

**Sha Tin Methodist
College
School Report
2025-2026**

(1) Our School

Sha Tin Methodist College is an aided co-educational EMI secondary school founded in 1983. It is sponsored by the Methodist Church, Hong Kong to serve the local community together with churches and service centres in the Sha Tin parish. In 2025-26, there are a total of 722 students in 25 classes from Form One to Form Six.

Vision

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the Gospel.

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

Mission and beliefs

Provide whole-person education according to the spirit of Jesus Christ; Nurture abundant lives by teaching the gospel.

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the fullest.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model themselves after Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Equip our students to master 21st-century global competencies and transform them into future-ready individuals.

Achievements

The 3 targets in Priority Task 1 were largely achieved. Positive response was seen from students and teachers in various surveys such as Student Feedback Forms, APASO and SHS surveys conducted in 2025-2025 school term.

a. The target ‘1.1 Language Literacy ready: Students are confident in mastering “Biliteracy and Trilingualism” learning’ was largely achieved, though continuous efforts are required to foster a stronger reading culture and an immersive language environment.

- As reflected in the Student Feedback Form 2025-2026, over 90% of subjects scored 3 or above out of 5, indicating that most of the subjects have successfully helped students feel more confident in mastering Chinese, Mandarin, and English.
- Furthermore, the APASO survey 2025-2026 revealed that our students maintained a higher self-concept in English compared to the average Hong Kong school. This positive trend was also shown in the Stakeholder Survey (SHS), where the students' language ability score reached an impressive 4.0 out of 5.0.
- Regarding the learning environment, most learning platforms have adopted English as the Medium of Instruction (MOI), and all EMI teachers utilized English during lesson observations. To stretch students' potential, various enrichment programs were organized, such as the Gifted Program: MUN and Debate Team, Day 6 English broadcast and activities, and English week. We are also excited that 20 students joined the Summer English learning overseas trip to Australia in July 2026.
- Regarding the Language across Curriculum, efforts such as Reading Week, Reading Afternoon, Reading sharing in morning assemblies, and LaC collaboration among different subjects were made in this school year. Based on the school-based reading surveys, more than half of the student respondents appeared to be satisfied with the existing reading activities. Besides, our school is happy to win a commendable award in EDB Readathon Scheme 2526 and the Silver Award (secondary school section) in EDB *Joyful Thousand-mile Reading Cruise Scheme* in this school year.
- By observation, students and teachers expressed appreciation and admiration for their schoolmates who were able to present fluently in English on different occasions such as morning assemblies,

cyclic assemblies, and various activities throughout the whole year. Students saw the schoolmates as role models and had confidence and willingness that they could do the same sooner or later with paid effort.

- In this school year, a group of F.4 students was awarded the Third Prize in the Short Film Category (Secondary Division) at the EDB FLIMIT 2026. This achievement highly recognizes our students' language proficiency, digital literacy, collaboration skills and creativity.

b. The target '1.2 Science and Digital literacy ready: Students are confident in mastering science and digital literacy' was largely achieved.

- According to the Student Feedback Form 2025-2026, over 90% of subjects scored 3 or above out of 5 when evaluating whether the subject provided useful e-learning tools to facilitate and enhance interactive lessons and personalized learning. Furthermore, to keep pace with rapid technological advancements, the F.1-2 Computer and STEAM curricula have been updated to better equip our junior form students with foundational digital skills.
- A major highlight of this academic year was the "AI in Science" project, which was completed with great success and proudly attained a Grand Gold Award in the EDB Science (S1-3) Teacher Plan Design Award Scheme. Under this Project, all science teachers have undergone 12 hours professional training and are well-equipped with the knowledge in the use of AI tools to enhance teaching and learning.
- To further promote this innovative teaching pedagogy, the Academic Development Committee (ADC) has invited science teachers to organize a few AI learning workshops for professional sharing. Various professional sharing sessions was also arranged in the Panel Heads' meetings and staff meetings for teachers' professional development in the use of AI. Additionally, various subject panels proactively purchased and integrated AI tools, such as Solid Memory and Penso, to effectively enhance teaching and learning efficiency across different disciplines.
- To further nurture students with high potential, targeted gifted programs encompassing Science, STEAM, and Computer subjects were successfully implemented. Besides, STEAM Week which was designed to cultivate students' interest and curiosity in science and technology was successfully held in March 2026. Students have demonstrated strong capability and enthusiasm in these areas.
- During this school year, our students actively participated in various Science, STEAM, and Mathematics competitions, achieving outstanding results. In the junior forms, Yeung Kwan Ngai (3B) and Anthony

Leung (3C) represented Hong Kong in Korea, winning the Grand Award in the International Mathematical Science Creativity Competition. In the senior forms, Tse Sheung Yin Aidan (5B) also won the Championship in the 2025 Asian Youth Chemistry Knowledge Olympiad. These great achievements reflect our students' hard work and our school's commitment to nurture students' science and digital literacy.

c. The target 'Knowledge and Skills Ready: Equip our students with a solid foundation of knowledge and 21st-century skills to become agile problem-solvers for the future' was largely achieved.

- In the Student Feedback Form 2025-2026, over 90% of subjects scored 3 or above out of 5 for designing interactive, collaborative, and inquiry-based learning tasks. This success is strongly supported by the Stakeholder Survey (SHS), where both teachers and students held a positive viewpoint towards teaching (including viewpoint towards teaching, curriculum and assessment), with all related data scoring above 3.8 out of 5.
- The APASO survey also confidently reflects this success, indicating that almost all Learning and Teaching (07) Data, as well as scores related to students' Generic skills (04), are much higher than the Hong Kong school average. It confirmed our school's high teaching and learning efficacy.
- Pedagogical approaches and assessment designs have also demonstrated marked improvement this year. During lesson observations, more than 90% of the lessons were found to be highly interactive and collaborative. It was found that various collaborative and experiential learning activities were designed, for example debate, hands-on experiments, class discussions and role-play etc. Most students were engaged to share, present before the others, and could get positive feedback and appreciation from fellow students. Most of the classroom settings, groupings and atmosphere facilitated communication and collaboration among students. Students' sense of ownership and knowledge of co-construction were largely achieved.
- Regarding student output, the Assignment Inspection revealed that most subject panels effectively utilize diverse forms of assessments. Furthermore, exemplary assignment designs were shared among subject panels under the cross-subject homework sharing arrangement, which was highly appreciated by colleagues as it enhanced professional development.
- According to KPM survey 2025-2026, both teachers and students shared positive views towards our school's teaching and assessment (KPM 10, 11) which the score ranged from 3.82 to 4.13.

d. **The target ‘1.4 Citizenship ready: Cultivate students’ national and global identities’ was largely achieved.**

- Quantitative feedback strongly reflects our success in this domain. In the Student Feedback Form 2025-2026, over 90% of subjects scored 3 or above out of 5 regarding their effectiveness in helping students cultivate their national and/or global citizenship.
- This is further validated by the APASO survey, where all data related to National Identity (13), as well as Global Competency and Global Perspective (Concern) (14, 15), are much higher than the Hong Kong school average.
- To foster students’ national identity and love for our own culture, our school launched an inter-disciplinary Chinese Culture Week from 9/2/26 to 12/2/2026. Game booths, calligraphy and couplets writing booths, expert talk, lunchtime performance, PTH song dedication etc. were held throughout the week. The Chinese Culture Week was a great success, as both teachers, students, parents, alumni and students from Shanghai all gave very positive feedback. It fostered a deep sense of patriotism in our school.
- Additionally, the Academic Development Committee (ADC) purposefully designed two Cyclic Assemblies, one focusing on national identity through Intangible Cultural Heritage, and another addressing global identities via Climate Action, targeting to strengthen students’ global and national identities. To provide relatable role models, the ADC also actively arranged alumni sharing sessions about global citizenship, which successfully took place during morning assemblies, lunchtime sharing, and class meetings.
- Furthermore, our school has once again been verified as a Net Zero Demonstration School by the UNESCO Hong Kong Association for the 2025–2026 school year. Our school is committed to promoting values education for sustainable development by integrating the Sustainable Development Goals (SDGs) into the curriculum and encouraging students to take action to contribute a Sustainable World.

Reflection

This was the first year of implementing the School Development Plan (2025-2028), and the four targets under **Major Concern 1 were largely achieved**, as evidenced by positive feedback from the **APASO 2025-2026 survey, SHS 2025-2026 survey, Student Feedback Form 2025-2026, Lesson observation, Assignment inspection and students’ performance in various learning activities.**

- The target ‘1.1 Language Literacy ready: Students are confident in mastering “Biliteracy and Trilingualism” learning’ was largely achieved, as reflected in the high score of APASO 2025-2026, SHS 2025-2026, Student Feedback Forms 2025-2026 and the positive feedback of various English activities such as Gifted Program, English Day, LaC Week and the English Summer Camp. However, despite efforts such as Reading Week and Reading Afternoon, reading sharing in morning assemblies, survey data related to Reading still showed a decline. Continuous efforts are required to foster a stronger reading culture and an immersive language environment.
- The target ‘1.2 Science and Digital literacy ready: Students are confident in mastering science and digital literacy’ was largely achieved as reflected in the data of Student Feedback Forms, the updated F.1-2 Computer and STEAM curricula, and most importantly recognition from EDB “AI for Science Education” Teaching Plan Design Award Scheme Grand Gold Award. However, there is still room to expand students’ exposure via joining more different open competitions and programs.
- The target ‘1.3 Knowledge and Skills Ready: Equip our students with a solid foundation of knowledge and 21st-century skills to become agile problem-solvers for the future’ was largely achieved as seen in Student Feedback Form 2025-2026 and APASO 2025-2026. During lesson observation, almost all lessons are student-centered with interactive learning activities. Moving forward, inquiry-based learning can be further strengthened in daily teaching and learning.
- The target ‘1.4 Citizenship ready: Cultivate students’ national and global identities’ was largely achieved as reflected in the Student Feedback Forms 2025-2026, APASO 2025-2026, SHS 2025-2026 and positive feedback in various learning activities related to National and Global Citizenship. It shows that our school has successfully nurtured students to be global citizens with a deep sense of patriotism.

Feedback and follow up

1. Language Literacy Ready: to address the decline in student reading habits and strengthen the school's English environment, several practical adjustments will be made. First, we will introduce structured, engaging learning activities during the Reading Period (Day 4 and Day 6) to keep students focused and rebuild their interest in reading. Additionally, more engaging learning activities will be designed to provide students with chances of practical English language use. Nonetheless, we will continuously provide immersive English learning opportunities for students in the coming school year.
2. Science and Digital Literacy Ready: building on the successful update of our junior curricula and our award-winning AI projects, our next step is to expand students' learning beyond the classroom. In

the coming year, the STEAM and Computer subject panels are encouraged to prepare more students to participate in external exhibitions and competitions. Moreover, professional sharing sessions on the effective use of AI will be arranged, and subject panels are encouraged to purchase AI tools to enhance teaching and learning.

3. Knowledge and Skills Ready: in this school year, our school highlighted the importance of interactive and collaborative lesson design, which was largely achieved as seen in students' positive feedback across different surveys. Building on this foundation, in the coming school year we will focus more on designing daily lessons with an inquiry-based approach to solve real-world problems. This aims to connect students' learning with real-world contexts, thereby strengthening their problem-solving and 21st-century generic skills.

4. National and Global Citizenship Ready: although our students showed strong sense of belonging of both national and global identities, there is still room for improvement regarding their understanding of international cooperation as reflected in APASO data “Global Perspective (responsibility, cooperation)”. In the coming school year, we will continue to organize different learning activities inside and outside classroom, aiming to achieve “Rooted in Chinese Culture, Connecting the World, and Embracing the Future (*Value Education Framework 2026*)”.

The new Annual School Plan (2026-2027) will cover the above concerns.

Priority Task 2: Through Social-Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip for the future.

Achievements

- ✧ **The 2 targets in Priority Task 2 were largely achieved. Positive responses were seen from the students and teachers in various surveys such as APASO and SHS surveys conducted in this school year.**
 - a. **The first target ‘Cultivate students’ self-awareness: Enhance students’ self-awareness; strengthen their understanding and expression of emotions, recognition of character strengths, and ability to apply them to promote greater self-acceptance and self-worth.’ was achieved successfully.**
 - **Implementation of recognition of emotions and Character Strengths:** F.1-5 students enhanced their self-awareness regarding character strengths through Form Teacher Lessons and the VIA Survey. During these sessions, the animated film *Inside Out 2* was utilized to illustrate that **emotions are value-neutral and inherently reflect underlying personal needs**. According to the evaluation of Form Teacher Lesson conducted during Form meetings, **fostering emotional literacy and acceptance aligns closely with student developmental needs**. Students have attained a **foundational grasp of character strengths**; furthermore, teachers' sharing of personal experiences in applying these strengths significantly deepened students' understanding of practical application.
 - **Integration into Extra-curricular Activities:** This year, the application of character strengths was **integrated into debriefing sessions** for extra-curricular activities. Additionally, the conceptual understanding and practical application of these strengths were incorporated into the training of Big Brothers and Sisters scheme.
 - **Student Well-being (APASO Data):** Cross-year comparative data from APASO indicates a general **upward trend in positive emotions** and a **decline in negative emotion** among students. Nonetheless, students' **anxiety and depressive tendencies** need continued attention.
 - **Parental Engagement:** Feedback from the Parents' Day Talk Questionnaire reveals that the session effectively **enhanced parents' understanding of character strengths**, inspiring them to adopt a **strength-based parenting approach**. Parents also acquired essential knowledge of Social-Emotional Learning (SEL) through the seminar titled "The Five Core Competencies of SEL: Impacts on Children's Performance and Personal Growth."
 - b. **The second target ‘Fostering students’ self-management: Support students in setting goals and enhancing their executive functioning and self-management skills.’ was largely achieved.**
 - **Academic Self-Management (SHS Data):** According to Stakeholder Survey (SHS), students performed solidly in "**knowing how to set personal learning goals**" and "**mastering learning strategies**," with scores yielding an **increase against the two-year average**. Upward trends were also observed in items assessing **student confidence** and **enjoyment in learning**, both inside and outside the classroom. Students consistently demonstrated **resilience in overcoming learning difficulties**, reflecting **strong self-management capabilities in their academic pursuits**.
 - **Healthy Lifestyle (SHS Data):** SHS data further indicates that students actively practice a healthy lifestyle, characterized by balanced daily routines, moderate physical activity, and **effective stress management**. Both current-year scores and comparisons with the two-year

average showed **marked improvements, validating the efficacy of school initiatives in emotional education, emotional regulation, mindfulness, and stress management.**

- **Discipline and Character Development (SHS Data):** In the SHS findings, **students highly rated their own self-discipline and compliance with school rules.** Parents similarly expressed high satisfaction, **agreeing that the school successfully fosters self-discipline in their children.** While a **variance was observed between these perceptions and teacher survey responses,** Disciplinary Team records confirm that **rule infractions are confined to a small minority of students.** Therefore, the majority's positive self-perception remains factually accurate. Furthermore, students affirmed that the school effectively cultivates **positive moral character through both curricular and co-curricular avenues,** demonstrating strong performance in this metric.

Reflection

The two targets in Priority Task 2 were largely achieved, with positive responses from both students and teachers in surveys such as **APASO and SHS** conducted during this school year.

- The first target, **“Cultivate students’ self-awareness: Enhance students’ self-awareness; strengthen their understanding and expression of emotions, recognition of character strengths, and ability to apply them to promote greater self-acceptance and self-worth.”** was successfully accomplished. While students demonstrated improved emotional awareness and a foundational understanding of character strengths, data shows that **interpersonal dynamics, parent-child relationships, and academic expectations remain closely linked to anxiety and depressive emotions.** Consequently, the **promotion of SEL directly addresses current student needs.** In the upcoming academic year, the school will deepen the practice of character strengths, utilizing mutual appreciation and affirmation to reinforce interpersonal relationships and social awareness.
- The second target, **“Fostering students’ self-management: Support students in setting goals and enhancing their executive functioning and self-management skills”** was also largely achieved. Students have made **measurable progress in goal setting, learning methodology, emotional regulation, and stress alleviation.**

Feedback and follow up

- This year's SEL initiatives have proven strategically sound and effective in enhancing self-awareness and self-management. Moving forward, room for growth remains in students' emotional regulation, self-management, and self-discipline.
- This year marked the school's initial phase of implementing **Social-Emotional Learning (SEL),** with strategic focuses strictly placed on **Self-Awareness and Self-Management.** In the upcoming academic year, this framework will undergo a progressive expansion, shifting the pedagogical locus **from the self to others.** The school will advance to the next developmental stage by actively promoting **Relationship Skills and Social Awareness** across the student body.
- Students have acquired a foundational understanding of character strengths, and the school will focus on deepening their **practical application** in the coming academic year. In alignment with the upcoming promotion of Social-Emotional Learning (SEL), with a specific focus on Relationship Skills, emphasis will be placed on encouraging both teacher-student and peer-to-peer **identification and appreciation of each other's strengths.** This initiative aims to **enhance students' self-efficacy and foster a positive campus culture rooted in mutual appreciation.**
- Student anxiety and depressive tendencies remain key areas of concern. Students' academic expectations, peer dynamics, and parent-child relationships significantly impact their emotional well-being. In the upcoming academic year, alongside promoting Relationship Skills within the Social-Emotional Learning (SEL) framework, the school will introduce Social Awareness initiatives. These

will nurture students' **empathy** and **enhance their mutual understanding and tolerance**, thereby **fostering positive interpersonal relationships**.

- In response to the downward trend observed in parent-child relationships within the APASO survey, the school will strengthen parent education to promote **effective parent-child communication strategies**.
- SEL continues to serve as an optimal framework to address these student developmental needs. Given that the five core competencies of SEL are mutually reinforcing, the school will consolidate these areas in the coming year to foster students' intrinsic capacity and elevate overall well-being.

Priority Task 3: Strengthening our teachers through professional learning communities to meet the future educational needs for our students.

Achievements

The three targets in Priority Task 3 were largely achieved. Positive responses were noted from students and teachers in various surveys, such as the APASO and SHS surveys.

a. The target to “Continuously enhance teachers’ professional competence to embrace new horizons in future education” was successfully achieved.

In this academic year, the school has made outstanding progress in equipping our teaching staff with the necessary skills and pedagogical knowledge to face future educational trends. Through targeted professional development, the integration of Artificial Intelligence (A.I.) in teaching, and comprehensive Social-Emotional Learning (SEL) training, we have successfully cultivated a forward-looking professional learning community. Our teachers have demonstrated significantly enhanced professional competence and confidence in both curriculum delivery and student pastoral care.

- Successfully held 4 Staff Development Days focusing on emerging educational trends, including A.I. , SEL and Lesson Study. Post-event surveys indicated an over 90% satisfaction rate among teachers, equipping them to be a future ready teacher.
- Platform Adoption: 100% of teaching staff have actively adopted the newly introduced A.I. tools for lesson preparation or generating personalized student feedback.
- Our school is honored to announce that we have been awarded the Grand Gold Award in the “AI for Science Education” Teaching Plan Design Award Scheme.
- Successfully partnered with QSIP from CUHK to deliver tailored training sessions. Over 90% of teachers agreed that the program enriched their professional insights.
- Data from our SHS and APASO reports reveal an upward trend in students' views on teaching. Furthermore, the high scores achieved reflect excellent performance in this area.

b. The target to “Foster professional collaboration to advance the growth and innovation of Professional Learning Communities to meet new educational challenges.” was highly achieved.

This year, the school successfully embedded a robust culture of professional collaboration among the teaching staff. By institutionalizing regular collaborative lesson planning, deepening our Lesson Study Scheme, and expanding cross-subject lesson observations, we have broken down departmental silos. Our teachers have transitioned from solitary practitioners into an interconnected network of professionals who actively research, co-create, and share innovative pedagogical practices to address new educational challenges.

- According to the SHS and APASO survey results, the majority of students agreed that teachers

effectively facilitate their learning. Furthermore, teachers reported high levels of self-efficacy regarding their teaching ability.

- All academic panels successfully conducted at least one collaborative planning session per cycle, designing collaborative learning tasks to better equip students with generic skills and soft skills.
- A centralized digital repository was successfully established this year. Newly co-created teaching materials and lesson plans were uploaded to build a robust knowledge management system.
- Subject convenors regularly highlighted outstanding collaborative outcomes in formal subject meetings and collaborative lesson planning meeting.
- Successfully completed 10 Lesson Study cases across various disciplines this academic year. Generated high-quality, research-backed instructional materials that have been adopted as standard resources for the respective curricula.
- Successfully executed 2 school-wide cross-subject lesson observation cycles. Over 18 teachers involved in open classrooms. Post-observation sharing sessions received a high recognition for effectiveness, with teachers praising the fresh perspectives gained from outside their departments.

c. Highly Achieved the target of “Enhance educational support and strengthen professional networks to expand the horizons of both teachers and students.”.

This academic year, the school strategically leveraged external expertise and expanded our professional networks to elevate teaching standards. By actively engaging with university support programs, prioritizing specialized teacher training in learner diversity, and opening our classrooms to the wider educational community, we have successfully integrated external best practices into our school context. This outward-looking approach has significantly broadened our teachers' pedagogical horizons and positioned the school as an active contributor to the local professional learning community.

- Successfully partnered with CUHK QSIP consultants to organize five professional development programmes and tailored workshops. We also collaborated with five subject departments and functional committees to conduct professional reviews of lesson observations and departmental PIE processes.
- Subject panels and committee heads revamped their instructional designs based on external expert feedback, leading to the alignment and updating of annual plans and evaluation reports across all subjects and committees to support school self-evaluation.
- Middle Management Growth: Panel heads reported high satisfaction in the leadership guidance provided by external consultants.
- All teachers successfully met their continuing professional development targets this year. Key highlights include: i) Active participation in the joint-school interflow scheme with partner schools under the Methodist Church; ii) Receiving a Grand Gold Award in the lesson plan design competition on "AI for Science Education"; (iii) Engaging in the InnoPower Program, which featured invaluable opportunities to visit schools in Mainland China and study at Stanford University in the United States.
- Lesson observations confirm that differentiated instruction and SEL techniques are being actively applied across junior and senior forms.
- Established professional exchange ties with different partner schools, facilitating direct teacher-to-teacher dialogue through the Interflow Scheme with Methodist Church schools and InnoPower Programme.
- Normalized a culture of open classrooms, with all teachers participating in internal peer observations or lesson study this year.

Reflection

- Teachers actively participated and found the expert insights highly relevant to their daily teaching. The professional learning community is now more robust, with teachers frequently sharing innovative ideas during panel meetings.
- The designated time for collaboration has significantly enhanced panel cohesion. Teachers noted that co-creating materials not only reduced individual workload but also elevated the overall quality and consistency of teaching across different classes within the same form.
- The Lesson Study Scheme has effectively transformed our teachers into educational researchers. The structured process of planning, teaching, observing, and refining has deepened teachers' understanding of student learning difficulties and fostered true pedagogical innovation.
- Breaking down departmental silos has been one of the biggest achievements this year. Teachers found immense value in observing diverse classroom management styles and pedagogical approaches, proving that good teaching practices transcend subject boundaries.
- Integrating external, academic perspectives into our daily operations prevented institutional insularity. The QSIP partnership provided middle managers with concrete frameworks to lead departmental changes more effectively and confidently.
- The structured approach to continuing professional development has fundamentally upgraded our institutional capacity. Teachers are now better equipped with concrete strategies to manage complex classroom dynamics and support students' diverse academic and emotional needs.
- Showcased exemplary teaching practices during Staff Development Days. This enhanced transparency has fostered immense professional pride and enabled our staff to benchmark their pedagogical innovations against sector-wide standards.

Feedback and follow up

- **Inter-School Collaboration:** Explore opportunities to share our successful Lesson Study cases with partner schools or at regional educational conferences to expand our PLC beyond the campus.
- **Refine Knowledge Management:** Enhance the searchability and user interface of the teaching material repository to ensure the accumulated wisdom is easily accessible to new teachers.
- **Data-Driven Lesson Planning:** Integrate student assessment data (e.g. APASO, SHS, DSE results) more deeply into the departmental planning and collaborative lesson planning cycle to better address specific learning gaps and learning diversity.
- **Sustain External Partnerships:** Maintain the momentum with QSIP (or explore similar university-led programs) to focus on specific subject-level challenges identified this year.
- **Internal Knowledge Transfer:** Create formal platforms for teachers who completed advanced diversity or SEL courses to train their peers, ensuring specialized knowledge is distributed across all departments.
- **Deepen Network Ties:** Evolve our inter-school open lesson participation into long-term collaborative action research projects with partner schools.

(3) Our Learning and Teaching

In response to the School Development Plan and the Four Key Tasks and Major Renewed Emphases (MRE) by the EDB, a number of initiatives and curriculums have been conducted this year with success and achievements, as seen in the following:

1. “Reading across the Curriculum” (RaC) and “Language across the Curriculum” (LaC)

The teacher-librarian and the LaC Committee have devised a holistic plan to promote reading. The implementation of Reading across the Curriculum (RaC) initiatives like the launch and updates of the school digital journal, *The Fountain Tree Language and Art Journal*, *Wiseman E-Reading Scheme*, **extensive reading scheme**, **SOW Readathon** and **Joyful Thousand-Mile Reading Cruise**” **Reading Award Scheme (EDB) for Junior Forms**, **print and non-print fiction and non-fiction reading and online discussion Forums for both Junior and Senior Forms**, **Reading Time** (Day 4 and Day 6 morning periods every cycle), **inter-and intra-school book clubs**, **book sharing assemblies**, **author talks (both local and international writers)**, **book exhibitions/ displays**, **RaC/LaC Week** and **Reading Afternoon** in the recent years have all cultivated students’ reading habits and interests, as well as broadened their horizons on cross-disciplinary topics. All the activities are chiefly in collaboration with different subject panels (i.e. VA, History, Science, English and Chinese) and committees like the counseling team, consisting of global and language issues and positive education.

The Implementation of Language across Curriculum (LaC): To facilitate the implementation of Language across Curriculum (LaC) at STMC, the LaC Committee collaborated with the Education Department Bureau (EDB) and The Hong Kong Polytechnic University to co-organize professional development workshops. The training enhanced the understanding of English as a Medium of Instruction (EMI) subject teachers, providing them with valuable insights and practical knowledge on incorporating language skills into subject-specific content.

Cross-curricular language learning materials, for example, LaC booklets, reading journals, LaC learning packs and powerpoint slides have been developed to strengthen collaboration among the EMI subject panels and facilitate classroom learning. Regular and systematic surveys and discussion meetings have also been conducted on the examination and analyses of our student’s language needs in learning EMI subjects.

All the activities have showcased robust connection between English language and other EMI subjects and exemplified the dedication of our school to cultivating interdisciplinary learning experiences for students.

2. Promoting STEAM Education

The STEAM curriculum is formally introduced at STMC in Form 1 and 2 to strengthen students’ ability to integrate and apply knowledge and skills, nurture their creativity, collaboration, and problem-solving skills, and foster their spirit of innovation, as required in the 21st century. Hands-on and minds-on activities, which may be theme-based or problem-based, are incorporated to enable students to solve problems and create designs through scientific investigation, coding, mathematical modeling, and design-and-make projects in both formal lessons and extracurricular clubs. STMC students have participated in and won awards at local, national, and international STEAM competitions, showcasing their interests and unleashing their potential. This year, two students, Yeung Kwan Ngai (3B) and Anthony Leung (3C), represented Hong Kong in an international competition in Korea, winning the Grand Prize in the “Inventor & Maker” division. Within the school, STEAM Week, held annually in March, cultivates students’ interest and curiosity in science and technology.

3. Project Learning

Project Learning, which is enquiry in nature, is a powerful learning strategy to promote self-directed, active and self-reflective learning. It can be contextualized within and across KLAs and beyond. PL is a good vehicle for fostering students' development of all the **nine generic skills**, i.e. collaboration skills, communication skills, mathematical skills, problem-solving skills, self-learning skills and self-management skills, and fostered students' **national and global citizenship**. **In STMC, Interdisciplinary Projects in F.1-3 were conducted, and they all won positive feedback from the students.**

	Learning Designs	Learning Goals	Subject Panels
F 1	'We are Global Citizens' Project	UN Global Citizenship Education (GCED)	ALL subjects, Form teacher lessons, LaC, REC
	STEAM "Smart Living" Project	SDGs' main theme: Sustainable City SDG 4 Quality Education SDG 7 Affordable and Clean Energy SDG 9 Industry, Innovation and Infrastructure	STEAM, Computer
F 2	STEAM Project	SDGs' main theme: Sustainable School & Sustainable World SDG 4 Quality Education SDG 6 Clean Water and Sanitation SDG 7 Affordable and Clean Energy SDG 9 Industry, Innovation and Infrastructure SDG 13 Climate Action SDG 14 Life Below Water	Science, STEAM, Maths
	Digital Story Project	SDGs' main theme: Sustainable Me SDG 4 Quality Education SDG 16 Peace, Justice and strong institutions	ENG, Music, V.A.
	PSHE Project	SDGs' main theme: Sustainable City SDG 8 Decent Work and Economic Growth SDG 11 Sustainable Cities and Communities SDG 13 Climate Action SDG 15 Life on Land SDG 16 Peace, Justice and strong institutions	Geography, RME, CES, RME, History, Chinese History
F 3	Intangible Cultural Heritage Project	SDGs' main theme: Sustainable City SDG 4 Quality Education SDG 11 Sustainable Cities and Communities	Chinese History, History, Computer, CHI, ENG
	RaC: Spiritual Reading Scheme	SDGs' main theme: Sustainable Me SDG 4 Quality Education	LaC, ENG, RME
	RaC: White Bird Book Report & Nathaniel	SDGs' main theme: Sustainable World SDG 4 Quality Education SDG 16 Peace, Justice and strong institutions	LaC, ENG, History

4. Fostering an Entrepreneurial Spirit

Through entrepreneurship in education, we aim to develop important personal qualities and attitudes for our students to meet future challenges, including **the ability to create and innovate** and **the willingness to take risks**. In STMC entrepreneurship in education, F.1 and F.2 Citizenship, Economics and Society, F.3 Life & Society Subjects provide meaningful contexts for students to acquire foundation knowledge in personal finance, the business environment in Hong Kong, and entrepreneurship. The highlight of STMC's entrepreneurship education is the **annual STMC Fair Trade Campus Sale**, organised by senior Form students. Through this event, our senior Form students take on the role of entrepreneurs and can apply what they have learned in authentic contexts. They gain valuable experiences and a deep understanding of entrepreneurship's challenges and rewards while having great fun.

5. Stepping up Gifted Education

We believe that every student is a gift from God and our students are all gifted. The school has adopted the Three-Tier Implementation Model of Gifted Education, i.e. three levels of engagement, including school-based whole-class learning (Level 1), supplemented by school-based pull-out enrichment and extension programs (Level 2), and off-site intensive support services (Level 3) since 2000. Pull-Out Gifted Education Programs (Level 2) were held after school at STMC on Mondays and Saturdays. About 160 students of junior forms are recruited to nurture their giftedness in 9 specific gifted classes, namely **Chinese Language, English Language(Junior / Senior), Mathematics, Science, PSHE, MUN (Model United Nations), STEAM and Coding respectively**. The learning experience, performance of students and reflections were kept as a kind of student portfolio.

5. Strengthening Values Education

Positive and Christian values education has always been our main focus and is variously delivered across different KLAS, subjects and committees at STMC. Students are nurtured to be a responsible **National and Global Citizen** starting from F.1. Subjects and committees had embedded **national security, 12 priority values and Education for Sustainable Development** naturally into formal and informal learning platforms.

To foster students' **national identity and love for our own culture**, our school launched an inter-disciplinary **Chinese Culture Week from 9/2/26 to 12/2/2026**. Game booths, calligraphy and couplets writing booth, expert talk, lunchtime performance, PTH song dedication etc. were held throughout the week. The Chinese Culture Week was a great success, as both teachers, students, parents, alumni and students from Shanghai all gave very positive feedback. It fostered a **deep sense of patriotism in our school**.

6. Information Technology for Interactive Learning

STMC has incorporated e-learning into the school curriculum and developed e-resources such as eClass, Google Classroom platforms, education apps and AI tools. All teachers are allocated iPads to facilitate teaching. All students are entitled to **“Bring Your Own Device” (BYOD)**, i.e. iPad as a learning tool to facilitate self-directed learning, peer learning, assessment, and quick feedback. All classrooms and special rooms have set up **interactive TVs** to facilitate learning.

***Level I: Gifted education for all** – Provide rich learning experiences through diversified programmes and provisions to nurture all students’ potential.

KLA	Diversified School-based Formal curriculum
Chinese KLA	<i>F.1-3 Chinese Literature & Classics Curriculum</i> Develop students’ appreciation of Chinese Classics and literature and increase their higher order thinking and creativity in writing.
English KLA	<i>F.1-2 English Language Arts Curriculum</i> Develop students’ appreciation of English literature and increase their creativity and analytical thinking skills through various interactive activities such as group discussions, creative writing, and multimedia presentations.
Science KLA	<i>F.1-2 Science Investigation</i> - Students carry out investigations on science topics, such as coral fish, parachutes and aquaponics projects. Through questioning and problem-solving, students acquire skills in data collection, data analysis and presentation. <i>F.2 Chinese Medicine and Herbs curriculum</i> - A general education of introductory lessons on Chinese Medicine, coupled with studies in the school’s Chinese Herbal Medicine Gallery to achieve the dual aims of cultural heritage preservation and health education. - Develop students’ appreciation of Chinese traditional culture, i.e. Chinese medicine and herbs and broaden their knowledge base of Chinese and Western medicine.
PSHE KLA	<i>F.2 Title: Exploring the Development and Sustainability of Fu Sin Street, Tai Po</i> Broaden students’ knowledge base of the community and reflect on issues such as food problems and the disparity between poor and rich to develop students’ higher order thinking skills.
Arts KLA	<i>F.1-3 Music Composing program</i> Develop students’ appreciation of and creativity in music composition.
Technology KLA	<i>F1-2 STEAM Project— From water resource study to smart living through big data analysis.</i> The Science, Maths and Computer Literacy subjects work collaboratively to develop students’ creativity and problem-solving skills by the captioned projects.
PE KLA	Students’ personal-social competency and creativity are nurtured through inter-class Cheering Team Competitions during the Annual Sports Day and Swimming Gala.
Inter-Disciplinary KLA	The three gifted elements of creativity, higher-order thinking and personal-social competency are infused and developed in the interdisciplinary projects. - F1 Global Citizenship Project (all subjects, form teacher lessons, Extensive Reading Scheme, English day activities, Big Brother & Sisters’ sharing etc.) - F2 STEAM Project : Low attitude economy and Carbon Neutrally (Maths, Science, BAFS, STEAM subjects) - F.2 English Creative Showcase/Digital Story Project (ENG, Music, Visual Arts subjects) - F3 Interdisciplinary Project: Intangible Cultural Heritage (Chinese History, History, Computer, Chinese, English subjects)

****Level II: Education for the gifted** – the school has established a Talent Pool and provides special learning experiences for identified gifted students to enhance their performance and achievements. Pull-Out Gifted Education Programs are held after-school at STMC every Mondays and Saturdays. About 160 students are recruited to nurture their giftedness in specific domains this year.

subjects/domains	Implementation programs	
Chinese	Students can develop creativity and higher-order thinking through writing workshops and publications.	Workshops are provided which place emphasis on the development of generic elements such as: personal-social competency, emotional intelligence and leadership skills.
English	Students can develop critical thinking through debates , in-depth discussion of global issues and joining various Model United Nations locally and overseas.	
Mathematics	Students can strengthen their logical thinking skills and problem-solving skills in Mathematics through intensive training and competitions organized locally and globally.	
Science	Students can develop creativity and divergent thinking skills through inventions and field trips.	
Computer literacy & STEAM	Students can develop creativity and innovative power through designing smart devices, coding and artificial intelligence applications.	
PSHE	Students will visit historical landmarks across Hong Kong Island to discover local history that can't be learned in the classroom, and create their own 'urban territory map'	
MUN (Model United Nations)	STMC MUN provides students with a unique opportunity to learn about international relations and diplomacy through critical thinking, negotiation and public speaking.	

Level III: Education for the gifted - Off-site intensive support services are offered.

Name-list of current F.1-6 students who are selected for the HK Gifted Academy (HKAGE) & tertiary institutes	
F.1 Ng King Sang	F.3 Poon Yan Tung
F.2 Ngan Tsz Ho	F.4 Wong Sheung Ning, Sandy
F.2 Parsons Joshua Luke	F.4 Ho Yui Lam, Erin F.4 Ching Tsz Wai Naomi
F.2 Lam Yat Hin	F.4 Chen Lok Yan
F.2 Wang Yan Xi	F.4 Chan Alphen
F.3 Li Run Ze	F.5 Lam Chun Hei
F.3 Lau Janis Ka Yin	F.5 Wong Leong Hang
F.3 Lau Kin Long	F.5 Hung Yee Sum
F.3 Yuen Shun Him	F.5 Tam Ho Tin
F.3 Lee Yuk Shing	F.5 Tang Yat Long
F.3 Yip Sum Wing	F.6 Tsang Tsz Hong
F.3 Jong Lok Ching	F.6 Lee Cheuk Shin
F.3 Koo Yiu Loong, Michael	F.6 Mak Ho Kiu
F.3 Siu Cheuk Wan Alvin	F.6 Chung Yan Lam
F.3 Tang Ethan	F.6 Tse Lok Yiu
F.3 Fang Ling Hung	F.6 Tsui Yuk Ying
F.3 Li Man Ho	

(4) Support for Student Development

Life Education

Our school aims to implement Life Education, which serves as a platform to provide Value Education. Through the School-based Formal Curriculum which includes Form Teacher Lessons and Religious and Moral Education, as well as the Informal Curriculum offers a variety of experiential learning activities and immerses etiquette training to enrich the featured learning elements of Life Education, students are allowed to develop holistically to fulfil the mission and values of our school. Aligned with the school development plan, socio-emotional learning has been introduced this year. Social Emotional Learning (SEL) benefits students by fostering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Form Teacher Lessons are designed based on Positive Psychology to address the developmental needs of students at different phases. Topics covering Value Education include Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity and Filial Piety. The implementation of social emotional learning (SEL) is integrated into Form Teacher Lessons.

Mindfulness lessons for F.1 students and Day 1 Mindfulness broadcasts was carried out to cultivate a positive attitude through strengthening students' self-awareness, emotional management skills and making favourable choices in times of difficulty.

Experiential learning activities for Life Education are organized for students to build knowledge with experiences, deepening the meaning of Value Education. The relevant activities include:

- F.1 Activity Day (Perseverance and positive class culture), Benediction Ceremony (Thankfulness and giving others a blessing)
- F.2 Inclusion Volunteer Service (Care and respect)
- F.3 Hiking (Perseverance)
- F.4 Growth Camp (Team spirit), Volunteer Service (Thankfulness and care)
- F.5 Life Planning Workshop (Life Planning)
- F.6 Celebration of Adulthood (The spirit of becoming servant leaders)

Religious Education

Aiming to implement Religious Education, our school held the Christian Union in September and organized the Gospel Week themed "A.I. Life" in March. Through hymns, sharing, and prayers, students were encouraged to trust in God and live well according to their religious beliefs, especially during difficult times. The most important goal is for our students to trust in God and to connect with Him in their daily lives.

For Student Fellowship and Girls' Brigade, students have regular meetings every Tuesday and Saturday, respectively. Through a wide range of featured activities and sharing sessions, students can benefit from religious teaching and are encouraged to support their companions.

The Benediction Ceremony was held on 10 October 2025. F.1 students received blessings from God and well-wishes for their secondary school life. The F.6 Celebration of Adulthood was held on 26 and 27 November 2025. During this event, the school principal, pastors, and teachers washed the graduating students' feet as an example of servant leadership. After this rite of passage, students gained maturity, and their self-centeredness was greatly reduced.

The Methodist Church works closely with our school. Their support includes leading the School Fellowship and Girls' Brigade, participating in F.1 Religious and Moral Education lessons, and organizing life camps.

Discipline Committee

With the aim of cultivating perseverance and gratitude among students, our school participates in the "Enhanced Smart Teen Project" once every couple of years. Through the rigorous training provided by the FSD, students adopt disciplined habits and gain experience of the life of a fireman.

As part of this initiative, we organise various follow-up activities, including voluntary service, mountaineering and canoeing.

We expect students to learn to assist those in need, develop a sense of social responsibility, engage in contemporary sports and broaden their horizons.

This year, some participants from the previous cohort have taken part in a leadership training programme organised by the YWCA.

During the programme, students simulated aspects of elderly life by collecting cardboard and encountered the difficulties of travelling as a person using a wheelchair. They also completed a research project on SDG 16: "Peace, Justice and Strong Institutions". These activities deepen students' understanding of the Sustainable Development Goals.

We are confident that the "Enhanced Smart Teen Project" enables students to cultivate essential qualities and a sustained desire for learning.

Guidance Committee

The committee introduced Social Emotional Learning (SEL) to enhance students' self-awareness, understanding, and expression of emotions. From seminars for parents to school activities for students, it is hoped that the concepts can be deeply rooted in all parties of the school, ultimately enabling students to manage their emotions properly. Another focus of this year was the understanding and practice of character strengths. Through activities big and small, the Committee made effort in cultivating students' inner personal abilities, enhancing self-acceptance and self-worth, thereby improving their sense of well-being.

The Big Brothers and Big Sisters Scheme assists F.1 students to adjust to their new secondary school life. Apart from interacting with their junior brothers and sisters in the classroom, senior brothers and sisters actively promote school customs and a wide range of activities through the recently established Instagram page in lively and engaging ways. They kindly ask Form Teachers to support students following exams and provide various forms of care for their younger siblings in the school.

Our school-based social workers launched the 'Power Up' activities for F.1 students, aiming to create a positive class atmosphere among F.1 classes through various games. They also organized the F.1 and F.2 'Power Up Teams' in the hope of enriching students' learning experiences. Hence, students have learnt to manage their emotions, build confidence and unleash their potential.

Life-wide Learning Activities

On **Life-wide Learning Fridays**, junior form students participate in the **Multiple Intelligence Programme**. By engaging in diverse activities such as drone programming, digital illustration, and Pickleball, students explore their interests and apply academic concepts through hands-on experience. This collaborative environment is designed to build self-confidence while developing essential teamwork and problem-solving skills.

For senior form students, these Fridays focus on **experiential learning with subject extensions**. Through diverse activities such as university visits, voluntary work, and field trips to museums or historical sites, students bridge the gap between the classroom and the community. These experiences ignite a passion for learning and allow students to apply their studies to real-world scenarios, effectively broadening their academic and cultural horizons.

To expand these horizons beyond the local context, the school organizes various **study tours outside Hong Kong** every year. In the first half of 2026, students participated in several impactful journeys, including a missionary trip to Cambodia to practice holistic care through service and a specialized Biology study tour to New Zealand to gain profound ecological knowledge. Students also joined the Seoul Sustainable Technology Tour co-organized by Chemistry and Physics panels to explore advancements in green energy. Furthermore, a cultural exchange tour to our sister school in Beijing allowed students to gain a much deeper understanding of our country's rich history and modern development.

In addition, the school organizes specialized programmes to support student development and leadership. The **F.4 Life Camp** is held annually in late August to help students transition into the senior secondary curriculum, strengthening their sense of belonging and cultivating perseverance. Furthermore, the school provides comprehensive **leadership training** for groups such as the Student Union, prefects, and "Big Brothers and Big Sisters." These initiatives are designed to enhance cooperation and management skills, ensuring that students across all levels can effectively develop their leadership potential.

To further support students' physical, musical, and mental growth, a wide range of **after-school activities** is also provided. Through sports team training, music groups, and various club activities, students are encouraged to strike a healthy balance between their academic studies and their **holistic development**. These opportunities ensure that every student can pursue their passions while maintaining their overall well-being in a supportive school environment.

Career and Life Planning Committee

There is a wide variety of career talks and activities offered to F.3 to F.6 students, such as personality assessment tools, counselling for Subjects Selection, universities campus tours, job shadowing, job place visits, Careers Week and "Greater Bay Area Career Exploration Tours" Programme (EDB). Students are given useful information to make ideal career plans.

The 'Career and Life Planning Workshop' experiential learning activities are launched for F.5 students to explore various life stages after graduation and make favourable career plans. Individual guidance is offered to F.6 students to assist them in prioritizing their JUPAS choices.

Support for Students with Special Learning Needs

Our school establishes SENSST which is formed by a group of professionals with various specialisms including Education Psychologist, Speech Therapist, Registered Social Worker and activity assistant. The SENSST works closely with the Guidance Committee to support less capable students to cultivate positive self-values and a sense of self-efficacy through launching different group activities like Art Therapy and Board Game Master. It also offers learning support by adjusting homework and examinations.

Parent-Teacher Association

PTA held regular meetings for planning and implementing different activities related to the needs and concerns of the school. Their involvement was not just for students' learning and personal growth, but also for parents' education and parent-child activities. Throughout the year, PTA has organized talks, workshops, variety of parent interest classes, seminars, such as F.4, F.5, F.6 Parents Talks, BBQ and PTA Picnic, Pilates, tea tasting, set booths for Primary 6 Guidance Day, and held Sharing Talks to Primary 6 Parents in the F.1 Orientation Day. Parents in each form are aligned with each other. They fully support school policies and development.

Alumni

Alumni of STMC are devoted and dedicated. The Alumni Association was founded in 1988, and in recent years, alumni representatives have joined the IMC and their involvement is recognizable. Other than holding Annual General Meetings, they organized BBQ activities and actively participated in Sports Day and Swimming Gala. This school year also witnessed the very first attempt of our Alumni in organising booth during the P6 Guidance Day in an attempt to familiarise our parents as well as the community the remarkable and inspiring achievements of our Alumni community in various aspects of our society. Alumni are indeed a valuable asset to the school. They share a wealth of knowledge, skills, and experiences from their respective professions. They joined hand-in-hand with the Careers Committee to organize Alumni Sharing Day for our students, which can greatly benefit current students.

(5) Student Performance

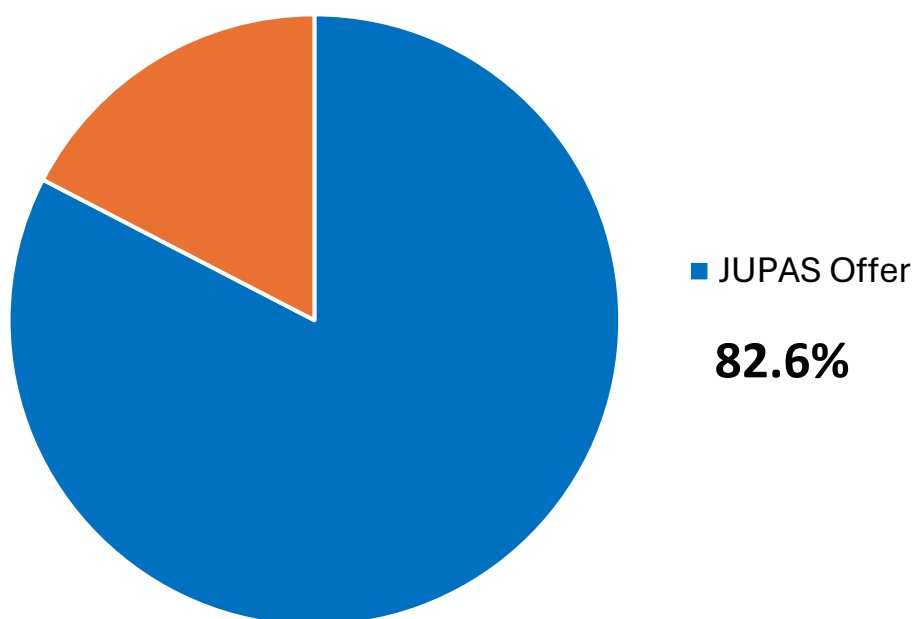
Academic Performance

Our students once again reaped impressive results in the 2025 HKDSE. 83.5% of our students (total 86 students) met the basic entrance requirement of admission to publicly funded undergraduate programs (332A2), well above the territory-wide day school figure (44.6%).

Below is the overall performance of our students compared with the territory-wide day school figures.

Performance in HKDSE 2025	STMC% (2025)	HK Day School candidates (%)
English Language (Level 3 or above)	94.1%	55.1%
Chinese Language (Level 3 or above)	89.4%	64.7%
Mathematics (Compulsory) (Level 2 or above)	100.0%	83.6%
Citizenship and Social Development (Attained)	100.0%	93.2%
Students attaining Level 22222 or above (inc. Chin. & Eng.)	98.8%	73.4%
Students attaining Level 332A2 or above (4 Core Subjects and 1 elective)	83.5%	44.6%
Accumulated total subjects of attaining Level 3 or above	91.3%	63.7%
Accumulated total subjects of attaining Level 4 or above	57.8%	36.8%
Accumulated total subjects of attaining Level 5 or above	21.9%	13.9%
JUPAS Offers of STMC F.6 students	82.6%	

2025 STMC JUPAS Offer Proportion



2025 STMC DSE Top Students (with Total grade points 29-41)

Class	Name	Best 5 (include M1 & M2)	Total Grade points	JUPAS offer
6B	CHAN TSZ LAM 陳芷琳	32	41	HKU - Bachelor of Medicine and Bachelor of Surgery
6B	WONG CHUN YU 王俊儒	29	29	CUHK - Interdisciplinary Major Programme in Global Economics and Finance
6A	TSANG WING SHAN 曾詠珊	28	32	CUHK - Nursing
6C	TONG YAN YUET GRACE 湯恩悅	28	32	PolyU - BSc (Hons) in Speech Therapy
6B	LUK CHING HEI MATTHEW 陸政熹	27	34	CUHK - B.A. (English Studies) and B.Ed. (English Language Education)
6A	CHENG LOK HEI 鄭樂希	27	31	CUHK - Nursing
6B	FUNG HO NUM 馮皓南	26	31	HKU - Bachelor of Psychology
6C	TSOI HIU YING 蔡曉櫻	26	30	CUHK - Chinese Medicine
6C	YEUNG HOI CHING 楊海晴	26	30	HKU - Bachelor of Social Work
6B	TSE TUN SIU 謝鏌紹	25	29	CUHK - Nursing

*Total grade point: CSD not included.



Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education

2025/ 26 School Year

I. Policy	Our school is committed to building an inclusive culture. Resources are used flexibly to provide appropriate and diversified support to students. The school has established a regular communication mechanism with parents and multidisciplinary professionals to discuss and develop strategies to support students to enhance their learning and personal growth.
II. Resources	To facilitate our school's support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau: 1. Learning Support Grant 2. Enhanced Speech Therapy Grant 3. School-based After School Learning & Support Programme, etc.
I. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: 1. A Student Support Team comprising the Vice Principal, the SEN Co-ordinator, the Guidance teacher, SEN support teacher and teachers, the Educational Psychologist, Social Worker and Activity Assistant. 2. An activity assistant is employed and closely work with the school-based Educational Psychologist in the implementation of the Whole School Approach to cater for student diversity. Workshops and therapeutic groups, individual counselling, social behaviour and emotional training groups, and individual learning programmes are provided for those students in need. 3. Special examination arrangements and assessment adjustments are provided to students with special educational needs. 4. A school-based speech therapist provides individual or group training sessions to students with speech and language impairments throughout the year. 5. A wide range of programmes focusing on mental health, sex education, life education and inclusive education as well as S.1 adjustment is organized for all students. 6. Teachers are trained in different programmes conducted by the EDB & other NGOs. These include Implementing the Whole School Approach to support students with SEN and special attention to teaching strategies for students with different special educational needs. 7. The school organizes educational talks and activities, professional training for teachers on special learning needs and emotional well-being and parent groups to raise the awareness of students, teachers and parents on the promotion of an inclusive culture and spiritual well-being, and to create a positive and harmonious school atmosphere.

**Student Achievements
(2025 – 2026)**

1. Academic

Organizer and Activity / Contest	Award	Student Name
The Hong Kong Federation Of Youth Groups International Mathematical Science Creativity Competition	Grand Award	YEUNG KWAN NGAI (3B) LEUNG ANTHONY (3C)
The Hong Kong Federation of Youth Groups Hong Kong Creative Maths and Science 4D Frame Competition	Gold Award	YUEN SHUN HIM (3A) YIP SUM WING (3A)
	Silver Award	YEUNG KWAN NGAI (3B) LEUNG ANTHONY (3C)
	Best Performance Award	YEUNG KWAN NGAI (3B) LEUNG ANTHONY (3C)
Asian Gifted Education Association 2025 Asian Youth Chemistry Knowledge Olympiad	Champion	TSE SHEUNG YIN AIDAN (5B)
Asia Pacific Youth Cultural and Academic Association 2025 Asia Pacific Youth Programming Knowledge Competition	First Runner-up	TSUI YUK YING (6D)
Olympiad Champion Education Centre Thailand International Mathematical Olympiad (Heat)	Gold Award	CHEUNG HO TIN (1C) CHUNG TAO TED (3C) LAM CHUN HEI (5B) CHUNG HON HANG (6B)
	Silver Award	NG TSZ CHAM (1A) WANG YAN XI (2C) LI CHEUK DIK (2C) LAU CHI LING (2D) CHOY HONG CHING (5B) CHAN KA HIM (5B) HUANG WEN HAO (5B) HUANG YU HIN (5B) LAM TSZ HONG (5E) CHAN TSZ HIM (6B)
	Bronze Award	CHAN KIU CHUN (1A) CHEUNG SIU HEI ZOE (1A) KWOK PAK LONG (1A) MEI HO YIN (1A) YIM HO YEUNG (1B) KO HIU LONG (2C) TANG ETHAN (3C) KO HIU CHING (5B)

Hong Kong Discovery 3rd Hong Kong Discovery Competition	Gold Award	CHAN KA HO (4D) TSANG CHEUK SHUEN (5B) LAM CHUN HEI (5B)
	Silver Award	WEN JIN (5A) KO HIU CHING (5B) CHAN SUM YU (5C)
HK Mathematical Olympiad Association Asia International Math Olympiad Open Contest --- Hong Kong District (Heat)	Gold Award	CHEUNG HO TIN (1C) LAM CHUN HEI (5B)
	Silver Award	CHOW SZE YU (1B) LAU CHI LING (2D) YEUNG MAN WAI (5A) CHUNG HON HANG (6B)
	Bronze Award	CHAN KIU CHUN (1A) YIM HO YEUNG (1B) CHEUK TSZ LOK ALEX (1D) CHOW CHUN WAI JAYDEN (1D) CHAN CHUN HO (2C) LI TSZ HO (3D) CHOY HONG CHING (5B) KO HIU CHING (5B) HUANG YU HIN (5B) LAM HAO YIN (5B)
HK Mathematical Olympiad Association Asia International Math Olympiad Open Contest --- Hong Kong District (Semi-final)	Silver Award	CHOW SZE YU (1B) LI TSZ HO (3D) LAM CHUN HEI (5B)
	Bronze Award	LAU CHI LING (2D)
Olympiad Champion Education Centre Hong Kong International Mathematical Olympiad (Heat)	Gold Award	LAM CHUN HEI (5B)
	Silver Award	TSANG TSZ YAU (1A) CHOW SZE YU (1B) CHUNG TAO TED (3C) TSANG LOK HIM (3D)
	Bronze Award	CHAN KIU CHUN (1A) PANG YIN POK (1B) YIM HO YEUNG (1B) LI CHEUK DIK (2C)
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Final)	First Honour Award	LAM CHUN HEI (5B)
	Second Honour Award	CHOW SZE YU (1B) TAM HO TIN (5B)
Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Heat) - Greater Bay Area	Second Honour Award	CHOW SZE YU (1B) LAM CHUN HEI (5B) TAM HO TIN (5B)

Olympiad Champion Education Centre Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Preliminary) - Hong Kong Region	First Honour Award	CHOW SZE YU (1B) TANG SUM YAU (3D) FANG LING HUNG (3D) LAM CHUN HEI (5B) TAM HO TIN (5B) CHUNG HON HANG (6B)
	Second Honour Award	PANG YIN POK (1B)
	Third Honour Award	TSANG TSZ YAU (1A) CHEUK TSZ LOK ALEX (1D) CHOW CHUN WAI JAYDEN (1D)
Hong Kong Child Mathematics Association Hong Kong Mathematics & Math Olympiad Challenge	Silver Award	SIU CHEUK WAN ALVIN (3C)
	Bronze Award	CHOW MARO SAM (1B) POON CHEUK WANG MARCUS (1C)
Po Leung Kuk & HKASME Hong Kong Youth Mathematical High Achievers Selection Contest	Second Honour Award	LEUNG PAK YUI (3D)
	Third Honour Award	FANG LING HUNG (3D)
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition (Final)	Second Honour Award	CHUI YUET WO (1B)
	Third Honour Award	CHIU PAK YU (1D) LAU CHI LING (2D)
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition (Semi-final)	Second Honour Award	CHUI YUET WO (1B) LAU CHI LING (2D)
	Third Honour Award	CHOW SZE YU (1B) CHIU PAK YU (1D)
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition (Heat)	First Honour Award	CHUI YUET WO (1B)
	Second Honour Award	CHOW SZE YU (1B) CHIU PAK YU (1D) WANG YAN XI (2C) LAU CHI LING (2D)
	Third Honour Award	TSANG TSZ YAU (1A) CHAN KIU CHUN (1A) CHEUNG SIU HEI ZOE (1A) CHOW CHUN WAI JAYDEN (1D) CHEN PUI YAN (2C)
Hong Kong Joint School Mathematics Society Inter-School Mathematics Contest	Second-Class Honours	FANG LING HUNG (3D)

	Third-Class Honours	LAM CHUN HEI (5B)
Olympiad Champion Education Centre Thailand International Mathematical Olympiad (Final)	Gold Award	CHEUNG HO TIN (1C) LAM CHUN HEI (5B)
	Bronze Award	NG TSZ CHAM (1A) LAU CHI LING (2D)
Olympiad Champion Education Centre Thailand International Mathematical Olympiad (Semi-final)	Gold Award	CHEUNG HO TIN (1C) LAM CHUN HEI (5B)
	Bronze Award	CHEUNG SIU HEI ZOE (1A) NG TSZ CHAM (1A) WANG YAN XI (2C) LAU CHI LING (2D)
First EducationWorld Mathematics Invitational (Preliminary) - Hong Kong District	Silver Award	CHOW SZE YU (1B) CHUNG TAO TED (3C)
Hong Kong Mathematical Olympiad Association Asia International Mathematical Olympiad Open Contest	Silver Award (24-25)	CHAN CHUN HO (2C)
EDB Mathematics Book Report Competition for Secondary Schools	Third Honour Award	TAM HO TIN (5B)
EDB Filmit 2026	3rd Prize	YANG TSZ HIM (4B) CHAN KA HO (4D) CHEUNG PAK HEI (4D) LEUNG TSZ HIN (4D) IP CHEUK HIM (4D) FUNG CHI WO (4D) KEUNG PAK HIM (4D)
Olympiad Champion Education Centre Hong Kong International Mathematical Olympiad (Final)	Merit Award (24-25)	CHUNG HON HANG (6B)
Hong Kong Mathematical Olympiad Association Global Junior Math Aptitude Test	Merit	CHOW SZE YU (1B)
EDB Hong Kong Mathematics Olympiad (Group Event)	Honourable Mention Certificate	CHEUNG YAN NAM (4B) WONG CHUN TO HENRY (4B) HUANG WEN HAO (5B) LAM CHUN HEI (5B) LAU HOK CHUN (5B) TAM HO TIN (5B)
EDB Hong Kong Mathematics Olympiad (Individual Event)	Honourable Mention Certificate	LAM CHUN HEI (5B)
Hong Kong Mathematical Olympiad Association Mathematics Without Border International Tournament	Certificate	CHOW SZE YU (1B)

Bauhinia Magazine Hong Kong Astronomy Knowledge Contest	First Honour Award	LAM CHUN HEI (5B)
The Hong Kong Academy for Gifted Education and EDB International Biology Olympiad - Hong Kong Contest	Honourable Mention	CHEN CHING MONG (6A)
NET Section, Education Bureau Let's Read Together Reading Award Scheme	Outstanding Reflection Award	YUM PAK HEI (3A) NG CHUN WING (3A) LAI CHING (3B)
Sha Tin District Youth Development and Civic Education Committee Shatin Outstanding Youth (Secondary Student Group)	Certificate of Appreciation	YEUNG HOI CHING (6C) (24-25)
The Hong Kong Institute for Promotion of Chinese Culture Inter-school Writing Competition (Hong Kong District)	Certificate (24-25)	HO PUI YING (6A)
Dr. Stephen Chan Education Foundation Ltd. C.Y. Chan Inter-school Flash-fiction Award	Certificate (24-25)	HO PUI YING (6A)
Filial Piety Association International Filial Piety Award Ceremony Essay Competition	Certificate (24-25)	TANG YAT LONG (5B)
HKICPA & HKABE Joint Scholarships for BAFS	Scholarship	NG CHI HIN (5D)
EduAIR A Pigment Mixing Machine	Inventor	LO MAN HIM (5B)
International Youth STEAM Education Association Digital Tech Youth Elite Program	Aspiring Digital Technology Elite Students	LO MAN HIM (5B)
The Harvard Club of Hong Kong The Harvard Prize Book	Champion	TANG YAT LONG (5B)
	First Runner-up	KHU YUET WA (5A)
	Second Runner-up	WEN JIN (5A)
Wiseman Wiseman Education Inspire E-Learning	Champion	XIE ZONGXUAN (1C) XU XIAOYAN (2B) SHIU YUEN CHING (3D) HO YUI LAM ERIN (4B) LAM CHUN HEI (5B)
	First Runner-up	LEUNG YIN LAAM ELLA (2A) FUNG KIN HEI (3B) LEE HIU YING (4A) TAM HO TIN (5B)

	Second Runner-up	LIU YIHONG (1C) WANG YAN XI (2C) ZHAN TERRY (3B) YANG TSZ HIM (4B) YU TSZ YIN (5C)
BriBooks The National Young Authors' Fair	Best-seller Author Award	HO YUI LAM ERIN (4B)
Hong Kong Teacher-Librarians' Association Hong Kong Inter-school Chinese Reading Contest	Award	HUANG TSZ YUK (4A) IP YIN WAI (4A) POON CHING LAM (4A) TAM TSZ CHING RACHEL (4A) CHING TSZ WAI NAOMI (4B) HUNG SAU FUNG (4B) WONG SHEUNG NING SANDY (4C) HO LOK YI (4D)
The Faculty of Science of PolyU PolyU SCIENCE Young Talents Competition (Heat) 2026	Certificate	LEE YAT HIM (5A) HUANG WEN HAO (5B) LAU HOK CHUN (5B) TSE SHEUNG YIN AIDAN (5B)
Education Bureau (EDB) Filmit Competition	Certificate (24-25)	CHAN KA KI (5A), CHENG HEI TUNG (5A) CHENG MEI SHUN (5A), CHEUNG HOI CHING CHERRY (5A) CHUEN TSZ YING (5A), FAN HOI CHING (5A), KHU YUET WA (5A), LAI SHING NGA (5A), LAM PUI SZE (5A), LEE YU KIU JANICE (5A) LUNG HOI YI (5A), MA BO SZE BEATRICE (5A), SUEN WAI LAAM (5A) TSE HEI WEI (5A), CHAN LONG KI (5A), CHAN NOK EDDY (5A) FUNG PIU HIN (5A), KAN CHUNG YIN (5A), LEE YAT HIM (5A), LEUNG HUI KI (5A) NG HO HON (5A), SAM HO HIM (5A), WANG TSAN FAI (5A), WEN JIN (5A) YEUNG MAN WAI (5A), CHEUNG HAU TUNG (5B) CHOY HONG CHING (5B), CHUNG HOI TONG (5B), CHUNG HOI YAT (5B), KO HIU CHING (5B), MAHMOOD SADIA (5B), TSANG CHEUK SHUEN (5B) WONG CHEUK KI (5B),

		YUE YAT CHING (5B) CHAN KA HIM (5B), HUANG WEN HAO (5B) HUANG YU HIN (5B), KO TO (5B) LAM CHUN HEI (5B), LAM HAO YIN (5B) LAU HOK CHUN (5B), LO HO TING (5B) LO MAN HIM (5B), SHUM KI HING (5B) TAM HO TIN (5B), TANG YAT LONG (5B), TSE SHEUNG YIN AIDAN (5B) TSOI LAP DING (5B), WONG KAI CHEONG (5B) YU CHIT HO (5B), CHAN SUM YU (5C) CHEN WING TUNG (5C), DENG ELSA (5C), FUNG XU YU (5C), HUI TSZ CHING (5C) LAM BO KI (5C), TAM PUI MAN (5C), TSANG HEI YIN (5C), YU TSZ YIN (5C) CHOI CHUN TO (5C), CHUNG KAI FUNG (5C), FAN CHEUK HEI (5C), FU HAIZHI (5C) HE WAI CHUNG (5C), HO CHING KWAN (5C), HUI LONG HEI CYRUS (5C) KU YIN YUI (5C), KWONG NGAI MAN (5C), LEUNG PAK KIU (5C) WONG HOR TIK (5C), YAU WAI LOK (5C), CHAU TSZ CHING (5D) HO E CHING ELISE (5D), LAM YAT CHING (5D), LEE TSZ WING (5D) LEUNG TSZ KI (5D), LI CHARLOTTE (5D), LI TSZ YAU (5D), WONG LING TSZ (5D) YIM KEI WAN (5D), CHENG CHUN HEI JERRY (5D) CHEUNG KIU (5D), CHEUNG LONG YAT (5D), FAN TSZ HIN (5D), FONG TSZ YUI (5D), FUNG CHI CHUNG (5D), LAM KA KUEN (5D) LEE HONG WANG HORUS (5D), LING CHI YIN (5D),
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		NG CHI HIN (5D) TAM CHUN YEUNG (5D), TAM HEI CHIT (5D) WONG LEONG HANG (5D), WONG LONG CHUNG (5D) AU SHUN YAN (5E), CHAN HOI KIU (5E), HUI WAI CHING (5E), HUNG YEE SUM (5E) LAI HIU WAI (5E), LI SIN HANG (5E), LO PUI YAN (5E), POON KAY YIN (5E), YAU HIU YAU (5E), YEUNG WING YU (5E), YUEN TSZ YAU (5E) CHAN WANG IP (5E), FU CHUEN HEI (5E), FUNG HIU YU (5E) FUNG TSZ HONG (5E), JIANG FAN (5E), LAM TSZ HONG (5E), LI XINGJIAN (5E) WONG LOK HIN (5E), WONG YIK TUNG (5E) WONG YU BO (4D), YAU LONG YAN (4D)
EduAIR Systems Limited AI Hackathon - Co-invented "A PIGMENT MIXING MACHINE"	Granted a Short-term Patent in HK	LO MAN HIM (5B)
HKSAR Education Bureau Chinese Culture Infographic Design Competition	Award	HUI TSZ CHING (5C)
Olympiad Champion Education Centre Hong Kong International Mathematical Olympiad (Semi-final)	Gold Award	LAM CHUN HEI (5B)
Dawnwood Education Group Turkic International Mathematical Olympiad (Hong Kong Preliminary Round)	Silver Award	LAU CHI LING (2D)
The Hong Kong Youth Mathematical Challenge Limited The Hong Kong Youth Mathematical Challenge	Silver Award	LAM CHUN HEI (5B)
Planning Department Teen Town Planner Competition 2026	Second Runner-up	YUEN SHUN HIM (3A) YAN TSZ LONG (3C) CHAN NGO WAI OWEN (3C) CHAN KA HO (4D) KO HIU CHING (5B) HO E CHING ELISE (5D)

Sha Tin Youth Association The 22nd Sha Tin District Outstanding Students Election	Finalist (Senior division)	CHAN SUM YU (5C)
	Finalist (Junior division)	LAI HIU HEI (3C)
Hong Kong Young Women's Christian Association, Shatin Integrated Social Service Centre Sha Tin District Inter-School Student Leadership Training Programme	Certificate Of Completion	HO LOK YI (4D)
The Consumer Council Smart Consumption Academy - Project Competition	Certificate of Commendation	CHEN LOK YAN (4A) OR MING CHING (4A)
EDB "SOW Your Discovery" Multimodal Composition Contest (Junior Secondary)	Commendable	LEE YUK SHING (3A)
Education Bureau Economic Infographic Challenge 2025/26 (Challenge 1)	Certificate of Attainment	LAU YAT LOK (4A) LIU CHEUK YAN (4A) CHAN CHEUK YING (4C) CHAN CHING LAM (4C) WONG YU CHING (4C) LAU HO FUNG (4C) HO HAY LAM HALEY (4D) PANG OI YEE HEIDI (4D) WONG SHUN NOK (4D) SUEN WAI LAAM (5A) CHENG CHUN HEI JERRY (5D) LING CHI YIN (5D) HUNG YEE SUM (5E)
	Certificate of Excellence	CHUNG ISABEL FAITH (4A), TSOI HEI TUNG (4A) LAI TSZ ON (4A), ZHU KI YUI (4A) CHEN LOK YAN (4A), WANG ZIYU (4B) FONG WAI YUK (4C), NG YEE LAM (4C) WONG KA LAM (4C), WONG WAN YAN (4C) YEUNG HOI SHUN (4C), LAU YAN TING (4D) FUNG CHI WO (4D), CHENG HEI TUNG (5A) KHU YUET WA (5A), LAI SHING NGA (5A) LEE YU KIU JANICE (5A), LUNG HOI YI (5A) FUNG PIU HIN (5A), KAN CHUNG YIN (5A) SAM HO HIM (5A), WEN JIN (5A) YEUNG MAN WAI (5A), HUANG YU HIN (5B) LAM HAO YIN (5B), LO MAN HIM (5B) CHAN SUM YU (5C), DENG ELSA (5C) FU HAIZHI (5C), LEE TSZ WING (5D) LI TSZ YAU (5D), LAM KA KUEN (5D) NG CHI HIN (5D), LI SIN HANG (5E) WONG LOK HIN (5E)

Youth Arch Foundation Youth Arch Student Improvement Award 2025- 26	Certificate	WANG SUM YEE (1A) SO YAT HEI (1B) CHOW NGO LAAM (1C) KWAN SIN YAO (1D) TONG HO TIM (2A) NG YAU CHUN (2B) POON LOK YAN (2C) LAU CHI LING (2D) CHOW CHING LEONG (3A) CHEUNG SHUN HEI (3B) WONG HEI KIU (3C) CHEUNG YAN LAM (3D) CHUNG ISABEL FAITH (4A) TSUI HO YIN (4B) CHAN HIU LAAM (4C) NG SZE LAM (4D) CHAN KA KI (5A) SHUM KI HING (5B) TAM PUI MAN (5C) TAM CHUN YEUNG (5D) LI XINGJIAN (5E)
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2. Speech

A. The 77th Hong Kong Schools Speech Festival

i. Chinese Speech

Class	Award	Student Name
Cantonese Verse Solo Speaking	First Runner-up	CHAN LOK CHING (3C) LEE HOI CHING (4C)
	Second Runner-up	NG YUN KIU (3C)
	Merit	CHOW CHEUK NAM (1C) KWAN SIN YAO (1D) NG CHING HEI (2A) KWAN YAT WAI (3B)
	Proficiency	WANG QIHAN (1D) YIU TSZ CHING (1D) CHOW CHING LEONG (3A)
Cantonese Prose Solo Speaking	Second Runner-up	CHUNG CHEUK TUNG (1B)
	Merit	LO KIN YING (1C) FUNG HO YUET (1D) FOK KING LOK (3A) SO CHIT HEI (3B)

ii. English Speech

Class	Award	Student Name
English Public Speaking Solo	Second Place	LAW YAT YI TWINKLE (1D) WONG LOK HIN (5E)
	Third Place	LAW YUET YI CRESCENI (3A)
English Solo Verse Speaking	Third Place	WU KA HUEN VANESSA (4D)
	Merit	LAM WAI YAN (1A) CHAN HEI TUNG VANLI (2A) NG PUI CHI (2A) NG CHING HEI (2A) CHAN SUM YUET (2A) MOK CHING LAM (2D)
	Proficiency	YEUNG SIN NING (1B) LOW SUET YEE AURA (1C)
English News Feature Presentation	Second Runner-up	LAW YUET YI CRESCENI (3A)
	Merit	HO KA YAN (1A) HO YUI LAM ERIN (4B)
English Public Speaking Team	Merit	TSANG PAK TO (4B) KAN SEE POK CLEMENT (4D) LAU CHEUNG YU (4D)

iii. Putonghua Speech

Class	Award	Student Name
Putonghua Prose Solo Speaking	Champion	OR MING CHING (4A)
	Merit	ZHANG CHUI TING (3D)
Putonghua Verse Solo Speaking	Champion	MAK YUET CHING (2A)
	Merit	CHEN HAOWEN (2C) CHEUNG CHIU KIT (4A)

3. Aesthetic Development

Organizer and Activity / Contest	Award	Student Name
Hong Kong Schools Dance Association Limited 62nd Hong Kong Schools Dance Festival - Jazz & Street Dance (Secondary Section)	Highly Commended Award	LEUNG KWAN KIU (1A) TSE TSZ YAN AURORA (1B) WONG CHING LAAM (1B) CHAN HEI LAAM (1C) NG SZE WO (1C) LI MAT KI (1D) YIU TSZ CHING (1D) LI TSZ YING (2B) LIU SZE LEONG (2B) WONG SUM YIN (2B) LI WING YEE (2D) LAU SUM YEE (3B) HO SZE CHING (3C)
Hong Kong Art School & EDB Hong Kong School Drama Festival	Award for Outstanding Director	CHEN WING TUNG (5C)
	Award for Outstanding Performer	KO HIU LONG (2C) SIU NGA CHING (4B) CHEN WING TUNG (5C)
	Award for Outstanding Stage Effects	PARSONS JOSHUA LUKE (2A) CHAU YAN TONG AGNES (2B) POON YUI YAN (2B) TSE PUI KI (2B) HUANG TSZ YUK (4A) IP YIN WAI (4A) TSUI HO YIN (4B) WONG KING HEI (4B) WONG SHEUNG NING SANDY (4C) FUNG CHI WO (4D) LO HO TING (5B) CHEN WING TUNG (5C) WONG HOR TIK (5C) FUNG CHI CHUNG (5D)
The Artland Company Limited "Hong Kong Urban Colours" Painting Competition	Merit	CHAN HOI CHUN (3C)

4. Music

A. The 78th Hong Kong Schools Music Festival

Class	Award	Student Name
Grade 5 Piano Solo	Champion	LEE SHUN (2B)
	Silver Award	WAN PAK YIN (3D)
	Bronze Award	YIU TSZ CHING (1D)
Grade 8 Piano Solo	Champion	LAM YAT HIN (2A)
	Bronze Award	YIP TSZ LUN (1C)
Cantonese Operatic Song Solo	Gold Award	LEE HOI CHING (4C)
Piano Duet - Senior	Silver Award	LI YU HIN ALEX (4B) YANG TSZ HIM (4B)
Flute Solo	Silver Award	TANG HIU TUNG (2A)
	Bronze Award	LI CHUN YAT RAPHAEL (2B) CHAN JABEZ (2B) CHEUNG CHIN YAU (4D)
Grade 4 Piano Solo	Silver Award	YIP WAI YEE (1B)
Zheng Solo	Silver Award	FAN HEUNG WUN (4A)
Pipa Solo	Silver Award	YAU HIU YAU (5E)
Violin Duet - Intermediate	First Runner-up	LAW YUET YI CRESCENI (3A) MA BO SZE BEATRICE (5A)
Grade 6 Piano Solo	First Runner-up	YIP SUM WING (3A)
	Silver Award	LEUNG WAI SHUN (1D) LAM TSZ CHING (2C) LAM HAO YIN (5B) CHEUNG KIU (5D)
	Bronze Award	LAM HO HIM (1A)
Grade 7 Piano Solo	Silver Award	SO CHIT HEI (3B) YANG TSZ HIM (4B) YUE YAT CHING (5B)
	Bronze Award	TANG HIU TUNG (2A)
Vocal Solo in Foreign Language	Silver Award	TSANG HEI YIN (5C) HO SZE CHING (3C)
	Bronze Award	YUE YAT CHING (5B)
Grade 5 Violin Solo	Bronze Award	LEE HEI TUNG (2D)
Viola Solo	Second Runner-up	MAK SZE NGA (1B)
Alto Saxophone Solo	Second Runner-up	LAI PUI YAN (1D)

Senior Girls Choir singing in Chinese	Silver Award	MOK CHI LAM (1A), WU CHEUK YING (1A) FUNG HO YUET (1D), KWOK MEI TING (1D) CHAN HOI CHING (2A), LEUNG TSZ LAM (2A) NG CHING HEI (2A), NG PUI CHI (2A) LAM YAT HIN (2A), CHEUNG YI YAN (2B) CHUNG HEI CHING (2B), CHAN HEI YUET HAILEY (2C) CHUNG SZE HANG (2C), LAU CHI LING (2D) LAU SUM YAU (2D), SHIU HEI TUNG (3A) CHAN YU WING (3B), POON YAN TUNG (3B) WANG SUM YUET (3B), NG YUN KIU (3C) LO HAU MAN (3D), XU MENG TING (3D) YIM WING FEI (3D), ZHANG CHUI TING (3D) OR MING CHING (4A), CHING TSZ WAI NAOMI (4B) LUNG HOI YI (5A), CHUNG HOI TONG (5B) CHUNG HOI YAT (5B), YUE YAT CHING (5B) CHEN WING TUNG (5C), YAU HIU YAU (5E)
Grade 8 Violin Solo	Silver Award	LAW YUET YI CRESCENI (3A)
Trombone Solo	Silver Award	WONG TSZ SHING (2A)
Guitar Solo	Silver Award	TSANG LOK HIM (3D)
Marimba Solo	Bronze Award	KONG LOK HEI (2B)
Vocal Ensemble	Bronze Award	YEUNG KWAN NGAI (3B) WONG TSZ HIM (3B) LI YU HIN ALEX (4B) LUNG HOI YI (5A) CHUNG HOI TONG (5B) HO HO YI (3B) YUE YAT CHING (5B) CHEN WING TUNG (5C) YAU HIU YAU (5E)

Treble Voice Choir singing in English	Bronze Award	HO KA YAN (1A), JIAO ZIYANG (1A) LEUNG KWAN KIU (1A), LO HIU YAU (1A) MA TSZ CHING (1A), TSOI TSZ YING (1A) WANG SUM YEE (1A), CHAN KIU CHUN (1A) IP TSUN YAT (1A), KWOK PAK LONG (1A) LAU CHEUK HIM (1A), TSANG KEI NOK (1A) LI YIN WING (1B), NG SZE WING LETISHA (1B) WONG CHING LAAM (1B), YIP WAI YEE (1B) CHOW MARO SAM (1B), CHUI YUET WO (1B) KE YIK FAN (1B), CHAN HEI LAAM (1C) CHOW NGO LAAM (1C), CHOW WING SHUEN (1C) LI YAN WING SABINA (1C), LO KIN YING (1C) LOW SUET YEE AURA (1C), SZE YEUK TUNG (1C) YEUNG NGA YU (1C), YIP YUNG WU (1C) CHEUNG HO TIN (1C), LAI HO YIN (1C) LEE WAN SHUN (1C), POON CHEUK WANG MARCUS (1C) YAU KAI YUET (1C), KWAN SIN YAO (1D) LAM SZE YUEN (1D), LAU CHEUK YI (1D) LAU SZE CHING (1D), CHEUNG YAN YIN (1D) CHOW CHEUK HEI (1D), MAK KA TSUN (1D) MAK NOAH CHUN YIN (1D), SUN TSZ MING (1D) BIAN XIAOFEN (2A), GAO YI (2A) MAK YUET CHING (2A), TONG HO TIM (2A) LEE SHUN (2B), LIU SZE LEONG (2B) WONG SUM YIN (2B), YAU SHEENA (2D) SO CHIT HEI (3B)
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B. Joint School Music Association

Class	Award	Student Name
Choral Ensemble	Silver Award	CHEUNG KA LONG ANGUS (1B) HO TSUN YAP (1B) YIM HO YEUNG (1B) CHEUK TSZ LOK ALEX (1D) KONG LOK HEI (2B) CHENG CHI PANG (2D) HO TSZ HO (2D) LAI PAK YIN (2D) LAM HOI LUNG (2D) LEUNG CHING LAM (3B) NG YAT LONG (3B) YEUNG KWAN NGAI (3B) LI YU HIN ALEX (4B)
String Ensemble	Silver Award	LAW YUET YI CRESCENI (3A) NI SHUN LUI (4B) MA BO SZE BEATRICE (5A) CHAN LONG KI (5A)
Violin Solo - Diploma	Silver Award	LIU SUM YIN (2D)
Violin Solo - Intermediate	Silver Award	LEE HEI TUNG (2D)

5. Sports

A. The Schools Sports Federation of Hong Kong, China

i. Individual

Activity / Contest	Award	Student Name
Inter-school Swimming Championships (100M Freestyle)	Champion	LEE HOI LAM (4B)
Inter-school Swimming Championships (200M Freestyle)	Champion	LEE HOI LAM (4B)
Inter-school Swimming Championships (50M Butterfly)	Champion	MOK CHI LAM (1A)
Inter-school Swimming Championships (50M Breast Stroke)	Second Runner-up	IP YING CHING (1B)
Inter-school Swimming Championships (100M Breast Stroke)	Second Runner-up	IP YING CHING (1B)
	Merit (Eighth Place)	SIU CHEUK WAN ALVIN (3C)

ii. Team

Activity / Contest	Award	Student Name
Inter-school Volleyball Competition (Boys A Grade)	Champion	CHEUNG CHIU KIT (4A) HO CHING CHUNG (4B) KEUNG PAK HIM (4D) SHUM KI HING (5B) HO CHING KWAN (5C) LEE HONG WANG HORUS (5D) WONG YIK TUNG (5E) CHEUNG CHEUK HIN (6A) CHOI CHUN LONG (6A) LAM YAN HO (6A) LAU CHIT (6A) CHU TSZ HIM (6B) WAI HIM YAU (6B) LEE YIN CHIT (6D) YUEN NOK HANG (6D)
Inter-school Football Competition (Boys Team)	First Runner-up	SO PUI HO (1A) CHEUNG YAN YIN (1D) CHOW CHEUK HEI (1D) FUNG SHING YIP (1D) CHAN LOK HEI (2A) TO KING HANG (2A) YIM CHUN HEI (2A) SIN KA LOK (2B) CHAN MAN CHIT (2C) CHE HIN CHING (2C) LAU LOK YIN (2C) LAU CHUN HIN (2D) LAW WAI SHUN (3A) HUANG KWUN LAM (3D) CHEUNG YAN LAM (3D)

Inter-school Football Competition (Boys Team)	Third Runner-up	LAI CHUN WAI AIDEN (3D) LEE HIN LONG (4B) LEE YAT FUNG (4B) WONG CHUN TO HENRY (4B) CHAN HO HIM (4C) LAU CHEUNG YU (4D) LEE YAT HIM (5A) NG HO HON (5A) CHAN KA HIM (5B) WONG KAI CHEONG (5B) CHUNG KAI FUNG (5C) KU YIN YUI (5C) FUNG CHI CHUNG (5D) LAM KA KUEN (5D) TAM HEI CHIT (5D) CHAN WANG IP (5E) FUNG HIU YU (5E) LAM YAN HO (6A) WONG TAK YAN (6C) CHOI PAK HEI (6D)
Inter-school Table Tennis Competition (Boys A Grade)	Third Runner-up	IP CHING (6A) SIU PAK YU (6A) SHUM HUNG HO (6D)
Inter-school Table Tennis Competition (Girls B Grade)	Third Runner-up	LI MAN HEI (3A) MAN PAK LING (3C) CHAN HAU YUET (4A) IP YIN WAI (4A)
Inter-school Volleyball Competition (Girls A Grade)	Merit	HO HAY LAM HALEY (4D) KO HIU CHING (5B) TSANG HEI YIN (5C) LEE TSZ WING (5D) LEUNG TSZ KI (5D) WONG LING TSZ (5D) HUI WAI CHING (5E) YEUNG WING YU (5E) CHENG HOI YAU (6A) WONG YUNG (6D)
Inter-school Table Tennis Competition (Boys C Grade)	Merit	WONG HONG CHUN (2A) YU HO FAI TREVOR (2B) LAI HONG KIT (2D) WONG PAK HIM (2D)

Inter-school Beach Volleyball Competition (Boys Team)	Merit	CHEUNG CHIU KIT (4A) HO CHING KWAN (5C) LEE HONG WANG HORUS (5D)
Inter-school Volleyball Competition (Girls C Grade)	Merit	CHIN MAN HUEN (1A) MOK CHI LAM (1A) CHEUNG SIU HEI ZOE (1A) KWOK MEI TING (1D) CHAN HEI TUNG VANLI (2A) CHAN SUM YUET (2A) TAM HING TUNG (2B) CHEN PUI YAN (2C) LAM TSZ CHING (2C) TSE HEI NAM (2D)
Inter-school Basketball Competition (Girls A Grade)	Merit (Sixth Place)	MESLEM AIDA (4B) CHAN KA KI (5A) LEE YU KIU JANICE (5A) WONG CHEUK KI (5B) CHAN SUM YU (5C) HO E CHING ELISE (5D) LEE TSZ WING (5D) POON KAY YIN (5E) TUNG CHEUK WA (6C)
Inter-school Basketball Competition (Girls B Grade)	Merit (Sixth Place)	LI WING YEE (2D) MOK CHING LAM (2D) IP SUET CHING (3A) LO HEI LAM (3A) LO PAK CHING (3A) TSANG WAI KI (3A) HO YAN YIN (3D) ZHANG CHUI TING (3D)
Inter-school Swimming Championships (Girls Team)	Merit (Eighth Place)	MOK CHI LAM (1A) IP YING CHING (1B) NG SZE WO (1C)

B. Hong Kong Dodgeball Association

Activity / Contest	Award	Student Name
Hong Kong Inter-School Dodgeball New Talent Championships (Mixed Junior)	Champion	KWOK MEI TING (1D) WONG YEE NING (2A) LAU SHUN HEI (2B) CHAN JABEZ (2B) CHAN CHUN HO (2C) SHIH KAI KEI (2C) LOE CHING YAN (2D) YU YI KIU (2D) HO TSZ HO (2D) MA TSZ SHUN (2D) YIU LOK HIM (2D) LO HEI LAM (3A)
	Best Rookie	SHIH KAI KEI (2C)
Hong Kong Inter-School Dodgeball District Competition - NT District (Boys Junior)	Champion	FUNG CHUN YAT (1B) LAM LOK TSUN (1C) LI TSZ HIM (1C) YUM PAK HEI (3A) WONG TSZ HIM (3B) CHEUNG SAU YEUK (3B) KOO YIU LOONG MICHAEL (3C) FUNG YAT HIN (3C) CHAN HOI CHUN (3C) YUEN KA TO MARCUS (3D) YEUNG CHEUK HEI (3D)\
	MVP	YUEN KA TO MARCUS (3D)
Hong Kong Inter-school Dodgeball Championships (Mixed Junior)	Champion	JIAO ZIYANG (1A) LAU SZE CHING (1D) KWOK MEI TING (1D) LAU SUM YAN (2A) CHAU YAN TONG AGNES (2B) LAU SHUN HEI (2B) LO HEI LAM (3A) YUM PAK HEI (3A) FUNG YAT HIN (3C) KOO YIU LOONG MICHAEL (3C) CHAN HOI CHUN (3C) YUEN KA TO MARCUS (3D)

Hong Kong Inter-school Dodgeball Championships (Boys Junior)	First Runner-up	FUNG CHUN YAT (1B) LAM LOK TSUN (1C) CHAN JABEZ (2B) MA TSZ SHUN (2D) YUM PAK HEI (3A) WONG TSZ HIM (3B) KOO YIU LOONG MICHAEL (3C) FUNG YAT HIN (3C) CHAN HOI CHUN (3C) YEUNG CHEUK HEI (3D) YUEN KA TO MARCUS (3D)
Hong Kong Inter-school Dodgeball Championships (Girls Team)	First Runner-up	KWOK MEI TING (1D) CHING AURORA (2D) WONG YEE NING (2A) LAU SHUN HEI (2B) LIANG YINGAN (2B) CUI ZI MING (2C) MOK CHING LAM (2D) YU YI KIU (2D) IP SUET CHING (3A) LO PAK CHING (3A) LO HEI LAM (3A)
Hong Kong Inter-School Dodgeball District Competition - NT District (Girls Team)	Second Runner-up	KWOK MEI TING (1D) LAU SUM YAN (2A) WONG YEE NING (2A) LAU SHUN HEI (2B) LIANG YINGAN (2B) CUI ZI MING (2C) MOK CHING LAM (2D) YU YI KIU (2D) IP SUET CHING (3A) LO PAK CHING (3A) LO HEI LAM (3A)
Hong Kong Inter-School Dodgeball District Competition - NT District (Mixed Junior)	Third Runner-up	JIAO ZIYANG (1A) KWOK MEI TING (1D) CHAU YAN TONG AGNES (2B) CHING AURORA (2D) YU YI KIU (2D) LO PAK CHING (3A) LO HEI LAM (3A) CHAN HOI CHUN (3C) FUNG YAT HIN (3C) KOO YIU LOONG MICHAEL (3C) YUEN KA TO MARCUS (3D) FANG LING HUNG (3D)

C. Masterful Studio

Organizer and Activity / Contest	Award	Student Name
All-round Rope Skipping Challenge (30s Single Rope Speed Splint)	Champion	YAN LONG YIN (2D)
	First Runner-up	LAI HIU HEI (3C) FUNG PIU HIN (5A)
All-round Rope Skipping Challenge (30s Double Under)	Champion	FUNG PIU HIN (5A)
	First Runner-up	LAI HIU HEI (3C)
	Second Runner-up	YAN LONG YIN (2D)
All-round Rope Skipping Challenge (30s Cross Open)	Champion	YAN LONG YIN (2D) LAW WAI SHUN (3A)
	First Runner-up	FUNG PIU HIN (5A)
	Second Runner-up	LAI HIU HEI (3C)
	Third Runner-up	LAI PAK YIN (2D)
All-round Rope Skipping Challenge (45s Set Routine)	Champion	YAN LONG YIN (2D) LAI HIU HEI (3C) FUNG PIU HIN (5A)
	Second Runner-up	MAK KA TSUN (1D) WONG HEI TO HAZEL (3D)
All-round Rope Skipping Challenge (30s Freestyle)	First Runner-up	LAI HIU HEI (3C)
All-round Rope Skipping Challenge (30s Alternate Jumping)	Champion	YAN LONG YIN (2D) LAI HIU HEI (3C)
	First Runner-up	LAI PAK YIN (2D) LAW WAI SHUN (3A) WONG HEI TO HAZEL (3D) FUNG PIU HIN (5A)
	Second Runner-up	LAI HO YIN (1C) MAK KA TSUN (1D)
All-round Rope Skipping Challenge (30s Twins Jump)	Champion	LAI HO YIN (1C) MAK KA TSUN (1D)
	Second Runner-up	CHEN PUI YAN (2C) YAN LONG YIN (2D) LAW WAI SHUN (3A) LAI HIU HEI (3C) WONG HEI TO HAZEL (3D) CHEN LOK YAN (4A)
	Third Runner-up	LAI PAK YIN (2D) FUNG PIU HIN (5A)
All-round Rope Skipping Challenge (45s Double Dutch Speed Sprint)	Champion	YAN LONG YIN (2D) LAW WAI SHUN (3A) LAI HIU HEI (3C)

All-round Rope Skipping Challenge(45s Figure-8 Long Rope Jumping)	Champion	LAM YAT HIN (2A)LAI PAK YIN (2D)YAN LONG YIN (2D)LAW WAI SHUN (3A)LAI HIU HEI (3C)FUNG PIU HIN (5A)
	First Runner-up	LAM PUI HANG (1B) LAI HO YIN (1C) MAK KA TSUN (1D) CHEN PUI YAN (2C) WONG HEI TO HAZEL (3D) CHEN LOK YAN (4A)
All-round Rope Skipping Challenge (Overall Champion)	Champion	LAM PUI HANG (1B) LAI HO YIN (1C) MAK KA TSUN (1D) LAM YAT HIN (2A) CHEN PUI YAN (2C) LAI PAK YIN (2D) YAN LONG YIN (2D) LAW WAI SHUN (3A) LAI HIU HEI (3C) WONG HEI TO HAZEL (3D) CHEN LOK YAN (4A) FUNG PIU HIN (5A)

D. Others

Organizer and Activity / Contest	Award	Student Name
A.S. Watson Group Hong Kong Student Sports Award	Award	YIM KEI WAN (5D)
Queen's College Old Boys' Association Secondary School Inter-School Table Tennis Invitation Tournament	Champion	YU HO FAI TREVOR (2B) YAN TSZ LONG (3C) KWAN YAT WAI (3B) HE WAI CHUNG (5C) IP CHING (6A) SIU PAK YU (6A)

Methodist College <Methodist Cup> Volleyball Invitation Tournament (Boys Team)	Champion	CHEUNG CHIU KIT (4A) HO CHING CHUNG (4B) KEUNG PAK HIM (4D) SHUM KI HING (5B) HO CHING KWAN (5C) LEE HONG WANG HORUS (5D) WONG YIK TUNG (5E) LAM YAN HO (6A) CHEUNG CHEUK HIN (6A) LAU CHIT (6A) CHU TSZ HIM (6B) WAI HIM YAU (6B) LEE YIN CHIT (6D) YUEN NOK HANG (6D)
Methodist College Methodist College Dodgeball Invitation Tournament (Mixed Junior)	Champion	JIAO ZIYANG (1A) KWOK MEI TING (1D) LI TSZ HIM (1C) LAU SHUN HEI (2B) LIANG YINGAN (2B) LO PAK CHING (3A) LO HEI LAM (3A) YUM PAK HEI (3A) CHAN HOI CHUN (3C) FUNG YAT HIN (3C) KOO YIU LOONG MICHAEL (3C) YUEN KA TO MARCUS (3D)
Methodist College <Methodist Cup> Volleyball Invitation Tournament (Girls Team)	First Runner-up	LOE CHING YAN (2D) LO TSZ KI (3A) NG YEE LAM (4C) HO HAY LAM HALEY (4D) KO HIU CHING (5B) TSANG HEI YIN (5C) LEE TSZ WING (5D) LEUNG TSZ KI (5D) WONG LING TSZ (5D) YEUNG WING YU (5E) HUI WAI CHING (5E) CHENG HOI YAU (6A) WONG YUNG (6D)

Inter-departmental Counter Terrorism Unit Greater Bay Area Youth Dodgeball Competition (Junior)	First Runner-up	KWOK MEI TING (1D) LAU SHUN HEI (2B) SHIH KAI KEI (2C) LOE CHING YAN (2D) MA TSZ SHUN (2D) YIU LOK HIM (2D) IP SUET CHING (3A) LO HEI LAM (3A) CHAN HOI CHUN (3C) FUNG YAT HIN (3C) KOO YIU LOONG MICHAEL (3C) YUEN KA TO MARCUS (3D)
Hong Kong, China Association of Athletics Affiliates School Sports Programme---Badges Awards Scheme(Athletics)	Diamond Award	LEE HONG WANG HORUS (5D)
	Silver Award	WONG HO YIU (4A) CHUNG KAI FUNG (5C) LEE HONG WANG HORUS (5D)
	Bronze Award	CHUNG KAI FUNG (5C)
Inter-departmental Counter Terrorism Unit Greater Bay Area Youth Dodgeball Competition (Youth)	Second Runner-up	CHAN JABEZ (2B) LAU SHUN HEI (2B) CHAN CHUN HO (2C) MOK CHING LAM (2D) LOE CHING YAN (2D) HO TSZ HO (2D) YUM PAK HEI (3A) LO HEI LAM (3A) IP SUET CHING (3A) CHEUNG SAU YEUK (3B) WONG TSZ HIM (3B) YEUNG CHEUK HEI (3D)
Methodist College Methodist College Dodgeball Invitation Tournament (Boys Junior)	Second Runner-up	LI TSZ HIM (1C) CHAN JABEZ (2B) MA TSZ SHUN (2D) LAU KIN LONG (3C) YEUNG CHEUK HEI (3D) YUM PAK HEI (3A) YUEN KA TO MARCUS (3D) CHAN HOI CHUN (3C) FUNG YAT HIN (3C) KOO YIU LOONG MICHAEL (3C)

Lions Club of Hong Kong Shouson Hill Anti-Drug Cup Dodgeball Competition (U15 Mixed)	Second Runner-up	JIAO ZIYANG (1A) LI TSZ HIM (1C) LAU SZE CHING (1D) CHAU YAN TONG AGNES (2B) LAU SHUN HEI (2B) LO HEI LAM (3A) YUM PAK HEI (3A) CHAN HOI CHUN (3C) YUEN KA TO MARCUS (3D)
Methodist College Methodist College Dodgeball Invitation Tournament (Girls Team)	Third Runner-up	JIAO ZIYANG (1A) KWOK MEI TING (1D) LAU SHUN HEI (2B) LIANG YINGAN (2B) CHAU YAN TONG AGNES (2B) CUI ZI MING (2C) YU YI KIU (2D) LO HEI LAM (3A) LO PAK CHING (3A) CHING AURORA (2D)
Volleyball Association of Hong Kong, China 2025 Outreach Coaching Programme - Volleyball Challenge Tournament (Boys Team)	Merit (Fifth Place)	LIE LAP HANG (2A) NG CHEUK HANG (2A) YEUNG HOI CHUN (2A) CHAN MAN CHIT (2C) FONG CHAK (3A) CHAN TSZ HIN (3B) YAN TSZ LONG (3C) CHEUNG CHIU KIT (4A) HO CHING CHUNG (4B) KEUNG PAK HIM (4D) SHUM KI HING (5B) HO CHING KWAN (5C) LEE HONG WANG HORUS (5D) WONG YIK TUNG (5E)
Volleyball Association of Hong Kong, China 2025 Outreach Coaching Programme - Volleyball Challenge Tournament (Girls Team)	Merit (Seventh Place)	CHAN HEI TUNG VANLI (2A) LOE CHING YAN (2D) KONG TSZ LAAM (3A) LO TSZ KI (3A) FAN HOI YU (3D) HO HAY LAM HALEY (4D) KO HIU CHING (5B) TSANG HEI YIN (5C) LEE TSZ WING (5D) LEUNG TSZ KI (5D) HUI WAI CHING (5E) YEUNG WING YU (5E)

6. Moral and Civic Education

Organizer and Activity / Contest	Award	Student Name
Education Bureau Citizenship and Social Development Online Quiz	Third Honour Award	LAM CHUN HEI (5B)
	Merit	CHAN TSZ HIM (6B) HU YANQI (6C)
Ocean Park Conservation Alliance Farming at School	Outstanding Student Farmer Award	TSOI TSZ YING (1A) CHOW NGO LAAM (1C) LOW SUET YEE AURA (1C) NGAN YUK TING (1C) SZE YEUK TUNG (1C) YIP YUNG WU (1C) HUANG TSZ YUK (4A) IP YIN WAI (4A) POON CHING LAM (4A) TAM TSZ CHING RACHEL (4A) CHING TSZ WAI NAOMI (4B) HUNG SAU FUNG (4B) WONG SHEUNG NING SANDY (4C) HO LOK YI (4D)
Leisure and Cultural Services Department 2026 Hong Kong Flower Show Plant Exhibit Competition Succulent Plant (Except Cactus)	Second Runner-up	IU SZE KI (3B) CHAN CHEUK YING (4C)
EDB Hong Kong Secondary School Students' Chinese History and Culture Activity - Online Reading Reward Scheme	Certificate	WANG SUM YUET (3B) HO SZE CHING (3C) LAU KIN LONG (3C) YUEN KA TO MARCUS (3D)
	Certificate	LAU CHUN KIU (1A) YUEN TSZ CHIN (1B) CHOW NGO LAAM (1C) MAK YAN CHING (1C) LIU YIHONG (1C) LO KIN YING (1C) LAI HO YIN (1C) LAM YU CHING CARLY (3B) FUNG KIN HEI (3B) WONG TSZ HIM (3B) CHENG HAU WUN (3B) FONG CHUNG LAI (3C) SHEK YU HIM (3C) HO YAN NOK (3C) CHAN HOI CHUN (3C) CHAN LOK CHING (3C) LAU WAN YAU (3C) LIE CHING TUNG (3D) YIM WING FEI (3D) HUNG SAU FUNG (4B)

7. Others

Organizer and Activity / Contest	Award	Student Name
Hong Kong Red Cross Humanity Campus 2024-2025	Humanitarian School Award	Sha Tin Methodist College
Green Power The 6th Secondary School Online Quiz Competition on Knowledge of Environmental Pollution	School of environmental Excellence	Sha Tin Methodist College
EDB & Society of Hong Kong History "Fairy Tale History" Hong Kong Secondary School Students' Chinese History and Culture Activity - Online Reading Reward Scheme	Promoting Reading Culture Award	Sha Tin Methodist College
EDB 2025/26 中華經典名句 – 全港中小學網上 遊戲比賽	18 Districts Most Active Participation School Award	Sha Tin Methodist College
EDB 2025/26 “Joyful Thousand-Mile Reading Cruise” Reading Award Scheme	Silver Award for Reading	Sha Tin Methodist College
UNESCO Hong Kong Association 2025-26 Net Zero School Project	Net Zero Demonstration School	Sha Tin Methodist College
Hong Kong St. John Ambulance Hong Kong St. John Ambulance Brigade Youth/New Territories Command	Divisional Best Cadet	CHUEN TSZ YING (5A)
Hospital Authority (New Territories East Cluster), Hong Kong Association of the Heads of Secondary Schools "One Family, One Drawing" - Shatin Healthcare Expert Program	Certificate of Active Participation	KHU YUET WA (5A) SAM HO HIM (5A) CHOY HONG CHING (5B) TANG YAT LONG (5B)
EDB Science (S1-3) Teacher Plan Design Award Scheme	Grand Gold Award	Ms. WONG KING WAI Mr. YEUNG HOI MAN Mr. CHAN TAK SUM Ms. LO WING SHAN Ms. TSANG MAN WAI

The 21st Sha Tin District Outstanding Student Election Prize Presentation Ceremony

6 SEP, 2025

Organized by the Sha Tin Youth Association, the 21st Sha Tin District Outstanding Student Election celebrates secondary school students who exemplify all-round development and active participation in community service. This event aims to inspire youth to grow not only academically, but also socially and civically.

The Prize Presentation Ceremony was held on 6th September, bringing together outstanding students from across the district. Our school is proud to announce that three of our students were recognized for their excellence:



INAUGURATION CEREMONY

12 SEP, 2025



In order to recognize students' dedication to serving the school, the Inauguration Ceremony for the English Ambassadors, Prefects, Big Brothers and Sisters, Student Fellowship, Campus TV, and Student Union was held during the cyclic assembly on 12th September.

After the leaders of each group from the previous year shared their experiences, badges were presented to this year's leaders by the Vice Principals. Finally, our Principal, Ms. Cheung, offered words of encouragement and blessings to all the leaders.



Christian Union

12 SEP, 2025



This annual school event aims to bring Christians together and foster spiritual growth among students through Christian values. Everyone interested was warmly welcomed. This year, the event included live band worship, a sermon, and a fun activity of making spinning paper planes.

The theme of the event, "放。風" (Let Go and Soar), symbolizes letting go and allowing the Holy Spirit to guide our lives, while also signifying a return to God. Both students and teachers thoroughly enjoyed the event and created wonderful memories.

Company Visit

26 SEP, 2025

On 26th September, our Form 5 students visited the Smart Business Innovation Centre, J-HUB, and KMB Kowloon Bay Depot. These trips provided insights into current industry trends, such as the use of IoT technologies in business, the combination of traditional craftsmanship and modern design in jewelry, and the focus on sustainable public transport. This experience was valuable for their future career planning, enabling them to explore various professional paths and see how their interests and skills align with the job market.



F1 BENEDICTION CEREMONY

WE HELD A BENEDICTION CEREMONY TO BLESS OUR F.1 STUDENTS AS THEY EMBARK ON THEIR SECONDARY SCHOOL JOURNEY. SURROUNDED BY LOVE AND SUPPORT FROM THEIR SCHOOLMATES, PARENTS, TEACHERS AND THE METHODIST CHURCH, THEY RECEIVED HEARTFELT WISHES FOR SUCCESS AND GROWTH IN THE YEARS AHEAD. MAY THEIR PATH BE FILLED WITH KNOWLEDGE AND CAMARADERIE.



10 OCT, 2025



Individual and Team Prizes at Inter-School Swimming Championships

15 OCT, 2025

At the Inter-School Swimming Championships, our swimmers earned individual prizes with their outstanding performances. The girls' team's performance was also impressive, winning a team merit with unity. Their combined efforts showcased dedication, sportsmanship, and school pride. Congratulations to all the winners



MULTIPLE INTELLIGENCE PROGRAMME: STEM & INTEREST CLASSES

17 OCT, 2025

On Fridays, our F1-3 students participate in the Life-wide Learning (LWL) activities via the Multiple Intelligence Programme, under which, junior form students join STEM-oriented and interest-driven workshops that ignite their technological curiosity and practical innovation. They can engage in dynamic sessions like drone programming and design, MakeCode game creation, Dobot robotic arm coding, aviation experience courses, AI comic creation, cooking, magic tricks, and board games. These experiences equip students with essential skills in coding, robotics, digital storytelling, aerospace basics, and creative problem-solving, while promoting collaboration and hands-on experimentation to apply concepts in real-life scenarios.



“GRAND PRIZE” AT INTERNATIONAL CREATIVE MATHS & SCIENCE 4D FRAME COMPETITION (2025)

18 OCT, 2025

In the International Competition held in Korea, our F.3 students Yeung Kwan Ngai, Oscar and Anthony Leung proudly represented Hong Kong, showcasing their exceptional problem-solving skills and creativity against international teams. Their outstanding performance earned them the Grand Prize in the “Inventor & Maker” division. By effectively applying their mathematical and scientific creativity, they utilized STEM knowledge to tackle practical problems successfully. We are indeed proud of their achievement, and they serve as an inspiration for our schoolmates to explore the fascinating world of STEM.



ASSOCIATION for 4DFRAME



TEAM AWARD AT INTER-SCHOOL TABLE TENNIS COMPETITION (BOYS A GRADE)

19 OCT, 2025



Congratulations to our Boys A Grade Table Tennis Team, who stood out and won the third-runner up at the Inter-school Table Tennis Competition organized by the Schools Sports Federation of Hong Kong, China. With their excellent performances, the team has made our school proud of their embodiment of unity and competitive excellence. Let's applaud the achievement made by the team.

Champion at Hong Kong Inter-School Dodgeball New Talent Championships by Hong Kong Dodgeball Association

26 OCT, 2025

STMC Dodgeball Team's determination, effort and unity deserve our praise. They proudly participated in the Hong Kong Inter-School Dodgeball New Talent Championships, organized by the Hong Kong Dodgeball Association. At the event, the Mixed Junior Team won the champion whereas a team member Shih Kai Kei was awarded the Best Rookie Prize. Indeed, they strive for the best in all the games, taking each opportunity to shine and progress. Let's celebrate their achievement and learn from their strong spirit.



Annual Athletics Meets

4 NOV, 2025

The Annual Athletics Meet was a huge success. We were proud to see some incredible moments on the track as athletes gave it their all, with several even breaking school records. In the stands, classes showed their unity through loud cheers and chanting.

One of the highlights was the school tradition where all F.6 students came together for a group dance. It was more than just a performance; it was a touching moment that showed their close bond—a memory they will surely treasure.



Inter-School Basketball Competition (Girls A Grade)

12 NOV, 2025

We extend our congratulations to the Girls A Grade Basketball Team for their commendable performance at the Inter-School Basketball Competition. The team displayed great determination, securing a Merit Award (Sixth Place). We are proud of their hard work and dedication throughout the season.



F.5 Life-wide Learning Day

21 NOV, 2025

F.5 students participated in a one-day in-depth learning programme at Hong Kong Disneyland. In the 'Disney's World of Physics' activity, students investigated the scientific principles governing the operation and design of the park's attractions. Meanwhile, during the 'Adventure in Our Society', students adopted an inquiry-based approach and employed multi-perspective thinking to examine the world, gaining a deeper understanding of the challenges and opportunities facing humanity.



F.4 Life-wide Learning Day

21 NOV, 2025

F.4 students participated in a on-campus day camp designed to foster personal development. Through a diverse range of team challenges and creative games—such as 'Team Racing'—students honed their skills in effective communication, strategic planning, and problem-solving. The activities allowed students to gain a deeper understanding of their personal strengths while enhancing their leadership abilities and collaborative spirit.



Celebration of Adulthood

27 NOV, 2025

The Form 6 Celebration of Adulthood was successfully held on 26th, 27th November. Following the candle-lighting ceremony, our School Supervisor, Rev. Y.M. Yu, shared words of encouragement. The school supervisor, the chaplain, Principal Cheung and teachers exemplified servant leadership through the ritual of washing the feet of students, echoing the spirit of Jesus Christ.

The ceremony concluded with blessings as students received the letters they had written to themselves back in Form one. They also wrote letters to their parents, expressing gratitude and appreciation for their unwavering support throughout their journey. To celebrate this precious moment, a photo-taking session was arranged for all the students, teachers, parents and guests.



3rd Hong Kong Secondary School Geological Competition

29 NOV, 2025

Our school participated in the 3rd Hong Kong Secondary School Geological Competition organized by Hong Kong UNESCO Global Geopark, Hong Kong Discovery, and Geological Society of Hong Kong.

Our teams engaged in a series of academic activities, including workshops, quiz competition and field studies at Tung Ping Chau. With their wholehearted dedication and exceptional performance, team "Escarpment" won the silver award and team "Corestone" won the gold award.





Christmas Service

19 DEC, 2025

To celebrate the birth of Jesus, Ms. Y.Y. Lau from Kwun Tong Methodist Church shared an inspiring message about "Eternal Love" with us.

During service, each class also prepared some food as a token of gratitude. The donations were then gifted to the Short Term Food Assistance Service of Kwun Tong Methodist Social Service. In this heartwarming holiday season, let's spread love and share with others.



Inter-School Volleyball Competition (Boys A Grade)

19 DEC, 2025

Congratulations to our Boys A Grade Volleyball Team, who won the 2025-2026 Sha Tin and Sai Kung District (Division 2) Championship without dropping a single set. It was a victory earned through precise technique and the determination to dominate every moment on the court.



CYC Coastal Cleanup at Wu Kai Sha Pebbles Beach

24 JAN, 2026

On January 24, 2026, Community Youth Club organized a coastal cleanup at Wu Kai Sha Pebbles Beach. The activity emphasized the importance of protecting our marine environment. Students gained hands-on experience in tackling the issue of marine debris and learned how pollution impacts ecosystems. This event encouraged everyone to adopt eco-friendly habits to help preserve our coastal resources.



62ND SCHOOLS DANCE FESTIVAL COMPETITION

25 JAN, 2026

On 25 January, members of the Dance Society were awarded the Highly Commended Award (Grade A) at the 62nd Schools Dance Festival. Congratulations!

The students performed an original choreography titled "Classical? Hip Hop? Why not both!!!!!!". Set to Beethoven's classic Für Elise, the performance seamlessly blended black and white, old and new, and different styles of music and dance to showcase the unique charm of Hip Hop. Through this experience, the students not only enjoyed the art of dance but also learned the value of teamwork.





CHINESE CULTURE WEEK

12 FEB, 2026

To foster students' national identity and appreciation for our own culture, our school launched an inter-disciplinary Chinese Culture Week. The event began with an educational talk on "Intangible Cultural Heritage", providing students with a deep dive into this topic.

A highlight was the booths held by different subjects and parties, including Chinese, Chinese History, Science, Maths, English, Citizenship & Social Development, Chess Club and Religious Committee. Besides, all F.3 classes were responsible for their booths in promoting intangible Chinese heritage ranging from Chinese knots, flour dolls, seals to flower plaques.



CHINESE CULTURE WEEK

12 FEB, 2026

There were also various activities at lunchtime, such as song dedication in Putonghua for students and teachers to share encouraging messages, and Lunar New Year snacks sharing for them to feel the warmth and festivity.

For arts and music, students could enjoy a mini concert with music performed on traditional Chinese instruments, and the performances of Putonghua Speech Festival winners and the Drama Club.

We were delighted to make this event happen with the efforts and dedication of students, teachers of different panels as well as janitors for setting up the venues. We would like to express our sincere gratitude to all of them.



Parents Day's Talk "Leveraging the 24 Character Strengths in Parenting"

14 FEB, 2026

We are pleased to have invited Shepherds Life Empowerment Centre, an organization specializing in parenting and students' development, to share with parents on the theme "Leveraging the 24 Character Strengths in Parenting". By understanding these strengths, we hope parents can gain deeper insights into their children and learn how to activate these traits, nurturing their home environment that enhances children's physical and mental well-being.



Visit to the Eileen Chang Exhibition

28 FEB, 2026

Our school Library Club and F4 Chinese Literature students visited the Hong Kong Metropolitan University's Hong Kong Museum of Modern Chinese Literature. We attended the exhibition titled "Beyond Distance: Half a Lifelong Friendship of Eileen Chang, Stephen Soong, and Mae Fong Soong". By carefully examining the precious manuscripts and viewing their personal artifacts, they gained a profound understanding of the deep, 40-year friendship between Eileen Chang, Stephen Soong, and Mae Fong Soong. This experience further enriched their knowledge of Eileen Chang—one of the most renowned female writers of modern literature.



LUNAR NEW YEAR CARNIVAL

1 MAR, 2026

On 1 March 2026, a group of 20 participants, including student ambassadors from the school's Chinese herbal medicine garden and parent volunteers, took part in the Lunar New Year Carnival organised by the Sha Tin District Council at Mei Lam Estate, Sha Tin. They set up a booth featuring Chinese herbal medicine sachets.

During the event, the parent volunteers and students applied what they had learned to introduce the school's Chinese herbal medicine curriculum and medicinal plants to the general public. The experience was greatly beneficial to both the students and parents involved.



CHARITY SHOW

4 MAR, 2026

The Student Union Rejuv proudly presented its Charity Show on 4 March. This year's theme was 'Let It Be...'; and it was an unforgettable night filled with amazing performances from both our students and teachers. The audience was thrilled to watch the show, enjoying the dancing, singing and other performances. Not only did they enjoy the performances, but they also contributed to a great cause, as all ticket fees will be donated to "Save the Children" to support the health and education of disadvantaged children.





Hovercraft Competition

10 MAR, 2026

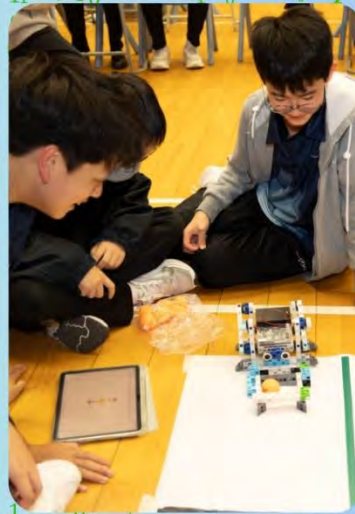
During STEAM Week, our F.2 students participated in a Hovercraft Competition, where they combined creativity with technical skill. Beyond the excitement of the races, students gained practical experience in engineering and coding as they worked to power their own creations. The event provided a valuable opportunity for hands-on learning, allowing participants to see their hard work in motion.



Quadruped Robot Competition

11 MAR, 2026

A major highlight of our successful STEAM Week was the Quadruped Robot Competition! Students thoroughly enjoyed the thrilling contest while gaining valuable hands-on experience in robotics. F.1 students actively developed practical coding skills in a fun, engaging, and highly interactive environment.



VISIT TO THE "CHINA IN SPLENDOUR" THEMATIC EXHIBITION

13 MAR, 2026

To deepen students' understanding of our nation's development and cultivate their sense of belonging, our school recently attended the launching ceremony of the "China in Splendour: The Ethos and Spirit of the Pillars of Our Time" Thematic Exhibition. Organised by the Education Bureau and co-organised by the Patriotic Education Centre, the ceremony was officiated by the Acting Chief Secretary for Administration, Mr Cheuk Wing-hing, and the Secretary for Education, Dr Choi Yuk-lin. We are highly honoured that our students were the very first group in Hong Kong to visit this meaningful exhibition.



**MU Admission Talk - Sch. of Nursing & Health Sci.,
Physiotherapy, Occupational Therapy, Radiation
Therapy, Laboratory Sci.**

19 MAR, 2026

**The aim of the admission talk by the
Department of Social and Behavioural Sciences
seeks to equip prospective students with the
necessary information and motivation to
pursue a career in academic science with clinical
practice, patient care, healthcare management,
and community health, etc. and navigate the
admission process effectively.**





HKU NURSING VISIT

20 MAR, 2026



The visit seeks to inform and inspire F5 students about the nursing profession, helping them make informed decisions regarding their academic and career paths.



HKDI Media Lab (Shaw's Studios) Visit

20 MAR, 2026

The visit seeks to provide students hands-on exposure to media creation tools, audio/video production processes, and editing workflows. It also helps them understand production facilities, equipment usage, and potential career opportunities.



GREATER BAY AREA CAREER EXPLORATION TOUR

27 MAR, 2026

The aim of this activity is to broaden students' understanding of career opportunities across the Guangdong-Hong Kong-Macao Greater Bay Area, enhance their career awareness and planning, and inspire them through industry visits, talks, and experiential learning.



BEIJING SISTER SCHOOL VISIT TOUR

31 MAR, 2026

From 28 to 31 March, a delegation of teachers and students embarked on a cultural exchange tour to our sister school in Beijing (北京市石景山區實驗中學). During the four-day visit, the participants not only engaged in campus activities but also explored several renowned historical landmarks, including the Great Wall, Tiananmen Square, the Forbidden City, and the Temple of Heaven. We would like to express our sincere appreciation to our Beijing sister school for their warm hospitality. The exchange activities fostered meaningful interactions, proving to be highly beneficial to the teachers and students of both schools. Through this immersive experience, our students successfully broadened their horizons and gained a much deeper understanding of our country's rich history and development.



NEW ZEALAND STUDY TOUR



6 APR, 2026

In April, our F5 Biology students went on an incredible and educational New Zealand study tour. Highlights included a heartwarming local school visit, the Tongariro Trout Centre, the International Antarctic Centre, and the Tasman Glacier. This amazing journey provided profound ecological knowledge, making for an unforgettable experience that truly brought our curriculum to life.



MISSIONARY TRIP TO CAMBODIA

7 APR, 2026

With the aim to understand the Christian faith and holistic care through acts of services, a missionary trip to Cambodia was organized by The Methodist Church, Hong Kong, and co-organized by Wa Ying College and our school.

Along with the church's pastoral staff, the church members, dentists, the students and teachers of Wa Ying College, some of our students and teachers joined this meaningful trip, providing services to the locals while gaining insights into the church services and the wealth gap issue of Cambodia.

They host activities for village children by organizing an English class and a crafts workshop, as well as playing games and sharing hymns with them.

A memorable service involved assisting a local organization by cooking for street children and providing hair-washing services for street children.

This is not only a trip to serve the local, but also an opportunity to be inspired intellectually and spiritually.



JA Job Place Visit

17 APR, 2026

F.5 Students Explore the World of Recruitment at Gravitas

On April 14th, 17 Form 5 students participated in a JA Workplace Immersion Program at Gravitas Recruitment Group. As an international specialist in insurance, banking, and technology recruitment, the company provided the perfect setting for our students to step out of the classroom and experience the corporate world firsthand. During the afternoon visit, students were paired with experienced staff members to learn about the daily operations of professional job recruitment. They engaged in practical, hands-on tasks, such as learning the mechanics behind drafting effective recruitment advertisements. Furthermore, the students had the unique opportunity to sit in on the company's End of Month Meeting, giving them a genuine taste of corporate dynamics and teamwork. This interactive experience greatly broadened our students' horizons. By gaining valuable industry insights and interacting directly with professionals, they gathered firsthand information that will be highly beneficial to their future academic and career planning.



Heart and Spirit on the Court: Our Girls C Grade Volleyball Success

19 APR, 2026

Competing from March 21 to April 19, our Girls C Grade Volleyball Team played with heart and spirit. They showcased incredible teamwork and determination at the Inter-School Volleyball Competition held by the Schools Sports Federation of Hong Kong, China! Congratulations to the team for winning the Merit Award! This achievement is a testament to the teamwork and efforts of the team members.



F4 VOLUNTEER SERVICE THANKSGIVING CEREMONY

20 APR, 2026

In collaboration with Hong Kong Sheng Kung Hui Shatin Children and Youth Integrated Service Centre, our school offered F.4 students the chance to participate in volunteer service. We aim to engage students in giving back to society, echoing the Biblical ethos of serving those in need. In the Thanksgiving Ceremony, they shared their reflections and inspirations gained from the service. They also expressed their heartfelt gratitude to the social workers and teachers who guided them throughout their journey.



Poolside Cheering Competition

24 APR, 2026

The Poolside Cheering Competition is a highlighted event for STMC in which each class performs a cheerleading dance vibrantly to show class unity as well as support to the athletes. This year, with collective energy again, the themed costumes and energetic dance created a cheerful, electric vibe that permeated the venue, reflecting the remarkable engagement and creativity of the STMC.



Celebrating Excellence at the 31st Inter-Primary School Mathematics Competition

25 APR, 2026

Measurement tools guide students in discovering accuracy. When they use a set square, they begin to understand alignment, structure, and the importance of precision in mathematics.



SWIMMING GALA

30 APR, 2026

In the swimming gala, not only the athletes, but also the cheerleading teams displayed energy and youthfulness. While the athletes embody the spirit of sportsmanship, others displayed class cohesion. The energetic and cheerful day ended with a speech from the guest Ms. Chau Tsz Yan, who is from the Hong Kong Dragon Boat Team. Her speech highlighted the significance of persistence and passion, which provided our students with a powerful blueprint for personal and sporting success.



Hong Kong Students Sports Award

10 MAY, 2026

We are proud to announce that 5D Yim Kei Wan has received the Hong Kong Student Sports Award, organized by A.S. Watson Group, in recognition of her outstanding performance in sports. Congratulations to Creami on this remarkable achievement! We wish her continued success in his athletic endeavors.



STMC as a Net Zero Demonstration School

5 JUN, 2026

On June 5, 2026, the UNESCO Hong Kong Association (UHKA) and the Hong Kong Institute of Education for Sustainable Development (HIESD) hosted the “United Nations World Environment Day 2026 – Hong Kong Action cum Net Zero School Project Certification Ceremony”. As our school participated in the “2025-26 Net Zero Schools Project”, we were presented with a certificate for our efforts in education and hands-on training, guiding students and teachers in integrating sustainability into curricula and campus management. Through this project, we hope our teachers and students can play an active role in building a sustainable future for the community together.

