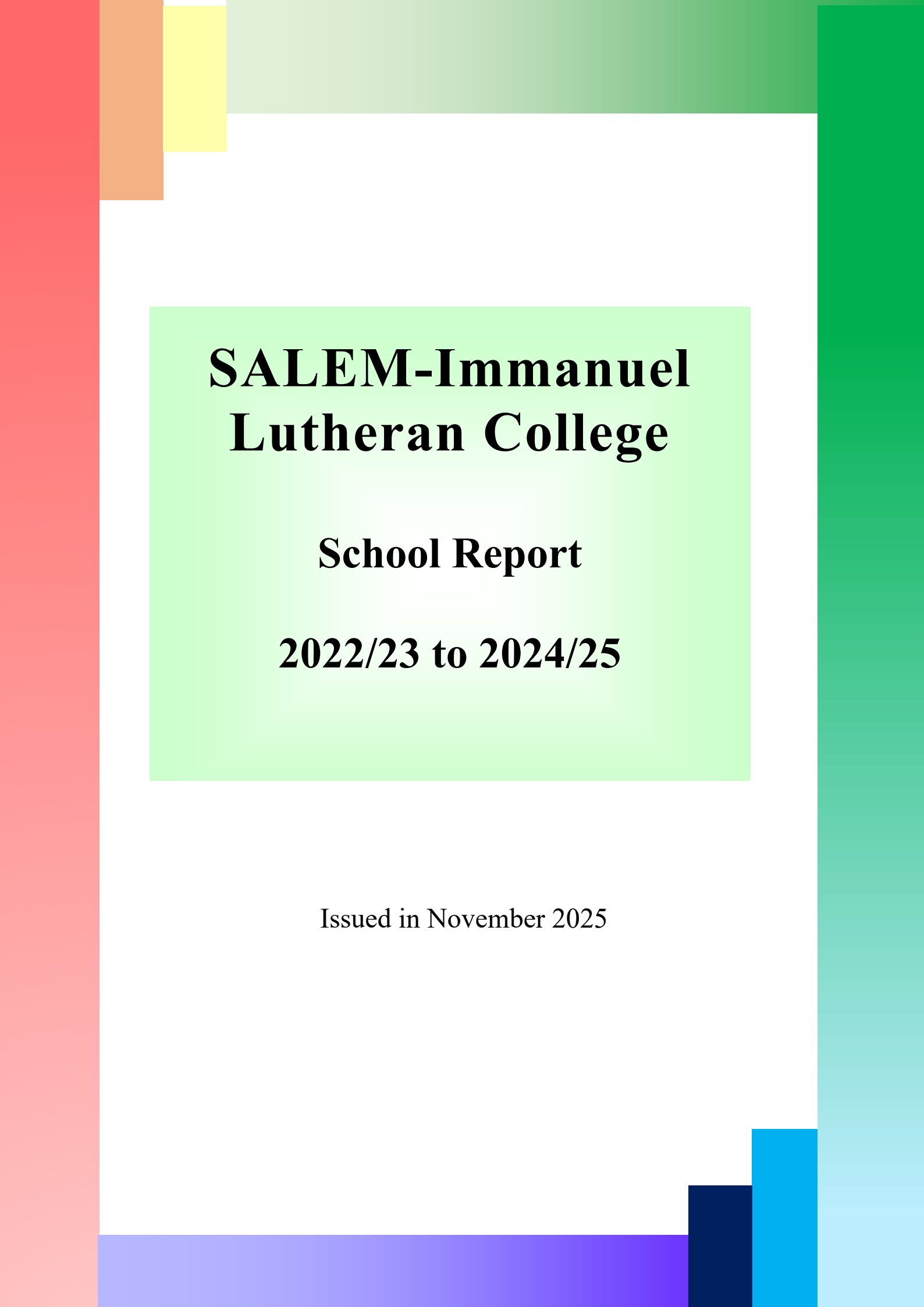




SALEM-Immanuel Lutheran College

School Report

2022/23 to 2024/25

Issued in November 2025

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary
- (5) Appendix
 - Report for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
 - 維護國家安全及國家安全教育相關措施的工作計劃報告
 - Report on the Use of SASG
 - Moral and National Education Grant
 - 教育局「推廣中華文化體驗活動一筆過津貼」工作報告(24 至 25 年度)
 - 姊妹學校交流報告書
 - One-off Grant on Parent Education
 - Promotion of a Sports Ambience and MVPA60 in Schools
 - Awards and Scholarships

(1) Our School

- Provide the general information about your school. Secondary School Profiles

https://www.chsc.hk/ssp2024/sch_detail.php?li_id=2&lang_id=2&chg_district_id=1&sch_id=232&return_page=sch_list.php%3Flang_id%3D2%26chg_district_id%3D1%26search_mode%3D%26frmmode%3Dpagebreak%26sort_id%3D-1%26district_id%3D14

- Provide additional information listed as follows:

School Facilities

Rooms	Number of room	Rooms	Number of room
Classrooms	25	English Learning Centre	1
Science Laboratories	4	Social Workers' Room	2
Special Classrooms	5	Parent Resources Centre	1
Computer and Multi-media Learning Centre	1	Interview Room	2
Computer and AI Robotic Learning Center	1	Room for Student Affairs	2
WoW Production Studio	2	School Archive	1
Multi-function Rooms	2	STEM Education Room	1
Library	1		
Campus-wide Wi-Fi access provided. The hall and all classrooms are air-conditioned and equipped with LED wall (School Hall), smartboards, multi-media projectors, visualizers, iPads and computers with broadband Internet connection. The School network has been upgraded to 10G fibre connection.			

Professional Team (2024-2025)

Our teaching staff consists of professionals with rich teaching experience and devotion to Christianity-based education.

Aspect	Percentage	Qualification
Professional Training	95%	Teacher Cert/Dip Ed
Education level	3.5%	Doctoral degree
	45.6%	Master degree
	100%	Bachelor degree
Teaching Experience	63%	10 years or above
	18%	5-9 years
	19%	0-4 years
Language Proficiency Requirement	100%	Compliance in English and Putonghua
SEN Training	77%	

General Results in the HKDSE Examination

Through the concerted efforts of our teachers and students, our students obtained satisfactory results in the last year of HKDSE Examination. On average:

Core subjects
93.9% of the students attained level 3 or above in English Language
78.3% of the students attained level 3 or above in Chinese Language
100% of the students attained level 2 or above in Mathematics
97.4% of the students attained in Citizenship and Social Development

Outstanding Result (Best Six Subjects)	
HKDSE year	Best six subjects
2025	5** 5** 5* 5* 5* 5*
2024	5** 5** 5** 5** 5* 5*
2023	5** 5* 5* 5* 5* 5*
2022	5** 5** 5** 5** 5** 5*

School Management

- The school has operated under the management of the Incorporated Management Committee (IMC) since its establishment on 31 August 2009. The change-over arrangements of the School Management Committee (SMC) to the IMC were completed in a smooth and efficient manner. Teacher manager, parent manager and alumni manager were elected smoothly too.*
- The composition of the IMC is shown below.*

Composition of Stakeholders in IMC

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
22/23	7	1	1	1	1	1
23/24	7	1	1	1	1	1
24/25	7	1	1	1	1	1

Learning and Teaching

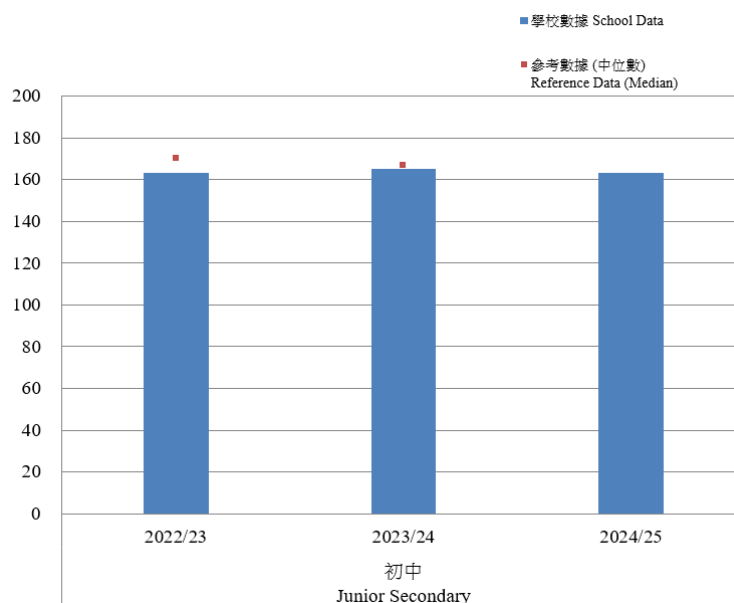
Our Teachers

- The number of teachers in core subjects in the past 3 years.*

	2223	2324	2425
Approved Enhanced Total Teaching Staff Establishment	55.2	55.2	55.2
No. of teachers in the Chinese panel	11	11	11
No. of teachers in the English panel, excluding NET	10	10	10
No. of teachers in the Mathematics panel	9	10	10
No. of NET	1	1	1
No. of Putonghua teachers	2	2	2
No. of Non-subsented teachers	6.15	6.15	6

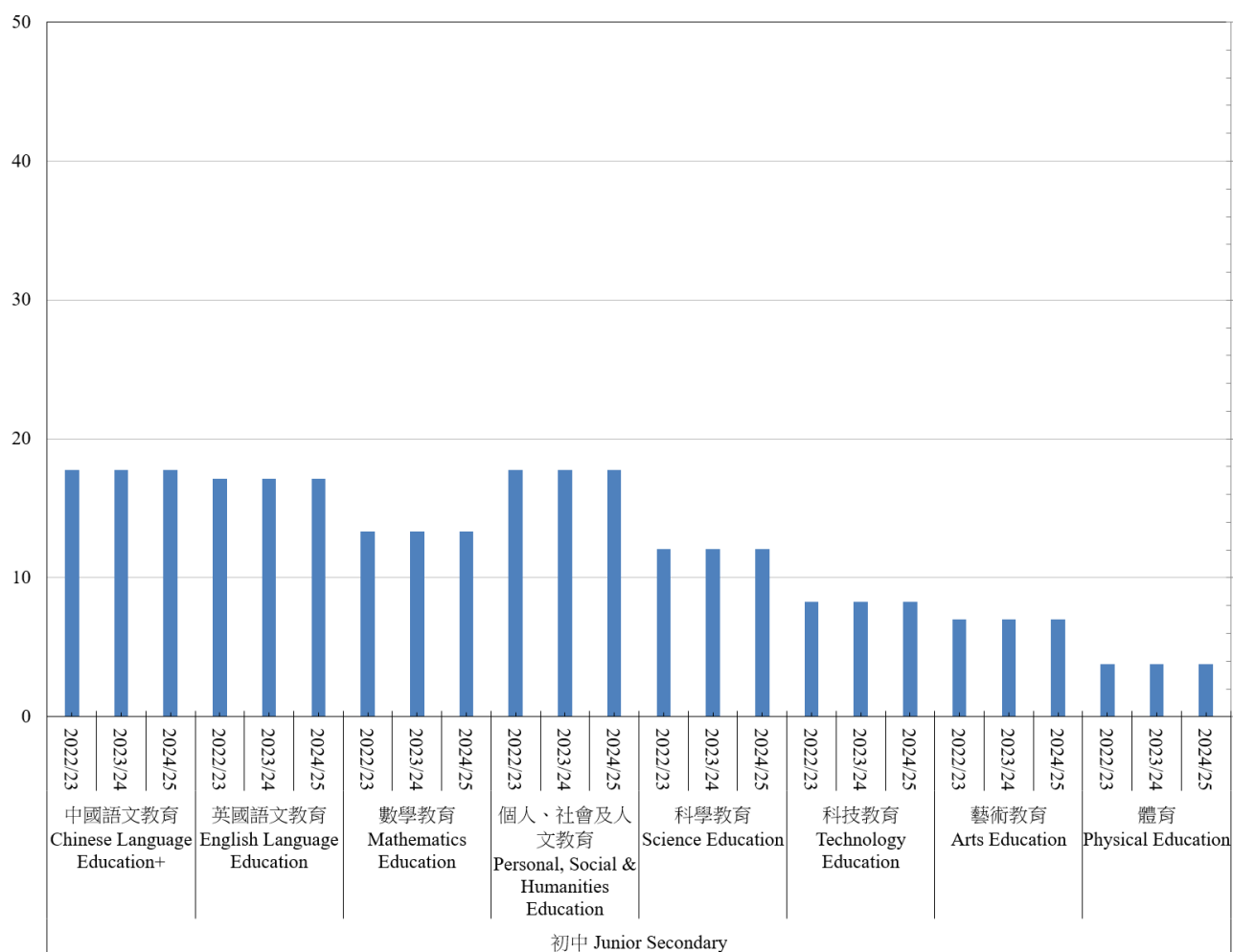
Number of Active School Days

- The number of days with learning activities organized by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning activities. The number of “Active School Days” is one of the KPM items for measuring students’ learning time within a school year, including the number of days for classroom instruction and days with learning activities organized for junior forms, one or more forms in junior form (exclusive of examination days).*



Percentage of lesson time for Key Learning Areas

■ 學校數據 School Data



SALEM - Immanuel Lutheran College

Major Concerns (Feedback and Follow-up) (2022/25)

Theme: Creating the future beyond boundaries 「創建未來無邊界」

Self-management 管理自己

Adaptability 應對變

Ethical values 堅守價值

Contribution 貢獻力量

Major Concern 1: Develop students to be adaptive and self-managed learners

Achievements

Achievements in Students' Self-management and Adaptive Learning

The stakeholder survey results demonstrate measurable improvements in key areas of student self-management and adaptive learning. Students' self-reported data shows notable progress in **active learning capabilities**, with scores improving from 3.36 to 3.46 on a 5-point scale. This represents the most significant positive change among core learning metrics. Students also demonstrated enhanced abilities in **completing learning tasks seriously** (3.59 to 3.63), **overcoming learning difficulties** (3.74 to 3.77), **using learning methods** (3.41 to 3.46), and **self-reflection and improvement** (3.56 to 3.61).

Parent perceptions corroborate these improvements, showing enhanced ratings for their children's **active learning** (3.48 to 3.54), **learning confidence** (3.43 to 3.49), and **homework completion** (3.59 to 3.65). These multi-stakeholder improvements indicate genuine progress in developing student self-management capabilities across different contexts - school and home environments.

Achievements in Elite Student Development

The school's elite enhancement programs achieved exceptional results in building student talents. The **Talent Pool initiative** successfully identified and supported 170 students through systematic programming, with comprehensive information dissemination via Teams platform and regular briefing sessions. This represents a substantial expansion of elite student support compared to previous years.

The **Hong Kong Academy for Gifted Education (HKAGE) program** yielded notable successes, with 33 students nominated for screening and 4 achieving full membership status. The screening completion rate of 45% (15 out of 33 students) demonstrates improved student commitment to rigorous academic challenges. Additionally, university partnership programs produced outstanding results, including one student achieving A+ performance in HKUST's Dual Program and multiple students completing CUHK programs with ratings of 4-5 out of 5.

Various subject departments have successfully deployed elite students to participate in diverse competitions, achieving outstanding results that significantly boosted students' learning confidence and self-efficacy. These competitive experiences not only enhanced students' professional skills but, more importantly, cultivated their autonomous learning capabilities and problem-solving confidence.

These rich and diverse competitive experiences fully demonstrate the effectiveness of our school's elite enhancement programme. Through systematic cultivation and deployment of elite students across various subjects to participate in competitions at different levels, students not only achieved significant progress in professional skills but, more importantly, built their confidence and capabilities as autonomous learners. These positive competitive experiences serve as important sources of motivation for students' continuous learning and self-improvement, establishing a solid foundation for cultivating adaptive and proficient, self-managed learners.

Reflection

Facilitating Factors

Several key factors contributed to the success of the major concern implementation. The **comprehensive elite support system** proved highly effective, combining talent identification, financial support through the Shining Pearl Scheme (\$27,250 distributed), and diverse program opportunities. This multi-faceted approach ensured that elite students could access appropriate challenges while receiving necessary support.

Multi-stakeholder collaboration emerged as a critical success factor, evidenced by the seamless integration of departmental efforts, university partnerships, and alumni involvement in student mentoring. The STEAM Fun Day collaboration between Design & Technology, Physical Education, and Visual Arts departments demonstrated how coordinated efforts could maximise student engagement and learning outcomes.

Data-driven decision making facilitated continuous improvement throughout the implementation process. Regular stakeholder surveys, assignment inspections, and teaching evaluations provided consistent feedback loops that informed program adjustments. The 99% participation rate in teaching evaluations demonstrates strong stakeholder engagement in the improvement process.

Technology integration proved instrumental in supporting self-managed learning. The Teams platform for talent pool students, online pre-lesson materials, and digital portfolio systems enhanced accessibility and enabled students to take greater ownership of their learning journey.

Hindering Factors and Challenges

Despite significant achievements, several challenges impacted full realisation of the major concern objectives. **Student self-discipline** remained a persistent issue, evidenced by five students failing to complete HKAGE screening programs despite repeated reminders. This suggests that while systems were in place, some students struggled to develop the intrinsic motivation necessary for truly self-managed learning.

Reading motivation represents the most significant area of concern, with stakeholder surveys consistently showing low engagement (students: 3.26/5, teachers observing: 2.93/5). This fundamental literacy challenge undermines broader learning autonomy goals and requires targeted intervention.

Time management difficulties created substantial barriers for many students. The Assignment Support Class revealed conflicts between academic requirements and extracurricular commitments, suggesting students need enhanced skills in prioritising and balancing multiple responsibilities. Similarly, revision class scheduling conflicts highlighted the complexity of student commitments in the school environment.

Technology misuse emerged as an unexpected challenge, with S1 students using iPads for non-academic purposes during exam revision classes. This indicates a need for more structured digital citizenship education alongside technology integration initiatives.

Feedback and Follow-up

The implementation of the major concern on enhancing students' self-management and adaptive learning has yielded encouraging outcomes. Stakeholder survey data and performance metrics reflect steady progress in students' ability to manage their learning independently, overcome academic challenges, and engage in reflective practices. The elite student development initiatives have further amplified these gains, cultivating high-performing learners with strong self-efficacy and motivation through structured support and competitive exposure.

However, the reflection process reveals persistent challenges that hinder the full realisation of the seven learning goals. Notably, reading motivation remains low across stakeholders, suggesting a gap in students' ability to construct knowledge independently and develop critical thinking. Time management and digital discipline also emerged as areas requiring further intervention, indicating that while students are becoming more autonomous, they still need scaffolding to balance responsibilities and use technology responsibly.

To build on these achievements and address the identified gaps, the next phase of development should focus on **elevating students' learning efficacy to boost their motivation**. This new major concern will serve as a strategic pivot to deepen and broaden students' learning experiences in alignment with the seven learning goals:

1. **Extend Students' Horizons in Learning**

By organising university visits, inter-school competitions, and sharing sessions, students gain exposure to wider academic and career opportunities. These experiences broaden their worldview, foster ambition and resilience, and inspire a lifelong love of learning. In turn, this supports the development of a broad knowledge base, independent thinking, creativity, and a strong sense of responsibility to society.

2. **Extend Students' Learning Motivation**

Motivation is the engine of self-directed learning. By enhancing lesson design and integrating AI-powered tools, we can create more engaging and personalised learning environments that inspire students to take ownership of their learning. This approach nurtures creativity, critical thinking, and a proactive mindset, while also strengthening students' abilities to set personal goals, persevere through challenges, and reflect on their progress — core aspects of self-management and reflective learning.

3. **Promote Students' Reading to Learn**

Addressing the literacy gap is essential for empowering students to access, interpret, and synthesise information across disciplines. A whole-school reading award scheme, interdisciplinary reading activities, and diversified reading assignments will help cultivate students' reading habits and promote learning across contexts. These initiatives will foster critical thinking, language proficiency, and analytical skills, while nurturing cultural awareness and lifelong learning — key attributes of informed, responsible citizens and effective communicators.

In conclusion, the proposed new major concern is not merely a continuation of previous efforts but a strategic enhancement that targets deeper motivational and cognitive dimensions of student learning. It will serve as a bridge between foundational self-management skills and the holistic development of students in accordance with the seven learning goals, ensuring that every learner is equipped to thrive in an increasingly complex and dynamic world.

Major Concern 2: Cultivate students to be ethical thinkers and healthy contributors

Achievements

1. Based on positive values, students are able to make rational judgement as well as ethical, individual and socially responsible decisions.
 - The school developed a school-based values education framework, adding eight values to those proposed by the EDB. Most subject departments integrated relevant values into their curricula, with Responsibility, Commitment, and Respect for Others most frequently addressed.
 - All subjects have reviewed and mapped relevant values into their curricula. Teachers have become more aware of incorporating values education elements, facilitating classroom discussions and reflections on various value-related issues. Student feedback indicated effective values cultivation through life-oriented themes, with an average rating of 4 out of 5.
 - Over the past three years, themed Morning Devotions have guided teachers in sharing personal reflections and experiences with students. Themes such as “Me in God’s Eyes,” “Let Us Connect in God’s Love,” and “You Are Called to Be God’s People” supported students in understanding their values and encouraged them to lead positive lives with good character.
2. Students are physically and mentally healthy so that they are able to offer care and support to others and cope with life’s challenges.
 - Starting in 2024, the school introduced a new Chill Room to provide students with a space to relax and recharge. Various activities were organized, and usage was satisfactory, with approximately 65% of students participating.
 - According to a student questionnaire, 89% agreed that the refined content of ‘My Growth Journal’ made it easier to share their emotional state with class teachers, reflecting a strong sense of support and care from class teachers.
 - Throughout the year, committees and units organized activities aligned with the 4R p-Rest, Relationship, Relaxation, and Resilience for students across all forms. Key programs included ‘Peer Power-Student Gatekeeper Training Program’, ‘一生一死美麗人生日營’, ‘守護晴Teen’, ‘Prayer Walk’, Health and Eco display boards and booths, in-class activities, game booths on anti-drug awareness, and talks on stress relief and healthy living. Student engagement in these activities was consistently high, contributing positively to their overall well-being.
 - One standout initiative, ‘Surprise and Supply’, received strong praise from S.6 students. Prior to the activity, 90% reported a stress level of 3 or above (out of 5). Post-activity, 90% indicated reduced stress, and 95% expressed satisfaction with the arrangement.
 - Form briefings and activities led by Guidance Angels promoted positive relationships and self-care, supporting students in developing a healthy mental state. To further strengthen mental health support, regular surveys were conducted for S.1 and S.4 students. Follow-up and intensive support were provided by social workers and class teachers as needed.
3. Student connection and contribution to our society.
 - S.1-S.3 students got the chance to participate in the ‘My Dream Program’ organized by the London Ball Foundation, which enabled them to explore diverse career paths and engage in meaningful discussions with their class teachers. Ten students received awards for outstanding presentations, inspiring and encouraging them to prepare for future contributions to society.
 - Over the past three years, students have been actively involved in a wide range of community service activities, fostering positive values and attitudes through experiential learning. Notable initiatives included S.1 beach cleaning and S.4 visits to the elderly and low-income families, which helped cultivate empathy and social responsibility.
 - To further promote service learning, new groups such as the Community Service Team and Hong Kong Red Cross Unit were established, providing students with additional opportunities to contribute to the community.

Reflection

1. Based on positive values, students are able to make rational judgement as well as ethical, personal and socially responsible decisions.
 - To enhance the effectiveness of values education, the school should conduct a comprehensive review of its implementation across both the formal and hidden curricula, adopting a top-down approach. This process will help identify existing gaps and support the development of a whole-school framework, ensuring consistent alignment and integration across all committees and departments.
 - To ensure that values education is meaningful, impactful, and effectively integrated into students' personal growth, it is essential to address all three dimensions: cognitive (知), affective (情), and behavioral (行). We should encourage teachers to adopt diverse teaching methods and design engaging learning tasks that go beyond just delivering knowledge, helping students truly understand and internalize important values.
2. Students are physically and mentally healthy so that they are able to offer care and support to others and cope with life's challenges.
 - While the Dual Class Teacher system and school-based booklet have supported teachers in providing pastoral care, further efforts are needed, such as enhancing teacher training, and strengthening class cohesion and peer support among students.
 - It has been observed that some students show signs of anxiety and fear of failure, which may lead to avoidance behaviors such as excessive use of electronic devices. To address this, students should be encouraged to develop a 'Growth mindset', enabling them to view challenges as opportunities for learning and personal development.
 - Regular physical activity has been shown to significantly benefit mental health. The school should continue to organize activities and encourage student participation to exercise to help improve mood, reduce stress and boost self-esteem.
3. Students are connected with others and make contributions to our society.
 - Although there have been various engaging community service activities for students and student leaders, participation has often been limited to specific groups of students. Moving forward, the school should facilitate collaboration between LCEC and CYC to broaden the scope of service opportunities and involve students from different levels.
 - More platforms should be created to enable students to share their experiences participating in community service with classmates, teachers or guests. This can inspire and motivate more students to take part in serving the community.

Feedback and Follow-up

Moving forward, our focus remains on nurturing a dynamic and supportive learning environment that promotes healthy lifestyles and positive values. Insights from the APASO data reveal that students' mental and physical health, and the sense of purpose in their lives are areas requiring immediate attention. It is essential to prioritize initiatives that support students' emotional well-being to foster a healthier and more inclusive school environment. Incorporating a 'Growth Mindset' approach, we hope to support students in building resilience and self-confidence.

In our new three-year school plan, we aim at supporting students' growth academically and personally, with an emphasis on healthy lifestyles and positive values, both for oneself and in relation to others. The PE department could introduce programs to assess and improve students' fitness levels, while Sports Association and Four House might organize activities promoting physical, emotional, spiritual, and social well-being, fostering a purposeful life and resilient character.

Additionally, to strengthen national education, a National Education team and working unit should be established to oversee strategic planning and implementation through a whole-school approach. This will help deepen students' sense of national identity both inside and outside the classroom.

(3) Student Performance

ILC 2022/2025 School Report (SR)

Learning Attitude and Behaviours in Academic area

Based on the departmental reports and stakeholder surveys, students demonstrated a mixed profile of learning attitudes and behaviours, showing both positive developments and areas requiring continued attention.

Positive Learning Attitudes and Self-Management Behaviours

Students displayed strong engagement in structured learning activities, with notable participation rates across various programs. The STEAM Fun Day achieved remarkable 98% participation from Secondary 2 and 3 students, demonstrating high willingness to engage in collaborative, hands-on learning experiences. Similarly, 87.5% of Integrated Science students actively earned bonus marks by creating self-notes and mind maps, indicating proactive engagement with self-directed learning strategies.

Self-reflection and improvement-oriented behaviours were evident across form levels. 84.8% of Secondary 4-5 students agreed they reflected after assessments and actively tried to improve, while 70% of Secondary 6 students demonstrated consistent post-assessment reflection patterns. This suggests students have developed meaningful habits of learning evaluation and adjustment.

Students showed positive responses to peer learning and mentoring opportunities. 80.8% of Secondary 4-5 students acknowledged that teachers willingly shared study skills, and 70% of Secondary 6 students found alumni and teacher sharing sessions helpful for their learning. The Buddy Watch Scheme achieved particularly strong results, with over 85% of participating students and teachers agreeing the scheme provided valuable emotional support during the DSE study period, and 87% found the groups helped to raise concentration ability and provided a stable study environment.

Technology Integration and Digital Learning Behaviours

Students demonstrated strong adoption of digital learning tools when properly guided. Most Secondary 6 students utilised the online platforms for revision purposes, and 83.2% of Secondary 4-5 students agreed they consistently used e-learning tools to facilitate their learning. This indicates students readily embrace technology-enhanced learning when clear benefits are evident.

However, technology misuse remained a persistent behavioural challenge. S1 students in exam revision classes were observed using iPads for non-academic purposes, requiring additional supervision and clear usage protocols. This suggests students need continued guidance in developing appropriate digital citizenship behaviours alongside technical skills.

Assignment and Homework Completion Patterns

Homework submission behaviours varied significantly across form levels and classes. The Assignment Support Class data revealed that S1 students generally performed better in assignment completion, while S2 students demonstrated the poorest homework submission rates in 2024-2025.

The Little Star Competition for Secondary 1-2 successfully promoted positive academic culture in homework submission, with winning classes demonstrating sustained improvement. However, students overall were described as "generally lenient in homework submission," indicating that while systems exist to support completion, intrinsic motivation for timely submission remains a challenge.

Elite Student Behaviours and Attitudes

Elite students showed mixed patterns of self-discipline and initiative. While 170 students were successfully identified for the talent pool, five students failed to complete HKAGE screening programs despite repeated reminders, and several students required multiple prompts to submit personal profiles before deadlines. This suggests that academic ability does not automatically correlate with self-management behaviours.

However, elite students who completed programs demonstrated exceptional engagement and satisfaction. All participants in university programs rated their experiences 4-5 out of 5, and participants in external competitions achieved notable successes across multiple disciplines. Some elite students were described as "actively involved in study groups" while others remained "very passive," indicating the need for differentiated support approaches.

Areas of Concern in Learning Behaviours

Time management challenges affected multiple aspects of student learning behaviour. Students frequently experienced conflicts between tutorial classes, revision classes, supplementary classes, and competition training, indicating difficulty prioritising and balancing commitments. Some students were "unable to show up" for Assignment Support Class due to being "fully occupied" with other activities.

Initiative and self-direction remained challenging for many students. Teachers noted that "most students still lack initiatives in joining different programs to enhance their exposure to different disciplines" even when courses were free of charge. Students required teacher nomination and encouragement rather than seeking opportunities independently.

Reading engagement continued to be a significant behavioural concern, with stakeholder survey data indicating persistent low interest in reading across all student groups. This fundamental learning behaviour affects broader academic engagement and knowledge acquisition patterns.

Conclusively, students demonstrated a complex profile of learning attitudes and behaviours, showing strong engagement when provided with structure and clear expectations, but requiring continued support in developing intrinsic motivation, self-direction, and time management skills. The positive response to collaborative learning, technology integration, and peer support suggests students thrive in interactive, well-supported learning environments while still developing the independence necessary for lifelong learning success.

Learning Attitude and Behaviours in Extra-curricular activities area

Our students are friendly, respectful, and disciplined. They actively participate in extra-curricular activities and territory-wide inter-school competitions. They also have good social skills and bond well with each other, supported by evidence from the 2024/25 APASO Survey, which recorded a P-score of 110 for the item 'School Atmosphere (Belongingness).' Additionally, 70% of students in the stakeholder survey agreed with the statement, 'My schoolmates and I help each other and get along well,' showing a strong sense of community and support. Our student leaders are confident, motivated, and responsible, effectively showcasing their leadership abilities.

Academic Performance

Public Examination Results

Based on the Hong Kong Diploma of Secondary Education (HKDSE) results, students have demonstrated consistent participation and notable academic achievements across both core and elective subjects.

Core Subjects Performance

Chinese Language performance remained stable with 44.4% of students achieving Level 4 or above in 2025, maintaining consistent standards over the five-year period. The subject demonstrated resilience despite fluctuations, with performance ranging between 41.2% and 48.1% across the years.

English Language showed marked improvement in the most recent examination, with 38.3% of students achieving Level 4 or above in 2025, representing a 5.3 percentage point increase from 2024.

Mathematics Compulsory Part consistently performed as the strongest core subject, with 61.7% of students achieving Level 4 or above in 2025. The subject showed particular strength in 2024 with 63.9% Level 4+ achievement.

Elective Subjects Achievement

The school's elective subject offerings attracted 276 total entries across various disciplines in 2025, demonstrating broad student engagement in diverse academic areas. Average Level 4+ achievement across electives reached 53.6%, with average Level 5+ achievement at 21.0%.

Science subjects showed particularly strong performance. Chemistry led elective achievement with 64.3% Level 4+ and 26.2% Level 5+ performance among 42 candidates. Physics demonstrated exceptional Level 5+ achievement with 35.7% of 28 candidates reaching this standard, while Biology maintained consistent strong performance with 60.0% Level 4+ among 35 candidates.

Humanities subjects also achieved notable success. History recorded 62.5% Level 4+ achievement with 31.3% reaching Level 5+ among 16 candidates, representing high academic standards in a smaller cohort.

Economics showed solid performance with 52.9% Level 4+ among 34 candidates. Chinese History participation remained stable with 22 candidates, though performance challenges persist with 31.8% Level 4+ achievement.

Business, Accounting and Financial Studies (BAFS) attracted the largest cohort with 44 candidates, indicating strong student interest in business-related careers. However, performance in this subject area remains developing with 40.9% Level 4+ achievement, suggesting opportunities for enhanced teaching strategies.

Visual Arts achieved 61.5% Level 4+ performance among 13 candidates, while Information and Communication Technology recorded 58.8% Level 4+ among 17 candidates, reflecting successful technology integration initiatives.

Students pursuing Mathematics Extended Part (Module 2) have consistently demonstrated exceptional achievement levels in this challenging advanced mathematics course. In 2024, among 14 candidates, 85.7% achieved Level 4 or above, with an impressive 57.1% reaching Level 5 or above. While 2025 saw a slight adjustment with 17 candidates, 76.5% still achieved Level 4 or above, with 23.5% attaining Level 5 or above. This represents outstanding performance in advanced mathematics, indicating successful elite student development in the subject.

Academic Value-Added Performance

The academic value-added performance data (available for School Management Committee reference only) indicates positive value-addition across multiple subjects in recent years. Physics and History achieved particularly strong value-added performance with a score of 8 in 2022, Geography also achieved a score of 7 in 2023 and Mathematics Compulsory Part achieved 7 in 2024, demonstrating exceptional student progress relative to their academic starting points.

Core subject value-added performance remained consistently around average, with Core 3/4 and Best 5 subjects both achieving scores of 5.0 in 2024, indicating that students consistently performed based on their prior academic achievement levels.

Elite Student Academic Achievement

Elite students demonstrated exceptional academic performance across multiple disciplines. The school's talent pool of 170 students contributed significantly to overall academic achievement, with particular strength in science and mathematics subjects where systematic elite enhancement programs were implemented.

Competition achievements complemented formal examination success, with students achieving notable results in World Educational Robot Contest Shanghai 2025, various STEAM competitions, and subject-specific contests that enhanced their academic confidence and university admission prospects.

Conclusion

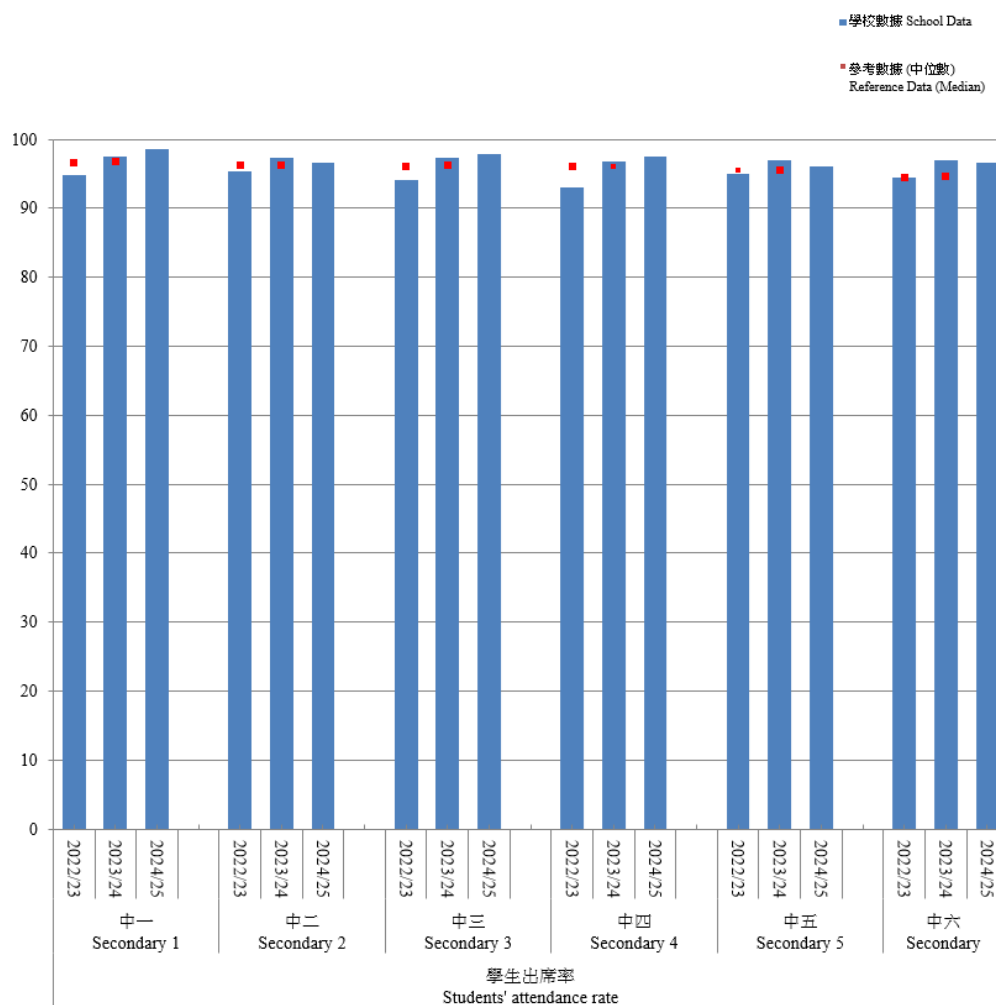
The academic performance data reveals a multi-faceted success story characterised by growing student participation, sustained core subject achievement, and excellence in specialised areas. The HKDSE performance trend in current 3 years demonstrates institutional effectiveness in developing students' academic capabilities while maintaining broad subject offerings that cater to diverse student interests and career aspirations. The combination of strong core subject foundations, diverse elective achievements, and positive value-added performance indicates successful implementation of adaptive and self-managed learning initiatives that prepare students for tertiary education and future careers.

Non-Academic Performance

Students obtained various awards in academic, physical, and aesthetic aspects. They achieved championships in competitions such as the 'WER 2024 World Championship (Shanghai),' 'World Educational Robot Contest (HK Greater Bay Area Invitational Contest 2024),' 'Inter-school Snooker Championship 2024,' 'Osaka International Chinese Music Competition 2024,' and the Inter-school Athletics Championships. Students also received outstanding awards in the Civic and National Education Quiz Competition, the Secondary Students Essay Writing Competition (Hong Kong Region), and the Hong Kong School Drama Festival. Additionally, they were awarded various scholarships, including the Sir Edward Youde Memorial Prize and the North District and Tai Po District Scholarships.

Performance of Students

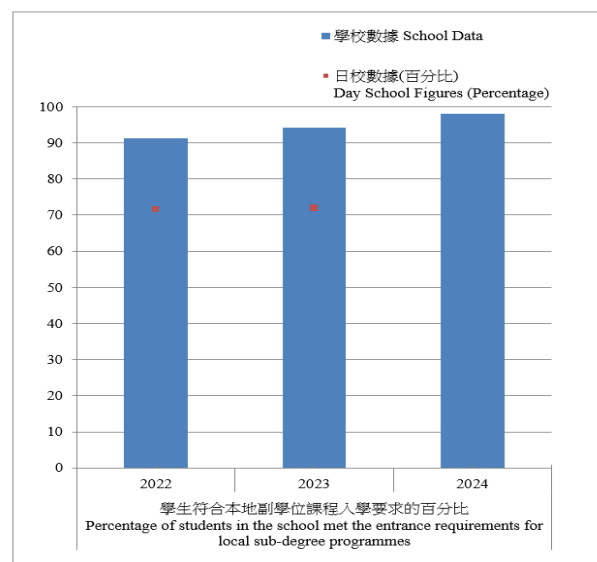
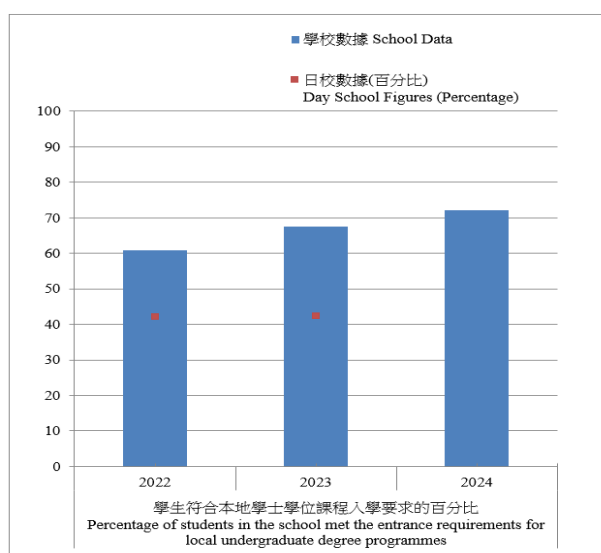
Students' Attendance Rate



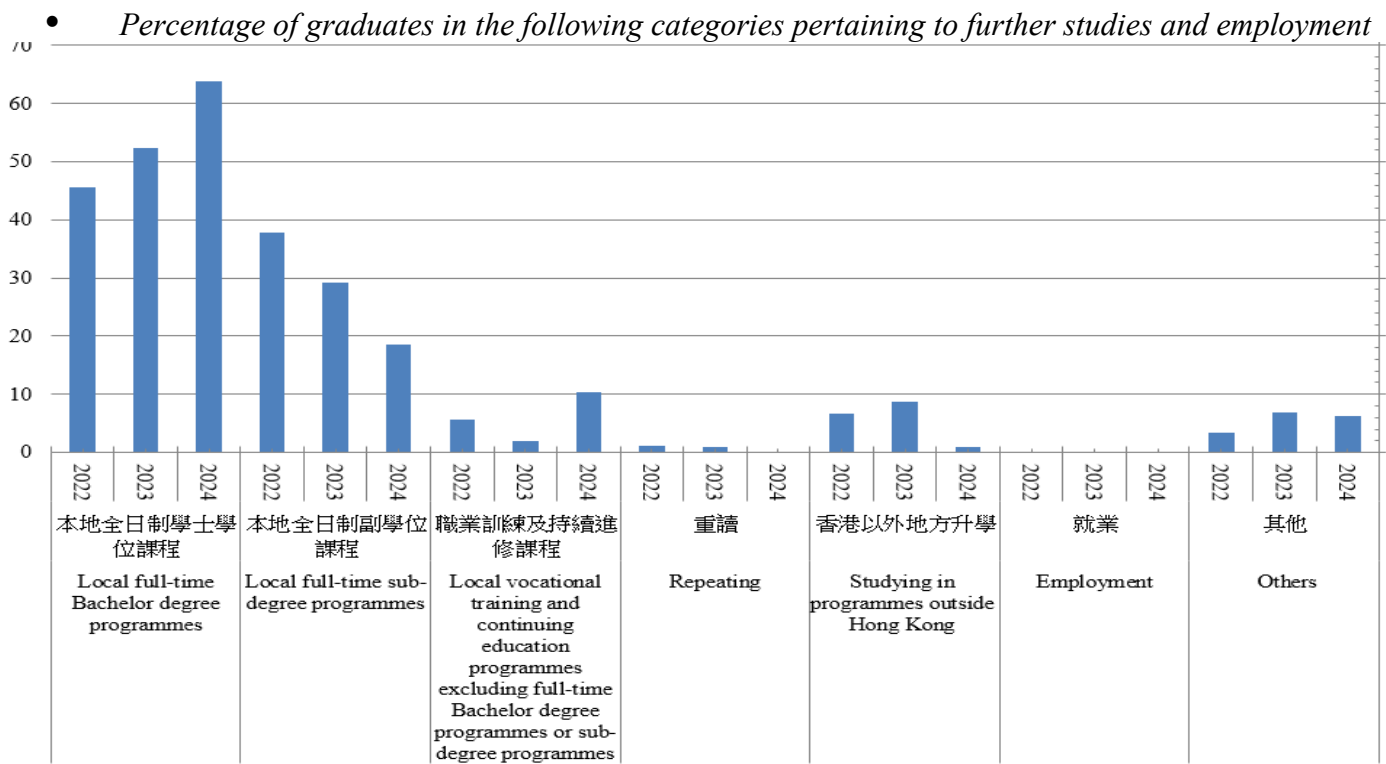
Public examination results

The entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics Compulsory Part and attained in Citizenship and Social Development.

The entrance requirements for local sub-degree programmes are level 2 or above in Chinese Language, English Language, Mathematics Compulsory Part and attained in Citizenship and Social Development.

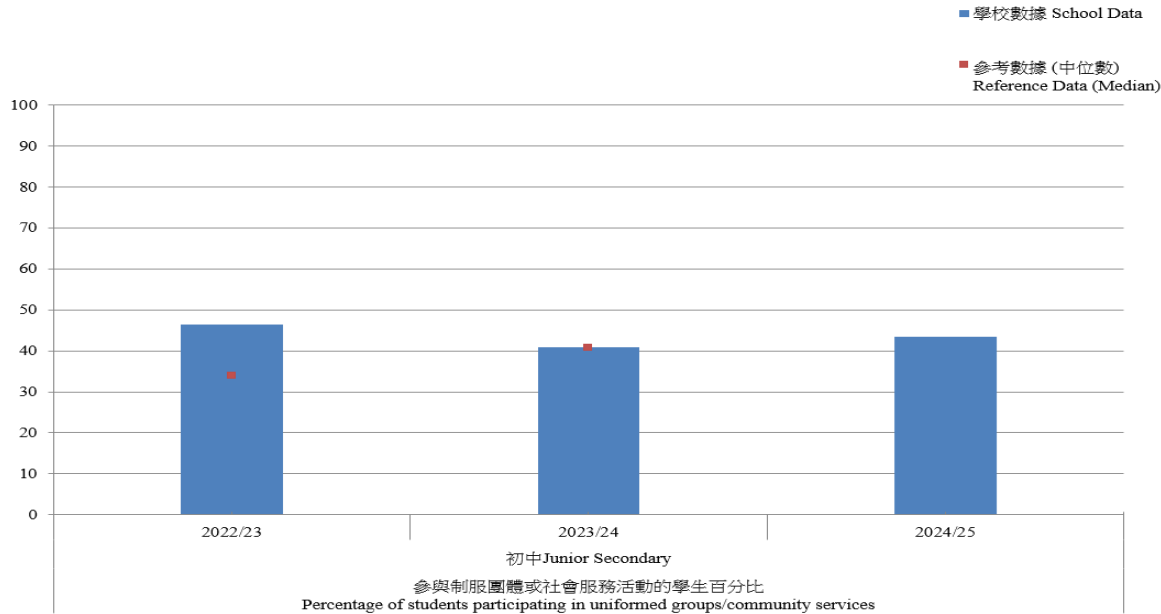


Destination of Graduates



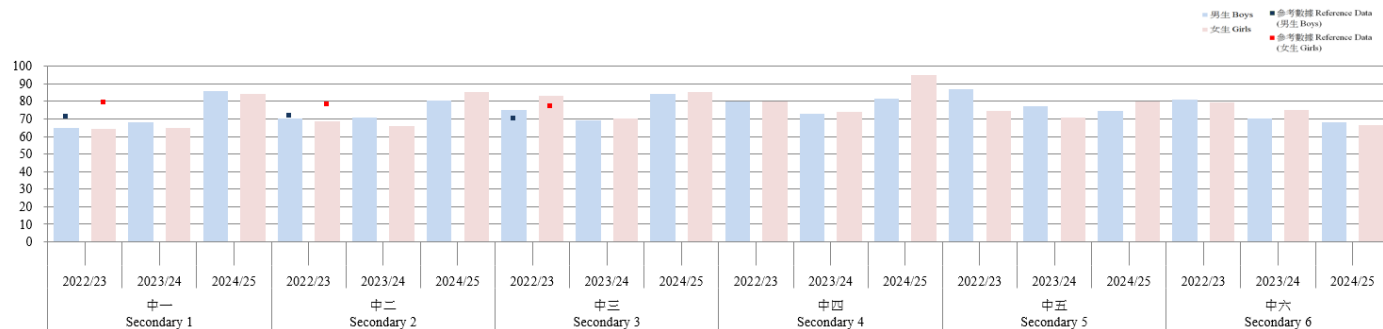
Percentage of students participating in uniform groups/community services

The percentage of junior secondary students participating in uniform groups/external community services within a school year



Percentage of students within the acceptable weight range

The percentages of students by grade level within the acceptable weight range by gender



SALEM-Immanuel Lutheran College

2024/25 Year-end Financial Report

Description	Income			Expenditure		
	Budget	Actual Income	%	Budget	Actual Exp.	%
Government Funds						
(I) Expanded OEBG						
Balance brought forward from previous year						
1. Basic Baseline	2,245,002.00	2,515,320.80	112			
a. Furniture and Equipment				607,000.00	670,824.70	111
b. Library Books				12,600.00	6,008.55	48
c. Subject and Department Consumables				2,826,420.00	2,381,466.07	84
2. Administration Grant - Ordinary	4,340,538.00	4,381,764.42	101	4,331,230.00	4,349,847.16	100
3. Composite IT Grant	585,308.00	585,308.00	100	556,920.00	573,124.17	103
4. Air Conditioning Grant	586,500.00	632,311.62	108	350,000.00	270,019.00	77
5. Capacity Enhancement Grant (CEG)	676,944.00	676,944.00	100	931,920.00	820,402.94	88
6. School-Based Speech Therapy Admin Grant	8,541.00	8,541.00	100	0.00	0.00	0
7. SBM Top-Up Grant	53,385.00	53,385.00	100	5,000.00	2,000.00	40
8. Transfer to Other Grant: One-off CS Grant					2,387.74	
Sub-total:	8,496,218.00	8,853,574.84	104	9,014,090.00	9,076,080.33	101
(II) Grants outside OEBG (Appendix 3)						
Balance brought forward from previous year						
1 Committee on Home-School Co-op	26,142.00	26,044.00	100	26,142.00	24,989.00	96
2 Teacher Relief Grant	2,772,300.00	2,779,752.00	100	2,855,261.00	2,653,532.81	93
3 Learning Support Grant	267,728.00	299,760.00	112	312,826.00	284,285.00	91
4 Diversity Learning Grant (Applied Learning)	146,335.00	41,025.00	28	146,335.00	41,025.00	28
5 Diversity Learning Grant (Other Languages)	38,700.00	38,700.00	100	38,700.00	38,700.00	100
6 Diversity Learning Grant (Other Programmes)	91,000.00	91,000.00	100	93,300.00	51,560.00	55
7 Fractional Post Cash Grant	0.00	0.00	0	308,980.00	307,599.44	100
8 Moral & National Education Grant(One-off)	0.00	0.00	0	69,000.00	35,975.30	52
9 Enhanced Funding for Non-Chinese Speaking Students	159,041.00	159,041.00	100	158,600.00	159,041.00	100
10 Information Technology Staffing Support Grant	338,864.00	338,819.00	100	410,400.00	338,819.00	83
11 Grant for The Sister School Scheme	165,438.00	213,439.00	129	263,000.00	262,623.10	100
12 Promotion of Reading Grant	77,205.00	77,205.00	100	73,200.00	31,445.86	43
13 School Executive Officer Grant	573,540.00	590,760.00	103	555,180.00	650,498.52	117
14 Life Wide Learning Grant	1,281,254.00	1,859,554.00	145	1,464,890.00	1,676,902.49	114
15 Student Activities Support Grant	81,900.00	78,650.00	96	81,900.00	78,650.00	96
16 One-off School-Based Speech Therapy	0.00	0.00	0	0.00	0.00	0
17 One-off Citizenship & Social Develop Grant	0.00	0.00	0	126,000.00	128,746.90	102
18 One-Off Grant For Mental Health at School-S	0.00	0.00	0	57,000.00	56,998.04	100
19 One-Off Grant For Mental Health of Parents & Students	0.00	0.00	0	20,000.00	20,000.00	100
20 One-off Grant on Parent Education(Secondary)	0.00	0.00	0	40,000.00	39,600.00	99
21 One-off Grant for Promotion of Chinese Culture Immersion	0.00	0.00	0	100,000.00	60,349.30	60
22 One-off Grant for Promotion of a Sports Ambience and MVPA60 in	0.00	0.00	0	123,000.00	34,024.00	28
23 One-off Promotion Self-Directed Language Learning_English	0.00	200,000.00	0	0.00	0.00	0
24 One-off Promotion Self-Direct Language Learning_Puonghua	0.00	200,000.00	0	0.00	0.00	0
25 School Drug Testing	90,000.00	90,000.00	100	90,000.00	87,468.70	97
26 School Sports Programme Coordinator Scheme	47,617.00	51,977.01	109	0.00	4,360.00	0
27 HK School Drama Festival	3,850.00	3,950.00	103	6,000.00	1,228.30	20
28 IT Innovation Lab in Secondary Schools Initiative	283,300.00	526,640.54	0	428,100.00	635,580.49	148
29 QEF e-Learning Fund Prog-Provis of Mobile Computer	50,000.00	53,680.00	107	50,000.00	53,680.00	107
30 Environment & Conservation Fund	0.00	0.00	0	6,000.00	650.00	11
31 School-based After-school Learning & Support	50,400.00	50,400.00	0	62,400.00	10,414.00	17
32 AI for Science Education (New)	0.00	100,000.00	0	0.00	0.00	0
Sub-total:	6,544,614.00	7,870,396.55	120	7,966,214.00	7,768,746.25	98
School Funds						
Balance brought forward from previous year						
1 Tong Fai (S.4-6, 328人, @\$340.)	112,540.00	111,520.00	99	0.00	0.00	0
2 Non-standard Items Charges (S.1- 6, 691人, @\$100)	69,700.00	69,100.00	99	71,000.00	63,660.87	90
3 Donations (Parents)	60,000.00	65,280.00	109		0.00	0
4 Tuck Shop Rent	110,000.00	110,000.00	100		0.00	0
5 Exercise Books & Accessories	60,000.00	44,843.00	75	60,000.00	68,673.40	114
6 Others	30,000.00	35,908.90	120	30,000.00	22,755.90	76
7 Scholarship (Donator and School Development Fund)	40,000.00	27,100.00	68	40,000.00	77,100.00	193
8 Home Coming Day Activity	-	-	---	0.00	0.00	0
9 Long Service Awards	-	-	---	10,000.00	14,441.00	144
10 ORSO Periodic & Audit Fee	-	-	---	4,000.00	3,800.00	95
11 School Promotion and Liaison Committee (SPLC)	-	-	---	10,000.00	7,565.00	76
12 Feed-in Tariff (FiT) Scheme	45,000.00	43,340.00	96	12,000.00	13,000.00	108
13 40th Anniversary: Publication		438.00	---	30,000.00	36,000.00	120
Sub-total:	527,240.00	507,529.90	96	267,000.00	306,996.17	115
School Funds(SALEM-Tai Po Lutheran Church)						
Balance brought forward from previous year						
1 Donations						
2 SALEM-Tai Po Church Scholarship		5,000.00		0.00	0.00	0
3 Caring for Students Emergency Fund	125,000.00	10,000.00		10,000.00	10,000.00	100
4 Overseas Short-term Missions		25,000.00	0	0.00	0.00	0
5 Parent Fellowship		5,000.00		5,000.00	5,000.00	100
6 RAC Gospel Ministry		80,000.00		80,000.00	46,898.28	59
Sub-total:	125,000.00	125,000.00	100	95,000.00	61,898.28	65
School Funds(SALEM)						
1 SALEM Scholarship 23-24 & 24-25	8,000.00	16,000.00	200	8,000.00	8,000.00	0
2 RAC Programme 23-24	6,963.00	6,963.00	100	0.00		
3 Staff Party	18,000.00	0.00	0	18,000.00	17,780.00	0
Sub-total:	32,963.00	22,963.00	70	26,000.00	25,780.00	0

SALEM-Immanuel Lutheran College

Report for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development
School Year: 24-25

Items	Concern	Strategy/Task	Expected outcome	Time	Resources	Success criteria	Teacher-in-charge
Organizing school-based local field visits	Support CS teachers to facilitate the implementation of the S4 CS subject.	Through 1 st hand field visit to various HK major spots. Students can: 1. know more about the HK society in various aspects, 2. understand the history of Tai Po as local society, 3. to enhance the sense of belonging to the local community and HK society.	By the end of the activity, students can: 1. understand the HK society in various aspects, 2. know more about HK people's living standard from various perspectives, enhance the sense of belonging to the HK society.	29 Nov 2024 29 May 2025 13:30-17:30	With the coordination of the local travel agent. A field visit for S4 to Central is planned. Fee: 25,704 A visit for S5 to PLA Exhibition Centre is planned. Fee: 8,450	Form-based field visits were organized. A field visit for S4 students to Central was organized on 29 November. A visit for S5 students to the PLA Exhibition Centre was organized on 29 May. Students completed worksheets on their learning and a reflection upon their experience. Through various learning experiences, students were expected to have more interest in CS subject and the local community. Over 80% and 85% of S4 and S5 students regarded that their awareness of the sense of belonging towards HK was enhanced.	NWK
Purpose of teaching and learning materials	Support CS teachers to facilitate the implementation of the CS subject.	In order to facilitate the implementation of CS curriculum, reference materials are needed as references.	Materials will be used to facilitate the teaching and learning of revised CS curriculum.	Whole year	Fee: 8,506	Materials are used for teaching and learning purposes. The materials were shared among students.	NWK
Purpose of teaching and learning	Support CS teachers to facilitate	As an essential opponent of the CS curriculum, teaching and learning materials to facilitate	Materials will be used to facilitate the teaching and	Whole year	Fee: 2,095.2 Roll-up Banner	Relevant materials were purchased to promote	NWK

materials for national education	the implementation of the CS subject.	the promotion of national education is needed.	learning of revised CS curriculum. Models to demonstrate China's technological advancement will be purchased and displayed in the school library.		Fee: 16,093 Models: Fee: 13,159.11	extensive reading for teachers and students. The materials and model are stored and displayed in the school library. The roll-up banners will be displayed at school lobby for relevant major events.	
Library books	To enrich teacher and student with relevant understanding on the CS syllabus.	To purchase library books for teachers and students.	Reference books are purchased and kept at the bookshelves.	Whole year	Fee: 2,707.6	The reference books were purchased by other departments for promoting national education.	NWK
Purchase of extra online platforms for Basic Law and Constitution education	Support CS teachers to facilitate the implementation of the CS subject.	To facilitate the implementation of CS curriculum via online learning activities and tasks for the Basic Law and Constitution.	Platforms will be used to facilitate student learning as self-regulated learners.	Whole year (2025-28)	Fee: 12,000	Online materials and platforms are used for teaching and learning the Basic Laws and Constitution.	NWK
Purchase of Vlog and related equipment for field visit	To facilitate CS teaching and learning, students learn to gather field visit data for CS Mainland and local field visits.	To enhance student project learning skills, students can borrow the equipment to collect data to strengthen investigation skills and field study skills during the CS Mainland tour in July and other local field visits.	After collecting the data, students can use the data to complete individual projects. The projects will be submitted to EDB and shared among other students.	Whole year	Vlog equipment Fee: 11,178 Audio guide system and headphones Fee: 17,674.99	The equipment is lent to students and used for teachers to facilitate CS Mainland individual project and field visits.	NWK
Purchase teaching & learning aids for Mainland tour	Purchase S4-5 teaching aids for Mainland tour in July	To purchase data cards and teaching materials for online learning in CS Mainland tour.	Materials will be used to facilitate the teaching and learning during the CS Mainland tour.	26-27 Jun 2025	Fee: 11,179	Teaching and learning materials are shared and used to facilitate teaching and learning during the CS Mainland tour.	NWK
			24-25 expenditure Total: 128,746.90				
			23-24 Unspent balance: 126,359.16				
			24-25 balance: -2387.74				
			The deficit will be covered by using EOEBG				

Prepared by: Ng Wai Keung (Panel chairman, CSD Department)

The above report is recommended by the Principal, and discussed and approved by the Incorporated Management Committee

維護國家安全及國家安全教育相關措施的工作計劃報告

學校名稱：南亞路德會沐恩中學

範疇	措施	施行概況	成效及反思
學校行政	(1) 由生命及職涯教育組助理主任(專責國民教育)主力統籌有關「維護國家安全及國家安全教育」工作事務。 - 優化及監督所訂政策如期執行，定期提醒相關範疇負責老師落實校本工作指引，確保校園內進行的所有活動(包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等)達致維護國家安全的宗旨。 - 利用資訊科技平台 SharePoint 設定指定的位置上載有關《憲法》、《基本法》教育及國家安全教育的資源，讓教職員可隨時瀏覽查閱；並提醒教職員必須按照規定制定工作指引、籌劃活動及編訂學與教資源。 - 按需要更新及審視現有相應措施以防止政治活動入侵校園的政策，防止學生被誤導。	- 副校長(學生發展)與生命及職涯教育組助理主任(專責國民教育) 遵照教育局國民教育行事年曆統籌全年推行計劃，循序漸進逐步開展各方面合作的需要(如課程的監督、校園管理等)，確定有關部門能落實所定計劃。 - 校長和副校長(學生發展)已制定政策，要求各科加入指定的國家安全內容及價值教育內容，並已上載至校內 SharePoint 平台供同事翻閱。 已在 Share Point 設定平台供各科各組上載有關《憲法》、《基本法》教育及國家安全教育的資源。 各科組已重新檢視已制定的防止政治活動入侵校園政策，保護全校師生。	- 助理主任(專責國民教育)已更純熟掌握推展學校國家安全的工作內容，並不時與兩位副校長商討如何完善相關工作，亦積極開展全校參與的推行方向。 - 校長於教職員會議中再次提醒全體教職員必須按照規定制定工作指引、籌劃活動及編訂學與教資源。對向校外服務提供者、校友及校外嘉賓闡述符合國安的指引的內容。 - 全體老師都清楚了解學校政策，對有關方面的意識亦更鞏固。 - 各科主任已按副校長(學務發展)的要求，定期把與國安教育相關的內容及來源上載於平台存檔。

範疇	措施	施行概況	成效及反思
	(2) 生命及職涯教育組助理主任(專責國民教育)帶領組內相關成員，協力安排「維護國家安全及國家安全教育」活動。	生命及職涯教育組助理主任(專責國民教育)推行更多國民及國安教育，主動聯絡各科組推行跨科學術活動，如：海報設計比賽，齊心推行國民教育的目標。	需要為開展國民教育的工作注入更多人力資源和發揮空間，製造更多讓同事參與的機會。
	(3) 繼續定期檢視及優化校舍管理機制及程序(包括租借校園設施及定期檢視圖書館藏書)，杜絕學校活動涉及危害國家安全的機會。	圖書館主任及生命及職涯教育組助理主任(專責國民教育)繼續定期檢查校園及圖書館藏書，安排國情書展，確保為學校師生提供優質閱讀環境文字讀物。	過往建議的重點已大致達成，未來可規劃更有效的推廣措施。
	(4) 繼續要求班主任不定時檢查課室內所張貼的宣傳及告示，以確保學生在校園內接收無誤信息，維護校園不被政治入侵幫助長他們建立良好品格及公民意識。	按學校政策，各班主任已不定期檢查課室內所張貼的宣傳及告示內容，以杜絕不實資訊及危害國家安全意識，培養學生守規和守法的品德。	各級班主任在級會中表示，課室內張貼的宣傳及告示容均符合國家安全相關要求，成效良好，建議繼續推行。
	(5) 繼續推行全面落實所定的機制和程序，確保以學校名義舉辦的活動(包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等)，符合維護國家安全的信息和活動。	相關政策成效良好。	建議繼續推行，成為教職員同事的慣常意識。
人事管理	(1)提醒所有現職的教職員作為教育工作者應時刻秉持專業操守，更多關注新入職老師的情況，讓他們清楚明白教師的言教身教對學生的影響。	如往年一樣，校長在新學年第一次教職員會議已向教職員講述相關內容，並上載於SharePoint內，提醒教職員隨時查閱。	校長繼續負起督促責任，帶領老師緊守崗位，保持專業操守，所有老師都清楚維持國家安全的重要性。
	(2)繼續以內聯網將教育局發出的文件或其他有關政策局部門發出的資料定時發放給相關部門或全校教職員。	生命及職涯教育組助理主任(專責國民教育)繼續將外間機構舉辦的愛國課程或課外活動經內聯網向相關的科目領導人發放，務求為各科提供最大的資源作參考。	建議繼續推行，成為教職員的參考資源。

範疇	措施	施行概況	成效及反思
教職員培訓	(1)復辦國民教育的教師發展日，大力推動並鼓勵教職員參加國家安全教育培訓，讓他們對《香港國安法》有正確了解，提升他們對國家安全的認識。	本年的教師發展日，為老師安排了網絡安全及數據安全的培訓。 生命及職涯教育組成員定期把有關課程向老師推介。 學校要求教職員申報本年所報讀的課程和進修記錄。本年內參與《憲法》、《基本法》及國家安全教育課程相關課程有16人；與最新國情發展有4人；曾到國內考察的有9人。	- 全體老師已對國家安全增進了解。 - 學校教職員參與各項課程涵概了不同層面。會繼續鼓勵更多同事在各層面增值自己，深化對祖國認識
	(2)在學校圖書館添置更多不同方位的參考書(包括國情、《憲法》、《基本法》)供各科組同事借閱，讓老師增值自我，深化個人關懷國事的素質。	高中公社科及初中公經社科合作挑選了23本圖書，動用了1825.2購買了國家安全及國情相關的圖書，放置在圖書館內供學生借閱。	建議來年向各老師推介藏書。
學與教	(1)繼續推動相關學科的發展，按2021年2月4日公佈的《香港國家安全教育課程框架》的要求繼續檢視及增潤教學資源。	副校長(教務發展)已要求各科主任把有關國民教育、國家安全及價值教育的課程內容及試卷上載Sharepoint，由副校長(教務發展)及專責國民教育的主任檢視內容。	措施有助學科老師提升相關意識，明年繼續進行
	(2)全面落實工作指引，不定期檢視老師選取或編訂學與教資源的內容和質素符合課程宗旨、目標和內容能切合學生的程度和學習需要，確保教師在編訂教材及施教過程中恪守專業，保持中立態度。	- 校長及副校長(教務發展)相約科主任進行面見，討論全年計劃及相關內容，了解各科教學進程。 - 副校長(教務發展)安排生命及職涯教育組助理主任檢查部分人文科目試卷，以維護學生能接收符合國家安全的考核內容。	措施有助教師在設計教學材料及試卷時，提高對於國家安全的意識及警覺性，明年繼續進行
舉辦學生學習活動	(1)落實於香港特別行政區成立日、國慶日、國家憲法日、國家安全教育日及學校重要日子（如開學禮、國慶日、校慶日、畢業禮、陸運會及	於1/10國慶、4/12、15/4、1/7前後約一星期，在地下大堂分別播放國家成就、憲法及基本法、國安法和回歸	活動能深化對國民的身份認同及歸屬感，學生從參與活動中體驗維護國家安全的重要性，以及培養守法和尊重法治的意識。

範疇	措施	施行概況	成效及反思
	散學禮等) 安排升掛國旗儀式/或奏唱國歌安排, 以深化學生國民身份認同。同時按教育局所提供「國民教育——活動策劃年曆」所建議的活動, 於全年完成最少一半。	歷史的視頻, 供師生教職員欣賞。 - 學生升旗禮儀中表現出應有的莊重態度, 向國旗表示尊重, 深化國民身份認同。 - 本校參加了「大埔區公民教育學校宣傳巡迴展覽」, 在 4/12-5/12 期間為學展出了「憲法」、「基本法」的展覽, 還提供攤位遊戲, 同學樂在其中, 反應良好。 - 公社科於 30/4 為中四及中五學生舉辦國情專題講座「新世代國家安全法例講座」; 又於 14/10 公經社科為中二中三安排「香港新世代法治社會」法律講座, 由香港律師會的專門律師到校主講, 學生反應良好。 - 電腦科與生活社會科於 15/11-25/11 合作舉辦了「國家安全海報設計比賽」; 另視藝科與生活社會科於 28/4-10/5 合作舉辦了中三級「多元共融」的海報設計比賽。 - 學校開設了國民教育學會, 為學生提供更多機會認識「基本法」、「憲法」, 提供升旗和步操訓練。 - 另有中四學生在全方位學習周到大灣區進行職業性向遊覽, 反應良好。	已擴展不同科目協作的空間, 為學生提供更多元角度的國民教育, 成效理想, 值得進一步拓展。
	(2) 課外活動組、訓輔組及生命及職涯教育組繼續安排活動, 包括周會或試後活動、全方位活動及課後(如本地及內地考察)、周會及試後活動, 加強學生對國家歷史和發展的認識。	- 高中公民科於七月安排中四學生到國內深圳考察, 體驗國內生活實況及學習文化素養, 增強學生對祖國身份認同。 - 中二級於 11/12 舉辦「網絡安全講座」; 於 14/3 安排中四級參觀「抗	- 學生能透過校內多元活動培養國家安全意識, 並以更貼近生活的方式加深理解, 成效理想, 值得於明年繼續推行。 - 全校超過 80% 學生皆有參與

範疇	措施	施行概況	成效及反思
		戰及海防博物館」，類似活動大大提升了學生國家安全意識。 - 本年派出了代表參與校外「憲法」和「基本法」問答比賽，另參加學友社主辦的「香港十大新聞選舉」與「大灣區解密」的比賽，從後者獲得全港季軍。 - 學校參加了全港學界國家安全常識挑戰賽(2024/25)，獲得進入準決賽，並全港獲第四名。 - 本年學校推薦了 6D 李穎姿同學參與「2025 清華大學香港學生國情培訓計劃」，學生順利晉級，並於 2025 年 6 月 16-23 日到北京參加該計劃，收穫良多。	不同的《憲法》、《基本法》及國情的網上問答比賽，藉多參與多練習，培養學生對《憲法》、《基本法》的認識，深化他們守法的意識。 - 部分網上比賽安排在班主任課堂，讓不同班別的班主任也能參與推動鼓勵學生。 - 本校學生表現優異，在不同的比賽中佳獲得全港較優秀的排名，有助學生增強對學校，對國家的歸屬感。
	(3) 籌備制服團隊，加強紀律訓練，同時擴充升旗隊伍，培育更多有志為國升旗的青少年。	- 學校擴充了升旗隊伍成員達至 16 人，安排學生會幹事成為升旗隊成員，以強化學生代表愛護國家的心志，並為升旗隊設服務襟章，提升形象。 - 除了組織基督少年軍協助升旗，定期安排步操訓練和升旗練習，本年更開設紅十字會制服團隊，培養學生受務團隊精神。	建議明年為學生提供更多升旗訓練。
	(4) 籌劃探訪姊妹學校的日期及具體內容，透過兩地交往，讓學生更多接觸國內同胞，培育更深厚感情。	本年組織了四日三夜的歷史文化考察之旅，由校監及校長率領 3 名老師及 38 名學生前往上海，探訪姊妹學校一上海楊浦高級中學，行程豐富，師生大開眼界，獲益良多	是次探訪適逢姊妹學校的期中考試，故未能安排兩校學生一起上課。建議日後定期安排交流團，令兩校有更多不同形式的交流切磋。

範疇	措施	施行概況	成效及反思
學生訓輔及支援	(1) 繼續加強學生品德培養和相關的訓育輔導工作，透過集會活動或書面通知，與家長保持溝通，培育學生守法、尊重及提升自己準備為國家發展作出貢獻，同時也提醒學生切勿參加危險或違法的活動，在校內亦不應發起或參與一些違規活動，要以作為良好公民為目標。	不同組別均安排不同周會，讓學生了解網絡罪行和廉潔對社會發展的重要性，提醒學生嚴守法律，切勿以身示法，活動包括： - 生命及職涯教育組於 22/10 為中一設「減廢，循環再用」培養保護大自然和環境安全意識。 - 中二級於 5/11 有多元共融講座，培養學生尊重態度。	外間不同的機構能從不同角度向學生講解守法及安全意識，有助學生更能從社會角度理解安全意識。日後可繼續廣泛利用不同社會資源為學生提供學習機會。
	(2) 就個別學生出現違規行為，採取合適的訓育與輔導方法，給予適當跟進，幫助學生改善行為。	生命及職涯教育組助理主任定期與訓輔老師溝通了解學生行為，確保沒有不良政治活動和行為。	行之有效，學生都守規守法。
家校合作	(1) 與家長保持緊密溝通，籌辦活動或講座，加強家長對《香港國安法》的認識。	-於 8/11 舉行教師會員大會期間擺設國家安全教育的展板，供到場的家長參觀。 -家長教師會組織外遊到訪深圳，了解國內最新發展情況，增進國情了解。	成效尚佳，因為在教師會員大會放置展板能大大提升家長接觸國家安全資訊的機會。
	(2) 生命及職涯教育組助理主任(專責國民教育)及家長教師會專責主任加強聯繫和合作，籌辦活動，讓家長教師會成員也能進一步了解學校在校內推行國家安全的重要性。	於放榜前的晚會及中六級職業輔導講座中，特意向家長介紹國內升學的出路與途徑，協助家長及學生發掘在國內升學及就業的機會。	講座有助提升家長和學生對國內升學情況的認識，並增加他們考慮到國內升學，甚至投身祖國發展的意願。
其他			

__2024-25__ School Year Report on the Use of the Student Activities Support Grant
SALEM-Immanuel Lutheran College

I. Financial Overview

A	Allocation in the Current School Year:	\$78,650.00
B	Expenditure in the Current School Year:	\$78,650.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$28,518.00
Full-grant under the School Textbook Assistance Scheme	54	\$41,961.50
Meeting the school-based financially needy criteria	10	\$8,170.50 (capped at 25% of the total allocation for the school year)
Total	72	\$78,650.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Musical instrument class	Arts (Music)	48	\$57,673.00	✓				✓
2	Cross disciplinary LWL activities	Cross-Disciplinary	28	\$9,429.90	✓	✓	✓		
3	S5 Outward Bound	Moral, Civic and	10	\$3,600.00	✓	✓	✓		
4									
5									
(Please insert rows above if the space provided is insufficient.)									

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
Expenses for Category 1			86	\$70,702.90					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	STEAM@Singapore	Cross-Disciplinary	2	\$6,000.00	✓	✓			✓
2	Shanghai Sister School Exchange Tour	Moral, Civic and I	1	\$1,080.00	✓	✓			
3	Oxford English Exchange Tour	English Language	1	\$792.85	✓	✓			
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			4	\$7,872.85					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Purchase of Red Cross Uniform	Moral, Civic and I	1	\$74.25	✓			✓	
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			1	\$74.25					
Total			91	\$78,650.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	Ng Wai Keung (EAC Director)
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SALEM-Immanuel Lutheran College
Moral and National Education Grant (2024-25 Report)

	2024-2025 Activities	Expected Items	Budget \$	Expenditure \$
1	4 Hours Community Service for S.4 Students (LCEC)	Agency fee	\$ 30,000.00	\$ 21,500.00
2	Activities of community service/ life education	Transportation fare	\$ 12,000.00	0.00
3	Visit Civic Education Resources Centre	Transportation fare	\$ 10,000.00	\$ 4,600.00
4	Improvement Programmes (DGC)	programme fee	\$ 5,000.00	\$ 2,000.00
5	Demonstration Boards	Renting fee	\$ 1,000.00	0.00
6	Miscellaneous	Cost for consumable items	\$ 1,000.00	0.00
7	National Education Activities	Miscellaneous Expenses	\$ 10,000.00	\$ 7,875.30
Total :			\$ 59,500.00	\$ 35,975.30
Balance carried from last year				\$ 163,359.60
Balance carried forward for next year				\$ 127,384.30

一、前言：

香港教育局為了加強中小學生對中華文化的認識，推出「推廣中華文化體驗活動一筆過津貼」，資助不同學校舉辦有關中華文化的活動。本校將獲教育局撥款港幣 30 萬元，以作發展本校推廣中華文化體驗活動，並於三學年(25 至 26；26 至 27；27 至 28)進行。

二、參與科目：

本校中國語文科及中國歷史科

三、活動報告及支出

1.中國語文科

範疇	目的	預算支出	時間	負責人	活動報告	實際支出
參觀香港故宮博物館	了解和認識清代文化及歷史	\$25,000	4 月	陳慧珊	中二級學生參加有關活動，透過參觀及導賞活動，加深同學對館內展覽之認識及興趣，提升學生對中國歷史發展的認識。	16,092.7 元
購買與中國歷史及文化相關書籍/電子書	購買電子書及有關書籍	\$5000	全年	陳慧珊	購買合宜的書籍，配合初中漂書計劃，學生定期可閱讀有關書籍。	1,001 元
文化展覽及遊戲攤位	讓同學更了解和認識中國文化	\$20000		陳慧珊	於 2025 年 2 月 11 及 12 日舉辦有關活動，配合元宵佳節，同學可以透過攤位遊戲、展板介紹了解中國傳統手藝及小玩意。參與學生表現積極、投入。	13,863.6 元

2.中國歷史科

範疇	項目	預算支出	時間	負責人	活動報告	實際支出
本地文化考察 1.參觀志蓮靜苑； 2.參觀香港故宮博物館	了解唐代建築特色； 了解和認識清代文化及歷史	\$30,000	11 月 22 日 及 4 月	楊嘉俊	志蓮靜苑：同學們表示對唐代建築有所認識 香港故宮博物館：同學們對明清歷史文化有一定的認識	志蓮靜苑： 25,392 元 香港故宮博物館： 4000 元
購買與中國歷史及文化相關書籍/電子書	購買電子書及有關書籍	\$5000	全年	楊嘉俊	由於接觸的機構所提供的書籍不太合適，故未有購買。將於下年度進行。	0 元
學生及隨團教師前往內地，學習與交流	參加由教育局舉辦的內地交流團	\$15000	6 月期間	楊嘉俊	由於教育局今年未有提供合適的時間及活動。另校方已安排同學參與內地交流活動，故未有舉行。	0 元

四、總支出及剩餘

推廣中華文化體驗活動一筆過津貼	300,000 元
中文科總支出	30,957.3 元
中史科總支出	29,392 元
剩餘	239,650.7 元

姊妹學校交流報告書

2024 / 2025 學年

學校名稱：	南亞路德會沐恩中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	余淑賢副校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	與國內姊妹學校建立緊密聯繫。
2.	透過線上方式與姊妹校建立恆常交流活動。
3.	探訪姊妹學校，增進文化交流，體驗當地生活。
4.	體驗課堂中促進兩地姊妹學校的生生及師生互動，促進深層次交流。

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):接待姊妹學校	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☒	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☐	提升自理能力/促進個人成長
G8	☒	其他(請註明):面談訪問	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☒	其他(請註明): 向家長簡介姊妹學校的背景及特色	K4	☐	加強家校合作
			K5	☒	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☒ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:

編號	☑	監察/評估方法
M1	☐	討論
M2	☒	分享
M3	☐	問卷調查
M4	☒	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明):

全年財政報告:

編號	☑	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	HK\$173,130
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$
N3	☐	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	☒	視像交流設備及其他電腦設備的費用	HK\$41,493.10
N5	☒	交流物資費用	HK\$0
N6	☐	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	☐	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	☐	其他(請註明):	HK\$
N9	☒	學年總開支	HK\$214,623.10
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☒	有關交流活動的層面 [如適用，請註明] 「2425姊妹學校交流及上海歷史文化探索之旅」由校監和校長率領，同行有36位學生及三位老師，途中探訪了楊浦高級中學，令師生更多了解姊妹學校的校舍規模。此外，在人力資源運用以及科技發展上也更不同層面的交流。是次交流，大大增進了兩校的情誼，姊妹學校充份感受到學校對締結的重視，彼此亦表達了對後續交流的期盼，意義深遠。
O2	☒	有關交流活動的形式/內容 [如適用，請註明] 姊妹學校為本校師生準備了特別的歡迎會，除參觀校園內外，更特意安排了多名學生準備多項的校園活動，例如：科技探知、DIY手工製作、及水晶製作等，師生交流無間，十分熱情。
O3	☒	有關交流活動的時間安排 [如適用，請註明] 是次出訪活動自開始計劃，到確定日期，準備行程及起程均非常順暢。由於到訪日期適逢姊妹學校的期中考試，故未能安排兩校學生一起上課，有點可惜。期望以後再次探訪時，能與姊妹學校有更多不同形式交流，包括一起上課、用膳或進行球類比賽切磋。
O4	☒	有關交流活動的津貼安排 [如適用，請註明] 因得到姊妹學校津貼費用，原本每人約5000多元的團費，現在只需付1200元，十分超值，故吸引大量學生報名，惜名額有限，需經篩選。
O5	☒	有關承辦機構的組織安排[如適用，請註明] 是次活動經一輪篩選標書後交由香港學聯旅遊專責承辦，行程、住宿及伙食安排皆令人滿意，將來值得再次考慮。
O6	☒	其他(請註明): 是次旅程有三方面建議： 1.今次除了到訪姊妹學校外，更到訪了上海著名大學-交通大學。那兒也派出學長到來招待及講解上海大學學生的學習生活，值得繼續編為其中一個行程。 2.今次加入了遊覽「上海千古情」活動，師生能在一個下午藉觀賞歌舞形式瀏覽了整個上海歷史發展，反應良好，值得考慮加入下次行程。 3.下次到訪上海可改以其他主題，例如科技發展、環境保育或經濟進步等主題。

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	38 人次
P3	☒	本校學生參與交流的總人次	43 總人次
P4	☒	本校教師參與交流的總人次	3 總人次
P5	☒	本校學校管理人員參與交流的總人次	2 總人次

**Year report for the One-off Grant on Parent Education of
SALEM - Immanuel Lutheran College (2024-2025)**

A. Overall assessment

We have successfully completed the scheduled items outlined in the plan set at the beginning of the year, with strong support from parents. Participants were highly engaged and expressed a high level of satisfaction. We hope to continue organizing such activities in the future, as they bring benefits to parents physically, mentally, and spiritually.

B. Number of participants and actual expenditure

One-off Grant on Parent Education

We have carried out the following activities in the above areas:

Date	Activities	Responsible organization	Participants	Estimated expenses	Actual expenditure	Number of participants
15/2/25 and 1/3/25 (Sat) 9:00-11:00 (2 sessions)	Communication + Board Games (Professional Development Team: committee concerned)	Hong Kong Young Women's Association	All parents	\$20000	\$20000	22
15/3/25 and 9/3/25 (Sat) 9:00-11:00 (2 sessions)	Muay Thai/Yoga/Stretching (Professional Development Team: committee concerned)	Relevant organizations to be determined	All parents	\$20000	\$19,600	32
Total Expenditure:					\$39,600	

C. Financial Balance

One-off Grant on Parent Education received	\$200,000
Total Expenditure in 24-25	\$39,600
Remaining Balance	\$160,400

SALEM-Immanuel Lutheran College

Report on “One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools” (24-25)

Advisor: VP Yu SY

Responsible subject department/ committee/ unit: PE department

Objective:

It aims to help students increase their level of physical activity and develop an active and healthy lifestyle, thereby improving their physical and mental health, in order to develop an active and healthy lifestyle

Disbursed grant: \$150,000

Evaluation of the grant MVPA60:

	Area	Budget Expenses (\$)	Evaluation of Results	Detailed Calculation of Expenses	Actual Expenses	
i.	Provide an excellent opportunity to educate students about the importance of a balanced diet and adequate rest, along with regular exercise.	\$30,000	Will be processed in 25-26 /26-27 school year.	\$0	\$0	
ii.	To foster students' interest in sports and provide students with opportunities to participate in sports.	\$30,000	Will be processed in 25-26 /26-27 school year.	\$0	\$0	
iii.	The sports tour provides exposure to different playing styles, techniques, and competition levels. Students can get the chance to understand the culture of others in the tour.	\$20,000	- The MVPA 60 Subsidy help to reduce students' financial burden, the funds were used to subsidize their competition fees. - The MVPA60 subsidy purchasing medals has helped students achieve a greater sense of succeed.	-24-25 南華體會第 75 屆全港學界田徑運動會報名費(男子組) \$4440 -中六級划艇比賽獎牌 \$854	\$5294	
iv.	To foster students, teachers and parents' interest in sports and provide students with opportunities to participate in sports.	\$3,000	-90% students agreed the MVPA 60 subsidy help to foster students, teachers and parents'	-運動會-啦啦隊表演 \$900	\$900	

			interest in Athletics Meet and provide students with opportunities to participate in sports .			
v.	Sports equipment can contribute to students' performance, safety, and overall enjoyment of sports.	\$5,000	Will be processed in 25-26 /26-27 school year.	\$0	\$0	
vi.	To promote the health and personal development of students; setting them up with good habits important for their early stage of their lives.	\$5,000	Will be processed in 25-26 /26-27 school year.	\$0	\$0	
vii	To enable all the participating school team members to build up a stronger cohesion within the team; serve as an encouragement for these athletes to keep up and strive for excellent performance in the upcoming competitions.	\$30,000	90% school team members agreed the Sports tutors provide training could enrich their skills and enhance their confidence.	- 24-25 上學期排球助教費用 \$5100 - 健美學會-健身教練費 \$4500 - 24-25 擲項教練費 \$5850 - 24-25 下學期排球助教費用 \$6800 - 24-25 網球教練費 \$1500	\$27830	
	Disbursed grant: \$150,000					
	Plan to use of the grant:	\$123,000		Actual Expenses:	\$34024	
					Budget Surplus:	\$115,976

Inter-school Activities and Prizes Won in the School Year 2024-25
各項校外比賽成績

(A) Academics 學術

Tai Po Good Students Award Scheme 2024-2025

Excellent Student	1A SO WING
	1D NG KA YAN
	2C ZHUANG
	3B SIT CHUN MAN
	4A TSUI WING HO
	4D LAI PAK HONG ETHAN
	5C CHAN KI ON

大埔區好學生獎勵計劃2024-2025

1B LIN JING	1C WONG TSZ KIU
2A HAU PUI KA	2B LAM LAM
2D YEUNG HO HONG	3A YAN KA HEI
3C KWOK LAI TUNG	3D WONG YAN POK
4B WONG HEI TUNG	4C SO TSZ KIT
5A CHEUNG YU HEI	5B LO WAI KIU
5D LIU XUANXIU	

Hong Kong Biology Literacy Award

First Class Honours	5A LAU CHAK HIM
Merit	5A CHU CHI HO TOMMY

生物學素養競賽

5B AAKIFAH GUL	5B LAM SING KWAN
5A LEE TSZ YIN	5B CHAN LOK YAU

Robo Alliance Shenzhen Hong Kong Master Competition

Champion	5A LAU CHAK HIM
	6A YIP SHAO TIAN

機甲聯盟深港大師賽2025

5D YEUNG CHUN KIT	6A CHAN HO YIN
6C YEUNG HO YIN	

World Educational Robot Contest (Guangdong-HK-Macao Greater

Secondary Section	Second Runner-up
	1D CHU KIN WA

2025世界教育機械人大賽 (粵港澳大灣區) 2025

2C LAI KA YAU

World Educational Robot Contest 2024 World Championship (Shanghai) 世界教育機械人2024 賽季世界錦標賽 (上海)

Secondary Section			
Brick 4+3 Contest (Hong Kong Delegation)			
Champion	2C LAI KA YAU	5A LAU CHAK HIM	6C YEUNG HO YIN
First Honour	2C LAI KA YAU	5A LAU CHAK HIM	6C YEUNG HO YIN
Innovation Award	2C LAI KA YAU	5A LAU CHAK HIM	6C YEUNG HO YIN

BATTLEACE 2025

Top 16 Teams	1A LEUNG SHUN
	5B LI TSING TSUN
	6D YU TSZ WING
Top 32 Teams	3B CAI JOSEPH

數智競技 格鬥機械人挑戰2025

4A LEUNG KING KI	4B LI ANDY
6C YIP WING YAN	6D CHAN WUN KI
4A WONG CHING NGAI	4D WONG KA HEI

PolyU Fun-Tech Competition 2024-2025

Junior Secondary	
VR Video Creation Competition	Second Runner-up
	3B CAI JOSEPH
	3D WONG YAN POK

香港理工大學FUN-Tech比賽2024-2025

3C CHEUNG TUNG YIN PAXTON	3C TSUI TSZ HO
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STEP Three Enterprise Challenge

Enterprise Challenge	Corporate Favourite Awards
	5C CHICK HOI CHING

青少年創業培訓計劃 -企業挑戰擂台

5D HO TSZ YAU	5D LIU XUANXIU
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The 11th Field Report Competition for Secondary School Students in

Bronze Award	5A CHU CHI HO TOMMY
	5C WONG CHING TOO

第十一屆全港中學生實地考察報告比賽

5B LAI YAT HEI	5C LIANG HO SUM
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The 24th Basic Law and National Knowledge Online Competition

Open	Certificate of Excellence
	4B CHUI TSZ LOK

第二十四屆《基本法》及 國民常識 網上問答比賽2024

5B AAKIFAH GUL	6D LI WING CHI
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The 2nd Civic Education and National Education 2024

Youth (Age 15-17)	Outstanding Award
	3A YU CHUN SHU
	6A KWAN HIU LOK

第二屆公民教育及國民教育2024

4A WONG CHING NGAI	4B IP CHI HANG VALERIE
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The 76th Hong Kong Schools Speech Festival (Chinese Speech)第七十六屆香港學校朗誦節（中文朗誦）

Putonghua Solo Verse Speaking

Secondary 1-2 Boys

Merit

1A WONG PAK YIN JAYDEN

Secondary 1-2 Girls

Merit

1A LAU SENYING

1A SO PO NGA

Secondary 3 & 4 Girls

Merit

4A WEI KING YU

Secondary 5 & 6 Girls

First Runner-up

5D LIU XUANXIU

Putonghua Solo Prose Speaking

Secondary 3 & 4 Girls

Merit

3A XIAO ANNA RUYUE

Cantonese Solo Prose Speaking

Secondary 1-2 Girls

Merit

2D LAU SUM YIN

Cantonese Solo Verse Speaking

Merit

5D TAM SIU WING

Cantonese Duet Duologue

Secondary 3 & 4 Girls

Merit

4A LEUNG LOK YIU

4A TSE KA WING

4B CHAN TSAM KIU

4C SO LOK PUI

4C YIM YU YAN

4D CHAN CHING YIU

Secondary 5 & 6 Girls

Merit

5C GUNAWAN SHERRY

5D LI WING YU

The 76th Hong Kong Schools Speech Festival (English Speech)第七十六屆香港學校朗誦節（英文朗誦）

English Solo Verse Speaking

Secondary 1 Boys

Merit

1B HO KAI CHING

1D CHU KIN WA

Secondary 1 Girls

First Prize

1B CHAN PUI YI MICHELLE

Second Prize

1B LI HUI CHING

Merit

1B CHENG TSZ WUN

1D NG KA YAN

1D YIP HOI CHING

Secondary 2 Boys

Merit

2A CHOI KUEN HEI

2A SO PAK HIM

2B CHEN YI CHENG

2D TSOI MERGEN

Secondary 2 Girls

Merit

2A HAU PUI KA

2B AIMAAN

2D LAI SUM YIN

2D WONG TSZ YING

Secondary 3 Boys

First Prize

3D WONG YAN POK

Merit

3B CHEUNG YAN KIT ELVIS

3C KEUNG TIK LONG

Secondary 3 Girls

First Prize

3C DAR ZOOBIA

Merit

3A XIAO ANNA RUYUE

Secondary 4 Boys

Merit

4A CHONG SIN HANG

Secondary 4 Girls

Merit

4A LEUNG LOK YIU

4A TSE KA WING

Secondary 5 Girls

Second Prize

5D CHAN CHING LAM

Third Prize

5B LOK SHIN YEE BERTHA

5B YIP PUI YIU

History Online reading award scheme 24-25

Popular History Merit
3B CHUNG YU KIU

歷史四維遊24-25

3B ZHAN WINNIE

"Hua Xia Cup" National Mathematical Olympiad Competition

Advancement
First Honour 3C MOK MAN YU
Second Honour 1B HO KAI CHING
Third Honour 3C KEUNG TIK LONG

2025「華夏盃®」全國數學奧林匹克邀請賽

2A CHOI KUEN HEI
3C LIN TSAN FUNG

Final
Second Honour 3C MON MAN YU
Third Honour 1B HO KAI CING

2A CHOI KUEN HEI 3C KEUNG TIK LONG

Greater Bay Area Mathematical Olympiad

Final
Second Honour 3C MOK MAN YU
Third Honour 1B LIN JING

粵港澳大灣區數學競賽

1C MA YI LAM 1C SOO YIN YAN

Hong Kong Hua Luo-geng Cup Mathematics Competition

Final Bronze
2A CHOI KUEN HEI

香港華羅庚金杯少年數學國際精英賽2025 International Competitions and Assessments for Schools

Secondary 2
Certificate of Distinction 2B LAM PAK HEI
Certificate of Credit 2A HON CHEUK KIU
2C LEUNG HO HEI
Secondary 3
Certificate of Distinction 3A SO CHUN WANG ISSAC
Certificate of Merit 3D KO CHING KA
Certificate of Credit 3A YAN KA HEI
3C MOK MAN YU
Secondary 5
Certificate of Merit 5B AAKIFAH GUL
Certificate of Credit 5A CHENG EASON OWEN
5A TAM LOK YAN ANDY
5B CHAN TSZ HEI

2025國際聯校學科評估及比賽

2B LAU SAUNAK 2C YING MAGGIE
2D LEUNG MAN HIN
3D LEUNG NOK HANG
3A LIANG VINCENT JUNZHUO 3C KWOK LAI TUNG
3D WANG NGAI MANG EMMA
5A FUNK CHEUK YIN 5A LEE TSZ YIN
5A WONG HO YIN 5A WONG MATT
5B TANG TSZ CHUN

2025 The Asia International Mathematical Olympiad Open Contest

Advancement
Silver Award 1C MA YI LAM
Bronze Award 1B LIN JING
5C SO TSZ SUM

2025亞洲國際數學奧林匹克公開賽

3C MOK MAN YU
3B SU WAI TING 3D WU SUI HEI MUSIC
5D WONG TSZ SHING

International Assessments for Schools (Mathematics in English)

Distinction 5A CHU CHI HO TOMMY
Merit 5B AAKIFAH GUL
Credit 5A CHENG EASON OWEN
5A TAM LOK YAN ANDY
5B CHAN TSZ HEI

國際聯校學科評估 (數學)

5A FUNG CHEUK YIN 5A LEE TSZ YIN
5A WONG HO YIN 5A WONG MATT
5B TANG TSZ CHUN

Thailand International Mathematical Olympiad

Advancement Bronze Award
5C SO TSZ HIM

泰國國際數學競賽HKUST Business YoungStars 2024

Gold Award 5C CHAN KI ON
Silver Award 5A CHEUNG YU HEI
Bronze Award 6D YU TSZ WING

5D CHAN CHING LAM 5D LIU XUANXIU

2024/25 Student Training in Entrepreneurship Programme

Enterprise Challenge Second Runner-up
5A TAM YUET CHING

青少年創業培訓計劃2024/25

5D LI WING YIU 5D TAM SIU WING

(B) Aesthetics 美藝

Tai Po District Inter-school Drama Competition

Best Director	5C WONG HUI TONG
Merit Award for Actress	1D FUNG HIU CHING
Merit Award for Overall Performance	
	1A LAU SEN YING
	1D FUNG HIU CHING
	3B LIU CHEUK WING
	5A CHEUNG YU HEI
	5C CHAN HOI KIU NAOMI
	5C LEUNG YEE CHING
	5D TAM SIU WING

大埔區中小學校際戲劇比賽

1C WONG NGA YEE	1C CHEN KAI WAI
1D YUEN HO FUNG	3B LIN KA CHUNG
4A CHENG KA MING	4D YEN PUI YEE
5A CHONG WAI MIN	5A LEUNG MAN HONG
5C CHING WING YU	5C GUNAWAN SHERRY
5C WONG HUI TONG	5D LI WING YIU

Hong Kong Schools Drama Festival

Outstanding Director	5C WONG HUI TONG
Outstanding Actor	1D YUEN HO FUNG
Outstanding Actress	5C GUNAWAN SHERRY
Commendable Overall Performance, Outstanding Cooperation & Outstanding Stage Effect	
	1A LAU SEN YING
	1D FUNG HIU CHING
	3B LIU CHEUK WING
	5A CHONG WAI MIN
	5C CHING WING YU
	5C WONG HUI TONG

香港學校戲劇節

1C WONG NGA YEE	1C CHEN KAI WAI
1D YUEN HO FUNG	3B LIN KA CHUNG
4D YEN PUI YEE	5A CHEUNG YU HEI
5A LEUNG MAN HONG	5C CHAN HOI KIU NAOMI
5C GUNAWAN SHERRY	5C LEUNG YEE CHING
5D LI WING YIU	5D TAM SIU WING

Say No to Discrimination! Mask Design Contest 2024-2025

Merit Award	4D HE TSZ TUNG
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「向歧視說不！」面具設計比賽2024-2025

GalaMusica · School Chamber Compositions 2025

Hong Kong Composers' Guild Mentorship Scheme	
Scholarship	
Best Creative Ideas Award	
Outstanding Composition Award	
Performers' Adjudication Award	

音樂薈萃 · 學校室樂創作2025

6B HU XINGBO
6B HU XINGBO
6B HU XINGBO
6B HU XINGBO

Hong Kong Inter-School Choral Festival Competition cum

Secondary Section

School Choir	Silver Award
	1A CHAN CHING TUNG
	1B CHENG TSZ WUN
	1B CHUNG SHIU HIM
	1C HA KA LAM
	1C WONG YI SHUN ELIZ
	1D LI HOI LAM
	1D YUEN HO FUNG
	2A YAN YEUNG KWAN
	2B WU CHEUK HIN
	2D WONG TSZ YING
	2D TSANG HIN KIU
	3B PANG CHUN YIN JERRY
	3C SHUM HO LAM
	4A TSE KA WING
	4C CHENG CHO LAM
	4D MA CHI LAM
	5C CHEN KAI LIN

香港校際合唱節比賽暨大師班2025

1A CHAN YAN TUNG	1A YEUNG YUE
1B HO CHING KWAN	1B YU WING TUNG
1C CHAU TSZ HUEN	1C CHU HONG KIU JANICE
1C KWAN CHUNG YAN	1C TSANG LOK SEE
1D CHOY YAN WING	1D LAI PUI LAM
1D TANG TSZ YAU JESSIE	1D YUNG TSZ CHING
2A MAI NGA YIN	2A WONG TSZ YAN ANNA
2B NG KA YUET	2B TSUI HO SUM MOSES
2C ZHUANG LAI WUN	2D LIU RUOXUAN
2D ZHUANG YA XI	2D LEUNG MAN HIN
3A SO MAN CHI	3A LIANG VINCENT JUNZHUO
3C DAR ZOOBIA	3C ZHOU YI FEI PHOEBE
3D WU JUNHUA	4A CHAN LOK MAN
4B LAU LING HEI HEATHER	4B YEUNG CHUNG YEE
4D CHAN LOK CHING	4D CHAN TSZ YING
5B CHIU MAN	5B NG CHO YI
5C LAU KA YAN	5D LI SHUN YAU

Hong Kong Youth Music Interflows 2024

31-90 Players

Chinese Orchestra

Silver Award

1A LEUNG CHI CHEUK
 1C WONG YI SHUN ELIZ
 1D TANG TSZ YAU JESSIE
 2B CHAN WAI CHI
 2B YUAN ZIHAN
 2D LAI SUM YIN
 3B LIU CHIN NGA
 4A TSE KA WING
 A4 LEE LOK WANG
 4B TANG YI
 4C ZHANG LICHANG
 4D LAM NOK FEI
 4D YEN PUI YEE
 5A CHEUNG KA SING
 5B LO SIN YAU JAYLA
 5C CHICK HOI CHING
 6C CHEUNG KA MAN CARMAN

香港青年音樂匯演2024

1A YEUNG YUE
 1C ZHENG HO MAN
 2A HAU PUI KA
 2B CHUI WING KI
 2B WU CHEIK HIN
 2D WEN ANDY
 3B LIU YUHENG
 4A CHENG KA MING
 4B CHUI YUAT FEI
 4B WONG TSUN HO
 4D CHAN TSZ YING
 4D LI YAN LI
 4D LI JAMES TIM WO
 5A TAM LOK YAN ANDY
 5B YIP PUI YIU
 5C TSANG YEUK HEI

1B YAU KAI MAN
 1D NG KA YAN
 2A CHAN YAU HIN
 2B LI WAI CHING
 2C HONG SZE NGA
 3A LIANG VINCENT JUNZHUO
 4A DENG YALI
 4A CHEUNG HO HEI
 4B LAI TSZ HEI
 4C CHAN YU LAM
 4D CHEUNG YUET CHING
 4D MA CHI LAM
 4D WONG KA HEI
 5B LI LOK YI KOEY
 5C CHENG TSZ YIN BIANCA
 5D YAU WING TING

Joint School Music Competition 2025

Secondary School Explorer

Group Ensemble

Silver Award

1C WONG YUI HIM
 2A LIU WAI HO
 3A SO CHUN WANG ISSAC

1D WU QIJUN
 2C LU CHING WING
 3D MAK LONG SUM

2A WONG TSZ YAN ANNA
 2D LAU HO YIN MYLES
 5A TAM YUET CHING

Secondary Section

Group Ensemble

Silver Award

1D NG SUET YIU
 2B LAU SAUNAK
 2D LAI SUM YIN
 3D LEUNG NOK HANG
 4B CHUI TSZ LOK
 6A HEUNG MING HEI

2B HO CHING YI
 2B TSAI TSZ NGAI RYAN
 2D LAU HO YIN MYLES
 3D WONG YAN POK
 4B PAN JIA JU JUSTIN
 6A MO WING KWAN

2B LI WAI CHING
 2C WONG WAI YAN
 3A TING HAO RAY
 4A CHEUNG HO HEI
 5C TSUI HEI YU

Symphonic Orchestra

Silver Award

1A LU XINGYU
 1B CHAN WANG SING
 1D TANG TSZ YAU JESSIE
 2A SO PAK HIM
 2B LI WAI CHING
 2B TAM HO YAT
 2D LAI SUM YIN
 2D WONG TSZ YING
 2D YEH CHING HEI
 3A LIANG VINCENT JUNZHUO
 3B CAI JOSEPH
 3C ZHOU YI FEI PHOEBE
 3D WONG YAN POK
 4A LEE LOK WANG
 4B NG TSZ YIN
 5A NI NUODA
 5C CHICK HOI CHING
 6A HEUNG MING HEI

1A YEUNG YUE
 1C NGAN TSZ YING
 2A LEE TSZ CHING
 2A TONG MO KEN
 2B CHAN TING HIN
 2B TSAI TSZ NGAI RYAN
 2D MA TSZ KIU
 2D CHAN LOK CHING
 3A CHAN YAN KI
 3A SHI KA HO
 3B CHEN ZHECHENG
 3D YUEN YEUK TUNG
 4A LEUNG LOK YIU
 4A LEUNG KING KI
 4B PAN JIA JU JUSTIN
 5B AAKIFAH GUL
 5C HE WING SUM

1B KWOK HOI CHING
 1D NG SUET YIU
 2A WONG TSZ YAN ANNA
 2B HO CHING YI
 2B LAU SAUNAK
 2C WONG WAI YAN
 2D TANG WING NAM SARA
 2D LAU HO YIN MYLES
 3A LAM SZE SEE CAROL
 3A TING HAO RAY
 3C FENG YIK YIN
 3D LEUNG NOK HANG
 4A CHEUNG HO HEI
 4B CHUI TSZ LOK
 4D LAM NOK FEI
 5B YIP PUI YIU
 5C TSUI HEI YU

Woodwind Ensemble (Saxophone Duet)

Gold Award

3D WONG YAN POK

5A LEE TSZ YIN

The 77th Hong Kong Schools Music Festival第七十七屆香港學校音樂節

Er-Hu Solo - Advanced	Bronze Award		
	4B WONG TSUN HO		
Graded Piano Solo			
Grade 3 - Bronze Award	1D YUEN HO FUNG		
Grade 4 - Bronze Award	1C LEUNG YAN TAI		
Grade 5 - Bronze Award	1B HO KAI CHING		
Grade 6 - Bronze Award	1B CHEUNG YI CHING	3C SHUM HO LAM	
Grade 8 - Silver Award	6D LI WING CHI		
Intermediate			
Di Solo - Bronze Award	4B TANG YI		
Liu-Qin Solo - Bronze Award	3B LIU CHIN NGA		
Liu-Qin Solo - Silver Award	5D YAU WING TUNG		
Piano Duet - Bronze Award	4B MOK YUEN KI	4B MOK YUEN LING	
Pi-Pa Solo - Bronze Award	4D CHEUNG YUET CHING		
Yang-Qin Solo	Second Runner-up		
	4D MA CHI LAM		
Zhong-Ruan Solo	Bronze Award		
	2B CHAN WAI CHI		
Junior			
Di Solo - Silver Award	1D NG KA YAN		
Er-Hu Solo - Silver Award	4D LI YAN YI		
Liu-Qin Solo - Silver Award	3B LIU CHING HUEN		
Pi-Pa Solo - Bronze Award	2A FUNG YAN YIN	2D ZHUANG YA XI	3D JANG TSZ CHING
Pi-Pa Solo - Silver Award	2B AIMAN		
Yang-Qin Solo - Silver Award	4D CHAN TSZ YING		
Zheng Solo - Silver Award	4D YEN PUI YEE		
Zhong-Ruan Solo - Bronze Award			
	2A HON CHEUK KIU		
Zhong-Ruan Solo - Second Runner-up			
	2B NG KA YUET		
Zhong-Ruan Solo - Silver Award			
	2B SO CHING YAU		
Secondary School - Advanced			
Chinese Orchestra	Silver Award		
	1A LEUNG CHI CHEUK	1A SO PO NGA	1A YEUNG YUE
	1B YAU KAI MAN	1C WONG YI SHUN ELIZ	1C ZHENG HO MAN
	1D NG KA YAN	1D TANG TSZ YAU JESSIE	2A HAU PUI KA
	2A HON CHEUK KIU	2A CHAN YAU HIN	2B CHAN WAI CHI
	2B HO CHING YI	2B LI WAI CHING	2B SO CHING YAU
	2B YUAN ZIHAN	2B WU CHEUK HIN	2C HONG SZE NGA
	2D LAI SUM YIN	2D WEN ANDY	3A LIANG VINCENT JUNZHUO
	3B LEE PUI KI PISHON	3B LIU CHIN NGA	4A DENG YALI
	4A TSE KA WING	4A CHENG KA MING	4A CHEUNG HO HEI
	4A LEE LOK WANG	4B CHUI YAT FEI	4B LAI TSZ HEI
	4B TANG YI	4B NG TSZ YIN	4B WONG TSUN HO
	4C CHAN YU LAM	4C ZHANG LICHANG	4D CHAN TSZ YING
	4D CHEUNG YUET CHING	4D LAM NOK FEI	4D LI YAN YI
	4D MA CHI LAM	4D YEN PUI YEE	4D LI JAMES TIM WO
	4D WONG KA HEI	5A CHEUNG KA SING	5A TAM LOK YAN ANDY
	5B LI LOK YI KOEY	5B LO SIN YAU JAYLA	5B YIP PUI YIU
	5C CHENG TSZ YIN BIANCA	5C CHICK HOI CHING	5D YAU WING TUNG
	6C CHEUNG KA MAN CARMAN		
School Choir - Chinese - Girls - Second Division	Silver Award		
	1A CHAN CHING TUNG	1A CHAN YAN TUNG	1A YEUNG YUE
	1B CHENG TSZ WUN	1B HO CHING KWAN	1B YU WING TUNG
	1C CHAU TSZ HUEN	1C CHU HONG KIU JANICE	1C HA KA LAM
	1C KWAN CHUNG YAN	1C TSANG LOK SEE	1C WONG YI SHUN ELIZ
	1D CHOY YAN WING	1D LAI PUI LAM	1D LI HOI LAM

1D TANG TSZ YAU JESSIE	1D YUNG TSZ CHING	2A MAI NGA YIN
2A WONG TSZ YAN ANNA	2A YAN YEUNG KWAN	2B NG KA YUET
2C ZHUANG LAI WUN	2D WENG YU TING	2D WONG TSZ YING
2D ZHUANG YA XI	3A SO MAN CHI	3B FENG YI HANG ALINA
3C DAR ZOOBIA	3C ZHOU YI FEI PHOEBE	4A CHAN LOK MAN
4A TSE KA WING	4B LAU LING HEI HEATHER	4B YEUNG CHUNG YEE
4C CHENG CHO LAM	4D CHAN LOK CHING	4D CHAN TSZ YING
4D MA CHI LAM	5B CHIU MAN	5B NG CHO YI
5C CHEN KAI LIN		

Secondary Section
Pi-Pa Ensemble

Second Runner-up		
4A LI SIN YUI	4C ZHANG LICHANG	4D CHEUNG YUET CHING
5C CHAN KI ON	5C TSANG YEUK HEI	5D YAU WING TUNG

Senior
Alto Saxophone Solo
Silver Award
Di Solo - Silver Award
Liu-Qin Solo

1D NG SUET YIU
5A CHEUNG KA SING
Second Runner-up
5B LOK SHIN YEE BERTHA
Bronze Award
6A HEUNG MING HEI
Second Runner-up
2A CHAN YAU HIN

Trombone Solo

Yang-Qin Solo

Zhong-Ruan Solo

Bronze Award

Silver Award

5B LI LOK YI KOEY
5D YAU WING TUNG

(C) Sports 體育

SKH Yuen Chen Maun Chen Jubilee Primary school Athletics Meet

Boy's & Girl's Mixed Team

4x100M Relay

Champion
2D CHAN WING YAN
5D CHEUNG HEI TUNG

聖公會阮鄭夢芹銀禧小學運動會

3A WONG LOK HIN	4A CHIANG SAM
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回歸盃中學三人籃球賽

Girl's Youth 16

3X3 Basketball Competition

Champion
5B LI TSING TSUN
6D YU TSZ WING

6C YIP WING YAN	6D CHAN WUN KI
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Inter-school Cross-country Competition (Tai Po and North District)

校際越野比賽 (大埔及北區)

Boys B

Group Overall - 7th Place

3A SHI KA HO
4A WONG LOK HEI

3C KEUNG TIK LONG
4B LAI HO HANG

4A CHIANG SAM
4C FONG SIU HANG

Boys C

Group Overall - 5th Place

1C WONG HORACE
2B CHAN TING HIN
3C LIN TSAN FUNG

2A LIU WAI HO
2B HO CHEUK CHUN

2A TSUI KA HO
2D CHENG TING KIN

Girls A

Group Overall - 4th Place

4D CHEUNG KA PO
5B LO WAI KIU

5B AU YEUNG SUM
6C CHAN WING HEI

5B LI TSING TSUN
6D YIP TIN YAN

Individual Overall

Girls A - 5th Place

Girls C - 7th Place

5B LI TSING TSUN
1B CHAN CHUI YIU

Inter-School Tennis Competition

Girls

Group Overall

Second Runner-up
4B WOO CHING YING
6C PAU SZE CHING

校際網球比賽

6B LO LOK YIU

6B TSE TSZ CHING

Tai Po and North District Inter-school Athletics Championships

Boys B

100M - Champion 4A CHIANG SAM
200M - 4th Place 3A WONG LOK HIN
400M - 4th Place 4C FONG SIU HANG
400M - 4th Place 5C WONG HUI TONG
4x100M Relay Champion

3A WONG LOK HIN
4C FONG SIU HANG

4A CHIANG SAM

4A WONG LOK HEI

Long Jump

First Runner-up
4C FONG SIU HANG

Group Overall - 5th Place

2D WEN ANDY
3B SIT CHUN MAN
3C LIN TSAN FUNG
4A CHIANG SAM
4C FONG SIU HANG

3A SHI KA HO
3B TAN RUICONG
3C SO CHIN LOK
4A WONG LOK HEI

3A WONG LOK HIN
3C KEUNG TIK LONG
3D MAK LONG SUM
4B LAI HO HANG

Boys C

100M Hurdle

Second Runner-up
2C TANG HO CHING

Shot Put - 4th Place

2C HU BO JUN

Girls A

100M - Champion

5D CHEUNG HEI TUNG

4x100M Relay

First Runner-up

3C LI JINJING
6D CHAN WUN KI

5B CHAN LOK YAU

5D CHEUNG HEI TUNG

Group Overall - 4th Place

3C LI JINJING
5B AU YEUNG SUM
5D CHEUNG HEI TUNG
6D CHAN WUN KI

4A WEI KING YU
5B CHAN LOK YAU
5D HUI TSZ CHING

4D CHEUNG KA PO
5B LI TSING TSUN
6C YIP WING YAN

Girls C

200M - 4th Place

2D CHAN WING YAN

4x100M Relay

Third Runner-up

2A HAU PUI KA
2D CHAN WING YAN

2C CHEUNG NOK TUNG

2C WONG WAI YAN

Tai Po and North District Inter-school Basketball Competition

Girls Senior

Group Overall

First Runner-up
4B CHAN TSAM KIU
6C CHAN WING HEI
6D CHAN WUN KI

大埔及北區學界籃球比賽

5B CHAN LOK YAU
6C YIP WING YAN
6D HO SZE WAI

5B LAM SING KWAN
6C WONG SZE CHING MARY
6D YU TSZ WING

Tai Po and North District Inter-school Football Competition

Boys Senior

Group Overall

Fourth Prize
4A CHIANG SAM
4C CHAN CHIT LONG
5A YEUNG TSZ TO
5D HSIEH TUNG LIN
6A CHAN HO YIN
6C YEUNG HO YIN

大埔及北區學界足球比賽

4A WONG LOK HEI
4D HO MARCUS LOKYIN
5B CHAN TSZ HEI
5D WONG TSZ SHING
6B CHIU CHUN TUNG

3C CHEUNG CHUN HIM Marcus
5A WONG HO YIN
5B TANG TSZ CHUN
5D YUEN PAK HEI OWEN
6D CHUI WAI CHUN CASPER

6D KONG KAM CHUNG KENDAN

Tai Po and North District Inter-school Swimming Championships大埔及北區學界游泳比賽

Boys B

4x50M Freestyle Relay	4th Place		
	3C KEUNG TIK LONG	3D CHAN KIU YAT	3D MONG SZE YIN ALVIN
	3D WONG YAN POK		

Girls A

4x50M Freestyle Relay	4th Place		
	6B TSE TSZ CHING	6C WONG SZE CHING MARY	6C YIP WING YAN
	6D CHAN WUN KI	6D HO CHEUK YAN	

Girls C

100M Breast Stroke	4th Place		
	1B CHAN CHUI YIU		
200M Free Stroke	First Runner-up		
	2D LAM MAN SAI		
4x50M Freestyle Relay	First Runner-up		
	1B CHAN CHUI YIU	2C WONG WAI YAN	2D HO JO-I
	2D LAM MAN SAI		

Tai Po and North District Inter-school Table Tennis Competition大埔及北區學界乒乓球比賽

Girls C

Group Overall	Champion		
	1A LEUNG HIU LAM	1C LEUNG YAN TAI	1C TAM HEI TUNG
	2A YEUNG YAN KIU VENUS		

2025 Hong Kong Age Group Athletics Competition II2025 年度香港青少年分齡田徑賽第二站

Age 14 or Under

4x100M Relay	First Runner-up		
	1B CHAN CHUN LOK	1B CHAN WANG SING	1D CHENG CHIU HIN FRANK
	1D YAU MAN CHUN		
	Second Runner-up		
	1A CHOW YAN KIU SANDY	1C MA YI LAM	1C WONG CHING YIN
	1D SO A LUN HANNA		

Age 16 or under

4x100M Relay	Champion		
	2C HU BO JUN	2C TANG HO CHING	2D CHENG TING KIN
	3D MAK LONG SUM		
	First Runner-up		
	2A HAU PUI KA	2C CHEUNG NOK TUNG	2D CHAN WING YAN
	3C FENG YIK YIN		

4x400M Relay

First Runner-up		
2A HAU PUI KA	2C KWOK OI LAM	3C KWOK LAI TUNG
3D TAM CHEUK YIU		
Third Runner-up		
2A TSUI KA HO	3A WU DONGTING	3B TAN RUICONG
3C SO CHIN LOK		

Age 18 or Under

4x100M Relay	First Runner-up		
	3C LI JINJING	4C WONG HANG YIN KATIE	4D NG LOK MAN
	5D CHEUNG HEI TUNG		

A.S. Watson Group Hong Kong Student Sports Awards屈臣氏集團香港學生運動員獎

Outstanding Award	5D CHEUNG HEI TUNG
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Inter-School Snooker Championship校際英式桌球比賽

Champion	6B CHIU CHUN TUNG
Second Runner-up	2A TANG KING HIM KOPPU

S.C.A.A Annual Inter-school Athletics Meet

Boys B

100M	Second Runner-up
	4A CHIANG SAM
200M	Champion
	4A CHIANG SAM
4x100M Relay	Champion
	3A WONG LOK HIN
	4C FONG SIU HANG

Girls A

1500M	Second Runner-up
	5B LI TSING TSUN
4x100M Relay	Champion
	3A XIE CECI
	5D CHEUNG HEI TUNG
Group Overall	Second Runner-up
	3C LI JINJING
	5D CHEUNG HEI TUNG
	6C YIP WING YAN

Girls C

4x100M Relay	4th Place
	1D SO A LUN HANNA
	2C WONG WAI YAN

(D) Services服務Social Service Award Scheme

Gold Award	5D LAW TSZ HANG
Silver Award	5A LEUNG MAN HONG
	6E LIU MAN HEI
Bronze Award	5A CHEUNG YU HEI
	5D LI WING YIU
	6A TSE YAN
	6B PANG WAN SUM
	6B YIP KA KIU

Community Youth Club Member Merit Award 2024-2025

Foundation Level (Yellow Badge)	1C LAM TING YAN
	4B WONG HEI TUNG
	5B LOK SHIN YEE BERTHA
	5C CHING WING YU
	5C PAK YUK LAM
	5D TAM SIU WING
Level 1 (Green Badge)	3C SO HOI LAM
	5A CHEUNG YU HEI
	5B YIP PUI YIU
	5C LAW YEUK YU
	5D TAM SIU WING
	6C CHAK YIN SUM
Level 2 (Orange Badge)	3B LIN KA CHUNG
	5C CHEN KAI LIN
	5C PAK YUK LAM
	5D TAM SIU WING
Level 3 (Purple Badge)	5C LAW YEUK YU
Outstanding Member	6A CHEN YIN HOI

Leadership Training Camp of CYC Tai Po District 2024-2025

Junior Secondary

Leadership training	Outstanding Performance
	3A CHEN YUNXIN

南華體育會全港學界田徑運動會

4A CHIANG SAM

4A WONG LOK HEI

5B CHAN LOK YAU

5B LI TSING TSUN

5B CHAN LOK YAU

5B LI TSING TSUN

5D HUI TSZ CHING

6B YIP KA KIU

2A HAU PUI KA

2C CHEUNG NOK TUNG

2D CHAN WING YAN

社會服務獎勵計劃

6A CHEN YIN HOI	6D YIP TIN YAN
5D CHAN CHING LAM	5D TAM SIU WING
5B LO WAI KIU	5C WONG HUI TONG
6A CHA YU TUNG	6A CHUNG SUM NOK
6B CHAN SUM KIU VIOLA	6B HO TSZ TSIN
6B WU YEE TING	6B YI SHI JIE
6D YUEN POK CHI	6E HUANG WANG YU

公益少年團獎勵計劃2024-2025

1C LEUNG YAN TAI	3A SHI KA HO
4C SO LOK PUI	5A CHEUNG YU HEI
5B YIP PUI YIU	5C CHEN KAI LIN
5C LAU HANG YUNG	5C LAW YEUK YU
5C PENG YIHAN	5C XIE ZIQING
6A TSE YAN	
4B WONG HEI TUNG	4C SO LOK PUI
5B CHAN LONG YAU	5B LOK SHIN YEE BERTHA
5C CHEN KAI LIN	5C CHING WING YU
5C PAK YUK LAM	5C PENG YIHAN
6A TSE YAN	6B CHUNG YAN CHING
6C PAU SZE CHING	6D YUEN POK CHI
4B WONG HEI TUNG	4C SO LOK PUI
5C CHING WING YU	5C LAW YEUK YU
5C PENG YIHAN	5D LI WING YIU
5D LI WING YIU	6A CHEN YIN HOI

公益少年團大埔區領袖訓練計劃2024-2025

Internal and External in the School Year 2024-25

各項校外內獎學金

(A) School Scholarships 校內獎學金

Alumna Leung Kit Tong Scholarship

2B LEE MAN YAN
2D HO JO-I
3B TAN RUICONG
4D CHEUNG YUET CHING
5A CHONG WAI MIN
5D HUI TSZ CHING
6E MA TSZ TING

梁結棠校友獎學金

2B WONG KING TUNG
3A SO MAN CHI
3D MOK HEI TUNG
4D CHONG SIN HANG
5B TANG TSZ CHUN
6C HO HIU CHING
6E WAN YUAN SHUN

2C LEUNG HO HEI
3A XIE CECI
4A TSUI WING HO
4D WONG KA HEI
5C LEUNG YEE CHING
6D LO TSZ KIU

Chan's Scholarship

2A HON CHEUK KIU
3D CHEUNG KA SHING
5A CHU CHI HO TOMMY
6D YIP HOI CHING

陳永隆先生獎學金

2B LAM LAM
4A TSUI WING HO
5C CHAN KI ON

3B SU WAI TING
4B WONG HEI TUNG
6B LEE KIN LOK

ILC Alumni Association Scholarship

Scholarship in Leadership
Scholarship in Social Contribution
Scholarship in Spiritual Groups Contribution
Scholarship in Sports

沐恩中學校友會獎學金

5B AAKIFAH GUL
5B LO WAI KIU
4A LI LOK YING
5D CHEUNG HEI TUNG

6B CHIU CHUN TUNG

Principal Carol Scholarship

2A HAU PUI KA
5B AAKIFAH GUL

黃堯姬校長獎學金

3C KWOK LAI TUNG
6A FUNG LI HENG

4A CHENG KA MING

SALEM Scholarship

2A KONG YI CHING
3D WANG NGAI MANG EMM/4A
5A LAU CHAK HIM
6A CHEN YIN HOI

南亞路德會獎學金

2D TSOI MERGEN
4A CHU KAI NAM
5B YU CHEUK TUNG
6B YUEN SHING WAN

3A LIANG VINCENT JUNZHU
4B NG TSZ YIN
5C LAU KA YAN
6D LI WING CHI

(B) External Scholarships 校外獎學金

HKICPA/HKABE Joint scholarships for BAFS

Certificate of Merit 5C XIE ZIQING

香港會計師公會及香港商業教育學會企會財科聯合獎學金

Sir Edward Youde Memorial Prize

6B CHAN SUM KIU VIOLA

尤德爵士紀念獎學金

6B CHUNG CHEUK WING

"Love without borders"

The 8th North District and Tai Po District Scholarship

2A HAU PUI KA
4A CHONG SIN HANG

『大愛無疆』第八屆北區、大埔區獎學金

2B LAM LAM
3C KWOK LAI TUNG
5C CHAN KI ON
6C LAW WAI KIN