



Evangel College

School Report 2024-2025

Evangel College School Report (2024-2025)

1 Our School

1.1 Background information:

- (1) Evangel College is a Christian through-train DSS school which started to operate P.1 and S.1 in the school year 2006/07.
- (2) The school operated one more grade in both the primary and secondary session each year after the school year 2006/07 until it reached full size.
- (3) Since the school year 2011/12, the school operated six grades in both the primary and secondary sessions – P.1-P.6 and S.1-S.6. There were 5 classes in each grade and the average class size was about 30.
- (4) Last year, about 4600 applicants in one round of interview applied for our P.1 places. The majority of P.6 students chose to stay to further their studies in our S.1.
- (5) The main medium of instruction is English in both the primary and secondary sections.
- (6) The curricula provided by the school are as follows:
 - P.1-P.6
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, General Studies, Physical Education, Music, Visual Arts, Creative Technology
 - S.1-S.2
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Citizenship, Economic & Society (S.1), Geography (S.1), Life & Society (Economics Module), (S.2), Life & Society (Citizenship Module) (S.2), Physical Education, Music, Visual Arts, Creative Technology, Integrated Science
 - S.3 (Foundation Year of NSS)
 - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Geography, History, Life & Society (Economics Module), Business Studies, Biology, Chemistry, Physics
 - S.4-S.6
 - The core subjects in NSS (compulsory):
 - ◆ English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2), Liberal Studies (S.6), Citizenship & Social Development (S.4 & S.5)
 - Elective subjects in NSS (Students need to take 3 elective subjects.)
 - ◆ Chemistry, Physics, Biology, ICT, BAFS, Economics, Geography, Chinese History, History, Visual Arts, English Literature, Music (cooperating with external agents)
 - Applied Learning Courses
 - ◆ Students may apply for Applied Learning Courses in S.5 but they need to drop one of the elective subjects they take.

1.2 Highlights of the School:

- (1) School Motto
Proclaim the truth. Nurture our youth. (播揚真理 · 道育幼苗)
- (2) Core Missions:
 - ACTS Whole Person Development
 - i. Academic Attainment MMA:
 - Cultivate Motivation.

- Develop Metacognition.
 - Create the experience of Advancing Attainment.
 - ii. Character Building LVE
 - Implement Life Value Education.
 - Adopt VESSEL Approach which emphasizes the experiential learning of life values (Value instruction, Experiential learning, Stories of students, Sharing, Encouragement & Life Value Education environment).
 - iii. Talent Development POWNER Teen
 - Allow students Own their responsibilities to release their innate Power.
 - iv. Spiritual Growth 5 Elements
 - Build the self-worth & self-identity of students based on five biblical truth (Students as special creation of God, Students as fallen being, Incarnation of Jesus, Salvation, Fulfillment)
- (3) Evangel College (EC) implements genuine Christian Education.
As a Christian school, the school adopts the Biblical truth as the highest guiding principles as follows:
- The Principle of Creation
 - Biblical Principle 1:
- **ALL** people are created by God. They are created in the image of God and are seen as good by God. God gives people potentials, the freedom of choice and assigns them to manage the earth.
 - Implications for Education:
 - **SINCE** God values all people, teachers should respect students and educate them to respect themselves and others. People's value is not related to the extrinsic attributes – achievement, attainment, appearance, wealth and power, etc. – but the intrinsic value God gives people.
 - **SINCE** people are created in the image of God, teachers should see the potentials of students to grow and learn. Teachers should educate students to see their own potentials, humble themselves (for their potentials are given by God) and make every effort to help students release their potentials.
 - **FOR** God gives people the freedom of choice, teachers are not able to replace students to make choices. Instead, teachers should guide students make the best choices by helping them understand the rationales and consequences of choices.
 - **FOR** God gives people the mission of ruling the earth, teachers should educate students to build values, attitude & habits and prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)
 - The Principle of Fall of Man
 - Biblical Principle 2:
GOD reminded Adam and Eve not to sin. But Adam and Eve chose to sin – falling short of the expectation of God. Since then, the relationship of people with God is broken. Without God, people go farther and farther away from the truth and become less and less godly but more and more self-centred.
 - Implications for Education:
- **TEACHERS** should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against doing wrong deeds and help them know the consequences and their seriousness.

-**AS** the sinful nature of people originates from spiritual causes, students are sometimes helpless in repeating their wrong deeds. On committing wrong deeds, students need acceptance, guidance and support to bear the consequence, learn to correct from their mistakes and manage their bad habits.

- The Principle of Incarnation

- Biblical Principle 3:

- JESUS** became flesh and came to the earth. He connected and lived with people. He told people about God and His plan to save them from death and sin. He taught people the biblical truths with both words and actions.

- Implications for Education:

- TO** educate students, teachers should spend time to connect with students and develop good rapport with them.

- TEACHERS** should put themselves in students' shoes – learning to see things from their perspectives and understand their limitations.

- TO** educate students, teachers should teach students with both words and actions.

- The Principle of Redemption

- Biblical Principle 4:

- JESUS** died on the cross for people. Being sinless, he paid price for the sin of people, saved and released them from the chains of death and sin. He opened a new way for them to rebuild relationship with God and have new life.

- Implications for Education:

- IT** is extremely demanding to educate students. To change students, teachers need to pay the price for it.

- TEACHERS** should not corner students but need to provide students with opportunities to repent and make improvement.

- The Principle of Fulfillment

- Biblical Principle 5:

- JESUS** Christ resurrected from death and lived with his disciples for forty days. He consolidated the faith of the disciples and assigned them to fulfill the Great Commission before He rose to the heaven. God then sent the Holy Spirit to help Jesus' believers and will come to the earth again one day.

- Implications for Education

- Teachers** should educate students to live a life to respond to their calling – reaching out, being light and salt in the world, preaching the gospel to others, etc.

- Teachers** should educate students to rebuild the relationship with God and rely on Him in the life on earth.

- (4) Evangel College builds Students' Character.

- EC implements 12-year school-wide value-based Moral & Civic Education (**Life Value Education**) based on **Biblical values** and **Bible-compatible Chinese cultural values**. EC also teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).

- EC **infuses** value education into every area of campus life through

VESSEL Approach – (1) Values spelt out in form of Chinese cultural and Biblical quotation are spelt out; (2) Experiential learning opportunities are provided; (3) Stories of good practices of students are captured; (4) Sharing students' stories and learning among students is deliberated done; (5) Encouraging students in form of awards and other forms of recognition; and (6) Life Value Education Environment is built to display values to be taught and students' stories and achievement.

(5) Evangel College (EC) fosters the building of **Students' Talents**.

- EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.
- EC sets up the **POWNER Path** (木人巷) to display the effort and achievement of students who are talented/highly interested in different areas to build their talents outside classrooms and school.
- EC sets up different **POWNER venues** (Creative Arts Gallery, STEAM Court, Sharing to Learn Square, EC Mini-theatre, etc.) as windows for students to share and/or serve others with their talents.
- EC allows the setting up of **student-initiated Clubs/Societies**.

2 Achievement & Reflection on Major Concerns

Key Concern 1:

Strengthen SSE with Data Management to inform school practices.

Achievement
1. Make use of data generated from AI-driven English Reading Platform. - The English Panel successfully institutionalized the use of LightSail as online platform for reading and assessment of reading level. - 100% primary students and a significant proportion of secondary students were engaged to read through the platform. Students' Lexile scores were assessed automatically on responding to the questions. - An award system was set up to present awards to students who attained Lexile score equivalent to or above the corresponding grades in US. The no. of awards increased continuously throughout the school year. Over 1/3 of students obtained awards (bronze, silver, gold, platinum or diamond). - The school correlated S.6 students' Lexile scores with the attainment in English Paper of HKDSE 2025. 58% of students attaining gold, platinum or diamond awards attained L5*/L5**. 2. Make use of results of Attainment Tests (Chinese, English, Math). - The school chose to attend the Attainment Tests annually. Representatives from EDB visited the school and commented that the school operated the tests well. - The data regarding S.1 students promoted from our primary school, other local schools and the mainland would be collected, analyzed and made early prediction. - The school would make use of the data collected to identify needy students, plan for actions and predict students' attainment in HKDSE in the following school year. 3. Make use of Results of all Term Exams in each Key Stage. - The school made use of term results to identify SALT (students achieving low temporarily) and aligned immediate support. - The four repeaters in the primary school made significant progress in the school year. When compared with the 2nd Term result last school year, they increased, on average, 13.mark. - The school made use of term results to see if the exam papers were set properly. This helped the school prevent setting paper too difficult and unnecessarily damaged the confidence of students in learning. 4. Make use of predicted grades in HKDSE. Make use of HKDSE results. - The school made use of the predicted grades in HKDSE to shortlist S.6 students for early support. - The school referred to the HKDSE results of 2024 and identified subjects for launching the use of benchmarking and star task for pursuing level-up mission in 2025. The progress in Chinese Language, Math, Geography and C&SD was obvious. 5. Make use of Monthly Attitude Marks (MAM) within the school year. - The school institutionalized the practice of giving MAM to all students. All primary and secondary students were given MAM. - Teachers reported that MAM was useful for encouraging students to learn. - An award system was set up for presenting awards to students with good learning attitude based on assessment of MAM. More and more students attained awards throughout the school year. - In the primary school section, 429 students (45%) and 523 students (55%) attained

	Learning Attitude Award (bronze, silver, gold, outstanding) in Term 1 and Term 2 respectively – increased by 22% from Term 1 to Term 2.
6.	Make use of data of Homework Award Scheme :
	- The handling of homework was integrated into the Monthly Attitude Award Scheme.
7.	Make use Benchmarking Task (BT) Marks within the school year.
	- The school institutionalized the practice of giving BT to students.
	- However, the extent to which students practiced BT might be quite varied and needed further exploration
8.	Make use data generated from Stakeholder Surveys & APASO.
	- The school adopted the new APASO requirements smoothly and learnt to make use of the data, in addition to the Stakeholder Surveys, to evaluate the school's performance. It was found that the national identity of students maintained high the school year.
9.	Conduct Item Budgeting to substantiate Accounting Management
	- The Vice-principals supported the Chief Principal to follow SDSC/panel heads to conduct item budgeting. Basically, SDSC/panel heads were able to substantiate their expenditure based on expenditure items.
	- The School Executive Committee monitored the use of special grants closely to see as well as if proper activities were organized to fulfill the purpose of the grant.
Reflection	
1.	The school successfully integrated the practice of collecting essential data (e.g. Monthly Attitude Mark, Benchmarking Task Mark, Lexile Scores, etc.) regarding student learning. Using such figures to inform students and teachers was found to be useful for helping students to improve learning.
2.	The school should consider compiling an integrated report on subject basis to present those figures for facilitating students, teachers & parents to (1) evaluate student learning more comprehensively, (2) provide feedback, (3) facilitate students to set goals & (4) make self- improvements. This proposed measure highly gears with the spirit of Academic Attainment MMA Mission, Monthly Plus Two Mission for pursuing Success for ALL.

Key Concern 2:

Develop SMT & MMT to build the capacity of leading & managing changes as required by the school.

Achievement:
1. Practice Management by Objectives to build consensus with SDSCs/Subject Panels. Clarify the High IP Index Strategic Actions of each SDSC/Subject Panels. - The Chief Principal met all SDSC/panel heads at the beginning of the school year individually to clarify the school's key concerns related to them as well as the High IP Index Strategic Items. - A poster was designed to summarize the strategic plan and the High IP Index Strategic Items for all SDSCs under Campus Life as well as a generic poster was designed for all subject panels under 444 Academic Development. Related heads were able to share the main points of the strategic posters when required in various levels of staff meeting. 2. Engage SDSC/Subject Heads to LEAD – Learn, Explain, Act & Disciple. - The Chief Principal mentored two of the Vice-principals who had not yet attended the training for aspiring principal, to attend related training. Both successfully completed the training. - The Chief Principal deliberately adopted the LEAD Model to develop and supervise potential leaders to lead SDSC. All of them were able to pass the promotion interview to SGM grades to lead SDSCs/subject panel including Citizenship Education, e-Administration, The Ministry of CE³ and General Studies. - The head of Student Guidance and the English Panel in the primary school section were trained and their application for the post of Assistant Vice-principal was successful. 3. Practice the Term-based Cycles of Initiation, Implementation & Improvement with the help of short monthly meetings. - The practice was introduced in the School Executive Committee meeting to remind VPs and AVPs if the program plans under their supervision were initiated and implemented substantially. 4. Evaluate progress with data & evidence. - The Vice-principal team went through the questions of APASO and selected questions related to our school's concern to collect data to substantiate our progress. - The school substantiated the progress of school plan with school-based data like Lexile scores, Monthly Attitude Mark etc. to substantiate the school development. 5. Practice the PASS Model of Tripartite Communication & Decision Making. - The Chief Principal gave feedback to the Vice-principal team deliberately on the awareness of practicing the PASS Model to engage tripartite stakeholders for communication and decision making. This helped reduce miscommunication and deviation from the school's plans and policies. 6. Practice the 7 Criteria of Organizational Success. - The Chief Principal spelt out and explained the 7 Criteria of Organizational Success The awareness of the Vice-principal team to the criteria was raised. 7. Engage MMT to follow/train new teachers. - The subject leaders were assigned to follow/train new teachers. They invited their mentees to share their good practices, e.g. device-facilitated learning & teaching, giving of MAM, use of benchmarking task, etc. in the Class Teacher Session
Reflection:
1. The school developed a series of good practices for conducting effective leadership & management. 2. The school should shift the focus to building the capacity of Senior Management Team and Middle Management Team to put those recommended practices into action.

Key Concern 3:

Make good use of technology to foster school development.

Achievement:
1. The practice of Device-facilitated Learning & Teaching (DFLT) was smoothly extended to the 2nd and 3rd Four Year Stage. - All teachers were able to connect their notebook or iPad to the smartboard for teaching. - All teachers were able to connect multiple students' iPads to the smartboard simultaneously for facilitating student-centred learning and teaching mode. - Active users were often arranged to share how they practice DFLT in the Class Teacher Session to facilitate teaching, learning and assessment effectively. - The Chinese panel in the secondary school session put forward the notion of “即時、共學、互動” (Instant sharing, Collaborative learning, Interaction for better learning) to conclude how DFLT facilitated learning and teaching. Their notion matched closely with the purpose of adopting DFLT. - All projectors in the secondary school classrooms were removed. Teachers switched smoothly to use smartboard smoothly. - The technical support team reported that the pressure of supporting teachers to use the smartboard was low. The record of call for support through TEAMS was low. - The summer interns (our S.6 students) and individual students were interviewed informally. They said the iPads and smartboard were useful for facilitating classroom teaching and self-learning. 2. Make well use of existing Device-facilitated, Apps-facilitated & AI facilitated learning modes. - The school reviewed the use of existing Apps (e.g. Explain Everything, Word Wall, Padlet, Kahoot, Zoom, Canva, etc.) with subject panels. They found the Apps useful, and Apps were differentially purchased based on the needs/requests of subject panels. - The school successfully adopted the LightSail, the AI-driven Reading Platform, to assess students' Lexile score and predict their attainment of higher achievers in English Paper of HKDSE . - The school attempted the use of an AI-driven writing platform of HKU in assessing and tutoring students how to write in both Chinese and English. More time was needed to explore the effectiveness of the platform. 3. Introduce more Apps-facilitated AI-facilitated learning & teaching modes. - Due to the development of AI, the school attempted to use AI including Copilot (Microsoft), Gemini (Google), Chat GPT, DeepSeek, etc. The school was exploring how to use AI effectively for facilitating learning and teaching. It's preliminarily observed that the mindset of teachers towards using AI was key for the successful adoption of AI in learning and teaching. 4. Make use of STEAM Lab & develop STEAM Curriculum to facilitate STEAM Education. - The two secondary computer labs were converted to STEAM Lab 1 and STEAM Lab 2. - The early stage of curriculum development on AI, robotics and drones were initiated and implemented. - Lesson observations were made by the Chief Principal. Students were found interested in STEAM learning. - The high achievers in IT/ICT participated actively and attained awards in both internal and external competitions, for examples, robotic dance competitions, the Tencent's (騰訊) coding competitions, International Exhibition of Inventions in Geneva, etc. 5. Develop more Satellite Stations to facilitate STEAM Education & Smart Campus Development.

- The school set up the weather station as our 1st satellite station. The supplier was still working on tuning the system before its use was officially launched.
- 6. Revisit the security & management of IT infrastructure to make data security better & shift management towards automation.
- Weekly meeting was conducted to follow the development of IT infrastructure and maintenance of IT asset.
- The access right to the school's data drives and the server system was evaluated and reset. This helped reduce the risk of releasing access right to the wrong person inside and outside school.
- The licenses for various products and maintenance contracts were identified and followed regularly. This helped reduce the risk of unattended non-renewal of maintenance contracts or license nor unnecessary renewal.
- The school made use of the ELV to provide an alternative cabling pathway for accommodating new IT-based services e.g. IP phone system, attendance record taking system, etc. The use of ELV helped to reduce other service providers to use our original network for data security and network connectivity.

Reflection:

1. The school successfully launched Device-facilitated Learning & Teaching. The focus of the following step should be put on improving, deepening or extending the practice.
2. The school successfully introduced the use of AI. It's useful on the one hand, but risky on the other hand. It's essential to help teachers to develop mindset and habit of using AI properly but also explore extend the use of AI into the school practices when suitable.

3 Our Learning & Teaching

3.1 Evangel College (EC) is a Learning School.

- 3.1.1 The school helps students develop MMA – motivation, metacognition and accomplishment – in academic attainment.
- 3.1.2 EC adopts Student-centred Learning and Teaching practices – engaging students to (1) prepare and teaching, (2) demonstrate and coach others, (3) assess self and others' work and provide feedback, (4) summarize, etc.
- 3.1.3 EC practises Four Highs in Teaching – High expectation, High motivation, High engagement and High display.
- 3.1.4 EC implements the Monthly Attitude Mark (MAM) & Feedback Scheme. The marks will be given monthly and feedback provided to foster students to develop good learning attitude.
- 3.1.5 EC uses Benchmarking Tasks (BT) to engage all students to do deep learning, helping them (including SALT - students achieving low temporarily) to get a good pass in both internal and external examinations. BT marks will be given to reflect students' mastery of BT. Students will be given the chance to achieve higher BT marks by repeated effort.
- 3.1.6 EC uses Star Task (ST) and Star Programs to extend the learning of SPDP (Students Pursuing Degree Program) and SP (Star Purchasers) to get excellent results in internal and external examinations.
- 3.1.7 EC helps students develop their capacity to learn from Instruction, Coaching to Independent Learning.
- 3.1.8 EC extends students' Learning outside Classrooms and School – museum-based, heritage-based, community-based and online learning.
- 3.1.9 EC establishes the Culture of Sharing of Learning so as to strengthen their metacognition.
- 3.1.10 EC recognizes both Learning Attitude and Academic Attainment. The school launches Daily Mark Scheme which counted attitude, effort in doing BTs and test results to encourage and scaffold students to learn and attain high.
- 3.1.11 EC put forward the notion of Success in both Internal and Public Exams – gearing teaching, practices, tests/quizzes with exams.
- 3.1.12 EC launches the practice of data-informed level up mission – striving to help students increase 1-2 levels in the course of senior secondary studies.

4 Support for Student Development

4.1 Evangel College builds Students' Character.

- 4.1.1 EC implements 12-year school-wide value-based Moral & Civic Education (Life Value Education) based on Biblical values and Bible-compatible Chinese cultural values. EC also teaches students the 10 priority attitudes/values (EDB), national security concerns, 6 habits of Transformative Mindset, and code of behavior specific to each 4-year stage of development (P.1-P.4, P.5-S.2, S.3-S.6).
- 4.1.2 EC infuses value education into every area of campus life through VESSEL Approach – (1) Values spelt out in form of Chinese cultural and Biblical quotation are spelt out; (2) Experiential learning opportunities are provided; (3) Stories of good practices of students are captured; (4) Sharing students' stories and learning among students is deliberated done; (5) Encouraging students in form of awards and other forms of recognition; and (6) Life Value Education Environment is built to display values to be taught and students' stories and achievement.

4.2 Evangel College (EC) fosters the building of Students' Talents.

- 4.2.1 EC helps students nurture the Six Habits of Transformative Mindset (進念思維六

- 習慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.
- 4.2.2 EC sets up the POWNER Path (木人巷) to display the effort and achievement of students who are talented/highly interested in different areas to build their talents outside classrooms and school.
- 4.2.3 EC sets up different POWNER venues (Creative Arts Gallery, STEAM Court, Sharing to Learn Square, EC Mini-theatre, etc.) as windows for students to share and/or serve others with their talents.
- 4.2.4 EC allows the setting up of student-initiated Clubs/Societies – provided the initiators train up a successor, the clubs/societies concerned can continue to exist.
- 4.2.5 Evangel College (EC) helps students pursue Spiritual Growth.
- 4.2.6 EC helps students explore about life: (1) Who am I? (2) Where do I come from? (3) How do I fit in the world? (4) Where am I going to?
- 4.3 Evangel College (EC) fosters the building of Students' Talents.
- 4.3.1 EC helps students nurture the Six Habits of Transformative Mindset (進念思維六習慣) : (1) Grow-able Potential, (2) Persistent Effort, (3) Proper Method, (4) Mutual Support, (5) Passion, (6) POWNER so as to release the underused or untapped potential of students.
- 4.4 Evangel College (EC) helps students pursue Spiritual Growth.
- 4.4.1 EC helps students explore about life: (1) Who am I? (2) Where do I come from? (3) How do I fit in the world? (4) Where am I going to?
- 4.5 Evangel College (EC) pursues professionalism of teachers.
- 4.5.1 The school has set up EC Teacher Academy to develop teachers.
- 4.5.2 The school underpins her practices with education theories and years of research findings in teaching and learning.
- 4.5.3 The school has developed effective tactics (High IP Index Strategic Action) and implements the LEAD Program to develop all new and existing teachers to practice the tactics and build the work culture.
- 4.6 The school has set up various School Development & Supervision Committee (SDSC) to support student development as follows:

SDSC	Support Measures
Student Guidance (Head, Assistant Head, Key Stage Coordinators, Form Coordinators, Social Worker Team)	● Provide 2 class teachers per class. ● Help students build class climate to facilitate self-management and peer support. ● Handle students' case with Mediation Approach. ● Implement anti-bullying and anti-sexual harassment measures. ● Train teachers to conduct proactive communication with parents.
Support for SEN, SALT & Repeaters (EP, SENCO-P, SENCO-S)	● Provide 3-level support for SEN. ● Work with teachers to support SALT (Students Achieving Low Temporarily) ● Provide training for parents of SEN students. ● The name of the SDSC will be changed to Support for SEN and SAL (Students Achieving Low)
Gifted Education (Head, Assistant Heads,	● Identify students talented/highly interested in different learning areas. ● Manage the POWNER Path to support gifted education.

Representatives from different learning areas)	● The school is the Satellite Centre for Hong Kong Academy for Gifted Education.
Healthy School Life (Head, Assistant Heads, Persons-in-charge of various Action Teams)	● Engage students in healthy activities: interest class, school teams, community service and other multiple intelligence activities. ● Implement the value-based Moral & Civic Education Policy (Introducing Biblical & Bible-compatible Chinese Cultural Values, providing experiential learning, capturing students' stories, arranging students to share, Present awards to students)
Student Organization (Head, Assistant Head)	● Train student leaders of uniform groups and student union to lead, manage and support other members of their teams.
Life Planning Education (Head)	● Conduct personality questionnaires. ● Conduct mocked subject selection. ● Guide students to conduct JUPAS program selection. ● <u>Engage students to design 3-year personal plans.</u>
EC Media (Head, Assistant Head)	● Train students to shoot and broadcast videos or pictures of campus life to produce a positive and constructive atmosphere. ● Support the school to produce learning programs to support other students to learn.
2nd & 3rd Classroom (Co-curriculum) (Head, Assistant Heads)	● Align/make arrangement for students to make use of resources outside classrooms or the school to learn (e.g. Museum-based Learning, Community-based Learning, etc.) ● Make use of clubs and societies to provide co-curricular activities.
Home-school Partnership (Head, Assistant Head)	● Recruit parents into Parent Helper Team to support reading and other activities for students. ● Provide training for parents to help students. ● Set up platforms for teachers to communicate with representatives of PTA.
CE³ Ministry SDSC (Head, Assistant Heads)	● Organize the teacher-student prayer group, student fellowship. ● Organize the morning devotions and Christian Education to support students through spiritual education. ● Construct the framework of life values in 12 years development and promote the teaching of life values in both subjects and campus life.
Citizenship Education SDSC (Head, Assistant Heads)	● Organize and implement activities or programs related to national security education and national education. ● Organize the S.5 China tour.

5 Student Performance

5.1 Academic Performance

Highlights	Details
Policy of through-train school system	The school has been upholding the principle of through-train school education. 100% P.6 students are allowed to be promoted to our secondary school section.
% of students meeting admission requirement to JUPAS degree program	80%
Highlights of our public exam results	- English 25% of our S.6 students attained L5 or above. - Twelve L5*/L5** were attained. 58% of students attaining gold, platinum or diamond awards in our school-based online reading and assessment platform attained L5*/L5**. - Math (core, M1 & M2) 20% of our S.6 students attained L5 or above - Thirteen L5*/L5** were attained. - Chinese 80% of students attained L3 or above. - C&SD 100% attained. - Top 3 students (Total score of best 5 subjects) 1st : 33 2nd : 32 3rd : 31
Admission to degree program	70% (Except one student accepted early to degree program in Japan, the figure didn't include admission to non-local degree.)

5.2 Non-academic Performance:

		External Competitions
1 st / Gold	Music	- Hong Kong Interschool Choral Festival (Junior Choir, Primary School) - The 15th School Handbell Competition (School Hand chime Team) - The 15th School Handbell Competition (School Handbell Team) 2024 粵港澳姊妹學校歌詠比賽 - Interschool Marching Band Competition (Primary School) - Interschool Marching Band Competition (Secondary School) - Other awards in Hong Kong Schools Music Festival

	Sports	8. 中學校際羽毛球比賽 9. 全港十八區青少年冰球錦標賽 (小學組) 10. Other awards in competitions of the Schools Sports Federation of Hong Kong
	Dance	11. Dance World Cup Asia 2025 (Chinese Dance Team) 12. Dance World Cup 2025
	STEAM	13. 騰訊人工智能「扣叮大師」粵港澳大灣區編程比賽 (兩名) 14. 瑞士日內瓦國際發明展香港代表 15. 第一屆 True True 機械人巡迴排戰賽
	Language	16. 中學校際中文辯論比賽—第十三屆奇趣盃 17. 「01 親子」全港學生創作比賽—高小組 18. 「01 親子」全港學生創作比賽—中小組 19. Hong Kong Secondary Schools Debating Competition (Grand Final Champion) 20. “Tell A Tale” Children’s Storytelling Competition 2023/24 (Category 2) 21. 金閱閣校園版數碼閱讀獎勵計劃—中小學校際盃 (總冠軍) 22. 第三屆敲响小金鐘演講大賽 23. Other awards in Hong Kong Schools Speech Festival
	Others	24. 深圳市福田区荔園小學舉辦之「走進德國」知識競賽 (線上比賽)
2 nd /Silver	Music	25. Hong Kong Interschool Choral Festival (Senior Choir, Primary School) 26. Hong Kong Joint School Music Association 2025 – Symphony Orchestra (Primary) 27. Other awards in Hong Kong Schools Music Festival
	Sports	28. 香港學界功固球錦標賽(U12 女子) 29. 聯校滑浪風帆比賽 2025 (男子少年) 30. 聯校滑浪風帆比賽 2025 (男子少年) 31. Awards in competitions of the Schools Sports Federation of Hong Kong
	STEAM	32. 騰訊人工智能「扣叮大師」粵港澳大灣區編程比賽 33. ROBOFEST 機械人大賽 2025
	Language	34. 「01 親子」全港學生創作比賽—高小組 35. 「01 親子」全港學生創作比賽—中小組 36. “Tell A Tale” Children’s Storytelling Competition 2023/24 (Category 2) 37. 金閱閣校園版數碼閱讀獎勵計劃—小學校際盃 (亞軍) 38. Awards in Hong Kong Schools Speech Festival
	Others	39. 深圳市福田区荔園小學舉辦之「走進德國」知識競賽 (線上比賽)
3 rd /Bronze	Music	40. Awards in Hong Kong Schools Music Festival

	Sports	41. 香港學界功固球錦標賽(U52 女子) 42. 西貢區學界籃球比賽 43. Awards in competitions of the Schools Sports Federation of Hong Kong
	Dance	44. Dance World Cup 2025 (x2)
	STEAM	45. 香港女子電腦奧林匹克競賽
	Language	46. 「01 親子」全港學生創作比賽—中小組 47. “Tell A Tale” Children’s Storytelling Competition 2023/24 (Category 2) 48. Awards in Hong Kong Schools Speech Festival

6 Award for School

6.1 幸福校園環境大獎

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2023 / 2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.5%	N.A.
School Fees	N.A.	20.6%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	4.9%
Total	74.5%	25.5%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.5%	
Operational Expenses (including those for Learning and Teaching)	12.7%	
Fee Remission / Scholarship ¹	2.2%	
Repairs and Maintenance	1.1%	
Depreciation	11.5%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.51 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	9.08 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

- 8 Feedback on Future Planning
 - 8.1 Refer to the Reflection Part of Key Concerns.