

School Report

2024-2025



Po Leung Kuk Tang Yuk Tien College



Contents

A. Po Leung Kuk's Spirit, Vision, Mission and Values	P. 1
B. The Incorporated Management Committee	P. 2
C. School Mission & Long-Term Objectives	P. 3
D. School Motto	P. 3
E. Our School	P. 3-4
F. Three-year School Development Plan – Major Concerns and Intended Outcomes (2022-2025)	P. 5
G. Evaluation on Annual School Plan and Other Key Projects	P. 6-21
H. Whole School Approach to Integrated Education Policies, Resources and Support Measures	P. 22
I. Summary Report of Evaluation on the Three-year School Development Plan 2022-2025	P. 23-26
J. Financial Summary	P. 27-31
K. Performance of Students	
1. HKDSE	P. 32-35
2. Scholarships	P. 36-37
3. External Awards	P. 38-64
4. Students' Participation in School Activities, Social Services and National Education Activities	P. 65-74
L. Conclusion	P. 75
Appendix I: Synopsis	P. 76-89
Appendix II: Photographs and Memories	P. 90-92

A. Po Leung Kuk's Spirit, Vision, Mission and Values

The Kuk's Spirit

Mutual Respect, United Effort, Benevolence, Charitable, Gratefulness and Recognition, Dedication to Serving the Community.

Vision

Children are nurtured, Youngsters are educated, Adults are supported to contribute, Elderly are cared for, The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.

Values

Fine traditions, Accommodate the current needs, People-oriented, Care and appreciation, Sound governance, Pragmatism and innovative, Integrity, Vigilance, Optimal use of resources, Cost-effectiveness, Professional team, Service with heart.

B. The Incorporated Management Committee

Title	Name with Title
Supervisor:	Mr. John C. N. TONG, JP
Sponsoring Body Manager:	Mrs. Dorothy S.Y. PONG, BBS
Sponsoring Body Manager:	Mr. Louie S. N. LAM
Sponsoring Body Manager:	Mr. CHAN Tin Chee
Sponsoring Body Manager:	Ms. LAM Yee Mei Loretta
Sponsoring Body Manager:	Mr. LAM Chu Hin
Sponsoring Body Manager:	Mr. AU Wah Kwok
Alternate Sponsoring Body Manager:	Ms. CHAN Ho Yan Florence
Ex-officio Manager (Principal):	Mr. LAU Tsz Chung
Teacher Manager:	Mr. CHAN Kai Sing
Alternate Teacher Manager:	Mr. HO Yau Kei
Parent Manager:	Ms. LI Hai Yan
Alternate Parent Manager:	Ms. CHENG Chee Lok
Independent Manager:	Dr. PAI Ming Chu Pearl
Alumni Manager:	Mr. TAM Chun Kit Jeffrey

C. School Mission & Long-Term Objectives

1. The Mission of the School

- 1 To foster students' moral, academic, physical, social and aesthetic development,
- 2 To help students develop their potential, and
- 3 To prepare students to meet the challenges of life and contribute to the well-being of society.

2. Long Term Objectives of the School

The School should

- 1 strive for effective teaching and learning,
- 2 enhance students' language proficiency,
- 3 encourage students to be proactive, foster their self-discipline, and nurture their sense of responsibility, and
- 4 strive to develop students' potentials and creativity.

D. School Motto

Love

Respect

Diligence

Integrity

E. Our School

1. Brief Introduction of the School

Po Leung Kuk Tang Yuk Tien College was founded in 1987, with donations from Madam Lee King Fan to establish the school in memory of her late mother, Tang Yuk Tien. We are greatly honoured that Madam Lee's daughter, Dr Pai Ming Chu Pearl, has become an Independent Manager of the Incorporated Management Committee of the school since April, 2014. Our school is an aided secondary school using English as the medium of instruction. We have been striving to provide an all-round education for students and to help them develop their potential to the fullest, which is also the reason why TYT is highly sought after by parents in the district.

PLKTYTC has been committed to uncovering students' potential and nurturing their moral, intellectual, physical, social and aesthetic growth. With an ever-learning attitude in our heart, the staff of TYT always strives to cultivate a high-end teaching and learning environment where TYTCians can grow with a positive and proactive mindset, ready to contribute to society in the future.

2. Class Structure

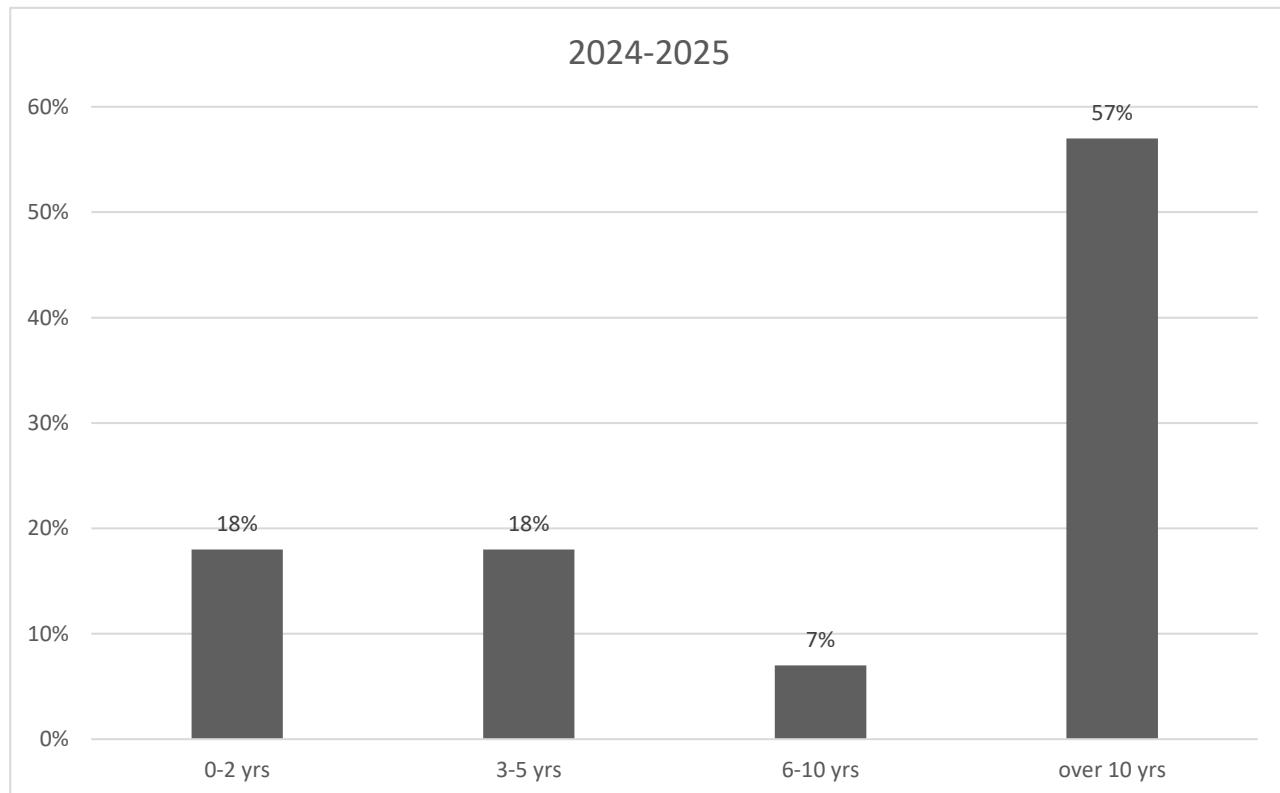
Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	131	130	127	113	117	102	720

3. Teachers' Qualifications

There were 56 teachers (including 1 NET), 2 social workers, 1 educational psychologist, 1 student counsellor, 1 executive officer, 3 laboratory technicians, 3 information technology and audio-visual technicians, 1 campus management officer, 5 full-time clerks and 10 full-time janitors. The qualifications of teachers are shown below:

Qualifications of teachers	No.
Teachers with master's degrees	28
Teachers with bachelor's degrees	28
Teachers with professional training in education	55
All English and Putonghua teachers have met the Language Proficiency Requirement.	

4. Years of Teaching Experience



F. Three-year School Development Plan – Major Concerns and Intended Outcomes (2022-2025)

Major Concern 1: To develop our students to be self-directed learners

Intended outcomes:

- a. The motivation for learning of students has been strengthened.
- b. The essential self-directed learning skills of students have been developed.
- c. Teachers' knowledge and skills of promoting self-directed learning have been enhanced.

Major Concern 2: To instill positive values in students

Intended outcomes:

- a. A purpose-driven attitude among students has been developed.
- b. The resilience of students has been strengthened.
- c. Students' sense of gratitude has been fostered.

G. Evaluation on Annual School Plan and Key Projects

(a) Annual School Plan

Major Concern 1: To develop our students to be self-directed learners

Strategies and Evaluation	
(1)	Refining the curriculum and teaching programs with reference to students' needs and interests, and incorporating more daily life examples and applications by all academic subjects <ul style="list-style-type: none">● More interesting learning elements were added, and● More space was made available for enhancing students' self-directed learning.
Evaluation	
Curriculum refinement is an ongoing process that must evolve with the times to enhance students' interest in learning. All subject panels submitted their refinement proposals, aiming to optimize lesson time and enrich the learning experience. Through trimming and refining the curriculum, teachers were able to introduce new elements, including: <ul style="list-style-type: none">• more interactive activities and more daily life examples in lessons,• an investigative approach with scientific knowledge applications in class,• new experiments to boost hands-on experience and classroom participation,• more Life-Wide Learning activities, such as outings and field trips,• the consolidation of subject-specific study skills, such as map reading, and• the cultivation of students' good learning habits.	
	<p>In English lessons, various e-learning platforms were introduced to arouse students' interest. Students enjoyed learning English through authentic viewing and reading activities. For Humanities subjects, some note-processing strategies were introduced in junior forms to support students in organizing and internalizing knowledge effectively.</p> <p>More theme-based projects connected to students' life and interests are conducted. A notable example is the F.2 Scientific Investigation Project, which provides a meaningful learning experience during the junior secondary stage. Students were responsible for doing research, devising experiments, writing up procedures, carrying out experiments, analyzing data, writing up full scientific reports and delivering presentations in English. According to the student survey, over 90% of participants found the project engaging and agreed that it helped clarify subject knowledge. Teachers also provided encouraging feedback, noting improved student initiative and understanding. Other theme-based projects including "Knowing My School" in F.1 Citizenship and Social Development (CES) and "My Reflection on the War of Resistance Against Japanese Aggression" in F.3 Chinese History. These projects nurture a wide range of generic skills, including critical thinking, collaboration, communication, and self-management.</p> <p>Alongside curriculum trimming and refinement, elements of National Security Education and Positive Values Education have been organically and naturally integrated into curriculum. Some of the subjects have effectively utilized tailored worksheets and learning materials to reinforce students' understanding of national security concepts, deepening their awareness of civic responsibility and national identity.</p>
(2)	Trying out innovative learning and teaching strategies by all academic subjects so as to strive for a more interactive classroom <ul style="list-style-type: none">● At least one Lesson Study was conducted per term to incorporate various kinds of pre-learning tasks.● Reflective strategies for senior form students were designed and tried in one senior form.
Evaluation	
All academic subjects conducted their Lesson Study, with various forms of pre-learning tasks incorporated, such as:	

- accessing multimedia resources and reference materials,
- completing pre-lesson assignments, and
- conducting online research and preparing for classroom discussions or presentations.

Both teachers and students responded positively, noting improved readiness and participation in lessons.

In addition, all academic subjects designed their own reflective strategies, and tried them out in senior forms. These strategies included:

- making full use of the exam data, helping students to make their self-evaluations on their performance in different levels of questions,
- incorporating reflective activities in their routine assignments, like specially-designed content page,
- providing checklists of learning focuses in different chapters before an examination and asking students to reflect on their own understanding and set out a revision plan, and
- preparing reflective notes for different question types, guiding students' revision and helping them to construct their own notes.

All panels agreed that regular reflection practices significantly enhance students' awareness of their strengths and areas for improvement. This observation was echoed in the SU survey, where 77% of students reported that reflective strategies helped them better understand their learning progress and prepare more effectively for assessments.

(3) Reading across curriculum activities were promoted through different KLAs

Strategies include:

- learning tasks or assignments with enrichment readings were designed by all academic subjects, and
- thematic book exhibitions under different KLAs were organized by the school library.

Evaluation

Throughout the year, most academic subjects actively promoted Reading to Learn as an important strategy to enrich students' learning experiences. Subject panels adopted diverse approaches, including:

- setting out new assignments with articles about current issues and daily life,
- incorporating reading tasks as pre-lesson activities, and
- asking students to complete a mini-project with reading elements.

Among these, Chinese Literature stood out for fully integrating reading elements with other learning experiences. In Chinese Literature, a joint-school Life-Wide Learning activity called "Literary Walk" combined reading, pre-learning, field trips, and e-learning. This innovative approach helped students appreciate the relevance of literature in daily life and fostered a deeper connection with the subject. Science subjects including Physics, Chemistry and Biology provided enrichment readings that arouse students' interest in reading too.

The school library also played an important role in cultivating a reading culture. Six Thematic Book Exhibitions were held during the school year, each linked to different Key Learning Areas: English Language, Chinese Language, STEM1 (Chemistry, Biology), STEM2 (Physics, Maths), PSHE (History, Geog), and Arts and Technology (Visual Arts, Music, ICT).

During each exhibition period, a Form Teacher Period was designated for tailor-made reading activities, such as book sharing sessions led by panel heads and reading ambassadors and excerpt reading and reader-response worksheets related to the reading theme. Some of the students responded well and prizes were given. Thanks to the efforts paid by the panel heads, these reading activities will continue in the next school year.

Through the concerted efforts of subject panels, the library, and student ambassadors, the school has successfully enhanced its reading atmosphere.

(4) Providing students with more opportunities to participate in self-directed learning programs organized by external organizations, such as programs offered by HKAGE and local universities

Evaluation

To nurture students' potential and broaden their academic horizons, the school actively promoted self-directed learning programs and career exploration opportunities throughout the year. The total number of students with membership in the Hong Kong Academy for Gifted Education (HKAGE) Enhancement Program in the school year 2024-25 was 58. They were entitled to join a variety of enrichment programs offered by HKAGE in the fields of Leadership, Humanities, Science, and Mathematics, allowing them to deepen their subject knowledge and develop advanced learning skills.

High-achieving students were also encouraged to participate in career broadening programs organized by local universities. Over the year, 30 students enrolled in 8 university-led programs across diverse fields, including Medicine and Health, Engineering and Business Studies. These programs provided valuable exposure to university-level learning and helped students explore future academic and career pathways. Furthermore, the Careers Committee successfully launched its first Greater Bay Area Career Planning Study Tour, which significantly expanded students' understanding of tertiary education and employment opportunities in the region. The initiative was well received and marked a meaningful step in regional career exploration.

Students were also encouraged to participate in online self-learning competitions, which fostered independent learning habits and academic excellence. Notable programs included:

- Junior Secondary Science Online Self-learning Scheme 2025
- Chemists Online Self-study Award Scheme 2024-2025
- Poly U Science Young Talents Competition 2025

Several participants achieved High Distinction and/or Medal Awards, demonstrating strong initiative and subject mastery.

These activities played a vital role in cultivating students' self-directed learning habits, preparing them for lifelong learning and future academic challenges.

(5) Strengthening students' learning skills as well as e-learning skills

Strategies include:

- equipping Form 1 students with good learning habits, such as self-management, time management and organization skills, by organizing assemblies/workshops on "Good Learning Habits" and conducting an extra Form one class teacher period after school,
- organizing a training program for Form one students on note-processing,
- equipping junior forms students with essential subject-related study skills by all academic subjects so as to better prepare them for tests and examinations, and
- enhancing students' information literacy and developing their relevant knowledge, skills and attitude so that they can use IT effectively and responsibly in learning.

Evaluation

To support students' academic transition and cultivate effective learning habits, a series of strategies were implemented at both the school and panel levels for junior form students.

a) School-Level: Two key programs were conducted to build foundational study skills for F.1 students:

- Note-Processing Training Program (September 2024)
- Assembly on "Preparation for Tests and Examinations" (October 2024)

Both programs were successfully completed, with positive feedback from teachers and students. It was encouraging to see subject panels incorporating note-processing techniques introduced in the workshop into their teaching, and placing greater emphasis on developing revision skills.

b) Panel-Level Strategies: All academic subjects actively cultivated essential subject-related study skills, which can be categorized into the following areas:

- Developing a personal learning notebook
- Enhancing note-processing techniques, such as using Cornell notes, setting a framework for policy analysis and using different graphic organizers for consolidating key concepts
- Applying essential science processing skills in practical lessons and assessments

- Developing subject specific skills, such as plotting and interpretation of graphs, data interpretation and map reading skills
- Developing the ability to classify and sort questions into different key fields

Teachers have become increasingly aware of the importance of nurturing learning skills and habits at the early stage of junior secondary education. These skills will continue to be reinforced and refined throughout the junior learning stage.

The installation of smart blackboards in August 2024 has enabled more dynamic and interactive teaching strategies. Coupled with the implementation of the Bring Your Own Device (BYOD) policy, students have adapted well to the evolving eLearning environment. For instance, the habit of keeping a personal electronic language learning notebook (Microsoft OneNote) was developed by junior form English teachers to help students master phonics skills, improve their reading, writing, listening and speaking skills, expand their vocabulary bank, raise part of speech awareness, collect useful language patterns and rectify individual errors.

According to the Student Union survey, 85% of students reported that these initiatives helped them develop lifelong learning skills and improved their confidence in managing academic tasks.

(6) Organizing teachers' professional development programs on:

- cultivating self-directed learning of students,
- enhancing skills required for e-learning, and
- sharing of experiences in cultivating good learning habits or effective learning.

Evaluation

To enhance teachers' understanding of self-directed learning and the skills required for effective e-learning, a series of professional development activities were organized during Staff Development Days throughout the academic year.

Four targeted workshops were conducted to build teachers' capacity in integrating technology and promoting self-directed learning:

- Workshop on "Smart Blackboard for Interactive Learning" (August 2024)
- Workshop on Leveraging AI Tools in Education (October 2024)
- Open Discussion on Information Literacy (March 2025)
- AI Workshop for Panel Heads (June 2025)

In addition to formal workshops, peer sharing played a key role in professional growth. During the 3rd AC Meeting, colleagues from Economics and Mathematics shared their experiences on "Enhancing the Effectiveness of Self-Directed Learning through Tiered Teaching and Learning".

All these programs were well received by colleagues, who appreciated the relevance and practicality of the strategies discussed. Such peer-led exchanges foster a collaborative culture and contribute meaningfully to ongoing professional development.

Concluding Remarks

Our efforts regarding Major Concern 1 are encouraging. According to the Stakeholder Survey, both teachers and students rated student learning positively. The average scores for teachers' and students' perception of student learning are 3.8 and 3.7 respectively, compared to the Hong Kong norms of 3.3 and 3.5.

It is delightful to see that the learning motivation of our students has been enhanced. According to the students' responses in the APASO, the Q-values for Learning Atmosphere (Cooperation) and Learning Attitude (Perseverance) were both 116, which ranks among the top performances in Hong Kong, thanks to the efforts of all panels in refining the curriculum to make it more interesting and relevant to students' daily life. The integration of interactive activities, Life-Wide Learning experiences, and pre-learning tasks has enriched learning experiences and fostered deeper understanding. Notably, theme-based projects such as the F.2 Scientific Investigation and F.3 Chinese History Reflection Project exemplified meaningful learning that nurtured critical thinking, collaboration, and communication skills. Additionally, the efforts to promote reading should also be appreciated. Thematic book exhibitions and reading-related assignments helped students connect academic content with broader contexts. According to APASO, the Q-values were 95 and 87 for Reading (Non-assigned Materials) and Reading (Time for Leisure Reading) respectively, which are consistent with the norms for most schools. In the future, the school could consider incorporating reading elements into different learning scenarios.

Students' self-directed learning skills have also been enhanced. With the efforts of all panels in cultivating reflective strategies and subject-based learning skills, students have become more aware of how to learn effectively. Workshops on note-processing, time management, organizational skills and exam preparation have equipped junior form students with essential study skills and habits. Subject panels have reinforced these skills through tailored strategies, including graphic organizers, science processing techniques, and subject-specific study tools. According to APASO, Q-values were 116 for both Learning (Self-initiative) and Learning (Self-planning), which are among the top performances in Hong Kong. The installation of smart blackboards and the implementation of BYOD further enhanced the e-learning environment, allowing students to develop digital literacy and personalized learning habits, such as creating electronic notebooks. The school will uphold a correct and open attitude in this regard.

Professional development for teachers has been crucial in supporting these initiatives. Workshops on smart technology, AI tools, and information literacy, along with peer sharing sessions, have fostered a collaborative and forward-thinking teaching culture. These programs have empowered teachers to refine their practices and better support students' self-directed learning.

In summary, the school has made continuous efforts to realize its major concern of developing self-directed learners. Through curriculum innovation, strategic pedagogy, enriched reading experiences, external learning opportunities, and enhancing teachers' professional development, students have been equipped with the skills, habits, and mindset necessary for lifelong learning. The positive feedback from both students and teachers affirms the effectiveness of these efforts. Moving forward, the school will continue to build on these foundations, ensuring that every student is empowered to take charge of their learning with confidence and curiosity.

Major Concern 2: To instill positive values in students

Strategies and Evaluation	
(1) Instilling positive values in students through adopting a whole-school approach	
Evaluation	<ul style="list-style-type: none">Thanks to our “Heart-to-Heart Sharing” broadcast, ten teachers had shared their experiences and perspectives on positive values on selected Friday mornings. They highlighted the school’s core values, such as resilience, and gratitude. To reinforce these messages, posters featuring the teachers’ positive insights were displayed across the school campus and related meaningful quotes were published on the school website. Our Student Union whole school survey revealed that 87.7% of students reflected that the “Heart-to-Heart Sharing” hosted by teachers enhanced positive values and inspired their personal growth.A Bulletin Board Display Competition focusing on positive values “Responsibility”, “Perseverance” and “Respect for Others” was conducted by the Civic Education Committee (CEC). Students participated enthusiastically, actively creating slogans for their classes to help build a positive atmosphere on campus.To support students in developing goal-setting and self-management skills, the “123 Go Go Goal” program was implemented for F.1 to F.3 students. Through this program, students learned how to set achievable goals and carry out effective self-evaluation. According to the above-mentioned survey, 82.5% of students recognized the importance of setting goals and found the program helpful as a reminder. Form teachers reflected that the program encouraged students to set goals and take responsibility for their actions.In hope of strengthening students’ whole-person development, the Disciplinary Committee (DC) implemented the Student Award Scheme. This year, 409 students received awards across different levels. 43 senior form students earned the Ultra-Platinum Award, demonstrating their ongoing commitment to holistic growth in their senior forms.Activities fostering a positive atmosphere of gratitude and care, Cheering Days, morning sharing of good deeds, and thanksgiving activities were held by the CEC and Guidance Committee (GC).
	<p>Four Cheering Days were held throughout the year, giving both students and teachers opportunities to relax and participate in joyful activities together. Events took place during form teacher periods, recess, lunchtime, and after school. Activities included game booths, a lunchtime music station, band performances, ball games, and teacher-student after-school running events. 82.5% of students reflected in our Student Union whole school survey that “Cheering Day” helped relieve their learning pressure. It was well-received, particularly by junior form students and staff, as noted by teachers and social workers. The event successfully achieved its goal of “Cheer Up”. Both teachers and students had a joyful and fulfilling experience, fostering a positive and caring atmosphere within the school. It also helped students become more aware of their emotions and better equipped to maintain their emotional well-being.</p> <p>Additionally, the CEC dedicated a form teacher period to thanksgiving activities, during which students created video messages to express their gratitude to teachers. The sharing of good deeds was also held on selected Friday mornings. According to teachers’ observations, mutual support among students and between students and teachers has been enhanced. Students have become more willing to express their gratitude and appreciation in their daily lives. 82.8% of students reflected in our Student Union whole school survey that these activities enhanced their sense of gratitude.</p> <ul style="list-style-type: none">Under the “F.6 Companion Program”, subject teachers provided personalized emotional support to students during the stressful period of public examination preparation. Each subject teacher is assigned as a companion to 3 to 4 students. It strengthened students’ resilience, aligning with the major concern to foster perseverance through trusted and closer teacher-student relationships.The Homework Submission Policy was consistently enforced by DC to emphasize students’ sense of responsibility and to assist them in achieving their academic goals. According to the SU whole

school survey, 71.3% of students agreed that this policy improved their sense of responsibility. Teachers' feedback was also positive, with many reflecting improving student responsibility. Students have placed greater importance on submitting homework.

(2) Helping students acquire and develop goal-setting skills by implementing life planning education and careers exploration programs

Evaluation

To equip our students with the necessary skills for an ever-changing society shaped by the advent of information technology, Careers Committee (CC) has provided a series of life planning activities. These activities have been organized for students of all forms, covering a range of topics from self-understanding on their interest and abilities to career exploration and planning.

For junior forms, the emphasis is placed on self-understanding and career exploration. Life planning education, with a focus on goal setting, has been incorporated into form teacher periods for all Form 2 and Form 3 classes, encouraging students to assess their personal strengths and begin mapping out their academic and career journeys. Additionally, a Form 3 class-based life planning workshop and talks on subject selection were conducted to help students explore university subjects for future subject selection.

For senior forms, the focus shifts towards career exploration and planning. Assemblies and workshops have been designed to offer students the opportunity to experience various career options and related educational pathways. For example, the Form 4 Human Library Hall Assembly allowed students to interact in small groups with professionals from different fields, helping them understand various career paths, work attitudes, and values. In Form 5, an assembly on alternative study pathways, such as self-financed degree programs, was conducted to encourage goal setting and a proactive attitude towards life.

Additionally, some senior students were selected to join Greater Bay Area Career Exploration Tours during the Easter holiday. These tours offered valuable exposure to Chinese Mainland's corporate culture across diverse sectors such as technology, automotive, digital development, construction, agriculture, and live streaming. According to the findings of the SU whole school survey, the study tour was a valuable life planning activity for students.

To further support students' understanding of different professions and career paths, a Careers and Life Planning Leaflet is published three times a year. Each issue highlights one to two selected jobs, providing valuable insights for students of all forms.

The SU whole school survey indicated that 90.6% TYTCians agreed that the above activities were helpful in setting their life-planning goals.

(3) Nurturing students' whole-person development through various leadership training camps

Evaluation

A 3-day inspiration camp was organized by the Guidance Committee for all Form 4 students, while the Extra-curricular Activities Committee conducted a leadership training camp for student leaders. In addition, the Disciplinary Committee, Guidance Committee, and Civic Education Committee arranged specialized camp activities for Prefects, Big Brothers and Sisters, and Civic Education Student Ambassadors during the post-exam period.

For the Form 4 inspiration camp, 90% of students agreed that their ability to plan and set clear personal goals had improved. Participants also noted enhanced problem-solving skills and a heightened sense of gratitude toward others. Peer support and trust were also strengthened. Class teachers observed significant growth in students' self-confidence, problem-solving abilities, and mutual support.

Overall speaking, these leadership training programs contributed to the development of students' leadership skills and sense of responsibility, while also fostering greater resilience in overcoming challenges.

(4) Developing students' positive attitudes towards life and learning and strengthened students' resilience

Evaluation

- A talk by Mr. Lai Chi Wai, who is a courageous paraplegic climber, and a “Strategies for Resilience” talk were held by GC for Form 3 to Form 4 students and Form 1 to Form 2 students respectively. According to the questionnaire, 85.7% of students felt that their resilience was strengthened after the talk by Mr. Lai, 88.9% believed their purpose-driven attitude had improved, and 87.7% reported a greater sense of gratitude. Some students mentioned that they learned to be grateful and not to give up easily, finding inspiration in the speakers’ positive attitude and perspective on life events. The resilience assembly improved self-understanding (61.3%) and resilience (56.9%).
- GC organized an overnight adventure camp for selected Form 1 students and a Forest Art Therapy Camp for Form 3 students. Questionnaire feedback indicated these experiential programs effectively enhanced students’ self-confidence, resilience, and team spirit. Students also gained emotional awareness, knowledge of depression and anxiety, perseverance, self-control, and a stronger sense of belonging.
- Voluntary services and training were organized by ECAC to instill positive values, skills, and gratitude in students. Activities included 4C Youth Volunteer Leadership Projects, Elder Academy workshops, and a service awards scheme. Students have become more appreciative of the opportunities they received during service activities, showing increased awareness of community contributions. All Elder Academy participants reported satisfaction from helping others, leading to greater dedication to serving and communicating with the elderly. School assemblies and School-based Volunteer Service Award Scheme also boosted students’ motivation and inspired some to consider careers in social services.
- The “Little Toes” program conducted by GC empowers Form 1 to Form 3 students with low self-esteem through volunteer service, such as visiting elderly living alone and visiting a special education school, fostering students’ resilience and responsibility.
- Several tiered preventive groups were established by GC and the school social workers to address students’ emotional and social needs. Notable groups included a community education group (Form 3 to Form 5), a narrative therapy group for Form 1 repeaters, a handcraft group for Form 6, and a support group for Form 2 students to understand more about bullying, which led to reduced conflicts and enhanced teamwork. ACT (Acceptance & Commitment Therapy) groups targeted Form 1 students with low resilience, successfully improving emotional literacy and acceptance of negative emotions, as confirmed by post-program surveys. A preventive group was set up for 11 Form 1 students identified with low resilience via the “Youth Emotional Resilience” survey, following the implementation of a TWGHs psychology service for all Form 1 students. The post-assessment data showed improvements in personal goal setting, stress management and active sharing. 90% of participants demonstrated enhanced resilience, while peer and family support networks were strengthened. Overall, these groups, guided by early assessment, effectively built resilience, fostered peer support, and developed coping skills among students.
- A series of stress-handling workshops were conducted for senior students. Two identical Form 4 workshops, led by an educational psychologist, focused on time management skills and attitudes. Evaluations showed over 91% of students were satisfied, reflecting improved attitudes toward time management. The Circle Painting Workshop for Form 5 fostered peer support and relaxation, with the small group setting increasing engagement and creativity. Form 6 students received support in terms of stress management and mental health.
- Training sessions and competitions for sports and cultural teams, including Dance Team and Robotics Team, an inter-class football competition and an inter-class cross-country competition, were organized by the Extra-curricular Activities Committee. These helped to develop students’ positive attitudes and strengthen their resilience and self-discipline.

Concluding Remarks

Over the past academic year, our school adopted a whole-school approach to foster positive values and whole-person development among our students. Through the concerted efforts of various committees and the implementation of a diverse array of programs and activities, we cultivated an environment where values such as resilience and gratitude were actively promoted.

Our efforts to cultivate a purpose-driven attitude were supported by “123 Go Go Goal” program. It equipped students with essential goal-setting and self-management skills, while also reinforcing values such as responsibility and respect. The survey results showed that over 80% of students recognized the importance of setting goals, and more than 70% felt an improvement in their sense of responsibility, as reflected in their homework submission habits.

The data from KPM 15 of the APASO showed that a large majority (80.36%) of students chose to enroll in local full-time bachelor’s degree programs, reflecting a strong preference for traditional university education. An additional 11.60% opted for local associate degree or diploma programs, while 8.04% pursued further studies outside Hong Kong. Given our students’ strong academic abilities and the individualized guidance we provided, especially after the release of DSE results, our students were able to set clear goals and choose the most suitable pathway based on their interests and needs.

To strengthen resilience, a series of leadership training camps, stress-handling workshops, and preventive group programs were organized for students of different forms. These initiatives not only enhanced students’ problem-solving skills and self-confidence but also promoted emotional well-being and perseverance in overcoming challenges. The positive feedback from students, with around 90% of participants reporting improvements in resilience and coping skills, demonstrated the effectiveness of these strategies.

The school also placed great emphasis on fostering gratitude and a caring atmosphere through meaningful activities such as Cheering Days, thanksgiving events, and voluntary service projects. Teachers observed stronger mutual support and more willingness among students to express gratitude towards others, further affirming the impact of our whole-person development approach.

APASO results also showed that our students excelled in many aspects of affective development, with several indicators reaching the score of 116, indicating that the average of student responses of the school was significantly more positive than that of all schools in Hong Kong. This included school satisfaction, meaning in life, honesty, morality, school atmosphere (belongingness) and all aspects of national identity. Affect (positive affect) (112) and affect (no negative affect) (106) were also high, indicating that most students feel emotionally healthy and positive at school. However, the score for “No Anxiety/Depression Symptoms” (94) was lower, suggesting that some students might still experience stress or emotional challenges and additional support in mental well-being should be provided.

Based on the data from KPM13, which measured stakeholders’ perceptions of support on students’ development, and KPM14, which assessed stakeholders’ perceptions of school climate, it was evident that overall perceptions among all stakeholders, including teachers, students, and parents were generally positive,

with scores close to 4 out of 5. Notably, teachers consistently gave the highest ratings among all groups, while students were slightly less positive, possibly indicating that they did not fully experience the intended support. Efforts should focus on understanding student needs and reviewing whether existing support strategies were effectively reaching students.

Besides, the score for physical exercise was also not as high (85), which indicates a need to promote physical activity and healthy lifestyles among students.

In conclusion, our school's dedicated efforts over the past year have significantly nurtured purpose-driven, resilient, and grateful students. Moving forward, we will continue to strengthen values education. Attention will be given to further support mental well-being and encourage physical activity.

(b) Other Key Projects

STEM Working Group

The group was set up in 2016 and its members have been attending various workshops, training courses and seminars such as Intensive Training Program on STEAM Education provided by EDB to keep abreast of the latest development of STEAM education in Hong Kong. With good coordination among members, the group will continue to strive for quality STEAM education for students and develop their potential and creativity.

Strategies and Evaluation	
<u>Background</u>	STEAM education is to be promoted to nurture students' learning interest, creativity, collaboration and problem-solving skills as well as develop their innovativeness. As stated in the 2022 Policy Address, the government would step up the promotion of STEAM education "for all", "for fun" and "for diversity" in primary and secondary schools, building a solid foundation for students in support of their direction of promoting I&T development in Hong Kong. Besides updating the relevant curricula, students' learning activities should be enriched and teachers' professional development should be enhanced.
<u>Strategies</u>	<ol style="list-style-type: none">1. STEAM education has been implemented through D&T, Computer Literacy, Information and Communication Technology, and Junior Science/Biology/Science Education Key Learning Area.2. Students have been encouraged to take part in a wide range of STEAM activities organized by universities and other institutes.3. To strive for better co-ordination in the implementation of STEAM education and the nomination of students to take part in various competitions, a working group comprising the leader of the Science Education Key Learning Area and heads of D&T, CL/ICT and Junior Science has been set up.
<u>Evaluation</u>	
<u>Curriculum</u>	
<u>D&T</u>	Topics like building various mechanical robotics, computer-aided design (CAD) modeling and product visualization as well as computer-aided manufacturing (CAM) involving laser cutting and 3D printing were integrated into the curriculum of Form 1 to 3.
<u>Computer Literacy / Information and Communication Technology</u>	A free web-based application for computer-aided design was used in Form 1 to 3. Four graphic projects were offered in each form to develop students' creativity and graphic ability. Furthermore, five robotics and technological projects, namely 2-legged walker, rod climbing robot, 4-legged runner, 6-legged ball-picker and bottle motor car, were completed by Form 1 to 3 students.
<u>Junior Science/Science Key Learning Area</u>	In Form 1, the curriculum included mobile phone app writing, encompassing the creation of games and learning tools. In Form 2, Arduino boards programming was taught to control the blinking of LED lamps through the use of distance sensors. Virtual reality (VR) was also taught in Form 2. Moreover, Form 2 students learned to use HTML and JavaScript codes to write webpages of their own topics. In Form 3, artificial intelligence (AI) was one of the topics taught, including but not limited to the use of computer vision and speech recognition. Python programming to solve mathematical problems was covered in both Form 2 and Form 3 lessons.
<u>Junior Science/Science Key Learning Area</u>	In both Form 4 and Form 5, more advanced web page authoring and C++ programming were introduced. Students learnt how to write server-sided scripts (PHP) to create interactive web pages, as well as text file handling in C++ programming.
<u>Junior Science/Science Key Learning Area</u>	STEM education was integrated into the teaching program of the KLA. A water purifier was designed and made by all Form 1 students on a group basis. Students designed and built their artefact and used it to purify contaminated water sample. A whole year scientific investigation on the science behind beverages was carried out in Form 2. Students in groups were tasked to research, devise procedures, carry out the experiment, write up a full report and deliver a presentation. These activities greatly enhanced students' problem-solving skills, collaboration and science process skills.

Biology

Form 6 students took part in the Amgen Biotech One-day Experience Program on Biotechnology organized by CUHK to gain hands-on experience in producing a functional protein from genetically modified bacteria by means of recombinant DNA technology. They also performed practical work to amplify DNA fragments using polymerase chain reaction (PCR) and separate DNA fragments by gel electrophoresis. The workshop introduced students to the importance of scientific discovery through the hands-on molecular biology learning experience that linked core science concepts to real-world applications.

STEAM-related Activities

STEAM-related activities were organized based on a three-tier structure – STEAM-for-all, pullout programs and competitions. Students took part in a wide range of STEAM-related activities/competitions. Some of the more important ones are listed below.

Activities:

1	Junior Secondary Science Online Self-learning Scheme 2025
2	The “Chemists Online” Self-study Award Scheme 2025
3	Programming with Drone
4	IoT Smart Home
5	Swift Code Programming
6	Video-editing workshop
7	Amgen Biotech Experience Program on Biotechnology 2024-2025
8	The School’s IT Innovation Lab Funding: A robotics training course on LEGO SPIKE PRIME for newly admitted F.1 students during the summer holiday
9	Organic Low Carbon Youth Programme
10	STEM Workshop on Ancient Chinese Technology and Crafts for all Form 2 Students
11	Micro:bit Model Hovercraft Fun Day
12	HKU Ophthalmology AR workshop on eye defect activities
13	Laboratory Courses for Physics Students – Wireless Data Logger and Blockly Programming
14	Visiting Hong Kong Observatory Headquarters
15	STEAM Day at HKUST

Competitions

1	Robotics Intelligence DIY 2024
2	World Robot Olympiad (HK Selection Contest) 2024
3	Bank of China (HK) & PLK BattleAce Robot Competition
4	China Mobile OneNET Innovation Competition (HK Contest) 2024
5	WRO Hong Kong Robot Challenge (Play-Offs) 2024
6	Asian Robotics League Hong Kong Challenge - CCK Cup 2024
7	World Robot Olympiad International Final 2024 – Türkiye
8	18th CTEA Cup Robotic Tournament 2024
9	Hong Kong Tech Challenge Junior & VEX IQ – Ying Loi Cup 2024
10	World Robot Olympiad HK Robot Challenge (Winter) 2025
11	Hong Kong School Sumo Robot Competition 2025
12	Triathlon of Hong Kong Robot Challenge 2024
13	Hong Kong Tech Challenge Junior 2024-2025
14	ROBOFEST HK Selection 2025
15	2025 APRA SPIKE Remote Soccer (Season 1)
16	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2025 (Hong Kong Region)
17	Mathematics (Qualifier Round) in Guangdong-HK-Macao Greater Bay Area Mathematical Olympiad (HK Region) 2025
18	Hong Kong Mathematics Olympiad 2025 (First Round)
19	The 27th Hong Kong Mathematical High Achievers Selection Contest
20	HKMO Open and AIMO Open 2025
21	Asia International Mathematical Olympiad Open Contest 2025 Qualifier Round
22	Hong Kong Mathematics Creative Problem Solving Competition 2025
23	PolyU Science Young Talents Competition 2025
24	International Junior Science Olympiad (HK Screening) 2025

25	2025 Fun Science Competition – Marble, scissors, scissors
26	Talent Cup 2025
27	Hong Kong-Macau Secondary School Cosmetic Formulation Competition 2025
28	Analytical Chemistry Challenge for Secondary Students 2024/2025
29	International Chemistry Quiz (ICQ) (HK Section) 2025
30	International Biology Olympiad – Hong Kong Contest 2024
31	Hong Kong Biology Literacy Award (2024/2025)
32	Hong Kong Physics Olympiad 2025
33	Hong Kong Olympiad in Informatics
34	Hong Kong Youth AI Master Applied Tech Innovation Awards 2025

It was encouraging to see that all participants found these activities and competitions very rewarding and inspiring. Besides gaining awards as recognition of their great work in the competitions (see external awards for details), their exposure to and horizons of STEAM were greatly enhanced. Above all, their creativity as well as potential was unleashed and their problem-solving skills nurtured.

Information and Technology Committee

Strategies and Evaluation

(1) Organizing IT courses and purchasing hardware with external funding

Evaluation

A total of \$904,345 was given under the IT Innovation Lab for organizing IT-related courses and purchasing hardware to be used from the academic year 2023-24 to 2025-26. Form 1 to Form 5 students were eligible to participate in the courses. This year, a 4-hour fun day activity featuring Micro:Bit hovercraft was organized for all Form 1 students. Five pull-out programs, titled “IoT Smart Home”, “Swift AR and Game Creation”, “Drone Coding”, “video-editing workshop” and “LEGO robotics”, were organized for talented students. Each of these programs involved around 10-20 students.

In addition, the hardware purchased last year, including 15 notebook computers, 20 drones, 10 LEGO robots, 30 IoT teaching kits and 8 physics sensor kits, were fully utilized by different parties in the school for teaching, administrative work and other work. For instance, teachers and students borrowed notebook computers for video-making, robotics competitions and minutes-taking.

(2) Implementation of BYOD in Form 1, Form 2, Form 4 and Form 5

Evaluation

All planned work was implemented as scheduled. This year, in order to facilitate the use of MDM in classrooms, one iPad installed with MDM was reserved for each Form 1 and Form 2 class for borrowing. IT Helpers in these two forms were responsible for borrowing and returning the iPads on a daily basis. Having organized workshops and sharing sessions in the previous academic year, teachers could utilise the tablets for teaching and learning activities effectively.

(3) Development of a new online system for managing students' prize and activity records

Evaluation

The new online system was effective from September 2024. Comments from teachers were very positive. This was further demonstrated by the fact that around 2000 prize and/or activity records had been recorded and processed by the end of the academic year. With this system, processing time and manpower required was greatly reduced from weeks to days. Teachers in charge of ceremony and high-achiever matters could also utilise the system statistics function for further use.

(4) Inspection of school's network system

Evaluation

The school participated in the “Cybersecurity Risk Protection Program v2” initiated by the IT Department of Po Leung Kuk. Similar to the one in the academic year of 2023/2024, an IT security

expert was delegated to scrutinise the school network and improve our staff's cybersecurity awareness. The school network has been scanned with low- and medium-level loopholes spotted. Those loopholes were being processed and followed up and a report will be sent back to the expert for feedback upon completion.

The school will continue joining the program in the coming academic year to ensure the safety of our network.

(5) Installation of Smart Blackboard

Evaluation

A total amount of \$748,600 was approved by QEF for installing 16 smart blackboards in all classrooms of Form 1, Form 2, Form 4 and Form 5 during summer 2024. With an additional amount of \$560,000, 14 more smart blackboards were installed in Room 206, 301-304, 309-310, 501-503 and 506, D&T Room, Biology Lab and Physics Lab during the Christmas holiday in 2024. The installation work was completed smoothly as planned.

A training workshop for all teachers was organised by the service provider and ITC during the 1st staff development day in August 2024. Positive feedback was received from teachers.

By providing appropriate hardware and related training, the project could stimulate students' interest in learning, and improve their concentration, collaboration skills, and initiative, while also enhancing teachers' information technology capabilities for effective application in classroom instruction.

(6) Upgrade of school wireless network

Evaluation

In response to teachers' concern regarding network speed at school due to the increasing number of devices brought by the BYOD scheme, ITC invited vendors to upgrade the school WiFi system from WiFi 5 to WiFi 6. In addition, one more broadband was leased, making a total of two independent broadband connection of 1000 Mbps each.

All upgrade work was completed and all APs were installed and put into use.

The new WiFi system in general provided smooth network access for supporting BYOD scheme in four forms.

Campus Management Committee

Strategies and Evaluation

(1) External grants were successfully solicited so as to establish and maintain a good learning and teaching environment. The grants included a subsidy of \$12,000 given by LCSD for greening the school's environment and \$1,971,000 allocated by the EDB and ArchSD for the school's major repairs.

Evaluation

By using the grant subsidized by the LCSD, trees and plenty of foundation plants were added in school campus.

This year, our school was presented an award, namely Merit Prize in "Tree Planting" in "Greening School Project Award 2025" held by the LCSD.

With the EDB and ArchSD approval, main school facilities were repaired, replaced or renovated, namely:

- reflooring of mosaic floor tiles into non-slip floor tiles at rear staircases from the G/F to the 5/F,
- completing renovation works in 4/F boys' and girls' toilets,
- redecoration of walls and ceilings, including all pipes and trucking, in the 1/F, 3/F and 4/F classrooms,

- redecoration of wooden door frames, wooden skirting and all pipes in the 1/F, 3/F and 4/F classrooms,
- replacement of wooden doors and fire-rated doors at four laboratories,
- replacement of LED lighting system in the 1/F corridor,
- replacement of noticeboards in Computer Rooms and the 4/F and 5/F laboratories,
- replacement of all wooden cabinets and teacher's benches in the 3/F Geography Room,
- installation of safety nets for the G/F to 5/F front and back stairwells,
- replacement of defective Besser blocks in the open area of the playground, and
- resurfacing the wooden floor in the school hall.

(2) Implementing the innovative project by school funding

Evaluation

The following major items have been completed:

Maintenance and Repairs

- Renovation works in the Principal's Room
- Renovation works in Conference Room 2
- Cleaning of 10 split-type air conditioners at the school hall
- Cleaning of 40 window-type air conditioners in classrooms
- Remedial works at the Geography Storeroom

Greening

- Replacement and replanting of old plants on the school campus
- Investigation of trees including risk assessment and trimming has been completed.

Furniture and Equipment

- Addition of necessary furniture in the Principal's Room
- Addition of necessary furniture in Conference Room 2
- Addition of 150 light blue plastic chairs in the school hall
- Replacement of two split-type air conditioners in the 5/F Science Laboratory and the 4/F Server Room
- Installation of automatic sensor water dispenser on the 4/F corridor
- Addition of letter-shaped (PLKTYTC) fiberglass outdoor chairs at the 1/F Podium

Safety Facilities on Campus

- Replacement of Chubb security alarm outside the General Office
- Replacement of the hydraulic mosquito net in the General Office
- Installation of non-slippery carpets at the main school entrance
- Resurfacing defective pavement blocks at the rear gate
- Replacement of intercom UPS for the passenger lift
- Monthly mosquito prevention and pest control on campus
- Installation of brake switch for the passenger lift

(3) Implementing the main renovation work from June to August

Evaluation

The following will be implemented:

- Reflooring of mosaic floor tiles with non-slip floor tiles in the 2/F corridors
- Redecoration of walls and ceilings, including all pipes and trucking, from the G/F to 5/F corridors and the G/F covered playground
- Replacement of wooden doors and fire-rated doors in the G/F to 3/F special rooms and the 4/F and 5/F Preparation Room
- Replacement of LED lighting system at the G/F to 5/F front and rear staircases, and the G/F, 4/F, and 5/F corridors
- Renovation of the PE Store Room, including reflooring, redecoration of walls and ceilings, and replacement of storage furniture
- Replacement of noticeboards in the Physics Laboratory
- Emergency repair of the water leak under the air conditioners on the school hall stage
- Emergency repair of the rusty water leak from the front stairs on the 5/F
- Renovation works in the General Office
- Renovation works of 董中「人」「文」館 at the 2/F and 3/F corridors

Careers Committee

Strategies and Evaluation	
(1) “Greater Bay Area Career Exploration Tours” Program	
	Evaluation
<p>A total of 33 F.4 and F.5 students participated in the 3-day study tour to Guangzhou organized by the EDB-commissioned service provider on 11-13 April, 2025. The Program aimed to allow students to appreciate the latest developments in various industries in the Greater Bay Area (GBA). A full subsidy for tour fees (covering transportation, meals, accommodation and field study service fees) were included for all participating students and accompanying teachers.</p> <p>Under the program, participating students visited the following organizations and companies:</p> <ul style="list-style-type: none">● Lijiao Sewage Treatment Plant● Nansha Talent Port● Guangzhou Nansha Hong Kong-Macao Youth Wule Service Center● Nansha Smart Library● GAC Technology Museum● TIMETABLE Guangdong-Hong Kong-Macao Youth Innovation Base● Chuanghui Valley Guangdong-Hong Kong-Macao Youth Cultural and Creative Community● Nansha Tunnel Museum● Nansha Pearl Agriculture Park <p>The Program provided students with invaluable insights into the Greater Bay Area’s innovation, industry, and development opportunities. All participating students agreed that the tour enhanced their understanding of the GBA’s cities, industries, and economic strategies. Through visits to technology hubs, cultural landmarks, and innovation centers, students gained a deeper appreciation of the region’s rapid advancements in fields such as smart mobility, green technology, AI, and entrepreneurship.</p> <p>Students were particularly inspired by the integration of innovation into traditional sectors, the demand for skilled talent, and the supportive policies available to young entrepreneurs, especially those from Hong Kong. The tour also encouraged students to reflect on their personal goals, strengths, and future career paths, equipping them with the ability to plan, adapt, and think critically.</p> <p>The experience fostered cross-border awareness and broadened students’ global perspectives. Many expressed a newfound interest in pursuing further studies or careers in the GBA. Overall, the study tour was a meaningful and eye-opening journey that successfully deepened students’ understanding of the GBA’s development potential and sparked motivation for future participation in regional growth.</p>	

H. Whole School Approach to Integrated Education Policies,

Resources and Support Measures

Policies	<ul style="list-style-type: none">● The school has been committed to creating an inclusive environment to support students with special education needs (SEN) by using the whole school approach and allocating resources to provide them with customized and diversified support services so as to enhance their learning efficacy and help them integrate into campus life.● Home-school cooperation was strengthened by providing different regular communication channels to discuss strategies supporting SEN students with parents.
Resources	To support SEN students and academically low achievers, the school was granted the following additional resources by EDB: <ul style="list-style-type: none">● Capacity Enhancement Grant (CEG)● Learning Support Grant (LSG)
Support Measures	<p>Support measures for students with special education needs and academically low achievers are listed below:</p> <ul style="list-style-type: none">● A support team for students with special needs was established. It was composed of Vice Principal II, head of the Guidance Committee, SENCO, Guidance teachers, the school social workers and the educational psychologist.● Adapted curriculum and assessment materials were provided to the students in need, including enlargement of the examination paper and time extension. Their learning progress was monitored and reported to their parents when necessary.● The “Big Brothers and Sisters” Scheme was run to provide Form 1 students with help through tutorials on homework and activities on personal growth.● Speech therapy was provided to students with speech and language impairment.● A student counsellor was employed to help some target students to improve their learning motivation and help them acquire self-care abilities.● A tutorial class was organized to help the students with learning difficulties in the Chinese language.● Four therapeutic groups were formed to help the students with attention deficit disorder and autism spectrum disorder to improve social skills and attention span.● Four inclusive groups were formed to facilitate the inclusion of students with special education needs in mainstream education.● A group of students was invited to regularly participate in diverse volunteer services, including those organized by the Elder Academy, flag selling campaigns, and the Community Youth Club.● A talk about “Mental Health” was held for parents.● Individual Education Plans (IEPs) were drawn up for target students who were in need of intensive individualized support after thorough discussion with parents, teachers and professionals.

I. Summary Report of Evaluation on the Three-year School Development Plan (2022-2025)

Major Concern 1: To develop our students to be self-directed learners

Intended outcomes:

- (a) The motivation for learning of students has been strengthened.
- (b) The essential self-directed learning skills of students have been developed.
- (c) Teachers' knowledge and skills of promoting self-directed learning have been enhanced.

Strategic initiatives under Major Concern 1 have effectively addressed the learning goals advocated by the EDB, including "Breadth of Knowledge," "Language Proficiency," "Generic Skills," "Information Literacy," and "Life Planning." These outcomes laid a solid foundation for fostering self-directed learning and nurturing students to become self-motivated learners. According to the SU survey, 70% of students agreed or strongly agreed that they felt more motivated to learn compared to the beginning of the term, and 75% reported they had been setting personal goals and striving to achieve them.

Target 1: The motivation for learning of students has been strengthened.

Over the past three years, subject panels have refined the curriculum by integrating real-life examples and student experiences, helping to build a broader knowledge base. The practice of pre-lesson tasks encouraged students to take initiative and explore learning materials in advance, boosting their confidence. Regular reflection practices significantly enhance students' awareness of their strengths and weaknesses. The SU survey supports the observation, as 75% of students felt confident in learning new concepts and subjects.

Fostering a love for reading is integral to developing broad knowledge and enhancing self-directed learning. The school organized various reading initiatives, including themed book fairs linked to Key Learning Areas, Library-led reading activities, and subject-based reading tasks. According to APASO, the Q-scores of Reading were 95/116 (Non-assigned Materials) and 87/116 (Time for Leisure Reading) respectively, which are comparable to most of the schools in Hong Kong. Given the increasing entertainment options available to young people, enhancing the reading culture remains a significant challenge. Moving forward, we will continue to embed reading elements across diverse learning contexts.

Students with clear goals tend to be more self-driven. The SU survey revealed that 75% of students set goals and worked diligently to achieve them. Over the past three years, the school actively promoted participation in external programs – particularly career-related experiences and gifted education courses – which broadened students' horizons and clarified future academic and career pathways.

Target 2: The essential self-directed learning skills of students have been developed.

Students have shown notable improvement in their learning habits. The SU survey indicated that 80% TYTCians observed positive changes in their study practices, and 77% agreed that reflective strategies enhanced their academic performance. It was encouraging to see that newly devised subject-specific reflective strategies – ranging from homework reviews to data-driven exam preparation – effectively developed students'

metacognitive skills. This area deserves continued enhancement, with reflection becoming a core competency of our students.

The school also actively promoted participation in a wide range of extracurricular activities. Through the process of organizing activities, students cultivated leadership and essential generic skills such as problem-solving, communication, and creativity. The SU survey showed that 85% of students felt confident in developing lifelong learning skills. By integrating formal curriculum with informal learning experiences, we successfully nurtured self-directed learners.

The promotion of Bring Your Own Device (BYOD) over the past two years has enabled students to use iPads for more flexible and efficient e-learning. According to the SU survey, 85% of students believed this improved their learning effectiveness.

Target 3: Teachers' knowledge and skills of promoting self-directed learning have been enhanced.

Over the past three years, teachers have actively engaged in professional development to strengthen their capacity in fostering self-directed learning. Workshops, peer sharing, and collaborative planning have contributed to a more consistent and effective approach across subjects.

Concluding Remarks

To summarize, the intended outcomes under Major Concern 1 were successfully achieved:

- The motivation for learning of students has been strengthened.
- The essential self-directed learning skills of students have been developed.
- Teachers' knowledge and skills of promoting self-directed learning have been enhanced.

We are pleased to report that the APASO results support these achievements, with Q-scores for Learning (Self-Initiative) and Learning (Self-Planning) both at 116/116, and P-scores both at 85.7/85.7 – among the highest in Hong Kong.

Looking ahead, to build on current strengths and cater to students' diverse needs, our future development will focus on:

- deepening existing habits and learning skills to strengthen student autonomy,
- enhancing internal initiatives to unleash student potential and foster goal setting,
- expanding BYOD and integrating AI tools to elevate teaching and learning effectiveness, and
- promoting differentiated teaching and learning strategies to support students across varying ability levels.

Major Concern 2: To instill positive values in students

Intended outcomes:

- (a) A purpose-driven attitude among students has been developed.
- (b) The resilience of students has been fostered.
- (c) The self-discipline of students has been enhanced.

The implementation of strategies addressing Major Concern 2 has addressed the learning goals related to “life planning” and “healthy lifestyle” advocated by EDB. In our school development cycle, 12 positive values were also emphasized, with particular focus on “Responsibility”, “Perseverance”, and “Respect for Others”. It laid a solid foundation for enhancing students’ holistic development.

Target 1: A purpose-driven attitude among students has been developed.

The “123 Go Go Goal” program provided students with essential goal-setting and self-management skills. The Student Union whole school survey showed that over 80% of participants acknowledged the program’s value in helping them set and achieve goals.

We organized a series of life planning activities over the past three years. These activities, available to students across all year levels, covered a range of topics, including self-discovery of interests and abilities, career exploration, and future planning.

According to KPM 15 of APASO in 2025, over 80% of students pursued local full-time bachelor’s degree programs, others opted for associate degrees, diploma programs or overseas studies. Given our students’ strong academic abilities and the individual guidance provided by us, especially after the release of DSE results, our students were able to set clear goals and choose the most suitable pathway based on their interests and needs. APASO results in 2025 highlighted success in life planning, with the “Educational Aspiration (Education Level)” Q-score reaching 115/116.

This target and the learning goals related to “life planning” were significantly achieved. Students demonstrated a stronger, purpose-driven attitude, with significant improvements in personal goal setting.

Target 2: The resilience of students has been strengthened.

Various programs, including leadership training camps, resilience talks, and preventive group programs, were implemented across all forms. Over 80% of students reported enhanced resilience following thematic assemblies. Approximately 90% of participants in preventive group programs showed improved resilience and coping skills. Activities like the “F.6 Companion Program” also contributed to better emotional well-being and resilience among students. 90% of group participants demonstrated enhanced resilience and improved stress management and emotional literacy. These programs supported students’ emotional and social well-being, and thus their resilience and confidence had been enhanced.

This target was largely achieved. The programs effectively enhanced students’ resilience, emotional awareness, and perseverance, as reflected in survey data and teacher feedback.

Target 3: Students' sense of gratitude has been fostered.

Activities such as Cheering Day, Thanksgiving Day, and voluntary service projects were widely implemented. According to the Student Union whole school survey, 82.8% of students reported that the Thanksgiving Day enhanced their sense of gratitude. Teachers observed an increased willingness among students to express appreciation and gratitude.

This target was certainly achieved. An appreciative atmosphere of gratitude and appreciation was cultivated, with students increasingly expressing thankfulness in their daily interactions.

Concluding Remarks

Programs including “Cheering day”, “Heart to Heart Sharing” and “Student Award Scheme” implemented in the past three years had a positive impact on students’ values. For example, “Cheering Day” fostered a caring, joyful, and supportive atmosphere, with 83% of students feeling these activities helped relieve learning pressure and maintain emotional well-being, as reflected in the SU whole school survey.

The results of APASO in 2025 showed that our students excelled in many aspects of affective development, with several indicators reaching the score of 116, indicating that the average of student responses of the school was significantly more positive than that of all schools in Hong Kong. This included school satisfaction, meaning in life, honesty, morality, school atmosphere (belongingness) and all aspects of national identity. Affect (positive affect) (112) and affect (no negative affect) (106) were also high, indicating that most students feel emotionally healthy and positive at school. Based on the data from KPM 13 in 2025, which measured stakeholders’ perceptions of support on students’ development, and KPM 14, which assessed stakeholders’ perceptions of school climate, it was evident that the overall perceptions among all stakeholders including teachers, students, and parents were generally positive, with scores close to 4 out of 5.

However, according to APASO in 2024 and 2025, the score for “No Anxiety/Depression Symptoms” was 98 and 94 respectively, suggesting that some students might still experience stress or emotional challenges and additional support in mental well-being should be provided. The score for physical exercise was also low (85 for both 2024 and 2025), which indicates a need to promote physical activity and healthy lifestyles among students. Further efforts are needed to address these areas.

Over the past three years, the school’s dedicated efforts have significantly nurtured purpose-driven, resilient, and grateful students. Moving forward, we will remain committed to enhancing values education, with a focused effort on supporting mental well-being and promoting physical activity for holistic student development.

J. Financial Summary

1. Expanded Operating Expenses Block Grant (EOEBG)

Details	Income(\$)	Expenditure(\$)
Administration Grant	4,287,960.00	4,112,913.51
Composite Information Technology Grant	520,386.00	489,534.50
EOEBG Baseline Reference	2,340,996.23	3,241,974.75
Capacity Enhancement Grant	676,944.00	632,866.99
Air-conditioning Grant	620,700.00	403,995.40
Total	8,446,986.23	8,881,285.15

2. Composite Information Technology Grant

Ambit	Amount(\$)	Commitment Indicators	
Provision of Technical Support Services to schools	42,365.00	➤ Average expenditure on TSS personnel per student ➤ Average expenditure on TSS personnel per computer	58.27 211.83
IT-related consumables	126,569.50	➤ Sufficient toner and paper for teachers' and students' printing	---
IT-related service	600.00	➤ E-cert for website and fee for communication platforms	---
IT Equipment	320,000.00	➤ Smartboard installed in all ordinary classrooms	---
Total	489,534.50		

3. Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

Details	Income(\$)	Expenditure(\$)
Amount received for the year	142,607.00	
Developing or procuring relevant learning and teaching resources		7,646.90
Subsidising students and/or teachers to take part in Chinese Mainland interflow activities or study tours in relation to the CS curriculum		67,295.00
Organising school-based learning activities in relation to the CS curriculum		16,044.00
Organising or subsidising students to participate in joint-school/ cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Chinese Mainland		684.00
Unspent amount to be returned to the EDB		50,937.10
Total	142,607.00	142,607.00

4. Teacher Relief Grant

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	2,856,257.05	
Amount received for the year	3,390,200.00	
Salaries for teachers		4,103,722.87
Salaries for supply teachers		116,847.50
Surplus carried forward to next year		2,025,886.68
Total	6,246,457.05	6,246,457.05

5. Student Activities Support Grant

Details	Income(\$)	Expenditure(\$)
Amount received for the year	57,200.00	
Expenditure on supporting student activities		56,894.60
Unspent amount to be returned to the EDB		305.40
Total	57,200.00	57,200.00

6. Approved Collection for Specific Purposes

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	547.07	
Amount received for the year	226,290.00	
Courts for P.E. lessons and activities		31,119.00
Microsoft Enrollment for Education Solutions (EES)		23,205.00
License for IT Software/Equipment for teaching and learning		50,000.00
IT Equipment for teaching and learning		79,196.00
E-Platform for eClass service		3460.80
Consumables for Exam Equipment		818.40
Subscription fee for Online Question Bank Platform Service (AC)		38,800.00
Surplus carried forward to next year		237.87
Total	226,837.07	226,837.07

7. Report on the Use of the Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

To improve and update the library collection, school library used \$52,069.05 for purchasing new books, magazines and newspaper. Also the library purchased e-books for students in this academic year.

Part 2: Financial Report

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	3,206.90	
Amount received for the year	66,176.00	
Purchase of books, DVD & e-books		27,887.25
Purchase of magazines and newspapers		18,130.80
Maintenance charges for library		3,200.00
Awards for library activities		941.00
Book coupons for library award		1,910.00
Surplus carried forward to next year		17,313.85
Total	69,382.90	69,382.90

8. Learning Support Grant

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	87,572.75	
Amount received for the year	432,432.00	
Salary for a student counselor and part-time teaching staff		184,001.61
Fee for professional services		114,100.00
Teaching resources and aids		14,308.30
Fee for organising programmes on learning and inclusive culture		120,405.10
Surplus carried forward to next year		87,189.74
Total	520,004.75	520,004.75

9. One-off Grant for Promotion of Chinese Culture Immersion Activities

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	300,000.00	
Organizing subject-based or cross-curricular student learning/immersion activities or lectures about Chinese culture		1,796.60
Organizing joint-school activities or competitions related to Chinese culture in Hong Kong or the Chinese Mainland, or subsidising students to participate in such activities		72,942.70
Organizing local cultural study tours or visits, or subsidising students to participate in such activities		3,000.00
Subsidizing students and accompanying teachers to participate in Chinese Mainland exchange activities to learn more about Chinese culture		11,500.00
Surplus carried forward to next year		210,760.70
Total	300,000.00	300,000.00

10. Life-wide Learning Grant

Details		Income(\$)	Expenditure(\$)
Surplus brought forward from previous years		402,237.86	
Amount received for the year		1,236,410.00	
Expenditure on life-wide learning activities			942,351.20
Surplus carried forward to next year			696,296.66
	Total	1,638,647.86	1,638,647.86

11. Moral and National Education Support Grant

Details		Income(\$)	Expenditure(\$)
Surplus brought forward from previous years		530,000.00	
Procurement and development of school-based resources relating to the learning and teaching of the Moral and Civic Education Subject			25,324.90
Organising activities and programmes related to MNE			11,406.20
Extra-curricular activities related to Values and Moral Education			60,000.00
Surplus carried forward to next year			433,268.90
	Total	530,000.00	530,000.00

12. School-based After-school Learning and Support Programs

Activity	Actual no. of participating target students#			Average attendance rate	Period/Date activity held	Actual expenses (\$)
	A	B	C			
Japanese Classes	2	4	3	95%	Sep2024-Aug2025	13,860.00
Dance Team Training (Chinese Dance)	0	3	2	100%	Sep2024-Aug2025	9,200.00
Dance Team Training (Modern Dance)	0	3	2	100%	Sep2024-Aug2025	4,600.00
2024 世界奧林匹克機械人大賽土耳其國際賽	0	2	4	100%	28/11/2024-2/12/2025	12,000.00
F4 Inspiration Camp	2	14	8	100%	26/2-28/2/2025	10,800.00
2025 世界奧林匹克機械人大賽中國邀請賽	1	1	4	100%	23/7-25/7/2025	16,000.00
Rope Skipping Competition	0	0	1	100%	25/7-5/8/2025	1,000.00
Instrumental Class	1	0	0	100%	Sep2024-Aug2025	1,260.00
Total no. of activities: 8						
No. of participation counts	6	27	24			
Total no. of participation counts		57			Total expenses	68,720.00

Target students: A : Students receiving the Comprehensive Social Security Assistance (CSSA)

B : Students receiving full grant under the Student Financial Assistance Scheme (SFAS)

C : Other disadvantaged students identified by the school under the 25% discretionary quota

13. One-off Grant for Mental Health of Parents and Students

Details		Income(\$)	Expenditure(\$)
Surplus brought forward from previous years		20,000.00	
Organising parent-child or parent activities relating to promotion of the mental health of students and parents			13,448.10
Providing training programmes or activities to equip parents with the knowledge and skills related to mental health			6,551.90
Unspent amount to be returned to the EDB			0.00
	Total	20,000.00	20,000.00

14. One-off Grant on Parent Education (Secondary)

Details		Income(\$)	Expenditure(\$)
Surplus brought forward from previous years		200,000.00	
Surplus carried forward to next year			200,000.00
	Total	200,000.00	200,000.00

15. One-off Grant for Mental Health at School

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	27,919.00	
Organising activities and programmes related to enhancing the mental health of students and teachers		4,400.00
Providing support services related to enhancing the mental health of students and teachers		17,919.40
Purchasing items, furniture and equipment to enhance the mental health of students and teachers		5,599.60
Unspent amount to be returned to the EDB		0.00
Total	27,919.00	27,919.00

16. Capacity Enhancement Grant

Major areas of concern	Implementation plan	Evaluation	Expenditure(\$)
1. To relieve teachers' non-teaching workload so that they can have more time on teaching, counselling students and planning the curriculum	To employ contract staff (such as additional teachers, teacher assistants, IT assistants, clerks, invigilators, etc.) to assist teachers in teaching, carrying out extracurricular activities, providing IT support, taking up the duties of invigilation, data input, word processing, etc.	The workload of subject heads and committee heads was eased, and they had more time to formulate the program plans for the next academic year.	578,266.99
2. To hold summer catch-up classes for students who fail to meet the promotion requirements	To employ contract tutors to assist the teaching of various subjects like English, Mathematics, Chinese Language, etc., in summer catch-up classes	Students with lower performance were selected for the courses, with attendance issues due to competitions. Suggestions include earlier notification for catch-up classes and extended session times. Teachers reported improved participation and behavior, but adjustments to lesson objectives and curriculum notes are necessary to enhance learning outcomes. The programme is beneficial to students weak in Chinese, English and Mathematics, and hence it is worthwhile to run the classes again.	33,000.00
3. To help new F.1 students adapt to the secondary school life and get used to EMI	To employ contract tutors to organize bridging courses for new F.1 students	The course lasted for 6 days, from 21 to 28 July, 2025. The morning classes were from 9:00 to 11:30 a.m. while the afternoon classes from 1:00 to 3:30 p.m. All tutors agreed that the time and the dates arranged were appropriate. The materials from the previous year were adopted due to its appropriacy and relevance. This year, the course materials were quite well received by the tutors again. They also appreciated having received the teaching materials in advance. Student attendance and their learning attitude were satisfactory. Most were motivated and enjoyed the learning atmosphere. Their quality of work was good. It was also encouraging to see that most of the students found the course meaningful and useful.	21,600.00
		Total	632,866.99

17. Grant for the Sister School Scheme

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	295,581.00	
Cost for video-conferencing facilities		294,800.00
Expenses related to discharge of duties in sister school activities		781.00
Surplus carried forward to next year		0.00
Total	295,581.00	295,581.00

18. One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

Details	Income(\$)	Expenditure(\$)
Surplus brought forward from previous years	150,000.00	
To organize or subsidize students' participation in diversified PE-/sports-related learning activities/ competitions		37,194.00
To purchase or upgrade PE/sports equipment in the school		9,549.64
To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school		10,230.00
Surplus carried forward to next year		93,026.36
Total	150,000.00	150,000.00

19. Other External Resources

Programme	Amount(\$)
Healthy School Programme	90,000.00
Beat Drugs Fund Asso.-Beat Drugs with Sports Prog.	25,000.00
Greening School Subsidy Scheme	12,000.00
創建董中『人』『文』館計劃	250,000.00
繫家國 3.0 「錦繡華章 漢藝傳揚」保良局聯校中華文化匯演	40,752.09

20. Donations

Items	Donors
舞蹈隊發展獎金\$10,000	Top Active Limited
劉家駿蔡雲開伉儷獎學金\$21,825	劉家駿蔡雲開伉儷
化學科尖子獎學金\$1,800	區凱恒先生
譚俊傑獎學金 \$20,000	譚俊傑先生
張家邦校長獎學金 \$14,500	張家邦校長
吳嘉駿獎助學金 \$12,000	吳嘉駿先生
「董中人 YIU 成大器」獎助學金 \$90,000	陳耀庭先生、姚頌珩先生、姚頌琪先生
舊生捐款共\$5,000	羅德仁先生
邱剛奇陳希婷伉儷獎助學金\$18,000	陳希婷校長
鄭冠中醫生獎助學金\$30,000	鄭冠中醫生
保良局學童快樂成長基金\$6,680	保良局
驅蚊液 600 支	屯門民政事務處
迪士尼門票 18 張	香港迪士尼樂園
《孔子之美德主義:十二達德(新解)》2 本	作者孔憲中博士
《原來在沒有盼望的地方才學懂盼望》1 本	作者許耀斌先生
電影《誤判》戲票 14 張	譚毓楨副主席
香港摩天輪門票 30 張	Great Entertainment Group (經保良局轉贈)
《跟葉太學英文 8》/《Regina's English Works for You 8》1 本	葉劉淑儀新民黨主席
消費券\$100	中華電力有限公司
凝皓教育挑戰盃(中國香港 vs 曼聯)門票 20 張	ProEvents 國際文娛管理有限公司 (經保良局轉贈)
《賽雷三分鐘漫畫中國共產黨歷史》5 本	雄彬文化體育發展協會及新中國史出版社 (經保良局轉贈)
翁倩玉 Judy Ongg Thank you for your smile 香港演唱會門票 5 張	譚毓楨副主席
《香港非物質文化遺產系列 — 香港天后誕》及 《香港非物質文化遺產系列 — 正一道教儀式傳統》	香港科技大學華南研究中心

K. Performance of Students

1. HKDSE

(a) Summary of HKDSE Results (2025)

Four core subjects performance		
English Language	(Level 3 or above)	100%
Chinese Language	(Level 3 or above)	98.0% **
Mathematics (Compulsory Part)	(Level 2 or above)	100%
Citizenship and Social Development	(Attained)	100%

Best Individual Result	7 (5**)
Number of students who attained outstanding results:	
5 (5**) or above	2
4 (5**) or above	4
3 (5**) or above	6
2 (5**) or above	8
Percentage of students attaining Level 5 or above in all subjects	40.3% **
Percentage of students attaining Level 4 or above in all subjects	77.7% **
Percentage of students obtaining 332A (the minimum requirements for the core subjects for JUPAS admission)	98.0% **
Percentage of students admitted to local universities and tertiary institutes through JUPAS	99.0% **

**** New school record**



▲ Our 'star' students sharing their joy with Principal Lau and the two vice principals



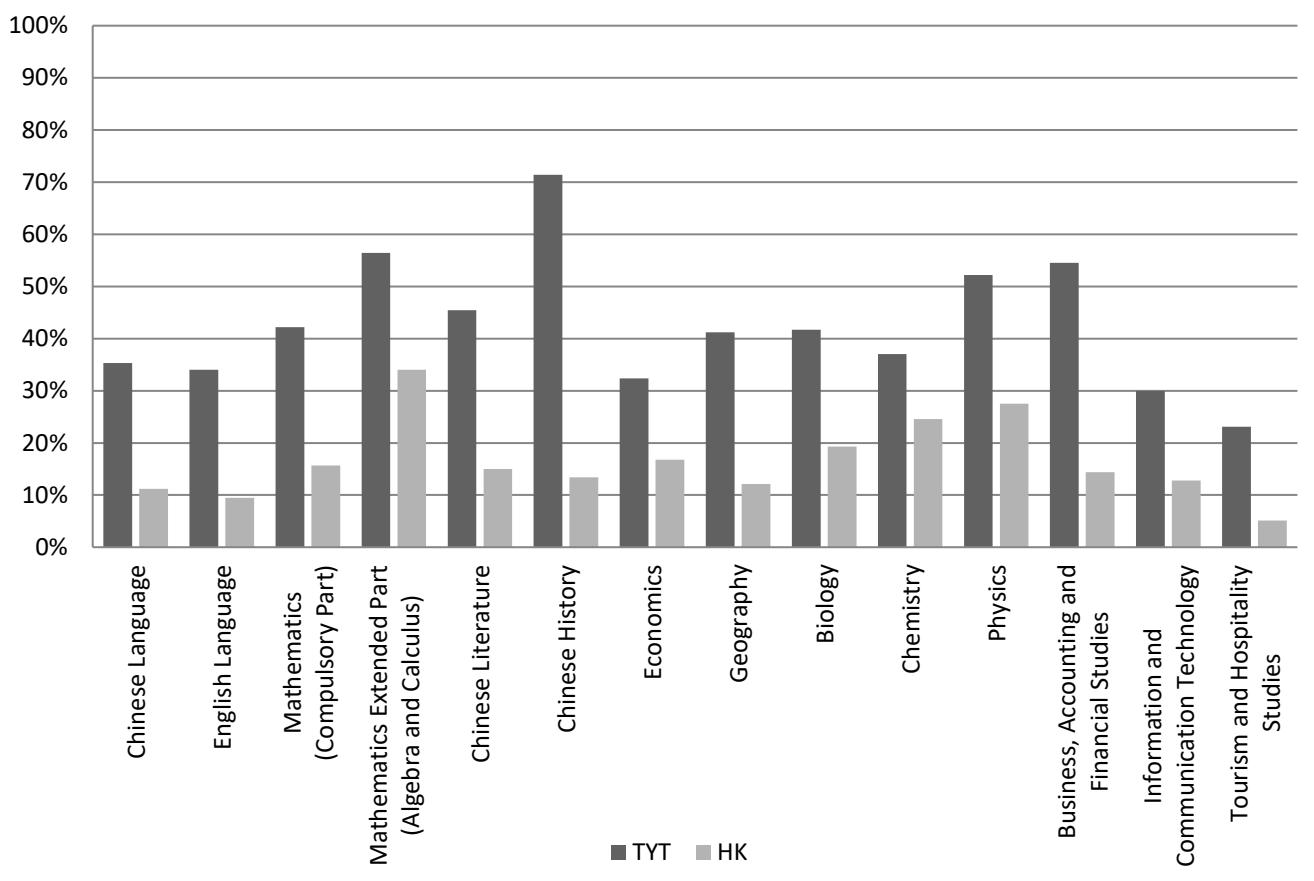
▲ High achievers were admitted to Faculty of Medicine.



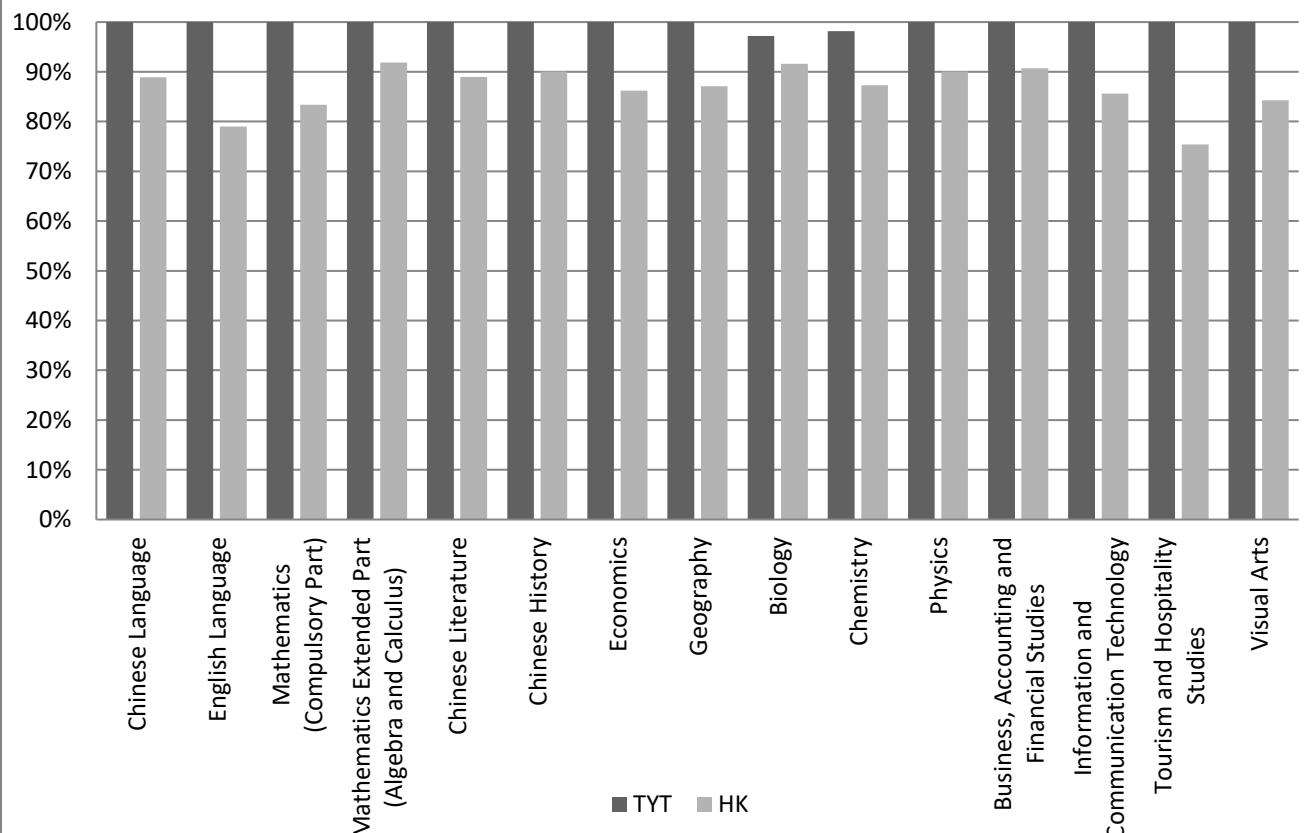
▲ High achievers were granted scholarships by Po Leung Kuk.

(b) Statistics of HKDSE Examination 2025

Level 5 or above Percentage of HKDSE Subjects 2025



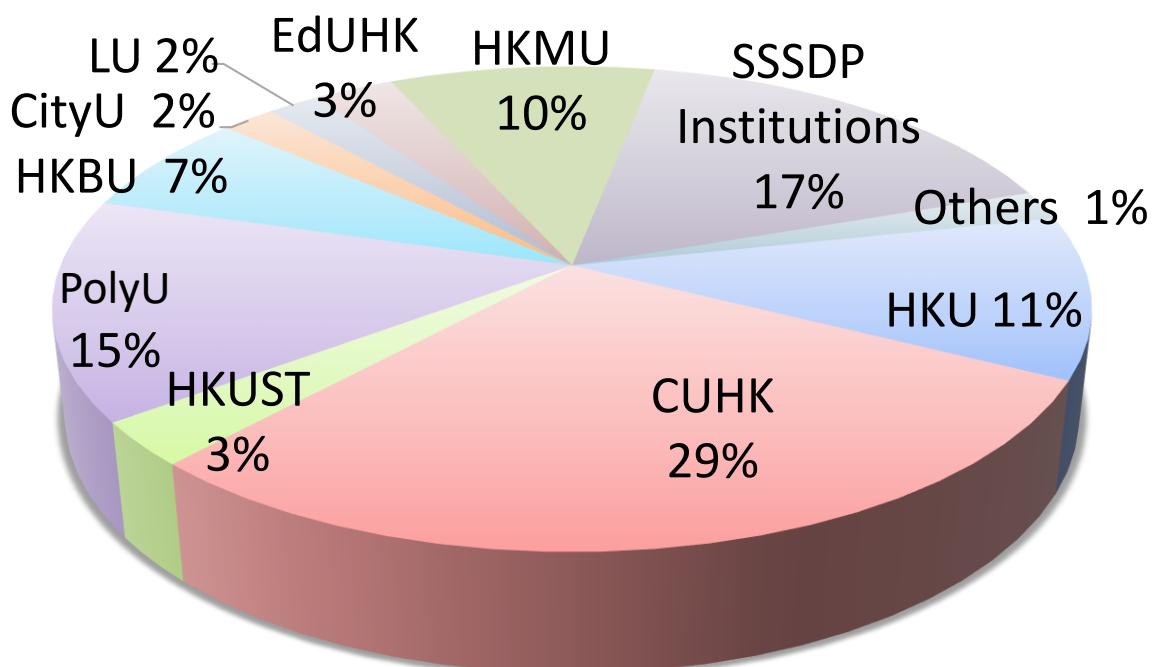
Level 2 or above Percentage of HKDSE Subjects 2025



(c) Pathways of F.6 Graduates (2025)

99.0% of our F.6 graduates were successfully admitted to the local university and tertiary institutes through JUPAS and SNDAS, which is a record high in recent years. 8 of our high-fliers have been admitted to the prestigious Medicine programs while other high achievers have been admitted to highly competitive programs like Dental Surgery, Physiotherapy, Radiography, Speech Therapy, Law, as well as Architectural Studies. Among them, 58.4% enrolled in the four major local universities, namely HKU, CUHK, HKUST and PolyU.

Statistics on 2025 School Graduates Pursuing Further Education



2. Scholarships

Scholarships and Grants awarded by outside organizations	No. of Students
The Hong Kong Jockey Club Chairman's Scholarship	1
TWGHs 154th Anniversary Scholarship	1
The Harvard Prize Book Scholarship	1
Centaline Charity Fund Scholarship	5
Ng Teng Fong Scholarship	1
Link University Scholarship	1
SOJLEHK Scholarship for Senior Secondary Japanese Language Subject Students	1
Youth Arch Student Improvement Award	24
Scholarship for Prospective English Teachers	1
Methodist Study Trust	2
Sir Robert Black Grants for Talented Students in Non-academic Fields	3
Sir Edward Youde Memorial Prizes for Senior Secondary School Students	2
A.S. Watson group HK Student Sports Awards 2024-2025	1
Faith Hope Love Charitable Foundation Chinese History Award	10
Nicola & Kenneth Bursaries	1
Grantham Maintenance Grants	22
Total	77

Po Leung Kuk Scholarships and Maintenance Grants	No. of Students
Po Leung Kuk Public Examination Outstanding Achievement Scholarships (2025 HKDSEE)	8
Po Leung Kuk Mr. Ngan Hei Keung and Madam Ngan Po Ling, Pauline Scholarship	4
Dr Kwok Siu Ming Simon and Dr Kwok Law Kwai Chun Eleanor Scholarship Fund (2025 HKDSEE)	3
Po Leung Kuk Wong Yat Sin Scholarship	5
Po Leung Kuk Mr. and Mrs. Wu Gee Yee Memorial Education Fund	9
SF Express Grants (Hong Kong)	4
Po Leung Kuk Lai Li Hing Best Improved Scholarship (Po Leung Kuk Lai Li Hing Charitable Fund)	3
Po Leung Kuk Fook Chun Scholarships	5
Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship	1
Po Leung Kuk Wong Kin Hang Philip Foundation Scholarship	1
Po Leung Kuk Dr. Stanley Ho Memorial Fund - Student Support Scheme	2
Po Leung Kuk Winfull Charity Fund	1
Total	46

School-based Scholarships	No. of Students
Mr Lau Ka Chun and Mrs Lau Tsoi Wan Hoi Scholarships *	184
Principal Cheung Ka Pong Scholarships for HKDSEE Outstanding Achievement	10
Principal Cheung Ka Pong Scholarships for High Achievers in Mathematics	18
Tam Chun Kit Scholarships for High Achievers in English Language	18
Tam Chun Kit Scholarships for Best Improvement in English Language	12
Tam Chun Kit Scholarships for Outstanding Contribution in Students' Union	7
Ng Ka Chun Scholarships	9
Ng Ka Chun Scholarships for High Achiever in BAFS	3
Ng Ka Chun Scholarships for High Achiever in Economics	3
Scholarship for High Achievers in Chemistry	9
Y.I.U. Scholarships	16
Y.I.U. Scholarships for Best Improved Students	25
Y.I.U. Scholarships for Cultural Subjects	28
Y.I.U. Scholarships for Extracurricular Activities	16
Tse Wing Kum Scholarship for Innovation and Creativity in HKDSE Visual Arts SBA	1
Dr Cheng Kwun Chung Scholarship Fund	36
Mr Yau Kong Ki and Mrs Yau Chan Hei Ting Scholarship Fund	48
Parent-Teacher Association Scholarship #	20
Parent-Teacher Association Scholarship for Academic Achievement	30
Parent-Teacher Association Scholarship for Academic Subjects	75
Remarkable Academic Progress Award-Alumni Association Scholarship	5
Outstanding Student Award-Alumni Association Scholarship	3
Total	576

<p>*Full List of Mr Lau Ka Chun and Mrs Tsoi Wan Hoi Scholarships:</p> <p>(1) Conduct Award (2) Service Award (3) Ultra-platinum Awards (Student Award Scheme) (4) Platinum Awards (Student Award Scheme) (5) Outstanding Student (6) Best Athlete and Outstanding Athlete (7) Outstanding Social Services (8) The Most Enthusiastic Volunteer</p>	<p>#Full List of PTA Scholarships:</p> <p>(1) Outstanding Activity Organizer (2) Outstanding House Captain (3) Outstanding Club Chairperson (4) Outstanding Music Performer (5) Outstanding Art Performer (6) Outstanding Performer (Drama, Dance) (7) Outstanding Peer Mentor (8) Outstanding Civic Education Ambassador (9) Outstanding Prefect (10) Scholarships for Academic Achievement (11) Scholarships for Academic Subjects</p>
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3. External Awards

Outstanding Students' Achievement

	Names of Competitions	Results	Team(s) / Student(s)
1.	Student of the Year Award 2425 Performing Artist	Champion	5B LUK HIU YUET EDNA
2.	The 10th Outstanding Student Leaders Selection Outstanding Student Award		5A CAO KA LAM
3.	The 37th Hong Kong SAR Outstanding Student Selection Top 20 Outstanding Student		5B WU LOK WAI
4.	Outstanding Student Leaders Award 2425 Most Admired Student Leader Outstanding Student Leader		5A PANG CHING HIU 5A PANG CHING HIU 5B LUK HIU YUET EDNA
5.	New Territories Outstanding Students Awards 2024 Junior	Outstanding Student Award	4A HUNG TSZ CHING
6.	Tuen Mun Outstanding Students Awards 2024 Junior Senior	Outstanding Student Award Commended Student Award	4A HUNG TSZ CHING 5B LI LUO TONG
7.	Virtuous Student Award 2025 Secondary School - Junior form Secondary School - Senior form	The Virtuous Student	3C KO KA WANG 5A LAW YIN WING
8.	The Award of the Politest Student 2025 Secondary School - Junior form Secondary School - Senior form	The Politest Student	2D CHEUNG CHO YI 5B WU YIK SUM
9.	Hong Kong 200 Leadership Project 2024 Top 10 Outstanding Student		5A LAW YIN WING
10.	Leadership Training Programme Series 2025 Gold Award		5B WU YIK SUM

Outstanding Students' Achievement

	Names of Competitions	Results	Team(s) / Student(s)
11.	My Dream Program 2025		
	Preliminary Round	Champion	2D HUNG YAT HEI
		Merit	2C LAU HAY SHUEN 3A YIP CHUN CHING 3D CHEUNG WING KEI 3D LAW ON LAM ANNA 2D HUI CHING 3C HO YI LAM 2C LAI CHING YAU
		Second Prize	3C CHAN WANG HIN JEFF
		Third Prize	2D KWOK HIU NOK
12.	Outstanding Red Cross Youth Unit Competition 2024		
	Tuen Mun District	Champion	RED CROSS YOUTH UNIT 228
	West New Territories District	Second Prize	
	Unit of the Year		
13.	Outstanding Red Cross Youth of the Year Competition 2024		
	West New Territories District	Youth of the Year	6B LAM YUNG TING
14.	Red Cross Youth Drill Competition (WNTD) 2025		
	Second Prize		RED CROSS YOUTH UNIT 228
15.	Red Cross Youth Attainment Badge 2025		5B LEUNG KIU YAN
16.	4C Youth Volunteer Leadership Project 2025		
	Certificate of Appreciation		Po Leung Kuk Tang Yuk Tien College
	Outstanding Youth Volunteer Leader Award		4C SUEN CHING LAM CHARLOTTE 5B WANG YI YI
	Certificate of Recognition (Leadership)		3C HUNG YAT KIT 4C SUEN CHING LAM CHARLOTTE
	Certificate of Recognition		3A KWAN CHING YU 3A SUEN YUK TUNG CHARLENE 3B LAI LOK HIM 3C LUI JING YIN 3C HUNG YAT KIT 3D SHAN YU TING 4C SUEN CHING LAM CHARLOTTE 4D WONG HEI TUNG ELVIRA 4D LAU HEI YIN 5B WANG YI YI 5C SO CHEUK KIU 5C SZE HIU CHING 5C TSUI PIK KWAN 5C LAU YUK TO 5D HO YI HEI

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
17.	Asia Pacific Robot Alliance Competition 2025 SPIKE Remote Soccer (Season 1) Senior	Award of Participation Merit	1C MA YU QING 1D MAN KWAN KIU 1D NG PUI CHING 3C FONG TSUN WANG 3D CHIU YUET 4B KWAN KING SUM
18.	Asian Robotics League Hong Kong Challenge - CCK Cup 2024 Teamwork Challenge	Bronze Award	3C KO KA WANG 3D CHUNG CHEUK LAM NATALIE 3D FUNG CHUN CHUNG 3D YUAN ZIJUN 1B CHAN CHUN HO 1D SIT HOI CHING 1D CHAN CHUN MAN
19.	BattleAce Robot Competition 2024 Gold Award		5A CHEUNG KA HEI 5B WU LOK WAI 5B YAU JAMIE
20.	Hong Kong Tech Challenge Junior & VEX IQ & Ying Loi Cup 2024 Teamwork & Skill Challenge	Gold Award Judge Award Silver Award	3C KO KA WANG 3D CHUNG CHEUK LAM NATALIE 3D FUNG CHUN CHUNG 3D YUAN ZIJUN 1B CHAN CHUN HO 1C CHUN HO HIN 1D CHAN CHUN MAN 1B CHAN CHUN HO 1C CHUN HO HIN 1D CHAN CHUN MAN
21.	Po Leung Kuk INNO MAKETHON 2024 Top Online Popularity Award		5A LU ANTTI 5A CHAN KIN MING 5A CHAN YIK HEI 5A WONG HO LAM 5B CHOW YUET CHING

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
22.	ROBOFEST Hong Kong 2025	First Prize	5A CHEUNG KA HEI
			5B WU LOK WAI
			5B YAU JAMIE
			5B YU HON KI
			2C LAI CHING YAU
		Gold Award	3C FONG TSUN WANG
			3D CHIU YUET
			4B KWAN KING SUM
23.	The 18th CTEA Cup Robotic Tournament	Robotics Sumo Senior	1B WONG YU SUM
			2D LO PUI YU
			1D NG PUI CHING
			2B LAM KELLY
			3D CHIU YUET
			4B KWAN KING SUM
		Super Track Race Senior	3D LEE HO HIM
			3D TSANG TING YU
			3D CHU HON SING
			3D POON LAAM
			2C LAI CHING YAU
			2D KWOK HIU NOK
24.	Triathlon of Hong Kong Robot Challenge 2024	Award of Triathlon of Hong Kong Robot Challenge	
25.	World Robot Olympiad (Hong Kong Selection Contest) 2024	Future Innovators Senior	5A FOK SUM YU ZOE
			5A YIP PUI CHI
			5D LEE LOK YIU AERIES
		RoboMission Junior	3C FONG TSUN WANG
			3D CHIU YUET
			4B KWAN KING SUM
		RoboMission Senior Secondary	2B LAM KELLY
			2C LAI CHING YAU
			3D FUNG CHUN CHUNG
		RoboSport Secondary Division	6A TANG TSZ CHUNG
			6A WONG TSZ TO
			6A WONG WANG CHI
			5A CHEUNG KA HEI
			5B WU LOK WAI
			5B YAU JAMIE

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
26.	World Robot Olympiad International Final 2024		
	Game Senior	Bronze Medal	3C FONG TSUN WANG 3D CHIU YUET 4B KWAN KING SUM
	RoboSport	Top 32	5A CHEUNG KA HEI 5B WU LOK WAI 5B YAU JAMIE
27.	WRO Hong Kong Robot Challenge (Play-Offs) 2024		
	RoboSport-Curling (Prog) Challenge	Golden LEGO Award	3C FONG TSUN WANG
28.	Construction Robot Competition 2025		
	Award of Participation		5A CHEUNG KA HEI 5B WU LOK WAI 5B YAU JAMIE
29.	Robotics Intelligence DIY 2025		
	Regular Junior Secondary	First Prize	2C LAI CHING YAU 3D CHIU YUET 3D FUNG CHUN CHUNG
30.	World Robot Olympiad (Hong Kong Selection Contest) 2025		
	RoboMission Junior	First Prize	2B LAM KELLY 2C LAI CHING YAU 2D LO PUI YU
		Silver Medal	2D TSUI SUM 3C CHAN CHUN YIN 3D FUNG CHUN CHUNG
	RoboMission Senior	First Prize	3C FONG TSUN WANG 3D CHIU YUET 4B KWAN KING SUM
31.	World Robot Olympiad China Invitational Tournament 2025		
	RoboMission Junior Secondary	Second Prize	2B LAM KELLY 2C LAI CHING YAU 2D LO PUI YU
	RoboMission Senior Secondary	Gold Award	3C FONG TSUN WANG 3D CHIU YUET 4B KWAN KING SUM
32.	China Mobile OneNET Innovation Competition (HK Contest) 2024		
	Top 15 Certificates in HK		5A FOK SUM YU ZOE 5A YIP PUI CHI 5D LEE LOK YIU AERIES

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
33.	"My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition 2025 First Class Honours Fourth Prize		QUIZ TEAM
34.	Bauhinia Cup: Celebrating 75th Anniversary of the Founding of the PRC of China National Knowledge Competition 2024 Second Prize		QUIZ TEAM
35.	Constitution Law and Basic Law Territory-wide Inter-school Competition 2024 Champion		QUIZ TEAM
36.	Territory-wide Junior Form Secondary School Chinese History and Cultural Knowledge Quiz Competition 2025 Champion		QUIZ TEAM
37.	The 2nd Inter-school "One Country, Two Systems" Knowledge Quiz Competition Most Participating School Award Secondary School Cheering Team Comp	Third Prize Second Prize	QUIZ TEAM
38.	The 3rd National Knowledge Quiz Competition Secondary School - Junior form Secondary School - Senior form	Champion	QUIZ TEAM
39.	Constitution Law and Basic Law Territory-wide Inter-school Competition 2025 Secondary School	Champion	QUIZ TEAM
40.	The 4th Hong Kong Youth Chinese Culture and Tourism Knowledge Quiz Competition Junior Secondary Group Junior Secondary Individual Senior Secondary Group Senior Secondary Individual	Merit Third Prize Champion Merit Second Prize Third Prize Merit	2C KUANG TSZ SEN 2C WONG CHEUK KIU 2D CHAN KWAN HO QUIZ TEAM 3C WONG LONG FUNG 2C LAI CHING YAU QUIZ TEAM 5B LAW HOI CHING 4A YAN YU CHEN RAIN

Academic Competitions				
	Names of Competitions	Results	Team(s) / Student(s)	
41.	Hong Kong Secondary School Debating Competition 2024			
	Final	Champion	ENGLISH DEBATE TEAM	
	T1 Div I Rd 1	Best Debater	1B KEUNG HOI CHING	
			6A LAI CHUN HO	
	T1 Div I Rd 2	Winning Team Debater	ENGLISH DEBATE TEAM	
		Winning Team Debater		
	T2 Div I Rd 1	Best Debater	6A TSUNG CHEUK FUNG	
		Winning Team Debater	4A LO CHING LIM	
			ENGLISH DEBATE TEAM	
	T2 Div I Rd 2	Winning Team Debater		
42.	Hong Kong Secondary School Debating Competition 2025			
	T2 Div I Finals Final	Champion	3D LAM KING YAU	
			4A TSOI HANG YIU	
			4A LO CHING LIM	
43.	See Change Model United Nations 2025			
	School Award		ENGLISH DEBATE TEAM	
	Best Delegation		4B LAI CHIT HEI	
44.	Legal-Lions Debate Competition 2025			
	1st Runner up		CHINESE DEBATE TEAM	
	Quarter-Final	Best Debater	5D LEUNG NGAI HAN	
	Semi-Final	Best Debater	5D LEUNG NGAI HAN	
45.	The 1st Reunification Cup: Inter-School Debating Competition			
	2nd Runner up		CHINESE DEBATE TEAM	
	Final	Best Debater	5B WU LOK WAI	
	Quarter-Final	Best Debater	5B WU LOK WAI	
46.	Hong Kong Secondary Schools Debating Competition (Human Resource Management Cup) 2025			
	2nd Runner-up		CHINESE DEBATE TEAM	
47.	The 1st Sustainable Development Debating Competition			
	1st Round	Best Debater	4A CHENG TSZ WAI	
48.	The 3rd Joint School Community Debating Competition			
	Round of 16	Best Debater	5D LEUNG NGAI HAN	
	Round of 32	Best Debater	4A CHENG TSZ WAI	
49.	The 4th Debate One Inter-School Debating Competition			
	1st Round	Best Debater	5D LEUNG NGAI HAN	

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
50.	The 3rd Zi3Sin6 Inter-School Debating Competition		
	1st Round	Best Debater	4A CHENG TSZ WAI
	2nd Round	Best Floor Speaker	3A SUEN YUK TUNG CHARLENE
51.	Hong Kong Debating Premier League 2025		
	1st Round	Best Debater	5B LUK HIU YUET EDNA
	4th Round	Best Debater	5B WU LOK WAI
52.	The 18th Definity United Inter-secondary Schools Debating Competition		
	1st Round	Best Debater	4A CHENG TSZ WAI
	2nd Round	Best Debater	1D LEUNG YUEN TSUN
	3rd Round	Best Debater	3D WONG PUI YI
53.	The 57th Joint School Chinese Debating Competition		
	1st Round	Best Debater	4A CHENG TSZ WAI
	2nd Round	Best Debater	3D WONG PUI YI
54.	The 76th HK Schools Speech Festival (Chinese Speech)		
	Cantonese Solo Lyric Speaking S.4 - S.6	Merit	5A SO CHAMELLI MIYUIKI
	Cantonese Solo Prose Speaking S.1 Girls	Merit	1C LAI YAU HEI
		Third Prize	1A LUK HIU WING ELENA 1C LUI YIN SHUN
	Cantonese Solo Prose Speaking S.2 Girls	Proficiency	2A CHAN LOK YI
	Cantonese Solo Prose Speaking S.3 Girls	Proficiency	3A YIP CHUN CHING
	Cantonese Solo Prose Speaking S.4 Boys	Champion	4A POON TSZ LOK
		Merit	4A WONG HO TING
	Cantonese Solo Prose Speaking S.4 Girls	Proficiency	4A CHENG TSZ WAI
	Cantonese Solo Prose Speaking S.5 Boys	Champion	5C LAU YUK TO
		Merit	5A HUANG TSZ HIN
	Cantonese Solo Prose Speaking S.5 Girls	Merit	5B LUK HIU YUET EDNA 5D LEUNG NGAI HAN
		Second Prize	5B CHOW YUET CHING
	Cantonese Solo Verse Speaking S.2 Girls	Merit	2C LAM CHING SUM SUMMER
	Cantonese Solo Verse Speaking S.3 Girls	Proficiency	3A SUEN YUK TUNG CHARLENE
		Merit	3D WONG PUI YI
	Cantonese Solo Verse Speaking S.4 Boys	Merit	4C LAM KIN HEI MATTHEW

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
54. (cont.)	The 76th HK Schools Speech Festival (Chinese Speech) (cont.)		
	Cantonese Solo Verse Speaking S.5 Girls	Merit	5D CHENG CHI YAN
		Proficiency	5C SZE HIU CHING
	Cantonese Solo Verse Speaking S.5-6 Girls	Merit	5B CHAN NOK YAN
			5B CHOW YUET CHING
	Putonghua Choral Prose Speaking S.3-4	Merit	3A DU TSZ LAM
			3D HUANG CAIQING
			4B LIU EDA
	Putonghua Choral Prose Speaking S.5-6	Champion	5D ZHU MERRY
	Putonghua Solo Prose Speaking S.1-2 Boys	Merit	2B NG YUI HEI
	Putonghua Solo Prose Speaking S.1-2 Girls	Merit	1C LUI YIN SHUN
		Second Prize	1C CHEN ZHIYAN
		Third Prize	1D KOON YU CHING
	Putonghua Solo Prose Speaking S.2 Boys	Merit	2D MENG CHUNG KI
	Putonghua Solo Prose Speaking S.3-4 Girls	Merit	3B HU YING JIA
	Putonghua Solo Verse Speaking S.1-2 Girls	Merit	1B WONG YU SUM
			2C CHEN MEI YIN
		Proficiency	1B TAM FUNG LUI
		Second Prize	1B WU CHU NGA
	Putonghua Solo Verse Speaking S.3 Boys	Merit	1A TSANG ON NGA JANET
			3D TSANG TING YU
55.	The 76th Hong Kong Schools Speech Festival (English Speech)		
	Choral Speaking (Mixed Voice) S.1-2	Merit	CLASS 2D
	Solo Verse Speaking S.1 Boys	Merit	1D CHAN CHUN MAN
	Solo Verse Speaking S.1 Girls	Merit	1B WONG YU SUM
			1C CHEUNG CHIN TUNG
			1D KOON YU CHING
			1C NG HEI WUN
			1A LUK HIU WING ELENA
			1C LUI YIN SHUN
			1A MAK HO CHING JESSIE
			1C CHU CHUN NING
	Solo Verse Speaking S.2 Boys	Merit	2C NG MING TSUN
		Third Prize	2B CHEUNG CHUN KIU
	Solo Verse Speaking S.2 Girls	Merit	2B NG CHIOMA MADU
	Solo Verse Speaking S.3 Boys	Merit	3C CHAN CHUN YIN
			3D FUNG CHUN CHUNG
			3D TSANG TING YU

Academic Competitions

	Names of Competitions	Results	Team(s) / Student(s)
55. (cont.)	The 76th Hong Kong Schools Speech Festival (English Speech) (cont.)		
	Solo Verse Speaking S.3 Girls	Merit	3C KO MEI LAN
			3D SHAN YU TING
		Second Prize	3B HU YING JIA
	Solo Verse Speaking S.4 Boys	Merit	4A SU XING
	Solo Verse Speaking S.4 Girls	Merit	4D HO YING TUNG
		Second Prize	4B LEUNG PAK YU CARIDEE
	Solo Verse Speaking S.5 Boys	Merit	5C LAU YUK TO
	Solo Verse Speaking S.5 Girls	Champion	5D TSANG SAMANTHA
		Merit	5A LAW YIN WING
		Second Prize	5C SZE HIU CHING
	Solo Verse Speaking S.6 Girls	Merit	5B LI LUO TONG
			6D CHUNG HOI CHING
56.	The 1st Golden Bauhinia Cup HK Inter-School Composition and Mandarin Recitation Competition		
	Merit		4A ZHANG QIAOYAN CHERRY
			5B WANG YI YI
57.	Putonghua Radio Drama Competition 2025		
	Second Prize		3B HU YING JIA
			3C GUAN TSZ YUEN
			3D HUANG CAIQING
			3D WANG XINCHEN KATIE
			3D YUAN ZIJUN
58.	AAHK x Cambridge Christ's College x Cathay Essay Competition 2025		
	Winner		5A LEE SUM YI
			5B LI LUO TONG
59.	Chinese Secondary School Students Essay Competition 2024		
	Merit		4A CHEUNG HOI YING
			4A HUNG TSZ CHING
			4B CHEUNG WAI CHING
			4B WU WING LAM
			4D CHUI WING KWAN
			5A LU ANTTI
			5B CHAN NOK YAN
			5B LIU CARRIE
			5D LEUNG NGAI HAN
			6A LAU YUI SUM
60.	The 11th Two Generations Essay Competition		
	Secondary School - Junior Form	Merit	4C XIAO BOWEN

Academic Competitions

	Names of Competitions	Results	Team(s) / Student(s)
61.	Chinese Secondary School Students Essay Competition 2025 Secondary School - Junior Form	Gold Award	3C LUO TSZ HEI
62.	Hong Kong Youth Couplet Competition 2025 Second Prize		4A KWOK CHUNG YIN
63.	Asia International Mathematical Olympiad Open Contest 2025		
Gold Award		1D HUANG HO HIN	
		1A LAI NGA CHING	
		2C CHEN MEI YIN	
		1D SHUM YIK LONG	
		1C WONG TSZ HIM CYRUS	
		1D WONG CHUN HEI	
		1D LEUNG YUEN TSUN	
		1D LO KAI NAM	
		2C YAN CHI CHING	
		2D SHANG SI YAN PHOENIX	
		1D CHENG TSZ NOK	
		3D FUNG CHUN CHUNG	
Silver Award		1C LAW SUN KA	
		1B CHEN KELLY	
		1D NG PUI CHING	
Bronze Award		2A CHEUNG KIMI	
		1A YAU CHI WING	
		2C CHAN CHUN YU	
		2C MAK SA SA	
		2D HUNG YAT HEI	
64.	Asia International Mathematical Olympiad Open Contest 2025		
Qualifier Round	Gold Award	1B LAM AIDAN PAK CHUN	
		3D SHIU TSZ IU	
		4A KWOK CHUNG YIN	
	Silver Award	1B CHAN CHUN HO	
		1D LO KAI NAM	
		3C LIN ZOEK LAM JACOB	
	Bronze Award	1D CHEUNG WANG YUI	
		2B MAN PAK YIN	
		2D JI JOYCE	
		2D HO CHUN HIN	
65.	Elite Selection of Mathematical Olympiad for Team Hong Kong 2024		
	Mathematics Senior Secondary	Bronze Award	5A LAW YIN WING

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
66.	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Hong Kong Region) 2025		
	Mathematics Preliminary Round	1st Class Honour	1B CHAN CHUN HO 1B LAM AIDAN PAK CHUN 1B LEUNG KIN HO 1D LO KAI NAM 2C LAI CHING YAU 2C LIU KIU WAI 2D HO CHUN HIN 3C LIN ZOEK LAM JACOB 3D SHAN YU TING 3D SHIU TSZ IU 3D TSANG TING YU 3D YUAN ZIJUN 4A KWOK CHUNG YIN 4A SU XING 4A WONG HO TING 4A WONG WAI HOI JAVISON
		2nd Class Honour	1A CHU SHING HEI 1C NG HO MING 1D CHEUNG WANG YUI 1D NGA HOI YIN 2A QIN YINING 2B NG TSZ WING 2C WONG KI HIN KEITH 2C YAU CHING FAI 2D JI JOYCE 3A CHOW PAK LAM PIYAPRACH 3A YANG KAM PANG DAVID 3C HUI TSZ KI 3D CHU HON SING 4A CHO SHUN WUN 4A WONG KWAN TSUN 4A ZHENG HO HIM 4B TAM HO LAM
		3rd Class Honour	2C HUANG MING JU DEREK 3D LAM SZE YIN ANTHONY 4A CHAN WAI TUNG 5A LAW YIN WING

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
66. (cont.)	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Hong Kong Region) 2025 (cont.)		
	Mathematics Preliminary Round	Second Prize (cont.)	1A CHU SHING HEI 1B CHAN CHUN HO 1B LAM AIDAN PAK CHUN 1B LEUNG KIN HO 1C NG HO MING 1D CHEUNG WANG YUI 1D LO KAI NAM 1D NGA HOI YIN 2A QIN YINING 2B NG TSZ WING 2C HUANG MING JU DEREK 2C LAI CHING YAU 2C LIU KIU WAI 2C WONG KI HIN KEITH 2C YAU CHING FAI 2D JI JOYCE 2D HO CHUN HIN 3A CHOW PAK LAM PIYAPRACH 3A YANG KAM PANG DAVID 3C HUI TSZ KI 3C LIN ZOEK LAM JACOB 3D SHAN YU TING 3D CHU HON SING 3D LAM SZE YIN ANTHONY 3D SHIU TSZ IU 3D TSANG TING YU 3D YUAN ZIJUN 4A CHAN WAI TUNG 4A CHO SHUN WUN 4A KWOK CHUNG YIN 4A SU XING 4A WONG HO TING 4A WONG KWAN TSUN 4A WONG WAI HOI JAVISON 4A ZHENG HO HIM 4B TAM HO LAM 5A LAW YIN WING

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
67.	HKMO Open and AIMO Open 2025		
	Mathematics Preliminary Round	Overall First Runner-up (Secondary)	1B CHAN CHUN HO 1B LAM AIDAN PAK CHUN 1D LO KAI NAM 1D NGA HOI YIN 2C LAI CHING YAU 2C LIU KIU WAI 2C YAU CHING FAI 2D HO CHUN HIN 3C LIN ZOEK LAM JACOB 3D CHU HON SING 3D SHIU TSZ IU 3D TSANG TING YU 4A KWOK CHUNG YIN 4A SU XING 4A WONG HO TING 4A WONG WAI HOI JAVISON
		Gold Award	1B CHAN CHUN HO 1B LAM AIDAN PAK CHUN 1D LO KAI NAM 2C LIU KIU WAI 2D HO CHUN HIN 3C LIN ZOEK LAM JACOB 3D SHIU TSZ IU 3D TSANG TING YU 4A CHEN YUXIN 4A KWOK CHUNG YIN 4A SU XING 4A WONG HO TING 4A WONG WAI HOI JAVISON
		Silver Award	1A CHU SHING HEI 1D CHEUNG WANG YUI 2B NG TSZ WING 2B MAN PAK YIN 2C HUANG MING JU DEREK 2C LAI CHING YAU 2C WONG KI HIN KEITH 2C YAU CHING FAI 2D JI JOYCE 3C CHAN CHUN YIN 3C WONG LONG FUNG 4A YAN YU CHEN RAIN 4A CHO SHUN WUN 4A WONG KWAN TSUN 4B TAM HO LAM

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
67. (cont.)	HKMO Open and AIMO Open 2025 (cont.)		
	Mathematics Preliminary Round	Bronze Award	1D NGA HOI YIN
			3A YANG KAM PANG DAVID
			3C HUI TSZ KI
			3C TSE WAN YI
			3D WU CHU YUK
			3D CHU HON SING
			3D POON LAAM
			4A ZHENG HO HIM
68.	Hong Kong Mathematics Creative Problem Solving Competition 2025		
	Mathematics First Round	Bronze Award	1B CHAN CHUN HO
			1B LAM AIDAN PAK CHUN
			2C LAI CHING YAU
			2C WONG KI HIN KEITH
69.	Hong Kong Mathematics Olympiad 2025		
	Mathematics First Round	2nd Class Honour	4A KWOK CHUNG YIN
		3rd Class Honour	4A WONG HO TING
			4A WONG WAI HOI JAVISON
			4B TAM HO LAM
		The Regional Winners (New Territories West)	4A KWOK CHUNG YIN
			4A SU XING
			4A WONG HO TING
			4A WONG KWAN TSUN
			4A WONG WAI HOI JAVISON
			4B TAM HO LAM
70.	The 27th Hong Kong Mathematical High Achievers Selection Contest		
	Mathematics	2nd Class Honour	2C WONG KI HIN KEITH
			3C LIN ZOEK LAM JACOB
			3D SHIU TSZ IU
		3rd Class Honour	2C LAI CHING YAU
71.	Talent Cup STEAM Competition 2025		
	Merit		3D CHU HON SING
			3D LEE CHEUK HEI
72.	CUHK Summer Courses for Science Education 2024		
	Distinction		5A LAW YIN WING
			5A FU PAAK HUNG
			5A CHAN KIN MING
			5A CHAN TSUN HUEN

Academic Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
73.	Hong Kong International Science Olympiad Heat Round 2025		
	Silver Award		5A LAW YIN WING
74.	International Junior Science Olympiad - HK Screening 2024		
	Third Prize		3D LEUNG POK YIN
75.	Hong Kong Physics Olympiad 2025		
	Third Class Honours		4A SO YI
	Honourable Mention		4A KWOK CHUNG YIN
76.	Hong Kong Biology Literacy Award 2025		
	Merit		5A CHAN HO LAM 5A CHAN KIN MING 5A FU PAAK HUNG
	Second Class Honours		5A CHAN TSUN HUEN
77.	International Biology Olympiad Hong Kong Contest 2024		
	Bronze Award		6A LAM KA KIN LOUIS
	Gold Award		6A WONG WANG CHI
	Honourable Mention		6A LAM KA HIM MARTIN
	Second Prize		6A WONG WANG CHI
	Silver Award		6A TANG TSZ CHUNG
78.	Joint School Biology Literacy Competition 2025		
	1st Runner-up		4A CHEUNG HOI YING 4A LEUNG PO HEI 4A KWOK CHUNG YIN 4A TSUN PAK HEI
	2nd Runner-up		4A CHEN YUXIN 4A HUNG TSZ CHING 4A TSANG LONG YAN 4A SU XING
79.	Chemistry Online Self-study Award Scheme 2024		
	Diamond		5A CHAN TSUN HUEN 5B WU YIK SUM 5C WONG SHEUNG YU 6A CHEUNG HO TIM MATTHEW
	Platinum		5A YIU TSZ CHING 5B LI LUO TONG 6A MA TIN YU
	Silver		6A LEUNG LOK HIN

Academic Competitions				
	Names of Competitions	Results	Team(s) / Student(s)	
80.	International Chemistry Quiz 2024	High Distinction	5A CHAN KIN MING	
		Distinction	5A CHAN TSUN HUEN 5A LIU SING HON	
		Credit	5A GENG YUNAN 5A GU RUITONG 5A CHEUNG KA HEI 5A FU PAAK HUNG 5B YAU JAMIE	
			6A LEUNG LOK HIN	
			6A CHAN LOK YIN 6A CHEUNG HO TIM MATTHEW 6A TANG TSZ CHUNG	
			6A TSUI YUEN WAI	
			6A NG CHUN YIN 6A YU YAT HEI	
		Credit	6B WONG HOI CHING	
81.	The 4th Hong Kong Secondary School Cosmetic Formulation Competition			
	Hair-Styling Product Formulation	Merit	5A SO CHAMELLI MIYUIKI	
			5A WONG NGA LAAM	
			5A YIU TSZ CHING	
			5B WANG YI YI	
	Shampoo Formulation	Champion	5A CAO KA LAM	
			5A GU RUITONG	
			5A LU ANTTI 5A SZE PIK YI	
82.	The 14th Hong Kong Geography Olympiad			
	Silver Award		5A YUNG LOK YIU	
83.	Financial Planning Challenge Short Film Creation 2025			
	Excellent Analysis Award		4A TONG TSZ HIM	
			4A WONG HO TING	

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
84.	ADSC Annual Grand Championships 2025		
	Cha Cha Cha Juvenile & Youth Solo	1st Place	2C CHOI YAN PUI
	Paso Double Juvenile & Youth Solo	1st Place	
	Samba Juvenile & Youth Solo	1st Place	
	Cha Cha Cha Juvenile & Youth Challenge Cup - Solo	2nd Place	
	SCRPJ Juvenile & Youth Solo	2nd Place	
85.	APA Gifted Young Dancer Programme 2024		
	Bauhinia Cup Dance Championships GYDP Scholarships		1A LUK HIU WING ELENA
			1A CHAU YAT
86.	Bauhinia Cup Dance Championships 2024		
	Chinese Dance Solo	Silver Award	1A CHAU YAT
	Contemporary Dance Group Dance	Merit	5B LUK HIU YUET EDNA
	Contemporary Dance Solo	Best Performance Award	1A CHAU YAT
		Silver Award	1A LUK HIU WING ELENA
	Jazz & Street Dance Group Dance	Merit	5B LUK HIU YUET EDNA
87.	Bauhinia International Dance Grand Prix 2024		
	Contemporary Dance Solo	Merit	1A LUK HIU WING ELENA
88.	Dance World Cup Hong Kong Qualifying Match 2025		
	Contemporary Dance Solo	Bronze Award	2D HUNG YAT HEI
	Jazz Dance Solo	Gold Award	
	Modern Jazz Solo	Silver Award	5B LUK HIU YUET EDNA
	Showstopper Dance Solo	Bronze Award	1A LUK HIU WING ELENA
89.	Hit It! Dance Competition 2024		
	Contemporary Dance Solo	Silver Award	2D HUNG YAT HEI
	Jazz Dance Solo	Gold Award	
90.	Hong Kong International 2025		
	Ballroom 5 Dances Solo	1st Place	2C CHOI YAN PUI
	Ballroom Single Dance Solo	2nd Place	
91.	Hong Kong Challenge Cup Dance Competition 2024		
	Solo	Gold Award	1A LUK HIU WING ELENA
		Outstanding Challenger	1A CHAU YAT
92.	Hong Kong DanceSport Representative Team Selection 2024		
	Ballroom 5 Dances Solo - Age 12-13	3rd Place	2C CHOI YAN PUI
	Ballroom 5 Dances Solo - Age 12-15	3rd Place	

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
93.	Hong Kong DanceSport Solo Open Competition Station 2 2024		
	Cha Cha Cha, Rumba, Jive Solo - Age 13	2nd Place	2C CHOI YAN PUI
	Rumba Solo - Age 12-13	2nd Place	
	Rumba Solo - Age 13	2nd Place	
	Samba, Paso Solo - Age 13	2nd Place	
	Tango Solo - Age 12-13	1st Place	
	Waltz Solo - Age 12-13	1st Place	
94.	Hong Kong DanceSport Solo Open Competition Station 4 2024		
	Cha Cha Cha Solo - Age 13	2nd Place	2C CHOI YAN PUI
	Cha Cha Cha, Rumba, Jive Solo - Age 13	1st Place	
	Rumba Solo - Age 13	1st Place	
	Samba, Paso Solo - Age 13	1st Place	
	Tango Solo - Age 12-13	2nd Place	
	Waltz Solo - Age 12-13	1st Place	
95.	Hong Kong Elite Dance Competition 2025		
	Jazz Dance Solo	Gold Award-Rank 2	5B LUK HIU YUET EDNA
96.	International Elite Dance Competition 2025		
	Contemporary Dance Solo	Gold Award	2D HUNG YAT HEI
	Jazz Dance Solo	Gold Award-Rank 3	
	Showstopper Dance Solo	Gold Award	
			5B LUK HIU YUET EDNA
97.	JDC Cup International DanceSport Competition 2024		
	CR - Age under 14	1st Place	2C CHOI YAN PUI
	CRJ - Age under 14	1st Place	
	R - Age under 14	1st Place	
98.	Kangaroo Cup Dance Competition 2025		
	Modern Jazz Solo	Gold Award	5B LUK HIU YUET EDNA
		Gold Award-Rank 3	2D HUNG YAT HEI
		Silver Award	1A LUK HIU WING ELENA
99.	The 26th Asia Pacific Dance Competition		
	Modern Jazz Solo	Bronze Award	2D HUNG YAT HEI
100.	The 33rd IDTA Cup Open Championships (Shenzhen)		
	Samba Solo	2nd Place	2C CHOI YAN PUI
	SCRPJ Solo	2nd Place	
	WTVFQ Solo	1st Place	

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
101.	The 45th Sha Tin District Dance Competition		
	Modern Dance Duet	Gold Award	1A CHAU YAT
			4D WONG HIU YING
		Silver Award	4C MAK TSZ YING
			5B LUK HIU YUET EDNA
102.	The 53rd Open Dance Contest		
	Jazz Dance Solo	Gold Award	2D HUNG YAT HEI
		Silver Award	1A LUK HIU WING ELENA
	Modern Dance Solo	Gold Award	2D HUNG YAT HEI
103.	The World Challenge DanceSport Championship 2024		
	Rumba Solo - Age 14 or below	2nd Place	2C CHOI YAN PUI
104.	Yuen Long Creative Arts Festival 2025		
	Solo (Dance)	Merit	1A LUK HIU WING ELENA
105.	DSA Asian Youth Dance Championship - Hong Kong 2024		
	Standard 5-dance Ranking Solo - Age 12-13	3rd Place	2C CHOI YAN PUI
106.	DSA Asian Youth Single Dance Championship - Hong Kong 2024		
	Rumba Solo - Age 13	2nd Place	2C CHOI YAN PUI
107.	Yuen Long Schools Dance Competition 2024		
	Modern Dance	Gold Award	MODERN DANCE TEAM
108.	The 39th Tuen Mun Dance Competition		
	Modern Dance Group Dance	Gold Award	MODERN DANCE TEAM
	Oriental Dance Group Dance	Gold Award	CHINESE DANCE TEAM
109.	Dance World Cup Final 2025		
	Contemporary Dance	3rd Place	2D HUNG YAT HEI
		5th Place	

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
110.	The 61st Schools Dance Festival		
	Chinese Dance	Overall Champion	CHINESE DANCE TEAM
	Chinese Dance Group Dance	Honours Award	
	Chinese Dance Solo	Honours Award	5B LIU CARRIE
	Chinese Dance Trio	Honours Award	4A ZHENG CHU CHU LISA
			5B LEUNG KWAN NAM HAZEL
			5D ZHU MERRY
	Contemporary Dance	1st Runner-up	MODERN DANCE TEAM
	Contemporary Dance Duet	Honours Award	1A CHAU YAT
			4D WONG HIU YING
			4C MAK TSZ YING
111.	Contemporary Dance Group Dance	Choreography Award	5B LUK HIU YUET EDNA
	Honours Award	MODERN DANCE TEAM	
	Contemporary Dance Solo	Highly Commended Award	2D HUNG YAT HEI
	Jazz & Street Dance Solo	Highly Commended Award	1A LUK HIU WING ELENA
			5B LUK HIU YUET EDNA
			2D HUNG YAT HEI
111.	The 77th Hong Kong Schools Music Festival		
	Secondary School Choir - Chinese - Girls D2 - Junior	Third Prize	CHOIR
	Secondary School Choir - Chinese Mixed Voice D2 - Junior	Silver Award	
	String Ensemble Secondary School - Junior	Bronze Award	STRING ENSEMBLE
	Vocal Ensemble Male Voice - Secondary School	Third Prize	2A CHEUNG KIMI
			2A FUNG HEI MAN
			2C CHAN CHUN YU
			2C MA MAN TIK
			2C ZHANG DANIEL
			2D TSUI SUM
			2D WONG PAK TING
	Clarinet Solo - Secondary School - Junior	Bronze Award	2B YAU CHEUK KIT
	Graded Piano Solo - Grade Four	Silver Award	2C WONG TSZ YIU
	Graded Piano Solo - Grade Five	Silver Award	1B LEUNG KIN HO
			1C LEE TSZ CHING
			1D MAN NOK CHING
	Graded Piano Solo - Grade Six	Bronze Award	2A HUNG CHI SUM
			4B CHAN WING SUM
	Graded Piano Solo - Grade Seven	Silver Award	2A WONG LOK TING
	Graded Piano Solo - Grade Eight	Bronze Award	3D YUAN ZIJUN
	Piano Concerto - Age 19 or under	Silver Award	3C HUI TSZ KI
	Guitar Solo - Senior	Silver Award	3C LUO TSZ HEI
	Piano Solo - Composer of the Year	Silver Award	4A XING TSZ MAK
	Pipa Solo - Senior	Gold Award	1D NG PUI CHING

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
112.	Joint School Music Competition 2025		
	Secondary School Group Ensemble (Singing)	Gold Award	A CAPPELLA TEAM
	String Ensemble Secondary School	Gold Award	STRING ENSEMBLE
	Symphony Orchestra Secondary School	Silver Award	ORCHESTRA
113.	Hong Kong Inter-School Choral Festival 2025		
	Junior Division Group C Secondary School	Silver Award	CHOIR
	Junior Division Group E Secondary School	Silver Award	CHOIR
		Most Promising Pianist	2D LAI KA KIU
114.	Hong Kong International A Cappella Contest (Finals) 2024		
	School Division Vocal Band	Best Arrangement Award	A CAPPELLA TEAM
		Bronze Diploma	
115.	Hong Kong International A Cappella Contest (Preliminary Round) 2024		
	School Division Vocal Band	Silver Diploma	A CAPPELLA TEAM
116.	Hong Kong International Music & Arts Festival 2024		
	Piano Own Choice Class Junior Class B	Third Prize	3D TAM LONG HIM
117.	Sound Reunion: Hong Kong Secondary School Popular Band Competition 2024		
	Band Group	Best Drummer	1C NG HEI WUN
	Band	Third Prize	
118.	The 12th HK International Performance Arts Festival and Music Competition		
	Cello Class Senior Class	Fourth Prize	5A LAW YIN WING
		Gold Award	
	Vocal Class Senior Class	Second Prize	
		Third Prize	
119.	The 18th IYACC International Music Competition		
	School Class Secondary S3	Champion	3D TAM LONG HIM
120.	The 4th PREMIA International Young Artists Music Festival		
	Piano Class Young Artist F	Silver Award	4A XING TSZ MAK
121.	The 8th Asian Aegean International Music Competition		
	Cello Class HK & Macau Preliminary Round	Third Prize	5A LAW YIN WING
	Cello Open Class C	Champion	
	Piano Class HK & Macau Preliminary Round	Third Prize	
	Piano Open Class E	Silver Award	
	Vocal Class HK & Macau Preliminary Round	Third Prize	
	Vocal Open Class D	Gold Award	

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
122.	TM District Chinese and Western Instrumental Music Contest 2024 Western Instrument Junior Class A	Champion	1D KOON YU CHING
123.	Hong Kong School Drama Festival 2025 Award for Outstanding Cooperation Award for Outstanding Stage Effect Award for Outstanding Performer		DRAMA TEAM DRAMA TEAM 1D LAM WING SZE 3A KWAN CHING YU 3D SHUM CHING KI
124.	Exhibition of Student Visual Arts Work 2025 Senior Secondary Group	Gold Award Shortlisted Submission Silver Award	6C TSOI CHING LAM 6D FUNG KATE 5D POON TSZ YUI 6A TANG WING KA 6D FUNG KATE 5C LAM MAN HEI
125.	Lunar New Year Calligraphy Competition 2025 Calligraphy Secondary School - Junior Form	Merit	1D KOON YU CHING
126.	Mask Design Contest 2025 Selected Submission Shortlisted Submission		1D KWOK TSZ TING 1D KUNG SIU CHIT 1A LUK HIU WING ELENA 1A TSANG ON NGA JANET 1B CHAN YU CHING 1C CHEN ZHIYAN 1C CHEUNG HEI LAAM 1D LAM WING SZE 3C SIN NAM YIK 3D CHUNG CHEUK LAM NATALIE 1D SHIU HOI TUNG
127.	Plastic-Free City - AI Comic Design Competition 2025 Merit		2A LI CHUN HEI
128.	The 18th HKQAA "My Dream Home" Poster Design Contest Champion Merit Selected Submission Third Prize		3B KWOK HOI YIU 3C TONG HEI YAN MUSE 3B YUE CHO YING 3C SIN NAM YIK

Cultural and Arts Competitions

	Names of Competitions	Results	Team(s) / Student(s)
129.	Po Leung Kuk Quality Circle Assessment and Award Scheme 2024		
	Gold Award		6A TANG WING KA
	Silver Award		5D TSANG SAMANTHA
	Bronze Award		6C TSOI CHING LAM 4A SO YI 4A TSANG LONG YAN 4A ZHENG CHU CHU LISA 4B CHANG TSZ YING AGNES
	Merit		2C MAK SA SA 3A FANG LINDA 3C SIN NAM YIK 3D LEE CHEUK HEI 4A CHAN WAI TUNG 4A CHEN YUXIN 4A CHENG TSZ WAI 4A HUNG TSZ CHING 4A LI LISA 4A TSOI HANG YIU 4B CHOY LAM 4C MAN WAI SZE 5A CAO KA LAM 5A CHEN ZIHAN 5A LO YEE MAN 5A PANG CHING HIU 5A YIU TSZ CHING 5A YUNG LOK YIU 5A CHAN YIK HEI 5A FU PAAK HUNG 5B CHOW YUET CHING 5C LAM MAN HEI 5C LAU YUK TO 5D LAU SIN HANG 5D LEE LOK YIU AERIES 5D LEUNG NGAI HAN 5D POON TSZ YUI 6A POON HIU TUNG 6B CHU CHEUK YIU 6B HO CHIN HANG

Sports Competitions

	Names of Competitions	Results	Team(s) / Student(s)
130.	Central and Western District Age Group Athletic Meet 2024 4X100M Relay	Champion	4A WONG WING YIN
131.	Sham Shui Po District Age Group Athletic Meet 2024 4X100M Relay	Champion	4A WONG WING YIN
132.	Po Leung Kuk Affiliated Secondary School Athletics Meet 2025 1500M Boys Junior 1500M Girls Junior 200M Boys Senior 800M Boys Junior Discus Throw Boys Senior Long Jump Boys Junior Shot Put Girls Junior	Third Prize Second Prize Second Prize Second Prize Third Prize Second Prize Third Prize	3A MAN CHUN YAP 2B WONG HONG CHING 5B YU HON KI 3C CHEUNG TIN HANG 5B YU HON KI 2D LAI KA KIU 3B LAU CHEUK LAM
133.	Inter-School Football Competition Tuen Mun Secondary School Area 2024 Boys Junior	Fourth Prize	FOOTBALL TEAM
134.	Jockey Club Futsal Cup (School Division) 2024 Boys' U17, Secondary School	4th Runner-up	FOOTBALL TEAM
135.	Inter-School Basketball Competition 2025 Boys C Grade	Merit	BASKETBALL TEAM
136.	Positive City Sports Festival 2024 Boys Junior	Second Prize	VOLLEYBALL TEAM
137.	Inter-School Badminton Competition 2024 Boys A Grade	Second Prize	BADMINTON TEAM
138.	Inter-School Badminton Competition 2025 Boys C Grade Girls A Grade Girls C Grade	Merit Merit Fourth Prize	BADMINTON TEAM
139.	Tuen Mun Inter-School Table Tennis Competition 2024 Girls A Grade	Second Prize	
140.	Tuen Mun Inter-School Table Tennis Competition 2025 Boys C Grade	Second Prize	TABLE TENNIS TEAM
141.	Wan Chai District Age Group Tennis Competition 2024 Boys Singles Youth M1	3rd Place	1A CHEUNG TIN LONG
142.	Tuen Mun District Age Group Tennis Competition 2025 Boys Singles Youth MG	Champion	1A CHEUNG TIN LONG

Sports Competitions

	Names of Competitions	Results	Team(s) / Student(s)
143.	Lawn Bowls Championship 2024		
	Champion		6B CHAN ZEON
144.	Inter-School Swimming Championships (Tuen Mun) 2024		
	100m Back Stroke Girls C Grade	Fourth Prize	2B WONG HONG CHING
	100m Breast Stroke Girls C Grade	Third Prize	1D LAM PUI SHUN RAMSEY
	100m Freestyle Girls C Grade	Fourth Prize	2B WONG HONG CHING
	200m Breast Stroke Girls C Grade	Second Prize	1D LAM PUI SHUN RAMSEY
	200m Freestyle Girls A Grade	Third Prize	6A HO WING YEE
	50m Freestyle Girls A Grade	Second Prize	6A HO WING YEE
145.	Aquathlon Championships 2024		
	Category Position (2)		2B WONG HONG CHING
146.	Asia Triathlon Sprint Championships 2025		
	Category Position (2)		2B WONG HONG CHING
147.	Duathlon Series - Race 2 2025		
	Category Position (2)		2B WONG HONG CHING
148.	The 44th Chinese Martial Arts Self-Attainment Award Display		
	Boys B Grade Pattern	2nd Place	1D CHUNG CHEUK TING
149.	Tuen Mun District Kung Fu Competition 2024		
	Long Staff Weapon Boys 11-13 Year Old	3rd Place	1D CHUNG CHEUK TING
150.	China National Taekwondo Championships Final (Wuxi, China) 2024		
	Individual Pattern	3rd Place	4A WONG CHEUK YIN
151.	National Taekwondo Club League Jiangsu Station 2025		
	Individual Poomsae Youth Boys	1st Runner-up	4A WONG CHEUK YIN
152.	The 29th Asian Cities Taekwondo Championships		
	Freestyle Individual	3rd Place	4A WONG CHEUK YIN
	Pair	1st Place	
	Team	1st Place	
153.	World Taekwondo Poomsae Championships 2024		
	Freestyle Individual	9th Place	4A WONG CHEUK YIN
154.	WT President's Cup (Oceania) 2024		
	Individual	5th Place	4A WONG CHEUK YIN
	Team	1st Place	

Sports Competitions			
	Names of Competitions	Results	Team(s) / Student(s)
155.	JUMPER CONTEST 2025		
	Show Competition Secondary School	Champion Favorite Team Award	ROPE SKIPPING TEAM
156.	All Age Rope Skipping Competition 2024		
	Double Dutch Freestyle Male Team 12-14 Years Old	Third Prize	1B CHENG TSZ HIN
	Pairs Double Dutch Speed Female Team 12-14 Years Old	Second Prize	3D KU WING YU
	Pairs Double Dutch Speed Male Team 12-14 Years Old	Second Prize	1D CHENG TSZ NOK
	Pairs Double Under Female Team 12- 14 Years Old	Champion	3D KU WING YU
	Pairs Freestyle Female Team 12-14 Years Old	Third Prize	3D KU WING YU
	Single Rope Speed Female Team 12- 14 Years Old	Third Prize	3D KU WING YU
	Single Rope Speed Male Team 12-14 Years Old	Second Prize	1D CHENG TSZ NOK
157.	Asian Jump Rope Championship 2024		
	Single Rope Individual Freestyle Junior Male	2nd Place	4B LEE TIN NAM

4. Students' Participation in School Activities, Social Services and National Education Activities

(a) Life-wide Learning Activities by Various Subjects and Committees

Date	School Activity	Subject / Committee	Form
Throughout the year	1. Inter-school Competitions of Various School Teams (Oct – Aug)	E.C.A.C.	F.1 – 6
September	1. Visiting Local Universities' JUPAS Info Days (Sep – Nov)	Career C.	F.5 – 6
	2. Ho Koon Field Study Program	Biology	F.5
October	1. Educational Visit at Hotel ICON	T.H.S.	F.5
	2. Visit Tang Contemporary Art Gallery and Tai Kwun	Visual Arts	F.4 – 5
	3. '4C' 計劃互動迎新日	E.C.A.C.	F.3 – 5
	4. Amgen Biotech Experience Program on Biotechnology 2024-2025	Biology	F.6
	5. Ho Koon Field Study Program	Geography	F.6
	6. 中二級實地寫作 (濕地公園)	Chinese	F.2
	7. '4C' 領袖進階培訓日營	E.C.A.C.	F.3 – 5
November	1. 錦田文物徑考察	C. History	F.5
	2. Visit to Tai Kwun	T.H.S.	F.4
	3. Forest Art Therapy Camp	Guidance C.	F.2 – 3
	4. '4C' 聯校培訓宿營	E.C.A.C.	F.3 – 5
	5. Service Learning	M.C.E.	F.2
	6. Tsinghua University Admission Talk	Career C.	F.3 – 6
	7. 參觀立法會	C.S.D.	F.4
	8. 香港中文大學文學散步	C. Literature	F.4 – 5
	9. Hong Kong Olympiad in Informatics 2024/25	Computer	F.4
	10. Field Survey in Butterfly Plaza	Geography	F.1
December	1. 屏山文物徑考察	C. History	F.4
	2. Career Visit to Princess Margaret Hospital	Career C.	F.5
	3. Company Visit	Career C.	F.4
	4. Seminar on Life Planning Education – Non-local studies (Chinese Mainland)	Career C.	F.5 – 6
January	1. 后角天后廟及花炮展覽館實地考察	C. History	F.4 – 5
	2. Adventure Camp for F.1 Students	Guidance C.	F.1
	3. War Zone 24 (Red Cross)	E.C.A.C.	F.1 – 5
February	1. Visit to M+ : 中國當代藝術家的社會參與實驗	Visual Arts	F.4 – 5
	2. Visit to the Everbright Centre	Economics	F.5
	3. Inclusive Learning (LSG): Molding Workshop with Artist Lau Ka Chun	Visual Arts	F.4 – 5
	4. Fieldwork on Microclimate	Geography	F.3

Date	School Activity	Subject / Committee	Form
	5. Inspirational Camp for F.4 Students	Guidance C.	F.4
March	1. Gifted & Talented Programme (CUHK & PLK)	Career C.	F.5
	2. PSHE Project: Outing to Central and Tsim Sha Tsui	Geog., Hist., C. Hist.	F.1
	3. Visit to Art Basel	Visual Arts	F.3 – 5
	4. Visit to Kai Tak Cruise Terminal	T.H.S.	F.4
	5. Getting into the World's Top Schools (U.S. Ivy League & T-20s)	Career C.	F.4 – 5
	6. 3rd Red Cross City Hunting	E.C.A.C.	F.1 – 5
	7. 廣州、東莞歷史文化內地考察	C.S.D.	F.5
April	1. Sports Days	E.C.A.C.	F.1 – 5
	2. Hong Kong Inter-School Choral Festival Choral Carnival Day	E.C.A.C.	F.1 – 3
	3. "Greater Bay Area Career Exploration Tours" Program	Career C.	F.4 – 5
	4. 沙頭角禁區考察	C. History	F.5
	5. 「躍動創新·京港同行」保良局屬下中學北京交流團	National Education	F.4
	6. Robotics Exchange with Po Leung Kuk Choi Kai Yau School	E.C.A.C.	F.2 – 5
	7. 國安知識及科學探索體驗日	Civic Ed. C.	F.1 – 5
	8. Fieldwork on Changing Industrial Location	Geography	F.5
May	1. "Love Our Home, Treasure Our Country 3.0" PLK Joint-School Activity	National Education	F.1 – 5
	2. Graduation Arts Exhibition	Visual Arts	F.1 – 6
	3. Hong Kong Physics Olympiad	Physics	F.3 – 4
	4. ARCH Community Outreach Careers Programme (May – August)	Career C.	F.5
June	1. Pupils' Association Evaluation Camp	E.C.A.C.	F.3 – 5
	2. Guided Tour of the Hong Kong Observatory	Physics	F.3 – 5
	3. BBS Orientation Camp	Guidance C.	F.2 – 5
	4. 「星際與人文探索」公民大使珠海國情考察團	Civic Ed. C.	F.1 – 5
	5. Astronomy Star-Gazing Camp	Physics	F.3 – 5
July	1. Fashion Show	Visual Arts	F.3 – 4
	2. Company Visit	Career C.	F.4 – 5
	3. Prefect Training Camp	D.C.	F.2 – 5
	4. Leadership Training Camp for Senior Leaders	E.C.A.C.	F. 1 – 4
	5. '4C' 聯校分享宿營	E.C.A.C.	F.3 – 5
	6. 擁抱情緒日營	Guidance C.	F.1
	7. Inclusive Learning (LSG): Sculpture Workshop with Artist Lam Fan Sing (一木工房)	Visual Arts	F.4 – 5
	8. Visit to PolyU Graduation Show	Visual Arts	F.4 – 5
	9. CUHK Summer Clinical Attachment Programme	Career C.	F.5

Date	School Activity	Subject / Committee	Form
August	10. 江蘇省常州市姊妹學校到訪	Civic Ed. C.	F.1 – F.5
	11. Visit to HKPM, VR Experience at Visionairs	T.H.S.	F.5
	12. Workshop of Neon Light (HK Culture), Tour to Sheung Wan	T.H.S.	F.5
	13. Visit to Ocean Park	T.H.S.	F.4
	14. Visit to HKMA	Economics	F.5
August	1. 山西世界遺產、保育、能源考察團	C. History	F.4 – 5
	2. Field Trip: Sustainable City (Tai Po)	Geography	F.4
	3. Field Trip: Sustainable City (Tsuen Wan)	Geography	F.5

(b) Internal Activities

Month	School Activity
Regular Activities	<ol style="list-style-type: none"> 1. English Speaking Days (Sep to May) 2. Sharing of Good Books by Teachers and Students (Sep to May) 3. 'Heart-to-Heart' Sharing by Teachers (Sep to Jun) 4. Music Instrumental Classes (Oct to Aug) 5. Japanese Language Lessons (Oct to May) 6. Robotics Training Lessons (Oct to Aug) 7. Talks on Career Education (Oct to May) 8. Talks on Positive Values Education (Sep to Apr)
September	<ol style="list-style-type: none"> 1. Workshop on Learning Habits (F.1) 2. Registration and Exhibition of Clubs & Cultural Teams (F.1 – 2) 3. Bulletin Board Display Competition 4. Election of Pupils' Association 5. Inauguration of Prefects, BBS, FA, PA and CESA 6. AGM of Clubs and Societies 7. AGM of 4 Houses 8. Talk on Voluntary Work (F.1 – 2) 9. Survey on Students' Emotional Health (F.1 – 3, 6) 10. Voluntary Services Award Scheme 11. Teamwork Training Activity (F.1) 12. Cheering Day 13. National Day Flag Raising Ceremony
October	<ol style="list-style-type: none"> 1. Inter-class X-country Competition 2. Alumni Sharing Session for Chinese Language (F.5 – 6) 3. National Education and Current Affairs Activities (F.2 – 3) 4. Public Speaking Competition (F.4 – 6) 5. Thematic Book Exhibitions by different KLAs (English) 6. F.6 Graduation Activities
November	<ol style="list-style-type: none"> 1. Inter-House Chinese Debate Competition (1st round) 2. School Picnic 3. AGM of Parent-Teacher Association 4. Parents' Day (F.6) 5. PTH Singing Contest (F.3) 6. 中文學會懷舊小食大巡禮 7. Inter-House Intelligence League (Mathematics) 8. Thematic Book Exhibitions by different KLAs (Chinese) 9. Information Day for P.6 Students and Parents
December	<ol style="list-style-type: none"> 1. Red Cross Aids Day 2. Inter-House Chinese Debate Competition (Final) (F. 4) 3. Cheering Day 4. Hiking to Reservoir Islands 5. PLK Dress Casual Day

Month	School Activity
	6. Inter-House Intelligence League (STEM) 7. Thematic Book Exhibitions by different KLAs (Biology and Chemistry) 8. Variety Show and Christmas Celebration
January	1. Mentorship Programme by Alumni Association (Jan – Aug) (F.5) 2. Lunar New Year Activity
February	1. Parent's Day (F.1 – 5) 2. Book Fair 3. Math Challenging Corner (Feb & Apr) 4. Inter-class Football Competition (Feb – Mar) 5. Thematic Book Exhibitions by different KLAs (THS and History) 6. Inspirational Camp for F.4 Students
March	1. F.1 PSHE Project: Outing to Central and Tsim Sha Tsui 2. Radio Drama Competition (F.2) 3. F.2 Math Competition 4. Thematic Book Exhibitions by different KLAs (Mathematics and Physics) 5. Interview for F.1 Discretionary Places 6. Cheering Day
April	1. Sports Days 2. Astrophotography Workshop 3. Thematic Book Exhibitions by different KLAs (Music, ICT and VA) 4. National Security Day Flag Raising Ceremony
May	1. 'Love Our Home, Treasure Our Country 3.0' PLK Joint-School Activity 2. Improvised Drama Competition (F.3) 3. Inter-House Intelligence League (Languages) 4. Hiking to Dragon's Back 5. Water Marble Painting Workshop 6. Thanksgiving Day 7. Whole School Survey on School Life by Pupils' Association 8. F.6 Graduation Ceremony 9. TYT Outstanding Student Award 10. TYT Outstanding Athlete Election 11. Cheering Day
June	1. BBS Orientation Day 2. Leader Evaluation Meeting 3. Leader-to-Leader Handover Workshop 4. Pupils' Association Evaluation Camp 5. HKSAR Establishment Day National Flag Raising Ceremony 6. Outstanding Alumni Sharing Session 7. Micro:bit Hovercraft Fun Day (F.1) 8. Ancient Chinese Technology and Craftsmanship STEM Workshop (F.2) 9. Inter-Class Table-Tennis Competition (F.1 – 2) 10. Inter-Class Badminton Competition (F.3 – 5)

Month	School Activity
	11. Swift Code Creating Workshop (June – July) 12. IOT Smart Home New Experience Workshop 2.0 (June – July) 13. Astronomy Learning Camp 14. Visit to Observatory 15. Youth First Aid Basic Course (Red Cross) 16. Youth Knot Tying (Red Cross) 17. BBS Orientation Camp 18. 「星際與人文探索」 - CESA National Affairs Study Tour
July	1. Prefect Training Camp 2. Prefect Evaluation Meeting 3. AGM of Alumni Association 4. Annual Dinner of Alumni Association 5. Fashion Show (F.3 – 4) 6. Drone Programming Workshop 7. International Chemistry Quiz 8. Red Cross Joint Pledge Ceremony 9. Sculpture Workshop 10. Inter-House Drama Competition 11. Closing Ceremony 12. Leadership Training Camp for Senior Leaders 13. F.1 English Bridging Course 14. F.2 – 3 Summer Catch-up Class
August	1. Summer Interest Classes 2. F.1 Orientation Day Camp and Parents' Day

(c) Social Services

Month	School Activity	Club / Committee / Others
September	1. PLK Internal Flag Selling	Whole School
October	1. PLK Raffle Tickets Sale 2. Po Leung Kuk Tang Yuk Tien Elder Academy 「長幼共融氣球花課程」 3. Children Visit @ S.K.H. St. Peter's Church Castle Peak-Siu Lun Court Kindergarten	Whole School Community Youth Club Moral and Civic Education
November	1. Po Leung Kuk Tang Yuk Tien Elder Academy 2. Visiting Visually Impaired Elderly @ Yuen Long Home for the Aged Blind 3. Visiting Students with Intellectual Disability @ Hong Chi Morninglight School, Tuen Mun 4. Elderly Service @ Kiangsu Chekiang & Shanghai Residents (Hong Kong) Association Tuen Mun Hostel for the Elderly 5. Visiting Students With Physical Disabilities @ Hong Kong Christian Service Pui Oi School 6. Elderly Service @ Yan Chai Hospital Mrs. Tsang Wing Neighbourhood Elderly Centre 7. Community Chest Flag Day	Community Youth Club Moral and Civic Education Moral and Civic Education Moral and Civic Education Moral and Civic Education Moral and Civic Education Community Youth Club
December	1. Service for World Aids Day 2. Po Leung Kuk Tang Yuk Tien Elder Academy 「聖誕平安結杯墊課程」 3. 「聖基道愛心」 Chocolate Charity Sale 4. PLK Dress Causal Day	Red Cross Community Youth Club Community Youth Club Whole School
March	1. Po Leung Kuk Tang Yuk Tien Elderly Academy 「DRAW ALL YOU CAN 大集繪大布袋繪畫工作坊」 2. PLK Charity Walk	Community Youth Club Whole School
April	1. Po Leung Kuk Tang Yuk Tien Elder Academy 「長幼音樂治療體驗活動」 2. '4C' 自行策劃活動之長者同樂日	Community Youth Club Community Youth Club
June	1. Po Leung Kuk Tang Yuk Tien Elder Academy 「花鳥字書法長幼體驗班」	Community Youth Club
July	1. Visit to a Special Education School 2. Eco Volunteer Fun 3. PLK Flag Selling	Community Youth Club Community Youth Club F.3 – F.4

(d) National Education Activities

Date	School Activity	Subject / Committee	Form
Regular Activities	1. 升國旗典禮 ● 每週升旗禮 ● 按國民教育活動規劃年曆進行升旗禮 (元旦日、國慶日、憲法日、全民國家安全教育日、特區成立紀念日暨國安法頒布週年、國家節慶等) ● 學校大型典禮升國旗及奏唱國歌儀式 (開學禮、畢業禮、陸運會、家教會就職典禮、結業禮等)	Civic Ed. C.	F.1 – 6
	2. 國旗下的講話 ● 按國民教育活動規劃年曆進行講話 ● 分享國民教育、國家發展和成就、中華文化	Civic Ed. C.	F.1 – 6
	3. 國情及文化專題介紹	Civic Ed. C.	F.1 – 6
	4. 文史問答隊	C. History	F.1 – 6
	5. 中國舞蹈隊	E.C.A.C.	F.1 – 6
	6. 「篇篇流螢」網上閱讀計劃	Chinese	F.1 – 6
September	1. 「秋分」(中國農民豐收節)升旗禮及糧食安全介紹	Civic Ed. C.	F.1 – 6
	2. 中華人民共和國成立 75 週年升旗禮及講話	Civic Ed. C.	F.1 – 6
	3. 「華韻書香」國情及中華文化書目展覽	Library	F.1 – 6
	4. 「華韻傳承」香港非物質文化遺產巡禮(1) – 港式奶茶技藝製作	Civic Ed. C.	F.1 – 6
	5. 參加全港學界國家安全常識挑戰賽	C. History	F.1 – 6
October	1. 班際國情及歷史文化知識大賽	Civic Ed. C.	F.2 – 3
	2. 「華韻傳承」香港非物質文化遺產巡禮(2) – 薄扶林村舞火龍	Civic Ed. C.	F.1 – 6
	3. 參加第十四屆全港學生中國國情知識大賽	C. History	F.1 – 6
November	1. 「華韻傳承」香港非物質文化遺產巡禮(3) – 粵劇文化	Civic Ed. C.	F.1 – 6
	2. 普通話歌唱比賽	P.T.H	F.1 – 6
	3. 文化探索之旅(1)：懷舊小食大巡禮	Chinese	F.1 – 6
	4. 香港中文大學文學散步	C. Literature	F.4 – 5
	5. 錦田文物徑實地考察	C. History	F.5
	6. 中環大館實地考察	T.H.S.	F.4
	7. 立法會實地考察	C.S.D.	F.4
	8. 參加第七十五屆香港校際朗誦節(粵語及普通話)	Chinese, P.T.H.	F.1 – 6
	9. 參加「紫荊盃」全港中小學生慶祝中華人民共和國成立 75 周年知識競賽	C. History	F.1 – 6
	10. 清華大學升學講座	Career C.	F.4 – 6

Date	School Activity	Subject / Committee	Form
December	1. 「國家憲法日」及「南京大屠殺紀念日」升旗禮及講話	Civic Ed. C.	F.1 – 6
	2. 屏山文物徑實地考察	C. History	F.4
	3. 參加第二屆「一國兩制知多少」中小學知識競賽	Civic Ed. C. , C. History	F.1 – 3
	4. 參加「全民知識王」國民知識比賽	Civic Ed. C , C. History	F.1 – 6
January	1. 元旦日升旗禮及講話	Civic Ed. C.	F.1 – 6
	2. 「華韻傳承」香港非物質文化遺產巡禮(4) – 南音	Civic Ed. C.	F.1 – 6
	3. 文化探索之旅(2)：金蛇同樂迎新春	E.C.A.C.	F.1 – 6
	4. English Speaking Day – Chinese New Year	E.C.A.C.	F.1 – 6
	5. 家教會新春春茗	P.T.A	
	6. 后角天后廟及花炮展覽館實地考察	C. History	F.4 – 5
	7. 參加新界西北區毛筆書法比賽	Chinese	F.1 – 3
	8. 參加新春書法比賽	Chinese	F.1 – 3
February	1. 元宵佳節介紹講話	Civic Ed. C.	F.1 – 6
	2. 基礎篆刻課堂	V.A.	F.4
	3. 第二屆菁英盃中華文化校際辯論比賽	E.C.A.C.	F.2 – 5
	4. 旅款科中上環考察	T.H.S.	F.4 – 5
March	1. 國際婦女節(中國女性名人)介紹講話	Civic Ed. C.	F.1 – 5
	2. 「華韻傳承」香港非物質文化遺產巡禮(5) – 蛋撻製作技藝	Civic Ed. C.	F.1 – 5
	3. 設計時尚漢服培訓課程及廣州培訓和考察	V.A.	F.2
	4. 中環及尖沙咀文化實地考察	Geog., Hist., C. Hist.	F.1
	5. 廣州、東莞歷史文化內地考察	C.S.D	F.5
	6. 參加「第八屆」中國歷史校際精英問答比賽	C. Hist.	F.1 – 3
	7. 參加第六十一屆學校舞蹈節(中國舞蹈組)	E.C.A.C.	F.1 – F.5

Date	School Activity	Subject / Committee	Form
April	1. 「全民國家安教育日」升旗禮及講話 2. 文化探索之旅(3)：搪瓷吊飾工作坊 3. 文化探索之旅(4)：窗花剪紙工作坊 4. 沙頭角禁區實地考察 5. 「躍動創新 京港同行」保良局屬下中學北京交流團 6. 大灣區職涯探索之旅 7. 參加第八屆「一帶一路 與我何干」綜合能力比賽 8. 參加第四屆金筆獎中文硬筆書法比賽	Civic Ed. C. E.C.A.C. E.C.A.C. C. Hist. C. Hist. Career C. C. Hist. Chinese	F.1 – F.5 F.1 – F.5 F.1 – F.5 F.5 F.4 F.4 – 5 F.4 F.3 – 4
May	1. 端午龍舟介紹講話 2. 心繫家國 3.0 「綿繡華章 漢藝傳揚」保良局聯校中華文化綜藝匯演 3. 文化探索之旅(5)：水拓畫扇工作坊 4. 全校師生參觀國家安全教育展廳 5. 參加 2024/25 學年全港初中中國歷史文化問答比賽	Civic Ed. C. Civic Ed. C. E.C.A.C. Civic Ed. C. C. Hist.	F.1 – F.5 F.1 – F.5 F.1 – F.5 F.1 – F.5 F.1 – 3
June	1. 香港國安法頒布 5 週年及特區成立 28 週年升旗禮 2. 文化探索之旅(6)：中國古代科技與工藝 STEM 工作坊 3. 公民大使「星際與人文探索」珠海考察團 4. 參選青年史學家年獎	Civic Ed. C. Science Civic Ed. C. C. Hist.	F.1 – 6 F.2 F.1 – 5 F. 6
July	1. 江蘇省常州市姊妹學校到訪 2. 參加 2025 《憲法》和《基本法》全港校際問答比賽 3. 參加第四屆全港青少年中國文化和旅遊知識競賽 4. 參加星島第三屆全港華文雙語菁英問答比賽 5. 參加「心繫家國 3.0 聯校國民教育活動匯演(中國舞蹈隊)	Civic Ed. C. C. Hist C. Hist Chinese E.C.A.C..	F.1 – F.5 F.1 – F.5 F.1 – F.5 F.1 – F.5 F.5
August	1. 山西世界文化遺產、能源及保育探索之旅	C. Hist	F.4 – 5

L. Conclusion

The school year 2024-2025 was indeed a very fruitful one. The percentage of students obtaining 332A or above in the HKDSE Examination 2025 was 98.0%, and 99.0% of our F.6 graduates were successfully admitted to local universities and tertiary institutes through JUPAS and SNDAS, which is a record high in TYTC. Among them, 8 high-flyers were admitted by the Faculty of Medicine of CUHK and HKU.

Besides, our students gained outstanding results in different grand competitions. Not only did our school dance teams obtain 7 Honour Awards in Hong Kong Schools Dance Festival but also the overall Champion and 1st runner-up in Chinese Dance and Modern Dance respectively. On the other hand, our Robotics Team was qualified to participate in two international competitions (Turkey and China), not to mention that our Quiz Team gained 6 championships in various inter-school competitions and won the Constitution Law and Basic Law Territory-wide Inter-school Competition 2025, which marks their third consecutive championship in this competition in recent years.

I would like to extend my sincere appreciation to our former staff and alumni who have established several scholarships and sponsored students' development. Their contributions amount to approximately \$250,000 each year for the coming decade. This not only reflects the strong sense of belonging to TYTC, but also demonstrates the unwavering support for our school's development. Moreover, I would like to express my heartfelt gratitude to the unfailing support given by Po Leung Kuk, the Education Bureau, Madam Lee King Fan, alumni and parents, for helping the school to turn its mission into reality.

Looking ahead and feeling proud of our traditions, we will continue to strive for the best for our students and endeavor to scale new heights in the years to come.

Appendix I

Synopsis

(2024-2025)

Mr. Lau Tsz Chung
Principal

Po Leung Kuk Tang Yuk Tien College was founded in 1987, with the donations from Madam Lee King Fan in memory of her late mother, Madam Tang Yuk Tien. We are greatly honoured that Madam Lee's daughter, Dr Pai Ming Chu Pearl, has been an Independent Manager of the Incorporated Management Committee of the school since April, 2014. We are also thankful to have Mr. Tong John Chor Nam, J.P. to be our school's supervisor since April 2020, and Mr Tam Chun Kit Jeffrey, Barrister-at-law to be our Alumni Manager since April, 2023.

Our school is an aided secondary school using English as the medium of instruction. It has been striving to provide an all-round education for students and to help them develop their potential to the fullest, explaining why it is highly sought after by parents in the district. It operated 24 classes from Form 1 to Form 6. The enrolment was 720 and the total number of teaching and non-teaching staff was 82 in the last academic year.

Academic Achievements

Our students achieved outstanding results in the HKDSE Examination 2025, especially in the Core Subjects. The percentage of students obtaining 332A (which is the minimum requirement of entering local universities and tertiary institutes through JUPAS) or above was 98%. The percentages of 5**, level 5 and level 4 or above, reach a record high in TYT history. Moreover, 6A Wong Wang Chi achieved an extraordinary 7(5**), making him the Super Top Scorer in Hong Kong. Following Chui Yi Nap in 2021, Wong is the second HKDSEE Super Top Scorer from our school. 8 students obtained results of 2(5**) or above and they were all granted the HKDSE Outstanding Achievement Scholarships by Po Leung Kuk.

Eight high-flyers were admitted by the Faculty of Medicine of CUHK and HKU, and a new record high of 99% of our F.6 graduates were successfully admitted to local universities and tertiary institutes through JUPAS and SNDAS. Among them, nearly 60% enrolled in the four major local universities, namely HKU, CUHK, HKUST and PolyU.

Discipline, Guidance, Careers, National Education and Civic Education

The school has always laid great emphasis on fostering moral values and personality development of students. This year, the focus was placed on helping students to develop a purpose-driven attitude, strengthening students' resilience and fostering students' sense of gratitude. A wide

range of programs were held by the committees concerned accordingly.

First and foremost, a strict but fair and efficient system to maintain school discipline was established by the Disciplinary Committee. The Student Award Scheme was held to help students to be more proactive and strive for self-improvement. This year, a total of 409 awards were granted to students. In addition, 35 conduct awards, 24 service awards, 72 credits and 366 merits were presented while conduct marks were added to the well-behaved students.

Both individual and group counseling services were provided by the Guidance Committee to students with the support of the school social workers and the educational psychologist. The objectives were to identify students in need, to increase the awareness of mental health among students, teachers and parents, and to raise students' anti-adversity ability. We participated in the EDB's "4Rs Mental Health Charter" and YWCA's "Jockey Club Embrace Life Series 2.0 Project" this year. Other programs like the BBS Scheme, Mental Health Ambassador Scheme, Project of Healthy Teenagers, F.6 Student-Teacher Mentorship Program, a talk on sex education, workshops on time management, workshops on stress management, the Inspiration Camp for F.4 students, Cheering Days and various preventive mass programs were held to facilitate students' personality growth, foster proper values and help them deal with challenges proactively. Besides, a Form Teacher Guidance Scheme was organized to provide pastoral care for students with special needs. Furthermore, talks, principal-parent conferences, and activities like picnic and short-term interest classes were held by the Parent-Teacher Association.

In addition, a Voluntary Service Training Scheme was organized for Form 2 by the Moral and Civic Education Panel. Students were required to provide voluntary services at elderly centers, a kindergarten, and special schools. The Scheme enabled them to have a better understanding of what happiness means and learn to be thankful for what they had. It also spurred them to take the initiative to show their concern for and render help to the needy and the underprivileged. Besides, the Citizenship and Social Development Panel organized a two-day one-night Chinese Mainland study tour for Form 5 students, visiting Guangzhou and Dongguan for historical and cultural studies. This allowed students to understand the latest developments in our Motherland first-hand, enhance their understanding and appreciation of Chinese culture and strengthen their national identity.

Talks, workshops, study tours, visits to companies and universities, and participation in university summer programs were promoted by the Careers Committee to help students acquire a much deeper self-understanding and facilitate their goal setting and career mapping. For instance, 33 F.4 to F.5 students visited companies and organizations in Guangzhou under the "Greater Bay Area Career Exploration Tours" Program funded by Education Bureau, a group of F.5 students visited St.

Margaret Hospital and observed a cardiac Percutaneous Coronary Intervention operation in real time while another group of F.4 students exchanged their views with the founders of an accounting firm. The Careers and Life Planning Ambassadors helped promote career-related competencies by publishing the Life Planning Magazine. Also, six F.5 students joined the Applied Learning program, which helped the students explore career aspirations and orientation for lifelong learning.

To further enhance students' understanding of our Motherland and strengthen their sense of national and ethnic identity, various National Education activities were organized. These activities included flag raising ceremonies, speeches under the national flag, Chinese Mainland study tours, local field trips, cultural experiential activities, and various competitions involving the Chinese Dance Team and the Quiz Team. Additionally, we actively participated in various inter-school and territory-wide National Education activities and competitions. In May 2025, Love Our Home, Treasure Our Country 3.0 – Splendid Chinese Culture – Po Leung Kuk Joint-School Variety Show was held successfully, with a total of 1,000 participants and 13 Po Leung Kuk secondary schools, primary schools and kindergartens.

To sharpen students' sense of responsibility, heighten their sense of national identity and motivate them to behave in a more civilized way, programs like Cultural Marathon, Environmental Protection Scheme, Bulletin Board Display Competition, Heart-to-Heart Sharing and Thanksgiving Day were organized by the Civic Education Committee.

Extra-Curricular Activities

To nurture students' multiple intelligences, a wide spectrum of extra-curricular activities was run by the Pupils' Association, 4 Houses, 22 school teams as well as 15 clubs and societies. The school's great effort in developing students' potential has yielded prominent results in various elections and competitions.

1. *Outstanding Students' Achievements*

- (a) Luk Hiu Yuet Edna won the Champion for Performing Artist in the “Student of the Year” organized by South China Morning Post.
- (b) In the Outstanding Student Leaders Award 2024-25 organized by Hok Yau Club, Pang Ching Hiu and Luk Hiu Yuet Edna were elected as “Outstanding Student Leaders”, and Pang Ching Hiu was also elected by peers as the “Most Admired Student Leader”.
- (c) Law Yin Wing was awarded the “Top 10 Outstanding Student” in the Hong Kong 200 Leadership Project 2024.
- (d) Wu Lok Wai was elected as the “Top 20 Outstanding Student” in the 37th Hong Kong

SAR Outstanding Student Selection.

- (e) Cao Ka Lam was awarded the “Outstanding Student Award” in the 10th Outstanding Student Leaders Selection.
- (f) So Chamelli Miyuki was awarded the Outstanding Girl Guide Award.
- (g) Lam Yung Ting was awarded the West New Territories District Outstanding Red Cross Youth of the Year.
- (h) Ko Ka Wang and Law Yin Wing were elected as the “Virtuous Students” in Junior Form and Senior Form, respectively, and Cheung Cho Yi and Wu Yik Sum were elected as the “Politest Students” in Junior Form and Senior Form, respectively.

2. Academic Competitions

- (a) In the International Chemistry Quiz 2024, Leung Lok Hin was awarded “Excellence with Full Marks”. The school also got 4 High Distinctions in Grade 11 Senior Division and 1 High Distinction in Grade 10 Intermediate Division 2. Besides, the School got 4 Diamond Awards in the Chemistry Online Self-study Award Scheme 2024. Furthermore, the school representatives won the Shampoo Formulation Champion in the 4th Hong Kong Secondary School Cosmetic Formulation Competition. Moreover, Wong Wang Chi won the Gold Award in the International Biology Olympiad - Hong Kong Contest 2024.
- (b) The School Math Team won 16 First Prizes in Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Hong Kong Region) 2025, obtained 13 Gold Awards in the HKMO Open and AIMO Open 2025, and received 3 Gold Awards in the Asia International Mathematical Olympiad Open Contest 2025 Qualifier Round. Besides, the Team won the Regional Winners (New Territories West) in the Hong Kong Mathematics Olympiad 2025.
- (c) In the World Robot Olympiad 2024 (HK Selection Contest), the School Robotics Team was awarded 1 Champion and 2 Gold Awards, and they were eligible to represent Hong Kong in the WRO 2024 International Final in Turkey. The school representatives obtained 1 Bronze Award in Turkey. Additionally, the Team won 3 Gold Awards in the WRO Hong Kong Robot Challenge (Play-Offs) 2024. They also won 1 Champion and 1 Gold Award in the ROBOFEST Hong Kong 2025. Furthermore, the Team obtained 2 First Prizes, 1 Second Prize, and 1 Third Prize in the 18th CTEA Cup Robotic Tournament. The School Robotics Team also won 1 Gold Award and 1 Second Prize in the World Robot Olympiad China Invitational Tournament 2025 held in Weifang, Shandong.
- (d) In the Constitution Law and Basic Law Territory-wide Inter-school Competition 2025, the School Quiz Team won the Champion, and this was their third consecutive

Champion and their seventh Champion since 2015. In the 3rd National Knowledge Quiz Competition, the School Quiz Team won the Champion in both Junior form and Senior form. In addition, the school team also won the Champion in the Territory-wide Junior Form Secondary School Chinese History and Cultural Knowledge Quiz Competition 2025 and obtained the First Prize in “My Interfaces with the Belt and Road Initiative” Integrated Abilities Competition 2025. Furthermore, the School Quiz Team got the Second Prize in the Bauhinia Cup: Celebrating 75th Anniversary of the Founding of the PRC of China National Knowledge Comp 2024 and Third Prize in the 2nd Inter-school “One Country, Two Systems” Knowledge Quiz Competition.

- (e) Lee Sum Yi, Li Luo Tong and Fung Wang Yin were awarded the Harvard Prize Book 2025.
- (f) Huang Ho Hin won the Gold Award with the Highest Score in Hong Kong this Academic Year in the 2nd Fireflies Read Online.

3. Cultural and Arts Competitions

- (a) In the 61st Hong Kong Schools Dance Festival, the School Chinese Dance won the overall Champion, and the School Modern Dance Team obtained the Second Prize. The School Dance Team attained a total of 7 Honour Awards, 2 Highly Commended Awards and 1 Choreography Award. Additionally, in the 39th Tuen Mun Dance Competition, the Modern Dance Team and Chinese Dance Team both obtained the Gold Award, and the Modern Dance Team obtained the Gold Award in the Yuen Long Schools Dance Competition. Besides, Luk Hiu Yuet Edna and Hung Yat Hei won the Showstopper Dance (Solo) Gold Award and Contemporary Dance (Solo) Gold Award respectively in the International Elite Dance Competition and won Modern Jazz (Solo) Silver Award and Jazz Dance (Solo) Gold Award respectively in Dance World Cup Hong Kong Qualifying Match. Choi Yan Pui obtained 3 First Prizes and 2 Second Prizes in the ADSC Annual Grand Championships, 2 First Prizes and 4 Second Prizes in the Hong Kong DanceSport Solo Open Competition Station 2 2024 and 4 First Prizes and 2 Second Prizes in the Hong Kong DanceSport Solo Open Competition Station 4 2024.
- (b) The English Debating Team won the Champion in the Hong Kong Secondary Schools Debating Competition 2024. Besides, the Chinese Debating Team obtained the Second Prize in the Legal-Lions Debate Competition 2025.
- (c) In the 76th Hong Kong Schools Speech Festival, the school won altogether 1 First Prize, 3 Second Prizes and 2 Third Prizes in English Verse Speaking Competition, while 4 First Prizes, 6 Second Prizes and 5 Third Prizes were obtained in the Chinese & Putonghua Verse and Prose Speaking Competitions.
- (d) In the Joint School Music Competition 2025, our School A Cappella Team won the Gold

Award in the Secondary School Group Ensemble (Singing), our School String Ensemble won the Gold Award in the String Ensemble Secondary School and our School Orchestra obtained the Silver Award in Symphony Orchestra Secondary School. In the 77th Hong Kong Schools Music Festival, the School Choir obtained 1 Silver Award and 1 Third Prize, and the School String Ensemble received the Bronze Award. In the Hong Kong International A Cappella Contest (Finals) 2024, the School A Cappella Team received the Bronze Award and the Best Arrangement Award. Besides, Law Yin Wing won 1 Champion, 1 Gold Award and 1 Silver Award in the 8th Asian Aegean International Music Competition, and 1 Gold Award, 1 Second Prize and 1 Third Prize in the 12th HK International Performance Arts Festival and Music Competition. Tam Long Him won Champion in the School Class Secondary S3 category in the 18th IYACC International Music Competition, and the Third Prize in Piano Own Choice Class Junior Class B category in the Hong Kong International Music & Arts Festival 2024. Lai Ka Kiu received the Most Promising Pianist in the Junior Division Group E Secondary School in the Hong Kong Inter-School Choral Festival 2025.

- (e) In the Hong Kong School Drama Festival, the School Drama Team won the Award for Outstanding Cooperation, the Award for Outstanding Stage Effect and 3 Awards for Outstanding Performer.
- (f) In Exhibition of Student Visual Arts Work 2025, Tsui Ching Lam and Fung Kate won the Gold Award, and Lam Man Hei received the Silver Award. In the Po Leung Kuk Quality Circle Assessment and Award Scheme, Tang Wing Ka won the Gold Award, and Tsang Samantha received the Silver Award.

4. Sports Competitions

- (a) In the Inter-School Table Tennis Competition 2024-2025, the school team got the Second Prize in both Girls Grade A and Boys Grade C. In the Inter-School Badminton Competition 2024-2025, the school team got the Second Prize in Boys Grade A. Besides, the School Volleyball Team obtained the Second Prize in Boys Junior Division in the Positive City Sports Festival 2024.
- (b) The School Rope Skipping Team won the Show Competition Secondary School Champion and the Favorite Team Award in the JUMPER CONTEST 2025. Besides, Lee Tin Nam won the Single Rope Individual Freestyle Junior Male Second Prize in the Asian Jump Rope Championship 2024. Ku Wing Yu won 1 Champion, 1 Second Prize and 2 Third Prizes in the All Age Rope Skipping Competition 2024.
- (c) Wong Hong Ching obtained Second Prize in the Aquathlon Championships 2024, Asia Triathlon Sprint Championships 2025 and Duathlon Series - Race 2 2025. She also obtained the Second Prize in the Po Leung Kuk Affiliated Secondary School Athletics

Meet 2025.

(d) Wong Cheuk Yin won 2 First Prizes and 1 Third Prize in the 29th Asian Cities Taekwondo Championships, won Team Champion in the WT President's Cup (Oceania) 2024, obtained the Second Prize in the National Taekwondo Club League Jiangsu Station 2025 and received the Third Prize in the China National Taekwondo Championships Final (Wuxi, China) 2024.

Social Services

In order to bring positive energy to society, our student volunteers continued to participate in the “Elder Academy” during this academic year and provide free interest classes, such as fresh balloon flower arrangement and floral-bird calligraphy, to the elders in our community. In the 4C Youth Volunteer Leader Scheme 2024/25, Suen Ching Lam Charlotte and Wang Yi Yi received the Outstanding Youth Volunteer Leader Award, Hung Yat Kit and Suen Ching Lam Charlotte received the Certificates of Recognition (Leadership), and 15 students attained the Certificates of Recognition. Additionally, our school has continued the school-based Volunteer Service Awards Scheme this year to recognize students who have been actively serving the community. This year, a total of 174 students received the awards, including 7 Diamond Awards, 13 Gold Awards, 38 Silver Awards, and 142 Bronze Awards.

Sister School Scheme

The Sister School Scheme has served as a platform for professional exchange and cooperation between our school and our sister schools in the Chinese Mainland, i.e. Changzhou Beijiao High School, Nanjing No.29 High School, Changzhou Senior High School of Jiangsu Province and Shaoguan Zhang Jiuling Memorial High School. With effect from the 2023-24 school year, a recurrent grant was provided by EDB to enhance the sister school exchange activities. Through professional exchanges among school leaders and teachers, we aim to facilitate ongoing development, external relations, and the expansion of our school network. Additionally, students can deepen their understanding of national development and enrich their learning experiences through visits, experiences, and cultural exchanges.

In July 2025, Changzhou Beijiao High School and Changzhou Senior High School of Jiangsu Province visited our school. Students broadened their horizons and fostered friendships through activities.

Conclusion

I would like to express my heartfelt gratitude to the unfailing support given by Po Leung Kuk, the Education Bureau, Madam Lee King Fan, alumni and parents, for helping the school to transform its

mission into reality. Their support is evident. We are truly thankful for the scholarships granted by Po Leung Kuk in recognition of students' outstanding achievements in the HKDSE Examination and extra-curricular activities.

Looking ahead and feeling proud of our traditions, we will continue to strive for the best for our students and endeavor to scale new heights in the years to come.

摘要

(二零二四 至 二零二五年度)

劉子聰校長

董玉娣中學由保良局於一九八七年創辦，得李景芬女士捐款建校，以懷念她的先慈董玉娣夫人；並幸蒙李女士之千金白明珠醫生自二零一四年四月起擔任本校法團校董會的獨立校董。此外，唐楚男太平紳士於二零二零年四月起出任本校校監。而譚俊傑大律師則於二零二三年四月起出任校友校董。

本校為一所以英語授課的英文津貼中學。學校位於屯門湖景村。本校向來五育並重，幫助學生盡展潛能，深受區內家長歡迎。本學年開辦中一至中六共 24 班，學生 720 人，教職員及非教員合共 82 人。

學業成績

本校學生在 2025 年香港中學文憑考試中取得非常卓越成績，其中以必修科目成績尤其突出。考獲必修科 332A 級（符合本地大學聯招入學要求）或以上成績的學生百分比高達 98%。獲得 5**、第 5 級及第 4 級或以上成績的百分比均創下董中歷史新高。此外，6A 班黃泓智同學更取得非凡的 7 科 5** 佳績，成為本年度文憑試超級狀元。繼 2021 年趙爾納後，黃同學是本校第二位香港中學文憑試超級狀元。8 名學生取得 2 科 5** 或以上的成績，皆獲保良局頒發香港中學文憑考試優異成就獎學金。

此外，8 位尖子獲香港中文大學及香港大學醫學院取錄。更令人鼓舞的是，本校中六畢業生透過大學聯招及學校推薦直接錄取計劃成功入讀本地大學及專上院校的比例創新高，達 99%。當中近 60% 入讀四大香港學府，即香港大學、香港中文大學、香港科技大學及香港理工大學。

訓育、輔導、升學及就業輔導、國民教育、公民教育

本校一直重視同學的品德情意發展。透過以下科組的協同和努力，期望能培養同學具備高尚的品格。而本年的主題為幫助學生建立目標導向的態度，並透過各相關組別的多元化活動，增強學生抵禦逆境的能力及讓他們學懂自律。

經過多年的經驗累積，本校訓導組已建立一個嚴謹、公平和高效率的獎罰制度。透過學生獎勵計劃，讓學生積極進取，自我完善，去年共有 409 位學生獲獎。此外，訓導組頒發了 35 個操行獎，24 個服務獎，72 個大、小功及 366 個優點，獎勵服務及品行表現優良學生。

輔導組在教育心理學家及駐校社工支援下，除進行個別及小組輔導外，亦舉辦不同計劃。

透過這些計劃，及早識別及支援抗逆力低之學生，並提升學生、老師及家長對精神健康的關注。本年度更參加了教育局《4Rs 精神健康約章》和女青年會《賽馬會擁抱生命系列 2.0—青少年擁抱情緒計劃》。此外，輔導組還舉辦了大哥哥大姐姐計劃、應援天使計劃、健康校園計劃、與你同行關懷學生計劃（中六級）、性教育講座、時間管理工作坊、壓力管理工作坊、中四全級訓練營、「Cheering Day」等多項預防性活動，藉此引導學生建立正確價值觀，積極面對挑戰，從而健康地成長。此外，本校十分重視教師與學生及家長的關係，透過班主任輔導計劃，建立良好和互信的師生關係，在學業和成長方面關顧學生。家教會亦舉辦了不同活動，如講座、校長家長座談會、親子旅行及短期家長興趣班等，促進了學校與家長的合作。

德育及公民教育科為中二學生舉辦社區服務學習計劃，每位學生均有機會參與校外義工服務，服務對象包括區內長者中心、幼稚園及特殊學校，藉此讓學生學懂知足感恩、體會快樂的真義、學習主動關懷別人，及提升其對區內弱勢社群的關注。另外，公民與社會發展科舉辦了兩日一夜的中五級內地考察團，前往廣州和東莞進行歷史文化的考察，藉此讓同學親身了解國情和國家的最新發展，增進他們對中華文化的認識和欣賞，提升國民身份認同。

升學及就業輔導組透過籌辦及鼓勵學生參加不同類型活動，如講座、工作坊、交流團、參觀公司、大學及參加大學暑期課程，幫助學生進一步認識自我，定立目標，引導他們以積極態度規劃未來。例如，33 位中四至中五同學參加了由教育局舉辦的「大灣區職涯探索之旅」計劃，參觀了廣州的企業及機構；一批中五同學到訪瑪嘉烈醫院，實時觀摩了心臟血管造形手術；而另一批中四同學則與一間會計事務所的創辦人交流心得。此外，生涯規劃大使肩負起推廣生涯規劃的責任，出版《升輔通訊》。另外，六位中五同學正修讀應用學習課程，探索個人抱負和終身學習方向。

為了讓學生進一步認識國家及加強對國家、民族的歸屬感，本校各科組舉辦各項國民教育活動，包括升旗典禮及國旗下的講話、內地及本地實地考察活動、多元化文化體驗活動、組織中國舞蹈隊和文史問答隊等，又積極參與各類型校際及全港性國民教育活動和比賽。於五月，本校更聯同 13 間保良局中學、小學及幼稚園，舉辦了「心繫家國 3.0—錦繡華章 漢藝傳揚 保良局中華文化綜藝匯演」，吸引了逾 1000 多位嘉賓、老師、家長、學生參與。

為加強培養學生的國民身份認同及提高學生對時事及社會的關注，公民教育組舉辦了多項活動，如「TYT 早晨」新聞廣播、文化馬拉松、時事專題探討、環保教育活動等。同時又舉辦班際壁報及金句設計比賽、感恩日、心靈直播等活動，培養學生的責任感、尊重及同理心等價值觀。

課外活動

本年學生會、四社、22 支校隊、15 個學會及其他學生組織，籌辦了多姿多采的課外活動，培養同學的多元智能。校方亦致力發掘學生潛能，在各類公開比賽或選舉中，獲得優異成績，

現概述如下：

1. 傑出學生成就：

- (a) 在南華早報學年度選舉中，陸曉悅同學在「舞台演藝」獲得全港冠軍。
- (b) 於學友社傑出中學生領袖選舉 2024–25 中，彭清曉和陸曉悅同學均獲選為「傑出中學生領袖」，而彭清曉同學更獲同儕互選為「我最欣賞的學生領袖」。
- (c) 羅妍穎同學於《香港 200》領袖計劃中獲選為「十大傑出學生」。
- (d) 胡洛瑋同學於第三十七屆香港特別行政區傑出學生選舉中獲選為「二十大傑出學生」。
- (e) 曹家琳同學於第十屆卓越學生領袖選舉中獲選為「傑出學生」。
- (f) 蘇靄藍同學獲選為優秀女童軍。
- (g) 林雍婷同學獲選為新界西傑出紅十字青年會員。
- (h) 高嘉宏及羅妍穎同學分別獲選為初中組和高中組的尊師重道好少年，而張早怡及胡亦心同學分別獲選為初中組和高中組的待人有禮好少年。

2. 學術比賽：

- (a) 在國際化學測試 2024 中，梁樂軒奪得 11 年級高級組滿分獎，另外本校同學共獲得 1 項 10 年級中級組一等獎及 4 項 11 年級高級組一等獎。在「化學家在線」自學獎勵計劃中，本校同學獲得 4 項鑽石獎。在第四屆中學生化妝品配方比賽中，本校代表隊獲得洗髮水配方冠軍。此外，在國際生物奧林匹克－香港區比賽 2024 中，黃泓智同學獲得金獎。
- (b) 本校數學隊於粵港澳大灣區數學競賽(香港賽區) 數學組(預選賽)中獲得 16 項一等獎，在港澳數學奧林匹克公開賽《港澳盃》暨 亞洲國際數學奧林匹克公開賽中獲得 13 項金獎，並於亞洲國際數學奧林匹克公開賽選拔賽中獲得 3 項選拔賽金獎。在香港數學競賽 2025，本校數學隊獲得初賽區域得獎學校(新界西區)。
- (c) 本校機械人代表隊於世界奧林匹克機械人競賽 2024 香港區選拔賽獲得 1 項冠軍和 2 項金獎，因而獲得資格參加在土耳其舉行的世界奧林匹克機械人競賽 2024，是次比賽中本校代表隊獲得 1 項銅獎。另外，代表隊在 WRO 香港機械人季後挑戰賽獲得 3 項金獎，在 ROBOTFEST 機械人大賽香港區選拔賽中獲得 1 項冠軍和 1 項金獎，在第十八屆「創協盃」創意科技機械人大賽中，代表隊獲得 1 項亞軍、1 項季軍、2 項一等獎。此外，在山東濰坊市舉行的 2025 年世界奧林匹克機械人競賽(WRO) 中國邀請賽，機械人代表隊獲得 1 項金獎和 1 項亞軍。
- (d) 本校問答隊在《憲法》和《基本法》全港校際問答比賽 2025 中勇奪冠軍，代表隊已

連續三年在賽事中奪冠，也是自 2015 年起所獲的第 7 座冠軍。問答隊在第三屆全民國情知識大賽的初中組和高中組均奪得冠軍。同時，問答隊在全港初中中國歷史文化問答比賽也奪得冠軍，又在《一帶一路・與我何干》綜合能力比賽奪得一等獎。另外，問答隊在紫荊盃全港中小學生慶祝中華人民共和國成立 75 周年知識競賽中獲得亞軍，在第二屆「一國兩制知多少」中小學知識競賽中學組獲得季軍。

- (e) 李心兒、李洛潼和馮弘彥同學均獲得哈佛書獎 2025。
- (f) 黃皓軒同學於第二屆「篇篇流螢」跨課程網上閱讀平台中獲得金獎，是本學年全港得分最高的學生。

3. 文化及藝術比賽：

- (a) 在第 61 屆學校舞蹈節中，本校中國舞隊和現代舞隊分別獲得團體總冠軍和總亞軍，並一共奪得 7 項優等獎、2 項甲級獎及 1 項編舞獎。除此之外，中國舞隊和現代舞隊於第三十九屆屯門區舞蹈大賽均獲得金獎，而現代舞隊於元朗區校際舞蹈比賽亦獲得金獎。個人方面，陸曉悅和洪日希同學在國際精英舞蹈大賽中分別獲得 Showstopper(獨舞)金獎和當代舞(獨舞)金獎，另在世界舞蹈大賽香港區外圍賽中分別獲得爵士舞(獨舞)銀獎和爵士舞(獨舞)金獎。蔡欣蓓同學在亞洲體育舞蹈理事會年終頒獎禮錦標賽中獲得 3 項冠軍和 2 項亞軍，在香港體育舞蹈單人組公開賽第二站 2024 中獲得 2 項冠軍和 4 項亞軍，在香港體育舞蹈單人組公開賽第四站 2024 中獲得 4 項冠軍和 2 項亞軍。
- (b) 本校英語辯論隊於香港中學英語辯論比賽 2024 中奪得冠軍，而中文辯論隊亦於全港中學生獅・法辯論比賽奪得亞軍。
- (c) 在第 76 屆香港學校朗誦節，本校代表於英文朗誦共奪得 1 項冠軍、3 項亞軍及 2 項季軍；而於在中文及普通話朗誦中，共贏得 4 項冠軍、6 項亞軍及 5 項季軍。
- (d) 在聯校音樂大賽 2025 中，本校無伴奏合唱團奪得中學合唱團小組金獎，弦樂小組獲得弦樂小組(中學組)金獎，而管弦樂團則獲得管弦樂團(中學組)銀獎。在第 77 屆香港學校音樂節中，本校合唱團獲得 1 項銀獎及 1 項季軍，弦樂小組獲得 1 項銅獎。在香港國際無伴奏合唱比賽中，本校無伴奏合唱團在決賽中學組(人聲樂團)獲得銅獎和最佳編曲獎。個人方面，羅妍穎同學在第八屆亞洲愛琴海國際音樂大賽獲得 1 項冠軍、1 項金獎和 1 項銀獎，另在第十二屆香港國際表演藝術節音樂大賽獲得 1 項金獎、1 項亞軍和 1 項季軍。譚朗謙同學在第十八屆 IYACC 國際音樂大賽中獲得中學級別 S3 冠軍，及在香港國際音樂藝術節獲得鋼琴自選曲(少年 B 組)季軍。黎嘉儕同學在香港校際合唱節中獲得初級 E 組(中學)最傑出鋼琴家。
- (e) 在香港學校戲劇節中，本校獲得傑出合作獎、傑出舞台效果獎及 3 項傑出演員獎。
- (f) 在學生視覺藝術作品展 2025 中，蔡靖藍和馮淇同學均奪得金獎，而林玟希同學獲得

銀獎。另外，在保良局視覺藝術積點質素圈獎勵計劃 2024 中，鄧穎嘉及曾善瑤同學分別奪得金獎和銀獎。

4. 體育比賽：

- (a) 本校乒乓球隊於 2024-2025 年度校際乒乓球錦標賽中，奪得女子甲組團體亞軍和男子丙組團體亞軍。羽毛球隊亦於 2024-2025 年度校際羽毛球錦標賽中，奪得男子甲組團體亞軍。而排球隊於正向城市運動體育節 2024 中，奪得男子初級組亞軍。
- (b) 本校花式跳繩隊在 JUMPER CONTEST 全港跳繩比賽中獲得表演盃(中學組)冠軍和最喜愛隊伍大獎。個人方面，李天楠同學在亞洲跳繩錦標賽 2024 獲得個人花式(12-15 歲組)亞軍，而顧詠瑜同學在全港分齡跳繩比賽 2024 奪得 1 項冠軍、1 項亞軍和 2 項季軍。
- (c) 黃康晴同學分別於水陸兩項鐵人錦標賽 2024 及亞洲三項鐵人半奧運距離錦標賽(香港和陸上兩項鐵人賽)均獲得亞軍。她亦於保良局屬下中學聯校運動會中獲得 1 項亞軍。
- (d) 黃焯彥同學在第二十九屆亞洲城市跆拳道錦標賽中，獲得 2 項冠軍和 1 項季軍，在 WT 總統杯 (澳洲) 獲得團體品勢冠軍，在全國跆拳道俱樂部聯賽(江蘇站) 獲得亞軍和在全國跆拳道俱樂部聯賽總決賽 (無錫) 獲得季軍。

社會服務

本校學生積極參與各項社會服務，本年度學生義工延續長者學苑課程，開辦興趣課程如鮮氣球花課程及花鳥字書法班等，為區內長者提供免費課堂，也為社會多添一分力量。個人方面，於 4C 青年義工領袖計劃 2024/25 中，孫靖琳及王一如同學獲得傑出青年義工領袖獎，洪一杰及孫靖琳同學獲領袖嘉許狀，另有 15 位同學獲得嘉許狀。此外，本校舉辦義工嘉許計劃，以獎勵熱心服務社會的同學，本年共有 174 位同學獲獎，當中有 7 名鑽石獎、13 名金獎、38 名銀獎和 142 名銅獎。

姊妹學校計劃

本校與常州市北郊高級中學、江蘇省常州高級中學、南京市第二十九中學、韶關市張九齡紀念中學締結為姊妹學校。透過學校領導層及老師之間的專業交流，促進持續發展及對外聯繫，並擴闊學校網絡。此外，學生透過考察體驗及文化交流，加深對國家發展的認識和豐富學習經歷。

於 2025 年 7 月，常州市北郊高級中學、江蘇省常州高級中學到訪，透過交流活動，本校學生加深了解當地的青年的生活及學習情況，從而加深對祖國歷史文化的認識。

結語

由衷感激保良局、教育局、創校捐款人李景芬女士、校友、家長的不斷支持，使學校的願景和使命得以實現。他們的支持有目共睹，譬如保良局，感謝局方頒發各類獎學金予本校同學，肯定他們在香港中學文憑考試及課外活動所取得的優異成績。

最後，我們將繼續秉承優良傳統，努力不懈，於未來的日子裡再創高峰。

Photographs and Memories



▲ Wong Wang Chi – our school's second "super top scorer" to achieve eight 5** in the HKDSE! Not only is he an all-rounder, but his gratitude and humility make him a well-respected young man.



▲ School's high fliers in the Prize Presentation Ceremony organized by Po Leung Kuk



▲ Our Principal (right) congratulates Wong Wang Chi (left) as class teachers and media share in the proud moment celebrating his outstanding achievement on the HKDSE results release day.



▲ Luk Hiu Yuet Edna being crowned the Performing Artist winner in the 2024 SCMP "Student of the Year" competition for her extraordinary talent and boundless passion for dance



▲ Applause goes to the school's Modern Dance Team, invited by the Education Bureau to perform their award-winning dance in "Kaleidoscope of the Arts" with their graceful and rhythmic movements.



▲ The school's Quiz Team clinching the First Prize in the Constitution Law and Basic Law Territory-wide Inter-school Competition, three years in a row!



▲ Good things come in pairs – the school's Quiz Team clinching champions in both junior and senior categories of the National Knowledge Quiz Competition



▲ Senior Secondary Chinese History students visit the ancient city of Pingyao during the Shanxi cultural study tour, exploring China's rich heritage.



▲ Our student passes her artwork to Po Leung Kuk Chairman Mrs. Amanda T W Lee, JP (second from right) for the presentation to Deputy Secretary for Education Ms. Lee Bik Sai, Ida, JP (centre), during the "Splendid Chinese Culture – Po Leung Kuk Joint-School Variety Show".



▲ TYT Robotics Team – not only representing TYT but also Hong Kong in the 2024 World Robot Olympiad held in Turkey!



▲ Our Robotics Team living up to everybody's expectations and winning the Overall Champion in the 2024 Robotics Intelligence DIY



▲ Our Chinese Dance Team demonstrating professionalism and showing oneness in the 61st Schools Dance Festival, bagging the Overall Champion and 3 Honours Awards in the competition



▲ Led by our students, guests, parents, and teachers join in singing "In One Heart A Cappella" at the finale of the variety show, filling the hall with energy and unity.



▲ Lee Sum Yi and Li Luo Tong (from left) visit the University of Cambridge after winning top honors in the Access Abroad Hong Kong English Essay Competition.



▲ The souvenir couplet represents the deep camaraderie of TYT and our sister school in Jiangsu.

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