Evangel College

School Report
2025-2026

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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 4200 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, S1-S2
  - English Language, Chinese Language, PTH, Mathematics, Christian Education, Physical Education, Music, Visual Arts, General Studies (P2, P5), Science (P1, P6), Humanities (P1, P6)
  - English Language, Chinese Language, PTH, Mathematics, Christian Education, Chinese History, Citizenship, Economic & Society (S.1-S.2), Geography (S.1), 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, Citizenship, Economic & Society, Biology, Chemistry, Physics
- S.4-S.6
  - <u>The core subjects in NSS</u> (compulsory):
    - English Language, Chinese Language, Mathematics & Extension Modules (Module 1 and 2), Citizenship & Social Development
  - <u>Elective subjects in NSS</u> (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)
  - <u>Applied Learning Courses</u>
    - 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:

<u>ACTS Whole Person Development</u>

1. Academic Attainment MMA:
   - Cultivate Motivation.
   - Develop Metacognition.
   - Create the experience of Advancing Attainment.
2. 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).

3. Talent Development POWNER Teen
   - Allow students Own their responsibilities to release their innate Power.
4. 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 12 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. Making use of Healthy Learning Indexes (HLI) within the school year. - The school narrowed down the list of Healthy Learning Indexes (HLI) to Monthly Attitude Mark (MAM), Benchmarking Task (BT) Mark, Lexile score, Writing Levels (Chinese & English). - 95%, 95%, 85% of teachers expressed that HLI helped high, average and low achievers to make improvement throughout the years respectively. - The majority (80%) of teachers expressed that HLI Report facilitated communication with parents about student performance. - The majority (85%) of teachers expressed that HLI Report helped teachers understand the status of learning of students. 2. Making 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. - In primary school, 31.3% of students (300 students) achieving Bronze or Silver, reflecting strong participation in reading. 7.2% of students (69 students) achieving Gold, Platinum and Diamond awards. - In primary school, 656 students (68.4% of the total school population) recorded positive Lexile growth. There are 409 students (42.6% of the total school population) achieved more than 100 Lexile points of growth while 89 students (9.3% of total) achieved over 300 Lexile points of growth in this academic year, the growth observed across all performance bands, particularly the substantial increases in the 100+, 200+, and 300+ Lexile categories, suggests that students were not only improving their reading skills but that many were making accelerated progress. - 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. 3. Making 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. - The majority (95%) of teachers expressed that MAM helped build the motivation of students to learn. 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, 285 students (30%) and 337 students (37%) attained Learning Attitude Award (bronze, silver, gold, outstanding) in Term 1 and Term 2 respectively – increased by 7% from Term 1 to Term 2. 13 students attained Star award in Term 2 which indicated students strong self-motivation in learning.

Reflection
1. Since the measure of both HLI and HLI Report were useful and implemented successfully, the school should better the practice by including new HLI items and improve the BT Mark scheme by assessing Mastery Task (the most important BT) to help students to develop habits of deep learning. 2. The school might set higher expectations by ensuring all pass in exams instead of all pass in term end results which include the daily mark. 3. Strengthen Level 1 support for students with SEN and SALT, engaging subject teachers to follow up and engage the students with SEN and SALT in Plus Two Mission for ensuring success for all. 4. Develop teachers and students to make good use of AI to scaffold independent learning and assessment.
Feedback and follow up
1. The school will set up Mastery Task (MT) Scheme. After students have conducted deep learning of MT, subject teachers should assess students' mastery and then benchmark their work. 2. The school will instruct students to develop the habit of filing their benchmarked MT in the MT Portfolio, revise their work regularly and consider each task-mastery as "1-mark" to substantiate their improvement in the Plus Two Scheme. 3. The school will lead teachers to follow SALT in their own class; support, follow and celebrate their progress timely. 4. The school will teach teachers and students to use AI wisely and make use of peer tutoring to scaffold SALT to make progress. 5. The school will extend the coverage of HLI and amend the report format to include more items like mastery of Mastery Task and contribution to collaborative learning.

Key Concern 2:
Develop SMT & MMT to build the capacity of leading & managing changes as required by the school.

Achievement:
1. The majority (93%) expressed that the school created time and space for them by reducing the time of meeting and avoiding unnecessary student activities. 2. The majority (96%) of Middle Management Team expressed that Monthly SDSC Meeting was useful for fostering communication among them. 3. The majority (97%) of teachers expressed that the staff meetings and weekly/biweekly class teacher meetings were useful for fostering communication among them. 4. The school successfully promoted a VP to the post of principal of the primary school section. 5. The Principal assisted the Chief Principal well to conduct PIE and SSE. 6. The Chief Principal led the Principal to develop network with community partners, the kindergartens and the mainland sister schools. 7. The whole Senior Management Team (members of SEC) agreed to the practice of strategies and tactics of leading and managing.
Reflection:
1. The school has created the collegial culture. The school should engage and develop more teacher leaders systematically to lead communication, collaboration, collective decision, school self-evaluation for enhancing succession. 2. The school might consider amending the structure of organization to create more leading posts and release more space for Senior Management Team and Middle Management Team to share the leadership. 3. The school might consider documenting the strategies and tactics of leading and managing and making use of the document to train teacher leaders and potential teacher leaders.
Feedback and follow up
1. The school will compile the documented strategies and tactics of leading and managing to publish a training manual for use in staff development. 2. The school will train teachers to use the training manual by making use of existing school-based meeting time-blocks (Weekly SEC Meeting, Monthly SDSC Meeting, Weekly/Biweekly Class Teacher Meeting, Staff Development Days, etc.). 3. The school will apply the six principles put forward by EDB to create time and space for SMT and MMT in our school context: 1. organic integration, 2. natural connection, 3. diversified strategies, 4. mutual coordination, 5. within and beyond the classroom, and 6. whole-school participation. 4. The school will amend the organizational structure to create more posts for sharing the responsibility of senior management team: o The school will split the 444 Academic Development SSC into two subdivisions to assure (1) the quality of classroom teaching and (2) the quality of student learning. o The school will split the Campus Life SSC into two subdivisions for (1) leading and managing the work of comprehensive life value educating and (2) creating platforms for fostering students' talent development. o The school will put cross-SSC SDSCs and under cross-SSC SSC (e.g. EC Teacher Academy, Data Management SDSC, etc.) 5. The school should put more emphasis on induction and building staff profile to meet the statutory requirements.

Key Concern 3:
Make good use of technology to foster school development.

Achievement:
1. Developing the school into a smart campus. - On completing the renewal of IT infrastructure and hardware, the school kicked off the exploration of using new software, Apps, and AI in learning and teaching. - The school successfully applied for AI for Empowering Learning and Teaching Funding Program. The school set up task force and developed initial models of adopting AI in learning and teaching. 2. Making good use of technologies in learning and teaching - All (100%) teachers were able to use smartboard to teach inside classroom. - All (100%) teachers were able to link multiple iPads of students with the smartboard for sharing students' work instantly, fostering discussion and peer assessment. 96.7% teachers expressed that the use of smartboard facilitated learning and teaching. 3. Making well use of existing Apps-facilitated & AI facilitated learning modes. - The school had developed the model of tripartite interaction among AI, teachers and students to guide the use of AI for fostering student-centred learning and teaching. - The majority (98.3%) of teachers started to use/explore to use AI in learning and teaching. Some (13.2%) of activists declared that they could use AI strategically in learning and teaching. - 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. - The school attempted to use different AI including Copilot (Microsoft), Gemini (Google), Chat GPT, DeepSeek, Notebook LM etc in learning and teaching. - Subject panels were invited to recommend Apps for school for bettering learning and teaching. Teachers found the Apps useful, and Apps were differentially purchased based on the needs/requests of subject panels, included Kahoot, Wordwall, Padlet, Explain Everything, ARGEO, Portable, Musescore, etc. 4. Splitting the IT in Education SDSC into STEAM SDSC and Digital School Development SDSC. - To cope with the arising reforms in technology education, the school split the original IT in Education SDSC into two SDSCs: (1) STEAM SDSC, (2) Digital School Development SDSC.
Reflection:
1. The measure of device-facilitated learning and teaching was implemented and institutionalized well. Teachers however were quite diverse in the level of practice – the majority were using the smartboard and iPads mechanically while some teachers were using the technology creatively to facilitate student-centred learning and teaching. 2. The attention should then shift to higher concerns: - Train teachers and students to use AI, apps and devices properly for learning and teaching but to avoid improper nor addicted use. - Train the trainers, developing at least one trainer in each subject panel. - Help teachers and students to develop the literacy of using technology for good and observing the boundaries on using.
Feedback & follow up

1. The school will support new teachers to use devices for classroom teaching.
2. The school will provide more resources for the active users of new devices, Apps and AI to develop models of good practices and share them to the whole staff.
3. The school will devise the strategies of using AI to foster independent learning, student-centred teaching and high-order interaction between students and teachers.
4. The school will ensure the gear of its development with the digital education policy of EDB.
5. The school will monitor the trend of development of digital education, anticipate irregularities of implementing digital education and help students and teachers to build literacy to cope with the irregularities.

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.

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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.
Extra-curricular Activities (ECA) (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. ● Engage students to design 3-year personal plans.
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.
Co-curricular Activities (CCA) (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.
CE^3 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.
Highlights of our public exam results	One student was admitted to Cambridge University and granted the Prince Philip Scholarship. He attained A* in Further Math, Math, Chemistry and Physics in IAL. He ranked the 1st in Further Math and Chemistry in Hong Kong. The admission rate of our students to degree program was 70%. Most students met the entry requirements through JUPAS to local degree programs in 3 of the four subjects: C&SD (95%), Math (95%), English (91%).

5.2 Students' awards (Primary school)

Students' awards (Primary school)		
1st/ Gold	Music	1. Hong Kong Qualifying Match 2026 Children Small Group National and Folklore – Gold 2. Hong Kong Qualifying Match 2026 Children Small Group National and Folklore – Gold 3. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Four (First Place) 4. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade One (First Place) 5. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Five (First Place)
	Sports	6. 2026 全港十八區青少年冰球計劃小學校際聯賽 第一組別-第二級-冠軍 7. 2026 全港十八區青少年冰球錦標賽 初小組-第五組別-冠軍 8. 香港小學跆拳道隊際賽 2025 色帶組 (搏擊) 輕量級冠軍 9. 2025-2026 年度全港小學校際體操比賽 小學女子丙組(新界地域二區) 自由體操 冠軍 10. 2526 西貢區小學校際田徑比賽 男子甲組 60 米 第一名 11. 2526 西貢區小學校際田徑比賽 男子乙組 60 米 第一名 12. 2025-2026 香港小學學界定向錦標賽 新界區 男子丙組 冠軍
	Dance	13. 第六十二屆學校舞蹈節 小學高年級組中國舞 (群舞) 優等獎 14. 第六十二屆學校舞蹈節 小學高年級組中國舞 (三人舞) 優等獎 15. 第六十二屆學校舞蹈節 小學高年級組中國舞 (雙人舞) 優等獎 & 編舞獎 16. Hong Kong Elite Dance Competition 2026 - Gold Rank 1 & The Best Performance Award 17. Hong Kong Elite Dance Competition 2026 - Gold Rank 2 18. 第六十二屆學校舞蹈節 小學低年級組當代舞 (獨舞) 甲級獎 19. 第六十二屆學校舞蹈節 小學低年級組當代舞 (雙人舞) 甲級獎 20. 第六十二屆學校舞蹈節 小學高年級組當代舞 (獨舞) 甲級獎
	STEAM	21. 2026 ROBOFEST x MRC 聯成挑戰賽-香港區-Football-冠軍 22. 1st Global TRUE TRUE Challenge-Hong Kong Finale (Junior Primary Group) (Champion) 23. 暑期數理常識挑戰計劃 2025 -「數理之星」學生大獎(高級組)

Students' awards (Primary school)		
	Language	24. 第七十七屆香港學校朗誦節 - 詩詞獨誦 - 粵語 - 小學六年級 - 女子組 冠軍 25. 第七十七屆香港學校朗誦節 - 散文獨誦 - 粵語 - 小學五年級 - 男子組 冠軍 26. The 77th Hong Kong Schools Speech Festival - Solo Verse Speaking - English - Non-Open (Champion)
	Others	27. Joint School Music Competition 2026 Marching Band (Primary School) - Gold Award 28. "We Learn · We Draw" Ocean Park Drawing Competition 2025/26 Grand Award 29.「華夏盃」全國數學奧林匹克邀請賽 2026 全國總決賽一等獎 30. MathConceptition 數學思維大激鬥 2026-金獎
2nd /Silver	Music	31. HKICF 2026 Competition cum Masterclass (Chamber Choir Division) - Silver Award 32. Hong Kong Qualifying Match 2026 Mini Large Group National and Folklore – Silver 33. Hong Kong Qualifying Match 2026 Children Large Group National and Folklore – Silver 34. HKJSMA 2026 – Handbell and Handchime (Primary) – Silver Award 35. 78th Hong Kong Schools Music Festival - Vocal Solo (Second Place) 36. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Four (Second Place)
	Sports	37. 香港學界巧固球錦標賽 2025-2026 U12G 組別 亞軍 38. 2025-2026 年度全港競技體操公開及新秀比賽 39. 女子新秀組 U9 個人全能 亞軍 40. 2526 西貢區小學校際田徑比賽 男子甲組 跳遠 第二名 41. 全港區際五人足球同樂日男子 12 歲以下盾賽亞軍 42. 2526 西貢區小學校際田徑比賽 女子甲組 跳遠 第二名 43. 2025-2026 西貢區小學校際游泳比賽 男子甲組 100 米自由泳 亞軍 44. 2025-2026 西貢區小學校際游泳比賽 女子甲組 50 米自由泳 亞軍 45. 2025-2026 西貢區小學校際游泳比賽 女子甲組 100 米蛙泳 亞軍
	STEAM	46. 2026 ROBOFEST x MRC 聯成挑戰賽-香港區-Football-銀獎
	Language	47. The 77th Hong Kong Schools Speech Festival-Solo Verse Speaking-English-Non-Open (First Runner-up) 48. The 77th Hong Kong Schools Speech Festival-Solo Prose Reading-English-Non-Open (First Runner-up)
	Others	49. Exhibition of Student Visual Arts Work 2025/26 – Golden Jubilee Silver Prize

Students' awards (Primary school)		
		50.「華夏盃」全國數學奧林匹克邀請賽 2026 全國總決賽二等獎
3rd/Bronze	Music	51. Hong Kong Qualifying Match 2026 Children Duet/Trio National and Folklore – Bronze 52. HKJSMA 2026 - Symphony Orchestra (Primary) - Bronze Award 53. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade One (Third Place) 54. 78th Hong Kong Schools Music Festival - Vocal Solo (Third Place) 55. 78th Hong Kong Schools Music Festival - Graded Piano Solo - Grade Four (Third Place)
	Sports	56. 2025-2026 年度西貢區小學校際籃球比賽(男子組季軍) 57. 香港學界巧固球錦標賽 2025-2026 U12b 組別 季軍 58. 2025 會展校際乒乓球比賽 第三屆會展學界盃 小學女子組 銀碟季軍 59. 2025-2026 年度「萬鈞匯知盃」小學七人男子足球賽金盃賽季軍 60. 2026 全港十八區青少年冰球錦標賽 公開組-第一組別-季軍 61. 2526 西貢區小學校際田徑比賽 男子甲組 60 米 第三名 62. 2526 西貢區小學校際田徑比賽 女子甲組 100 米 第三名 63. 2025-2026 年度全港小學校際劍擊比賽 女子重劍 季軍 64. 2025-2026 西貢區小學校際游泳比賽 男子甲組 50 米背泳 季軍 65. 2025-2026 西貢區小學校際游泳比賽 女子乙組 50 米自由泳 季軍 66. 2025-2026 西貢區小學校際游泳比賽 男子甲組 4X50 米自由泳接力 季軍 67. 2025-2026 年度全港小學校際體操比賽小學女子丙組(新界地域二區)跳馬 季軍 68. 2025-2026 年度全港競技體操公開及新秀比賽 女子新秀組 U9 自由體操 季軍 69. 香港小學跆拳道隊際賽 2025 色帶組 (搏擊) 鰭量級季軍 70. 香港小學跆拳道隊際賽 2025 女童色帶組 (品勢) 季軍
	STEAM	2026 ROBOFEST x MRC 聯成挑戰賽-香港區-Football-銅獎
	Language	71. 第七十七屆香港學校朗誦節 - 詩詞獨誦 - 粵語 - 小學二年級 - 女子組 季軍 72. 第七十七屆香港學校朗誦節 - 基督教經文朗誦 - 粵語 - 小學一至三年級 季軍 73. 第七十七屆香港學校朗誦節 - 詩詞獨誦 - 粵語 - 小學三年級 - 女子組 季軍 74. The 77th Hong Kong Schools Speech Festival-Solo Verse Speaking-English-Non-Open (Second Runner-up)

Students' awards (Primary school)		
	Maths	75. MathConceptition 數學思維大激鬥 2026-銅獎 76.「華夏盃」全國數學奧林匹克邀請賽 2026 全國總決賽三等獎
others	Sports	77. 2025 – 2026 年度西貢區小學校際乒乓球比賽 女子組 團體賽殿軍 78. 2025 – 2026 年度西貢區小學校際乒乓球比賽 男子組 單打賽 殿軍 79. 2526 西貢區小學校際田徑比賽 男子乙組 60 米 第四名 80. 2526 西貢區小學校際田徑比賽 男子乙組 跳遠 第四名 81. 2526 西貢區小學校際田徑比賽 男子乙組 擲壘球 第四名 82. 2526 西貢區小學校際田徑比賽 男子甲組 4 x 100 米接力 第四名 83. 2025-2026 西貢區小學校際羽毛球比賽 - 男子團體 第四名 84. 2025-2026 西貢區小學校際羽毛球比賽 -男子單打 第四名 85. 2025-2026 西貢區小學校際羽毛球比賽 - 女子團體 第四名 86. 2025-2026 西貢區小學校際羽毛球比賽 - 女子單打 第四名 87. 2025-2026 西貢區小學校際游泳比賽 男子乙組 50 米蝶泳 殿軍 88. 2025-2026 西貢區小學校際游泳比賽 男子甲組團體殿軍 89. 2025-2026 西貢區小學校際游泳比賽 女子甲組 4X50 米自由泳接力 殿軍 90. 2025-2026 西貢區小學校際游泳比賽 女子甲組團體殿軍
	STEAM	91. 1st Global TRUE TRUE Challenge-Hong Kong Finale (Junior Primary Group) (Team Collaboration Award) 92. Global Marty Challenge 第三屆全球機械人挑戰賽-最具網絡人氣獎 93. Global Marty Challenge 第三屆全球機械人挑戰賽-舞蹈新星大獎
	Music	94. HKICF 2026 Competition cum Masterclass (Chamber Choir Division) - Best Presenter Award
	Language	95. 第三屆《光影進校園》暨《紫荊杯影評比賽》 小學組妙筆之星 96.「綠意遊賞。小遊記創作比賽」 高小組個人賽優異獎
	Others	97. 投委會「理財為什麼?」全港小學校際理財問答比賽 2025/26-優異學校(學生表現優秀) 98. 中銀香港呈獻 -- 『國家 ▪ 識見』小學人文科閱讀平台-18區個人卓越表現獎（初小組） 99. 中銀香港呈獻 -- 『國家 ▪ 識見』小學人文科閱讀平台-全港個人卓越表現獎（高小組） 100. 創意學生獎勵計劃 2024/2025 傑出作品獎

Students' awards (Secondary school)

Students' awards (Secondary school)		
1st/ Gold	Music	1. Hong Kong Joint School Music Competition 2026 - Singing Ensemble Gold Award
	Sports	2. 香港學界巧固球錦標賽 2025-2026 U15G 組別 冠軍 3. Inter-School Badminton Competition 2025-2026(D3K1) Overall Champion 4. Inter-school Football Competition Division 3 (Kowloon 1) Champion 5. Inter-School Athletics Competition 2025-2026 Division Three (A2) Girls C Grade 100m Champion 6. Inter-School Athletics Competition 2025-2026 Division Three (A2) Girls C Grade 100m Hurdles Champion 7. 香港學界跆拳道比賽 2025-2026(中學及大專組)中學女子色帶 D 組 冠軍 8. Inter-School Badminton Competition 2025-2026(D3K1) (A GRADE) Champion 9. Inter-School Badminton Competition 2025-2026(D3K1) (B GRADE) Champion 10. Inter-school Archery Competition Champion
	STEAM	11. 2026 ROBOFEST X MRC Hong Kong – Football Competition Gold Award
	Language	12. 第七十七屆香港學校朗誦節 冠軍
	Maths	13. American Mathematics Competition 8 Gold award
	Others	14. 全港學界公民教育專員選拔賽 傑出專員大獎 (卓越獎) 15. UNICEF SDGs eLearn Award Scheme 2025 Gold certificate 16. Chemists online self-study award scheme Platinum Award 17. Chemists online self-study award scheme Gold Award
2nd /Silver	Music	18. Hong Kong Joint School Music Competition 2026 - Handbell and Handchime (Secondary) Silver Award 19.
	Sports	20. Inter-School Badminton Competition 2025-2026(D3K1) (B GRADE) 1st runner up 21. Inter-School Athletics Competition 2025-2026 Division Three (A2) Girls B Grade High Jump Second place 22. Inter-school Swimming Competition (50M Back) 2nd place
	STEAM	23. The Microsoft Office Specialist Championship (MOS) Hong Kong 2025 Silver 24. International Coding Elite (ICE) Challenge 2526 Silver award 25. 第二屆「扣叮大師」編程比賽 公開組銀獎 26.
	Language	27. HKSSDC 2025-2026 Term 1 Finals NT Senior Division 1 Champion 28. 第 14 屆奇趣盃辯論比賽 亞軍 29. 第七十七屆香港學校朗誦節 亞軍

Students' awards (Secondary school)		
		30. The 77th Hong Kong Schools Speech Festival - English- Non-Open- Solo Verse Speaking (Second place) 31. The 77th Hong Kong Schools Speech Festival - English- Dramatic Duologue (Second place)
	Others	32. UNICEF SDGs eLearn Award Scheme 2025 Silver certificate
3rd/Bronze	Sports	33. 2026 香港校際冰球聯賽中學組別-季軍 34. ALL Hong Kong Inter-Secondary Schools Lacrosse Competition 2025-26 Girl's Division 2nd runner up 35. ALL Hong Kong Inter-Secondary Schools Lacrosse Competition 2025-26 Boy's Senior 2nd runner up 36. Inter-School Table Tennis Competition 2025-2026 Division Three (A2) Boys B Grade Third place 37. Inter-school Swimming Competition (200M Breast) 3rd place 38. Inter-school Swimming Competition (4X50M Medley Relay) 3rd place 39. Inter-school Swimming Competition (Boys A overall) 3rd place
	STEAM	40. 2026 ROBOFEST X MRC Hong Kong – Football Competition Bronze Award 41. The Microsoft Office Specialist Championship (MOS) Hong Kong 2025 Bronze 42. International Coding Elite (ICE) Challenge 2526 Bronze award 43. Hong Kong Championship for Adobe Certified Professionals 2025 Bronze award
	Language	44. 第七十七屆香港學校朗誦節 季軍 45. 第二屆明辯論醫 － 全港中小學生中醫藥辯論比賽（中學組） 季軍 46. The 77th Hong Kong Schools Speech Festival - English- Non-Open- Solo Verse Speaking (Third place) 47. The 77th Hong Kong Schools Speech Festival - English- Non-Open- Shakespeare Monologue (Third place)
	Others	48. Chemists online self-study award scheme Bronze Award
others	Sports	49. Inter-School Athletics Competition 2025-2026 Division Three (A2) Boys C Grade 400m Third runner-up 50. Inter-school Swimming Competition (100M Breast) 4th place 51. Inter-school Swimming Competition (50M Freestyle) 4th place
	STEAM	52. International Coding Elite (ICE) Challenge 2526 Merit award

Students' awards (Secondary school)		
	Dance	53. 62nd Hong Kong Schools Dance Festival (Jazz & street dance) Highly Commanded Award 54. 62nd Hong Kong Schools Dance Festival (Chinese dance) Highly Commanded Award
	Language	55. 2025 香港辯論超級聯賽 殿軍

6 Award for School

6.1 幸福校園嘉許計劃

- 幸福校園環境大獎
- 幸福校園優異獎

7 Financial Report

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2025 / 2026 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.