

Shun Tak Fraternal Association

Lee Shau Kee College

School Report

2024/25

Key Elements of the School Report

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(1) Our School

1. School Vision

We are dedicated to fostering a harmonious and supportive community where teachers, staff, and students mutually respect, care for, and learn from one another. Within this nurturing environment, students are empowered to achieve academic excellence, develop strong moral character, and grow healthily while exploring their full potential and broadening their horizons. Together, we build a dynamic learning organization, striving to establish our school as a leading institution in Hong Kong that cultivates future leaders with a global perspective, a deep sense of patriotism and love for Hong Kong, and a strong commitment to social responsibility.

2. School Mission

Adhering to the school motto of our sponsoring body—"Erudition, Propriety, Commitment and Honesty"—as the guiding principles of education, we cultivate our students through four core teachings: erudition and broad knowledge, moral integrity and diligent conduct, dedication to duty, and honesty without deceit. We emphasize the whole-person development of students in all five aspects of education—moral, intellectual, physical, social, and aesthetic—enabling them to become well-rounded citizens with culture, knowledge, noble character, and a commitment to serving society and contributing to the nation.

3. Campus Facilities

The school is equipped with a wide range of facilities, including: Assembly Hall, Library, Multimedia Learning Centre, Student Activity Centre, Fitness Training Centre, Parent Resource Centre, English Corner, Computer Room, Visual Arts Room, Music Room, Needlework Room, Cookery Room, 4 Science Laboratories, Conference Room, Social Work Counselling Room, Volleyball Court, Basketball Court, Covered Playground, Chinese Herbal Garden, 25-meter Outdoor Swimming Pool, Campus-wide Wireless Network and Internet Access

Recent upgrades include the transformation of the traditional metal and wood workshop into a STEM Innovative Centre cum Design & Technology Workshop, where students can explore technology and express creativity. A basement storage room was added to optimize space usage. Classrooms were equipped with electronic whiteboards to enhance teaching and learning interactivity. Water dispensers were installed on each floor for convenience.

With funding from the Quality Education Fund, a Fitness Training Centre was built to diversify school team training, improve students' physical health, boost confidence, and enhance athletic performance. To support students' mental well-being, "The Chill Zone" was added on the ground floor this academic year, featuring plush toys, board games, encouragement cards, and sketchbooks. Students can relax and express emotions during recess, lunch, or after school.

4. Class Structure and Student Population

This academic year, the school has 24 classes, with 4 classes each from Secondary 1 to Secondary 6, totaling 720 students.

5. Teaching and Administrative Staff

There are 81 staff members this academic year, including: the Principal, 3 Vice Principals, 3 Assistant Principals, 49 Teachers, 2 Associate Teachers, 1 Teaching Assistant, 1 Students Counsellor, 7 Administrative Staff, 2 IT Technicians, 1 Audiovisual Technician, 3 Laboratory Technicians and 8 Janitorial Staff.

6. Administrative Structure

The Incorporated Management Committee, organized by the founding association, serves as the core decision-making body for school affairs. Under the Principal, there are three Vice Principals and three Assistant Principals overseeing the following committees:

- **Academic Affairs Board:** Supervises the Academic Department, Special Education Support Department, School Library, Staff Development Department.
- **School Affairs Board and External relations:** Oversees General Affairs Department, School Information Management Department, Media, Communications and Promotion Department, Healthy Campus Department, Alumni Affairs Department, and Parent-Teacher Association.
- **Student Development Board:** Manages Extra-curricular Activities Department, Life-wide Learning Department, Values Education Department, Discipline Department, Career and Life Planning Department, and Counselling Department.

These three committees work collaboratively to implement and advance school operations.

(2) Achievements and Reflections on Major Concerns, Feedback and Follow-up

Major Concern 1: To further promote students' and teachers' engagement in diverse learning and teaching experiences and enhance the quality of learning, teaching and assessment

1.1 Target 1: Promote students' self-directed learning

<p>Achievements</p>
<ul style="list-style-type: none"> • Through a series of activities in the “Form 1 Bridging Course” and “Form 1 Learning Week,” students grasp the concept of self-directed learning. • The BYOD (Bring Your Own Device) policy continues to be implemented, with every student from S1 to S4 equipped with a tablet, fully promoting self-directed learning and effectively enhancing students' interest and motivation in learning. • Over 90% of teachers have used online learning platforms such as Google Classroom, Quizizz, and Zipgrade to provide learning materials, pre-lesson preparation, assignments, and quizzes—supporting students in previewing before class, taking notes during lessons, and reviewing afterward. • Each subject offers various enrichment, remedial, and small-group guidance sessions, with special attention given to students with specific learning needs.
<p>Reflections</p>
<ul style="list-style-type: none"> • The time allocated for teaching the concept of self-directed learning through the “Form 1 Bridging Course” and “Form 1 Learning Week” was tight, making it difficult for all students to fully grasp the concept. • F.1 students only received their tablets in the second Term, making it harder to implement e-learning in the first Term. It is recommended to place orders earlier next year. • More teachers have mastered the use of e-learning tools and are applying various apps in pre-lesson preparation, classroom activities, assignments, and feedback. • Students are gradually able to use tablets without teacher supervision and are making better use of their free time for continuous learning. • Efforts to promote self-directed learning and optimize students' learning strategies and techniques have helped narrow learning gaps this academic year. • Teachers observed continuous improvement in students' pre-lesson preparation and self-management skills. More students are getting used to and proactively taking notes, though some still struggle to create their own notes for revision. • The school has appropriate strategies to support students with Special Educational Needs (SEN) in enhancing teaching techniques and effectiveness. However, due to significant differences in student abilities, further improvement is needed in this area. • Surveys from stakeholders—teachers, parents, and students—indicate that students have yet to develop a strong reading habit and interest, which requires further enhancement.
<p>Feedback and Follow-up</p>
<ul style="list-style-type: none"> • Continue encouraging teachers to share their experiences in e-learning. During staff meetings and professional development days, teachers familiar with e-learning will introduce newly developed educational software, observe each other's practices, and invite interested teachers to participate in pilot programs. • Continue to allow tablet usage during recess, lunch breaks, and after school, enabling students to engage in learning activities beyond regular class hours. • Extend the activities of the “Form 1 Learning Week” into September and October, making good use of the lunchtime period when F.1 students remain on campus to organize various types of learning activities.

1.2 Target 2: Enhancing Students' Language Proficiency

Achievements
<ul style="list-style-type: none">• Through various activities such as drama performances, writing competitions, book report contests, recitations, and slogan creation competitions, students' listening, speaking, reading, and writing skills are enhanced.• Students serve as masters of ceremonies for major events and ceremonies, hosting in both Chinese and English to improve their language proficiency and boost confidence.• Except for Chinese, Chinese History, Putonghua, and Citizenship and Social Development subjects, all other subjects at the school are taught in English. Morning assemblies, General Assembly Periods, swimming galas, athletic meets, and all school-wide events are also conducted in English, helping students develop the habit of using English as a communication language.• All subjects have strengthened enrichment and remedial programs, especially in senior secondary language subjects. For example, the English subject includes online reading to help students become accustomed to reading in English. Junior secondary courses have also introduced online group lessons to cater to diverse learning needs.• To foster a reading culture on campus, the school library collaborates with various subjects to organize reading activities, including book recommendation sessions, themed reading, morning reading sharing, book fairs, and author talks.• Student-centered learning activities have been increased in classroom teaching and learning, providing students with more opportunities to use English during lessons.
Reflections
<ul style="list-style-type: none">• Students are not yet fully self-disciplined in using mobile electronic devices, so teachers must closely monitor their usage to prevent distraction and lack of focus during learning.• Students tend to use internet slang in their daily lives, which leads to neglecting proper usage of Chinese and English, thereby affecting their language proficiency.• Teachers still need to encourage students to make use of various online platforms to enhance their self-learning abilities and language skills.
Feedback and Follow-up
<ul style="list-style-type: none">• The Chinese and English subjects have fully introduced AI-assisted writing evaluation in both junior and senior secondary levels to strengthen students' self-learning and writing training.• Morning reading sessions have been extended from physical books to digital reading, allowing students to access e-books provided by the school library's "Golden Reading Pavilion."• The reading record booklet has been updated, enabling students to complete each entry more thoroughly and meaningfully, deepening their reading reflections through everyday experiences.

1.3 Target 3: Key Focus Area 3: Enhancing the Effectiveness of Teaching, Learning, and Assessment

Achievements
<ul style="list-style-type: none">• All subjects continue to utilize internal and public examination data to review student performance and implement targeted strategies to enhance teaching effectiveness.• After-school enrichment and remedial classes are organized in small groups to address students' specific needs, providing individualized support to improve academic outcomes.• Special Education Support Department recruits subject-specific tutors to guide students and strengthens support during examination periods to boost academic achievement.• Teachers have cultivated a collaborative culture through peer lesson observations, co-planning sessions, and exam paper review meetings.
Reflections
<ul style="list-style-type: none">• Subject panels need to make more proactive use of various assessment tools, including results from internal assessments, F.1 subject test data, TSA performance data, analysis of public exam papers and results across subjects, and value-added data. These should be used to identify students' diverse learning needs and propose appropriate instructional adjustments. Continuous review of student assessment outcomes and public exam performance is essential for strategic planning and development.• More seminars and workshops related to integrating information technology into teaching should be offered during Teacher Development Days.
Feedback and Follow-up
<ul style="list-style-type: none">• The school has made efforts to allocate additional resources and manpower to implement split-class and group teaching, such as enrichment and remedial instruction in Chinese, English, and Mathematics.• All subjects continue to strengthen classroom strategies to address student diversity by incorporating a variety of teaching approaches, such as e-learning and collaborative learning, to enhance learning effectiveness.• Multiple channels have been introduced to showcase various e-learning platforms and applications.

1.4 Target 4: Enhancing Professional Development and Collaboration Among Teachers

Achievements
<ul style="list-style-type: none"> • Open lessons were held, inviting primary school parents to observe and primary school teachers to provide feedback, aiming to enhance teaching quality. • Each subject conducted analysis of public examination results and held teaching strategy sharing sessions to promote peer observation and professional exchange among teachers. • Three whole-school professional development activities were added, featuring experts who delivered talks on teaching strategies, cyberbullying, and sex education, helping to strengthen teachers' professional capacity in both instruction and student development. • Six additional professional development sessions were organized, where experienced teachers shared insights on areas such as student guidance, information literacy, lesson observation, extracurricular activities, overseas learning, and AI/IT-integrated teaching—effectively supporting newly recruited teachers. • Collaborative lesson planning periods were established, continuously improving the collective design of teaching strategies, curriculum adaptation, assignment planning, instructional design, and pedagogical exchange. Teachers actively participated in professional sharing and further studies, consistently enhancing their professional competence.
Reflections
<ul style="list-style-type: none"> • The themes of newly added teacher development activities should better align with the practical needs of school operations. • More teachers should be encouraged to develop the habit of using tablets, so that diversified teaching strategies can be implemented more comprehensively.
Feedback and follow-up
<ul style="list-style-type: none"> • Teacher development activities are evenly distributed throughout the academic year and aligned with the practical needs of school operations. • The school will continue to implement a regular performance appraisal mechanism, providing timely feedback after lesson observations to enhance teaching effectiveness, and linking the results to promotion opportunities.

1.5 Target 5: Continuously Promoting STEM Education and Cross-Departmental or Cross-Disciplinary Activities

Achievements
<ul style="list-style-type: none"> • The Chinese and Chinese History departments continue to jointly organize Chinese cultural activities, incorporating new societies such as the Sinology Society and the Calligraphy Society. These events attract students to participate in booth activities and write family letters afterward, sharing their experiences and appreciation of Chinese culture with their parents. Primary school teachers from both within and outside the district are also invited to lead their students to join the activities on campus. • Form 2 students created English story art booklets and presented them during their English oral exams. The library and Chinese department continue to co-host the reading report presentation competition. • STEM teachers led approximately 220 students to participate in 30 different STEM competitions and activities, with enthusiastic student involvement. • Awards received include second and third prizes in the 2025 Hong Kong Selection Contest for the International Junior Science Olympiad, as well as various levels of awards in competitions organized by local tertiary institutions (details listed in Section 3: Student Performance).

- STEM teachers led 30 students from Form 2 to Form 4 on a study tour to Seoul, South Korea from April 12–16, 2025. They visited the Samsung Museum, National Aviation Museum, Hyundai Factory, Gwacheon National Science Museum, Mapo Recycling Plant, KBS Television Station, Citizen Safety Experience Center, and Seoul Science Museum. This trip not only deepened students’ understanding of local technological development but also broadened their horizons and effectively enhanced their interest and knowledge in STEM.
- The school applied for the “IT Innovation Lab in Secondary Schools” program coordinated by the Government Digital Office. With additional funding, a “Hong Kong Science Park and AI Experience Tour” was organized for all Form 2 students during the Learning Activity Day. Activities included a generative AI workshop, a seminar on the latest AI developments, and a visit to the Science Park.
- After the exams, all Form 2 students participated in STEM Day, themed “Exploring AI and Sports Science Programming,” where they used coding to create reaction lights and competed in inter-class challenges. This allowed students to experience how technology can be integrated into daily life.
- The school also used the funding to organize after-school STEM programs such as the “Microbit Hovercraft Model Workshop and Training Course,” “AI Smart City Course,” and “Generative AI Course,” enabling interested students to explore various STEM topics, enhance their skills and enthusiasm, and prepare for external competitions.

Reflections

- As F.1 students only received their tablets in the second semester, it was difficult to implement e-learning in the first semester. It is recommended to place orders earlier next year.
- To effectively promote “STEM for All,” sufficient lesson time is required for teachers to consistently guide students in their projects. Participation from teachers across different subjects is also necessary, but this is challenging to implement given the limited classroom time.

Feedback and Follow-up

- Collect curriculum content from all junior secondary subjects and review similarities and differences through interdisciplinary planning outlines to promote cross-subject collaboration.
- The STEM team will continue to promote STEAM activities during club activity days.
- It is recommended to strengthen the integration of artistic elements to implement STEAM education.
- Continue organizing overseas STEAM study tours, which help broaden students’ horizons and effectively enhance their understanding and interest in STEAM.

Major Concern 2 : To further nurture students' positive values and attitudes through diverse learning experiences and extracurricular activities

2.1 Target 1: By learning the twelve essential values and attitudes, students are guided to embody the core values of our school motto: "Erudition, Propriety, Commitment and Honesty,"

<p>Achievements</p>
<ul style="list-style-type: none"> • Through various activities such as serving as student leaders and participating in school team training, students are nurtured in key values including perseverance, respect for others, responsibility, a sense of commitment, compassion, and empathy. • The school's overall curriculum planning incorporates elements of values education, effectively promoting moral and civic education. • A mentorship program is established within each student development functional group to cultivate leadership skills and develop students' potential. • A tiered meeting mechanism is in place to discuss student performance and developmental needs, actively addressing emotional or behavioral issues. • The school implements a dual class teacher system to provide attentive care for each student's growth and development. • General Assembly Periods feature guest organizations and thematic topics such as self-discipline, rule of law, integrity, and courage, helping students build the twelve essential values and attitudes. • The school organizes the "LSKC Internship Program 2025" (職志飛翔計劃 2025), offering diverse work experience opportunities to deepen students' understanding of various industries and prepare them for future careers. • The publication "Growth Imprints" encourages students to reflect on personal character and attitudes. In the "Assembly Reflection" section, students consider the connection between assembly activities, daily life, and personal development. After events such as excursion days and the Form 1 growth training camp, students reflect on what they've learned and areas for improvement.
<p>Reflections</p>
<ul style="list-style-type: none"> • Students actively participate in activities and perform well, but it is necessary to strengthen their understanding of the connection between these activities and core values. • It is advisable to organize class meetings or after-school activities to reinforce the essential values students need to cultivate. • There is still a need to enhance the awareness of mental health and positive thinking among all teachers and students across the school.
<p>Feedback and Follow-up</p>
<ul style="list-style-type: none"> • In various student leadership training programs, mid-term reviews and reaffirmation of the annual theme help consolidate the goals and direction of different leadership teams. • It is recommended to extend General Assembly Periods themes into class meetings, allowing more time for in-depth exploration. • It is suggested to introduce more student-led sharing sessions during General Assembly Periods, such as having students prepare case studies or lead discussions, to enhance their sense of participation and responsibility. • General Assembly Periods should incorporate more real-life examples and scenarios closely related to students' daily experiences (e.g., specific situations within the school), making discussions more practical and relatable.

2.2 Target 2: Help students develop an accurate understanding of national history, and foster appreciation for Chinese culture and traditional values.

<p>Achievements</p>
<ul style="list-style-type: none"> • The school organized Life-wide Learning Days, allowing students of all levels to deepen their understanding of Chinese history and culture through visits to various museums and participation in traditional Chinese handicraft activities. • Morning assemblies under the national flag featured speeches on topics such as the September 18 Incident, National Day, the Mid-Autumn Festival and filial piety, and the significance of the Chung Yeung Festival in Chinese culture, enhancing students’ knowledge of Chinese history and traditions. • Students visited two sister schools in mainland China—Lee Shau Kee Secondary School in Shunde District, Foshan, and Quzhou No. 2 High School in Zhejiang—engaging in interactive exchanges with local teachers and students. They also toured the Shunde High-Tech Industrial Park to learn about technological innovation in China, strengthening ties with the sister schools. In Quzhou, students visited cultural and historical sites such as the Confucius Temple, Mao Zedong’s ancestral home, and Anti-Japanese War relics to explore the origins of Chinese culture and contemporary Chinese history and development. • All Form 5 students participated in a study tour to Yingde City, Guangdong, where they visited various economic zones and cultural heritage sites to gain insights into mainland China’s development in culture, history, arts, politics, and economy, broadening their horizons and deepening their understanding of the Greater Bay Area’s spirit and progress. • Chinese cultural activities were held, including a lion dance performance during a General Assembly Period, Chinese Culture Day, New Year calligraphy writing, a visit to the Hong Kong Palace Museum, and a “Rice Dumpling Workshop” with parents. These activities allowed students to appreciate Chinese culture and strengthen their national identity. • A charity sale was organized to raise funds for underprivileged children in mountainous regions of mainland China, fostering students’ sense of care and connection with the nation. • Guest speakers were invited to explain the relationship between the Basic Law, the Constitution, and the National Security Law, and their relevance to national security. Lectures on Hong Kong history were also arranged to enrich students’ civic understanding.
<p>Reflections</p>
<ul style="list-style-type: none"> • Due to budget constraints, it was not possible to arrange group-based guidance by instructors for every grade level during the Life-wide Learning Day. • Some activities, such as the Chinese Culture Day craft fair booths, were limited by venue and time, making it difficult for all students to participate during regular class hours.
<p>Feedback and Follow-up</p>
<ul style="list-style-type: none"> • Allocate subsidies as flexibly as possible to support instructor fees for Life-wide Learning Day. • Coordinate with weekly assembly arrangements to ensure students from different grade levels have the opportunity to participate in Chinese cultural fair booth activities held in the assembly hall.

2.3 Target 3: Provide students with authentic learning experiences through which they can understand how to apply positive values and attitudes in practice.

Achievements
<ul style="list-style-type: none">• Continue organizing the “Healthy Campus Week,” where students gain deeper understanding of anti-drug information through booth games and Tai Chi experiences. These activities also reinforce the importance of following school rules and raise awareness of physical, mental, and spiritual well-being.• Continue holding the “Star of the Month” election, where students nominate classmates based on different character strengths, encouraging mutual appreciation and the pursuit of excellence.• Continue implementing the “Student Reward Program” each Term, recognizing outstanding students in leadership, service, and extracurricular activities (talent, sports, academics), to promote active participation and holistic development.• Continue organizing various activities to strengthen values education, such as General Assembly Periods, class management, secondary school bridging programs, sex education, and life education. Through programs like “Guidance Student Training,” “Form 1 Peer Mentor Leadership Training,” and “Peer Mediation Training,” students are guided to set personal goals. Guidance students are also encouraged to serve others, such as assisting at parent gatherings, supporting Form 6 students, and tutoring junior students—fostering a spirit of helping others and self-growth.• To help Form 1 students quickly adapt to school life, understand themselves, build relationships, boost confidence, and set learning goals—while also helping students and parents better understand the school—activities such as the Form 1 Student and Parent Welcome Day, Form 1 Orientation Day, and Form 1 Bridging Course are organized.• Students are arranged to participate in themed activities such as the Basic Law and “One Country, Two Systems” online quiz competition, the senior secondary iTeen Leadership Program, the National Constitution online quiz, ICAC interactive drama, Basic Law online seminars and the Education Bureau’s “My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic”.• To cultivate self-discipline through rule-following, the Discipline Department has established a student leader system, which not only assists teachers in maintaining discipline but also develops students’ leadership and problem-solving skills.• Counselling teachers and the school social worker support students in addressing emotional, academic, and life-related challenges.• To encourage students to actively participate in volunteer work and foster a caring attitude toward the community, acceptance of differences, appreciation of diverse cultures, and respectful interaction with people of varying abilities and backgrounds, the Values Education Department has long organized the “Caring and Inclusion Carnival.” Through interactions with children with intellectual disabilities, students practice inclusion and harmonious coexistence.

<p>Reflections</p>
<ul style="list-style-type: none"> • Students actively participate in various types of activities and competitions, but poor time management has affected their academic performance. • The school actively promotes values education through diverse learning experiences, aiming to cultivate students' positive values and proactive attitudes. It is hoped that students will set clear goals, be courageous in learning, and develop a strong sense of responsibility to become good citizens. • Through these activities, the school also hopes students will deepen their understanding of the motherland and, through the above measures, foster a caring attitude toward national development, enhance their sense of national identity, and contribute to society by serving others. • With the support and guidance of class teachers, who provide timely reminders, and the cooperation of parents, students are helped to establish clear goals and grow healthily in body, mind, and spirit.
<p>Feedback and Follow-up</p>
<ul style="list-style-type: none"> • Student competition entries are displayed on campus to inspire peers through exemplary work and strengthen values education. • The school will broaden exchange activities to ensure students of varying abilities have opportunities to participate, with subject teachers leading small groups to facilitate teacher-student interaction. • The school makes good use of its alumni network and resource pool to enhance connections and collaboration. Alumni share their growth experiences to cultivate students' sense of responsibility, commitment, and courage to face challenges. • Through morning assemblies, General Assembly Periods, and special events, the school promotes activities that enhance students' national identity. Monthly themed events will also be held, such as Chinese cultural celebrations and national exhibitions. • Subject departments will organize various activities to help students gain an accurate understanding of national history and appreciate Chinese culture and traditional values. • The school will continue to nurture students' character and behavior through a wide range of life-wide learning activities both inside and outside the classroom. • Student Reward program that supports students' holistic development will be refined to encourage positive growth. • Leadership training will continue through initiatives such as the Student Union, Outstanding Leader Elections, leadership training programs, and mediation courses. These programs help students rebuild confidence and a sense of achievement, while developing leadership qualities and showcasing their excellence across different domains.

(3) Student Performance

1. Student Attitudes and Behavior

Students at our school are polite, friendly, cooperative, and attentive in class. They care for the school and demonstrate a strong sense of belonging, showing a willingness to follow school rules. Most student leaders have established a positive image among their peers and are loyal and responsible in their roles. Stakeholder survey results indicate that teacher-student relationships are strong, and both teachers and students agree that the school fosters a caring campus atmosphere. On the other hand, students generally show low levels of self-management and awareness, with room for improvement in self-discipline, rule compliance, and civic-mindedness.

2. Student Achievements

2.1 Academic Performance: Public Examination Results

In the 2025 Hong Kong Diploma of Secondary Education Examination (HKDSE), a total of 106 Form 6 students from our school participated. The percentage of students meeting the general entrance requirements for local bachelor's degree programs (332A+22) increased by approximately five percentage points compared to 2024. This year, 19 students achieved a total score of 25 points or above in their best five subjects, significantly higher than the 8 students last year. The top-performing student was Cheng Lok Hang from Class 6B, who attained a total of 33 points in his best five subjects, including *three subjects with level 5**, *three with level 5*, and *one with level 5*. Additionally, two students were successfully admitted to The University of Hong Kong and The Chinese University of Hong Kong through the School Nominations Direct Admission Scheme (SNDAS). For detailed results, please refer to the school website.

2.2. Non-Academic Performance

Our school has consistently encouraged students to actively participate in community activities, competitions, and leadership training. Over the years, many students have received awards, with the following achievements standing out in the past two years:

2.2.1 Holistic Development

a. **“I Can Fly Programme 2024”**

The “I Can Fly Programme 2024,” organized by Cathay Pacific Airways, aims to integrate aviation education with the concept of community service, inspiring young people to pursue their dreams and soar with courage. Under the guidance of Cathay Pacific pilots and staff leaders, participating students engaged in a series of aviation-related and community service activities. They visited various aviation facilities in Cathay City and restricted airport zones, attended classroom training, took part in team-building exercises, and designed and implemented social service projects. All participating students received a certificate of recognition. Notably, 5D Chan Pui Kei and 5D Wong Yan Lam stood out in their group’s “Social Service Design and Implementation Competition,” winning the top prize and receiving a Cathay Pacific aircraft model as an additional award.

b. **Chan Bing Yin Awarded the Ng Teng Fong Scholarship 2024**

Organized by the Ng Teng Fong Charitable Foundation, the 2024 Ng Teng Fong Scholarship recognizes academically outstanding secondary students from underprivileged backgrounds. Each eligible student receives a HK\$6,000 scholarship. This year, our Student Union President, Chan Bing Yin from Class 5D, was selected as a recipient. Warm congratulations to Chan for

this achievement—she has become a role model for her peers. We hope she continues to excel in her studies and performs well in next year’s HKDSE, successfully advancing to university and one day giving back to her alma mater and society.

c. Tsuen Kwai Tsing Outstanding Student Election 2024/25

To honor secondary students with outstanding achievements across various domains and encourage future contributions to the community, the Tsuen Kwai Tsing Secondary School Principals’ Association organized the “Outstanding Student Election.” After school nomination, training, and interviews, Chan Bing Yin (5D) received the Merit Award, while Chow Mei Yam (6C) and Tsang Hoi Yi (4D) received the Excellent Performance Award. Congratulations to all!

d. Caring Action Award

Presented by the Hong Kong Youth Exchange Promotion Association to students actively engaged in volunteer service. On January 12, 2025, under the guidance of Mr. Chan Man Hoi, students Lee Si Wai (6A), Chow Mei Yam (6C), and Kwok Cheuk Man (6D) received Certificates of Merit for their outstanding performance.

e. Outstanding Red Cross Youth Member Election 2025 – New Territories West Headquarters

Sin Tong Yu (5B) was selected as an Outstanding Red Cross Youth Member by the New Territories West Headquarters of the Hong Kong Red Cross (Youth and Volunteer Affairs Division). He was nominated to represent the region in the territory-wide election, where he stood out among over 300 candidates and was ultimately named a Hong Kong Outstanding Red Cross Youth of the Year 2025.

f. “Senior Secondary iTeen Leader” Program – School Partner Award (2024/25) & 10th Anniversary Excellence Partner Award

Ten students participated in the ICAC’s “Senior Secondary iTeen Leader” Program, assisting teachers in organizing anti-corruption activities on campus. All ten received Gold Award certificates. The ICAC also presented the “School Partner Award (2024/25)” and “10th Anniversary Excellence Partner Award” to recognize the school’s efforts. Awardees included: Mok Ka Ching (5B), Sin Tong Yu (5B), Lai Wing Yin (5B), Leung Hoi Tung (5C), Chan Pui Kei (5D), Lau Ka Yi (5D), Yip Pui Ying (6B), Leung Pui Ying (6B), Poon Man Ho (6B), and Lam Sze Ki (6D).

g. JC VOLUNTEER TOGETHER Caring School Award – Hong Kong Volunteer Award 2025

Our Community Youth Club participated in the “Hong Kong Volunteer Award 2025,” co-organized by the Home and Youth Affairs Bureau and the Agency for Volunteer Service. The school received the “JC VOLUNTEER TOGETHER Caring School Award” in recognition of students’ enthusiastic involvement in community service.

h. Caring Action Award Certificate of Merit

Lee Si Wai (6A), Chow Mei Yam (6C), and Kwok Cheuk Man (6D) were awarded Certificates of Merit in the 3rd “Caring Action Award 2024–25” organized by the Hong Kong Youth Exchange Promotion Association, recognizing their dedication to social service.

i. Community Youth Club Member Recognition Scheme

This academic year, 24 students earned the Basic Level (Yellow Badge), 10 students earned the Junior Level (Green Badge), 8 students earned the Intermediate Level (Orange Badge), and 5 students earned the Senior Level (Purple Badge).

j. **UNICEF Club HK Recognition Ceremony**

Our school participated in the UNICEF Club campus program and established a student committee to organize activities promoting awareness of children's rights. The 2024–2025 theme was “Children’s Rights and Fair Trade,” with activities including morning assembly sharing, poster board creation, and weekly assembly presentations. Recognized students included Form 4 students: Cheung Man Chi, Lau Fo Yin, Cheung Hei Ching, and Tsang Hoi Yi.

2.2.2 Culture and Arts

a. **7th Hong Kong Secondary School Hanfu Essay Competition**

Organized by the Hong Kong Chinese Etiquette Promotion Association, the Hanfu Essay Competition awarded 6B student Szeto Cheuk Lam the First Runner-up. In addition to receiving a certificate, she was invited to wear a custom-made qipao sponsored by the organizer, promoting Chinese culture through her presence.

b. **“Generational Bond” Essay Competition**

Part of the Mei Ho House Hong Kong Spirit Learning Program, the “Generational Bond” Essay Competition was hosted by the Hong Kong Youth Hostels Association to encourage communication between students and elders. Through their writing, students expressed familial love and neighborhood support, revisiting the perseverance of past generations. Seven students from our school received Merit Awards: Wong Nga Yan, Leung Tin Ying, Tong Man Ki (2A), Fung Man Kiu (2D), Chan Pui Kei, Lee Ka Ki, and Yeung Cheuk Fung (5D).

c. **Youth Summer Art Competition**

Organized by the Shunde Friendship Association, the “2024 Youth Summer Art Competition” concluded at the Hong Kong Zoological and Botanical Gardens. Our students performed exceptionally well, with 6C student Kuk Ka Yi winning the championship in the senior secondary category for the second consecutive year. Other awardees included:

- Merit Awards: Leung Ting Yan (6A), Lee Ka Kei (5A)
- Good Performance Awards: Lee Tsz Ki (6A), Law Tsz Yau (6B), Yan Tsz Fung (5A), Chiu Tsz Yan (5C)
- Junior Secondary Merit Awards: Tsang Hoi Yi (4D), Wong Yuen Hang (3C)
- Junior Secondary Good Performance Award: Lee On Ying (4B)

d. **Chinese Recitation Competition – Schools Speech Festival**

All students from Class 2C participated in the 76th Hong Kong Schools Speech Festival and won the championship in Cantonese group recitation for Form 1–2 mixed gender category. Lin Wing Yan from 3C also won second place in the Form 3 girls’ solo poetry recitation. In the Putonghua category:

- Lau Fo Yin (4B) won third place in the Form 3–4 girls’ solo poetry recitation
- Cheung Chun Yuen (3D) won second place in the boys’ category
- Chan O Yu (3A) won third place in total, our students received 17 Merit Certificates.

e. **Hong Kong Palace Museum Student Ambassador**

2C student Diu Sing Lam participated in the 2nd Hong Kong Palace Museum Student Cultural Ambassador Program. The program included lectures, creative arts activities, artifact restoration workshops, field visits, and docent training. After eight months of training, Diu was successfully appointed as a Student Cultural Ambassador.

f. **Chinese Chess Competition 2024**

In the 31st Kwai Tsing District Chinese Chess Competition, six male students from Forms 1 to 3 won the championship in the secondary school team category.

- g. **Liver Health Promotion Program – Chinese Penmanship Competition**
Organized by The Companion and the Hong Kong Liver Transplant Association, the territory-wide Chinese penmanship competition was held on January 18, 2025. Under the guidance of Ms. Choi Hoi Ki, students Choi Chun Yuk (1A) and Szeto Cheuk Lam (6B) received Merit Awards.
- h. **50th Hong Kong Youth Classical Poetry Recitation Competition**
Hosted by the Hong Kong Youth Literary Arts Association, eleven students from our school participated across three categories. After rigorous training, three students received awards:
- Lin Wing Yan (3C): Merit Award in Cantonese Junior Secondary category
 - Hung Chun Ngai (3B) and Cheung Chun (3D): Merit Awards in Putonghua Junior Secondary category
- All participants expressed that the competition was highly competitive and that they gained valuable insights through observation and learning.
- i. **Harvard Prize Book Award**
Organized by The Harvard Club of Hong Kong Education Fund, the Harvard Prize Book recognizes students with outstanding academic achievements, exceptional character, and significant contributions to their school or community. In the 2024/2025 academic year, three Form 5 students received the award: Ho Nok Yan (5B), Cheung Ching Ho (5C), and Lai Ka Kiu (5D).
- j. **13th University Literary Awards**
Hosted by the Language Centre of Hong Kong Baptist University, the 2024–2025 University Literary Awards honored 4D student Tsang Hoi Yi with the “Young Writer Award” for her work “*Mask*.”

2.2.2 Mathematics, Science & Technology

- a. **Hong Kong Mathematics Open Competition**
Students from our school achieved outstanding results in the 2024 Hong Kong Mathematics and Olympiad Open Competition, winning 5 Silver Awards and 2 Bronze Awards. In the preliminary round of the Thailand International Mathematics Competition 2024–2025 (Hong Kong Region), our students earned 6 Gold Awards, 7 Silver Awards, and 3 Bronze Awards. In the Greater Bay Cup Mathematics Competition 2025 (Hong Kong Region), organized by Olympiad Crown Education Centre, Assistant Vice Principal Mr. Hui Chun Kong led 5C student Wong Kin Hin to win a First-Class Award—an impressive achievement. Six other students received Second-Class Awards: Tse Lai (2D), Chan O Yu and Lo Chun Ki (3A), Lee Po Lung (3B), Ng Sze Chai and Wong Ho Chun (4C). Two students earned Third-Class Awards: Lee Cheuk Hin (1D) and Lau Fong Bing (2D), bringing pride to the school. In the preliminary round of the Huaxia Cup National Mathematics Olympiad Invitational 2025 (Hong Kong Region), Mr. Hui led our students to win 5 Silver Awards and 5 Bronze Awards. Second-Class Award recipients included Mak Cheuk Hin (2B), Chan Suen Ching (3A), Siu Kei Wan, Cheung Yuk Hei, and Lee Po Lung (3B). Third-Class Awards went to Lee Hiu Loi (1D), Ng Sing Yin (2A), Kong Siu Chun (2C), Chan O Yu and Lo Chun Ki (3A). In the 2025 Hong Kong Math Kangaroo Competition held on March 25 and organized by the Qifang Association, 34 students from our school participated. Among them, Hui Hin Ming (1C), Tse Lai (2D), and Lo Chun Ki (3A) won the highest honor—Peak Award. Six students received the Elite Award, and 14 students earned the Merit Award.
- b. **STEAMlympics Competition – The Education University of Hong Kong**
On October 4, 2024, 5C student Wu Chi Hang led a team comprising Chan Chun Pang (4C), Fan Wing Chi (4D), Chan Bing Yin (5D), and Chan Pui Kei (5D) to win the Best Concept Award. The competition showcased the integration of sports with science, technology, engineering, arts, and mathematics.

- c. **2025 Asia-Pacific Youth STEM Knowledge Competition**
Organized by the Asia Youth Culture Association, the 2025 Asia-Pacific Youth STEM Knowledge Competition saw 5A student Cheung On Ping and 5D student Lam Hiu Chun win Second Place, while 5C student Wu Tin Lok earned Third Place.
- d. **AIGC Digital Creativity Competition 2024**
Hosted by the Hong Kong Multimedia Design Association, the AIGC Digital Creativity Competition 2024 concluded successfully on January 21, 2025. Under the guidance of Mr. To Chun Yin, 2B student So Hiu Ying won Second Place, and 2B student Wu Hiu Ying received a Merit Award.
- e. **International Junior Science Olympiad 2025 – Hong Kong Selection**
On September 22, 2024, students from our school participated in the Hong Kong selection round of the International Junior Science Olympiad, organized by the Education Bureau, the Hong Kong Academy for Gifted Education, and the Hong Kong Association for Science and Mathematics Education. 3B student Cheung Yuk Hei won a Second-Class Award, while 3D students Kwok Ka Shing and Wong Lai Sun received Third-Class Awards, demonstrating their excellence in science.
- f. **22nd International Junior Science Olympiad Training Program (Phase 1)**
3B student Cheung Yuk Hei was selected to join the training program organized by the Hong Kong Selection Committee. He participated in training sessions from November 2024 to March 2025 and performed exceptionally well in the selection process.
- g. **PolyU Young Science Talent Competition 2025**
Students Cheung Ching Ho, Wu Tin Lok, Kwok Tin Long, and Wong Kin Hin from 5C excelled in the preliminary round, ranking among the top 40 students in Hong Kong. They demonstrated strong theoretical knowledge, outstanding experimental design skills, and excellent problem-solving abilities.

2.2.4 Sports Activities

- a. **Selection to the Hong Kong Cricket Representative Team**
During the summer holiday, 5A student So Wan Tung was selected for the Hong Kong Cricket Representative Team and traveled to Jinan, Shandong to participate in the “National Youth Cricket Championship – U19.” She also competed in the “National Cricket Championship – Professional Division” in Shanghai. The Hong Kong team won second place in both tournaments. So has shown unwavering dedication to cricket and now proudly represents Hong Kong—congratulations!
- b. **Sam Shing Cup – 60th Anniversary Girls’ Handball Tournament**
Our girls’ handball team achieved fourth place in the U15 category and third place in the U19 category.
- U15 team members: Wong Sze Ching (1D), Wong Sze Nga (2A), Cheung Cheuk Yiu (3A), Chu Wai Ka, Lee Ka Yi (3B), Cheng Hoi Ying, Mok Sum Yi (3D)
 - U19 team members: Ng Chau Ying (4A), Lee Yuet Hei (4B), Kwan Hau Yi (5B), Chan Chi Ching (5C), Lee Tsz Ki (6A), Fan Sze Ki, Kwan Tsz Lam, Lee Ka Wai, Poon Ning Yi (6B), Chan Tsz Kei (6C), Tse Yuk Lam (6D)

c. Inter-School Squash Competition

The 2024–2025 New Territories Inter-School Team Squash Competition concluded on January 26, 2025. Our school fielded both boys' and girls' teams. Despite facing strong opponents, the girls' team secured third place in the New Territories division—marking four consecutive years in the top three since 2021–22.

- Girls' team: Captain Au Sin Man (6D), Chan Ka Ki (2A), Lau Fong Bing (2D), Law Tsz Ki (4B), So Wan Tung (5A)
- Boys' team: Captain Ku Lap Hang (3D), Lee Yan Yau (1B), Cheung Man Fung (3B), Leung Sze Pok, Lee Chun Hei (3C), Lee Tsz Hin (5B)

d. Guangdong-Hong Kong-Macao Sports Dance Championship

1C student Lui Pui Lam excelled in the 1st “Wong Tai Sin Cup” Guangdong-Hong Kong-Macao Sports Dance Championship in the 13–15 age Latin dance category, winning:

- 1st place in Group C and Group J
- 1st place in Combined Group CRJ
- 2nd place in Group R and Group S
- 3rd place in Combined Group CR and Group CJ

e. Hong Kong Inter-School Gymnastics Competition

4A student Cheung Shing Hin won the overall individual championship in the Boys' Senior Division at the 2024–2025 Hong Kong Inter-School Gymnastics Competition. He also earned:

- Gold in Horizontal Bar and Parallel Bars
- Silver in Floor Exercise and Vault

f. Hong Kong Rhythmic Gymnastics Open 2024–2025

1D student Cheung Yuen Ching performed brilliantly in the Level 1 Junior Division of the Hong Kong Rhythmic Gymnastics Open, organized by the Gymnastics Association of Hong Kong, China. She won:

- 2nd place in Hoop
- 5th in Ribbon
- 7th in Clubs
- 8th in Ball
- 5th overall in Individual All-Around

g. New Territories Inter-School Squash Competition (Girls' Team)

Our girls' team once again secured third place in the New Territories division. Team members included: Chan Ka Ki (2A), Lau Fong Bing (2D), Law Tsz Ki (4B), So Wan Tung (5A), and Captain Au Sin Man (6D).

h. Watsons Group Hong Kong Student Athlete Award 2024–2025

6D student Lee Lok Yan was honored with the “Watsons Group Hong Kong Student Athlete Award 2024–2025.”

i. Hong Kong Outstanding Student in Extracurricular Activities Award

5B student Tang Ho Chun was recognized as an Outstanding Student in the “2024–2025 Hong Kong Extracurricular Activities Excellence Program,” organized by the Hong Kong Association of Extracurricular Activities Coordinators.

j. Overall Results – HKSSF Kwai Tsing District Secondary Schools Division

The inter-school sports championships organized by the Hong Kong Schools Sports Federation (HKSSF) Kwai Tsing District concluded in late May. Our school fielded 53 teams with a total of

355 athletes. For the 23rd consecutive year, our school won the overall championship in both boys' and girls' divisions.

- Individual honors: Lee Yuet Hei (4B) and Yeung Tsz Yu (1D) were awarded the Kwai Tsing District Outstanding All-Round Athlete Award, standing out among 5,933 athletes.
- Over the past 40+ years, our school has actively participated in HKSSF competitions, winning over 1,000 team awards. From 1999 to 2025, we have claimed the Boys' Overall Championship 28 times and the Girls' Overall Championship 30 times. This remarkable achievement is the result of unwavering support from the school, encouragement from parents, enthusiastic backing from alumni, and the dedication of our coaches and athletes—earned through sweat, courage, perseverance, and hard work.

The results of various events for this academic year are as follows:

Events	Boys A	Boys B	Boys C	Girls A	Girls B	Girls C		
Swimming	Champion	Champion	Champion	Champion	Champion	2 nd runner-up		
Athletics	1 st runner-up	1 st runner-up	1 st runner-up	4 th Place	Champion	Champion		
Cross-country	--	4 th Place	Champion	5 th Place	5 th Place	Champion		
Badminton	--	--	Champion	2 nd runner-up	--	5 th Place		
Table-tennis	4 th Place	4 th Place	--	6 th Place	1 st runner-up	--		
Events	Boys Senior		Boys Junior		Girls Senior		Girls Junior	
Football	1 st runner-up		2 nd runner-up		--		--	
Basketball	5 th Place		2 nd runner-up		--		1 st runner-up	
Handball	2 nd runner-up		--		Champion		1 st runner-up	
Volleyball	Champion		4 th Place		Champion		5 th Place	

New Territories Regional Inter-School Competitions:

Event	Group	Team
Squash	Girls	2 nd runner-up

The results from previous years are listed as follows:

Academic Year		Overall Championship Results for the Year		Number of Team Awards			
		Boys	Girls	Champion	1 st runner-up	2 nd runner-up	4 th Place
1	1988--1989	2 nd runner-up	Champion	8	3	3	--
2	1989--1990	1 st runner-up	Champion	6	6	3	7
3	1990--1991	1 st runner-up	1 st runner-up	9	10	5	4
4	1991--1992	Champion	1 st runner-up	9	8	4	5
5	1992--1993	Champion	Champion	9	6	3	4
6	1993--1994	Champion	1 st runner-up	8	5	7	5
7	1994--1995	1 st runner-up	Champion	10	4	5	3
8	1995--1996	1 st runner-up	1 st runner-up	11	3	7	3
9	1996--1997	Champion	Champion	12	11	4	1
10	1997--1998	Champion	Champion	16	5	3	3

11	1998--1999	1 st runner-up	Champion	13	7	5	9
12	1999--2000	Champion	Champion	10	10	9	3
13	2000--2001	Champion	Champion	13	12	6	5
14	2001--2002	Champion	Champion	20	8	5	10
15	2002--2003	Champion	Champion	10	8	5	4
16	2003--2004	Champion	Champion	10	9	7	10
17	2004--2005	Champion	Champion	6	7	5	8
18	2005--2006	Champion	Champion	12	8	6	4
19	2006--2007	Champion	Champion	13	2	8	5
20	2007--2008	Champion	Champion	12	3	7	9
21	2008--2009	Champion	Champion	15	6	6	6
22	2009--2010	Champion	Champion	16	6	8	6
23	2010--2011	Champion	Champion	18	6	7	4
24	2011--2012	Champion	Champion	14	8	8	6
25	2012--2013	Champion	Champion	14	11	6	2
26	2013--2014	Champion	Champion	15	10	7	4
27	2014--2015	Champion	Champion	18	3	6	6
28	2015--2016	Champion	Champion	9	10	6	2
29	2016--2017	Champion	Champion	14	7	5	1
30	2017--2018	Champion	Champion	15	5	6	4
31	2018--2019	Champion	Champion	12	6	7	6
32	2019--2020 Some events were cancelled due to the COVID-19)	Award presentation cancelled due to the COVID-19 pandemic		9	2	5	2
33	2020--2021	All events were cancelled due to the COVID-19 pandemic.					
34	2021--2022 (Some team awards were not presented due to event cancellations caused by the pandemic)	Award presentation cancelled due to the COVID-19 pandemic		4	5	3	3
35	2022--2023	Champion	Champion	10	10	6	4
36	2023--2024	Champion	Champion	16	7	8	4
37	2024--2025	Champion	Champion	12	8	6	5
Total Number of Awards				428	245	207	167
				1047			

(4) Financial Report

S.T.F.A. Lee Shau Kee College		
Financial Summary		
for the year ended 31 August 2025		
I. Government Fund	Income	Expenditure
(1) EOEBG	(HK\$)	(HK\$)
School & Class (Baseline Ref)	2,225,538.83	1,307,581.88
Administration Grant	4,287,960.00	3,955,279.66
Capacity Enhancement Grant	676,944.00	268,755.48
Composite IT Grant	520,386.00	397,868.00
Air-conditioning Grant	570,600.00	603,985.74
School-based Mgt Top-up Grant	53,385.00	0.00
School-based Speech Therapy Admin. Grant	8,541.00	0.00
Other income	123,036.37	0.00
Total	8,466,391.20	6,533,470.76
Surplus / (Deficit) for the year 2024/2025		1,932,920.44
Accumulated Surplus as at 1 September 2024		2,880,128.40
Accumulated Surplus as at 31 August 2025		<u>4,813,048.84</u>
	Income	Expenditure
(2) Grants outside EOEBG	(HK\$)	(HK\$)
Life-wide Learning Grant	1,236,410.00	1,116,101.06
Home-School Co-operation Grant	26,044.00	26,044.00
Substitute Teacher Grant	0.00	0.00
Fringe Benefits under NET Scheme	13,230.00	13,230.00
Cash Grant for After School Learning	142,200.00	183,371.46
Reimburse on Rates & Govt Rent	311,500.00	311,500.00
Learning Support Grant - SEN	560,560.00	467,927.14
Diversity Learning Grant - OL	8,600.00	8,600.00
Diversity Learning Grant - OP	93,600.00	104,950.00
Diversity Learning Grant - AL	0.00	0.00
Moral & National Education	0.00	25,639.49
Teacher Relief Grant	5,270,820.00	3,799,622.07
HK School Drama Festival	0.00	0.00
Information Tech. Staffing Support Grant	338,819.00	299,547.24
Sister School Scheme	165,439.00	200,218.00
Promotion of Reading Grant	66,176.00	78,991.50
Non-Chinese Speaking Students(NCS)	159,041.00	154,045.16
One-Off Sch-B Speech Therapy Set-up Grant	0.00	0.00
Citizenship and Social Grant	0.00	69,647.94
Mental Health at School(One-Off)	0.00	35,989.10
Mental Health of PnS(One-Off)	0.00	11,260.00
Promotion of Chinese Culture Immersion Activities(One-Off)	0.00	112,556.21
Parent Education(Secondary)(One-Off)	0.00	44,701.20
Promotion of Sports MVPA60(One-Off)	0.00	47,654.00
Promotion of Sports MVPA60(One-Off)	400,000.00	0.00
Teacher Training Grant	88,992.00	88,992.00
Student Activity Support Grant	104,000.00	104,000.00
	Income	Expenditure
II. Subscriptions Fund	(HK\$)	(HK\$)
Tong Fai	475,860.00	362,980.00
Others	2,975,263.32	2,066,880.31
Total	3,451,123.32	2,429,860.31
Surplus / (Deficit) for the year 2024/2025		1,021,263.01
Accumulated Surplus as at 1 September 2024		3,510,880.61
Accumulated Surplus as at 31 August 2025		<u>4,532,143.62</u>

❖End of the Report❖