



LAW TING PONG SECONDARY SCHOOL

**Every
Student
a STAR**

**Annual
School
Report
2024/25**



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Our School

A. School Vision

Every Student a STAR

Every Teacher a MENTOR

Every Staff Member a MODEL

B. School Mission

Our school aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so that they can develop into informed and responsible citizens with four critical qualities of S-T-A-R, namely Self-management, Teachable spirit, Aspiration and Resilience.

C. School Profile

Founded in 1991 by Law's Foundation Limited and named after the visionary Mr. Law Ting Pong, LTPSS embodies the belief that "education rejuvenates the country". We are dedicated to providing high-quality education that benefits both our society and the country.

Our guiding motto, "Sincerity, Righteousness, Contemplation and Practice" reflects our commitment to cultivating strong moral character in our students while helping them realize their full potential.

As an English Medium Instruction (EMI) school since our inception, LTPSS has consistently prioritized the creation of an English-rich learning environment. In 2008, we joined the Direct Subsidy Scheme (DSS) to enjoy greater autonomy in developing a diverse, school-based curriculum tailored to our students' unique needs and aspirations.

D. Incorporated Management Committee (2024/25)

School Supervisor	: Ms Tsang Chui Hing Betty (from 20 Sep 2024)
Sponsoring Body Managers	: Ms Chan Pui Man Ms Chan Tsui Wah (from 23 Oct 2024) Dr Cheung Chak Chung Mr Lo Ching Leung Andrew Mr Lo Lok Fung Kenneth
Independent Manager	: Mr Chan Fu Man
Principal	: Mr Kwok Wing Keung
Parent Managers	: Mr Pratt David John (up to 23 Jul 2025) Ms Chow Dora Bik Ha (from 23 Jul 2025)
Alternate Parent Manager	: Mr Mak Yun Chiu (from 23 Jul 2025)
Teacher Manager	: Ms Chen Sui Wah
Alternate Teacher Manager	: Mr Wong Chi Man
Alumni Managers	: Mr Tang Lik Hang (up to 20 Mar 2025) Mr Cheng Log G (from 23 Jun 2025)

E. Teaching Team

Our professional teaching team is committed to fostering an English-rich and culturally diverse learning environment that supports our students' English language acquisition. We adopt a student-centred and inquiry-based learning approach, utilizing interactive tools to enhance student engagement and promote higher-order thinking skills. Our approach includes small group teaching and flexible grouping strategies to effectively cater to the diverse needs of our students. Beyond regular classes, we offer various extended learning opportunities designed to enrich students' experiences and broaden their horizons. These opportunities encourage exploration, creativity and critical thinking, helping our students develop a well-rounded perspective on the world.

F. Class Organization (as of Jul 2025)

Class Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	4	4	4	27
No. of Students	163	168	109	117	112	96	765

Achievements and Reflection on Major Concerns

Major Concern 1:

Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities

Achievements

A. Enhancing classroom learning

1. Over the past three years, subject departments have made sustained efforts to strengthen students' study skills through explicit instruction, modelling, and guided practice. In 2024/25, S1 and S2 students attended a session on memory techniques conducted by an external expert, followed by in-class applications. This initiative complemented the broader strategy of embedding essential learning skills across subjects. Notable examples include the successful integration of note-taking strategies in Chinese Language and Literature in English lessons. These practices have become habitual among students and contributed to improved learning effectiveness. Graphic organizers such as mind maps and flow charts were emphasized in Science and Humanities subjects, supporting students' conceptual understanding and content retention. Observable improvement was noted in some classes.
2. The installation of interactive flat panels in all classrooms by April 2025 marked a significant upgrade in teaching infrastructure. Teachers have begun exploring their functions to enhance lesson interactivity and student engagement.
3. To promote higher-order thinking, subjects actively incorporated various active learning strategies. Internal survey indicated that over 80% of teachers engaged students in active learning during lessons. The English Department strategically developed consistent classroom practices that emphasized interactive strategies to promote student participation. Collaborative learning activities were also deliberately embedded across subjects, fostering student ownership, teamwork, and deeper thinking. Overall, student engagement in classroom learning showed improvement over the cycle.

B. Consolidating and extending students' learning outside the classroom

1. Subject departments reviewed and refined homework policies to ensure alignment with learning goals. The updated policies included a variety of homework types, such as consolidation exercises, online questions, book reports and project work, designed to reinforce knowledge and skills. In Citizenship and Social Development (CSD), high-quality student work was showcased as learning exemplars, both to acknowledge effort and to provide effective models for peers. In ICT, a range of assessment formats was adopted, including quizzes, worksheets, digital posters/documents and coding projects.
2. Reading across the curriculum was promoted through integration into subject-based activities, with highlights including the S3 Chinese reading project on “香港散步道” and the S2 English book trailer competition. These initiatives helped foster a reading culture and broaden students' literary exposure.
3. Subjects also provided students with diverse extended learning opportunities. Subject-based experiential learning activities were proactively organized across departments. For example, Geography and Chinese History arranged form-based excursions, including field trips and museum visits. CSD students visited Tai Kwun and the Hong Kong Palace Museum and participated in a study tour on the Fujian Maritime Silk Road. Chinese Language students explored cultural heritage through visits to Ping Shan Heritage Trail and Chi Lin Nunnery. Literature in English students attended Shakespearean performances to enhance their understanding of set texts.
4. Students' abilities were further stretched through participation in extended programmes offered by universities, such as the JC School of Public Health and Primary Care at CUHK.
5. There was a clear upward trend in student participation in territory-wide inter-school competitions, particularly in biliterate and trilingual communication, as well as aesthetics and physical activities, with participation reaching 41.8% and 59.1% among junior forms respectively in 2024/25. Students

achieved commendable results in English and Chinese speech and writing competitions, including the Speech Festival, Inter-school (SZ/HK) English Public Speaking Competition and the 4th “Golden Pen Award” Calligraphy Contest.

6. Students also achieved promising results in various external competitions. In STEAM education, students won the Champion of the Favourite STEAM Project Award at the Tai Po Inno Expo for three consecutive years, along with Distinction and Merit Awards in the Interschool Python Application Challenge and the Champion in the Tai Po District Fire Safety Mascot AR Design Competition. In other subjects, students earned eight awards in Mathematics Olympiads and elite selection contests. All S4 and S5 students taking business-related electives gained real-world experience through participation in external programmes such as the Hong Kong Financial Literacy Championship 2025, My Witty Online Quiz, and the HSBC Young Financial Planners Programme. Additional achievements included the “First Class Award in the Xu Beihong Cup International Arts Competition, Gold Award in the Tai Po Choral Competition and Outstanding Overall Performance Award in the Tai Po District Drama Festival.

C. Refining assessment practices to boost students’ confidence in learning

1. Subject departments adopted the principle of “easy to pass but difficult to ace” when designing examination papers, ensuring a balanced mix of core and challenging questions. In Chinese Language, junior form exam papers were revised to include a higher proportion of questions based on taught articles, which motivated students to revise more thoroughly and strengthened their grasp of the subject matter.
2. In CSD, clear assessment guidelines were established to ensure alignment with curriculum standards and HKDSE requirements. Questions were designed using Bloom’s Taxonomy to assess a range of generic skills. Overall examination results in CSD were satisfactory, indicating positive progress in curriculum implementation.
3. All S1-S3 students were guided to self-evaluate their examination performance using mark analysis tools. Some students demonstrated meaningful reflection and goal setting, contributing to their academic development.
4. Subjects also recognized students’ commendable performance in daily assignments by displaying quality work in classrooms and on Google Classroom. These exemplars served as effective tools for peer learning, clarified grading criteria and fostered self-directed learning.

D. Promoting STEAM education across the school curriculum for the development of Students’ 21st century skills

To foster students’ creativity, problem-solving abilities, and technological literacy, the school adopted a 3-tier implementation model for STEAM education over the past three years. This approach catered to the needs of exceptional, interested, and all students, aiming to fuel curiosity and ignite innovation. Thanks to the collaborative efforts of various departments, the initiative has yielded encouraging progress. Below is a summary of its development and impact:

1. For curriculum enhancement, the ICT Department incorporated more hands-on projects and AI-related content. Notably, S3 students completed a Python Practical Project, which demonstrated strong engagement and application of coding skills. Senior form students were introduced to AI-focused modules ranging from generative AI fundamentals to practical applications of AI and IoT technologies in daily life. These enhancements were well received and contributed to increased student interest in emerging technologies.
2. STEAM projects for S1 and S2 students continued to be implemented through collaboration among Science, Innovation Technology, and ICT teachers. Students demonstrated improvement in applying interdisciplinary knowledge to solve real-world problems. Projects such as the SMART Puppy Doghouse provided meaningful learning experiences, with students showing consistent engagement and growth.
3. To enhance STEAM literacy, morning reading sessions featuring STEAM-themed books were introduced, with efforts made to select more captivating titles. Weekly assembly talks under the Science and Innovation Lecture Series, including guest speakers from the Chinese Academy of Sciences, broadened students’ exposure to cutting-edge developments in science and technology. All junior form students participated in the Junior Secondary Science Online Self-Learning Scheme organized by the EDB for the third consecutive year. The platform offered engaging videos and

articles across various science disciplines, followed by interactive questions. This year, about one third of students received gold, silver or bronze awards, reflecting commendable performance and sustained interest.

4. A growing number of on- and off-site STEAM-related activities and competitions were organized to spark innovation and deepen students' involvement. All S1 and S2 students took part in the Tai Po Inno Expo annually, exploring innovative projects from different schools. Participation in external programmes and competitions also increased, including the Assessment Scheme for Engineering and Technology Education (ASSETTE), drone technology workshops, the Universal Robotics Challenge Hong Kong and the 2025 Asia-Pacific STEM/AI Technology Innovation Challenge. Students achieved numerous awards, showcasing their creativity and competence.
5. In the past two years, junior form students joined STEAM Study Tours to Singapore and Korea, where they engaged in hands-on experiences in AI, robotics and technological innovation. These tours provided valuable exposure to global STEAM practices and inspired students to pursue further learning in related fields.
6. The school's year-long efforts culminated in the annual STEAM Learning Fair, which has grown in scale and scope over the three years. This year's fair featured collaborative contributions from multiple STEAM-related departments and offered a wide range of interactive experiences. Highlights included a talk on Innovative Green Technology, Drone Adventure, Drone Soccer Competition, Drone Flight Simulator, ICT Pavilion, Interactive Math Challenges, Science Explorium, Innovation Technology Hub, Creative Art × Tech Showcase and AI & Coding Hub. The event served both as a celebration of students' achievements and a preview of future initiatives. It attracted a wider audience, including primary school students from the mainland, further extending the impact of the school's STEAM education efforts.

Reflection

- Over the past three years, the school has made good efforts in enhancing teaching and learning across multiple domains. The integration of essential study skills into classroom instruction, the adoption of active learning strategies and the use of interactive technologies have contributed to a more engaging and student-centred learning environment. While advancements in technology integration are evident, the level of consistency across subjects remains varied. Strengthening cross-departmental collaboration and professional development will be key to achieving more uniform implementation and maximizing the impact of these innovations.
- Learning beyond the classroom has flourished. A wide range of experiential activities, reading initiatives and external competitions have broadened students' horizons and nurtured their talents. The upward trend in student participation and achievements reflects the school's success in creating enriching learning opportunities. Nonetheless, there is scope to develop more structured support strategies for high-achieving students to extend their abilities.
- Assessment practices have evolved meaningfully, with the use of exemplars, rubrics, and structured self-evaluation helping students better understand expectations and develop reflective learning habits. These practices align well with the EDB's emphasis on assessment for learning and have contributed to greater student confidence. However, further refinement is needed in certain subjects to ensure consistent application.
- The promotion of STEAM education stands out as a strength. Through a structured and inclusive model, students of varying interests and abilities were engaged in interdisciplinary projects, hands-on activities and exposure to emerging technologies. The school's efforts in STEAM literacy, curriculum enhancement and external engagement have yielded positive outcomes and laid a good foundation for future growth.

Feedback and Follow-up

- The integration of study skills and active learning strategies has contributed to improved classroom engagement and learning outcomes. However, variation in the implementation of technology and active learning strategies across subjects remains a concern. To address this, the school will strengthen cross-curricular collaboration and continue to provide professional development to build teacher capacity and promote more consistent practices.
- With the installation of interactive flat panels in all classrooms under the QEF-funded Active Classroom Learning Project, subject panels are encouraged to further explore effective pedagogical use of these tools in conjunction with other digital resources to enhance teaching and learning.
- The enrichment of learning experiences beyond the classroom was well received by students and parents. Increased participation in experiential learning activities and external competitions reflected growing student interest and motivation. To further support high-achieving students, the school will explore the development of structured talent development programmes and provide more targeted guidance to sustain their performance.
- Assessment for learning practices have been increasingly adopted, with the use of rubrics, exemplars and self-evaluation tools enhancing students' understanding of learning goals and promoting reflective habits. Moving forward, subject panels will continue to refine assessment strategies and ensure alignment with curriculum objectives and student needs.
- The promotion of STEAM education remains a key strength. Students' participation affirmed the effectiveness of the three-tier implementation model in catering to learners of different abilities and interests. The school will continue to enhance curriculum planning, expand external partnerships and provide diversified learning opportunities to further strengthen students' STEAM literacy and innovative thinking.

Major Concern 2:

Nurture students' values and qualities to foster whole person development through diversified learning experiences

Achievements

A. Developing students with positive school life experiences

1. With over 30 school clubs and teams on offer, extra-curricular activities were successfully held, offering a wide range of options for self-exploration and talent development. Students benefitted from the various development opportunities provided inside and outside of campus and made remarkable progress which is manifested through their achievements in different areas including academic, sports, music, service and leadership, STEAM etc. LTPSS students also won a total of over 470 prizes, awards and recognition in extra curricular activities (33 group prizes, 438 individual prizes) in different domains, such as STEAM, biliteracy and trilingualism, sports and aesthetic development. A list of students' major achievements is provided in Appendix A. Apart from the regular ECAs, around 60 post-exam activities were organised for students, spanning diverse areas like academics, sports, music, social service, leadership, STEAM, etc.
2. Students' diverse personal growth needs were addressed through life education programmes, including mental health workshops under the Healthy School Programme, the Beat Drugs with Sports Programme and sex education. Class-building activities such as singing contests, board decoration competitions and classroom cleaning competitions were organised to build class spirit and enhance students' interpersonal skills. Students demonstrated high engagement in these activities. Tai Po Youth S.P.O.T., The Hong Kong Federation of Youth Groups also organized 11 programs for our students in the year to broaden their horizons and encourage a climate of mental wellness.
3. With the support from and collaboration with LPAHK, a series of career-related seminars, workshops, and firm visits were organized for S2-6 to enhance students' self-understanding and broaden their vision of their life and career development. These initiatives inspired them to think about their future and plan their further studies. Support from other external youth groups, such as the Tai Po Youth Network and Awards for Young People, together with the community resources leveraged, also helped bring more leadership training opportunities to our students and foster a sense of community and school spirit.
4. The Experiential Learning Week provided our students with valuable inspiration and exploration through local training camps and national and international excursions. These activities were customized to students' learning levels and needs, and they greatly valued their collaborative and eye-opening experiences.

B. Internalizing the Core Values of STAR and EDB's Priority Values Among Students and Teachers

1. Values and national education permeate every aspect of students' school life. Inside the classroom, teachers focused on both subject-specific knowledge and the values expected of an LTPSS student. In 24/25, an emphasis has been put on the promotion of targeted EDB priority values : Responsibility, Respect for Others, Integrity and Empathy. All values were infused in school life through different channels, including flag-raising ceremony held on Mondays, weekly assembly sessions, Class Teachers' time, Discipline Team's work, etc. During flag-raising ceremonies, members of staff will deliver speeches on diverse topics such as the 918 Incident, National Day, Chung

Yeung Festival, Constitution Day, and National Security Education Day with different values integrated. During form-level weekly assemblies, a wide variety of topics, e.g. anti-bullying, social and emotional support, anti-drugs, sex education, careers and life planning, academic quiz, STEAM and sports, etc. were run to ensure a firm and broad-based foundation built for our students and with values infused. Campaigns, e.g. classroom decoration, “Be a Better Me” Campaign focuses on promotion of priority values and STAR values such as responsibility, respect for others, self-management respectively, were held to instill the values among students.

2. As part of the initiative to promote National Education, a series of experiential learning activities that are listed in Appendix B have been organized to:
 - strengthen students’ national identity and pride and to promote National Security Education,
 - enhance students’ understanding of the latest development of our Country and
 - enhance students’ exposure to Chinese culture and celebrations.

These initiatives were well-received among students. These are reflected upon the positive data shown in the KPM school data.

3. A diverse range of exhibitions and site visits, including leadership camps, visits to museums and themed centres, and other excursions provided students with invaluable opportunities to broaden their horizons, foster hands-on learning, and develop a deeper appreciation for different facets of history, culture, and civic responsibility. The effectiveness of these efforts was demonstrated by an increase in students' positive attitudes towards moral and values education, as reflected in the stakeholder survey.
4. A mentoring scheme was run to support newly joined teachers, with each mentee paired with a mentor. Through a series of customized support, new teachers adapted to the school community, teaching culture, and the school's expectations for teachers as mentors and role models. Mentors and meetees exchanged views on educational principles and philosophy. Activities were also run on school Staff Development Day to align values among staff.

Reflection

- The increase in leadership opportunities, effective use of community resources and a greater variety of activities have significantly contributed to creating a joyful and positive school life experience for students.
- The work on class building has started to yield and can be further strengthened. Enhancing these activities, especially for senior forms, will foster a stronger sense of community and collaboration among students.
- The work in the Life-Planning and Careers Team has inspired students to pursue development suitable for them.
- Significant efforts were dedicated to deepening students’ understanding of positive values, attitudes, and identity building. By providing students with more opportunities to practise these values in their daily school life, it can help to better support their personal growth and development. Students were also noted to begin taking more initiative toward discussions, asking questions, and even sharing their reflections during assemblies. It is also observed that there was a maturing sense of responsibility and civic awareness, especially among senior form students who had joined multiple exchange tours and national education programmes.

Feedback and Follow-up

- Leadership training opportunities should be continued to be provided while high standards for student leaders will be set to ensure they positively influence their peers. To facilitate leadership development, early identification and training of student leaders will be prioritized to extending leadership opportunities to more students to build a strong pipeline of potential. Service learning can also be further promoted and integrated to foster social responsibilities.
- School spirit will continue to be strengthened through campus-wide events, including those organized by the students to promote unity and school pride. This will be further supported by publicity work in different channels, including the prize presentations in morning ceremonies, website updates and announcements on G/F TV.
- The S1 class climate-building activities organized have significantly enhanced the spirit of many classes. Moving forward, the programme can be expanded to S2, incorporating new activities that focus on teamwork and collaboration. More inter-class activities will also be carried out to strengthen class building and community spirit. To further foster a positive class climate, a basic framework for class committees and class rules should also be developed in 25/26 with training provided to the students.
- A framework with specific development focus for different year bands in terms of life planning and development may anchor them to some key skills development and meet their needs better. As students get more interested in continuing their post-secondary education in the Mainland, this could be an area to provide further information.
- To further promote National Education, an activity-approach, exemplified by the Experiential Learning Week and excursions, is deemed effective. We will continue to institutionalise the programmes. Further efforts will also be made to devise a structured outline for the speeches during flag-raising ceremonies to maximise the impact of National Education on students.
- Collaboration and partnerships with external organizations is to be further strengthened to offer more resources such as Quality Education Fund, external civic and youth development bodies, for students' holistic development.
- All in all, more practical opportunities to apply positive values and attitudes in everyday school life will continue to be provided and students will be guided to frequently reflect on and learn from these experiences.

Appendix A : Major Achievements of our Students (2024/25)

Academic Awards

76th Hong Kong Schools Speech Festival (English Speech)

Public Speaking Solo – Champion (3), 1st Runner-up, Merit (5)
Shakespeare Monologue – 1st Runner-up
Solo Verse Speaking – 2nd Runner-up, Merit (10)
Dramatic Duologue – Merit (2)

Inter-school (Shenzhen/Hong Kong) Public Speaking Competition 2025

Champion, 1st Runners-up (3), 2nd Runner-up (3),
Outstanding Individual Award, Best Pronunciation Award

Inter-school English Interpretive Reading Competition 2025

Junior Champion, Senior Champion, 1st Runner-up, 2nd Runner-up

HKFYG English Public Speaking Contest 2025

District Finalist

五四青年節演講比賽

初中組 – 季軍
高中組 – 季軍

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詩詞集誦（粵語）– 亞軍、優良
詩詞集誦（粵語）– 優良 (3)
散文獨誦（粵語/普通話）– 冠軍 (2)、優良 (6)
詩詞獨誦（粵語/普通話）– 亞軍、季軍、優良 (10)

中國中學生作文大賽(香港賽區)

銅獎

Hong Kong Spanish Speech and Culture Festival

Most Creative Script Award

The Second Hong Kong Inter-Secondary School Geology Quest

Bronze Award

PolyU Technology in Business Case Competition

Merit Award

HSUHK Marketing Hackathon Competition

Merit Award

STEAM Awards

Inno Expo @ Tai Po 2025 - The Favourite Project Award

Champion

2025 Australia Big Science Competition

High Distinction Award (3), Distinction Award (3)

2025 Junior Secondary Science Online Self-learning Scheme

Gold Award (16), Silver Award (16)

2025 Guangdong-Hong Kong-Macao Greater Bay Area Science and Technology Innovation Competition

Junior & Senior Secondary Section – First Prize Award (2)

Hong Kong Institute of Engineers (Electronics Division) STEM Electronics Bootcamp 2025

First Class Award

CUHK Assessment Scheme for Engineering and Technology Education

Outstanding School Award

Python Application Challenge 2025

Distinction Award, Merit Award

Tai Po District Fire Safety Mascot AR Design Competition

Champion

Asia International Mathematical Olympiad Open Contest (Qualifying Round)

Qualifying Round - Bronze Award

27th Hong Kong Youth Mathematics Elite Selection Competition

Third Class Prize (2)

2024 Xueersi Cup Hong Kong Mathematics Olympiad Elite Challenge

Second Class Prize, Third Class Prize

Sports Awards

HKSSF Inter-school Volleyball Competition (Junior Division II)

Champion

HKSSF Inter-school Swimming Competition

200m Breaststroke – Champion
200m Freestyle – 1st Runner-up
100m Backstroke – 1st Runner-up, 2nd Runner-up
100m Breaststroke – 1st Runner-up
50m Backstroke – Champion, 1st Runner-up
50m Butterfly – 2nd Runner-up

HKSSF Inter-school Athletics Competition

High Jump – 1st Runner-up

HKSSF Inter-school Badminton Competition

Boys C Grade – 1st Runner-up

HKSSF Inter-school Fencing Competition

Champion (2)

Tuen Mun Volleyball Competition

1st Runner-up

2024 Tai Po District Age Group Athletic Meet

Youth Division D Girls Shot Put – Champion
Youth Division D Girls Discus – Champion

2025 TCAA Athletics Championships Series 3

Girls Youth C Division-FC Javelin – Champion

68th Festival of Sport - Welcoming the National Games - Hong Kong Inter-school Cheering Competition 2025

1st Runner-up

Joint-school Trail Walking

Senior Mixed Group 6km – 2nd Runner-up
Junior Mixed Group 4km – 1st Runner-up
Junior Girls Group 4km – 2nd Runner-up

Aesthetics Awards

Joint School Music Competition 2025

Gold Award

77th Hong Kong Schools Music Festival

Cantonese Opera Female Solo – Silver Award

Flute Solo – Silver Award

Oboe Solo – Silver Award

Piano – Silver Award

Trumpet Solo – Silver Award

Hong Kong Schools Music Festival

Solo Singing – Silver Award

Tai Po Drama Festival

Outstanding Overall Performance, Outstanding Male Actor

Xu Beihong Cup International Arts Competition 2024, Hong Kong Division

Secondary School -First Class Award

GASCA IAP Louvre International Art Competition

Drawing/Painting Group H Intermediate – 2nd Runner-up

43rd Tai Po Schools Dance Competition

Silver Award, Bronze Award

1st Greater Bay Area Joint School Talent Show

Silver Award

Leadership & Service Awards

Hong Kong St John Ambulance Brigade Youth / NT Command Inter-divisional Competition 2024

First-aid Group B – 2nd Runner-up

Tai Po District Youth Volunteer Group

Gold Award

Tai Po District Junior Police Call Recognition Scheme

Most Actively Participating School Unit

HKAGE Academy Award for the Gifted 2025

Leadership Training Programme – Gold Award

Hong Kong Award for Young People

Silver Award (10), Bronze Award (8)

Appendix B : Experiential Learning Activities (2024/25)

- Regular speeches following flag-raising ceremonies
- Morning assembly and the live broadcast of China's Victory Day Parade
- Martial Arts brought into the Campus
- Chinese Cultural Day
- 給孩子們的大師講堂 — 航天科學家雷佔許教授題為「飛天故里放飛航天夢想，航天科技邁向高水平自立志強」的講座，啟發學生對太空的熱情
- 給孩子們的大師講堂 — 畢玉海教授題為「人類與病原微生物的戰爭」的講座，啟發學生對科學的熱情
- Zhuhai Innovation Technology and Aerospace Exploration Tour
- Shaoguan Danxia Mountain Geology and Ecological Conservation Tour
- Greater Bay Area (Zhongshan and Guangzhou) Career Exploration
- Sister School Visit (Shunde Luodingbang Middle School)
- Mainland Study Tour of CSD – Fujian Maritime Silk Road
- Greater Bay Area Teens Chinese Culture Workshop
- Study Tour on the Source of DongJiang
- “I love China” Summer Camp for Shenzhen and Hong Kong students
- Inner Mongolia Culture and Technology Exchange Tour
- Shanghai Study Tour
- The Maritime Silk Road and Culture in Shanghai and Ningbo
- Dubai Belt and Road Expedition Tour
- Visit to the PLA Hong Kong Garrison Exhibition Centre
- Visit to the Hong Kong Museum of the War of Resistance and Coastal Defence
- Visit to the Hong Kong Cultural Museum
- Performance on the National Security Education Day
- Participation in the panda decorations workshop for the Chengu World Games
- Voluntary service in the World Games Series Hong Kong
- Meeting Hong Kong, China athletes who took part in the Paris Olympic Games

Financial Summary for the 2023/24 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	76.95%	N.A.
School Fees	N.A.	19.94%
Donations, if any	N.A.	N.A
Other Income, if any	1.15%	1.96%
Total	78.10%	21.90%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	79.92%	
Operational Expenses (including those for Learning and Teaching)	6.14%	
Fee Remission / Scholarship ¹	3.46%	
Repairs and Maintenance	8.25%	
Depreciation	2.23%	
Miscellaneous	0.00%	
Total	100%	
Surplus/Deficit for the School Year [#]	2.65 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	10.29 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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

Amounts of capital grants utilized on repairs and maintenance reflected in the Income and Expenditure Account in 2023/24: HK\$ 3,589,950.

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).