates from Sun Yat-sen University and Tsinghua University Shenzhen</p> <p>Mr. Wilson Cheung, International Mentorship Programme advisor</p> <p>Prof. Lin Hui, International Mentorship Programme advisor, Professor and Dean of the School of Geography and Environment, Jiangxi Normal University and his students</p>
Feb 2025	<p>Prof. Carol Poon and Mr. Derek Yau, Society of Transcultural Studies</p> <p>Delegates from Tibertan Youth Soccer Team</p> <p>Mr. Miguel Lee Chang, International Mentorship Programme advisor</p> <p>Mr. Fritz Pang and delegates from academies in Mainland</p> <p>Delegates from Ministry of Education's Centre for Language Education and Cooperation</p>
Mar 2025	<p>Mr. Joe Wong</p> <p>Prof. Chan Lung Sang, Honorary Professor of Department of Earth Sciences, University of Hong Kong</p> <p>Delegates from Zhixin High School</p> <p>Dr. Shan Weijian, Executive Chairman and co-founder of PAG</p> <p>Prof. Fred Dubee, International Mentorship Programme advisor</p> <p>Delegates from Ace Acumen Heights</p> <p>Dr. Zhang Ling, Faculty of Asian and Middle East Studies, University of Cambridge</p> <p>Delegates from Robotics and Autonomous Systems Laboratory (Fudan-RAS), Fudan University</p>
Apr 2025	<p>Delegates from University of Saint Joseph, Macau</p> <p>Delegates from Tsinghua University and Fudan University</p> <p>Mr. Bun Lau, Dr. Edi Wong, Mr. Bernard Wu, National Security Education (NSE) Ambassadors from the Home Affairs Department (HK Island East)</p>
May 2025	<p>Mrs. Fanny Law, former Secretary for Education of Hong Kong, Dr. Jimmy Wong, Executive Director, HKAGE</p> <p>Prof. Roel Sterckx, Faculty of Asian and Middle East Studies, University of Cambridge</p> <p>Mr. David Wu from Deloitte China and his delegates</p>
Jun 2025	<p>Delegates from CEATE Teachers' Association and Yaumati Kaifong Association School</p> <p>Mr. Silvester Lee Ho Yin from King's College</p> <p>Prof. Lin Wei, violinist and Artistic Director of Harpa International Music Academy, International Mentorship Programme advisor</p>

Jul 2025	Mr. Chan Mo-po, Financial Secretary of Hong Kong Delegates from China Aerospace Science and Technology Corporation
Aug 2025	Prof. Fred Dubee, International Mentorship Programme advisor

Appendix 1 Financial Summary for the 2023 – 2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.2%	N.A.
School Fees	N.A.	19.5%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	6.3%
Total	74.2%	25.8%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.7%	
Operational Expenses (including those for Learning and Teaching)	14.4%	
Fee Remission / Scholarship ¹	3.0%	
Repairs and Maintenance	1.7%	
Depreciation	3.2%	
Miscellaneous	--	
Total	100%	
Surplus / Deficit for the School Year [#]	1.99 months of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year [#]	11.1 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The fee remission/scholarship (3.0%) is calculated on the basis of the annual overall expenditure of the school. If calculated on the basis on the school fee income, it will become 13.2%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.

Appendix 2 Co-curricular Achievements

Language

第七十六屆香港學校朗誦節

粵語歌詞朗誦	中學一至三年級	冠軍	1D	何承熹
粵語道教詩文作品朗誦	中學一、二年級	亞軍	1D	何承熹
粵語生活集誦 - 敬師篇	中學男子或女子或男女合誦	亞軍	1A	鍾朗軒
			1A	喬子瑩
			1A	梅珈蕊
			1C	王瑞衡
			1D	陳瑋立
			1D	蘇柏龍
			1D	葉雨晴
			1D	庄嘉滢
			1D	劉岱樺
			1D	王璋翔
			1E	葉泓晞
			1E	李嘉軒
			1E	呂靖瑤
			2A	吳祖欣
			2A	楊子言
			2A	葉碩軒
			2A	劉芯
			2A	王可蕾
			2A	殷向廷
			2B	何柏賢
			2B	劉奕晞
			2C	蔡柏言
			2C	簡洛妍
			2D	房露夢
			2E	羅曉若
			2E	區可情

			2E	張恩碩
			2E	洪浩霖
			3A	韓少豫
粵語詩詞獨誦	中學一年級女子組	季軍	1C	蔡海晴
		良好	1D	鄭凱婷
	中學三年級女子組	季軍	3D	袁卉妍
普通話詩詞獨誦	中學一、二年級女子組	亞軍	2A	王可蕾
		優良	2B	馮逸飛
	中學一、二年級男子組	優良	1B	叶辰熙
		優良	2A	歐陽恩澤
		良好	2E	徐宪明
普通話散文獨誦	中學三、四年級女子組	優良	3C	陳鏡方
	中學三、四年級男子組	優良	4C	賴震鴻
	中學五、六年級 - 女子組	優良	5C	丁好
		良好	5C	南凱茜

第二屆菁莪盃中華文化校際辯論比賽

普通話組	初賽	最佳辯論員	5B	譚澄欣
	複賽		3A	韓少豫
粵語組	初賽		4A	朱凱臨
	外圍賽		4A	朱凱臨

第三屆「惠澤寰宇」聯校社群辯論大賽

初賽	最佳辯論員	5A	李凱晴
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童行盃 第五屆全港校際服務辯論比賽

外圍賽	最佳辯論員	4A	朱凱臨
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第七十二屆全港中小學普通話演講比賽 2025

港島區初中組	良好獎	1A	胡凱程
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76th Hong Kong Schools Speech Festival

Dramatic Duologue	S5 - Boy/Boy	Merit	5A	Cheung Yu Hin
			5A	Li Chin Wang
News Feature Presentation	S1 - S2	Merit	2C	Chan Pak Wing
	S3 - S4	1st place	4A	Or Tsz Lung
		Merit	3A	Pong Yat Long Kasper
			4C	Leung Hoi Ting Eliz
		Proficiency	3A	Wong Yuet Ting
Solo Verse Speaking	S1 - Girls	Merit	1A	Ashley Drishna Tamang
			1A	Sin Chi Nga
			1A	Woo Hoi Ching
			1C	Yee Tung Yee Maris
			1D	Leung Tsz Ching
			1D	Shum Hau Yiu
			1D	Yip Yu Ching
			1E	Ho Sin Kiu Khloe
			1E	Tsang Charlize
	S3 - Girls	3rd place	3A	Wong Yuet Ting
		Merit	3A	Wong Ellie
	S4 - Girls	Merit	4B	Ng Yan Lok
	S5 - Girls	Merit	5B	Tsui Sophie
	S1 - Boys	Merit	1A	Cheng King Sum Payton
			1A	Ho Pok Yu
			1A	Kui Yuen Wai
			1A	Ng Cheuk Hang Marcus
			1B	Leung Ching Hei
			1B	Wong Hei Wai Haydn
			1C	Choi Hanson
			1C	Choi Ho Hin
			1C	Wang Sui Hang Kadin

			1C	Wong Cheuk Him
			1C	Xiao Yuk Sen
			1D	Chan Wai Lap Karson
			1E	Chuang Tsz Long
			1E	Kwok Chun Hei
	S2 - Boys	Merit	2C	Liu Pak Yin Dezmund
			2C	Tong Kwan Ki
			2D	Wong Wai Shun
	S3 - Boys	Merit	3A	Leung Tse Chun
			3A	Mak Tsz Ho
			3E	Ho Chung Leung
	S4 - Boys	2nd place	4B	Nip Ka Ching Adrian
		Proficiency	4C	Lai Chun Hung
	S5 - Boys	Merit	5B	Chan Pak Yin Duncan
Solo Prose Reading	S1 - Girls	Merit	1A	Cheung Maria Clarencia B
	S4 - Boys	3rd place	4A	Leung Chak Sum
Choral Speaking	S1 and S2 - Mixed Voice	1st place	1A	Chen Cheuk Ning Lydia
			1A	Cheng Ching Yiu
			1A	Li Man Hei
			1A	Ma Cheuk Wang
			1A	Sharma Soham Ray
			1A	Yan Ngok
			1C	Chan Tsz Wai
			1C	Ho Pak Tung Zenith
			1C	Wong Hiu Ching
			1D	Lam Yi Tung
			2A	Lau Hoi Hin
			2A	Li Wan Chi Ethan
			2A	Man Pui Ji

			2A	Ouyang Enze
			2A	Suen Yexi
			2A	Tam Wui Lun
			2A	Wong Sum Yau
			2A	Zhao Qingche
			2A	Wan Chi Tao Adrian
			2B	Wu Hon Ki
			2D	Kwok Hei Long
			2D	Wong Wai Shun
			2E	Chan Hei Wing
			2E	Chan Tsz Wun Adrian
			2E	Cheung Hei Yu
			2E	Lai Wing Hei
			2E	Lam Siu Tsun
			2E	Law Hiu Yeuk
			2E	Li Siutung
			2E	Lo Yat Tung
			2E	Xu Xianming
			2E	Yam Tsz Wan
			2E	Yeung Fong Yi Fonnie
			2E	Young Mitch
			2E	Zhong Jingying

Science**75th Regeneron International Science and Engineering Fair (ISEF)**

Hong Kong Delegate		4A	Ge Tanliang
		4B	Tai Cho Fung Woody
Energy: Sustainable Materials and Design	Second Place	4A	Ge Tanliang
		4B	Tai Cho Fung Woody

The 39th China Adolescents Science and Technology Innovation Contest

2025 Scientific Innovation Award (Chemistry Discipline)	4A	Ge Tanliang
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The 20th Soong Ching Ling Award For Children's Invention

Silver Award (Senior Division)	4B	Tai Cho Fung Woody
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3rd SZ-HK-MO Design Competition for Young Talents

Bronze Award	4B	Tang Hui Yin
	4C	Lee Siu Him Cedric

Hong Kong Creative Maths & Science 4D Frame Competition

Best Mechatronics Award	3E	Au Hoi Yee
	3E	Wang Alice
Bronze Award	3E	Au Hoi Yee
	3E	Wang Alice
Excellent Design Award	4A	Ting Hiu Ching
	4B	Tang Hui Yin
Merit Award	4C	Lee Siu Him Cedric
	4D	Leung Chun Lai Leslie

Hong Kong Student Science Project Competition 2025

Senior Invention Category	Honorable Mention	4A	Lam Kin Sing
		4C	Chan Ka Hei
		4C	Yuen Pak Hin
Design Proposal	2nd Prize	4B	Tang Hui Yin
		4C	Lee Siu Him Cedric

Hong Kong Youth Science & Technology Innovation Competition 2025

Junior Form	Biology and Health	2nd Prize Grand Award	2C	Chan Felicia Johanne
			2C	Lam Ching Yi
			2C	Leung Cheuk Ying
		Merit Award	2C	Kan Lok Yin
			2C	Tang Tsz Chun
			2C	Zou Yuhao
	Chemistry and Materials	Merit Award	2A	Lau Hoi Hin
			2A	Lau Ka Him
			2A	Yeung Tsz Yin Chloe
			2B	Chin Zulian
			2B	Ho Kwai Yui Duncan
			2B	Ho Pak Yin
Senior Form	Biology and Health	Merit Award	4A	Tang Hui Yin
			4B	Lee Siu Him Cedric
	Chemistry and Materials	3rd Prize Grand Award	4A	Ho King Nga
			4A	Hui Chit Ming
	Energy and Environment	1st Prize Grand Award	4A	Ge Tanliang
			4B	Tai Cho Fung Woody

ICAS Science in English 2025

Distinction Award	2D	Cheng Tianyou
	3A	Luk Francis
	3A	Ma Yun
	3A	Yiu Yan Bui
Credit Award	1B	Yao Kwan Yin
	1D	Chau Chun Fai
	1D	Lai Hei Fai
	1E	Yam Tsz Lung
	2A	Ouyang Enze
	2A	Suen Yexi

	2C	Liu Pak Yin Dezmund
	2E	Lai Wing Hei
	3A	Wong Yuet Ting
	3E	Ng Hoi Yu
	3E	Zhai Yihan

International Biology Elite Competition 2025

Senior Secondary	Grand Champion	5B	Lee Hoi Man
	Champion	5A	Chan Long Hei
		5A	Kee Leo Cheuk Lai
		5A	Tsoi Lok Kan Remy
		5A	Yu Wing Hin
		5B	Chan Hoi Iu
		5B	Fung Cheuk Long
		5B	Kwok Lai Wo
		5B	Tsui Sophie
		5B	Yeung Hoi Ching
		5C	So Ka Chung Kyle

International Biology Olympiad-Hong Kong Contest (IBO-HKC) 2024

Bronze Award	6A	Chan Kai Tin
Honourable Mention Award	5A	Kee Leo Cheuk Lai

International Mathematical Science and Creativity Competition

International Participants	Gold Award and Special Award	3E	Au Hoi Yee
		3E	Wang Alice

International Junior Science Olympiad 2025

Hong Kong Screening	3rd Prize	2D	Cheng Tianyou
		3A	Au Lok Hin
		3A	Chen Jun Tong Archie
		3E	Wang Alice

Sing Yin Physics Olympiad 24-25

Merit Award	4A	Liu Yuchen
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Junior Secondary Science Online Self-learning Scheme 2025

Gold Award	1A	Ho Pok Yu
	1A	Lau Josiah
	1A	Lau Kin Yat
	1A	Ma Cheuk Wang
	1A	Ng Cheuk Hang Marcus
	1B	Hung Cheuk Yan
	1B	Lam Hei Yi
	1B	Leung Hei Lin Jubilee
	1B	Yao Kwan Yin
	1C	Cheung Cheuk Hei Tyrus
	1C	Wong Miko
	1C	Xiao Yuk Sen
	1D	Tsui Ashlynn
	1D	Yip Yu Ching
	1D	Zhuang Jiaying
	1E	Chan Ho Lam
	1E	Chuang Tsz Long
	2A	Chan Pui Yan Jacey
	2A	Ho Ngo Kwan
	2A	Po Hong Ning
	2A	Yip Isaac Shek Hin
	2A	Zhu Houze
	2D	Cheng Tianyou
	2D	Wong Wai Shun
	2E	Law Hiu Yeuk

	3A	Cheng Pak Yin
	3B	Tang Tsz Him
	3C	Chan Yui Chi
	3D	Yuen Wai Yin
	3E	Chui Long Yiu Lucas
	3E	Kwok Wing Kiu
	3E	Yip Nok Yin

Mathematics**第二十七屆香港青少年數學精英選拔賽**

二等獎	3A	麥梓皓
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第十一屆國際數學建模挑戰賽中華賽

一等獎	4A	陳縉毅
	4A	陳濬哲
	4A	何善韜
	5C	李語晴

Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools

Bronze Award	1A	Ho Pok Yu
	1A	Lau Kin Yat
	2A	Ng Chi Hang
	2B	Ko Wai Tsun

Hong Kong Mathematics Olympiad 2025

Individual Event	3rd-class Honour	5A	Ng Ryan
	Honourable Mentioned	4A	Chau Sing Yin
		4A	Liu Yuchen
Group Event	Honourable Mentioned	4A	Chau Sing Yin
		4A	Gong Rui
		4A	Liu Yuchen
		5A	Ng Ryan
		5A	Sy Hiu Tung Hailey
		5C	Li Yu Ching Haley

International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2025

Honourable Mention	3A	Mak Tsz Ho
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ICAS Mathematics in English 2025

High Distinction Award	3A	Mak Tsz Ho
Distinction Award	1A	Lau Kin Yat
	1E	Siu Ming Ho
	2A	Ouyang Enze
	2B	Ho Yiu Him
	3A	Lam Cheuk Hoi
	3A	Ma Yun
Credit Award	1A	Ho Pok Yu
	1A	Lau Josiah
	1A	Li Man Hei
	1A	Lin Yucheng Ivan
	1A	Ye Guoran
	1E	Li Shing Ip
	1E	Yam Tsz Lung
	2A	Chen Amelia
	2A	Lau Hoi Hin
	2B	Feng Yat Fei
	2C	Zhang Yibo
	2D	Cheng Tianyou
	2D	Kwok Hei Long
	2E	Cheung Yan Shek
	2E	Law Yat Chit
	2E	Peng Haomin
	3A	Cheung Ka Hei Kenley
	3A	Long Chi Kit
	3A	Luk Francis
	3A	Pong Yat Long Kasper
	3A	Wong Yuet Ting
	3E	Law Wan Him Marcus
	3E	Ng Hoi Yu

Information & Communication Technology**第四屆香港青少年航天創新大賽**

無人機編程技能挑戰賽	高中組	一等獎	4A	鄭峻韜
			4A	麥晴朗
			4B	黎焯熙
		三等獎	4C	梁愷庭
		優異獎	4C	林卓楠
	初中組	二等獎	2E	羅傲揚
			3A	龐逸朗
		優異獎	1A	鍾朗軒
			1A	劉子朗
			1C	程思雅
星球車挑戰賽	高中組	一等獎	4A	許哲銘
			4A	甘朗天
		三等獎	4C	李兆謙
			4C	王卓盈
	初中組	二等獎	3B	張嘉灝
			3C	胡柏海
火星家園挑戰賽	高中組	優異獎	4C	莊枳鋒
			4C	劉沛希
			4E	施諾怡
			5A	邵逸懿

第四屆全國青少年航天創新大賽

無人機編程技能挑戰賽	高中組	二等獎	4A	鄭峻韜
			4A	鄭峻韜
			4B	黎焯熙
		三等獎	4C	梁愷庭
	初中組	三等獎	2E	羅傲揚
			3A	龐逸朗

星球車挑戰賽	高中組	一等獎	4A	許哲銘
			4A	甘朗天

Hong Kong Championship for Adobe Certified Professionals (ACP) 2025

Gold Award	1B	Hung Cheuk Yan
	4B	Po Hong Yin
Silver Award	4A	Mak Ching Long
	5E	Lee King Chung

The Microsoft Office Specialist Championship (MOS) Hong Kong 2025

Gold Award	4A	Mak Ching Long
	4B	Po Hong Yin
Silver Award	4A	Chan Shun Chit
	5C	Chong Kin Chung
Bronze Award	4A	Ting Hiu Ching

Sports**仁愛堂劍擊盃校際邀請賽**

中學團體乙組	女子花劍	亞軍	2A	楊子言
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拓躍劍擊團體賽

中學組	男子花劍	冠軍	1B	蔡在桓
			2B	黃睿庭
			3E	王在正
			5A	殷緯灝

全港公路單車賽 2024-2025

青年組	個人計時賽	第一回合	第五名	5E	姚卓奇
公開組	隊際計時賽	第四回合	季軍	5E	姚卓奇

全港場地單車賽 2024-2025

男子公開組	均速賽	亞軍	5E	姚卓奇
	記分賽	季軍	5E	姚卓奇
	凱琳賽	季軍	5E	姚卓奇
	爭先賽	季軍	5E	姚卓奇
公開組	捕捉賽	殿軍	5E	姚卓奇

全港場地單車錦標賽

青年組	凱琳賽	季軍	5E	姚卓奇
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香港匹克球青少年公開賽 2024

U18 組	女子單打	冠軍	5C	林彥澄
	女子雙打	冠軍	5C	林彥澄

香港第一屆婦女盃匹克球比賽

女子雙打	季軍	5C	林彥澄
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香港第二屆婦女盃匹克球錦標賽

女子雙打	亞軍	5C	林彥澄
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東區跳繩錦標賽

30 秒四人大繩速度賽	冠軍	2A	陳芋希
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		2D	魏雪
		2D	鄧穎潼
		4A	楊灝軒
30 秒前繩電子速度賽	冠軍	3B	蕭戩樂
	亞軍	2A	殷向廷
		2D	潘俊然
	亞軍	3C	林穗晴
		4C	賴震鴻
		6A	賴慧芝
4x30 單車接力速度賽	亞軍	2A	陳芋希
		2A	殷向廷
		2D	鄧穎潼
		4A	楊灝軒

東區劍擊積分賽

第一站	冠軍	2B	甘珮妘
	季軍	2B	黃睿庭
第二站	亞軍	2B	黃睿庭

東區體育會分齡劍擊積分賽 (U14 組)

女子花劍	冠軍	2A	楊子言
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第一屆長三角青少年沙灘排球精英賽

優秀運動員	2B	楊鎮星
	3A	曾卓天
	6D	葉松軒
	6D	徐皓然

第二屆灣區青少年匹克球深圳邀請賽 2024

團體	冠軍	5C	林彥澄
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拓躍劍擊學界邀請賽

女子花劍團體賽	冠軍	2A	楊子言
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恆基全港學界武術比賽 2024

傳統項目	楊氏太極拳	銀獎	1A	冼智雅
	楊氏太極劍	銀獎	1A	冼智雅
競賽項目初級	24 式太極拳	亞軍	1A	冼智雅
男子中學甲組	自選長拳	亞軍	5D	黎縉洛
	自選刀術	亞軍	5D	黎縉洛
	全能亞軍		5D	黎縉洛

香港嘉諾撒學校中學友校 4X50 米接力邀請賽 2024-2025

季軍	3A	田蕊
	3E	譚梓喬
	3E	黃嫻琳
	4E	黃若恩

隊際外展劍擊比賽

花劍	亞軍	2B	黃睿庭
		3E	王在正
		5A	殷緯灝
		5B	肖琪軒

All Hong Kong Schools Jing Ying Table Tennis Tournament

Girls Singles	Athlete	2D	Chan Chi Ying
		3E	Tam Tsz Yin
Girls Doubles	1st Runner-up	1E	Lui Ching Yiu Eunice
		5D	Yeung Wai Ching

BOCHK Rising Star Award 2024-2025 (Division III)

Rising Star Athlete Award	Volleyball	1B	Tsoi Chi Yuen
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CMHK Volleyball Invitation Competition

1st Runner-up	4B	Kwok Ngai
	4C	Yuen Pak Hin
	6B	Tse Yue Hin Angus
	6D	Chan Yat Hei Elvis
	6D	Cheung Ngo Ching

	6D	Chin Fernando
	6D	Leung Yu Hin
	6D	Tsui Ho Yin
	6D	Yip Chung Hin

Hang Seng All Schools Table Tennis Championships 2025

Girls' Doubles	1st Runner-up	3E	Tam Tsz Yin
		5D	Yeung Wai Ching

HKCTA Invitational Inter-club Pickleball Championship 2024

Intermediate Division	1st Place	5C	Lam Yin Ching
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The 1st Indonesia International Kung Fu Championships 2024

Group C2 Male	Yang Style Tai Ji Quan	Gold Medalist	5D	Lai Chun Lok
Group A Male	Daoshu	Bronze Medalist	5D	Lai Chun Lok

Inter-port Pickleball Competition

Youth	Champion	2D	Chan Chi Ying
		3C	Chung Hang Yi
		3E	Ng Yat Long
		4D	Lai Yik Shun
		4E	Chan Ying Man
		5C	Lam Yin Ching

Inter-school Athletics Competition (Division III)

Boys' A Grade Javelin Throw	2nd Runner-up	5D	Ling Lok Hang Anson
Boys' B Grade 100m	Champion	4C	Chan Alison
Boys' B Grade 200m	Champion	4C	Chan Alison
Boys' B Grade High Jump	3rd Runner-up	3A	Yu Hao Kun
Boys' B Grade Triple Jump	2nd Runner-up	3A	Yu Hao Kun
Boys' C Grade 100m Hurdle	3rd Runner-up	1D	So Pak Lung
Girls A Grade Discus	Champion	6A	Ho Pui Kwan
Girls A Grade Short Put	2nd Runner-up	6A	Ho Pui Kwan

Inter-school Athletics Competition (Division III)

Boys' C Grade	1st Runner-up	1A	Lam Chun Yin
		1A	You Marcus
		1C	Cheung Cheuk Hei Tyrus
		1C	Li Chiu Luen Jamie
		1C	Lee Yat Sun
		1D	So Pak Lung
		1E	Kwok Tsz Lok
		1E	Lau Tsz Pak
		2A	Chong Ho Man
		2A	Li Wan Chi Ethan
		2B	Yeung Chun Sing
		2B	Wong Lachlan
		2C	Tong Kwan Ki
		2D	Poon Chun Yin
		2D	Yip Cheuk Kiu
		2E	Ho Ching Him

Inter-school Beach Volleyball Competition (Division III, HK Island)

Girls Junior	2nd Runner-up	1D	Shiu Tin Nam
		3C	Chung Hang Yi
		3D	Lam Wing Ka
		3D	Lau Nga Man Kyra

Inter-school Swimming Competition (Division III, HK Island)

Boys' A Grade	100m Back Stroke	2nd Runner-up	4B	Lai Cheuk Hei
	4 x 50m Medley Relay	3rd Runner-up	4B	Lai Cheuk Hei
			5C	Wong Yat Lun
			6C	Chan Kam Yin
			6C	Chan Zheng Yan Alexander
	50m Back Stroke	3rd Runner-up	4B	Lai Cheuk Hei

	50m Butterfly	Champion	6C	Chan Zheng Yan Alexander
	50m Freestyle	1st Runner-up	6C	Chan Zheng Yan Alexander
Boys' B Grade	100m Back Stroke	1st Runner-up	4C	Chan Ka Hei
	100m Breast Stroke	1st Runner-up	3C	Chow Cheuk Yin
	100m Freestyle	1st Runner-up	3C	Tsui Yu Hin
	4 x 50m Medley Relay	Champion	3B	Ho Chak Hin Sheldon
			3C	Chow Cheuk Yin
			3C	Tsui Yu Hin
			4A	Cheng Tsun To
			4C	Chan Ka Hei
	50m Butterfly	3rd Runner-up	3C	Tsui Yu Hin
	50m Freestyle	3rd Runner-up	4C	Chan Ka Hei
Girls' B Grade	4x50m Medley Relay	3rd Runner-up	3A	Tin Yui
			3E	Tam Tsz Kiu
			3E	Wong Cheryl
			3E	Wong Yin Sum
			4E	Wong Yeuk Yan
	50m Butterfly	1st Runner-up	3A	Tin Yui
	50m Freestyle	Champion	3A	Tin Yui

Inter-school Tai Chi Push Hands Competition (Division II)

Boys' B Grade	1st Runner-up	3E	Ng Yat Long
		3E	Lee Tin Chi
		3E	Liu Tsz Him
		3D	Choi Yat Hei
		4D	Lai Yik Shun
Boys' C Grade	2nd Runner-up	1B	Chong Chi Lun
		1D	Chan Hei Lam Ivan
		1D	Ho Shing Hei
		1E	Leung Sum Nam Karson
		2E	Chung Yik Long

Boys' Overall	2nd Runner-up	1B	Chong Chi Lun
		1D	Chan Hei Lam Ivan
		1D	Ho Shing Hei
		1E	Leung Sum Nam Karson
		2E	Chung Yik Long
		3B	Chan Pui Yuen
		3D	Choi Yat Hei
		3D	Li Man Lai
		3E	Lee Tin Chi
		3E	Liu Tsz Him
		3E	Ng Yat Long
		4D	Lai Yik Shun
		4D	Tsang Wei Lim
		5D	Lai Chun Lok
		5D	Lee Chun Hei

Inter-school Tai Chi Push Hands Competition

U30kg	Champion	1B	Tse Tsz Yik Zane
		1D	Chan Hei Lam Ivan
		1E	Cheung Hei Tung
		1E	Wun Man Wun
	1st Runner-up	1A	Kwok Ho Lung Ronan
	2nd Runner-up	1E	Au Aidan
U35kg	Champion	2D	Wong Ho Wang
	1st Runner-up	1C	Lam Sum Yin
	2nd Runner-up	1A	Law Ho Hin
		1B	Liu Wing Nam Vanna
U40kg	Champion	1D	Lau Toi Wa
		2B	Tai Wang Long Dennis
U45kg	Champion	1D	Shiu Tin Nam
		2E	Lee Yu Hong

	1st Runner-up	2A	Lo Sze Wing
	2nd Runner-up	1C	Cheung Cheuk Hei Tyrus
		1D	Au Yeung J Man Rina
		2D	Hui Cheuk Ming
U50kg	Champion	2D	Li Man Nok
	1st Runner-up	2A	Wu Cho Yan
	2nd Runner-up	1C	Yee Tung Yee Maris
U55kg	Champion	2D	Chan Chi Ying
	2nd Runner-up	2A	Lau Cheuk Ki
		2B	Cheung Man Ki
		2B	Tse Chung Lai Jonas
U60kg	Champion	2B	Law Lok Ting Evana
		3D	Lu Shing Yuen
	1st Runner-up	1C	Wang Sui Hang Kadin
		2D	Lai Sum Wing
		4B	Kwok Ngai
	2nd Runner-up	3A	Han Siu Yu
U65kg	2nd Runner-up	1E	Cheung Yan Tung
		3A	Cheng Pak Yin
		3E	Leung Shun
U70kg	Champion	3C	Chung Hang Yi
	1st Runner-up	1A	Wu Elim
	2nd Runner-up	2A	Ng Tsz Ying
		2B	Chau Yat Yat Matt
		2E	Tang Ching Wang
U75kg	1st Runner-up	1E	Chow Hau Wai
U80kg	2nd Runner-up	2B	Wu Hon Ki
U85kg	2nd Runner-up	3C	Chan Tsz Hei
U90kg	1st Runner-up	2D	Yeung Yat Long
100kg	Champion	3E	Wong Choi Ching
	1st Runner-up	3B	Chan Kai Chun

Inter-school Volleyball Competition (Division III, HK Island)

Boys' A Grade	3rd Runner-up	4B	Kwok Ngai
		4C	Yuen Pak Hin
		6B	Tse Yue Hin Angus
		6D	Chan Yat Hei Elvis
		6D	Cheung Ngo Ching
		6D	Chin Fernando
		6D	Leung Yu Hin
		6D	Tsui Ho Yin
		6D	Yip Chung Hin
Boys' C Grade	1st Runner-up	1A	You Marcus
		1B	Li Wai Pak
		1B	Leung Chun Wing
		1B	Tsoi Chi Yuen
		1D	Chan Tsz Ho
		1E	Chuang Tsz Long
		1E	Lau Tsz Pak
		1E	Kwok Tsz Lok
		2B	Lam Tsun Fung
		2B	Yeung Chun Sing
		2D	Wong Ho Wang
		2D	Lo Yui Ming
		2D	Lam Hin Cho Ethan
		2D	Yeung Yat Long
		2E	Hui Yan Ho
Boys' Overall	1st Runner-up	1A	You Marcus
		1B	Leung Chun Wing
		1B	Li Wai Pak
		1B	Tsoi Chi Yuen
		1D	Chan Tsz Ho
		1E	Chuang Tsz Long

		1E	Kwok Tsz Lok
		1E	Lau Tsz Pak
		2B	Lam Tsun Fung
		2B	Yeung Chun Sing
		2D	Lam Hin Cho Ethan
		2D	Lo Yui Ming
		2D	Wong Ho Wang
		2D	Yeung Yat Long
		2E	Hui Yan Ho
		3A	Tsang Cheuk Tin
		3B	Lau Ting Ngai
		3E	Cheung Yui Hei
		4B	Kwok Ngai
		4B	Tong Man Hin
		4C	Yau Ming Chun Jeffrey
		4C	Yuen Pak Hin
		4D	Chan Pak Hin
		4D	Leung Lai Hin
		6B	Tse Yue Hin Angus
		6D	Chan Yat Hei Elvis
		6D	Cheung Ngo Ching
		6D	Chin Fernando
		6D	Leung Yu Hin
		6D	Tsui Ho Yin
		6D	Yip Chung Hin

Thailand Open Pickleball Tournament 2025

Women's Doubles	Champion	2D	Chan Chi Ying
		5C	Lam Yin Ching
	1st Runner-up	4E	Chan Ying Man
Men's Singles	2nd Runner-up	3A	Chan Tin Lok

Men's Doubles	1st Runner-up	3E	Ng Yat Long
Mixed Doubles	1st Runner-up	3A	Chan Tin Lok
	2nd Runner-up	4D	Lai Yik Shun
		4E	Chan Ying Man

Inter-school Table Tennis Competition (Division I)

Girls' A Grade	3rd Runner-up	1E	Lui Ching Yiu Eunice
		3E	Tam Tsz Yin
		5A	Wong Ho Yee
		5D	Yeung Wai Ching

Culture**九龍總商會盃全港學界中國象棋大賽（中學組）**

個人	第六名	3E	李天賜
	優異獎	3E	廖子謙
團體	冠軍	3E	李天賜
		3E	廖子謙
		4B	黎焯熙

第 77 屆香港學校音樂節

粵曲子喉獨唱	中學初級組	金獎	3B	姚曉彤
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豐登盃學界象棋分齡賽（U15 組）

個人	冠軍	3E	廖子謙
	季軍	3E	李天賜
團體	冠軍	3E	李天賜
		3E	廖子謙

聯校音樂大賽 2025

高級組	中學弦樂（小提琴）獨奏	金獎	4B	傅栩瑩
	中學敲擊樂（音高）獨奏	銀獎	5A	陳雋曦

家教會視藝創作比賽

冠軍	1A	胡以琳
亞軍	1D	歐陽靖雯
季軍	1B	梁禧年
優異獎	1C	余東頤
優異獎	1D	曾思切
優異獎	1E	尹汶桓

Sound Reunion 全港中學流行樂隊大賽

樂隊組	亞軍	4B	聶嘉晴
		5C	林一心
		5D	蔡灝晴
		6D	鄭禧明

	網絡人氣樂隊大獎	4B	聶嘉晴
		5C	林一心
		5D	蔡灝晴
		6D	鄭禧明
最佳鼓手		5C	林一心

61st Hong Kong Schools Dance Festival (2025)

Highly Commended Award	1A	Ashley Drishna Tamang
	1B	Chan Yee Man
	1B	Cheung Tsz Tung
	1C	Zhang Winnie
	2A	Wu Cho Yan
	3B	Li Yeuk Sze
	4C	Lee Wan Yi
	5C	Yueh Toi Lam
Honours Award	4B	Tsoi Yee Kwan

77th Hong Kong Schools Music Festival (2025)

Graded Piano Solo	Grade Three	Proficiency	2D	Tang King Yuet Emory
	Grade Five	Merit	1D	Yip Yu Ching
		Proficiency	2B	Feng Yat Fei
	Grade Six	Merit	2A	Yan Heung Ting Ronnie
			2B	Tse Chung Lai Jonas
			2E	Lai Chiu Ki
	Grade Eight	Proficiency	3D	Chiu Hui Ching
Harmonica Solo	Intermediate	Merit	4C	Fung Pui Ka
Trombone Solo	Secondary School - Senior	Proficiency	1D	Lai Hei Fai
Xylophone Solo	Secondary School	Proficiency	3D	Au Sherman Jason
Zhongruan Solo	Senior	Merit	5A	Wong Ho Yee
Vocal Solo -	Secondary School -	1st place	5C	Wong Kwan Pok

Chinese - Soprano	Age 19 or under			
Vocal Solo - Foreign Language - Female Voice	Secondary School - Age 14 or under	Merit	3D	Wong Hau Yan
Chinese Instrumental Ensemble	Secondary School	Proficiency	1A	Wong Hoi Yiu
			1E	Kwok Chun Hei
			1E	Wun Man Wun
			2A	Wang Ho Lui
			2E	Lam Siu Tsun
			2E	Yam Tsz Wan
			3E	Tam Tsz Kiu
			3E	Wong Choi Ching
			4A	Chan Shun Chit
			4A	Ge Tanliang
			4C	Lee Wan Yi
			4C	Yang Tsoi Yan
			5A	Wong Ho Yee
			5C	Yueh Toi Lam
			5E	Chan Yan Yuet

Botanical Art Competition 2025

Outstanding Work	4A	Gong Rui
	4B	Lee Hiu Lam Hillary

Hong Kong School Drama Festival, 2024-2025

Award for Commendable Overall Performance, Award for Outstanding Cooperation	1A	Cheung Maria Clarencia B
	1A	Lassus Capucine
	1A	Wu Elim
	1A	Yan Ngok
	1A	Yeung Ning Nga Kayley
	1B	Cheung Tsz Tung
	1B	Ip Hong Lun
	1C	Yee Tung Yee Maris

	1D	Lam Yi Tung
	1D	Shum Hau Yiu
	1E	Tsang Charlize
	2A	Wong Sum Yau
	2B	Choi Pui Yin
	2B	Ho Kwai Yui Duncan
	2C	Lau Ho Hung Jesse
	2C	Tong Kwan Ki
	2D	Kwok Hei Long
	2D	Yeung Hei Man
	2E	Lo Yat Tung
	2E	Ng Ting Him Darren
	2E	Yeung Fong Yi Fonnie
	3A	Fung King Hin
	3A	Mak Tsz Ho
	3A	Wong Yuet Ting
	3B	Wong Hei Nam
	3C	Chan Yui Chi
	3E	Au Hoi Yee
	3E	So Yu Hei Marcus
	4B	Nip Ka Ching Adrian
	4B	Tsang Cho Man
	5B	Ko Pak Kiu
	5C	Chan Nok Yiu
	5E	Chin Yin Nga
	5E	Yick Cheuk Hong
Award for Outstanding Performer	1D	Lok Yee Kiu
	3A	Leung Tse Chun
	5C	Leung Wai Yi Ashley
Award for Outstanding Script	4B	Ng Yan Lok

Joint School Music Competition 2025

Chinese Instrumental Ensemble	Gold	1A	Wong Hoi Yiu
		1E	Kwok Chun Hei
		1E	Wun Man Wun
		2A	Wang Ho Lui
		2E	Lam Siu Tsun
		2E	Yam Tsz Wan
		3E	Tam Tsz Kiu
		3E	Wong Choi Ching
		4A	Chan Shun Chit
		4A	Ge Tanliang
		4C	Lee Wan Yi
		4C	Yang Tsoi Yan
		5A	Wong Ho Yee
		5C	Yueh Toi Lam
		5E	Chan Yan Yuet
String Orchestra	Gold	1A	Chan Wing Yan Charlotte
		1A	Lai Yuet Chung Hei
		1B	Yeung Wing Ching
		1C	Choi Hanson
		1C	Wong Hiu Ching
		1D	Lau Cheuk Ying
		1E	Cheung Yan Tung
		1E	Li Shing Ip
		1E	Wu Minyi
		2B	Ho Kwai Yui Duncan
		2C	Liu Pak Yin Dezmund
		2D	Chiang Pui Lam
		2E	Ho Ching Him
		3A	Chen Jun Tong

			Archie
		3A	Lui Ching
		3D	Chong Morgan
		3D	Tse Tsz Fung
		3E	Wong Choi Ching
		3E	Woo Hei Tung
		4C	Lau Tsz Ho Nicholas
		5A	Sze Wing Yin
		5C	Mok Ki Kwan
		5E	Chan Shing Yip
String Ensemble	Silver	1E	Li Shing Ip
		3A	Chen Jun Tong Archie
		3A	Lui Ching
		3E	Wong Choi Ching
		3E	Woo Hei Tung
		4C	Lau Tsz Ho Nicholas
		5A	Sze Wing Yin
		5C	Mok Ki Kwan
		5E	Chan Shing Yip
Woodwind Ensemble	Silver	2A	Mak Long Sen
		2A	Ng Chi Hang
		2A	Yip Isaac Shek Hin
		3A	Fung Ching Yu
		3E	Liu Cho Yu
		4B	Yeung Ho Kwan
		5A	Lee Wang Ngai
		5A	Tan Yat Hang Matthew
		5B	Lau Hong Pok
Junior Choir	Silver	1A	Chen Cheuk Ning Lydia
		1A	Lai Yuet Chung Hei

		1A	Ma Cheuk Wang
		1B	Law Anisa Chin Ki
		1B	Xu Xinze
		1B	Leung Hei Lin Jubilee
		1C	Tse Wai Ching
		1C	Wong Miko
		1C	Yee Tung Yee Maris
		1D	Chan Wai Lap Karson
		1D	Chan Yat Wai
		1D	Lau Cheuk Ying
		1D	Leung Tsz Ching
		1D	Ng Chun Hei Vichy
		1D	Shum Hau Yiu
		1E	Cao Tian Yuan
		1E	Tsang Charlize
		1E	Wong Yin Chun Jason
		1E	Wu Minyi
		1E	Xiao Shi Yun Derek
		2C	Tong Kwan Ki
		2A	Suen Yexi
		2A	Yip Isaac Shek Hin
		2B	Ng Yat Nok Bevin
		2C	Leung Tsz Long
		2C	Tong Kwan Ki
		2C	Tse Tsz Ching
		2D	Huang Zixuan
		2E	Lo Yat Tung
		2E	Si Hau Lam
		2E	Tang Ching Wang
		3D	Chiu Hui Ching

		3D	Wong Hau Yan
		3E	Liu Cho Yu
		3E	Ng Hei Lam
		4A	Hui Chun Hei
		4A	Lam Chun Hei
		4A	Zhang Baoyue
		4B	Tsang Cho Man
		4C	Ho Pak Fung Horus
		4D	Lai Yik Shun
		5B	Chan Yat Hei Zachary
		5B	Deng Sing Hin
		5B	Fok Ming Lei
		5C	Wong Kwan Pok
Symphonic Band	Silver	1B	Chan Yee Man
		1B	Chow Tsz Ching
		1B	Leung Tsz Kiu
		1C	Lui Ho Ying
		1D	Kee Sik Lam
		1D	Lai Hei Fai
		1E	Xiao Shi Yun Derek
		2A	Mak Long Sen
		2A	Ng Chi Hang
		2A	Yip Isaac Shek Hin
		2B	Cheng Sum Yau
		2B	To Cheuk Chun
		2D	Chiang Pui Lam
		2E	Lai Wing Hei
		2E	Ng Ying Yen
		3A	Fung Ching Yu
		3A	Ng Hoi Lam

		3A	Pong Yat Long Kasper
		3B	Chan Pui Yuen
		3D	Au Sherman Jason
		3D	Ho Hok Lai
		3E	Kwok Wing Kiu
		3E	Liu Cho Yu
		3E	Wong Cheryl
		4A	Lam Kin Sing
		4B	Yeung Ho Kwan
		5A	Lee Wang Ngai
		5A	Tan Yat Hang Matthew
		5B	Lau Hong Pok
Orchestra	Silver	1A	Chan Wing Yan Charlotte
		1A	Lai Yuet Chung Hei
		1B	Chan Yee Man
		1B	Chow Tsz Ching
		1B	Leung Tsz Kiu
		1B	Yeung Wing Ching
		1C	Choi Hanson
		1C	Lui Ho Ying
		1C	Wong Hiu Ching
		1D	Kee Sik Lam
		1D	Lai Hei Fai
		1D	Lau Cheuk Ying
		1E	Cheung Yan Tung
		1E	Wu Minyi
		1E	Xiao Shi Yun Derek
		2A	Mak Long Sen
		2A	Ng Chi Hang
		2A	Yip Isaac Shek Hin

		2B	Cheng Sum Yau
		2B	To Cheuk Chun
		2C	Liu Pak Yin Dezmund
		2D	Chiang Pui Lam
		2E	Ho Ching Him
		2E	Lai Wing Hei
		2E	Ng Ying Yen
		3A	Chen Jun Tong Archie
		3A	Fung Ching Yu
		3A	Lui Ching
		3A	Ng Hoi Lam
		3A	Pong Yat Long Kasper
		3B	Chan Pui Yuen
		3D	Au Sherman Jason
		3D	Chong Morgan
		3D	Ho Hok Lai
		3D	Tse Tsz Fung
		3E	Kwok Wing Kiu
		3E	Liu Cho Yu
		3E	Wong Cheryl
		3E	Wong Choi Ching
		3E	Woo Hei Tung
		4A	Lam Kin Sing
		4B	Yeung Ho Kwan
		4C	Lau Tsz Ho Nicholas
		5A	Lee Wang Ngai
		5A	Sze Wing Yin
		5A	Tan Yat Hang Matthew
		5B	Lau Hong Pok
		5C	Mok Ki Kwan

		5E	Chan Shing Yip
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Strings Solo - Violin	Gold	4B	Fu Hui Ying
Percussion	Silver	5A	Chan Chun Hei Gabriel

The Wharf Hong Kong Secondary School Art Competition 2024-2025

Painting	Merit	6C	Fu Yuen Ting
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青年魯班選舉 2025

少年魯班組別	優異獎	4A	龔芮
		4E	余森鏘

Others**【第二屆全港中學地質大搜查】學界比賽**

銅獎	4E	施諾怡
	5A	張宇軒
	5B	鄺政豪
	5B	楊靖晞
	5E	高樂涵
	5E	吳梓文

東九龍防罪創意培訓營 2024

最具創意獎	4A	陳濬哲
	4A	何善韜
	4B	余文楓
	4C	賴震鴻

東區英才獎

得獎者	5D	楊緯晴
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東區青藤優異學員獎

得獎者	5A	陳朗曦
	5A	李凱晴

東區學校模範生獎

得獎者	3A	麥梓皓
	3E	王一言
	5A	祁卓禮
	5A	李泓毅

東區學校進步生獎

得獎者	2B	韋承澤
	3D	蘇煥然
	4D	吳宜穎
	5B	馮卓朗
	6D	陳嘉鉦

香港島分區傑出學生

得獎者	5A	陳朗曦
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香港島優秀學生

得獎者	3A	田蕊
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香港優秀學生公益及社會服務獎

得獎者	4A	柯梓熾
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香港課外活動優秀學生表揚獎 2024-2025

得獎者	5A	李展泓
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第三屆愛心行動獎 2023-2024

優秀學生	6B	馮正曦
嘉許狀	6D	何樂天
	6D	林樂軒
	6D	黃紀言

港島總部 2024-2025 年度 東區（一）青年急救比賽

亞軍	4B	莫萃柔
	5A	黃楚恩
	5B	張尚哲
	5B	黃婷瑀
	5C	王升彤
	5E	曾靖媛

港島總部 2024-2025 年度 東區（一）青年護理比賽

亞軍	4B	莫萃柔
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港島總部 2023-2024 年度志願服務獎

得獎者	6A	龐卓朗
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SCMP Student of the Year

Community Contributor	Merit Award	6A	Lai Wai Chi
Performing Artist	Merit Award	4C	Yang Tsoi Yan

14th Hong Kong Geography Olympiad

Bronze Award	5B	Kwong Ching Ho
Certificate of Participation	5A	Cheung Yu Hin
	5B	Kwong Ching Ho

Forensic Hunter 2025

Special Award (Participation award)	5C	Cheung Tsz Ching
	5C	Lam Yat Sum
	5C	Leung Wai Yi Ashley
	5C	So Ka Chung Kyle

Online Exhibition for Secondary School Service-Learning or Community Service Project 2024

Silver Award	5A	Cheung Yu Hin
	5A	Lee Wang Ngai
	5A	Tsoi Ming Yin Worthy
	5A	Wong Cho Yan
	5B	Deng Sing Hin
	5B	Fok Ming Lei
	5B	Mak Chi Mun
	5B	Sze Cheuk Wun
	5B	Tsui Sophie
	5C	Li Yu Ching Haley
	5C	Mok Ki Kwan
	5D	Choy Ho Ching
	5E	Ho Sin Yu
	5E	Lee Wing Yan
	6A	Lai Wai Chi
	6A	Poon Ching Yin
	6A	Wu Sum Chit
	6B	Ng Chung Yin
	6D	Ho Lok Tin
	6D	Wong Jun Ho
	6E	Wu Sum Yuet

Secondary School Model UNESCO International Conference 2024

Outstanding Delegate	4B	Tai Cho Fung Woody
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The Inter-European Model United Nations

Best Delegate	4A	Tai Cho Fung Woody
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Inter-school Social Issues Association (ISSIA) Model United Nations

Best Delegate	4A	Tai Cho Fung Woody
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Sustainable School Award Scheme 2023-2024

Sustainable Community Project Award, Sustainable School Participation Award, Active Promotion of Sustainable Development Honor Award	4A	Ho Hong Yuet
	5A	Kee Leo Cheuk Lai
	5A	Lee Hoi Ching

Unicef HK Sustainable Development Goals eLearn Award Scheme 2024

Gold Certificate	3D	Leung Yui Chit
	4C	Lai Chun Hung
	5B	So Chun Yip Jack
	6A	Lai Wai Chi
	6B	Chan Nga Man
Silver Certificate	4C	Kan Chung Ying
Bronze Certificate	6A	Leung Wing Kiu
	6B	Zheng Hao Yu

Youth Arch Student Improvement Award 2023-2024

Awardee	2A	Lee Ngo Suet Audrey
	2B	Choi Pui Yin
	2D	Fang Lumeng
	2E	Choi Man Hei
	2E	Li Siutung
	3A	Lam Cheuk Hoi
	3C	Lai Tsz Yin
	3C	Ngan Lok Yan
	3E	Woo Hei Tung

	4A	Yeung Yat Yakie
	4A	Zhang Baoyue
	4B	Chuang Hiu Ching
	4E	Lee Tsun Ching
	4E	Lo Yat Lam
	5A	Lui Tsoi Yi
	5B	Lee Cheuk Fung
	5C	Cheung Tsz Ching
	5D	Wong Yu Hei
	5E	Tsui Wai Ting
	6A	Chung Pak Sum
	6B	Fung Ching Hei
	6C	Chan Tsz Ching
	6D	Tung Hei Nam
	6E	Wu Sum Yuet