Endorsed by the SPC Council on 13th November, 2026

ST. PAUL'S COLLEGE PRIMARY SCHOOL

FOUNDED 1851

SCHOOL ANNUAL REPORT
2025-2026

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A. Our School

1. School Motto and Mission

The fear of the Lord is the beginning of wisdom

The school is managed by the St. Paul's College Council which is a body incorporated by the special ordinance. The mission of the School as stated in the ordinance is: the offering to Hong Kong students of a modern, liberal education founded upon Christian principles, Protestant and Evangelical, as professed by the Sheng Kung Hui.

2. College Council

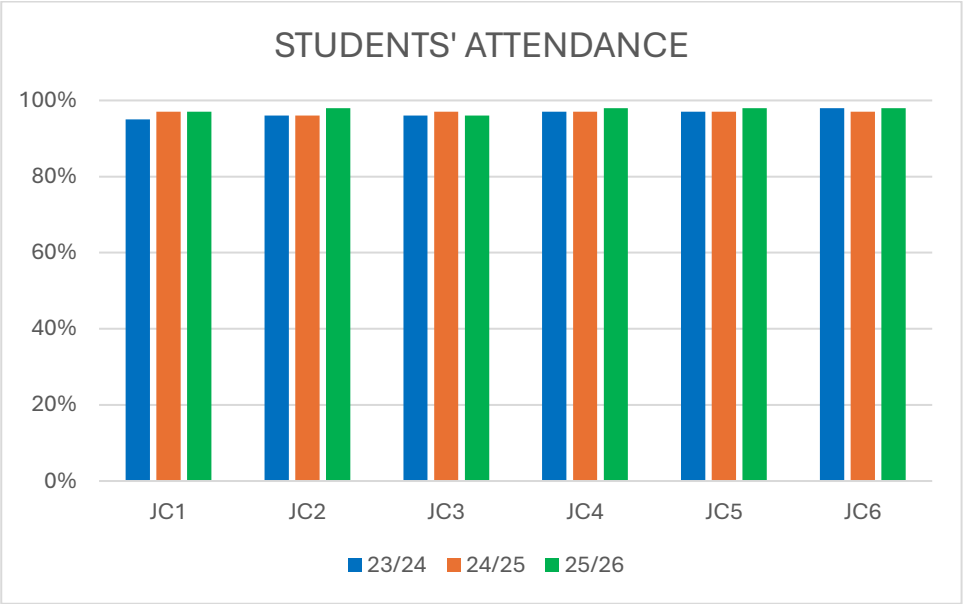
The College Council was established under the St. Paul's College Council Incorporation Ordinance. There are eighteen members this school year.

3. Our Students

Class Structure

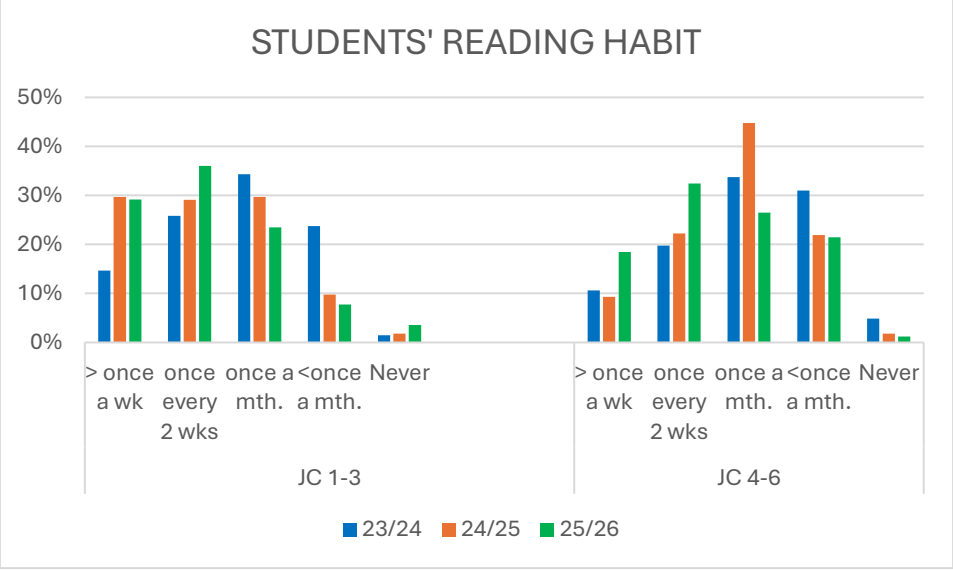
St. Paul's College Primary School is a whole-day primary boys' school affiliated to St. Paul's College, both under the Direct Subsidy Scheme. There were four classes in each of Junior Class One to Junior Class Six, with a total of 24 classes and a total enrolment of 671 as of September 2025.

Students' Attendance

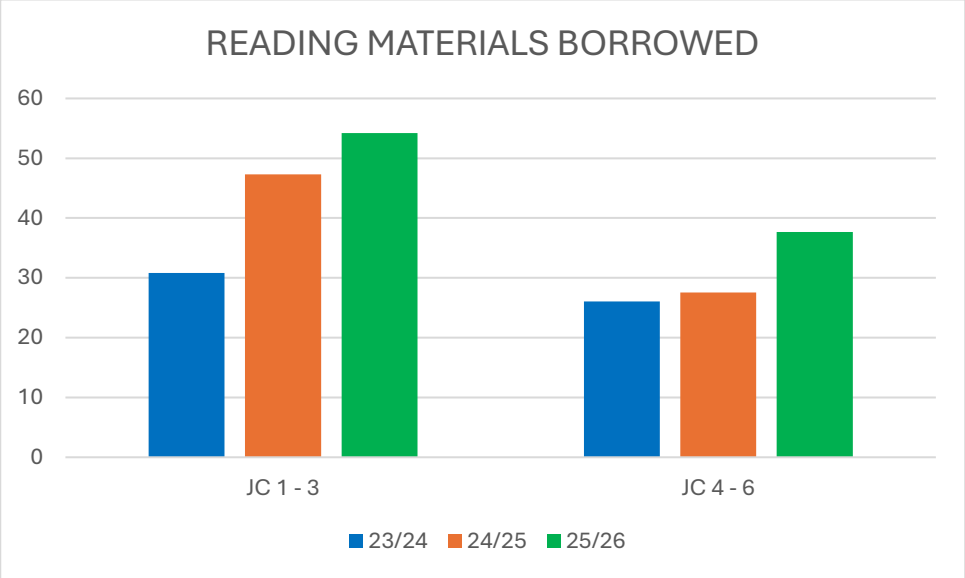


Students' Reading Habit

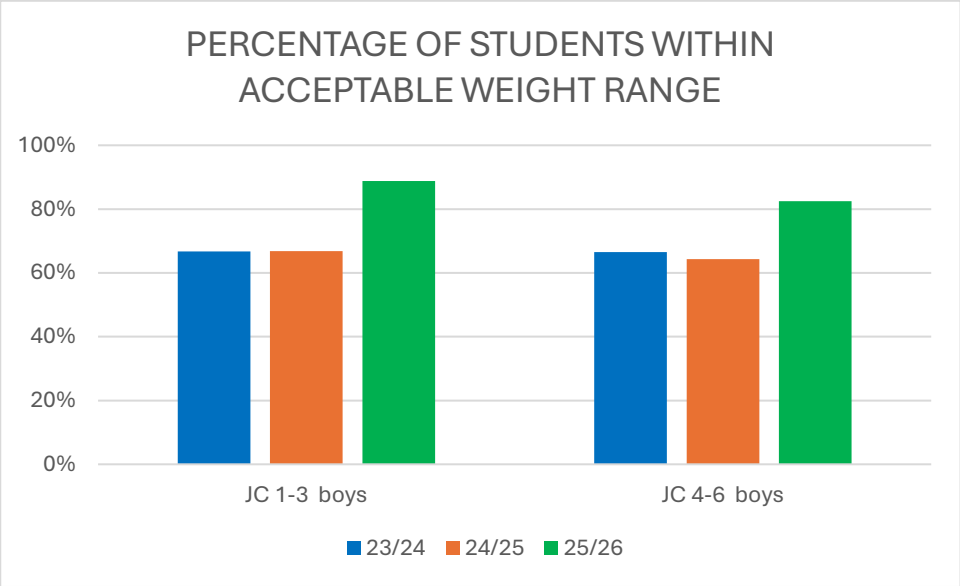
(a) Students' Frequency of Borrowing Reading Materials from the School Library



Average Number of Reading Materials Borrowed within a School Year from the School Library per Student



Students' Physical Development



4. Our Teachers

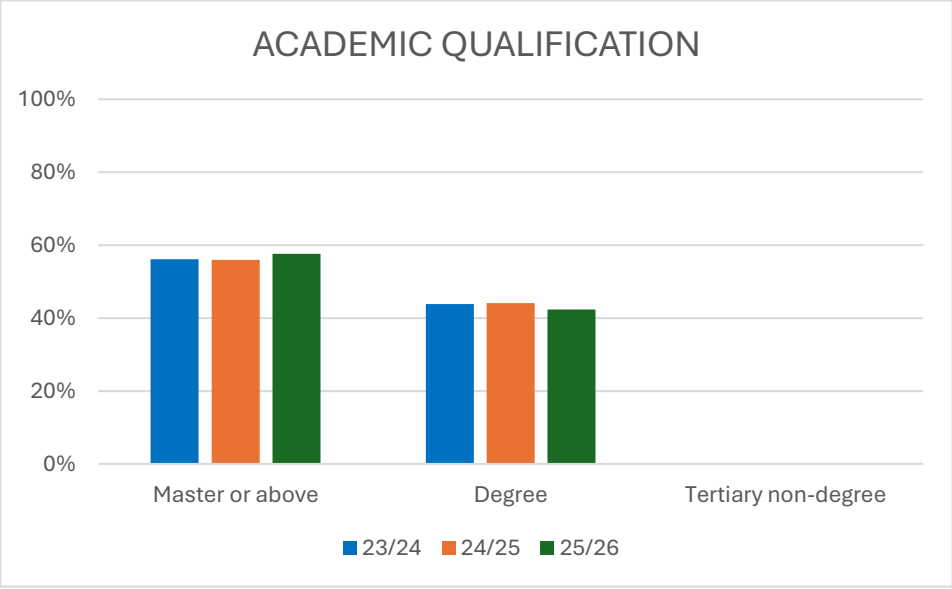
Teaching Staff Establishment

	23/24	24/25	25/26
Total no. of teaching staff	57	59	59
No. of teachers in the English Language Department *(excluding OETs)*	14	14	14
No. of Overseas English Teachers (OETs)	3	3	3
No. of teachers in the Chinese Language Department	18	18	18
No. of Putonghua teachers	14	14	14
No. of teachers in the Mathematics Department	19	20	20

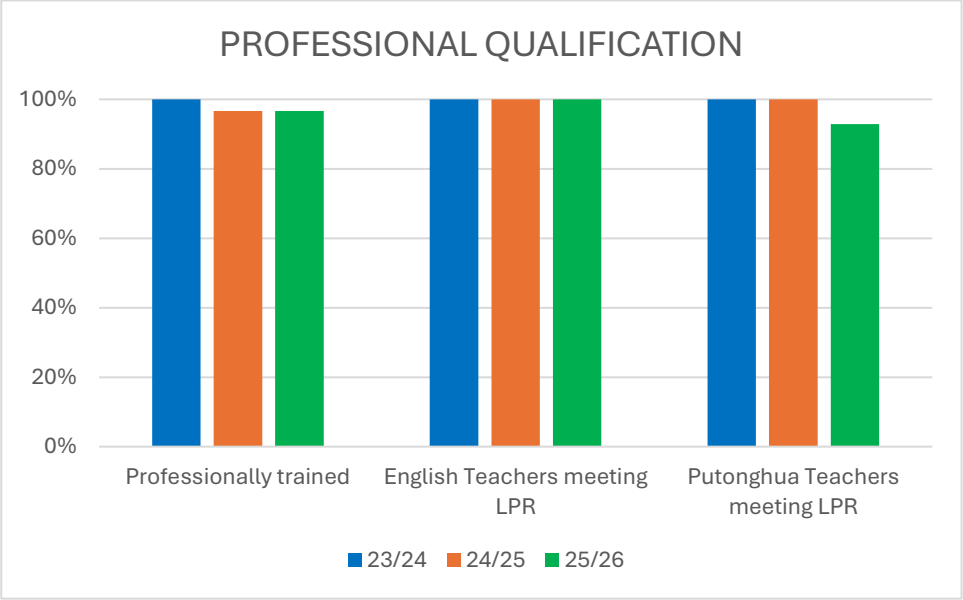
Staff

There are fifty-nine teachers in our school. Our team of support staff includes a librarian, two IT technicians, five teaching assistants, a maintenance officer, six members of clerical staff and seven janitors.

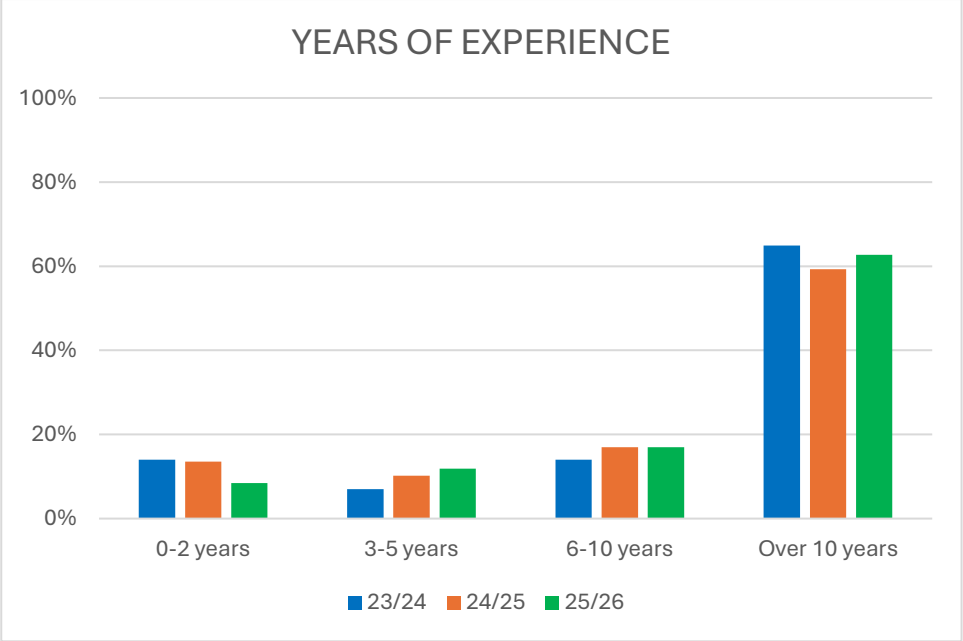
Academic Qualifications



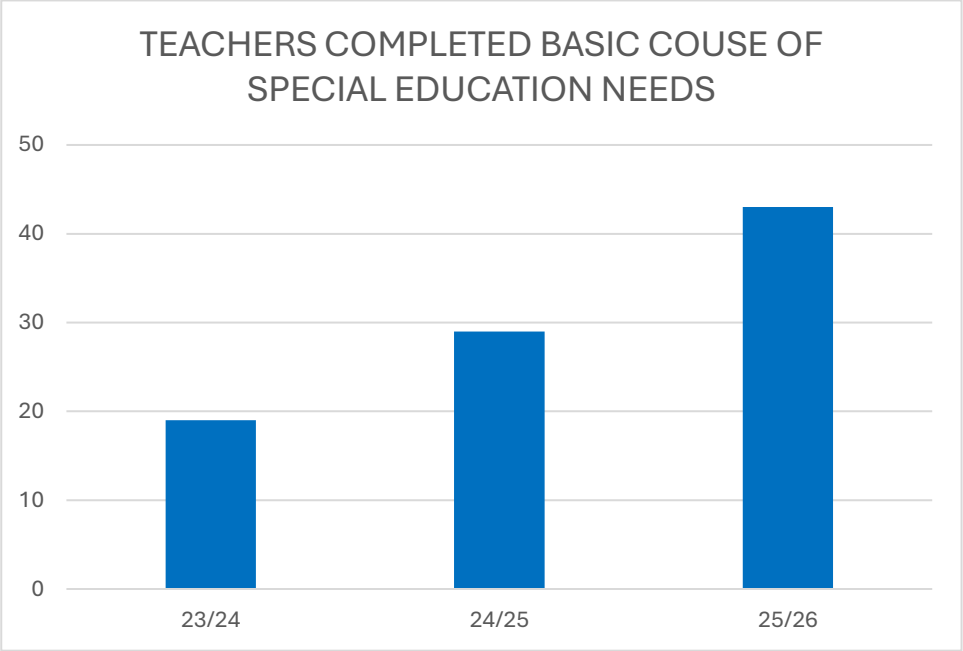
Professional Qualifications

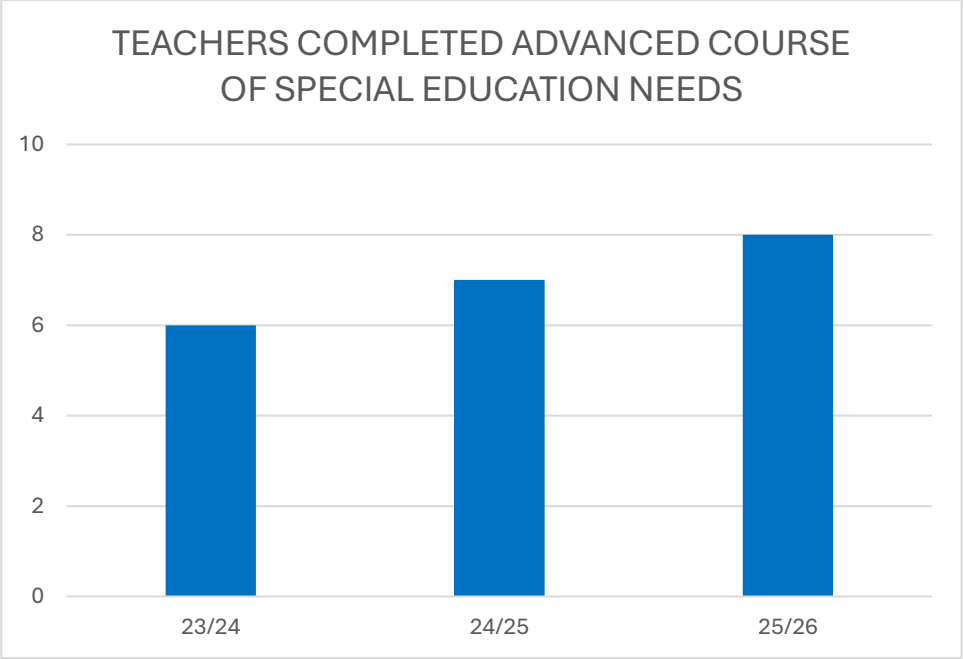


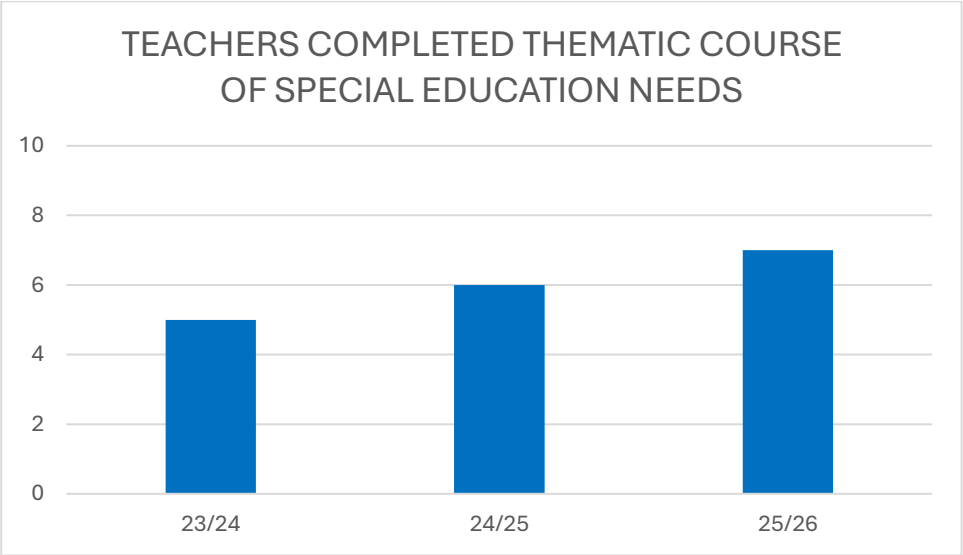
Years of Experience



Professional Training on Special Education Needs







5. Facilities

Room / Venue	Number
Classroom	24
Small-class Teaching Room	5
Playground	3
Music Room	2
Visual Arts Room	2
Language Room	2
Computer Room	2
Campus TV Studio	1
Assembly Hall	1
Library	1
Multi-purpose Area	1
Chapel	1
General Studies Room	1
Parent Resource / Scout Room	1
General Office	1
Staffroom	1
Conference Room	1
Counselling Room	1
Car Park	1 (accommodation: 28 nanny buses)

B. Achievements and Reflection on Major Concerns; Feedback and Follow-up *(being revised)*

"A Passion for Life, A Passion in Life"

Major Concern 1 Fostering in our students a genuine passion for life and a strong devotion to learning

Target 1.1 Foster in students the virtues of 'faith', 'hope' and 'love' by honouring and expressing gratitude to our God and people around us

Strategies/Tasks 1.1.1-1.1.3 Through …

(a) whole-school counselling programme
(b) level-based pastoral care and life-wide learning activities
(c) formal curriculum

Achievements
✧ Through morning prayers, growth lessons, pep talks and other whole-school counselling programmes, the virtues of faith, hope and love together with gratitude and other positive values and attitudes were systematically promoted among students. Students generally participated actively in the activities and demonstrated an understanding of the importance of gratitude towards God, parents, teachers and people around them. ✧ Referring to students' reflections in logbooks, journals and class-based learning tasks, most students were able to identify blessings received from God and support received from others. They demonstrated increasing awareness of expressing gratitude through words, actions and service. ✧ The level-based pastoral care programmes, service-learning activities, school team training sessions and briefing/debriefing sessions further encouraged students to reflect on their personal growth, learning experiences and relationships with others. Students generally showed appreciation for peer support and teamwork while participating in various school activities. ✧ Through the incorporation of values education and national education elements into selected topics of the English curriculum, students gained a better understanding of positive values, Chinese culture and national identity. Teachers collaborated with the EDB officer to fine-tune learning materials and enhance learning and teaching effectiveness. ✧ Teachers engaged in collegial collaboration, lesson observations and professional dialogue throughout the year as part of curriculum development and middle-level leadership training.
Reflection
To what extent do our students achieve the Updated Seven Learning Goals (SLGs[1])? Based on the evaluation findings, … ✧ the virtues of faith, hope, love and gratitude were successfully promoted through diversified programmes within and beyond the classroom. Students were generally able to demonstrate understanding of these values. However, opportunities for deeper personal reflection could be further strengthened so that students can internalise these values more consistently in their daily habits, decision-making and relationships.

[1] The Updated Seven Learning Goals of Primary Education from the 'Primary Education Curriculum Guide (Pilot Version)'

- ✧ students responded positively to reflection activities. Nevertheless, some students tended to focus on describing experiences rather than examining their personal growth, attitudes and purpose. Their ability to connect Christian values with real-life situations could be further enhanced.
- ✧ the integration of values education and national education into the English curriculum was generally effective. Further refinement of learning tasks and questioning techniques may help deepen students' understanding and application of the relevant values and learning elements.

Feedback and Follow-up

With reference to the above 'Achievements' and 'Reflection', it is suggested that …

- ✧ a more structured reflection framework be incorporated into whole-school counselling programmes, pastoral care activities and life-wide learning experiences so as to cultivate deeper self-awareness and gratitude among students (SLG: ②Positive Values and Attitudes; ⑤Generic Skills).
- ✧ additional opportunities be created for students to translate faith, hope, love and gratitude into action through service-learning, leadership experiences and peer-support programmes (SLG: ②Positive Values and Attitudes; ⑦Healthy Lifestyle).
- ✧ curriculum materials and reflection tasks continue to be refined so that values education, national education and language learning can be more naturally integrated and strengthened (SLG: ①National Identity; ②Positive Values and Attitudes; ④Language Skills).

Major Concern 1 Fostering in our students a genuine passion for life and a strong devotion to learning *(cont'd)*

Target 1.2 Nurture the sense of identity on earth, encompassing 'national identity' and 'citizenship', and their identity in God's kingdom as His children

Strategies/Tasks 1.2.1 – 1.2.2 Through …

(a) whole-school national security education programme

(b) whole-school curriculum and life-wide learning activities

Achievements
✧ Through assemblies, flag-raising ceremonies, talks, visits, excursions, exchange activities and mainland learning programmes, students were provided with diversified opportunities to deepen their understanding of Chinese culture, national development, citizenship and national security. ✧ Students generally demonstrated respect for national symbols, Chinese cultural heritage and important national events. Their awareness of the importance of national security, social responsibility and citizenship was strengthened through various learning experiences. ✧ Subject panels across all levels incorporated relevant national security education elements into selected learning topics through organic integration and natural connection. Students were able to make connections between subject knowledge and the concepts of national identity, civic responsibility and national development. ✧ Life-wide learning activities, service-learning programmes and visits enabled students to appreciate the achievements of the nation and broaden their perspectives of Chinese history, culture and contemporary development. ✧ Teachers worked collaboratively in curriculum planning, implementation and review. Subject teachers identified appropriate curriculum contexts for integrating national education and national security education in a systematic manner.
Reflection
To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs? Based on the evaluation findings, … ✧ students generally demonstrated a stronger sense of national identity and appreciation of Chinese culture. They were able to relate learning experiences to their understanding of citizenship and responsibilities towards society. ✧ while students could identify key concepts relating to national identity and national security, some students would benefit from more opportunities to connect these concepts with their personal responsibilities and everyday conduct. ✧ the whole-school approach facilitated consistent implementation among different subjects and programmes. Nevertheless, further collaboration across subjects could strengthen students' understanding through more coherent learning experiences. ✧ students showed growing awareness of their dual identity as citizens of their country and children of God. Further opportunities can be provided for them to reflect on how Christian values can guide their responsibilities to society and the nation.

Feedback and Follow-up
With reference to the above 'Achievements' and 'Reflection', it is suggested that … ✧ more ore authentic learning experiences, visits and exchange activities be provided to deepen students' understanding of national development, Chinese culture and citizenship (SLG: ①National Identity; ⑤Generic Skills). ✧ schools continue to strengthen cross-curricular collaboration to help students make meaningful connections among knowledge, values and real-life situations (SLG: ①National Identity; ③Knowledge of Key Learning Areas). ✧ more reflection opportunities be incorporated into national education and life-wide learning activities so that students can further internalise national identity, civic responsibility and Christian values (SLG: ①National Identity; ②Positive Values and Attitudes).

Major Concern 1 Fostering in our students a genuine passion for life and a strong devotion to learning *(cont'd)*

Target 1.3 Create opportunities that inspire students to explore the world and cultivate curiosity about knowledge surrounding them

Strategies/Tasks 1.3.1 Through …
(a) whole-school curriculum
(b) STEAM programme
(c) trans-curricular learning (TCL) programme

Achievements
✧ Students actively participated in the trans-curricular learning and STEAM programmes. They demonstrated curiosity, creativity and enthusiasm in inquiry-based learning activities, projects, presentations and collaborative tasks. ✧ Through the programmes, students enhanced their written, spoken and digital communication skills. They were able to collect, analyse and present information using different modes and technologies. ✧ J. C. 1- 6 students successfully completed two STEAM projects this year. Teacher observations confirmed measurable growth in spoken, written and digital communication during gallery walks and peer feedback sessions. ✧ Through completing two hands-on STEAM projects, all students developed critical thinking via the PDIR (Plan-Do-Improve-Review) process and gained confidence communicating during peer sharing and feedback sessions. ✧ Through project work and research activities, students developed a better understanding of ethical information use, proper sourcing and responsible use of digital resources. They demonstrated increasing awareness of information literacy and responsible digital citizenship. ✧ Our Information Literacy (IL) framework was implemented across all six levels, progressing from basic skills in the lower levels to research, synthesis and presentation in J. C. 5- 6. ✧ Students applied their learning to authentic audiences and purposes, such as promotional advertisements (J. C. 1- 2) and celebratioin booths for younger students (J. C. 5- 6), which supported motivation and engagement. ✧ Teachers collaborated closely in planning, implementing and evaluating the TCL and STEAM programmes. Collegial collaboration contributed to the refinement of curriculum materials and learning strategies.
Reflection
To what extent do our students achieve the Updated Seven Learning Goals of Primary Education (SLGs)? To what extent does our school enrich students' learning experience to advocate the holistic development and life-long learning of students with the SLGs? ✧ The TCL and STEAM programmes successfully heightened students' curiosity and interest in learning. Students appreciated opportunities to learn through exploration, collaboration and problem-solving. ✧ Students showed improvement in communication, critical thinking and information-processing

skills. However, some students still required guidance in synthesising information, evaluating source reliability and applying information ethically.

- ✧ The programmes provided valuable opportunities for developing inquiry skills and independent learning. Further scaffolding could support students in conducting more in-depth investigations and reflections.
- ✧ Teachers gained useful experience through curriculum co-development and implementation. Continuous refinement of learning strategies and assessment practices will further strengthen programme effectiveness.
- ✧ Time was the main constraint. Rushed lesson pacing left little room for in-class debriefing, and major booklet write-ups were moved to home assignments. This weakened structured discussion on responsible information use and thus the reflection-related areas were only partially attained.
- ✧ Skills coverage was complete, but depth was uneven. Students performed well in observation, design and presentation tasks, but source evaluation, fact-checking and reflection would need further development.
- ✧ Oral presentation confidence is an area that might require attention, particularly in middle and upper primary, where some students were still developing their confidence when speaking to the class.
- ✧ Students across J. C. 1- 6 demonstrated strong engagement with the hands-on PDIR process; however, junior primary students (J. C. 1- 3) required significantly higher levels of teacher scaffolding during the 'Design' and 'Reflect' stages, indicating that true independent critical thinking is still a developing area that needs an age-appropriate progressive framework.
- ✧ Peer feedback sessions and gallery walks successfully boosted overall communication confidence, but student reflections and peer reviews tended to remain at a descriptive level, for example, praising aesthetics, rather than providing constructive, critical feedback on problem-solving logic or design improvements.

Feedback and Follow-up

With reference to the above "Achievements" and "Reflection", it is suggested that:

- ✧ more opportunities be created for students to conduct independent inquiry, research and problem-solving activities to cultivate curiosity and a life-long passion for learning (SLG: ③Knowledge of Key Learning Areas; ⑤Generic Skills).
- ✧ greater emphasis be placed on information literacy, including ethical information use, source evaluation and responsible digital citizenship (SLG: ⑥Reading and Digital Literacy).
- ✧ the TCL and STEAM programmes continue to be refined through collegial collaboration, enabling teachers to further enhance students' inquiry skills, communication skills and learning motivation (SLG: ④Language Skills; ⑤Generic Skills; ⑥Reading and Digital Literacy).
- ✧ Teachers build on the IL framework and the AI chatbot tasks already completed to support the piloted AI-enhanced learning programmes next school year. This includes embedding responsible AI use and proper citation in TCL logbooks, and aligning TCL tasks with the school's AI Literacy Learning Framework as it develops (SLG: ④Language Skills; ⑤Generic Skills;

⑥Reading and Digital Literacy).

- ✧ we add explicit source-evaluation and fact-checking steps to J. C. 5- 6 research tasks so that students learn to judge the reliability of online and AI-generated information as well as to credit it (SLG: ④Language Skills; ⑤Generic Skills; ⑥Reading and Digital Literacy).
- ✧ we develop a progressive PDIR toolkit for J. C. 1-6 that provides structured visual prompts and simplified self-evaluation rubrics for junior levels, while introducing formal engineering/design-thinking criteria for upper levels to foster deeper critical thinking (SLG: ④Language Skills; ⑤Generic Skills; ⑥Reading and Digital Literacy).
- ✧ targeted feedback protocols, e.g. 'I like...', 'I wish...', 'What if...?' and structured peer-review templates during gallery walks can be introduced to help students shift from superficial praise to meaningful, constructive evaluation of their peers' STEAM solutions (SLG: ④Language Skills; ⑤Generic Skills; ⑥Reading and Digital Literacy).

C. School Development

Focus Inspection on National Education

In late October, two Quality Assurance Inspectors conducted a three-day focus inspection at our school. They reviewed documents, observed lessons, attended school assemblies and recess activities, and held meetings with teachers, parents and students. They recognised the national education programmes that we have implemented over the years, and their valuable feedback has helped us further refine our strategies for national education.

Sister School Scheme

In September, a group of four teachers and forty-two students from Capital Normal University Affiliated Yuquan School, our sister school, visited us for an exchange programme. In March, our J. C. 6 students returned the visit during a five-day trip to Beijing. They participated in workshops led by their counterparts, attended classes together and joined a mini concert. Students from both schools found the experience rewarding and meaningful.

Parent Education

In line with the recommendations from the Curriculum Framework on Parent Education (Primary School) and our school's context, we partnered with several professional bodies to organise a series of tailor-made parent workshops. These covered areas such as the J. C. 1 orientation session, parent-child games, adventure-based activities, the positive education seminar and the art workshop. Through these programmes, parents gained deeper insights into child development and effective parenting skills.

School Major Concern and Christian Faith

This school year has been guided by the values of Faith, Hope, Love and Gratitude. These Christian values have nurtured not only academic growth but also character formation, helping our students become resilient, empathetic and grounded individuals who contribute positively to the school community and beyond.

As an Anglican school, spiritual growth remains at the core of our mission. Through daily prayers and services, we continue to nurture faith, humility and moral integrity in our boys. We also strive to instil a spirit of gratitude, encouraging our students to treasure the people and experiences that support their growth, and to give back meaningfully to the community.

Nurturing Brotherhood and Character

At the heart of our school lies a strong sense of brotherhood. The Big Brother Scheme once again exemplified this spirit, fostering care, responsibility and belonging among our boys.

Through the annual Paul's Action Week, students broadened their perspectives and developed independence. J. C. 1 to 3 boys participated in the poverty education programmes, the Dialogue in the Dark Experience and the highly anticipated Forest Education Day.

Senior students participated in various experiential learning beyond the school campus. J. C. 4 went on a three-day trip to Cheung Chau to explore social issues in Hong Kong, including community challenges and the aging population. The J. C. 5 trip to Guangdong provided a holistic experiential learning programme with hands-on STEAM activities, group challenges, outdoor cooking and team-based tasks. These activities fostered creativity and practical life skills. Discipline training and national defense-related activities further cultivated self-discipline, teamwork and civic awareness. J. C. 6 students gained a rich understanding of

Chinese history, culture and modern development during the five-day study trip to Beijing. Visits to historical landmarks deepened their appreciation of China's architectural heritage and traditions while exchange activities and cultural workshops enriched their cross-cultural awareness and creativity.

These experiences play a vital role in shaping our students into informed, responsible and engaged citizens.

Student Guidance and Positive Living

Our Guidance Team has partnered with the Hong Kong Federation of Youth Groups for the twentieth consecutive year to provide comprehensive guidance and counseling services. The school social worker has worked closely with teachers through regular meetings and offered tailored follow-up support to students and parents based on individual needs. To cater for learner diversity, we have collaborated with various professional organisations. These include the ENT Laser Hearing & Speech Therapy Centre for speech training, the Hong Kong Federation of Youth Groups for the 'Understanding the Adolescent Project' and the HK EP Services Centre Ltd for psychological assessment and support programmes.

In February and March, students and teachers from St. Paul's College organised the Values Quest Day for our primary students. Through interactive booth activities, students explored the importance of positive values and attitudes in daily life. The event also strengthened bonding among brothers of both schools, highlighting the warmth of brotherhood in the St. Paul's community. To further support students' well-being, the Guidance Team organised the Mental Wellness Day each term to promote awareness of mental health.

Recognising the importance of holistic development, April and May were designated as Healthy Living Month. Students developed greater awareness of healthy habits, resilience and emotional strength through initiatives such as the Happy Fruit Campaign, Healthy Living Classroom, the Life Education Activity Programme and Adversity Quotient Seminars.

These initiatives energised the campus and encouraged students to lead balanced and fulfilling lives.

Academic Initiatives

Our school continues to foster an interactive learning environment where teachers have adopted diverse pedagogical strategies to enhance learning and teaching effectiveness. Our STEAM programme, trans-curricular learning across all six levels and various interdisciplinary initiatives within the new Primary Humanities and Primary Science curricula have nurtured curiosity, critical thinking and creativity. Students have achieved outstanding success in inter-school competitions throughout the year due to systematic training in various Mathematics, STEAM and robotics teams which require them to apply higher-order thinking skills to solve problems.

The English, Chinese and Putonghua teachers regularly reviewed curricula and pedagogy, incorporating inquiry-based and self-regulated learning strategies to enhance lesson effectiveness. Our commitment to language development bore remarkable fruit. At the 77th Hong Kong Schools Speech Festival, students achieved outstanding results of 20 champions, 32 first runners-up and 30 second runners-up. Our English and Chinese debate teams also earned numerous accolades.

Students continued to excel in sports, achieving remarkable success in inter-school competitions. Highlights include champions in badminton, fencing, table tennis (A and B Grades) and volleyball as well as a first runner-up in futsal. In Visual Arts, our student artists also won numerous prizes in local and international competitions.

Our musical achievements have been equally impressive at the 78th Hong Kong Schools Music Festival. Our two choirs obtained the first runners-up in Church Music- Singing in Foreign Language (Primary School) from both aged 13 or below and aged 9 or below classes. The Senior Choir was also awarded the second runner-up in Singing in English (Primary School- Senior, Hong Kong Island). Our Symphonic Orchestra and Wind Band also obtained several accolades, reflecting students' dedication and expressive confidence.

Moral, Civic & National Education

National education elements were organically integrated across all subjects and levels throughout the year.

The flag-raising team conducted weekly flag-raising ceremonies while the Constitution and Basic Law Student Ambassadors actively promoted civic awareness throughout the year.

Chinese culture remains a cornerstone of school life. Events such as Chinese Culture Day and Lantern Riddle Day provided our students with immersive learning experiences. Activities included lion dances, traditional crafts, calligraphy, cultural performances and charity events, enriching students' appreciation of Chinese heritage.

Through these experiences, we hope that students can develop a deeper understanding and pride in Chinese culture.

Life-wide and Experiential Learning

The life-wide learning programme remains an essential component of our school life, offering authentic learning opportunities beyond the classroom. A wide range of experiential learning activities across disciplines, including STEAM, arts, languages, music, health education and national education were organised to enrich students' learning experiences.

Students are encouraged to participate in at least one extra-curricular activity. Selected students receive structured training as members of various school teams. Weekly cross-curricular sessions allow students to explore their interests and develop diverse talents on Fridays. The 'Self-enhanced Programme' provides targeted support for high-potential students to sharpen their talents.

In March, the 10th Cub Scout Pack proudly won the Overall Championship at the Chief Commissioner's Shield 2026 Final (Cub Scout Section Competition). We deeply appreciate the dedication and enthusiasm our scouts have shown, truly shining with commitment and the B. P. Spirit.

A diverse range of activities, such as English Fun Day cum World Reading Day, promoted creativity, collaboration and a love of learning through student-led initiatives. Overall, this has been a year of rich opportunities, achievements and growth.

Teacher Professional Development

To stay well informed about the latest developments and trends in education, teachers regularly attend workshops and experience-sharing sessions. In addition to the various staff training sessions conducted by subject departments, a range of professional development programmes were organised for all teachers. The topics include:

Year of 2025

September

- National Education Series: Music Touch
- Drama Education in the Chinese curriculum
- J. C. 1 Admission Interview Workshop

October

- Workshop on Mandatory Reporting of Child Abuse Ordinance
- Seminar on National Education in preparation for the Focus Inspection
- Focus Inspection on National Education

December

- Speech Therapy Workshop

Year of 2026

February

- Trans-curricular Learning Programme Overview

March

- Trans-curricular Learning Co-planning Session 1

April

- Trans-curricular Learning Co-planning Session 2
- Professional Development Session for Library Teachers

May

- HKSKH Church, School & Social Service Joint Development Day
- Trans-curricular Learning Co-planning Session 3
- Trans-curricular Learning Co-planning Session 4
- Artificial Intelligence (AI) in Education Workshop

Whole Year

- EDB School-based Support Scheme on the English curriculum of J. C. 4 & 5

Parent-Teacher Association (PTA)

The St. Paul's College Primary School Parent-Teacher Association (PTA) was established in October 1995 with the aim to promote communication between the home and school, strengthen the partnership between parents and teachers and build closer connection among families. With 560 families joining as PTA members, the Association has proven to be an indispensable part of our school community.

The PTA held a series of activities throughout the school year wholeheartedly, including:

Year of 2025

- ✧ J. C. 1 Story Parents (year-long)
- ✧ J. C. 2 Game Parents (year-long)
- ✧ Lunch Parents (year-long)
- ✧ Book Parents (year-long)
- ✧ 'One Student One Book' Reading Campaign
- ✧ Lantern-making Activity
- ✧ Mid-autumn Festival Celebration
- ✧ J. C. 1 Admission- Parent Helpers
- ✧ The 31st PTA Annual General Meeting
- ✧ Book Order
- ✧ Parent-Child Cooking Activity
- ✧ Cardigan, Pullover & Vest Ordering
- ✧ PTA Souvenir Sale

Year of 2026

- ✧ GAME ON! Parents
- ✧ Parent Sharing Session (J. C. 1- 4)
- ✧ Chinese Culture Day- Parent Helpers
- ✧ PTA Annual Outing
- ✧ Paulines Sponsored Walk
- ✧ 'Bird' Street Tour & Craft Workshop
- ✧ English Fun Day & World Reading Day- Parent Helpers
- ✧ Annual Sports Day & Swimming Gala- Parent Helpers
- ✧ Parent Sharing Session (J. C. 5- 6)
- ✧ WWF Mai Po Nature Reserve Tour
- ✧ Volunteer Recognition Day
- ✧ Parent-Child Dragon Boat Workshop and Competition
- ✧ Drama Appreciation
- ✧ WWF Hoi Ha Wan Marine Education Programme
- ✧ Recycle Day for Coursebooks and School Uniforms
- ✧ J. C. 1 Orientation Day

Donation

This year, we are grateful to a group of parents from the volleyball team who generously donated ten volleyballs to support the team. We also extend our thanks to the Parent-Teacher Association for sponsoring Paul's Action, the reading promotion campaign and two scholarships. We further express our gratitude to the J. C. 6 graduates for donating a visualiser for classroom use.

D. Student Achievements

English Language

'SOW Inspiring' Book Gifting Competition

Individual

6C	Fung Ching Nam	Commendable Award

The 77th Hong Kong Schools Speech Festival

Solo-verse Speaking

2B	Tsang Jayden	First
3B	Lam Pak Hang	First
3B	Young Johannes Shun Him	First
4B	Tsang Long Kwan	First
5B	Lam Lok Fung Jorch	First
6C	Fung Ching Nam	First
1A	Sun Chun Kit Marcus	Second
1C	Chan Yin Wan	Second
1C	Fung Yick Vaye	Second
2B	Lo Yui Hei	Second
2B	Pang Ho Ting	Second
2B	Wong Kai Tung	Second
3A	He Yuk Tung	Second
3D	Chan Yik Hai Lenteley	Second
4C	Chan Aiden Ching Yui	Second
4D	Lam Hazen	Second
4D	Wu Yan Chai	Second
5B	Chan Ting Hei Adrian	Second
5B	Lee Anson Tsun Ho	Second
6C	Lee Pui Hang Heysen	Second
6D	Ngan Yan Long	Second
1C	Lee Victor Ka Him	Third
2B	Choi Ming Hon	Third
2C	Ching Ka Hei	Third
2C	Lam Lok Hei Wyatt	Third
2D	Or Rayden	Third
3C	Chan Yuen Hei	Third
3D	Lau Yan	Third
3D	Law Kwan Shun	Third
5A	Chiu Chun Ho	Third
6C	Sham Tung Anson	Third

Solo Prose Speaking

5A	Chiu Chun Ho	First
1A	Sun Chun Kit Marcus	Second
6D	Ozer Daniel	Third

Solo Prose Reading

6C	Fung Ching Nam	Third

Public Speaking

6C	Fung Ching Nam	First

Canadian English Writing Competition 2025-26 (Arch Cup)

Individual

6D	Fan Ho Ching Mason	Silver

Creative Writing Festival 2025

Story Writing

3D	Ng Caspar	Second

Hong Kong School Drama Festival 2025/26

		Award for Outstanding Cooperation
4A	Lo Sun Chi Edgar	
4B	Mak Cheuk Lam	
4C	Lai Ching Shun Alfie	
4C	Wang Xiaoyi	
4D	Man Lok Hin	
4D	Wong Chun Yui Oden	
5C	Au Pak Yin	
5C	Chan Pak Hei	
5C	Cheng Wai Kan	
6D	Lam Tory	
6D	Ng Tze Ho Caillou	
6D	Wong Pak Yeung Ransley	

		Award for Outstanding Performer
4C	Wang Xiaoyi	
5C	Au Pak Yin	
5C	Cheng Wai Kan	
6D	Ng Tze Ho Caillou	
6D	Wong Pak Yeung Ransley	

		Award for Outstanding Stage Effects
4A	Lo Sun Chi Edgar	
4B	Mak Cheuk Lam	
4C	Lai Ching Shun Alfie	
4C	Wang Xiaoyi	
4D	Man Lok Hin	
4D	Wong Chun Yui Oden	
5C	Au Pak Yin	
5C	Chan Pak Hei	
5C	Cheng Wai Kan	
6D	Lam Tory	
6D	Ng Tze Ho Caillou	
6D	Wong Pak Yeung Ransley	

Hong Kong Secondary Schools Debating Competition Primary Section – Round 1

Best Speaker

6B	Choi Wai Hei	The Best Speaker
6C	Fung Ching Nam	The Best Speaker

Hong Kong Secondary Schools Debating Competition Primary Section – Round 2

Best Speaker

6B	Hung Pak Fung Austin	The Best Speaker
6C	Fung Ching Nam	The Best Speaker

UNSDGs Debating Competition Primary Division – Quarter Final

Best Speaker

4D	Lo Long Yin Ian	The Best Speaker
5B	Man Yik Hei	The Best Speaker

UNSDGs Debating Competition Primary Division – Grand Final

Group

5B	Chan Ting Hei Adrian	Second
5B	Man Yik Hei	Second
5D	Bei Chi Ting	Second

Best Speaker

5B	Man Yik Hei	The Best Speaker

Chinese Language

The 77th Hong Kong Schools Speech Festival

Choral Speaking (Putonghua) P.3 & 4

	Putonghua Choral Speaking Team	Second

Solo Verse Speaking (Cantonese)

3A	Lam Yin Hang Gavin	First
4D	Wu Yan Chai	First
5C	Chan Toi Hon	First
6C	Fung Ching Nam	First
1A	Hui Cheuk Yiu	Second
3B	Young Johannes Shun Him	Second
6B	Law Chun Hang	Second
6D	Ngan Yan Long	Second
1A	Chow Hin Yui Louis	Third
2A	Ho Sai Ting	Third
2C	Ching Ka Hei	Third
3D	Fung Ho Tate	Third
4C	Mak Shun Him Kimston	Third
4D	Lam Hazen	Third

Prose Reading (Cantonese)

3B	Young Johannes Shun Him	First

Storytelling (Cantonese)

2A	Lo Siu Chun Ivan	Second

Solo Verse Speaking (Putonghua)

2B	Tsang Jayden	First
5C	Chan Toi Hon	First
6C	Fung Ching Nam	First
1A	Sun Chun Kit Marcus	Second
1D	Agon Luca Xavier	Second
2B	Siu Caleb Shing Hei	Second
4C	Mak Shun Him Kimston	Second
5A	Fung An Pan	Second
5C	Chan King Him	Second
5D	Bei Chi Ting	Second
6C	Lee Pui Hang Heysen	Second
1A	Chan Ching Fung	Third
2B	Law Tsz Wai	Third

2B	Wu Lap Ho	Third
3C	Yau Chun Lok	Third
3D	Wong Ki Yin	Third
4A	Chiu Chun Yin	Third
4B	Ku Ho Chai Justin	Third
4D	Wu Yan Chai	Third
6B	Choi Wai Hei	Third
6B	Dai Kunyu	Third

Prose Reading (Putonghua)

2B	Fung Tsz Yui	First
3A	He Yuk Tung	First
4D	Au Shavin	First
2B	Tsang Jayden	Second
5C	Chan King Him	Second
6C	Fung Ching Nam	Second
3B	Young Johannes Shun Him	Third
4B	Ku Ho Chai Justin	Third
5C	Chan Toi Hon	Third
6C	Sham Tung Anson	Third

Mathematics

'Huaxiabei' National Mathematics Olympiad Invitation Competition 2026 Final Round

Individual

		1st Class Honour
1A	Law Shing Hei Sean	
1C	Choi Sek Yin Cesar	
2A	Shi Hanming	
2C	Ho Pak Shun	
3D	Lok Yan Hei	
3D	Zhou Changji	
5A	Lo Shing Ho	
5C	Cheng Kam Wing	
5C	Zhou Yuran	
6A	Xiao Yuang	
6B	Chan Wai On	
6C	Sham Tung Anson	
		2nd Class Honour
1A	Chow Hin Yui Louis	
1A	Tsang Pak Hoi Kason	
1C	Fong Ho Hin	
1C	Leung Sammey Hui Lun	
1D	Chung Yuk Laam Stanley	
1D	Ng Yui Fung	
1D	Yin Qihui	
1D	Yuen Chun Kiu Raphael	
2B	Tung Benjamin	
2C	Lam Ho Ching	
2C	Lam Lok Hei Wyatt	
2C	Wong Cheuk Yen	
2D	Lam Pak Tin	
3B	Kwok Pak Hei	
3B	Lam Pak Hang	
3B	Yuen Chun Hin Matthias	
3C	Wang Siqi	
3C	Yau Chun Lok	
3D	Law Kwan Shun	
3D	Zhou Mingqian	
4A	Lai Bok Lai	
4B	Mak Cheuk Lam	
4B	Ngan Ho Fung	
4B	Pan Shizhang	
4B	Tsang Long Kwan	
4C	Wong Yan Lok	

4D	Lam Hazen
5A	Fung An Pan
5A	Lau Chun Ting
5A	Wat Yan Chak
5B	Lee Anson Tsun Ho
5C	Chan Toi Hon
6A	Tsui Lap Hei Daniel
6B	Lau Chun Ki
6C	Lee Pui Hang, Heysen

3rd Class Honour

1A	Cheng Hoi Sun
1A	Lam Chun Yat
1A	Sun Chun Kit Marcus
1B	Fung Hin Cheung
1B	Wong Tsz Lok Andric
2A	Chow Long Yin
2B	Law Chiu Ming
2B	Lo Pak Kit
2B	Wong Chun Him Kayven
2D	Chow Pak Yin
2D	Ngo Ching Hei Justice
2D	Pang Yui Hin
2D	Poon Tsun Kiu
3A	He Yuk Tung
3A	Li Zexuan
3B	Yau Pui Fung Nicholas
4A	Tian Xuhan
4B	Mak Long Wang Marcus
4D	Liu Ching Hei
5A	Chiu Chun Ho
5B	Chan Ting Hei Adrian
6A	Lam Sum Wai
6B	Choi Wai Hei
6B	Hung Pak Fung Austin
6B	Wu Yuxuan
6C	Fung Ching Nam
6D	Choi Kit Chun

2025 Hong Kong Sudoku Challenge

Individual

1st Class Honour

1A	Lau Pak Yin Riley
1A	Law Shing Hei Sean
1B	Shek Ho Ting Alexander

1C	Choi Sek Yin Cesar
1C	Fong Ho Hin
2C	Ho Pak Shun
2C	Lam Ho Ching
2C	Lam Lok Hei Wyatt
2D	Yiu Jing Kin
3A	Charm Pak Long
3A	Lee Andy
3A	Li Zexuan
3B	Kwok Pak Hei
3D	Fan Hui Ming Arthur

2nd Class Honour

1A	Chu Ka Yeung Lucas
1B	Chang Cheuk Yiu
1C	Man Alvin
1C	Tan Lap Tak
1C	Ng Yui Hei
1D	Chung Yuk Laam Stanley
1D	Yuen Chun Kiu Raphael
2A	Chan Theo
2A	Shi Hanming
2A	Tong Ho Cheung
2A	Zse Ho Tsun
2B	Cheng Ho Yee
2D	Lai Yik Sum
2D	Lam Pak Tin
3A	Yuen Kaden Wing Hei
3B	Lam Pak Hang
3B	Leung Ho Yan
3B	Yau Pui Fung Nicholas
3D	Lok Yan Hei

3rd Class Honour

1A	Cheng Hoi Sun
1B	Cheung Darryl
1B	Wan Yu Hei
1C	Lee Pak Him
1C	Leung Sammey Hui Lun
1C	Wong Tsz Cheung
2A	Lee Cheuk Hin
2A	Lo Gavin
2B	Tung Benjamin
2C	Chan Hei Chun
2C	Lam Yui Him
2C	Lung Chun Hei
2D	Choi Kin Ching Nico
2D	Ho Yui Hong

2D	Ngo Ching Hei Justice
3A	Wong Chung Lun Jasper
3C	Chan Enzo Shun Hang
3C	Hui Jianhang
3D	Cheung King Kiu
3D	Fung Ho Tate
3D	Poon Lap Fung
3D	Wong Ki Yin
3D	Zhou Changji

The 2026 Asia International Mathematical Olympiad (AIMO) Final

Individual

1A	Law Shing Hei Sean	Gold
1D	Yin Qihui	Gold
1A	Chow Hin Yui Louis	Silver
1B	Fung Hin Cheung	Silver
1B	Wong Tsz Lok Andric	Silver
1D	Chung Yuk Laam Stanley	Silver
1A	Sun Chun Kit Marcus	Bronze
1C	Lee Victor Ka Him	Bronze
1D	Yuen Chun Kiu Raphael	Bronze

12th Hong Kong Primary Mathematics Challenge (2025-2026)

Group

6A	Xiao Yuang	Fourth
6B	Chan Wai On	Fourth
6C	Lee Pui Hang Heysen	Fourth
6C	Sham Tung Anson	Fourth
5A	Lo Shing Ho	Merit
5A	Wat Yan Chak	Merit
5C	Cheng Kam Wing	Merit
5D	Fung Chi Ting	Merit

Individual

6A	Xiao Yuang	Gold
6B	Chan Wai On	Gold
5A	Lo Shing Ho	Silver
6C	Lee Pui Hang Heysen	Silver
5C	Cheng Kam Wing	Bronze
6C	Sham Tung Anson	Bronze
5A	Wat Yan Chak	Merit
5D	Fung Chi Ting	Merit

18th C. W. & S. District Primary School Mathematics Invitational Competition

Group

6A	Xiao Yuang	First
6B	Chan Wai On	First
6B	Hung Hayson	First
6C	Cheung King Hang	First
6C	Lee Pui Hang Heysen	First
6C	Sham Tung Anson	First
5A	Fung An Pan	Third
5A	Lau Chun Ting	Third
5A	Lo Shing Ho	Third
5A	Wat Yan Chak	Third
5C	Cheng Kam Wing	Third
5D	Fung Chi Ting	Third

Individual

6A	Xiao Yuang	First
6B	Chan Wai On	Second

Rewards Program

6A	Xiao Yuang	Gold
6B	Chan Wai On	Gold
5A	Lau Chun Ting	Bronze
5C	Cheng Kam Wing	Bronze
6C	Cheung King Hang	Bronze
6C	Lee Pui Hang Heysen	Bronze
6C	Sham Tung Anson	Bronze

Wang Chi Cup Primary Mathematics Invitation Competition 2025

Individual

6B	Hung Pak Fung Austin	Gold
6D	Choi Kit Chun	Gold

The 33rd Hong Kong Primary Mathematics Olympiad

Individual

1A	Cheng Hoi Sun	Gold
1D	Yuen Chun Kiu Raphael	Gold
2C	Ho Pak Shun	Gold
3B	Yuen Chun Hin Matthias	Gold
4C	Hui Yuen Hang	Gold

1C	Lee Victor Ka Him	Silver
4D	Lam Hazen	Silver
5A	Chiu Chun Ho	Silver

The 51st Hong Kong Youth Cultural and Arts Competition – 2026 Hong Kong Primary Mathematics Elite Contest

Overall

		1st Class Honour
6A	Xiao Yuang	
		2nd Class Honour
6B	Chan Wai On	
6B	Hung Hayson	
6B	Lai Tsz Hei	
6B	Lau Chun Ki	
		3rd Class Honour
6A	Tsui Lap Hei Daniel	
6B	Lee Sze Lok	
6C	Lui Chun Hei	
6C	Sham Tung Anson	
6D	Chow Chun Yat Aidan	

Computing Competition

		1st Class Honour
6A	Xiao Yuang	
		2nd Class Honour
6C	Sham Tung Anson	
		3rd Class Honour
6B	Chan Wai On	
6B	Hung Hayson	
6B	Lai Tsz Hei	
6B	Lau Chun Ki	
6B	Lee Sze Lok	
6C	Lui Chun Hei	

Mathematics Competition

		1st Class Honour
6A	Xiao Yuang	
		2nd Class Honour
6B	Chan Wai On	
6B	Hung Hayson	
6B	Lai Tsz Hei	
6B	Lau Chun Ki	
		3rd Class Honour
6A	Tsui Lap Hei Daniel	
6C	Lui Chun Hei	

6D	Chow Chun Yat Aidan	

Group

		Merit
6A	Xiao Yuang	
6B	Chan Wai On	
6B	Hung Hayson	
6B	Lau Chun Ki	
6B	Lee Sze Lok	
6C	Sham Tung Anson	

The 19th Hong Kong Primary School Mathematics Competition (Southern and Central & Western Districts)

Overall

6B	Chan Wai On	Third
6B	Lai Tsz Hei	Third
6C	Sham Tung Anson	Third
6A	Xiao Yuang	Fourth
6B	Lee Sze Lok	Fourth
6B	Wu Yuxuan	Fourth

Brain Challenge

6B	Chan Wai On	Second
6B	Lai Tsz Hei	Second
6C	Sham Tung Anson	Second
6A	Xiao Yuang	Third
6B	Lee Sze Lok	Third
6B	Wu Yuxuan	Third

Problem-solving Star

6B	Chan Wai On	Third
6B	Lai Tsz Hei	Third
6C	Sham Tung Anson	Third
6A	Xiao Yuang	Fourth
6B	Lee Sze Lok	Fourth
6B	Wu Yuxuan	Fourth

Individual

6A	Xiao Yuang	Silver
6B	Chan Wai On	Silver
6B	Lai Tsz Hei	Silver
6B	Lee Sze Lok	Silver
6B	Wu Yuxuan	Silver
6C	Sham Tung Anson	Silver

General Studies / Science / Humanities

2025 International Youth Natural Sciences Elite Cup

Primary Grades 4-6

5A	Hung Ming Hei	Grand Champion

BHNKC Joint Primary School STEAM Competition 2025

Robot Combat Division

5A	Hung Ming Hei	First
5A	Tsang Wai Kiu	First
6B	Pang Cheung Chun Kayson	First
6B	Choi Wai Hei	First

2025/26 School Year International STEM Competition

Primary Grades 4-6

5A	Hung Ming Hei	Grand Champion

VIQRC Hong Kong Cup 2026 ES/MS Scrimmage

Individual

4A	Suen Tze Yui	Gold
4D	Lin Yen Kei	Gold
4D	Fung Evan Sut Hei	Gold
5B	Poon Yat Kiu Darryl Siegfried	Gold
5B	Zhang Yik Wang	Gold
6B	Pei Simon	Gold
6A	Leung Chun Yin Anson	Silver
6A	Ngai Tsz Huen	Silver
6C	Chow King Wa	Silver
6C	Qian Tsz Wan	Silver

The 5th Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture

Individual

5A	Liu Ho Fung	The Outstanding Performance Award

'National Insight' Primary Humanities Reading Platform

Junior - Individual (Hong Kong)

1A	Sun Chun Kit Marcus	The Outstanding Performance Award

Junior - Individual (18 districts)

		The Outstanding Performance Award
1A	Sun Chun Kit Marcus	
1A	Cheng Gaius	
1B	Kwan Shing Hei	
1C	Liu Hei Yuen Aiden	
1D	Chan Tin Hei Edwin	

Senior - Individual

		The Outstanding Performance Award
4A	Tsui Ho Sum	
4B	Pan Shizhang	
4C	Hui Yuen Hang	
5B	Lui Cheuk Hei	

The 6th Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture

Individual

5A	Chan Yin Long	The Outstanding Performance Award

The 7th Inter-Primary School Debating Invitation Competition – Kowloon Tong Cup

Individual

6B	Hung Hayson	The Best Debater
6C	Leung Chun Hin	The Best Debater
6C	Li Ho Chai	The Best Debater

Group

	Chinese Debate Team	Second

The 16th Hong Kong Inter-Primary School Debating Competition

Individual

5D	Kwan Yik Yin	The Best Debater
6C	Li Ho Chai	The Best Debater

Music

The 10th Hong Kong Music Talent Music Competition 2025

Individual

1D	Sze-To Yik Long	Fifth

The 11th Youth and Children's Music Performance Competition - Strings 2026

Primary P.1 - P.2

2A	Tsoi Hau Mong	Second

The 12th Hong Kong Outstanding Children Music Contest - Wind Music 2025

Primary P.1 - P.2

2C	Choy Cheuk Kiu Kasper	Gold

The 18th HK Students Open Music Competition

Piano Grade 6 - Repertoire Group

6C	Fung Ching Nam	Merit

The 19th Hong Kong (Asia Pacific) Music Competition 2025

Piano Solo - Junior

3A	Chang Sin Yeung	Silver

2025 Hong Kong Open Music Festival

Piano Solo - Junior

3D	Fan Hui Ming Arthur	First

Parent-Child Piano Duet

3D	Fan Hui Ming Arthur	Second

2025 Hong Kong Youth Music Interflows

Group - Symphony Orchestra Interflow (Primary School Class B)

	Orchestra	Silver

Group - String Orchestra Interflow (Primary School Class B)

	Orchestra – Strings Section	Silver

Group - Symphonic Band Interflow (Primary School Senior Class)

	Windband	Silver

2025 IPEA Percussion Elite Competition (Hong Kong, Macao and Zhuhai Division)

Snare Drum Class B

1A	Chow Hin Yui Louis	Second

The 5th People's Music Festival International Faber Piano Competition Hong Kong & Macau Preliminary Round 2025

Grade 5 Class

2A	Yiu Yui Hang	Second

2026 Hong Kong Proficient Soloist Competition

French Horn - Diploma

6D	Tai Yat Hei	Third

2026 Hong Kong Promotion of Performing Arts Festival

French Horn - Scholarship Class

6D	Tai Yat Hei	Second

2026 International Children & Youth Piano Competition

Piano Solo - Primary 4-6

4D	Au Shavin	Grand Champion

2026 Taipei International Outstanding Music Awards

Piano Solo

6A	Tsang Noah Hiu Long	Second

78th Hong Kong Schools Music Festival (2026)

Vocal Solo - Age 7 to 8

2A	Lo Yuen Chi	Third

Vocal Solo - Age 10 or under

4A	Tang Lap Yin Damian	First

Graded Piano Solo - Grade 1

2B	Wong Kai Tung	Second
2B	Cheng Ho Yee	Third

Graded Piano Solo - Grade 2

4D	Lai Yau Hong Sherlock	Third

Graded Piano Solo - Grade 3

1C	Tam Yau Yan	First
5C	Lee Ho Lun	Second
6D	Ngan Yan Long	Third

Graded Piano Solo - Grade 4

4C	Wu Pak Ho	Third

Graded Piano Solo - Grade 5

3A	Wong Chung Lun Jasper	Second
3C	Ho Lai Kiu Lincoln	Second
5C	Wong Yau San James	Third

Graded Piano Solo - Grade 6

3C	Hui Jianhang	Second

Graded Piano Solo - Grade 7

6B	Lee Sze Lok	First
6A	Tsang Noah Hiu Long	Third

Graded Piano Solo - Grade 8

6A	Tsui Lap Hei Daniel	First
4D	Lin Yen Kei	Second

Piano Duet - Intermediate

3C	Hui Jianhang	Third
4D	Lin Yen Kei	Third

Double Bass Solo - Junior

4C	Lam Brendan	Third

Violin Solo - Grade 1

1A	Sun Chun Kit Marcus	First

Violin Solo - Grade 2

1C	Chan Yin Wan	Third
4D	Lo Long Yin Ian	Third

Violin Solo - Grade 5

4D	Wong Hay Long	Second

Alto Saxophone Solo - Junior

2B	Ho Yin Hei	First

Oboe Solo - Junior

3D	Zhou Changji	First

Clarinet Solo - Junior

3A	Yuen Kaden Wing Hei	Second

Group - Symphony Orchestra - Primary School - Age 13 or under

	Orchestra	Silver

Group - Church Music - Foreign Language - Primary School Choir
Age 9 or under

	Junior Choir	Second

Group - Primary School Choir – Hong Kong Region – Foreign Language
Boys or Girls Senior

	Senior Choir	Third

Group - Church Music – Foreign Language – Primary School Choir
Age 13 or under

	Senior Choir	Second

9th Hong Kong Youth and Children's Music Competition

Piano P3 - P4

4D	Au Shavin	First

AIMA Tokyo International Music Festival and Competition Hong Kong Region 2026

Vocal Age Group - Elementary (Age 7 or under)

1D	Yip Chin Cheung Willock	Honourable Mention

Asia Pacific Outstanding Youth Piano Competition

Individual

2B	Chan Theo Chi Mong	Silver

Asia Students Arts Festival 2026

Flute Solo - Open Group

4A	Ho Hong Ching	First

EUROASIA Malaysia Piano Competition

Open Category Age 11-12 Division

6A	Tsui Lap Hei Daniel	Silver

Fringe Inter-School Music Competition 2026

Piano Solo - Grade 7

6A	Tsang Noah Hiu Long	Second

Woodwinds - Grade 2

2A	Lo Gavin	Silver

Solo Xylophone / Marrimba - Elementary Class

4D	Liu Ching Hei	Third

Global Music Talent Contest 2026

Strings Solo - Grade 2

2C	Lam Yui Him	First

Individual

3A	Wong Chung Lun Jasper	First

GMC Music Festival 2025

Piano Solo - Grade 5

5B	Poon Yat Kiu Darryl Siegfried	Second

Recital Class B

3C	Ho Lai Kiu Lincoln	Third

Grand Opus International Performing Competition (International Finals in Vietnam)

Individual

1D	Sze-To Yik Long	Third

Guangdong-Hong Kong-Macao Greater Bay Area Music Season for 'The Hundred, Thousand, Ten Thousand'

Double Bass solo

4C	Lam Brendan	Gold

Guangdong-Hong Kong-Macao Greater Bay Area Young Musicians Competition

Individual

1A	Sun Chun Kit Marcus	First

HKMACD 2025 3rd Quarter Online Outstanding Youth Chinese and Western Music Competition

Individual

4B	Mak Chi Yau Harvey	Third

Hong Kong Chinese & Western International Young Musicians Festival (Asian Regional Finals)

Violin Solo - Group B

2D	Yiu Jing Kin	Silver

Hong Kong Inter-School Choral Festival 2026 Competition cum Masterclass

Primary Senior K

	Senior Choir	Gold

Individual

6B	Lee Sze Lok	The Most Promising Student Pianist Award

Hong Kong Promotion of Performing Arts Association

Piano Solo - Grade 2

5C	Lee Ho Lun	First

International European Music Competition 2025 Germany

Vocal Solo

1D	Yip Chin Cheung Willock	First

International Fringe Music Festival & Competition 2025

Elementary Class (Brass)

1A	Lee Chak Ho Clinton	Silver

International Fringe Music Festival & Competition 2026

Solo Snare Drum Class - Primary School Class A

1A	Chow Hin Yui Louis	Second

Solo Xylophone / Marimba Class - Elementray Class

4D	Liu Ching Hei	Silver

Joint School Music Competition 2025

Flute Solo - Senior

6B	Choi Wai Hei	Silver

Trumpet Solo - Intermediate

6A (24-25)	Kwan Chi Yui Clement	Gold

Singing Solo - Senior

6A (24-25)	Kwan Chi Yui Clement	Gold

Piano Solo - Senior

6B	Lee Sze Lok	Gold

Piano Solo - Junior

5A	Kuo Ho Wai	Silver

Percussion (Pitched) Solo - Junior

5C	Lau Hoi Hong	Gold

Joint School Music Competition 2026

Piano Solo - Diploma

6B	Lee Sze Lok	Gold

Piano Solo - Senior

6A	Chan Yui Him Gabriel	Silver

Piano Solo - Intermediate

3D	Yip Cheuk Laam	Silver

Piano Solo - Junior

1C	Tam Yau Yan	Gold
2A	Lo Siu Chun Ivan	Silver

Violin Solo - Senior

6C	Qian Tsz Wan	Gold

Violin Solo - Junior

3C	Ho Chun Ngai	Gold

Trumpet Solo - Senior

6A	Chau Hiu Yin	Gold

Trumpet Solo - Intermediate

3B	Fong Cheuk Kiu	Gold

French Horn - Diploma

6D	Tai Yat Hei	Gold

Clarinet Solo - Senior

6A	Chan Yui Him Gabriel	Silver

Double Bass Solo - Intermediate

4C	Lam Brendan	Gold

Music Composition - Individual Electronic Music

4C	Lam Brendan	Silver

Group - Handbell and Handchime (Primary)

	Handchime Ensemble	Silver

Group - Primary School Group Ensemble (Singing)

	Folk Song Ensemble	Gold

Group - Symphony Orchestra (Primary)

	Orchestra	Gold

Group - Wind Orchestra (Primary)

	Windband	Gold

Shanghai International Performance Arts Festival-Double Bass Solo

Individual

4C	Lam Brendan	First

STEINWAY & SONS The 89th International Children & Youth Piano Competition

Open Repertoire Group - Concerto Group

4D	Lin Yen Kei	First

Open Piano Duet Group - Piano Duet Group A

4D	Lin Yen Kei	First

Summer of Music: Hong Kong Youth Musician Contest 2025

Individual

4B	Mak Chi Yau Harvey	Gold

The 12th Singapore Raffles International Music Festival Hong Kong Preliminary Round

Piano Solo - Grade 7

6A	Tsang Noah Hiu Long	First

The 13th Hong Kong International Performance Arts Festival and Music Competition

Piano Open Class - Junior Group B

3C	Cheung Yat Lun Aiden	Third

Piano Solo - Grade 3

6C	Chow Cin Hang Casper	First

Marimba Solo - Open Age Group

5C	Tso Ming Hei	Second

Individual

1D	Sze-To Yik Long Theodore	Fourth

The 13th Hong Kong International Performance Arts Festival and Music Competition (Hong Kong Division Preliminary Round)

Piano Musical Period Class - Baroque Musician

6A	Tsang Noah Hiu Long	Second

Piano Open Class - Senior Group A

6A	Tsui Lap Hei Daniel	Third

Piano Hong Kong Recital Category - Junior Class C

6A	Tsui Lap Hei Daniel	Second

Piano Age Group - Pre-Junior Class

1D	Sze-To Yik Long Theodore	Second

Piano Solo - Grade 2

1D	Sze-To Yik Long Theodore	Second

Piano Solo - Grade 6

1D	Sze-To Yik Long Theodore	Gold

Violin Age Group - Pre-Junior Class

1C	Fong Pak Kiu Austin	Fifth

French Horn Open Age Group

6D	Tai Yat Hei	First

Trumpet Open Age Group

3B	Fong Cheuk Kiu Alex	First

Double Bass – Grade 6

4C	Lam Brendan	First

The 13th Hong Kong International Performance Arts Festival and Music Competition (Hong Kong International Final Round)

Piano Musical Period Class - Baroque Musician

6A	Tsang Noah Hiu Long	First

Piano Open Class - Junior Group B

3C	Cheung Yat Lun Aiden	Fourth

Piano Age Group - Junior Class A

6A	Tsui Lap Hei Daniel	Fourth

Piano Solo - Grade 3

6C	Chow Cin Hang Casper	Distinction

The 14th Hong Kong Barclampory Music Festival

Piano Solo - Grade 4

3D	Fan Hui Ming Arthur	Gold

The 17th Hong Kong Children and Youth Piano Contest 2026

Junior

1D	Sze-To Yik Long Theodore	Gold
3C	Cheung Yat Lun Aiden	Gold
4D	Lin Yen Kei	Gold

Intermediate Group

6A	Tsui Lap Hei Daniel	Gold
6A	Tsang Noah Hiu Long	Gold

Final Competition

6A	Tsui Lap Hei Daniel	Second

Piano Solo - Grade 5

3A	Wong Chung Lun Jasper	Gold

The 22nd Asia Pacific Outstanding Youth Piano Competition

Piano Solo - Grade 4

6C	Fung Ching Nam	Silver

Piano Duet - Intermediate Class

3C	Ho Lai Kiu Lincoln	First
4D	Au Shavin	First

Children Primary Class

3A	Chang Sin Yeung	Gold

Children Advanced Class

3C	Ho Lai Kiu Lincoln	Third

The 23rd Hong Kong Inter Primary School English Folk Song Group Singing Contest

Group

	Folk Song Ensemble	First The Best English Performance Award

The 27th Shenzhen Inter-School Wind Music Festival

Primary School Division

3D	Zhou Changji	First

The 28th Southern District Youth And Children Singing Contest

Primary School Choir Section

3A	Chau Wai Ki	Second

The 2nd Hong Kong Youth Piano Graded Competition

Piano - Grade 8

3C	Ho Lai Kiu Lincoln	Gold

The 30th Japan PIARA Hamamatsu International Piano Competition (Hong Kong Region)

Junior

6A	Tsui Lap Hei Daniel	First

Grade 6

1D	Sze-To Yik Long Theodore	Third

The 5th Piano Competition for Elite Performers

Piano Solo - Grade 2

1B	Wan Yu Hei	First

Piano Stars - Intermediate Class

1D	Wong Long Fai	First

The 7th Guangdong String Competition

Violin Solo

3C	Yau Chun Lok	Gold

The 89th STEINWAY & SONS International Youth Piano Competition (Hong Kong & Macau Region)

Open Piano Duet Group - Piano Duet Group A

3C	Hui Jianhang	First

Open Rising Stars Age Group - Junior Group A

3C	Hui Jianhang	Second

The 8th KAWAI Asia Piano Competition

Individual

4D	Au Shavin	First

The 8th Kyoto International Music Competition (Hong Kong Selection)

Junior

1D	Sze-To Yik Long Theodore	First

The 9th (Taiwan) Asia Aegean Sea Music International Competition Hong Kong & Macau Preliminary Round

Piano Own Choice Class B

2D	Lai Yik Sum	Second

Piano Own Choice Class C

6A	Tsui Lap Hei Daniel	First

Violin Certification Level Group Grade 1 Class

1C	Fong Pak Kiu Austin	Third

Brass Open Class A - Trumpet

3B	Fong Cheuk Kiu Alex	First

The Solo Singing CCM 2025

Individual

3A	Chau Wai Ki	Gold

Tom Lee Music Culture Competition 2026

Violin Open - Class B

1A	Sun Chun Kit Marcus	Fourth

The Greater Bay Area Music Competition - Piano

Intermediate Group

4D	Au Shavin	First

The Greater Bay Area Music Competition - Piano (Hong Kong & Macao Division)

Intermediate Group

4D	Au Shavin	First

The Greater Bay Area Music Competition - Piano
(Hong Kong, Macao & Greater Bay Area General Division)

Intermediate Group

4D	Au Shavin	Grand Champion

'Little Musician' - Hong Kong Children's Piano, Instrumental & Percussion Competition

Violin Solo

3B	Woo Chun Ning	First

2025 China · Europe Piano Competition

Piano Solo

5C	Chan King Him	First

Visual Arts

St. Paul's College 175th Anniversary Logo and Slogan Design Competition

Primary Group

1C	Liu Hei Yuen Aiden	First
1D	Yum Ting Kwan	Second
4D	Fung Evan Sut Hei	Third

HKQAA 18th My Dream Home Writing, Photo, Video and Drawing Contest

Junior Primary Group

2D	Chan San Hei	First

Salute to Teachers Student Competition 2025 - Parent-child Drawing Competition (P.1 - P.3)

Primary Group

2D	Lo Logan	Hong Kong Champion

The 50th Hong Kong Youth Painting Competition

Western Painting - Senior Group

5A	Chiu Chun Ho	First

The 16th Kao International Environment Painting Contest for Children

Individual

5C	Lam Yui Sum	KAO Special Prize

The World of Picasso - Master Series Art Competition

Painting Group

2B	Lam Hei Yin Gaius	First
2B	Lam Hei Yin Gaius	Master Style Award

Sports

HongKong & Kowloon Area Primary School Sports Award Scheme

	All Sports Teams	Silver

17th All Hong Kong Inter-Primary Schools Squash Competition

B Grade

5D	Bei Chi Ting	Third

18th Korea Open Junior Squash Championships 2025

Boy U11

5D	Bei Chi Ting	Third

2025 Hong Kong Team Selection Leg 3 Latin 5-Dance Ranking Match

Boy Singles U11

6D	Wong Lucas	Third

2025 Hong Kong Team Selection Leg 3 Latin 5-Dance Super Ranking Match

Boy Singles U11

6D	Wong Lucas	Fourth

2025 Hong Kong Team Selection Leg 4 Latin 5-Dance Ranking Match

Boy Singles U11

6D	Wong Lucas	Third

2025 Hong Kong Team Selection Leg 4 Latin 5-Dance Super Ranking Match

Boy Singles U11

6D	Wong Lucas	Fourth

2025/2026 Community Cup - Youth Team Badminton Competition

Group C - (Aged 12 or below)

6C	Hui Hok Wang Maurice	Second

2025–2026 Hong Kong Indoor Cycling Race – Round 1

Boy Artistic Singles U11 (Age 9-10)

5A	Kuo Ho Wai	First

Boy Artistic Singles U11 (Age 10)

5A	Kuo Ho Wai	Second

2025–2026 Hong Kong Indoor Cycling Race – Round 2

Boy Artistic Singles U11 (Age 9-10)

5A	Kuo Ho Wai	Second

2025–2026 Hong Kong Indoor Cycling Race – Round 3

Boy Artistic Singles U11 (Age 9-10)

5A	Kuo Ho Wai	Second

2025–2026 Hong Kong Indoor Cycling Race – Round 5

Boy Artistic Singles U11 (Age 9-10)

5A	Kuo Ho Wai	First

36th Japan Junior Squash Open 2025

Boy U11

5D	Bei Chi Ting	Third

7th Hong Kong Inter-School Jump Rope Championship

Senior - 30s Single Rope Speed Sprint

6D	Au Pak Ho Daniel	First

Senior - 45s Individual Freestyle

6D	Au Pak Ho Daniel	First
6C	Lui Chun Hei	Second

Senior - 4x30s Mixed Relay

6D	Au Pak Ho Daniel	First

Junior - 30s Single Rope Speed Sprint

4C	Mak Sin Hin	First
2C	Wong Cheuk Yen	Second
4C	Wu Pak Ho	Fourth

Junior - 45s Individual Freestyle

4C	Wu Pak Ho	First

Open Section - 1min Long Rope Speed (Running Crosses)

5D	Bei Chi Ting	Third

Open Section - 4x30s Mixed Relay

5D	Bei Chi Ting	First

All Hong Kong Inter-Primary School Tennis Competition

B Grade Overall

	Tennis Team	Second

B Grade Individual

5D	Wong Yuen	First

The Hong Kong Primary Schools Fencing Invitation Championships

C Grade - Foil Team

3A	Tang Ho Chit	First

D Grade - Foil Team

1C	Choi Sek Yin Cesar	First

All Hong Kong Schools Jing Ying Table Tennis Tournament

Boys - Doubles

3B	Lau Wai Shun Vincent	First
6B	Lai Ka Nam	First

BOC Youth Development Programme All Primary Schools Fencing Competition - BOC Cup

District Overall

6A	Chen Yat Long	Overall Champion

C Grade - Group

3D	Ng Caspar	First

Dance World Cup Hong Kong Qualifying Match

Individual

6D	Ho Yat Ching Jayden	First

Hong Kong 18 Districts Rope Skipping Competition

Boy U7

2C	Wong Cheuk Yen	First

Hong Kong Indoor Cycling National Championships

Artistic Cycling

5A	Kuo Ho Wai	Overall Champion

Hong Kong Inter-School DanceSport Open 2026

U15 - Latin Dance (2-Dance)

6D	Wong Lucas	First

U15 - Latin Dance (3-Dance)

6D	Wong Lucas	First

U15 - Latin Dance (5-Dance)

6D	Wong Lucas	Second

U15 - Latin Dance (Jive)

6D	Wong Lucas	Fourth

U15 - Latin Dance (Cha-Cha-Cha)

6D	Wong Lucas	Fourth

U15 - Latin Dance (Samba)

6D	Wong Lucas	Fourth

U15 - Latin Dance (Rumba)

6D	Wong Lucas	Third

U15 - Latin Dance (Dance Battle)

6D	Wong Lucas	Fourth

Hong Kong Island West Area Inter-Primary Schools Athletic Competition 2025-2026

A Grade Overall

	Athletic Team	First

A Grade - Group

6D	Wong Chun Shing Marcus	First

A Grade - 200m

6D	Wong Chun Shing Marcus	First

A Grade - 400m

6C	Lee Pui Hang Heysen	Fourth

A Grade - 4x100m Relay

	Athletic Team	First

B Grade Overall

	Athletic Team	Second

B Grade - 60m

4D	Ho Chun Yin	Fourth

B Grade - 200m

5A	Cheng Sheung Yan Adam	Fourth

B Grade - Long Jump

4A	Lai Titus David	Second

Softball Throw

4A	Ng Cheuk Fung Damien	Third

B Grade - 4x100m Relay

	Athletic Team	Second

Hong Kong Island West Area Inter-Primary Schools Badminton Competition 2025-2026

Boys Group

	Badminton Team	First

Individual

6C	Hui Hok Wang Maurice	The Outstanding Athlete Award

Hong Kong Island West Area Inter-Primary Schools Futsal Competition 2025-2026

Boys Group

	Football Team	Second

Individual

5B	Tin Kwan Ming Carson	The Outstanding Athlete Award
6D	Chu Chun Yat Jayden	The Outstanding Athlete Award

Hong Kong Island West Area Inter-Primary Schools Swimming Competition 2025-2026

A Grade - 4x50m Relay

5C	Lee Tze Ting	Fourth

B Grade - Group

5A	Cao Lang Ze	Merit

C Grade - 50m Backstroke

4C	Chan Hei Nok	First

C Grade - 50m Freestyle

4C	Chan Hei Nok	Second

Hong Kong Island West Area Inter-Primary Schools Table Tennis Competition 2025-2026

A Grade - Group

	Tennis Team	First

A Grade - Individual

6D	Ozer Daniel	The Outstanding Athlete Award

B Grade - Group

	Tennis Team	First

B Grade - Individual

3B	Lau Wai Shun Vincent	The Outstanding Athlete Award

Hong Kong Island West Area Inter-Primary Schools Volleyball Competition 2025-2026

Group

	Volleyball Team	First

Individual

6B	Au Zhi Yang	The Outstanding Athlete Award
6D	Mak Yee Lut Mordred	The Outstanding Athlete Award

Hong Kong Junior Squash Ranking Tournament 2026

Individual

5D	Bei Chi Ting	Third

Hong Kong Rope Skipping Championships 2026 & Hong Kong, China Rope Skipping Team Selection Competition

U12 - 4x30s Double Under Relay

6C	Lui Chun Hei	First

U12 - 4-Person Single Rope Synchronized Freestyle

6C	Lui Chun Hei	Second
6D	Au Pak Ho Daniel	Second

Lions Cup Hong Kong Jump Rope Challenge 2026 Final

U11 - 30s Single Rope Speed Sprint

6C	Lui Chun Hei	Second

Group

6C	Lui Chun Hei	Third

Nissin HK National Jr Tennis Championships 2026

Boy U12 - Individual

5D	Wong Yuen	Third

Boy U12 - Doubles

5D	Wong Yuen	Third

Oncocare Singapore Junior Squash Open 2025

Boy U11

5D	Bei Chi Ting	Fourth

Super Jump Hong Kong Rope Skipping Championship 2025

Boy U8 - Individual

2C	Wong Cheuk Yen	First

UJR Open Championship and UJR Cup 2025

Single Rope Team Freestyle

6D	Au Pak Ho Daniel	Second

UJR World Series 2026 (Hong Kong, China)

Junior - Group Performance

6D	Au Pak Ho Daniel	Third

World DanceSport Federation

Individual

6D	Wong Lucas	First

Information & Communication Technology

The 3rd 'Words, Dreams and Shadows' Generative AI Idiom Four-Panel Comic Creation Contest

Individual

5D	Chung Tsz Hei Aiden	Silver
5D	Chan Archibald Alexander	Bronze
5D	Xie Man Shan	Bronze
6B	Ip Chin Wang	Bronze

World Robot Olympiad 2026 - Hong Kong Robot Challenge Winter Season

Individual

2D	Chan Hei Nok	Golden Award Plus
2B	Pun Ching Wan	Gold
6C	Fung Ching Nam	Gold

Hong Kong Primary Schools Olympiad in Informatics

Individual

6C	Cheung King Hang	Silver
6D	Chu Chun Yat Jayden	Silver

Aerospace Technology Robot Programming Competition

Individual

5A	Liu Hao Yang	First
5A	Fung An Pan	First
5D	Chan Archibald Alexander	First
5B	Ng Yat Hay	Second
5D	Chung Tsz Hei Aiden	Second
5D	Fung Chi Ting	Second

The 5th Hong Kong Next-Generation Animators Awards

Individual

1A	Cheung Tsz Ho	The Rising Star Award

Community Youth Club (CYC)

Greening for the Chest 2025/2026 - Cleaning for Charity / Green Acts for Charity (Southern District)

Group

	CYC Team	Second

Greening for the Chest 2025/2026 - Charity Plant Sale (Southern District)

Group

	CYC Team	First

Greening for the Chest 2025/2026 - Charity Plant Sale

Group

	CYC Team	Silver

Community Youth Club Outstanding Member

Individual

6A	Chen Chung Chi Josep	The Outstanding Member

Community Youth Club Team Awards 2024/2025

Group

	CYC Team	The Outstanding Performance Award

Go (Weiqi)

The 21st Hong Kong Inter-School Weiqi Tournament (Senior Primary Division)

Individual

6A	Xiao Yuang	Second
6B	Lau Chun Ki	Second
5C	Chan Pok Man Isaac	Second

The 21st Hong Kong Inter-School Weiqi Tournament (Junior Primary Division)

Individual

2B	Tung Benjamin	Fourth
2B	Wong Tsz Long	Fourth
2C	Chan Hei Chun	Fourth

E. Financial Summary

ST. PAUL'S COLLEGE PRIMARY SCHOOL
FINANCIAL SUMMARY ~ 2024-2025

	Government Funds	Non-Government Funds
INCOME		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.86%	*N.A.*
School Fees	*N.A.*	26.94%
Donations, if any	*0.04%*	0%
Other Income, if any	0.34%	3.82%
Total	69.24%	30.76%
EXPENDITURE		
Staff Remuneration	80.52%	
Operational Expenses (including those for Learning and Teaching)	13.28%	
Fee Remission / Scholarship (~)	3.14%	
Repairs and Maintenance	1.24%	
Depreciation	1.82%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.55 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year#	10.77 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure		

(~) 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.*

***** Excluding 3.29 months of NBV of Additional School Building

Report on Use of Capacity Enhancement Grant in 2025/2026 School Year

Name of School: St. Paul's College Primary School

Means by which teachers have been consulted: at staff meetings

No. of operating classes (Excluding IRTPs, if any): 24

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Actual Expenses	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
Co-curricular Activities	Develop students' multiple intelligences	Service providers will be appointed to organise co-curricular activities for the whole school during the CCA periods.	• The CCA periods provide students with various activities to develop their multiple intelligences • Common free periods are arranged for co-planning sessions among subject teachers with their level partners	From September 2025 onwards for 1 year	$588,131.42	● According to the questionnaire results, 100% of teachers and over 96% of students strongly agreed / agreed that the Cross-Curricular Activities (CCAs) effectively promote the development of students' multiple intelligences and support their holistic growth. ● In additional, 100% of the teaching staff strongly agreed / agreed that the common free periods arranged could help foster deeper collaboration among teaching partners to improve learning and teaching effectiveness.	In view of the overwhelmingly positive feedback from both teachers and students, it is recommended that the school continue to organize the Cross-Curricular Activities (CCAs) in the coming academic year to further enrich students' learning experiences and foster their all-round development.

Task Area	Major Area(s) of Concern	Strategies / Tasks	Benefits Anticipated	Time Scale	Actual Expenses	Evaluation of Effectiveness (by survey)	Follow up / Suggestion
STEAM Education	Develop students' STEAM Education	Acquire service by an outsourced agency to run activities related to STEAM Education	• Strengthen students' ability to integrate and apply knowledge and skills within and across the KLAs of Science, Technology and Mathematics Education. • Relieve teachers' workload	From September 2025 onwards for 1 year	The school utilised the EDB one-off Grant on Introduc-tion of Primary Science	● Instead of acquiring services from an outsourced agency, subject teachers directly guided students to participate in external STEAM competitions, with expenditure primarily allocated toward procuring competition materials and specialised kits. ● Student surveys indicated high satisfaction, with 100% of participants participated in at least 2 competitions and agreeing that competition preparation deepened their scientific inquiry and problem-solving skills. ● However, relying entirely on internal teacher capacity restricted the reach of STEAM activities primarily to competition team members and limiting broad-based exposure for the general student body.	Building upon this year's competition success, it is strongly recommended to acquire professional services from an outsourced agency in the upcoming school year to provide all-rounded, in-depth STEAM learning support and structured workshops for students.

School Manage-ment	To relieve teachers' workload in non-teaching area.	To employ a teaching assistant to take up some non-teaching duties to create more room for teachers	Teachers' workload will be relieved	From September 2025 onwards for 1 year	$249,068.31	● According to the questionnaire results, over 98% of the teaching staff agreed that some of the teachers' workload was reduced. ● Over 98% of the teaching staff agreed that more room could be created for teachers to work on improving the quality of learning and teaching.	Since the result of the survey showed that increasing manpower could reduce their workload and improve the quality of learning and teaching, it is recommended that the school would continue to employ a teaching assistant to assist with school clerical work.

Income:
Surplus from Previous Years: $596,788.59
Capacity Enhancement Grant 2025/26 from EdB: $738,100

Expenditure:
1. Activity Programmes by Service Providers: $588,131.42
2. Employment of a Teaching Assistant: $249,068.31
3. STEM Education: $0

Total Expenditure: $837,199.73
Deficit for 2025-2026 School Year: $99,099.73
Balance: Surplus of $497,688.86

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant
St. Paul's College Primary School

Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "−" on the left to hide this part】
[Please click "Enable Content" / "啟用內容" above before completing the template.]

Evaluation Method:	**E1** Questionnaire	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record **E7** Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Self-enhanced Programmes	Sep 2025 - Jul 2026	A whole-year, weekly programme in which selected students will join training classes in various disciplines, such as sports, music, performing arts, science etc., according to their interest and talents within school timetable, with the aim of providing talented students with systematic and more professional training on sports, music aesthetics and science, etc.	JC2-6(150)	0	0		$195,435.80		E1 Questionnaire E5 Observation		158 students of 11 teams are selected by teachers in the area of Sports, Science, Music and Arts. Students leant different knowledge and gained a lot in the CCA periods. According to the questionnaire, over 95% of students agreed that the activities in the CCA periods will develop their multiple intelligences. Over 95% of students reported that they enjoyed and took initiative during having activities in the lessons.
2	A Service Programme for JC1-3	25-27 Mar 2026	A service programme for JC1-3 students, accompanied by teachers and parent helpers, with the aim of providing students with opportunities to serve others through experiential learning in order that students would learn to be grateful and thankful for what they are given.	JC1-3(336)	0	0	Parents(about 250)	$117,017.30		E1 Questionnaire E2 School Meeting and Discussion		During the three-day programme, our JC1-3 students experienced forest education activities, experiential learning activities about world poverty, workshop about visual and audial impairments and a school-based failure education activities. Over 82% of students agreed that they have better civic awareness, and 88% of students agreed that they are more willing to serve others. Teachers also shared similar observations, as they reflected that students had shown sense of responsibility and commitment in classroom.
3	A 3-day Service Programme for JC4	25-27 Mar 2026	A 3-day service programme in Hong Kong to be organised for all JC4 students, accompanied by teachers, social workers, College students and parent helpers, with the aim of providing students with opportunities to understand the needs of different groups of people in the territory.	JC4(112)	6	1	Parent heplers (8) College student helpers(8)	$161,230.00		E2 School Meeting and Discussion E5 Observation		The 25-26 JC4 “Paul ‘s Action – Elderly Care Programme” was successfully conducted and provided valuable learning experiences. Through experiential activities and community visits, students enhanced their understanding of elderly needs, population ageing, empathy, and social responsibility. Overall participation was positive, though minor discipline and cooperation issues were noted. The programme achieved its educational objectives, with earlier venue planning and clearer expectations for students and parent volunteers recommended for future improvement.

	Name and Description of the		Objective(s) of the	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual	Name(s) of Mainland sister school(s)	Evaluation Method^		Evaluation Results
4	Healthy Life Month	1 April to 10 May 2026	A school-based health promotion programme to encourage students to cultivate healthy living habits, and through the Life Education Activity Programme (LEAP), encourage students to maintain their physical and mental well-being.	Whole School (671)	0	0		$21,300.00		E1 Questionnaire E6 Written report and record		During this period, the school organized a variety of activities for students with the aim of helping them develop healthy and positive attitudes towards life, adopt healthy lifestyle habits, and understand the importance of both physical and mental well-being. The activities included the Happy Fruit Month Campaign, Life Education Programme, “The Power of Dreams” Picture Book Sharing Session, “The Formula for Healthy Living” Seminar, Yakult Intestinal Health Workshop, and “Building Resilience” Seminar. According to the data collected from the Happy Fruit Month Campaign, approximately 60% of students in the school had the habit of eating fruit every day. Based on the student questionnaire results, over 90% of students agreed that the Health Living Month activities helped them develop healthy and positive attitudes towards life and healthy lifestyle habits. They also believed that the school should continue organizing similar Health Living Month activities so that other students could benefit from participating in them.
5	English Fun Day & World Reading Day	30 三月 2026	A one-day, whole-school programme with the aim of arousing students' interest in learning English and providing them with opportunities to use conversational English in a fun-filled setting.	Whole School (671)	0	0		Funded by the One-off Grant for the Promotion of Self-directed Language Learning (English)		E2 School Meeting and Discussion E5 Observation		J. C. 6 students were divided into twelve groups. Each group worked with an advisory teacher to design booth games related to English language learning and values education. Students gained a lot of experience in collaborating with other students and organizing activities. Throughout the day, various activities were hosted by OETs with the help of English Ambassadors. The Catwalk Show was run smoothly and students had a great time. We faced planning and coordination issues, including limited preparation time, unclear manpower allocation, and insufficient teacher and parent support. Resource problems included shortages of materials like cardboard boxes and stamp cards, alongside inefficient use of tables and unsuitable venue choice. Operational challenges involved student discipline, snack handling, and inadequate staffing for booth games and the catwalk show. Some constructive suggestions were received from teachers to improve the arrangements in the future.
							Total actual expenses of item 1.1	**$494,983.10**				
1.2	**<u>Non-local</u> Activities**											
1	A 3-day Poverty Exposure Programme for JC5	25-27Mar 2026	A 3-day programme for JC5 students, accompanied by teachers, social workers, College students and parent helpers, with the aim of providing students with opportunities to experience the latest developments, environment and cultural life in China. Additionally, students to learn to be diligent and to persevere in all circumstances, grateful and thankful for what they are given through outdoor and military training.	JC5(112)	7	1	Parent heplers (8) College student helpers(8)	$137,700.00		E1 Questionnaire E2 School Meeting and Discussion E5 Observation		The survey for the JC 5 “Paul’s Action” (Mainland China Programme) 2026 indicated that the programme was highly successful, with most activities receiving ratings of 4 or 5 out of 5. Outdoor Cooking and the AI Carnival were considered the most impactful activities, with 52% of respondents strongly agreeing on their positive impact, while Military Exercise Training received the strongest support for retention, with 70% awarding it the highest rating. Among the logistical arrangements, transportation achieved the highest satisfaction rate (95% positive ratings), followed by accommodation (82%) and meals (69%). Teachers generally recommended retaining the core activities, enhancing selected programmes such as drone training and the AI Carnival, and improving programme flow and medical support. Overall, the programme successfully promoted discipline, teamwork, technological learning, and national education, and received strong support for future implementation.

	Name and Description of the		Objective(s) of the	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual	Name(s) of Mainland sister school(s)	Evaluation Method^		Evaluation Results
2	A 5-day study trip to Beijing for sister school exchange for JC6	23-27 Mar 2026	JC6 students being engaged in exchanges with a sister school in Beijing to experience the different learning approaches and curriculum features of the two places, thereby enhancing mutual friendship. In addition, students visited historical sites, cultural institutions, and technology organizations in Beijing to gain a deeper understanding of the latest developments in their motherland and foster a sense of belonging and pride in the country.	JC6(111)	10	1		$60,788.60	Yu Quan School Attached to Capital Normal University(首都師範大學附屬玉泉學校)	E2 School Meeting and Discussion E5 Observation		The Beijing Sister School Exchange Programme provided students with a rich and meaningful learning experience covering Chinese history and culture, technological development, education, and national development. Through visits to renowned cultural landmarks such as the Temple of Heaven, the Palace Museum, the Summer Palace, and Juyongguan Great Wall, students gained a deeper appreciation of traditional Chinese culture, architectural heritage, and national identity, thereby strengthening their cultural confidence. The exchange activities with the sister school enabled students to experience educational life in Beijing firsthand and fostered respect for diversity, responsibility, and cross-cultural communication skills. Visits to Beijing Daxing International Airport, the China Science and Technology Museum, and the Dongjiao Branch of the China Academy of Railway Sciences enhanced students' understanding of the nation's achievements in modern transportation, innovation, and engineering technology, while stimulating their interest in scientific inquiry. Overall, the programme successfully integrated elements of history, culture, technology, education, and national development. It broadened students' horizons, deepened their understanding of the country, and promoted positive values such as respect for culture, appreciation of learning opportunities, teamwork, discipline, and a spirit of exploration. The programme effectively achieved its intended educational objectives.
3												
4												
5												
							Total actual expenses of item 1.2	**$198,488.60**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$693,471.70**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	As an all-boys school, the school recognises the energetic and active nature of its students. To address their developmental and learning needs, a wide range of learning activities is organised to provide authentic and experiential learning opportunities in different contexts. Through active participation and hands-on experiences, students are encouraged to extend their learning beyond the classroom, apply knowledge in real-life situations, and develop a broad range of skills and competencies. These learning experiences help students explore their interests, nurture their strengths, and realise their potential, thereby promoting whole-person development.	The school's life-wide learning activities are designed in close connection with the seven learning goals. Through initiatives such as Service Learning Day, students are guided to develop proper values and positive attitudes. English Day provides an enriched language environment that promotes effective English language learning. Healthy Living Month helps students establish and maintain healthy lifestyles, while a wide range of co-curricular activities offers opportunities for students to nurture their interests, develop their strengths, and realise their potential. These learning experiences contribute significantly to students' whole-person development.	By making effective use of the Life-wide Learning Grant, the school has provided a variety of learning experiences for students, broadening their horizons and enabling them to develop their potential. Students have also achieved commendable results in various competitions. Furthermore, through participation in a range of activities, students have strengthened their positive values and developed healthy lifestyle attitudes, with evident impact. Nevertheless, the nurturing of values requires sustained and long-term efforts. The school will continue to explore ways of incorporating values education into everyday teaching and learning to foster students' positive development more effectively.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	The exchange programme not only provided valuable opportunities for interaction with the sister school, but also enabled students to gain a deeper understanding of Beijing's culture, arts, and the latest developments in the nation's science and technology. The programme was rich and diverse in content, effectively broadening students' horizons and enhancing their understanding of the country's development and achievements.
2	**Time arrangement of the activity**	The programme was conducted during the post-examination activity week in March. While JC 6 students participated in the exchange visit to Beijing, JC 1 to JC 5 students engaged in various service-learning activities simultaneously. The scheduling of the programme was appropriate and enabled students across different grade levels to benefit from meaningful learning experiences.

	Name and Description of the		Objective(s) of the	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)	Actual	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
3	**Organisation and arrangements of the activity**		The travel agency made satisfactory arrangements for accommodation, meals, and transportation throughout the programme. Students were accompanied by their class teachers or subject teachers, who were familiar with their learning needs and personal characteristics, thereby facilitating effective student management and support during the visit. Overall, the programme was well-organised and smoothly implemented.					
4	**Others (Please specify)**		The sister school exchange programme successfully enriched students' learning experiences beyond the classroom and strengthened their understanding of the history, culture, and development of the country. Students also benefited from direct interaction with their peers from the sister school, which fostered mutual understanding and broadened their perspectives. Moving forward, the school will continue to explore opportunities for deeper academic and cultural exchanges with sister schools, with a view to further strengthening students' national identity and promoting whole-person development.					

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$1,790.60

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	FOK Ka Wing	Position:	Deputy Head
Name of Teacher Responsible for the Sister School Scheme:	LEE WONG Siu Yin	Position:	Senior Teacher

聖保羅書院小學小學
運用推廣閱讀津貼報告書
2025-2026 學年

成效檢討：

本年度圖書組以「生命教育：認識自己，欣賞及接受自己」為主題，推出一系列閱讀推廣活動，整體成效理想，學生反應正面，能夠拓展其閱讀視野，並提升對自我的認識與接納。圖書借閱方面，主題圖書共借出 1,143 次，反應踴躍，反映學生對相關主題有一定興趣。然而，觀察顯示學生普遍較少接觸生命教育類圖書，尤其對「自我探索」與「自我接納」的議題較為陌生，故是次推廣正好填補此閱讀空白。

閱讀教學與活動方面，圖書課融入生命教育主題，能全面覆蓋各年級學生：100%學生參與課堂，98%完成相關課業。調查顯示，95%的一年級學生能透過課業設計認識自我獨特性；90%的三、四年級學生能加深自我了解；80%的五、六年級學生更能進一步學習在青春期及逆境中強化內在心理，應對挑戰。老師觀察到學生於課堂講解時表現投入，反映教學內容切合學生需要，有助提升閱讀動機與深度。

「423 世界閱讀日」活動中，87%學生認同攤位遊戲有助他們接納與欣賞自己；93%學生對書籤製作活動感興趣，尤其欣賞能為自己製作打氣字句的環節，顯示動手創作有助強化正向自我對話。

總結而言，本年度生命教育閱讀推廣活動能有效引導學生從書本走向自我反思，擴闊閱讀層面，並提升學習興趣。為進一步深化主題，建議來年以「家人與朋友」為閱讀核心，並嘗試引入家長參與，讓生命教育從校園延伸至家庭，促進更全面的成長支援。

聖保羅書院小學
運用推廣閱讀津貼財務報告
2025-2026 學年

推廣閱讀的主要目標:
從正向教育教導學生愛自己、欣賞自己、接受自己，對學習/人生的追求，藉主題擴闊學生閱讀層面。

	活　動 / 項　目	物資	預算開支($)	實際支出($)
1.	購買閱讀材料			
	中文實體圖書	圖書	20,000	28,800.2
2.	閱讀活動			
	專業說故事人到校講座	講座	8,000	5,600
	購買活動材料/物資		5,000	991
			總： 33,000	35,391.2

備註:
1. 本年度撥款為$33,088。
2. 超出的開支($2,303.2)，會由學校圖書科津貼支付。

維護國家安全及國家安全教育相關措施的年度報告

2025-2026 學年

範疇	措施	施行情況	成效及反思
學校行政	(1) 根據校本情況及危機處理機制，制訂具體策略和應變措施，以應對涉及危害國家安全的行為和活動。 (2) 根據校本情況及危機處理機制，貫徹執行制訂的策略和應變措施，以應對涉及危害國家安全的行為和活動，防止政治活動入侵校園。	➢ 本年度全體教職員同心協力參與維護國家安全及推動國家安全教育。 ➢ 校長於二零二五年八月二十六日首次校務會議向全體教職員闡述學校推行「維護國家安全及國家安全教育」的目標及基本原則，強調全體教職員須共同努力為學生提供安全、和諧的學習環境，並積極推展正面的價值觀及國民教育。 ➢ 校長透過科主任會議及於二零二五年十二月十日第二次校務會議重申本年度其中一個關注事項為發展及優化國民教育，並因應新國安教育框架將國安教育融入各科課程。校長要求全體教職員及各科組配合學校政策，完善學校在推行國民教育方面的發展。	✧ 全體教職員清楚及認同學校推行「國安教育」的原則及立場，教職員同心協力為學生營造安全、和諧的學習環境，促進國民教育的順利推行。 ✧ 各科組、教職員能夠持守崗位，嚴格遵從教師專業操守，配合學校的發展方針及政策，齊心協力推行國民教育。

	(3) 持續優化「維護國家安全及國家安全教育」工作小組(下稱「小組」)及現有機制，以更有效策劃、統籌及推行校內有關國家安全教育的活動及措施。 • 持續檢視及優化校內有關遵守國安法的行政手冊、科組指引、計劃及檢討等，以更有效推行國家安全教育。 • 持續促進不同持份者的溝通和協作，加強學生品德培養和相關的訓育輔導工作。	➢ 專責副校長、國安教育統籌主任根據教育局指引、校本情況，與各科組負責人、老師保持緊密溝通，領導學校以全校參與模式規劃和推動國民教育。 ➢ 副校長及國教統籌主任全年分三期向各科組收集本年度有關國安教育的計劃及檢討，以檢視全校在課程、活動方面的情況，促進國安教育元素的落實及有效施行。 ➢ 學校持續檢視及優化校內有關遵守國安法的行政手冊、違例應變措施、各科組的計劃及檢討等，以全面推動國民教育。國教統籌及各科組負責老師學期初完成檢視及更新校內行政手冊及應變措施，相關文件放置於公務文件夾，以讓全體教職員閱覽。 ➢ 學校努力促進不同持份者的溝通和協作，加強學生的品德培養和相關的訓育、輔導工作。	✧ 全體教職員認同學校推動國教發展的方針，積極配合副校長、國教統籌主任、各科組負責人在課程、活動等方面的編排，協力推動國安教育的發展。 ✧ 全體教職員知悉及認同學校行政手冊、違例應變措施之相關要求，並切實執行相關措施。本年度並未發現學生、老師或其他人士在校內的活動涉及違反《國安法》的情況。 ✧ 本年度，各科組老師、學生、家長參與不同的國民教育活動，尤其宣揚中華傳統文化的活動(例如「中華文化日」)及境外學習交流活動(例如「北京姊妹學校探訪」、「廣州南沙資訊科技園學習」)表現投入、積極。學校透過不同活動讓不同持分者深入認識中華文化，了解國家歷史及發展，以提升民族自豪感及國民身份認同。

	(4) 持續檢視校內的書本、刊物和單張等，確保不會涉及危害國家安全的內容。 • 校舍管理組定期巡視校舍，確保校內環境、刊物、展示品符合《國安法》要求。	➢ 圖書館設立購置及檢視圖書的機制。學校成立「審書小組」，確保學生閱覽之讀物符合《國安法》要求。 ➢ 校舍管理小組每學期巡視校內各個場地、設施，確保校園內不會出現違反《國安法》的刊物及任何展品。	✧ 本年度，圖書館所有藏書及新購置之讀物均按既定程序審核，並無發現任何違反《國安法》的圖書或讀物。 ✧ 校舍管理小組本年度三次巡視校舍，仔細視察各樓層的展示物，並未發現校內出現任何違反《國安法》展示的情況。
	(5) 持續檢視學校舉辦活動的機制和程序，確保以學校名義舉辦的活動(包括課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等)，不會涉及危害國家安全的行為。學校外借校舍予其他機構舉辦活動前，學校負責人員將持續仔細審視其背景、相關歷史、活動性質及內容，並且適當監察活動進行，確保活動不會涉及危害國家安全之行為。	➢ 「國教小組」與活動組、訓輔組、校舍管理組負責老師緊密溝通，確保外間機構或人士知悉本校有關遵守《國安法》之要求。 ➢ 學校持續完善校內有關違反《國安法》的《違例應變措施》，亦明確要求與學校合作之外間機構須設立應變措施，以處理違反《國安法》之個案。 ➢ 科組、活動負責人須確保所有到校演講、擔任評判、提供服務、借用場地之機構員工/校友/嘉賓/家長清楚知悉學校有關遵守《國安法》的要求。 ➢ 學校本年度 3 次借出禮堂給外間機構(聖公會聖保羅堂幼稚園、學體會、聖基道幼稚園)作頒獎典禮及畢業禮用途，租借事宜按既定指引及程序處理。	✧ 學校所有報價、招標、簽訂合約的程序均已加入相關要求，列明學校一旦懷疑對方涉及危害國家安全的情況，學校將立刻終止雙方訂立之合約。 ✧ 各項活動的負責老師均已查察到校提供服務之外間機構的背景，並知會到校提供服務之人士知悉學校有關遵守《國安法》的要求。 ✧ 三次向外間機構租借場地前，副校長均謹慎審視借用場地之機構的背景及其借用目的，期間並無任何有違《國安法》的事件或情況發生。

	(6) 學校大型活動及「國民教育年曆規劃」臚列的重要日期，例如水運會、陸運會、國慶日等進行升國旗或唱國歌的儀式。此外，學校透過不同的途徑教導學生有關升國旗及唱國歌應有的禮儀。	➢ 學校於開學禮、畢業禮及年曆規劃臚列的日子均舉行升旗禮及進行國旗下講話(水運會、陸運會全體學生唱國歌)。此外，每周恆常舉行升旗禮。 ➢ 除升旗禮及國旗下講話之外，國教小組亦透過不同方式(活動及比賽、壁報、網上平台分享等)加深學生對重要日子、國家歷史、社會發展等方面的認識。 ➢ 學校透過不同途徑(包括早/周會、人文課、常識課、音樂課、體育課等)教導學生有關升國旗及唱國歌的意義，提醒學生應有的禮儀。 ➢ 學期初，音樂科安排一至六年級學生在課堂學習唱國歌。	✧ 全體師生均參與升旗禮，態度莊重、認真。 ✧ 學校各科組的課程、活動安排有助加深學生對升旗禮、國家歷史、國家發展的了解，並提升學生的學習興趣，從而建立民族自豪感和國民身份認同。 ✧ 參與升旗禮、國旗下講話、專題講座、國民教育活動宣傳等有助加深學生對傳統文化的欣賞、對國家安全的認知，從而產生民族自豪感及國民身份認同。 ✧ 音樂科、人文科及常識科的教學能加深學生對國歌的認識，培養尊重的態度。
	(7) 以「國教小組」推動國民教育	➢ 國教統籌主任於本年度首次科主任會議、首次教職員會議讓全體教職員知悉本年度各科如何在課程上配合學校的發展推動國民教育，並邀請各科老師於科組文件內就施行情況作記錄及檢討。 ➢ 國教統籌主任分三個學期收集各科組國民教育計劃及檢討報告，並於科組會議、教職員會議中報告工作進度及概況。 ➢ 國教小組安排升旗隊每周及重要日子舉行升旗禮，編排校長、副校長、主任、憲基大使參與國旗下講話，內容包括重要日子的由來及意義、中國傳統文化、國家歷	✧ 全體教職員明白及認同學校在施行國民教育方面的方針和策略，各項目順利推展。 ✧ 各科組有秩序地將國民教育之相關元素以自然連繫、有機結合的方式融入不同的課題，小組亦有效地收集資料，以檢視全校的推展情況；唯因應課程改革，本年度人文科及科學科只提交一、四年級的課程資料，預期仍需兩年時間才全面掌握全校一至六年級的整體情況。 ✧ 本年度共舉行 43 次升旗禮(包括重

		史、國家在社會/科技/交通/經濟等方面的發展等，促進教職員、學生更全面認識及關注國家的概況。 ➢ 國教小組籌辦各項有關國民教育的活動和比賽外，更與不同科組共同協作，以多元化方式推展國教活動，以豐富學生的學習體驗，提升民族自豪感，加強國民身份認同。	要日子及每周恆常升旗)，17 次國旗下講話，各科組各項與國民教相關的活動共 36 項。有關活動豐富而多元化，能有效加強學生對國家民族、傳統文化的認識，從而提升民族自豪感及國民身分認同。
人事管理	(1) 學校《人力資源手冊》夾附教育局「加強保障學童的措施：學校教學及非教學人員的聘任」最新指引(教育局通告第 14/2023 號)，作為教職員聘請參考準則。相關文件擺放於公務文件夾內，方便教職員隨時查閱。	➢ 學校的《人力資源手冊》清晰臚列有關聘請教職員的指引及程序，涵蓋教育局通告指引(《加強保障學童的措施：學校教學及非教學人員的聘任》)的最新指引(教育局通告第 14/2023 號)作為其中一項準則。	✧ 學校聘任機制完善清晰，全體教職員可隨時於教員室(硬本)及學校公務文件夾(軟本)查閱相關文件，以了解學校對員工之要求。本年度全體教職員均遵從學校守則行事。
	(2) 持續透過考績機制評核教職員日常工作表現，包括教學、批改課業、工作態度，以至個人專業操守。學校密切留意教職員日常表現，參考《因應香港國安法實施處理教職員行為及操守事宜》處理員工相關之不當行為。	➢ 學校制定清晰明確的考績機制，以評核教職員各方面的表現，又持續透過教職員會議、職員通告、公務區信息等，適時提醒教職員須時刻秉持專業操守。 ➢ 學校管理層、科組負責人以查簿形式審閱教職員批改課業的表現，同時亦檢視老師在教材設計方面是否符合《國安法》之要求。 ➢ 學校管理層持續留意老師日常的教學表現及工作態度，並根據觀察所得透過公務區群組、職員通告、教職員會議等作適切提醒，以確保教職員維持專業的教學態度。	✧ 學校管理人員、科組負責人恆常關注教職員的日常表現及需要，於查核課業、觀課及日常觀察中留意及適時提醒其專業操守。本年度並無發現有教職員作出任何危害國家安全之言論或行為。 ✧ 校長、副校長透職員通告/教職員會議向全體教職員(尤其新入職老師)發放教育局對教職員要求之最新指引，有效確保及協助教職員知悉及達到相關要求。

	(3) 透過教職員會議向全體員工表明學校立場，要求老師秉持專業操守，根據學校訂立的目標和原則切實執行有關「維護國家安全及國家安全教育」的具體措施，並注重言傳身教，以學生福祉為依歸，共同努力為學生營造健康快樂的成長環境。	➢ 校長於教職員會議向全體教職員清晰表明學校及辦學團體的立場，並要求老師在教學、帶領活動、在校內外之言行、教學材料設計及發放等，必須符合教師專業操守。	✧ 教職員清楚及明白學校及辦學團體的立場，日常教學及表現能夠秉持專業操守及符合《國法安》之要求。
	(4) 各活動負責老師持續嚴格監察外間機構提供的服務，包括活動的課程內容及導師表現。如課程內容或導師表現出現偏頗或個人操守問題，學校會即時與相關機構聯絡，以制定的相關程序作出處理，並要求外間服務機構遵從教育局有關「加強保障學童的措施：學校教學及非教學人員的聘任」最新指引之要求。	➢ 各活動組負責老師根據既定的指引及應變措施，確保到校提供服務的人員知悉學校有關遵守《國安法》的要求，並密切關注和監察活動進行的情況。 ➢ 學校所有標書及學校與外間機構簽訂之服務合約均已加入遵守《國安法》的指引及要求對方編定《違例應變措施》。學校亦列明一旦對方或學校懷疑對方做出涉及危害國家安全的行為，學校可終止雙方訂立之合約。	✧ 學校有關遵守《國安法》的指引及違例應變措施明確清晰。外間服務機構均能遵從要求，本年度各項由外間機構協辦的課程、活動等均運作暢順，期間並無任何違反《國安法》的情況發生。
教職員培訓	(1) 管理層適時透過不同途徑(例如教職員會議、通告傳閱等)向全體教職員發放國安教育相關的培訓資訊，並定期檢視教職員參與進修的紀錄，確保同事達至進修要求。 (2) 學校持續透過不同途徑，包括：電話群組、教職員會議、通告傳	➢ 教師發展組密切留意有關國安教育的最新動向，亦以不同渠道，例如電話群組、教職員會議等發放有關資訊，鼓勵老師積極參加相關培訓課程，以提升對國安教育的認識。 ➢ 副校長、國教統籌主任留意不同範疇的培訓資訊，不時向教職員發放有關國教的工作坊、培訓等，鼓勵教師積極參	✧ 本學年，全校百分之五十五的教職員參與有關國家安全(範疇一)的培訓。學校將持續鼓勵老師參與相關進修。 ✧ 校內大部分教師能夠根據教師專業進修階梯的要求參與各個範疇的進修課程，新入職教師均已達到相關要求。

	閱等，讓教師知悉有關國安教育之培訓要求、相關課程及活動，並鼓勵教師參與。 (3) 學校將持續有序地安排教職員參加有關「國安教育」的培訓，以提升教職員相關方面的知識及認同，讓學校順利推展國安教育的相關工作。	與，以配合學校發展。 ➢ 教師發展組負責老師適時讓新入職教師知悉教育局的培訓要求，並安排新入職教師參與由教育局安排的培訓課程。	✧ 學校會繼續鼓勵教師留意及報讀「教師培訓行事曆」內有關國民教育及國家安全教育的相關課程，以確保教師此範疇的進修時數達到要求。
學與教	1. 因應《香港國安教育課程框架》(2025)，學校各科組，包括人文、科學、常識、中文、英文、數學、視藝、音樂、體育、訓輔、國教小組皆依據課程框架，按年級選取適合課題，以自然連繫、有機結合方式，循序漸進編排及規劃國家安全教育元素，加強學生對國家的傳統文化、歷史、發展、成就、建設、憲法、制度等方面的認知，並提升國家安全意識。學期終結，各科組將就其施行情況作檢討，並向學校提交報告。 2. 課程發展主任、國教統籌主任與各科科主任定期開會，除討論學與教內容外，更審視學生課業，檢視國民教育的實施情況，確保選取及編訂的學習內容符合學生的程度和學習需要。	➢ 二零二五年八月，國教統籌主任與課程主任共同商議，因應國安教育課程框架擬定各科校本國民教育計劃及檢討重點，制定校本格式，全年以三期收集各科的國民教育計劃及檢討報告，以推動、監察及檢視其施行情況。 ➢ 課程主任及國教統籌主任於科主任會議、科組會議、教職員會議上闡釋學校推展國民教的方針及政策，要求各科組及全體教職員全力配合。 ➢ 國教統籌主任分三期檢視各科組在推動國民教育方面的課程及活動，統合及整理各科資料，並適時作報告及回饋，持續優化計劃及發展。 ➢ 課程主任因應國民教育進行科組觀課，以檢視國民教育推行的成效，並作適切回饋。 ➢ 國教統籌主任收集各科課業樣本，以了解及優化與國民教育相關的課業設計。	✧ 全體教職員明白及認同學校推展國民教育的方針及策略，並全力配合學校發展施行教學，各科進度表、課堂活動以自然連繫、有機結合方式加入國民教育元素，整體成效符合預期。 ✧ 由於本學年只有一、四年級推行人文科及科學學教育，預期兩年後能全面檢視一至六年級課程在國民教育方面的施行情況。 ✧ 根據現行檢視的資料及國民教育重點視學回饋，學校能夠以不同形式及豐富而多元化的活動推展國民教育，重點涵蓋國家歷史、政制、社會發展、國家建設及成就等方面，在中華傳統文化方面的廣度及深度能得以有效延伸；國教小組亦能適度補充部分科組未能涉獵之重點，以及就國民教育年曆推動多元化的國民教育活動。

	3. 各科組有關國民教育之學與教資源、文件、學生課業等將存檔最少兩年。	➢ 課程主任及國教統籌主任於科主任會議、科組會議及教職員會議提醒全體教職員有關國民教育資源需存檔最少兩年。	✧ 國教統籌主任及課程主任將就本年度的檢視結果，繼續優化及完善學校的國民教育發展。
	4. 學校恆常舉辦及參加認識中國歷史及文化、國情發展及與國安教育相關的活動及比賽。	➢ 國教小組及各科組全年舉辦共 36 項有關國民教育的活動/比賽，包括境外交流、文化日、劇場活動、專題講座、攤位遊戲、演講比賽、問答比賽等，主題豐富，形式多元化。	✧ 不同類型的活動能夠提升學生對中國傳統文化的認知、興趣及欣賞，深化學生對中國歷史、國家發展的了解，有助提升學生的國民身份認同及民族自豪感。
	5. 學校委派專責教師負責存檔有關《憲法》和《基本法》教育、國家安全教育以及國民教育的校本學與教資源。 • 學校於教員室設置資源櫃，有系統地放置與國家安全教育相關的學與教資源，方便教職員查閱及借用。資源目錄適時更新，確保教職員能獲取最新的相關資訊及知識。 • 上述參考資源及紀錄，學校會最少保存兩年或以上，然後再按實況進行處理。	➢ 學校資源管理專責老師於教員室設置資源櫃，持續整理有關《憲法》和《基本法》教育、國家安全教育以及國民教育的教材，並適時更新資源目錄，供各科老師借用。 ➢ 學校於教職員會議、科組負責人會議讓全體教職員知悉需保存最少兩年有關國民教育相關的教材/學生相關作品，以備查察。 ➢ 各科組設立機制，由專責人員保存相關資源/學生作品。	✧ 各科組負責人知悉學校相關要求，並依既定機制處理。 ✧ 教局育重點視學期間各科組能夠根據學校要求出示相關文件紀錄及學生作品。

學生訓輔及支援	1. 訓輔組緊扣學校「對生命滿懷熱忱，對學問勇於追尋」的關注主題，規劃一系列活動，引導學生探索生命的真諦，以熱誠灌注生命，進而建構各種正向價值觀，並且努力追求學問，積極裝備自己，以堅韌心志勇敢面對成長道路上的逆境，充分體現生命價值。	➢ 本年度學校以「信、望、愛」及「感恩」作為價值觀教育主題。第一學期以當中的「信」及「感恩」為主題，並輔以其他價值觀教育主題，讓學生從理念認識到行動實踐，一步一步內化美德；亦藉此培養學生對中華傳統美德的尊重和認同。 ➢ 科組適時鼓勵學生以具體行動貢獻社區、香港及國家，並盡量提供相關機會。	✧ 校本輔導活動獎勵小冊子內的課業反映學生明白及認同相關的理念，亦紀錄了學生在過程中身體力行的經過；學生在「知、情、行」上均反映對中華傳統美德的尊重和認同。
	2. 學校繼續舉辦「保羅行動」及姊妹學校交流活動，帶領學生跨出教室，親身踏足祖國，藉實地體驗學習，讓學生更深入認識我國的深厚文化、國家發展與風土人情，從而開闊眼界，提升國民身分認同及自豪感。	➢ 五年級學生跨出教室，前往廣州南沙學習基地進行體驗學習，從不同活動中了解國家的科技發展，又藉國防教育、軍體操及團隊紀律訓練等，培養學生自律守規、責任承擔與團隊精神。 ➢ 六年級學生前往北京，透過實地考察、探訪科技機構、觀賞體驗傳統文化活動等，加深對國家歷史、社會、經濟、等多方面的認識，增進對當代國情及國家發展的了解，培養對國家民族的歸屬、自豪感及國民身份認同。又藉姊妹學校師生交流，認識兩地不同的學習模式、課程特點，增進兩地學生的情誼。	✧ 五年級保羅行動整體成效令人滿意，軍體操、野炊、國防訓練、無人機、機甲訓練、AI 嘉年華、燈會均獲高度正面評價。優化方向以加強國防時數、優化無人機流程、完善醫療物資、調整行程節奏為主。整體活動達至紀律培養、團隊合作、科技體驗與國情教育之目標。 ✧ 六年級北京學習交流活動內容豐富，涵蓋歷史文化、科技發展、兩地學校交流及城市建設等多個範疇。實地考察、參觀活動有助加深學生對首都、不同歷史文化景點的認識，親身感受中華傳統建築藝術、文化與國家精神，以提升文化自信、民族自豪感和國民身份認同。

	3. 學校繼續聘請及設立不同的專業人員，例如：訓、輔導專責老師、社工、教育心理學家等，全方位了解學生之需要，促進學生茁壯成長。	➢ 校內不同範疇的專業人員：班主任、訓導及輔導專責老師、社工、教育心理學家等，全方位了解學生在校的學習情況/成長需要，密切關注學生的日常表現，適時對學生作支援及引導，促進其身心成長。	✧ 學校各組成單位合作無間，適切關注學生需要及作支援/引導，學生整體表現理想。
	4. 學校繼續以全校合作模式推行德育、公民及國民教育，全年透過不同活動培養學生的品格、個人責任感及承擔，以及國民身份認同。	➢ 學校各科(中、英、數、常、音樂、視藝、體育、圖書等)、活動組、訓輔組、國教小組緊密協作，配合學校國民教育發展的方針，推動不同形式、涵蓋不同重點的課題及活動，共同為培養學生品格、個人責任感及承擔、國民身份認同而努力。	✧ 本年度各科組通力合作，各科老師嘗試透過適切課題加入國民教育元素；科主任盡力編排相關的活動/比賽；活動組為各級安排適合的全方位校內/外活動；訓輔組為各級編排校本輔導活動；國教小組因應國教年曆安排升旗及不同的活動/比賽，成效理想。
家、校合作	1. 學校與家長保持緊密的溝通，以「家教會」作橋樑，為家長提供有關國民教育的資訊及活動建議，並邀請他們參與各個相關活動，以提升對國民教育的認識，共同為學生的健康成長而努力。 2. 以多元化的活動，例如協辦中秋節/中華文化日等活動，又參與傳統手工藝製作工作坊，例如傳統花燈、龍船、包糭製作等，向家長及學生宣揚中華文化，以引發家長對中華文化的認識和興趣，從而共同努力推動學校的國民教育發展。	➢ 學校與家長保持緊密溝通和配合，不時向家長發放有關中華文化、國民教育的活動/比賽資訊，讓家長清楚了解學生參與各項活動的意義，從而鼓勵學生積極參與相關活動/比賽。 ➢ 學校邀請家長協辦/參加與中華文化、國民教育的活動，讓家長及學生從中認識、欣賞我國源遠流長的傳統文化精萃，以推動國民/國安教育。	✧ 學校以通告形式讓家長知悉學校有關中華文化、國民教育活動/比賽的詳情，鼓勵家長推動學生參與，獲得家長認同及支持。 ✧ 家長對協辦「中秋送團圓」、「中華文化日」、擔任「保羅行動」活動義工反應熱烈；亦積極參與「中秋燈籠工作坊」、「端午龍舟工作坊」等活動，以親子形式認識、欣賞中華文化，有助提升學生對中華文化的欣賞及民族自豪感。

「全校參與」模式照顧有特殊教育需要的學生年終檢討表
2025/26 學年

(一) 本校在照顧有特殊教育需要的學生方面的情況如下：

(請在適當的地方點選你的選擇)

I 校園文化	**十分滿意**	**滿意**	**尚可**	**有待改善**
a) 領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		✓		
b) 教職員能接納有特殊教育需要的學生並願意承擔支援的責任		✓		
c) 學生朋輩間能接納彼此的獨特性及個別差異		✓		
d) 學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		✓		

II 學校政策	**十分滿意**	**滿意**	**尚可**	**有待改善**
a) 領導層訂立有關支援有特殊教育需要的學生的政策，並定期檢視目標和成效		✓		
b) 學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c) 已訂定安排教職員接受特殊教育的持續專業培訓的計劃，並預期會符合教育局訂定的培訓目標			✓	
d) 學校設有適時轉交有特殊教育需要的學生資料、及早識別和支援有學習或適應困難的學生的機制		✓		
e) 靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務		✓		

III 支援措施	**十分滿意**	**滿意**	**尚可**	**有待改善**
a) 教師能透過課堂教學或利用教育局提供的評估工具及相關支援教材，及早識別和支援有特殊教育需要的學生		✓		
b) 已成立「學生支援組」(或相關組別)，並由特殊教育需要統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施		✓		
c) 已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		✓		
d) 「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等		✓		
e) 透過專業交流或定期教師專業發展活動，提升教職員的教學技巧		✓		
f) 採用多元化教學策略(如協作教學、合作學習、分層教學、小組教學、適異教學等)，提升學生的學習動機，促進學生參與學習，發展學生的潛能		✓		
g) 善用資訊科技，提升學與教的效能，例如運用電子白板或電子		✓		

III 支援措施	十分滿意	滿意	尚可	有待改善
學習課堂工具，促進師生互動，幫助學生展示其學習成果，並適時為學生提供回饋和跟進輔導				
h) 運用正向行為支援策略，例如教導學生情緒調控、社交的技巧，或透過班級經營活動，建立和諧、友善及互相尊重的課室氛圍		✓		
i) 按學生的需要而訂立多元化的評估調適策略		✓		
j) 為有需要個別加強支援的學生提供結構化支援方案/個別學習計劃		✓		

(二) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援:(請在適當的方格內加'√' 並可選多於一項)

✓	派發學生支援摘要
✓	為需要加強支援的學生訂定結構化支援方案/個別學習計劃
✓	在學校報告及學校概覽中清楚列明支援措施及服務
✓	「學生支援組」定時與家長檢視學生的學習進展
	其他，請註明:(　　)

2. 本校恆常與家長溝通的機制，包括:(請在適當的方格內加 '√' 並可選多於一項)

✓	通告
✓	家長日
✓	家長培訓
✓	家長面談
✓	電話/電子平台
✓	學生支援摘要
✓	學生評估/進展報告
	其他 (請註明:　　)

(三) 支援有特殊教育需要的非華語學生(如適用)

本校為有特殊教育需要的非華語學生提供以下支援

	運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
	運用「有特殊教育需要非華語學生支援津貼」外購專業服務
	協助翻譯
	推動共融文化活動以建構共融校園
	設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
	其他 (請註明:　　)

(四) 本校在推行融合教育方面仍須加強或改善的地方是:

（如有需要，請參考《照顧學生個別差異~共融校園指標》）

(a) 共融校園文化方面
個別班別的家長因班中有特殊學習需要學生的行為而質疑校方取錄該類學生的決定。來年希望藉着家長教育讓家長初步認識香港融合教育的情況。

(b) 共融政策方面
本年度仍以服務學習為主題，推行融合教育，以體驗式學習為主，學生投入活動，並應用在日常生活中，惟個別級別內容未能配合該年齡層，明年如續辦需調節內容及程度

(c) 共融措施方面
本年同事參加「照顧不同學習需要」網上基礎課程比較踴躍，另有兩位同事參加主題課程，但有家長指老師於課時出外進修影響學生學習。 惟參加傢讀課程的老師則認為課後進修，既要傢顧學習又要傢顧學校工作，令其增加不少壓力。安排同事進修的政策需優化。

(五) 運用學習支援津貼的情況：

收入項目	**金額($)**
a) 2024/25 學年 [上學年] 可保留的學習支援津貼盈餘	16,524
b) 2025/26 全年 [本學年] 獲得學習支援津貼的撥款 (系統自動顯示)	423,170
c) 總收入金額 (系統自動顯示)	439,694

支出項目	**增聘人數(名)**	**金額($)**
d) 增聘全職教師	0	0
e) 增聘兼職教師	0	0
f) 增聘全職教學助理	1	299,665
g) 增聘兼職教學助理	0	0
h) 外購專業服務		38,160
i) 購置學習資源		0
j) 安排學習/共融文化活動、校本教師培訓及家校合作支援活動		49,800
總支出金額 (系統自動顯示)		387,625
盈餘 (系統自動顯示)		52,069
餘款佔本年度撥款的百分比(%)(系統自動顯示)		12.30%

(六) 轉交有特殊教育需要的小六學生資料往中學的情況(小學適用)：

1. 本校在本學年轉交有特殊教育需要的小六學生(不包括「成績稍遜」的小六學生)的相關文件(如醫療報告、評估報告/摘要、學生支援摘要、簡要的學習記錄和教學建議等)至其將入讀中學的情況如下：
   (a) 本學年有特殊教育需要的小六學生數目 (a) 8 (100%) [= (b) + (c)]
   (b) 家長同意轉交相關文件往中學的學生數目 (b) 8 (100.0%)
   (c) 家長不同意轉交相關文件往中學的學生數目 (c) 0 (0.0%)

2. 本校在下學年會採取下列措施鼓勵家長同意轉交其子女的特殊教育需要資料:

- [✓] 接觸有關家長，解釋轉交其子女特殊教育需要資料的重要性
- [ ] 舉辦家長教育活動，當中讓有關家長明白轉交其子女特殊教育需要資料的重要性
- [ ] 安排家長分享經驗，讓有關家長明白轉交其子女特殊教育需要資料的重要性
- [ ] 其他 (請註明:)