Pentecostal Lam Hon Kwong School

School Report

2025/26

Approved by
60IMC2627

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(1) Our School

- Our "School Profile" for public reference (Secondary School Profiles) can be found on https://www.chsc.hk/.
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School http://www.plhks.edu.hk

1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the truth as taught in the Bible, and provides education in accordance with the requirements of the EDB. We aim to develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable learning and teaching environment in which students can be equipped to meet the challenges of the 21st century. We believe that all students are valuable individuals, who are able to be taught and are able to improve.

3. Class structure and number of students

In 2025-26, the school has a total of 674 students in 24 classes. The class structure is as follows: (dated 1 Sept. 2025)

Level	S1	S2	S3	S4	S5	S6	**Total**
Number of classes	4	4	4	4	4	4	**24**
Number of students	128	131	124	106	93	92	**674**

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

Major Concern 1: To enhance students' well-being through physical, mental, social and spiritual health education

Achievements

1. Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices

(1) The school successfully elevated health literacy through targeted educational assemblies. By hosting talks by professional nutritionists, students gained essential knowledge regarding caloric balance and nutrient density. This theoretical foundation was also reinforced through the post-exam cooking activities.

(2) The "One Class, One Flower" planting contest and expanded aesthetic programs, such as handchime classes and visits to art galleries, provided vital avenues for emotional regulation. These initiatives broadened the definition of a healthy lifestyle beyond physical exertion. Students actively engaged in these creative outlets, demonstrating that well-being encompasses both mental tranquility and a connection to nature.

(3) To improve physical engagement, the school leveraged the MVPA60 Program and Award Scheme to introduce various fitness activities, including the S5 RENPHO AI Smart Bike program and seated workout trials during class periods. These initiatives utilized modern technology and accessible routines to lower barriers to exercise. By providing diverse sports equipment and structured class activities like PE Day and PE Promotion inter-class competitions, the school successfully created more opportunities for physical engagement.

(4) The results of the SHS (Students) showed that 68% of our students either strongly agreed or agreed that "Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills." It is encouraging that the majority of students have benefited from the variety of healthy activities provided by the school.

2. Enhance students' well-being by staying positive and coping with stress effectively when facing challenges

(1) The school successfully launched mental health talks in both junior and senior form assemblies in September to prepare students for the academic year ahead. These proactive sessions equipped students with early intervention tools to manage academic stress, family expectations, and friendship issues. By setting a supportive tone from the start, this initiative empowered students to approach upcoming challenges with a resilient mindset.

(2) Positive coping mechanisms were reinforced through PERMA Days, a series of activities grounded in positive psychology. These sessions taught students emotional regulation and optimism to counter social and scholastic setbacks. By fostering a culture of mindfulness, students demonstrated a heightened capacity to navigate interpersonal conflicts and heavy workloads proactively. According to the APASO data, students achieved a satisfactory Q-value of 108 in Positive Emotion, which is slightly above the Hong Kong average. More importantly, this year's Positive Emotion Q-score increased by 10 points compared to the 2024–25 academic year. This clearly demonstrates the long-term effectiveness of our school's PERMA Days.

(3) Resilience flourished through the Stress Relief Workshop for S6 students, specifically designed to address the intense pressures of their final graduating year. This initiative allowed S6 students to master practical coping strategies for exam anxiety and future uncertainties. The workshop provided a safe space to process these burdens, helping them gain greater mental clarity and confidence.

(4) Physical and mental well-being were holistically addressed during the Traditional Chinese Medicine Practitioner's Visit in October. Through hands-on activities like Sleep Scent Bag Making, Stress-Relief Happy Tea tasting, an Acupressure Massage Tutorial, and a Sleep Health Quiz, students learned practical daily tools to reduce bodily tension and combat the insomnia often linked to school and social anxiety.

(5) To directly address challenges within family relationships, the school successfully organized a parent-child day camp, a parent-child Disney Environmental Expedition tour, stress-relief art workshops, and four dedicated talks for parents. By equipping parents with emotional support tools, we strengthened the family unit as a primary source of resilience for our students. More than 150 families expressed interest in participating in our school's parent-child activities. This demonstrates that parents are highly concerned with building strong family relationships, which is a key element in enhancing students' positive emotions and overall well-being.

3. Enhance students' well-being by lifting social health and building positive relationships in school and online platforms

(1) The school successfully launched the Class Management Committee, which designed impactful quarterly activities centered on gratitude. These sessions empowered students to express appreciation for one another, significantly strengthening class bonds. By fostering a culture of mutual respect and shared responsibility, students demonstrated a heightened sense of belonging to their immediate peers and the broader school community.

(2) Vertical relationships flourished through inclusive platforms like the Singing Contest, Inter-house ball games, Hunger Banquet, ECA Clubs Office-bearer Training, Leadership Program and various community services. These events allowed senior and junior students to collaborate outside the traditional classroom hierarchy. By forming cross-form teams, students broke down social barriers, creating a supportive school-wide network where mentorship and camaraderie became the new social norm.

(3) Social health was creatively addressed during the S5 Art Show, where students performed dramas focusing on the four pillars of health (i.e. physical, mental, social, spirit). This collaborative project required intense teamwork and communication. Similarly, the Inter-house Reading Game Booths during English Academic Week provided a fun, low-pressure environment for students to engage in academic social interactions.

(4) To address digital well-being, the school utilized different occasions like morning assembly as opportunities for student leaders and teachers to share insights on the value of respect, focusing on topics like "mediation and respect", "anti-bullying", "digital literacy", and "social skills". These peer-led sessions, combined with professional talks, equipped students with the skills to navigate online and offline conflicts. By promoting positive attitudes on digital platforms, the school enabled students to maintain healthy, respectful relationships in virtual spaces.

(5) The school fostered a deep sense of national belonging by integrating Chinese cultural values into the Inter-house Drama Competition. Speech Under The Flag assembly sharing sessions and newly-established Civic Education Ambassador Program linked traditional virtues to modern conduct, creating a cohesive environment where students felt a proud, authentic connection to their country's heritage and ongoing societal progress. APASO-III data confirms our success, with an exceptional Q-score of 116 across all four dimensions, placing our students in the top 15% city-wide.

4. Enhance students' well-being through a more engaging spiritual life

(1) Throughout the year, we were blessed to hold 7 religious assemblies centered on the theme: "With Hope, We Persevere—For God is Faithful!" These assemblies inspired students to trust in God's guidance and affirm their self-worth. These spiritual initiatives touched many hearts; during Gospel Week, 97 students committed their lives to Christ, while 16 others reaffirmed their faith.

(2) Hymn sharing serves as a vital form of emotional education, helping students navigate challenges and embrace gratitude. It not only enhances the positive atmosphere on campus but also strengthens students' sense of life's value. This year, 20 student-led sessions empowered our students to take ownership of their spiritual journeys and develop a deeper connection to their faith.

(3) We are so grateful for our Student Christian Fellowship, where near 100 students and teachers gather every Friday for worship, prayer, and heartfelt sharing. These precious moments allow students to support one another and grow side by side, fostering deep friendships and warm, healthy relationships with their teachers.

(4) The spiritual growth of our students can be reflected in the "Meaning of Life" subscale, where students achieved a remarkable Q-value of 114. This score highlights a deep sense of purpose and resilience, proving that our students navigate life with confidence and hope.

5. Enhance students' well-being by giving more space to do healthy activities

(1) At the institutional level, the Department of Studies collected information of tests, quizzes and dictations from different forms (trial implementation in S1, S4 in the 1st term, and S2, S5 in the 2nd term), aiming at ensuring the proper execution of the 'no more than two tests policy' in senior forms and avoiding academic overload in all forms. A review was conducted after data collection. Also, the special timetable before exams was extended from 3 days to 6 days. The above strategies allowed students to take ownership of time management and thus promoted the '4Rs' of mental health.

(2) At the subject panel level, encouraged by the Department of Studies, all subject panel heads reviewed and optimized their panels' assessment policies, homework policies and lesson planning, in order to reduce students' academic stress and enhance students' well-being.

(3) In terms of assessment policies, some panels adopted more diverse assessment methods (e.g. including fill-in-the-blank components in dictations of Integrated Science), while some panels (e.g. Physics) included bonus questions and bonus marks for differentiation.

(4) In terms of homework policies, panels implemented various strategies, like offering more diverse homework formats (e.g. project learning in Mathematics, Geography and ICT), replacing some of the written homework by classwork, providing options and flexibility and avoiding assignments requiring excessive copying.

(5) In terms of lesson planning, teachers were encouraged to give breaks during double lessons, and adopt student-centered learning strategies. In junior form Chinese History, the teaching schedule was fine-tuned to specify curriculum content requiring 'detailed' instruction and topics designated for 'brief' overview.

Reflection

- Based on the evaluation findings, analyse the facilitating and hindering factors, and consolidate the experience and reflection derived from the process of planning, implementation and evaluation.

1. Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices

(1) Reflecting on the year, the integration of health literacy into the daily school life was effective. For example, the nutritionist talks provided the "why" behind healthy choices. However, the consistency of habit-building remains a challenge. We realized that while students can identify healthy choices, the transition from knowledge to a sustained, daily routine requires more frequent reinforcement.

(2) Despite the efforts of our awareness campaigns, the APASO III KPM17 data reveals a critical area for improvement. Our students' Physical Fitness Q-score of 85 indicates that their actual physical performance remains weak compared to Hong Kong norms. This gap between literacy and physical capability necessitates a more intensive fitness intervention.

2. Enhance students' well-being by staying positive and coping with stress effectively when facing challenges

(1) Our recent APASO data shows that some students, especially those in the senior forms, still feel anxious and unhappy about school life. This clearly proves how important it is to keep running these well-being programmes to help reduce their stress and support them.

(2) Moving the mental health talks to the September assemblies worked very well. Instead of waiting for problems to happen, giving students stress-management tools at the very start of the term sets a supportive tone for the whole year. Students learned how to cope with challenges before schoolwork and social pressures started to build up.

(3) Helping families through the parent-child day camp, Disney tour, art workshops, and parent talks was a huge success. Student anxiety often comes from pressure at home. By giving parents tools to help and creating fun ways to bond, we fixed the root of the stress. Helping parents is just as important as helping the students.

(4) Students loved the Traditional Chinese Medicine Practitioner's visit and PERMA Days because they prefer hands-on activities. Ideas like "staying positive" were translated into practice through fun activities like making scent bags, tasting tea, and learning massage. This showed students that looking after their mental health is easy and can be part of their daily routine.

(5) The S6 Stress Relief Workshop showed that graduating students need special attention. They face a lot of exam pressure and worry about the future. Giving them their own safe space to talk helped them feel understood and gave them the confidence to face their exams.

3. Enhance students' well-being by lifting social health and building positive relationships in school and online platforms

(1) Our recent APASO III data confirms the effectiveness of these social initiatives. With a Q-score of 107 for "Satisfaction in School" and an impressive 116 for "Satisfaction with Family and Friends," our students are performing better than 85% of schools in Hong Kong. This reflects a very healthy social environment and strong interpersonal bonds. While the diverse range of activities—from sports teams to newly established orchestra—ensured high participation, we realized the importance of student leadership and friendship in these initiatives. The most successful strategy is the peer-to-peer support that influences a vital component in building social health.

(2) The implementation of PERMA Days, including the "Celebrities School Tour Positivity Program," proved to be a cornerstone of our success. These once-per-term events provided a dedicated space for students to explore positive psychology. We observed that the high-energy, celebrity-led sessions were particularly effective at boosting morale and reinforcing the school's core values.

(3) Reflecting on the "PLHKS Best Education Values Award," we found that honoring students for diligence, commitment and perseverance successfully incentivized positive behavior. This recognition program went beyond academic achievements, celebrating character development. It encouraged students to value their personal growth and the growth of their friends, fostering a more compassionate and committed school culture.

4. Enhance students' well-being through a more engaging spiritual life

(1) The Student Christian Fellowship teachers share a warm and positive relationship with their students. Within the fellowship, students can truly feel loved and accepted as they share their lives and lift one another up in prayer.

(2) The Shatin Chapel plays an indispensable role in supporting our school's gospel work, and we look forward to maintaining a close relationship with them.

(3) In this school year, the Shatin Chapel collaborated with the Biblical Knowledge Panel to conduct lessons for our S1 students. Through engaging games and thoughtful activities, the church staff built warm, trusting relationships with the students, providing a gentle foundation that helps them grow gracefully in their faith. 96.6% of S1 students agreed that the group activities helped them gain a deeper understanding of the Christian faith. 100% of S1 students expressed that they enjoyed the small group sessions in Biblical Knowledge lessons.

5. Enhance students' well-being by giving more space to do healthy activities

(1) Reflecting on the year, teachers' awareness of enhancing students' well-being through learning and teaching was rising. According to the Term 1 review (S1 & S4), based on the information collected by the Department of Studies, clashes of tests, quizzes and dictations in S4 were below 10% (around 2% to 8%), which was satisfactory.

(2) Despite the efforts to give them more space in the academic field, the APASO III KPM17 data reveals a critical area for improvement. The Q-score of 'Affect' (No Anxiety, Depressive Symptoms) remains weak (85 marks) compared to Hong Kong norms. This reflects the school's strategy to strengthen the practice of giving more space to enhance students' well-being.

Feedback and Follow-up

◆ With reference to the above "Achievements" and "Reflection" of the Major Concern, suggest follow-up measures to further help students achieve the seven learning goals[1], so as to inform the planning of the next Annual School Plan / School Development Plan.

1. Enhance students' well-being by increasing physical health literacy and making informed healthy lifestyle choices

(1) Future work will focus on increasing the frequency and intensity of the Class-based Exercise Program. We plan to extend the scope of more interesting inter-class fitness competitions to other forms like the Cycling Program. We will launch more recess and lunchtime fitness activities initiated by Students Union in order to create more time and space for physical fitness development. Our goal is to translate improved health knowledge into measurable improvements in student physical strength.

(2) The diversification of recreational activities highlighted a shift toward holistic wellness. We will continuously provide this holistic wellness environment so students will join more traditional sports teams as well as find success in alternative leisure activities like pickleball. A variety of choices is continuously essential for reaching every student in the cohort. A newly-established Home Economics Club will promote cooking activities to put theoretical health literacy into practice.

2. Enhance students' well-being by staying positive and coping with stress effectively when facing challenges

(1) The APASO data clearly shows that our students still need a lot of care. To help them, we will continue providing both individual counselling for students in need and wellness activities for the whole school.

(2) We will continue the September mental health talks for junior and senior assemblies to set a supportive tone from the outset and keep running the highly popular interactive booths during PERMA Days. While we may not host the TCM practitioner's Visit next year, we will integrate practical, sensory-based stress relief activities directly into these booths.

(3) We will maintain the parent talks and parent-child bonding outings to reduce stress at home; and we will keep the specialized S6 Stress Relief Workshops before major exam

[1] The seven learning goals of primary education are national identity, proper values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and digital literacy, and healthy lifestyle. The seven learning goals of secondary education are national identity and global perspective, breadth of knowledge, language proficiency, generic skills, digital literacy, life planning, and healthy lifestyle.

periods.

3. Enhance students' well-being by lifting social health and building positive relationships in school and online platforms

(1) Moving forward, we will leverage the high level of satisfaction in school and the community to deepen students' sense of national and societal belonging. Since the foundation of local relationships is strong, follow-up work will focus on extending these positive attitudes to broader community service and civic engagement, ensuring students remain socially responsible leaders in both physical and digital worlds.

(2) To sustain the momentum of strong community bonding, follow-up work will focus on further building student-teacher and student-alumni relationships and engaging in community service projects to transform strong national and local recognition into meaningful, practical contributions.

4. Enhance students' well-being through a more engaging spiritual life

(1) Along the journey of a student's growth, Bible verses do more than just provide direction — they infuse their lives with warmth and strength, allowing our students to flourish and grow in love. To encourage students to better recognize and internalize Bible verses, we may consider organizing a Bible Verse Instagram/Wallpaper Design Competition in the coming school year.

(2) This proposed design competition encourages students to internalize scriptures by creating faith-based digital content. Through this initiative, students will develop digital literacy and a healthy lifestyle, learning to use technology mindfully while surrounding themselves with positive, spiritually grounding reminders in their daily lives.

5. Enhance students' well-being by giving more space to do healthy activities

(1) The APASO data clearly shows that our students still need more space in the academic field. We will continue to promote the awareness of well-being among different subject panels so that they can create more space for students through optimization on assessment policies, homework policies and lesson planning.

(2) To avoid arranging too many tests, quizzes and dictations on the same day, we will continue the information collection policy. Teachers will be reminded to update the information in the shared Google Sheet, preferably before the test or by the end of every month to keep the data updated. For subjects having no tests for the entire term, they will be asked to indicate this in the Google Sheet, ensuring the accuracy of the data.

Major Concern 2: To nurture effective learners with effective learning strategies

Achievements

1. Fostering students' abilities to set goals, do career and life planning, and conduct self-evaluation (a SMART learner)

(1) At the school level, a thorough, year-round 'SMART' goal-setting scheme, covering both academic and non-academic goals, was launched by the Class Management Committee. Throughout the school year, three class periods were allocated for goal-setting activities. Students in all forms were guided by class teachers and had the autonomy to set their own 'SMART' goals (specific, measurable, achievable, relevant and time-bound). They then set their success criteria and drafted personalized learning contracts. A 'SMART Goals' booklet was designed for students. Class teachers checked and provided positive feedback on students' SMART goals. Besides setting the SMART goals in the early stage of the school year, mid-year and annual reviews from students and peer sharing session were also conducted. Most class teachers reflected that the scheme helped our students exhibit improved motivation and self-discipline in pursuing their academic and personal objectives.

(2) At the subject panel level, subject panel chairpersons were encouraged to guide students in setting subject-specific goals using the 'SMART' approach. Almost all subject panels included goal-setting in their year plans. For example, the ICT panel guided senior students (S4-S6) in setting achievable academic goals, starting from broader objectives to specific DSE targets. The Geography panel conducted students' self-evaluations after each assessment (UTs, exams). The English panel taught students to set specific learning goals (e.g. learn 5 vocabulary items every day, watch English programs for at least 2 hours a week) and think of personalized rewards for achieving the goals (e.g. achievement tree, color journey tracker). Through the above trainings, students exhibited improved motivation and self-discipline in pursuing their academic objectives.

(3) The Career Department set specific career planning and growth goals for students in different forms and achieved ideal results through a variety of activities throughout the year. To name a few, S3 students went through the activities in the tool book "Find your colors of Life", S4 students participated in the 'S4 Orientation Day', S5 students participated in the 'Alumni Career Day', 'Online Mock JUPAS' and 'Mock University Admission' and S6 students was provided with individualized counselling on JUPAS choices. Through alumni sharing, individual counselling and career planning tools, these activities helped students better understand their aptitudes, interests and abilities, thereby enabling them to clearly set personalized goals. As in previous years, lunch alumni sharing activities, such as 'Looking at the Workplace', were organized, enhancing students' exposure to the workplace and career

path.

(4) On 8 December, 2025, the 'Greater Bay Area Career Exploration Tour' was held for 40 students from S4 and S5. Through personal observation and experience gained during the tour, students deepened their understanding of the latest developments in various industries in the GBA. This enabled them to better set goals and equip themselves to seize the development opportunities in the region.

2. Enhancing students' effective learning skills in various key learning areas (a confident learner)

(1) At school level, a series of implementation strategies have been promoted by the Department of Studies to enhance effective learning skills. An MC2 (Effective Learning) working group was established for this purpose. Students engaged in assemblies focusing on 'Effective Learning Skills' where elements, such as timetable planning (making plans to reach targets), effective note-taking skills (e.g. Cornell method) and the use of AI tools for revision and self-assessment were introduced. Various note-taking methods and experience were also shared in morning assemblies (three times throughout the school year). Skills, such as the use of visual organizers and dual coding, are introduced.

(2) A note-taking competition was organized for S1-S5 students, where 'self-directed' notes were collected (from any chapter of any subject). The competition offered various awards, such as Outstanding Notes Award (for Language, Science and Mathematics, and Humanities subjects), Most Creative Notes Award, Finalist award and Inter-class Engagement Award. A total of 44 students participated. Good work was showcased through Campus TV sharing and display TV. Through this event, students reflected on and shared their work with peers to improve the quality of their notes.

(3) At subject panel level, the 'note-taking' and 'pre-lesson task' strategies were promoted widely and effectively across all subjects through classroom observation, submission of student work and peer sharing. All subject panels included 'note-taking skills' and 'pre-lesson tasks' elements in their year plan, teaching schedules and lesson plans. Teachers introduced note-taking skills, such as bullet points, charts, and AI application. In addition to traditional tools (e.g. notebooks), digital tools were introduced. Students were trained to use note-taking apps, audio recordings, and digital organization tools e.g. summarizing learning points for each chapter/section in senior form. These strategies allowed students to apply note-taking skills more broadly and effectively in regular lessons.

(4) Based on lesson observations, teachers increasingly arranged pre-class tasks, such as reading articles, watching videos and expressing opinions in online platforms. These strategies

gave students a basic understanding of topics before class and fostered responsibility for self-directed learning.

(5) Samples of 'pre-lesson tasks' and 'directed note taking (with students' learning outcome)' were collected from panels by the Department of Studies. The MC2 working group then discussed the observations and met with the related panel chairperson to provide feedback on improving the quality and effectiveness of future 'note-taking' and 'pre-lesson tasks'. Good samples were also summarized and released to teachers for follow-up.

(6) For staff development, on Teachers' Collaboration Day II, panel chairpersons or teachers (from Chinese Language, English Language, CES/CS, Economics and Integrated Science) shared their experience of promoting note-taking and pre-lesson tasks in their subjects. A subject-based discussion on enhancing students' effective learning skills followed. The evaluation survey revealed that 96% of teachers agreed 'the speakers' delivery was effective', and 88% of teachers agreed 'the objectives of TCDII were achieved'.

(7) On 22 January 2026 and 30 April 2026, all panel chairpersons participated in school-based professional training on 'Strategies and Techniques for Improving Subject Panels through Lesson Observation'. Panels shared and exchanged their insights and reflections from lesson observations within their panels.

3. Building students' reading habits and nurturing their passion for reading (a reading lover)

(1) At the school level, in addition to regular reading lessons in junior forms, the Library organized a wide array of reading-related activities aimed at nurturing a reading culture on campus. All junior form students participated in the S1-S3 Book Promotion Video Competition, co-hosted by the Library and Chinese Language Panel. Some students effectively utilized AI technology to produce animations.

(2) Besides regular practice, such as reading sharing by teachers (in different KLAs) and students, writing reading journals and books exhibition, the Library organized other unique and engaging reading promotion activities. These included a forensic anthropologist author's talk and a forensic workshop co-hosted with the Chemistry and Biology Panel (11/2025), a handwriting identification expert author's talk (4/2026) and a reading theater performance 'Charlie IX & DoDoMo – The Souls in The B.B' (5/2026) co-hosted with the Drama Panel. These activities effectively enhanced students' interest in reading, encouraged them to express their feelings about the reading materials, and created a positive reading atmosphere.

(3) The Library and the language panels launched a variety of extensive reading promotion activities to help students build reading habits. In the Chinese Language Panel, students explored a wider range of genres, authors and text formats through Online Reading Platform (for junior forms) and 'Author's' Check-in Program' (for senior forms).

(4) This academic year, the English Panel organized a diverse range of reading programs to foster students' interest in reading and strengthen their English language learning. During the English Academic Week, junior form students read excerpts from two storybooks and prepared for a "Meet the Author" session, where they interacted with a children's book writer, learned about her journey and asked questions. During the reading lesson, they also viewed video presentations by senior form students, who shared insights on four different books and completed a reflection worksheet to consolidate their learning of the content in the books.

(5) To provide similar opportunities for senior form students, a lunchtime "Meet the Author" event was held at the LaC Corner, featuring a writer whose work focused on the Sustainable Development Goals, complementing texts from the NSS curriculum. Both junior and senior forms also contributed to LaC Corner lunchtime booth games, engaging peers with language activities connected to Geography, History, and DT/STEAM that were designed by them.

(6) There was also an Inter-house Reading Booth Contest, where students designed booth games inspired by books that emphasized values, such as perseverance, responsibility, diligence and commitment. A Speed-Reading Competition after school further encouraged students to develop quick comprehension skills while enjoying interesting texts. Beyond these events, selected pilot classes participated in the SOW Readathon organized by the Education Bureau while ongoing initiatives such as Read and Gain, iHoot and the Extensive Reading Scheme continued to expose students to a wide variety of reading materials throughout the year.

4. Cultivating students' information literacy and guiding them to become smart and responsible technology users (a smart and responsible technology user)

(1) At the school level, the Digital Education core group was set up in the second term, aiming to push forward the development of digital education, monitor the use of AI fund (AI for Empowering Learning and Teaching Funding Programme) and prepare the implementation plan after the release of the "Blueprint for Digital Education in Primary and Secondary Schools" later this year by the EDB.

(2) The IT Department promoted information literacy through assembly talks, morning assembly sharing and other means. On 3 March 2026, a morning sharing about AI scams and how to identify AI-generated fake information was broadcast to all students through Campus TV. On 17 March, 2026, the 'Theatre in Education' program on Information Literacy took

place during the senior form assembly and junior form reading lesson. The theatre enhanced students' information literacy and awareness of data security, encouraging responsible and wise use of information technology.

(3) This year, some students were recommended to join the Territory-wide 'Digital Literacy and Skills Student Award Scheme', co-organised by HKACE and Edcity with support from the EDB. Six students received the 'Bronze Award' of the Youth Literacy Excellence and Digital Skills Award (YLEADS).

(4) At the subject panel level, the school kept abreast of the latest educational trends in 'Digital Education in all subjects'. This year, 'information literacy' (or 'digital literacy') elements were highlighted in teaching schedules of all panels, monitored by the Department of Studies. For example, the Chinese History Panel incorporated AI tools into learning, instructing students on how to use AI to conduct data research, revise essays and improve test-taking skills. The Geography Panel engaged students in building their learning portfolio in Google Classroom using GoodNotes and notebooks. The Music Panel educated students on correct usage of music with copyright and AI in composition. Online resources (e.g. music notation software, lyrics databases and melody generators) were provided to compose and produce music more effectively. In summary, digital literacy elements were partially observed in students' assignments and outcomes across subjects.

(5) For staff development, a school-based AI training was held on Teachers' Collaboration Day I (TCDI). Two young teachers shared themes on 'basic knowledge and application of AI' and 'teaching students how to use AI' to all teaching staff respectively. Content included using AI to optimize learning and teaching materials, evaluate data analysis and improve test-taking skills. Then, a subject or KLA-based collaboration on 'integrating AI tools into learning and teaching' followed. The evaluation survey revealed that 89% of teachers agreed 'the objectives of TCDI were achieved', and 83% of teachers agreed 'the knowledge gained on TCDI could be applied to their work'

(6) Furthermore, useful IT tools in education were introduced in New Teachers Orientation and IT training (for all teaching staff), organized by the IT Department. Starting from this year, the use of generative AI tools for facilitating teaching and non-teaching work has been included in the IT training.

Reflection

1. Fostering students' abilities to set goals, do career and life planning, and conduct self-evaluation (a SMART learner)

(1) Our recent APASO III KPM17 data confirms the effectiveness of our goal-setting campaigns. In 'generic skills', the Q-score reach 116 in almost every form for "learning initiative", "learning: self-monitoring" and "learning: self-planning". Encouraging increases have also shown in most of the indicators that had lower Q-scores in the previous year, including: "learning: self-planning" and "learning: with clear goals" (from 85 to 116 in S2).

(2) Despite the satisfactory overall school performance in the goal-setting related APASO III KPM17 data, findings in 'learning: with clear goals" show that S3 and S5 students struggle more with goal-setting, scoring only 97 and 93 respectively. This indicates that most students manage to set clear learning goals and have clear learning direction.

(3) From the stakeholder survey, to a certain extent, the following findings also indicate the effectiveness of our goal-setting campaign. For 'self-initiative in learning', 52.9% of students (S7) [2], and 56.1% of parents (P5) [3], agreed that "they (or their child) take the active role in their learning", both scored 3.5 in a 5-point scale. For 'goal-setting', 49.3% of students agreed that they know how to set my own learning goals (S13) [4], scored 3.4 in a 5-point scale, and ranked 5th out of 10 items. For 'review on goal setting', 62.4% of students agreed that 'they often reflect on their performance, in order to reflect on and improve my learning.' (S15) [5], scoring 3.6 on a 5-point scale, and ranking 2nd out of 10 items. On the other side, the above data also reflects that around 40-50% of students lack clarity regarding their goals.

[2] It refers to Question 7 of Student stakeholder survey (S7).

[3] It refers to Question 5 of Parent stakeholder survey (P5).

[4] It refers to Question 13 of Student stakeholder survey (S13).

[5] It refers to Question 15 of Student stakeholder survey (S15).

2. Enhancing students' effective learning skills in various key learning areas (a confident learner)

(1) The school-wide note-taking competition encouraged students to build lifelong habits for organizing and synthesizing information. Among the 44 participants, 13 demonstrated outstanding note-taking skills. However, the participation rate reveals a need for wider engagement.

(2) Panel reviews and observations revealed that many students' note-taking still leans heavily toward passive transcription. In many instances, student work involves merely copying text directly, rather than autonomously organizing, filtering and summarizing ideas using effective organizers.

(3) From the stakeholder survey, a noticeable discrepancy was observed between the delivery of learning strategies and students' actual mastery of them. While 66.1% of students agreed that "teachers often teach learning strategies, such as doing pre-lesson preparation" (scoring 3.7 out of 5), only 46.2% know how to apply these learning strategies, such as doing pre-lesson preparation and using concept maps (scoring 3.4 out of 5). This indicates that a significant portion of the student body has yet to internalize these tools as autonomous habits.

(4) While pre-lesson preparation strategies have been widely embedded into subject panel year plans, their implementation across different subjects remains uneven. Panel reviews and observations revealed that students have not yet internalized pre-lesson tasks into a daily routine.

3. Building students' reading habits and nurturing their passion for reading (a reading lover)

(1) According to teacher observations, students enjoyed taking part in reading activities organized by the Library, such as the Book Promotion Video Competitions, author's talk, forensic workshop and Readers' theater. They showed full devotion and had fun in the activities. Borrowing records from the school library indicate that the number of borrowed books increased by 20% this year.

(2) Recent APASO III data confirms the effectiveness of these reading activities in cultivating a vibrant reading culture. There was an encouraging increase in Q-score in some reading-related indicators across all forms, which previously had lower marks. These include "Reading (non-assigned materials)" (from 88 to 99) and "Reading (time for leisure reading) (from 85 to 97). S1 students even achieved exceptionally high Q-scores of 113 and 116 respectively in the two indicators.

(3) However, the APASO III data also reveals that students in some forms need more attention, especially S3 and S5. In "Reading (non-assigned materials)", Q-scores in these two forms were around 85-89, reflecting low motivation to read beyond academic requirements.

(4) The stakeholder survey also revealed a critical area of improvement. Only 44.5% of students agreed that "they often read materials such as leisure reading materials and newspapers outside class" (S11) [6], scoring 3.4 in a 5-point scale and ranking 7th out of 10 items.

4. Cultivating students' information literacy and guiding them to become smart and responsible technology users (a smart and responsible technology user)

(1) As the "Blueprint for Digital Education in Primary and Secondary Schools" has not yet been released, the school is still preparing to embrace upcoming digital education development without having a concrete direction. Although the AI fund was deposited into the school account at the beginning of 2026, the school is still considering how to allocate these resources most effectively.

(2) Despite the awareness of 'information literacy' (or 'digital literacy') at subject panel level, the APASO III KPM17 reflects room for improvement. The Q-scores of 'information technology' (unattached by functions of digital media and digital devices) were unsatisfactory in junior forms, recording 85-90. This implies S1-S3 students are easily distracted or enticed by various digital features and functions and have limited self-control. It is a common trend as younger students gain increasing digital autonomy. In contrast, senior form students displayed much higher digital maturity (Q-scores of 108 and 116 in the above indicator for S4-S5 students), meaning they use technology purposefully and are not easily sidetracked by online distractions.

(3) The use of generative AI tools for work has risen significantly among staff, with every teacher provided a Google Gemini account. However, teachers' AI abilities and digital literacy should be further enhanced and the goal of 'AI in all subjects' will gradually be achieved in future.

[6] It refers to Question 11 of Student stakeholder survey (S11).

Feedback and Follow-up

1. Fostering students' abilities to set goals, do career and life planning, and conduct self-evaluation (a SMART learner)

(1) The APASO and SHS data show that our students make a pleasant improvement in goal-setting abilities. The Class Management Committee will continue and optimize the SMART goal-setting scheme in all forms. From the school-based survey, 75% of class teachers agreed that the 'SMART goal-setting lesson' effectively develops students into highly effective SMART learners.

(2) Some class teachers also offered specific experiences and suggestions for improvement in fostering students' goal-setting abilities. At class level, areas of improvement include enhancing appreciation of students' achievements and progress (in both academic and non-academic areas), arranging students-sharing sessions in form teacher periods (with assigned themes related to positive values and attitudes), strengthening the planning of the S1-S2 Journal Book (e.g. proposed time-period, frequencies and topics) and building peer learning group. At the school level, more inter-class competitions and contests can be launched in different aspects, with a year-round inter-class competition schedule integrated.

(3) Beyond S1-S2, the 'double class teachers' arrangement will be extended to S3 in 2026-27. With additional class teachers, more efforts will be put into career and life planning work in S3, such as strengthening individual career counselling for students, including aptitude tests and subject selection.

2. Enhancing students' effective learning skills in various key learning areas (a confident learner)

(1) The SHS data clearly shows that students still need more guidance in enhancing effective learning skills. To spread effective study habits and practical note-taking skills more widely, outstanding students could be invited to share their habits and skills during morning sharing sessions, assemblies or form teacher period.

(2) To achieve the goals of a "confident learner", a more standardized and systematic approach to pre-lesson design may be required across all subjects. Subject panels can design more varied pre-lesson tasks, including higher-order ones intentionally linked to in-lesson activities to stimulate peer-to-peer interaction and discussion.

(3) Staff development sessions can be organized to invite subject panels with exemplary learning materials to share their effective strategies and insights and further explore applications across all subject panels.

(4) Peer lesson observation can also be optimized, as well as open-lesson culture can be further explored. For instance, peers can observe each other's lessons of, focusing on specific effective learning skills, such as note-taking and/or pre-lesson tasks. Post-lesson sharing and collaboration can then be conducted.

3. Building students' reading habits and nurturing their passion for reading (a reading lover)

(1) Recent APASO III KPM17 data confirms the effectiveness of reading activities conducted by Library, Chinese Panel and English Panel. It is rewarding for the Library to co-host reading activities with different subject panels. Successful practices will continue next school year.

(2) To arouse interest in reading among S3 and S5 students, activities catering to their needs and interests will be launched. One of the reading-related themes is "understanding of your unique MBTI and career tendency revealed by your handwriting".

(3) Students will be invited to participate in selecting books for purchase at the book exhibition, ensuring that chosen books suit their interests and preferences, thereby enhancing their reading engagement.

4. Cultivating students' information literacy and guiding them to become smart and responsible technology users (a smart and responsible technology user)

(1) For planning digital education, the DE core group will suggest resource allocation for the AI for empowering Learning and Teaching Funding Programme (AI Fund). For implementation, the core group will confirm interim targets and prioritize short-term actions. It is recommended that the group also define ownership of decisions, identify supporting resources and set a timeline with milestone reviews and measurable outputs.

(2) In addition to the DE core group, the Studies Department and IT Department are expected to assist in monitoring the fulfillment of the requirements within the implementation period of the AI fund (2026-27 and 2027-28). Examples include: (i) Implement AI-assisted teaching in at least three subjects/curriculum areas (each covering at least two levels); (ii) Develop at least six teaching examples or sets of learning and teaching resources with AI application; (iii) Conduct at least three open classes or classroom demonstrations on AI-assisted teaching in at least three different subjects/curriculum areas (within or outside the school); (iv) Organize at least three experience-sharing sessions on AI-assisted teaching (within or outside the school); and (v) Host or arrange for students to participate in at least two student activities focusing on enhancing students' AI literacy and skills.

(3) APASO III KPM17 suggests a clear gap between junior and senior students in information technology and self-regulation. It is recommended that the school can implement targeted, age-appropriate strategies in digital education, especially for S1–S3 students. Specific guidance in digital literacy should include digital distraction management, responsible use and verification skills. These can be embedded into subject lessons and/or extended lessons. Students' performance can be monitored through short-cycle checks to track Q-score movement.

(4) Staff uptake of generative AI is increasing (Google Gemini accounts provided) but teacher AI competence and digital literacy remain insufficient for "AI in all subjects." It is recommended to provide practical training on effective prompting, ethical use and aligning AI tasks to learning outcomes. Developing a phased rollout and a simple evaluation rubric to track teachers' competency gains is also worth considering. As a school-based KPM5 requirement in 2026-27, all teachers will be required to attend at least one professional development activity themed on Digital Education, Artificial Intelligence and STEAM education.

(3) Student Performance

Our students are polite, considerate and self-disciplined. Most of them have high learning motivation and good academic performance while they actively participate in various types of extra-curricular activities. Our students also show a strong devotion to our school and society. They demonstrate good communication skills and have developed supportive and harmonious relationship with their schoolmates.

The Hong Kong Diploma of Secondary Education Examination (HKDSE 2025)

This year, our S6 students achieved the following outstanding results in the Hong Kong Diploma of Secondary Education Examination:

1. Percentage of students who attained the minimum requirements for admission to degree programs (332A2): around 80%
2. Percentage of students who attained level 3 or above in core subjects:
   2.1 Chinese Language: close to 90%
   2.2 English Language: close to 90%
   2.3 Mathematics: over 95%
3. Rate of attainment for Citizenship and Social Development: 100%
4. Attaining level 5 or above
   Subjects attaining level 5 or above over 40%: 6 subjects including Chemistry (54.5%), Geography (50.0%), M1 (50.0%), Information and Communication Technology (47.1%), M2 (44.4%), Physics (40.6%)
5. Attaining level 4 or above
   5.1 Average percentage of students who attained level 4 or above: over 60%
   5.2 Number of subjects attaining level 4 or above higher than the Hong Kong average: 15 subjects
   5.3 Subjects attaining level 4 or above over 70%: 9 subjects including M2 (100%), Chinese History (81.3%), Geography (81.3%), Chemistry (78.8%), Economics (75.0%), M1 (75.0%), History (73.3%), Mathematics (Compulsory Part) (70.7%), Information and Communication Technology (70.6%)
   5.4 Number of subjects attaining level 4 or above over 60%: 11 subjects
6. Total score in best 5 subjects: 30 points

2025-26 Annual Awards and Achievements in our school

English

77th Hong Kong Schools Speech Festival

Solo Verse Speaking - Non-Open

First Runner-up 2A Siu Nga Yat 2C Yung Yuet

Second Runner-up 1A Lai Pui Yu

Merit 1B Yip Tsz Ching 1A Lau Wing Kiu 1B Yuen Tsz Kiu Chloe 1A Wong Tsz Hei
1B Tetteh Victoria William 1B Man Jeffrey 1B Lam Chun Ting 1A Tong King Yin
2C Lam Hoi Yee 2B Cheung Ying Hoi 2A Liu Kin Lam 2A Ko Yat Long
2A Chu Pui Lok 3A Leung Yan Nam 3B Xiong Zi Qian 3A Ho Ching Yan
4A Chu Wing Lam 4A Yu Ming Xin 4A Lin Lok Yi 4A Wong Pistil 5A Ho Tsz Shing

Dramatic Duologue

First Runner-up 4B Lai Cheuk Laam 3C Kwok Pui Ying 1B Lam Chun Ting 1B Tsang Long Him Dominic

Merit 3D Xie Sze Ting 1B Chow Yu Yan 1B Chan Lok Yan 2D Keung Yi Shing 2D Leung Elise
3A Wong Grace 1A Ip Chun Ting 1B Tetteh Victoria William 2D So Cheuk Yiu
2A Chan Chi Shing

Public Speaking Solo

Winner 3A Jim Hi Yin

Merit 3A Ho Ching Yan

Public Speaking Team

Winner 1A Chan Yi Ching 1A Ying Yik Chi 1A Wong Tsz Hei
4A Chu Wing Lam 4A Lin Lok Yi 4A Wong Pistil

Second Runner-up 5A Chow Kwan Wai 5A Koon Tsz Ling 4C Lau Lok Hin

HKFYG English Public Speaking Contest

Junior Division Semi-Finalist 1A Chang Yi

Hong Kong Secondary Schools Debating Competition 2025-26 Term 2 Final KLN & NT Senior Division 1

First Runner-up 3A Hui Yi Ting 4A Edgar Tan 4B Wong Man Chi

S.K.H. Tsang Shiu Tim Secondary School Toastmasters Youth Leadership Programme 2026 Inter-school Speech Contest – Senior Division (F2-F4)

Second Runner-up 2C Yung Yuet

中文

中文朗誦

第七十七屆香港學校朗誦節

女子散文獨誦 普通語 季軍 1B 蔡凱琳 2A 黃渝琳

男子詩詞獨誦 普通話 冠軍 5C 郭梓奧

女子二人朗誦 粵語 亞軍 3D 謝思婷 3B 王芷恩

冠軍 2B 蔡岢利 2D 薛曼文

中文寫作

香港弘愛會第四屆「好山好水好香港」全港中小學生創意寫作

亞軍 4A 朱穎琳

第四屆金筆獎中文硬筆書法比賽

高中組優異獎 5A 何曦亮

第十三屆大學文學獎（2024/25 學年）浸大少年作家獎

少年作家獎 6D 周煒婷

2024-2025 讀者作文徵文比賽：「假如時光可以倒流」

優秀作品 4A 孔樂謙 4A 黃心攸

第十八屆理想家園徵文比賽

初級組季軍 4A 陳嘉朗

第二屆全港中小學生中文寫作比賽「我為甚麼喜歡這一本書」

良好獎 4A 林芷琦

作家培育計劃：「學生作家徵文比賽」2024/25 學年

高中組三等獎 4A 黃健樂

香港中華文化促進中心 2024-2025 中國中學生作文大賽(香港賽區)

初中組優異獎 4A 黃心攸 4B 黃俊杰 4C 蔡其期 4C 王永悅

高中組優異獎 4D 夏康傑 6A 張曉桐 6A 鄧兆煖 6B 文泳欣 6D 張慧昕 6D 李凱怡

香港賽馬會社區資助計劃「兩代情」徵文比賽 (2024-25 年度)

優異獎 6C 林莎恩 6C 譚若馨 6C 黃姵霖 6C 黃育珊 6D 李沐錦

第 20 屆國際孝情大會暨徵文比賽 2026

初級組佳作獎 3A 陳欣沛

智愛文言文閱讀平台全港中文網上學習

優秀學員獎 2A 馮芊潼 2A 勞子淇 2C 錢瑋樂 3A 李尚熹

中文演說

新知識文化學術研習社 2025 夢想杯演講比賽（初中組）

亞軍 3D 謝思婷 優異 1A 李子樂 1A 丁奕之

中文辯論

沙田區學校五角辯論賽

最佳辯論員 1A 秦子謙 3D 溫紫慧

第七屆全港中學學界辯論比賽

最佳辯論員 3D 謝思婷

星島第四十一屆全港校際辯論比賽

最佳辯論員 3B 王芷恩

最佳交互問答 3D 溫紫慧

Mathematics

第 43 屆香港數學競賽初賽

優秀表現獎 4B 熊浩然

第二十七屆香港青少年數學精英選拔賽

三等獎 3A 潘溢朗 3A 呂卓忠

中學數學閱讀報告比賽 初中組

表揚獎 3A 李尚熹

全港中小學數字素養與技能學生獎勵計劃(中學組) (YLEADS)

銅章 1B 周愉昕 1C 魏釬翹 1C 周梓航 2B 李明昊 2B 潘晴兒 2B 黃綺芯 3A 李尚熹

Drama

77th Hong Kong Speech Festival Dramatic Duologue

Dramatic Duologue

First Runner-up 4B Lai Cheuk Laam 3C Kwok Pui Ying 1B Lam Chun Ting 1B Tsang Long Him Dominic

Merit 3D Xie Sze Ting 1B Chow Yu Yan 1B Chan Lok Yan 2D Keung Yi Shing 2D Leung Elise 3A Wong Grace 1A Ip Chun Ting 1B Tetteh Victoria William 2D So Cheuk Yiu 2A Chan Chi Shing

Physical Education

第 24 屆全國救生錦標賽

女子公開組 100 米腳蹼假人救生决賽 第三名 6B 余悅

女子公開組 4x50 米混合救生接力 第二名 6B 余悅

中國香港學界體育聯會沙田及西貢區中學分會校際游泳比賽

女子甲組 50 米蛙泳 亞軍 6B 余悅

女子甲組 100 米蛙泳 季軍 6B 余悅

男子乙組 50 米蝶泳 亞軍 3C 范曉汛

男子丙組 200 米自由泳 第 7 名 1D 黃建文

中國香港學界體育聯會沙田及西貢區中學分會校際排球比賽

女子甲組(第二組別) 殿軍 6A 陳嘉欣 5C 劉希雯 5B 陳芋澄 4C 陳天恩 4C 何雨曈 4B 歐卓芝 3B 張可嵐 3A 黃諾恩

中國香港學界體育聯會沙田及西貢區中學分會校際排球比賽

男子乙組(第二組別) 亞軍 4C 張柏謙 4B 陳尊 4B 黃梓臻 3D 陳正喬 3D 陳名誌 3D 黃嘉熙 3C 陳子軒 3C 范朗澄 3C 韓凱光 3C 謝皓丰 3B 林學瑜 3A 陳亭臻 2C 許家豪 2B 黃俊豪

女子乙組 (第二組別) 第 5 名 4D 陳海琳 4D 趙妤 4D 胡心悅 4C 吳依霖 4B 陳諾晴 4B 葉皓悅 4A 蘇詩芮 3D 曹詠喬 3D 顧樂希 3D 李善桓 3C 朱南穎 3B 蔡巧盈

中國香港學界體育聯會沙田及西貢區中學分會校際籃球比賽

女子乙組 (第二組別) 第 5 名 4B 梁心悅 4D 何敏晴 3C 鄭樂霖 3B 古芷瑤 3B 文梓柔 3B 王芷恩 3A 鄭珊珊

女子丙組(第二組別) 殿軍 2A 陳曉霖 1D 方婷姿 1D 關巧欣 1C 程小丹 1B 林笑盈 1A 丁奕之 1A 黃紫希 1D 鄭樂殷 1C 莊淑雯

2025-26 學界合球錦標賽

初中組 殿軍 2A 勞子淇 3B 王芷恩 2A 陳曉霖 2C 文晞曈 2C 顧子謙 2D 黃綽毅 3B 趙柏然 3C 范曉汛

高中組 殿軍 4B 梁心悅 4D 何敏晴 4D 陳思澄 4A 黃開誠 4C 趙敖舜 4B 黃梓臻 3D 陸城俊 2C 鄭澤涵

第 69 屆體育節 2026 會長盃合球邀請賽

中學組 亞軍 2A 勞子淇 3B 王芷恩 4B 梁心悅 4D 何敏晴 4D 陳思澄 2A 陳曉霖 2C 文晞曈 2D 黃綽毅 3B 趙柏然 3C 范曉汛 3D 陸城俊 5C 關宗泰 2 顧子謙 4A 黃開誠 4C 趙敖舜

中國香港學界體育聯會 2025-2026 年度 新界地域中學校際室內賽艇比賽

女子乙組 500m 第 7 名 4B 梁心悅 第 16 名 4B 李懿洛

女子乙組 1000m 第 19 名 4D 胡心悅

女子丙組 500m 第 18 名 2C 鍾可僑

女子乙組 4x500m 接力 第 11 名 4B 梁心悅 4B 李懿洛 4D 胡心悅 4D 趙妤

屈臣氏集團香港傑出學生運動員獎 2026

中學組 香港傑出學生運動員獎 2025-2026 4B 梁心悅

Music

第六屆全港中樂大賽

傳統笙 演奏級 冠軍 5B 李梓朗

聯校音樂大賽

中學合唱團 銀獎 1A 古泓昇 1A 劉穎橋 1A 吳梓穎 1A 湯競賢 1A 謝翱駿 1A 王奕欣 1A 黃紫希 1B 蔡凱琳 1B 孔德朗 1B 梁卓瑩 1B 李恩衛 1B 黃諾怡 1C 曾睿智 2A 朱沛樂 2A 劉芷淇 2A 廖見霖 2A 潘晉霆 2A 魏天恩 2B 古曉峰 2B 黃可喬 2B 楊心佑 3A 區悅茗 3A 劉昕澄 3A 梁焯桐 3A 李俊丞 3A 吳嘉晞 3A 黃忻祈 4A 朱穎琳 4A 王晴蕊 4A 翁靖 4B 張恩晞 4B 李芷穎

中學管弦樂團 銀獎 1A 陳栢然 1A 方譽翔 1A 吳承泰 1B 陳芯穎 1B 田蔚瑩 1C 羅卓悠 1C 張梓鈺 1D 鄭樂殷 1D 黃天池 1D 楊梓淇 1D 葉伽希 1D 姚曦晴 2A 高逸朗 2B 馮柏皓 2B 謝永和 2B 楊心佑 2B 楊奕霖 2C 許躍藍 2C 吳奕瑤 2C 鄔沛佟 2D 梁靖庭 2D 盧家熹 2D 蘇焯耀 3A 區悅茗 3A 林道證 3A 劉芷莜 3A 劉昕澄 3A 梁佳奕 3A 李俊丞 3A 呂洛維 3B 邱文浠 3C 龔力行 3C 劉芷嬰 3C 甄淀玥 4A 蘇詩芮 4B 劉書睿 4B 陸一嵐 5A 劉寶鏘 5D 羅睿凝 5D 丁芊彤

中學合唱小組 銀獎 1A 陳苡澄 1A 王奕欣 1B 蔡凱琳 1B 田蔚瑩 2A 廖見霖 2A 黃渝琳 3A 區悅茗 3A 劉昕澄 3A 梁焯桐 3A 李俊丞 3A 吳嘉晞

中學弦樂小組 銀獎　1A 吳承泰 1C 張梓鈺 1D 姚曦晴 2B 謝永和 2B 楊心佑 2C 許躍藍 2C 鄔沛佟
3A 林道證 5D 羅睿凝

中學木管小組 銅獎　4B 劉書睿 5D 丁芊彤

中學弦樂 (小提琴)獨奏 高級組 銀獎 1A 吳承泰

第 78 屆香港學校音樂節

四級鋼琴獨奏 銀獎 1C 蕭亦謙 3B 林厚政

五級鋼琴獨奏 銅獎 2A 陳曉霖 銀獎 1A 王奕欣

六級鋼琴獨奏 銅獎 1D 黃天池 1D 曾婷婷 1B 袁芷喬
銀獎 1C 魏釬翹 2A 高逸朗
第三名 2A 蕭雅日

七級鋼琴獨奏 銅獎 3A 梁焯桐

八級小提琴獨奏 銀獎 1A 吳承泰

中級大提琴獨奏 銀獎 3A 林道證

中學組初級長笛獨奏 銀獎 1A 丁奕之 3B 邱文浠

中學組初級圓號獨奏 銅獎 1D 黃天池

初級組箏獨奏 銀獎 1B 蔡凱琳 **中級組箏獨奏** 銅獎 2A 馮芊潼

香港演藝精英盃中樂大賽 2026

吹管初級組 銀獎 4C 郭栩汛

香港演藝音樂節 2026

中學管弦樂 銅獎 2A 陳志城 2A 陳思諺 2A 樊海喬 2A 劉思諾 2A 柯博仁 2A 戴睿峰 2A 胡凱琨
2B 劉雅彤 2B 王凱晴 3B 張皓迦 3B 廖婥瑩 3B 文梓柔 3D 鄭梓澄 3D 曹詠喬
3D 徐匡 3D 顧樂希 3D 林詩晴 3D 謝思婷 3D 曾穎童
銀獎 1A 陳盛熹 1A 張媗涵 1A 張梓熙 1A 劉穎橋 1A 李子樂 1A 文靖童 1A 謝寶賢
1A 黃琬頤 2C 翁悅 3D 熊霄雪 1A 許珮兒 1A 許恩祈 1A 葉竣天 1A 巫顯暘
1A 曾卓航 1A 王奕欣 1A 黃樂筠 1A 袁可怡 1D 關巧欣 1D 林子琪 2A 劉子澄
2A 劉芷淇 2A 李梓嫣 2A 梁麗翹 2A 盧思婷 2A 吳鍵鋒 2A 魏天恩 2A 黃婥寧
2A 黃詠沁 2A 嚴家樂 2B 陳澔 2B 陳芷萱 2B 陳濼茵 2B 張膺鎧 2B 黃俊豪
2B 古曉峰 2B 鄧信約 3A 何芷葵 3A 詹喜延 3A 梁昕藍 3A 文皓雅 3A 吳嘉晞
3A 吳俊晞 3A 楊樊 3A 葉駿晞 3C 陳諾 3C 鄭樂霖 3C 呂青霖 1A 陳安澄 1A 秦子謙
1B 鄭以安 1D 李卓 2B 許逸昇 2D 黃釨 1A 陳縉芯 1A 郭梓俊 1A 雷懿樂 1A 湯競賢
1A 謝翱駿 1B 孔德朗 1B 柯宇鏹 1B 林晉霆 1B 劉梓悠 1B 李恩衛 1B 文日男
1D 方婷姿 1D 李樂諾 1D 李心兒 1D 米瑞琪 1D 黃靖殷 2B 潘晴兒 2C 鄧進朗
2A 蔡承翰 2A 馮芊潼 2A 黃靖淙 2A 勞子淇 2B 陳穎琳 2B 周子樂 2B 李俊霖
2B 馬顯智 2B 黃綺芯 3C 陳逸政 3D 黃俊熙 2C 區凱恩 2C 鍾綽謙 2C 譚景怡
2C 湯鎵琳 2C 胡凱晴 2C 楊明洛 2D 區日瑤 2D 符浚鉉 2D 黃綽毅 2D 黃得恆
金獎 1B 林笑盈 1B 曾朗謙 1C 葉卓瑤 1C 梁皓翹 1C 梁悅兒 1C 潘梓晴 1D 何梓朗
1D 高浩揚 1B 陳樂恩 1B 林芷瑩 1B 梁卓瑩 1B 盧卓言 1B 潘子健 1B 黃諾怡

1B 吳芷晴 1B 郁可逸 2D 張柏豪 1C 陳家樂 1C 黎穎柔 1C 梁梓妍 1C 曾睿智 1C 謝佩珈 1C 莊淑雯 1D 區卓瑤 1D 陳明欣 1D 何浩軒 2C 朱芊溢 2C 文晞曈 2C 吳思琪 2D 張嘉淇 2D 賴信希 2D 李汶殷 2D 李詠雯 2D 宋愷庭 1A 陳栢然 1A 方譽翔 1A 吳承泰 1B 陳芯穎 1B 田蔚瑩 1C 羅卓悠 1C 張梓鈺 1D 鄭樂殷 1D 譚俊彥 1D 黃天池 1D 楊梓淇 1D 葉伽希 1D 姚曦晴 2A 高逸朗 2B 馮柏皓 2B 謝永和 2B 楊心佑 2B 楊奕霖 2C 許躍藍 2C 吳奕瑤 2C 鄔沛佟 2D 梁靖庭 2D 盧家熹 2D 蘇焯耀 3A 區悅茗 3A 林道證 3A 劉芷莜 3A 劉昕澄 3A 梁佳奕 3A 李俊丞 3A 呂洛維 3B 邱文浠 3C 龔力行 3C 劉芷嬰 3C 曾啟朗 3C 甄淀玥 4A 蘇詩芮 4B 劉書睿 4B 陸一嵐 5A 劉寶鏘 5D 羅睿凝 5D 丁芊彤 1A 吳承泰 1B 陳芯穎 1C 張梓鈺 1D 姚曦晴 2B 謝永和 2B 楊心佑 2C 許躍藍 2C 鄔沛佟 3A 林道證 5D 羅睿凝

Visual Arts

香港品質保證局理想家園：第十九屆徵文、攝影、短片、繪畫及海報設計比賽

中學初級組 優異獎 1C 葉卓瑤

「向歧視說不!」面具設計比賽

中學組 入圍作品 1C 陳泳姍 1C 葉卓瑤 1C 梁悅兒 1C 曾睿智 1C 莊淑雯 1D 鄭樂殷 1D 蕭梓昕 1D 楊梓淇 1D 姚曦晴 1D 鄒彥妮

Drama

香港創意戲劇節 2026

中學組 最具創意學校獎中學團體獎 亞軍 榮譽獎

3D 謝思婷 2A 陳志城 2D 姜沂成 4B 賴卓嵐 1C 葉卓瑤 3A 陳欣沛 3B 張皓迦 3B 黃靖欣 1C 蕭亦謙 3C 郭沛盈 3A 黃諾恩

Dance

第 54 屆全港公開舞蹈比賽

街舞 公開組 金獎 4B 歐卓芝 4B 陳諾晴 4B 李懿洛 4B 梁曦蕾 4B 李諾涵 4B 黃梓臻 4B 葉皓悅 4D 陳海蕎 4D 陳海琳 4D 陳思澄 4D 鄒雅晴 4D 趙迦悅 4D 趙妤 4D 何敏晴 4D 鄧凱文

銀獎 3C 鄭樂霖 3C 范朗澄 3C 簡子淇 3C 謝皓丰 3C 吳雪瑩 3C 朱南穎 3D 陳名誌 3D 曹詠喬 3D 許洺慇 3D 林詩晴 3D 李善桓 3D 陸城俊 3D 潘思叡 3D 黃嘉熙 3D 黃汶月

Others

童軍

第二屆沙田區中小學升旗禮儀比賽 中學組

最佳左護旗 4C 劉樂軒

團體優異獎 3C 龔力行 4A 陳嘉朗 4A 朱穎琳 4A 劉瑋軒 4A 林諾怡 4A 林芷琦 4A 黃健樂 4A 王晴蕊 4B 陳尊 4C 劉樂軒 4D 謝灝 5B 李梓朗 5D 黃敬行

公民教育大使

2026 年價值觀教育傑出學生獎 (國民身份認同) 5B 陳昕澄

第二十二屆沙田區傑出學生

第二十二屆沙田區傑出學生(初中組) 及 團隊競賽卓越表現獎 (初中組)　3A 李俊丞

第二十二屆沙田區傑出學生(初中組) 3A 彭濼津

第二十二屆沙田區傑出學生(高中組) 及 團隊競賽卓越表現獎 (高中組)　5B 陳芓澄

Pentecostal Lam Hon Kwong School
2025-2026 Provisional Financial Summary (Unaudited)

14/10/2026

Particulars	2025-2026 (Unaudited)			
	Balance B/F ($)	Income ($)	Expenditure ($)	Balance C/F ($)
Government Fund				
(A) EOEBG				
(1) Administration Grant		4,064,287.40	(4,624,028.33)	
(2) Capacity Enhancement Grant		609,252.00	(600,737.30)	
(3) Composite Information Technology Grant		468,347.00	(496,452.04)	
(4) Air-conditioning Grant		556,133.00	(556,133.00)	
(5) School-based Management Top-up Grant		48,047.00	(35,591.40)	
(6) School-based Speech Therapy Administration Recurrent Grant		7,687.00	0.00	
(7) EOEBG Baseline Reference		2,656,043.21	(3,396,653.09)	
		8,409,796.61	**(9,709,595.16)**	
(8) Other Income		161,180.97		
		8,570,977.58	**(9,709,595.16)**	
School Specific (A1) - (A6)			(6,312,942.07)	
Non-School Specific (A7)			(3,396,653.09)	
		8,570,977.58	**(9,709,595.16)**	**(1,138,617.58)**
Surplus brought forward from previous period/year	**6,696,739.04**			**6,696,739.04**
				5,558,121.46
Prior year(s) adjustment				**0.00**
				5,558,121.46
(B) Salaries Grant				
(1) Teaching Staff		40,982,904.47	(40,982,904.47)	
(2) Supply Staff		0.00	0.00	
(3) Teaching supporting Staff		1,659,220.08	(1,659,220.08)	
Surplus / (Deficit) for the year		**42,642,124.55**	**(42,642,124.55)**	**0.00**
Surplus / (Deficit) brought forward from previous period/year				**0.00**
Surplus / (Deficit) forward to next year				**0.00**
(C) Grant Accounts Outside EOEBG				
(1) Setting / Subsidizing Expense of Parent-Teacher Association	**10,418.77**	6,044.00	(16,462.77)	0.00
(2) Fridge benefits under the Enhanced NET Scheme	**0.00**	0.00	0.00	0.00
(3) Special Home-School Co-operation Grant	**0.00**	20,000.00	(20,000.00)	0.00
(4) School-based After-school Learning and Support Programmes	**46,800.00**	44,000.00	(48,395.00)	42,405.00
(5) Learning Support Grant for Secondary Schools	**19,052.96**	427,888.00	(430,538.82)	16,402.14
(6) Diversity Learning Grant (Other Programmes)	**80,267.50**	84,000.00	(95,437.50)	68,830.00
(7) Diversity Learning Grant (Applied Learning Courses)	**0.00**	16,050.00	(16,050.00)	0.00
(8) Moral and National Education Support Grant	**200,426.74**	0.00	(32,169.17)	168,257.57
(9) Information Technology Staffing Support Grant	**0.00**	343,562.00	(330,685.74)	12,876.26
(10) Grant for the Sister School Scheme	**164,790.92**	0.00	(164,790.92)	0.00
(11) Promotion of Reading Grant	**23,447.74**	66,176.00	(76,514.08)	13,109.66
(12) Life-wide Learning Grant	**562,950.89**	0.00	(562,950.89)	0.00
(13) School Executive Officer Grant	**75,004.66**	595,714.68	(660,921.05)	9,798.29
(14) One-off School-based Speech Therapy Set-up Grant	**21,038.00**	0.00	0.00	21,038.00
(15) One-off Grant on Parent Education (Secondary)	**192,837.00**	0.00	(79,429.48)	113,407.52
(16) One-off Grant for Promotion of Chinese Culture	**180,030.38**	0.00	(67,976.69)	112,053.69
(17) One-off Grant for MVPA60	**89,438.62**	0.00	(21,178.20)	68,260.42
(18) One-off Grant for Promotion of Self-directed Language Learning (English Language)	**200,000.00**	0.00	(33,976.66)	166,023.34
(19) One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	**200,000.00**	0.00	(70,472.99)	129,527.01
(20) Life-wide Learning and Sister School Grant	**0.00**	1,179,000.00	(801,038.97)	377,961.03
(21) AI for Empowering Learning and Teaching Funding Programme	**0.00**	500,000.00	(4,999.00)	495,001.00
(22) Support Fund for Students Residing in Wang Fuk Court in Tai Po	**0.00**	20,000.00	(20,000.00)	0.00
(23) Government rent and rates	**18,816.00**	684,588.00	(703,404.00)	0.00
Surplus / (Deficit) forward to next year	**2,085,320.18**	**3,987,022.68**	**(4,257,391.93)**	**1,814,950.93**
(D) Teacher Relief Grant-Annual recurrent	**596,156.71**	249,363.00	(25,003.88)	820,515.83
Teacher Relief Grant-Optional	**282,131.39**	3,042,555.00	(2,892,206.64)	432,479.75
Others (TSA Subsidy Received)	**0.00**	3,708.00	(3,708.00)	0.00
Teacher Relief Grant-Special Education Needs	**0.00**	90,846.00	(90,846.00)	0.00
Surplus / (Deficit) forward to next year	**878,288.10**	**3,386,472.00**	**(3,011,764.52)**	**1,252,995.58**
(E) Student Activities Support Grant	**0.00**	66,300.00	(66,300.00)	0.00
(F) QEF - E-Learning Funding Programme	**0.00**	99,594.00	(99,594.00)	0.00
(G) School Fund	**5,636,898.35**			
(1) Tong Fai		98,940.00		**98,940.00**
(2) Profit on Sale of Exercises Books and Stationery		19,386.26		**19,386.26**
(3) Profit on Sale of School Uniforms		13,682.50		**13,682.50**
(4) Tuckshop Rental		70,000.00		**70,000.00**
(5) Donations		15,275.00		**15,275.00**
(6) Other Income		1,669,406.67		**1,669,406.67**
(7) Surplus for FiT Scheme		24,788.00		**24,788.00**
(8) Appropriations (Fixed assets - Building or F&E)			(2,912,747.02)	**(2,912,747.02)**
(9) Other Expenditure			(8,469.52)	**(8,469.52)**
Surplus / (Deficit) forward to next year		**1,911,478.43**	**(2,921,216.54)**	**4,627,160.24**