林大輝中學
LAM TAI FAI COLLEGE



Annual School Report
2025-2026

Major Areas of Concern

1. To promote positive education, fostering a caring and trusting school community

2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning

Achievements and Reflections on Major Concerns

1. To promote positive education, fostering a caring and trusting school community.

1.1 All stakeholders understand the positive psychology principles behind positive education, thereby fostering a school environment with positive values.

- The Positive Education Workshop was conducted by the Staff Development Department (SDD) on the first staff development day, 17 October 2025. The guest speaker was Mr. Eric Tsang from City University of Hong Kong. 97.7% of the teachers agreed or strongly agreed that they had a better understanding of Positive Education and would apply it in teaching and student activities. After introducing the basic level of Positive Education to all teaching staff, the SDD will provide other aspects of Positive Education for staff to learn in depth in the next academic year.
- Two teachers joined the "Discovering Positive Education" Training Programme provided by Bei Shan Tang on 11th & 12th June to enhance their understanding of positive education and to share the contents with the department.
- 10 sharing sessions for student management with positive education in Form Meetings and Faculty Meetings had been arranged by the Student Development Committee (SDC). It was a good trial to inspire teachers to deal with students with a "Positive Discipline" mindset. Concepts and practices of "Positive Discipline" were presented in the meetings with specific examples. In the Second Term, the topics of sharing sessions mainly focused on "Positive Education towards Class Management."
- The Discipline and Pastoral Care Department (DPCD) organized teacher workshops for new teachers in January. Through case study and role play, the "Positive Discipline" mode of handling student cases was demonstrated to teachers. More interaction and discussions were arranged in Teachers' Workshops held in June. Owing to limited resources on "Positive Discipline," it is suggested to make effective use of the summer vacation to explore more resources for email sharing.
- In Second Term, 3 morning assembly sharing sessions entitled "Introduction of the 24 Character Strengths" were conducted by Guidance and Counselling Department (GCD) to introduce students to core positive traits such as resilience, gratitude, and perseverance. These sessions served as a foundational platform for both students and staff to recognize their innate potential. It is suggested to organize workshops on "Strength-Based Coaching" and "Mindfulness in Education" to equip teachers with practical tools to facilitate a positive classroom atmosphere.
- The Learning Support Department (LSD) provided educational psychologist assessment services, peer mentor training, student learning plan interviews for students in need. Gifted students were arranged to participate in the assessment and selection tests of the Hong Kong Academy for Gifted Education (in areas such as leadership, artistic talent, and academic excellence). Assessment and selection tools were also provided for students with learning difficulties, and follow-up support was provided for them.
- The Moral Civic and Life Education Department (MCLED) reported that most S1–S5 students demonstrated high engagement and performed remarkably in this year's mandatory voluntary services. The school positively reinforced their dedication by recording these achievements in their Student Learning Profiles and nominating them for external volunteer awards. While student participation was notable, certain outcomes were suboptimal due to poor discipline and inadequate preparation. To directly address these issues across future initiatives—including Moral Prefect cell group projects, external voluntary services (such as lunch box delivery and environmental protection), and school events like Mother's Day Workshops—the school will introduce structured support measures next year. These include enhanced student training, mandatory pre-

event briefings, and post-event reflection meetings to ensure thorough readiness. Additionally, class teachers will assume a clearer supervisory role to strengthen student management, discipline, and overall service quality.

- The GCD will provide assessment tools to help S1, S4 and S6 students understand their character strengths so as to set personal growth goals at the beginning of 2026/27 school year.
- The Third Learning Pioneer Programme was organized, and the target student group was expanded to include S3 (originally S4 and S5). A total of 30 students participated. For the activities selected, we incorporated elements focused on fostering a positive attitude. These included a time management workshop on overcoming obstacles and an anti-gambling board game designed to establish a healthy attitude toward money -- both helping students gain better self-understanding and navigate growth challenges.
- New S1 Parents' Talk effectively introduced foundational positive education principles by focusing on holistic adaptation. By addressing the psychological, physiological, and social shifts during the transition to secondary school, the school empowered parents to move beyond academic metrics. The workshop emphasized effective communication and the alignment of expectations, teaching parents how to use positive praise and validation. These strategies are core to positive psychology, as they foster a growth mindset and build the emotional "safety net" necessary for students to navigate new challenges with resilience.
- In the S2, S4, and S6 Parents' Evening, parents' understanding of positive education was further deepened through stage-specific support. S2 focused on healthy relationships utilizing the principle of "Positive Connectivity," teaching parents how to maintain trust during adolescence. For S4 and S6, the focus was on Positive Support and Encouragement, and the concept of "Stress Buffering." By educating parents on how to provide emotional stability during high-stakes periods like public examination, the school ensured that the home environment became a source of strength, directly reinforcing the students' mental well-being and perseverance.
- To cultivate a positive, connected and supportive school community, the Parent-Teacher Association (PTA) organized a diverse range of enriching experiences for families. Activities such as cultural workshops, Parent-Child Stretching Class, and PTA Outing provided wonderful opportunities for meaningful quality time, mutual appreciation, and joy between parents and students. Besides, events like Gatherings for Parent Volunteers and Homework Management Seminar empowered parents with positive strategies to support their children. These gatherings served as a wonderful platform for parents to share constructive ideas with other executive committee members, strengthening our shared commitment to our children's success.
- The school-based Value-Added System (VAS) was launched by the Student Development Committee (SDC) as a reflective platform for students, parents, and teachers across 10 key items spanning personal growth and academic development. The initial rollout in January 2025 established a solid baseline with a strong participation rate of 76.71%. The second cycle in May recorded a participation rate of 57.5%, providing valuable operational insights into stakeholder availability during end-of-term periods. To sustain high engagement and maximize completion rates in upcoming cycles, the SDC will implement targeted refinements, including optimized survey scheduling, automated digital reminders, and dedicated completion time during Class Teacher periods.
- Committed to creating a positive communication platform for teachers, students, and parents, PTA actively encouraged parental involvement in major school events such as Swimming Gala, Athletics Meet, Chinese Culture Day, Prize Presentation Ceremony, Speech Day, Graduation Dinner and Closing Ceremony. These occasions served as meaningful platforms for students to review their personal progress and confidently showcase their achievements. These events strengthened the home-school connection,

allowing parents to celebrate their children's dedication and success alongside educators.

- In whole school level, GCD conducted "Mental Health Week" right before 1st term examination to help release students' stress. It sent a powerful message that the school prioritizes emotional resilience over raw test scores, fostering a more compassionate campus culture. The "Love and Caring Week" before the final examination encouraged small acts of kindness (e.g. encouragement cards or peer-sharing). This strengthened the social safety net, making students feel less isolated in their academic struggles. These weeks provided students with "just-in-time" tools, such as mindfulness exercises and stress-management tips, which they could immediately apply to manage examination anxiety. It is suggested to extend the "Love and Caring Week" to parents by sending home "Positive Parenting" tips for examination season. This ensures the preventive support is consistent between school and home.
- In Form level, Stress Management Workshop specifically for S6 students right before their Revision Test was held. By teaching "just-in-time" techniques, such as deep breathing or progressive muscle relaxation, students were equipped with skills to lower their cortisol levels during the actual test. The workshop helped students shift their mindset from seeing the Revision Test as a "final judgment" to viewing it as a diagnostic tool for the public examination. This reduced the paralyzing fear of failure and encouraged a growth mindset.
- For Tier 1 students with special learning difficulties, the Learning Support Team collaborated with the Academic Affairs Team to develop multi-tiered teaching methods and assignments that cater to learner diversity. For Tier 2 students, they received accommodations for examinations and assignments to help them overcome learning difficulties and challenges. For Tier 3 students, they had their Individual Education Plans (IEPs) discussed jointly by educational psychologist, counsellors, LSD members and GCD members. Targeted improvement measures were formulated, and a mechanism for regular communication with parents was established.
- The LSD maintained the practice of having students who fail to submit homework attend detention classes to make up for their unfinished work, thereby helping them establish a good habit of completing homework. It is suggested to spend more time talking with students who are absent from detention classes, helping them understand their responsibility to complete homework.
- Through the strength-based approach adopted by LSD such as organizing interest classes and showcasing activities, an inclusive culture with whole-school participation was fostered. Interest classes and showcase sessions were effective in building students' self-confidence and fostering a school-wide sharing culture. In future, a wider variety of interest classes can be developed so that more students can benefit.
- In the SDD Survey, 97% of teachers agreed that the staff development activities contributed to their understanding of positive education and would apply it in teaching and student activities. The figure was higher than the intended success criteria (over 90%).
- In the Stakeholder Survey, students rated "My views on school climate" at 3.5, establishing a solid baseline while highlighting clear opportunities for continuous enhancement toward the benchmark target of 3.8 or above. . To build on this foundation and further strengthen student belonging next year, the school will look into approaches to integrate positive education into Class Teacher periods, and run peer appreciation initiatives at a whole-school level.
- Parents rated "My views on school climate" at 4.0, with a target of 4.2 set for upcoming progress in the Stakeholder Survey. To build on this positive foundation and further strengthen home-school partnership next year, the school will see into opportunities to host regular parent dialogue sessions, share regular school wellbeing highlights via platforms, and invite greater parent participation in campus events.

- In the Stakeholder Survey, teachers affirmed a commendable culture of care across campus, rating "The teachers and students have a good relationship" at a promising 3.9, only a little step from meeting the target of 4.3 and "The school creates a caring climate on campus" at a positive 3.5 and as well a few points to reach our optimal target at 4.0. To celebrate these strong foundations and further enrich our warm, supportive environment next year, the school will organise more informal teacher-student gatherings, and introduce regular events and activities which encourage appreciation and well-being at campus.
- The above findings and implementation of events this year provided valuable groundwork and a constructive roadmap for fostering positive values throughout the school. To further elevate the impact of these strategies and steadily advance toward our long-term goals, future efforts will focus on streamlining activity schedules, increasing interactive student participation, and providing more structured guidance. These practical refinements will ensure our programs effectively nurture a warm, value-driven school culture.

1.2 The elements of positive education included within the curriculum and school activities enable students to appreciate themselves and others, affirming their self-worth.

- The school systematically designed diverse value education activities to foster holistic student development. A critical pillar of this curriculum was the structured debriefing session following each event, which prompted students to reflect deeply on their personal developmental needs while cultivating empathy for others within their school and family environments. To maximize impact, the school regularly collaborated with external NGOs and co-designed cross-curricular initiatives with the Chinese Language Department, Chinese Culture Education, Social Science Department, and Business Department to ensure full student engagement. To reinforce interconnected values, the school should establish shared post-activity morning assemblies where the Chinese Language Department, Chinese Culture Education, Social Science Department, and Business Department can collaborate to let students present cross-curricular project outcomes. Furthermore, the school should strengthen NGO partnerships by transitioning from one-off school workshops to ongoing, community-based service projects. This allows students to apply classroom values directly to external real-world environments, transforming abstract principles into sustainable, empathetic actions within the wider community.
- The SDC organised the peer mediation workshops in the Second Term for S1 class committees to enhance students' interpersonal ability and effective communication with others. Peer mediation programme is valuable to students' growth. It is suggested to conduct one for junior secondary students.
- Class Teacher periods demonstrated significant success in fostering empathy and community care. Following the Wang Fuk Court fire accident, students actively participated in crafting sympathy cards and origami, which deeply enhanced their civic awareness. Furthermore, Campus TV broadcasting school life snapshots effectively strengthened students' sense of belonging and cultivated a positive campus atmosphere. These initiatives successfully integrated value education with multimedia platforms, laying a solid foundation for future pastoral care development.
- School Functions and Extended Curriculum Department (SFECD) coordinated and checked to incorporate elements of positive education in Life-wide Learning (LWL) periods and post-examination period to offer students different activities to understand themselves and their stress level, and to learn how to manage stress and release stress directly. For example, Stress Management Talk for S6, music activities for S1, Health Week for the whole school, and Shall We Talk for S2 and S5. SFECD will continue to coordinate and balance the incorporation of different elements of positive education in all LWL periods as well as LWL Days.

- An Adventure Camp was arranged for S1 by Outward Bound Hong Kong. Students built up confidence to overcome challenges in wild environment. It is suggested that adventure education will be launched to the other levels in the coming year.
- The Mental Health Week successfully created a positive and enjoyable school environment by empowering Guidance Prefects to lead the promotion of the 4Rs (Relaxation, Rest, Relationship, and Resilience). By designing and managing eight interactive booths, these student leaders were given a significant platform to showcase their organizational skills and empathy. This peer-to-peer support model not only made well-being concepts more accessible to the students but also allowed them to accumulate "success experiences." As they witnessed the positive impact of their efforts on their schoolmates, their sense of self-worth was greatly reinforced. To further enhance the learning experience, the school could incorporate digital storytelling, allowing students to create short videos explaining the inspiration behind their work. These videos could be shared during morning assemblies or on social media, amplifying the positive impact and further cementing the participants' confidence through wider public appreciation.
- The Junior Secondary Stress Relief Cell Group further achieved the goal of boosting confidence through a "learn-and-teach" approach. Participants first utilized creative art forms to articulate their emotions and master coping strategies, effectively turning abstract feelings into tangible artistic work. By subsequently serving as student helpers in the “Positive Attitude Workshop,” these students transitioned from learners to mentors. Teaching their schoolmates how to create handicrafts allowed them to showcase their newly acquired skills, directly enhancing their self-esteem. To build upon the success of these initiatives, it is suggested that the school establishes a permanent "Positive Corner" on campus. This dedicated space could serve as a year-round venue to showcase students' therapeutic artwork and the 4Rs resources developed during Mental Health Week or other related activities, ensuring that their achievements receive ongoing recognition rather than being limited to a single event.
- GCD suggested that the school adopts a Reflection Journal to allow students to document their personal "breakthrough moments" and the specific strategies they used to overcome setbacks, making their growth more visible and tangible.
- The Life Education handicraft workshops successfully created a positive, enjoyable learning environment that effectively boosted student confidence. By creating tangible handicrafts during lessons, students gained valuable platforms to showcase their unique work to peers and teachers, accumulating meaningful and rewarding learning experiences. This creative process allowed students to experience visible success, transforming abstract life virtues into physical expressions of achievement. Consequently, the hands-on workshops successfully nurtured a strong sense of personal pride, enhanced self-esteem, and reinforced a positive attitude toward lifelong learning across all participating forms. To showcase students’ talents, it is suggested the school should organize regular on-campus exhibitions or during open days to celebrate unique student handicrafts. Furthermore, appointing talented individuals as student instructors to lead short crafting demonstrations for peers during lunch breaks will provide powerful platforms to display their creative skills, directly boosting their self-confidence and peer recognition.
- SFECD acted as a platform for the implementation of enhancement programmes, e.g. Visual Arts (VA) Enhancement Class Exhibition; coordinated to offer a wide range of activities of different natures in LWL periods and the LWL Days, etc. to create a positive and enjoyable learning environment for students of different talents to build a sense of achievement outside classrooms. SFECD will keep on coordinating and encouraging different platforms or occasions for students to showcase their work, including IG, school website, etc, in different videos and essays.

- Interest classes from LSD provided mastery experiences through hands-on skill development, allowing students to experience small and meaningful successes. Showcase sessions offered peer recognition and affirmation, which enhance students' sense of worth and belonging. Unlike traditional examinations, these activities reduced academic pressure, encouraged risk-taking, and generated enjoyment. A strong school sharing culture made students feel valued as contributors, fostering intrinsic motivation. Additionally, teachers can identify students in need during the interest classes by observation. Positive emotions such as joy and pride gained from these activities can be transferred to other learning areas. Developing more diverse interest classes will enable more students to benefit from these confidence-building and positive learning experiences. It is suggested that instructors should be more aware of the positive psychology elements, such as strength-based feedback and growth mindset language, should be integrated.
- Career Prefects cooperated with Business Department to run a Life Trail Run activities in Business week. They were responsible for searching some special jobs and designing some assessments to help participants to understand personal characteristics related to career choices.
- To provide students with opportunities to showcase their work and to create a positive learning environment, the Art and Fashion Design Focused Learning Area organized a diverse range of activities. The Annual Fashion Show, held on 5 July 2026, attracted 242 parents, 81 guests, 62 alumni, and 300 students, and featured a concurrent art exhibition. Other exhibitions included Information Day on 16 November 2025 and a joint Visual Arts (VA) and Reading Club exhibition from 4 to 15 May 2026. The department also arranged outbound study tours to Tianjin and Nanjing, guided visits to M+ and the Hong Kong Palace Museum, and multiple specialized workshops. These included VA tutorials, ceramics courses, workshops for visiting students from Singapore, and seven Chinese cultural workshops such as dough figurine making and Chinese knotting tailored for S2 students. Additionally, the department hosted seminars led by ceramics and fashion design experts, as well as an Art and Music Week from 26 to 30 January 2026. The latter enriched campus culture and strengthened community relationships through live performances, busking, and interactive art activities. Furthermore, VA enhancement projects in ceramics and Chinese ink painting successfully cultivated students' aesthetic appreciation and creativity. Overall, all activities effectively offered showcase opportunities, built a pleasant learning environment, and boosted students' confidence through positive learning experiences.
- The Innovation & Technology (I&T) Department provided multiple opportunities for students to showcase their work through participation in large-scale exhibitions such as InnoGala 2025, and Learning and Teaching Expo 2025. Public sharing at major events helped students build confidence and a sense of achievement. Our school-based activities such as project works fostered strong team spirit in our students, creating a positive learning atmosphere. Our STEAM team members and IT Ambassadors are helpful and supportive and they take great pride in their efforts. From September 2026, I&T organized 67 initiatives including 33 competitions, 8 academic-related activities, 23 service-learning activities, and 3 outings, involving 1,956 students. Through these varied programmes, students worked in teams, learned from one another, and built stronger synergy across different disciplines. The activities also encouraged students to apply what they learned in authentic situations, helping them develop confidence, collaboration skills, and a wider interest in I&T. It is suggested to provide IT ambassadors and STEAM School team more leadership roles such as helping younger students in workshops, supporting peers during STEAM Week, and assisting at expo booths. This can help students feel they belong and learn to care for others. Besides, it is suggested to recognize students regularly for their effort and teamwork through meetings, assemblies, and ceremony. This encourages students to keep trying and helps build a positive, supportive school

atmosphere.

- Chinese Culture Education successfully created abundant opportunities for students to showcase their talents and actively participate in diverse cultural activities. Through the school-based Chinese History and Culture curriculum, regular workshops e.g. bamboo weaving, Chinese knot making and origami, thematic morning assemblies and major events such as Chinese Culture Day, students deepened their understanding of Chinese intangible cultural heritage while gaining valuable hands-on experiences. High participation was recorded across activities: over 100 visits to the Chinese Culture Centre in peak months, consistent attendance rate (73%) in Chess and Go classes, more than 100 teachers and students joining the Yuanxiao Festival tangyuan and lantern riddle event, and strong involvement in Chinese Culture Day stall preparations and performances (Guzheng and artistic gymnastics). Students enthusiastically designed stalls, created promotional materials and explained cultural elements to visitors.
- Chinese Culture Education also celebrated numerous external achievements, including multiple awards in writing contests e.g. Lu Xun Youth Literature Award, Nanjing Treaty Essay Competition, recitation competitions e.g. 6E winning the verse-speaking championship for three consecutive years, and selection of students as Hong Kong Palace Museum Student Cultural Ambassadors. These accomplishments have boosted students' confidence, strengthened their sense of national identity, and fostered a positive, enjoyable learning environment filled with meaningful cultural experiences. For publicity and promotion, it is suggested to strengthen promotion through multiple channels e.g. early morning announcements, Google Classroom and through class teachers to maintain high participation, especially during examination periods and holidays. For event logistics, it is suggested to improve the durability of stall signage and decorations for Chinese Culture Day to prevent them from falling off. Collaborating with the SFECD for more stable installation solutions is needed. For scheduling coordination, it is suggested to better coordinate activity schedules with other academic programmes e.g. supplementary classes and tests to minimize clashes and improve attendance rates for interest classes such as Chess and Go. For sustained engagement, it is suggested to expand the use of AI tools (Canva, Skywork, etc.) in student project design and to encourage more students to complete reflections on Google Classroom to consolidate learning. For documentation and sharing, it is suggested to continue to showcase award-winning works and successful student projects on Google Classroom and during assemblies to further motivate participants and inspire wider school involvement.
- SFECD coordinated a diverse range of visits and experiential activities to help students explore their interests and better understand their future career paths. Key examples included Life-wide Learning (LWL) Days, during which students participated in sports and cooking activities, deepened their understanding of local culture, and visited various tertiary institutions and workplaces. During the LWL Days, seven workplace visits and three university visits featuring specialized programs were organized for 180 S4 and S5 students to help them explore their interests, strengths, and weaknesses. Additionally, visits to eight UGC-funded universities and Shenzhen University were held, which were open to all S3 to S5 students. The department also organized the Greater Bay Area Career Exploration Tour. This three-day, two-night study tour allowed 30 S4 and S5 students to explore various career opportunities in the Chinese Mainland.
- The school strategically elevated the roles of morning assemblies and teacher sharing as core vehicles for value education. Morning assemblies served as a regular, school-wide platform where teachers delivered targeted motivational sharing, drawing from real-life experiences to model core virtues. These professional insights provided students with immediate, relatable guidance on how to care for peers and family members. By blending large-scale assembly sharing with classroom debriefings, teachers can bridge values education with students' daily behaviours more effectively, transforming abstract

principles into actionable empathy. It is suggested that the school designs diverse cross-curricular activities with various KLAs and NGOs to enrich values education, focusing on post-event debriefings to foster student empathy.

- The Green Ambassadors successfully conducted five morning assembly presentations to all forms. These targeted sessions effectively promoted sustainable practices to students, focusing specifically on green festive celebrations, active recycling initiatives, and energy conservation measures.
- S6 Stress Management Workshop successfully enhanced students' coping abilities by bridging the gap between theoretical knowledge and practical application. By guiding students to differentiate between positive motivation (eustress) and negative pressure (distress), the workshop empowered them to cognitively reframe their academic challenges. Identifying personal "stress triggers" allowed for a more targeted approach to self-regulation, ensuring that the strategies learned were personally relevant. Through collaborative discussions on the holistic impact of stress, students not only acquired a toolkit of healthy coping mechanisms but also built a peer support network, effectively strengthening their psychological resilience for public examination.
- The Junior Secondary Stress Relief Cell Group effectively achieved the goal of skill-building by utilizing art as a bridge to emotional literacy. Through three targeted artistic activities, students moved from a state of vague anxiety to a clear recognition and articulation of their emotions. By transforming these feelings into creative handicrafts, participants acquired tangible tools for self-regulation. The strategy of involving these students as "Student Helpers" in subsequent workshops was particularly effective; it allowed them to internalize their coping strategies by teaching others, thereby reinforcing their own resilience while significantly boosting their self-esteem and social confidence. To further enhance the effectiveness of these cell groups, it is suggested that the school provide participants with a "Mindfulness Art Kit" to allow them to continue their creative expression independently at home, turning the skills learned in the group into a sustainable life habit.
- For the S6 Stress Relief Cell Group, the programme addressed the more complex pressures of the public examination year. Through four specialized activities, students delved deeper into identifying their personal "stressors" and shared their lived experiences in a safe, creative outlet. This peer-sharing element is crucial for senior students, as it reduces the sense of isolation. By exploring healthier emotional coping strategies through art, students developed practical resilience-building techniques that go beyond academic achievement. This holistic approach provided a much-needed mental "release valve," equipping them with the psychological endurance required for their upcoming final hurdles. Integrating a brief quantitative assessment, such as a "Perceived Stress Scale" before and after the programme, would provide valuable data to further tailor the artistic activities to the specific emotional needs of future cohorts.
- Through Peer Mentorship Scheme, peer tutors were trained to identify and respond to the learning needs of students who require support, such as those facing difficulties with homework or newly admitted students in need of social integration. As peer tutors experienced personal growth, they simultaneously facilitated the development of their fellow students. Students from different levels got to know one another, grew together, supported each other, and enhanced mutual recognition and a sense of belonging. This process achieved the goal of shared positive growth. It is suggested that the structured training based on positive psychology and growth mindset principles can be provided to enhance Peer Mentors' mentoring skills. The scheme can also seek to foster cross-grade interaction through collaborative activities, deepening mutual understanding and school belonging.

- The school successfully integrated a growth mindset framework by embedding structured questionnaires and debriefings into post-activity routines. These tools prompted students to view setbacks as learning opportunities, shifting their focus toward continuous development. The debriefing sessions provided a safe space for students to critically reflect on their performance, identify specific areas for growth, and articulate actionable steps for future improvement, successfully nurturing long-term resilience and a commitment to self-betterment. The school had collected student voice to co-design future activities with student leaders, ensuring reflections address their real interests, empowering them to suggest activity improvements, fostering deep ownership of their development.
- SFECD organised the Leadership Training Camp for Student Union (SU) members, house exco members and other student leaders. The Camp focused on strengthening students' skills in proposing and organising activities as well as presentation skills. Debriefing was offered at the end of each session for students to reflect and improve further. SFECD will continue to explore suitable training to offer to different students.
- In the Stakeholder Survey, students offered constructive feedback on their growth environment, rating "My views on support for student development" at 3.4 and "My views on school climate" at a positive 3.5 with both a target set at 3.8. To build on this meaningful foundation and further enrich campus well-being next year, the school will streamline student support channels and incorporate positive education principles into daily classroom and lesson routines as to foster a supportive atmosphere at campus.
- In the Stakeholder Survey, teachers affirmed a commendable culture of care across campus, rating "The teachers and students have a good relationship" at a promising 3.9, only a little step from meeting the target of 4.3 and "The school creates a caring climate on campus" at a positive 3.5 and as well a few points to reach our optimal target at 4.0. To celebrate these strong foundations and further enrich our warm, supportive environment next year, the school will organise more informal teacher-student gatherings, and introduce regular events and activities which encourage appreciation and well-being at campus.
- In the Stakeholder Survey, parents reflected positively on the school's nurturing environment, rating "My views on support for student development" at 3.8 with a target of 4.0 set for ongoing advancement. To build on this solid foundation and further enhance home-school collaboration next year, the school will share regular student development updates through different platforms, host focused parent sharing sessions, and provide practical resources to support student growth at home.
- Parents rated "My views on school climate" at 4.0, with a target of 4.2 set for upcoming progress in the Stakeholder Survey. To build on this positive foundation and further strengthen home-school partnership next year, the school will see into opportunities to host regular parent dialogue sessions, share regular school wellbeing highlights via platforms, and invite greater parent participation in campus events.
- Results from the APASO III survey demonstrated a stable overall foundation in Self Concept, with 12 out of 19 items holding steady or showing improvement, including 3 items that achieved score gains and 9 that remained consistent. Furthermore, the majority of items in the Self Concept category consistently outperformed the Hong Kong regional average, while domains such as Positive Affect, Satisfaction, and School Atmosphere-Belongingness offer a targeted growth.
- Departmental and committee reports show that elements of positive education have been thoughtfully integrated into the curriculum and school activities. While findings from the Stakeholder Survey and APASO III highlight clear opportunities to further strengthen students' "self-worth" and their ability to "appreciate themselves and others," this initial groundwork provides a valuable roadmap for ongoing growth. To deepen the impact of these initiatives next year, the school will introduce peer-appreciation moments during

Form Meetings, incorporate reflective self-affirmation exercises lessons and activities, and expand school-wide praise initiatives.

- To build on our progress under Target 1, the school will refine the success criteria and score progression for 2026-2027 to align closely with students' actual development. To further nurture self-worth and mutual appreciation next year, the school will integrate brief self-affirmation reflections into Class Teacher periods, promote peer-praise environment to weave positive education moments into daily school life.

1.3 Students enhance their engagement in school activities and services, fostering a sense of responsibility and achievement.

- SFECD encouraged and facilitated the organization of student-centred activities to cater to students' interests with reference to different social trends. Examples include activities like inter-house competitions, PUBG and Beyblade competitions initiated by students, the Language Arts classes, e-sports in Sports for Health, and interest classes for Arts and Culture Development, etc. SFECD will continue to explore more resources to expose students to different opportunities.
- SFECD has laid the groundwork for a dedicated recognition framework to systematically encourage student participation in school life. Moving into the new academic year, SFECD will collaborate closely with the IT Support Unit to launch a streamlined reward system incorporating Praise Cards and merit points. This digital integration will ensure timely acknowledgement of student involvement right from the start of the term, fostering a vibrant culture of active participation.
- The school effectively fostered 'Self-discipline', 'Law-abidingness', and 'Commitment' through impactful experiential and civic programmes. Participating in "Dialogue in the Dark" challenged students to proactively navigate adversity, cultivating personal resilience and empathy. Concurrently, National Security Education Day activities and targeted "Speeches Under the National Flag" deepened their law-abiding awareness and sense of civic commitment. These combined initiatives successfully encouraged students to face outcomes bravely, reflect on their responsibilities, and commit to continuous self-improvement across their school and community lives. To reinforce civic commitment, the school should enrol students in the Hong Kong-wide National Security Education Day Quiz Competition to test their legal knowledge. Additionally, forming a student steering group to design preparatory campus mini-quizzes will leverage peer motivation, encourage broader student engagement, and boost collective confidence before participating in the territory-wide contest next year.
- Gifted programmes that enhanced creativity, such as chess class, latte art workshop, leather crafting workshop, and guzheng (Chinese zither) workshop, can deepen students' interests while allowing them to express creativity through different mediums, as well as develop their intellectual abilities and aesthetic appreciation.
- Students selected for the Gifted Education Academy enrolled in courses based on their personal interests. The courses were diverse and attractive, allowing students not only to discover and deepen their interests but also to identify potential future career paths. It is suggested that increase communication with parents to encourage students to actively participate in the screening test of the Hong Kong Academy for Gifted Education, thereby further raising the participation rate.
- SFECD organised activities for students to explore their potential and interests. Students were able to have better self-understanding and be equipped with different life skills, e.g. self-discipline, communication skills with their peers and teachers. Examples include the School Outing and the Singing Contest. SFECD will continue to explore more resources to expose students to different opportunities.
- Career Education Department organized school admission talks ranging from bachelor degree and associate degree for senior form students with better planning for the future.

Some talks were arranged in LWL periods while some were arranged during lunch time. It is suggested to invite class teachers to encourage more students to join lunchtime admission talks and better prepare them for the talks.

- Sports Team Exchange Tours were organized by Physical Education (PE) FLA for sports team members to broaden their horizons and exchange learning experiences with students outside Hong Kong.
- The Student Leadership Training Programme successfully optimized student engagement by shifting the role of Guidance Prefects from passive participants to proactive change-makers. By analysing school-specific needs and independent planning activities, the committee members of Guidance Prefects developed a profound sense of autonomy and responsibility. Furthermore, the integration of external training, such as the "Mental Health First Aid" and "Information Literacy Ambassador" programmes, empowered them with specialized expertise. This dual approach of internal planning and external training transformed them into a vital "peer support network," where their increased competence led to higher service commitment and a stronger sense of ownership over the school's well-being culture. To strengthen the transition of leadership, a "Junior-Senior Shadowing Scheme" should be introduced, allowing S3 and S4 students to assist experienced leaders in organizing major events like Mental Health Week.
- The Student Leadership Training Programme successfully sharpened students' leadership skills and fostered a deep sense of responsibility. Through intensive cell group service training, student leaders acquired essential project management skills and actively spearheaded impactful school services. The flag-raising team demonstrated exceptional discipline, enhancing national identity. These targeted initiatives significantly heightened student ownership, empowering young leaders to confidently organize community services. To accelerate leadership succession, the school should institutionalize a cross-role mentorship pathway where senior flag-raising team members and experienced cell group leaders co-conduct workshops for junior trainees. Additionally, shifting senior students from event participants to autonomous programme coordinators will empower them to independently pitch, plan, and execute community services next year, significantly heightening their overall sense of responsibility.
- SFECD arranged the Student Leaders' Inauguration Ceremony to instil a sense of responsibility to the new student leaders, and organised the Leadership Training Camp for SU members, house exco and other service group exco members. Student leaders were guided to suggest and present activity proposals. They then attended an afternoon tea session with the Principal to share their vision as a student leader to enhance their engagement. SFECD will continue to explore different training opportunities for students.
- The Peer Mentorship Scheme embedded leadership development into a structured peer support framework. Senior students selected as mentors take on active roles in guiding junior students academically and socially. This responsibility enhanced their engagement in school activities and services, as mentors must consistently participate in training sessions, coordinate with teachers, and organise group activities. Through this process, mentors developed essential leadership qualities such as communication, empathy, and problem-solving. At the same time, the sense of being relied upon by their peers fostered a strong sense of responsibility and achievement. It is suggested that peer mentors can be paired with service recipients so that each senior student mentor takes care of several fellow students in need, thereby sustaining their enthusiasm and active participation.
- Career Prefects helped to keep up-to-date career information in the library corner and board display for classmates.
- DPCD will organize the Leadership Training Camp for prefects in July to foster students' leadership skills and a sense of responsibility.
- SFECD offered opportunities for students to learn about different roles in the Leadership Training Camp and to take the initiative in organising and executing activities like the

Joint-school Christmas Ball, the Singing Contest, and the 30-Hour Famine. SFECD will keep on facilitating student-initiated activities to let them practise leadership skills.

- The school successfully encouraged students to showcase their strengths through services and competitions. 95% of our students participated in voluntary services, contributing to over 4,500 service hours. Furthermore, more than 20 dedicated students completed intensive cell group service training and actively led subsequent service initiatives. These outstanding participation rates and high service hours reflect a vibrant school culture of empathy, active citizenship and commitment to positive social impact. To maximize student engagement, the school can partner with different NGOs to offer new service types, including environmental projects and elder-tech support, catering to varied student interests. Additionally, peer recruitment of volunteer ambassadors based on student-led mode can enhance participation. Sharing success stories during morning assemblies will inspire less-active students to participate in social services, fostering an inclusive culture of empathy.
- A cohort of 24 Secondary 3 and Secondary 4 students actively participated as school Green Ambassadors throughout the school year. In recognition of their dedication and successful engagement in sustainability initiatives, all 24 students have been officially awarded certificates as HKFYG Campus Decarbonisation Ambassadors.
- SFECD encouraged students to participate in external competitions like St. John Parade Competition, Joint Schools Music Competition 2026 (Marching Band), and debate competitions, etc. Also, these external competitions were promoted via IG account of the Student Union. SFECD will promote new activities considering students' interests and social trends.
- Almost half of the students were registered under the HKSSF to participate in inter-school competitions. Students' performances improved when compared with last year.
- According to CCA Survey, 100% of students engage in school teams, clubs or societies. Which fulfilled the intended success criteria.
- According to MCLED Survey, S2-5 students have experienced at least one time of service, which fulfilled the intended success criteria.
- In the APASO III survey, the Satisfaction (School) domain recorded a score of 89 for 2025/26 following 103 in 2024/25, offering a clear comparative perspective alongside the Hong Kong regional baseline to guide future progress. To build on this feedback and enrich the overall school experience next year, the school will expand student-led campus events, establish regular platforms to address student input promptly, and introduce regular class-bonding activities to strengthen school connectedness.
- APASO III survey reflected an enhancement of Responsibility in the school. There was an increase in the score of Responsibility from 78.8 (2024/25) to 115 (2025/26), which was above the average level in Hong Kong.
- To build on our progress and further cultivate a deep sense of responsibility and achievement among students, future strategies will focus on expanding student-led leadership roles, establishing accessible digital recognition schemes such as Praise Cards, and creating regular showcase opportunities during assemblies and campus events. These practical initiatives will empower students to take active ownership of their growth while celebrating their personal milestones.

1.4 Students develop positive values and attitudes, establishing a healthy lifestyle.

- The "Happy Friday" initiative, organized in collaboration with the School Social Worker (SSW), has effectively cultivated positive values and a proactive attitude by providing students with a regular, low-stakes environment to practise self-care. By integrating the "7 Wells Approach", the school offered a diverse range of learning experiences -- from hands-on handicraft workshops to introspective mindfulness practices. These activities helped students release their academic worries, shifting their mindset from stress to

resilience. This proactive engagement in stress-relief games and peer buddy training empowered students to take ownership of their mental well-being, fostering a supportive campus culture where seeking balance is celebrated as a core value. To enhance the impact of "Happy Friday", it is suggested Guidance Prefects' can take a leading role in designing the themes for each Friday, ensuring the activities remain highly relevant to the changing needs of the student body. The school could introduce "Themed Months" based on specific pillars of the 7 Wells Approach (e.g. "Mindful March" or "Social Connection September") to provide more targeted and in-depth learning.

- SFECD organised activities with the theme of positive education and how to face and manage pressure, including music appreciation, a stress management talk for S6, "Shall we talk" talk for S2 and S5, and the Health Week, etc. SFECD will explore more opportunities to let different organizations work with schools.
- LSD provided additional learning support beyond regular lessons such as Chinese examination preparatory programmes and elective subject homework classes. We hired qualified external instructors or current university students from the eight major universities (UGC-funded institutions) to help students further improve their academic performance, thereby enhancing their motivation and initiative in learning. Students' academic performance has improved, but the courses can be better tailored to individual student's needs to achieve even greater effectiveness.
- Visits and educational talks by the Correctional Services Department and the Law and Order Campaign by the Hong Kong Police Force were arranged in July to foster students' 'Self-discipline' and 'Law-abidingness.' The activities should be scheduled at the beginning of the academic year and last throughout the year to enhance the atmosphere of 'Self-discipline' and 'Law-abidingness' in school.
- LSD introduced the technology-based courses that helped students overcome personal difficulties, such as neurofeedback training. These courses enabled students to transcend their individual limitations and learn to use the tools effectively to improve their personal abilities. More efforts are needed in parent and student education, as they require more time and knowledge to adapt to new things.
- SFECD encouraged and facilitated more communication and collaboration among different groups of student leaders to improve students' life at school. Examples include the Beyblade competition by the Student Union and the Houses. Students have shown their unity in different school or outside competitions.
- The strategic implementation of Mental Health Week, Positive Attitude Week, and Love and Caring Week has significantly fortified students' resilience by creating a continuous "buffer" against academic and personal stressors. Through interactive activities, students were equipped with cognitive tools to reframe difficulties as opportunities for growth. These programmes moved beyond theoretical knowledge, allowing students to actively practice positive thinking and emotional regulation in a supportive environment. By fostering a culture of mutual care and self-compassion, the school has empowered students to confront negative emotions with a proactive mindset, ensuring they have the psychological strength to navigate challenges with confidence and a sense of purpose. It is suggested that the school could introduce "Resilience Case Study Workshops" for senior students, where they analyse real-life scenarios of people overcoming adversity, thereby strengthening their ability to apply positive values to complex problems. It is suggested to incorporate a "Gratitude Wall" during these sessions to encourage students to publicly express appreciation for their peers, further cementing a proactive and positive social atmosphere across all levels.
- 7 sports teams entered the Jing Ying competitions. A broadcast was arranged to provide an opportunity for the whole school to support Football team members to compete in the quarter-final of Jing Ying Football Tournaments. The atmosphere was good and the sense of belonging to the school was nurtured among the whole school.

- In the Stakeholder Survey, students rated “My views on school climate” at 3.5, establishing a solid baseline while highlighting clear opportunities for continuous enhancement toward the benchmark target of 3.8 or above. . To build on this foundation and further strengthen student belonging next year, the school will look into approaches to integrate positive education into Class Teacher periods, and run peer appreciation initiatives at a whole-school level.
- In the Stakeholder Survey, students reflected on their daily habits, rating “I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress” at 3.5 with a target of 3.8 set for ongoing progress. To build on this foundation and further promote holistic wellness next year, the school will incorporate simple stress-relief exercises on campus, organise regular wellness and sports activities during lunchbreaks, and share practical work-rest balance tips through various platforms.
- In the Stakeholder Survey, teachers provided valuable feedback on student guidance, rating “My views on support for student development” at 3.6 with a target of 3.8 set for ongoing progress. To further strengthen teacher-led student support next year, the school will streamline pastoral guidance workflows, share practical student support strategies during staff meetings, and provide targeted resources to assist teachers in student mentoring.
- Parents reflected positively in the Stakeholder Survey on the school's nurturing environment, rating “My views on support for student development” at 3.8 with a target of 4.0 set for ongoing advancement. To enhance home-school collaboration next year, the school will share regular student development updates through e-notices, host focused parent sharing sessions, and provide practical resources to support student growth at home.
- In the APASO III survey, the Affect domain provided valuable insights into student emotional wellbeing, recording Positive Affect at 88 for 2025/26 following 98 in 2024/25, while No Negative Affect maintained a stable level at 113 compared to 114 in 2024/25, and No Anxiety, Depressive Symptoms stood steady at 106 alongside 108 in 2024/25. To reflect on these steady baselines and further boost positive energy across the campus community next year, the school will take progress on promotion positive education and organize student-led wellness activities.
- APASO III survey reflected that both “Physical Exercise” (scored 116) and “Information Technology (No Addiction)” (scored 116) remained unchanged and the figures were above the average level in Hong Kong.
- The school has thoughtfully integrated elements of positive education across the curriculum and co-curricular activities, establishing a meaningful foundation for student well-being. To build on this valuable groundwork and further cultivate a strong sense of responsibility and personal achievement among students next year, the school will expand student leadership roles in co-planning campus activities, launch a digital Praise Card system to recognise daily contributions, and create regular assembly showcase platforms to celebrate student accomplishments.

2. To enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning

2.1 Students actively engage and participate in learning

- With reference to efforts aimed at promoting active student participation, positive progress was observed across various Key Learning Areas (KLAs) which have been actively developed and established. According to lesson observations and stakeholder feedback, students were more engaged in lessons and they enjoyed the learning process. Attendance rates for co-curricular activities remained high, consistently exceeding the 80% benchmark, reflecting general good performance and satisfaction. According to the Stakeholder Survey (SHS) of students, the score for "My schoolmates and I help each other and get along well" increased to 3.6 compared to 3.5 in the 2024-2025 academic year, successfully achieving the target. However, the APASO survey registered a score of 90 on "learning atmosphere (collaboration)," which fell short of the targeted increase to 100. This indicates that while students maintain positive interpersonal relationships, further strategic intervention is required to build a collaborative learning climate, as student learning motivation and engagement still require enhancement. In this academic year, interdisciplinary projects experienced significant growth in both scope and quantity. Jointly developed and executed by various departments and students, these initiatives effectively connected different subjects, thereby successfully boosting student learning motivation and engagement.
- The following measures were implemented to enhance student engagement and foster active participation in learning:
  - Cross-Subject Project Collaboration: A variety of interdisciplinary projects were successfully launched across forms to engage students with various interests. S3 students participated in a cross-KLA project involving Life and Society (LAS), Mathematics, and English, where they visited supermarkets to analyse consumer discount behaviours, applied mathematical percentage reasoning, and formulated structured business marketing proposals. S1 students collaborated on a Language across the Curriculum (LaC) project entitled "Innovate for Animals" co-developed by the Science, Innovation & Technology and English Language Departments, utilizing design thinking and artificial intelligence tools to build physical prototypes aimed at protecting marine life. Additionally, a cross-disciplinary project blending Astronomy and Physics with Chinese literature was implemented through an overnight stargazing camp, where students captured cosmological concepts through classical Chinese poetry. Specialized STEAM school team investigative projects were also completed, including S4 Physics and Chemistry construction projects analysing rotational equilibrium and mole calculations, S3 investigative activities sorting polymer plastic waste, and specialized projects profiling data changes in food preparation, such as physical property alterations in Siu Mai upon cooking.
  - Subject-Specific Projects: Individual departments integrated self-directed learning tasks to tap into varied student strengths. The History Panel organized S1 poster, S2 PowerPoint and S3 oral history projects, attempting to remove writing barriers. Geography implemented values-education projects across all levels, including S2 Chinese farming culture, S3 global climate change, and S5 tropical rainforests, with findings disseminated via class sharing sessions to foster peer-to-peer knowledge exchange. The Music Panel introduced self-selected instrumental group performances, allowing students to showcase musical talent through songs of their choice. Citizenship and Social Development (CSD) ran an S4 Local Cultural Exploration project mapping heritage trail in Kowloon City to examine multiculturalism and an S5 Mainland China Study Tour to deepen national identity. Health Education attained a 100% participation rate by pairing class projects directly with creative poster, slogan,

and trail-design competitions.

- Co-curricular Activities and External Competitions: Students actively participated in external events and achieved outstanding results. The Chinese Language Department achieved multiple prizes, including the Mixed Chorus Championship and the Form 3 Putonghua Solo Verse Speaking 3rd prize at the 77th Speech Festival, alongside several historical writing contests. The English Drama Team and Public Speaking Team excelled in the Hong Kong School Drama Festival and the EDB's "Time to Talk" competition, while the English Society sustained an English-speaking campus environment through weekly workshops and casual "NET Talks" with native English teachers. The Business Department operated commercial booths at the Victoria Park Lunar New Year Fair and a Kai Tak pop-up venue to provide hands-on business exposure. The Science Department and Geography Panel established a campus coral-nurturing conservation core group with the Chinese University of Hong Kong. The I&T Department organized 67 initiatives, including InnoGala 2025 and STEAM Week, engaging 1,956 participants in drone flying, MR dodgeball, and coding competitions. The Music Panel stood out in the Joint-Schools Music Competition and the 78th Schools Music Festival, while the Art & Fashion Design FLA successfully held its Annual Fashion Show, Art and Music Week, and multiple campus exhibitions to build immense student confidence.

- In alignment with the school's core mission of "cultivating multiple intelligences," the Curriculum and Assessment Department (CAD) launched the "Language Enrichment Programmes" for over 160 S1 students across both terms. The curriculum featured an exceptionally diverse range of language arts courses, including Chinese and English Drama, Speech, Creative Writing, Stand-up Comedy and YouTube KOL training, and Emcee classes. The first phase of the "Language Enrichment Programmes" took place during the Life-Wide Learning (LWL) periods from 2:30 pm to 3:50 pm on October 23, October 30, November 6 and November 13 (80 minutes per session), while the second phase on June 29, June 30 (two sessions) and July 6. Every S1 student had the valuable opportunity to master two distinct forms of language arts. This strategic programme not only reinforced the school's educational philosophy but also dynamically echoed the upcoming completion of the new Arts and Culture Development Centre. Due to the overwhelmingly positive feedback and success of the junior form launch, the school extended this enrichment programme to other levels by selecting the two most popular modules—the Chinese Drama Class and the English YouTube KOL Class—for S2 to S5 students. Conducted from 4:00 pm to 5:00 pm on January 29, February 5, April 16, April 23, May 7, and May 14, these advanced sessions engaged 20 selected students per class, generating an enthusiastic response and serving as a powerful platform to enhance the learning motivation and learning satisfaction of our students, empowering them to take ownership of their learning.
- For the reading atmosphere, Core and elective subjects collaborated directly with the school library to organize the monthly theme-based reading club. In October, the reading club focused on English books, followed by Mathematics in November, Social Science in January, Science in March, Business and Physical Education (PE) in April and Visual Arts (VA) and Information & Technology (I&T) in May. The Chinese department held 4 reading sessions this year. However, survey feedback indicated that more diverse methods are required to cultivate students' reading interests. Although all reading sessions successfully attracted over 15 to 20 enthusiastic students per session to cultivate critical thinking and self-directed reading habits, in the stakeholder survey, the item "I often read materials such as leisure reading materials and newspapers outside class" slightly dropped from 3.3 to 3.2, which remained at a low level. Extra effort will be needed to cultivate a school reading culture.

- To track students' progress in Chinese, English and Mathematics from the junior levels and help them identify areas for improvement, the CAD organized two major initiatives. The first is the Reinforcement Classes for S2 to S5 students, which runs throughout the school year, providing one lesson per week for a total of approximately 26 sessions. The second initiative is "The Chinese, English, and Mathematics Enrichment Programme for Top Students", which consists of six classes. For this programme, the top 40 students from each level were initially identified based on their first-term examination results. From this elite pool, students who demonstrated specific weaknesses in any of the core subjects were selected to attend targeted after-school remedial lessons. This enrichment programme commenced in late April, with one-hour sessions held from 4:00 pm to 5:00 pm on April 22, April 29, May 6, May 13, May 20 and May 27. The final assessment of students' academic progress was conducted after the final examination, which revealed that approximately 50% of the students demonstrated improvement after participating in the Enrichment Programme.
- To further encourage self-directed learning and enhance student engagement, it is recommended that the school refines and deepens cross-subject project frameworks, allowing trans-disciplinary project designs targeting real-world social issues to involve a wider student body. More panels can expand cross-subject projects with different forms. Additionally, providing a wider variety of themes and allowing students to select specific roles within group structures will further strengthen student agency, ownership, and learning motivation. Integrating simple, structured reflection routines into tasks and maximizing real-time evaluation or peer appreciation will reinforce learning effectiveness. High-quality project outcomes should be showcased during morning assemblies or broadcast via Campus TV to maximize the student sense of achievement across the school community. Regarding reading participation, more diverse approaches should be deployed to attract students, such as organizing more reading activities like reading experience camps and morning assembly sharing sessions. As for tracking students' performance in Chinese, English, and Mathematics, the introduction of the "Enrichment Programme for Top Students" serves as an excellent new trial this year with very good intentions. The "Language Enrichment Programmes" for S1 students are highly worthy of continuation to foster a profound sense of learning satisfaction.

2.2 Students with different learning needs achieve a sense of accomplishment

- With reference to the efforts in supporting diverse learning needs, strategic reinforcement and personalized academic support were systematically deployed to help students of various academic backgrounds to experience a sense of progress. However, the results of the Stakeholder Survey (SHS) remained identical to last year's data, indicating no significant improvement at this stage. Specifically, the student SHS scores for the items "Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom" and "I receive support and encouragement from teachers" both sustained a rating of 3.6. Similarly, the score for "I take an active role in learning inside and outside of the classroom" remained at 3.5, while "I enjoy learning inside and outside of the classroom" stood at 3.3. Furthermore, the rating for "I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning" maintained at 3.4. Overall, all relevant statistics showed no variance from the previous year. The specific measures implemented were as follows:
  - In terms of academic support programmes, in addition to the weekly “Reinforcement classes” for S2–S5 students and the after-school core subject “Enrichment Programme for Top Students”, the CAD arranged the “2025–26 Supplementary Classes”. S6 classes started in November, while S5 classes started in April. The programme consisted of two types of classes. First, the “Targeted Groups Supplementary Classes”

were arranged for targeted students based on their predicted grades for the S5 final examination. Students were selected by comparing their predicted grades with the grades that show the largest percentage gap from the overall HKDSE results. Ten subjects, including Chinese Language, Mathematics, Biology, BAFS, Chemistry, Geography, Information & Communication Technology, Chinese History, Physics, and one additional subject held the “Targeted Groups Supplementary Classes”.

- CAD also arranged “332A Remedial Classes”. These provided core-subject support for S5–S6 high performers who were relatively weak in one core subject. Both types of classes have an attendance rate of over 80%. In addition, the Chinese Language Department established “S1 Literacy and Language Proficiency Enhancement Groups”, achieving an average attendance rate of over 70%. Teachers updated and localized curriculum content to closely reflect practical assessment formats. This directly enhanced students’ intrinsic motivation and classroom engagement. To cater for students with Special Educational Needs (SEN), panel heads actively integrated SEN provisions during common lesson time. For example, through a school-based support partnership with the Education Bureau (EDB), the Mathematics Department and the Science Department co-designed customized S1 instructional materials to address learning diversity, as well as to optimise the enhancement and reinforcement curriculum.
- Regarding reward and recognition mechanisms, the provisions included the end-of-year Ocean Park incentive trip, commendable boards at the elevator entrance and classroom commendation boards. Additionally, following the Uniform Test, CAD invited class teachers to conduct encouragement calls to parents. For each class, three students who demonstrated significant room for improvement were selected. During these phone calls, class teachers highlighted the students' strengths and areas for improvement, offered warm and constructive feedback on where they could further improve and concluded with words of encouragement and support. Despite these targeted efforts, the Stakeholder Survey (SHS) results for the items "I receive support and encouragement from teachers" and "Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom" both remained at 3.6, showing no variance from the previous year.

➢ To further support diverse learning needs and optimize academic progress, it is recommended that the school advance the commencement of language enhancement and core remedial programmes to an earlier point in the first term, ensuring students' academic foundations are stabilized prior to uniform test cycles. To bolster engagement and address lower-than-expected participation in selective after-school support tiers, "Praise Cards" or tailored milestone merits distributed during Form Teacher periods should be introduced as active incentives. Additionally, panel heads should formulate a focused "Data-to-Action Protocol," logging a concise pedagogical adjustment following regular data reviews and evaluating its instructional efficacy in subsequent meetings to close the feedback loop. Panel heads should explicitly utilize statistics provided by CAD, and TSA and public DSE metrics to isolate sub-topics of underperformance, such as Classical Chinese function words or specific mathematical reasoning steps, and targeted curriculum modules and teaching materials across all levels.

➢ According to the analytical report on the recent HKDSE examination results, an evaluation based on the proportion of students attaining Level 3 or above indicates a generally positive trend across most academic disciplines. Specifically, 6 subjects recorded a commendable performance improvement compared to the previous year's figures, namely English Language, Mathematics (Compulsory Part), Chinese History, Information and Communication Technology (ICT), Physics, and Visual Arts. Furthermore, 6 subjects maintained a stable and comparable performance level, including Chinese Language, Biology, Business, Accounting and Financial Studies (BAFS),

Economics, Geography, and Physical Education (DSE PE). Conversely, 3 subjects experienced a noticeable decline in their Level 3+ attainment rate, which comprised Chemistry, Health Management and Social Care (HMSC), and Mathematics Extended Module 2 (M2). On the whole, the overarching objective (to ensure that students with different learning needs achieve a sense of accomplishment) was largely fulfilled; nevertheless, targeted interventions and continuous instructional efforts remain essential to address learning gaps in underperforming subjects.

- To support lower-ability learners, the Learning Support Department (LSD) arranged for student counsellors to meet with them regularly to set and modify achievable learning targets. Following the First Term Examination, LSD teachers and student counsellors interviewed targeted low-achieving students to formulate personalized study plans and invited them to join the LSD Homework Classes. This initiative yielded encouraging results, as 56% of these participants successfully improved their rankings and moved out of the bottom 10% in the subsequent Uniform Test, with 3 to 4 specific students successfully exiting the lowest tier. Furthermore, lesson accommodations and post-lesson coaching sessions were provided to students in need to enhance their study skills and learning strategies. LSD also implemented AI neurocognitive training to improve students' executive functions and concentration. These comprehensive strategies have effectively enhanced learning motivation and academic performance among the targeted group.
- In conclusion, it is recommended that the LSD systematically utilize data-driven and technological measures to support student learning. Coupled with the collaborative EDB curriculum adaptations in Mathematics and Science — which have demonstrated clear instructional efficacy — these initiatives have successfully lifted a portion of students out of the bottom 10% bracket. However, these positive outcomes have not yet fully translated into the overall Stakeholder Survey (SHS), which remained identical to those of the previous academic year. To breach this plateau, the school should mandate the early-stage implementation of language enhancement and core remedial programmes in the first term, to consolidate students' academic foundations before the uniform test. Furthermore, the school must institutionalize the "Data-to-Action Protocol" among panel heads, ensuring that diagnostic insights from CAD, and the TSA and public examination data are explicitly translated into targeted curriculum updates for weak sub-topics, such as Classical Chinese function words or specific mathematical and scientific reasoning steps. To cultivate an encouraging learning climate both inside and outside the classroom, the current extrinsic reward mechanisms—such as the Ocean Park incentive trip and commendation boards—should be reinforced by immediate, intrinsic motivators like "Praise Cards". With these initiatives, the school will not only optimize the learning strategies of lower-ability learners but also foster a stronger sense of academic achievement.

2.3 Teachers develop confidence in teaching and are able to conduct lessons interactively

- With reference to the efforts aimed at enhancing teaching quality, professional development activities, peer learning initiatives, and external collaborative programmes were implemented with the aim of further establishing teachers' instructional capacity and confidence, while standardizing interactive practices across different Key Learning Areas (KLAs). According to lesson observations, e-learning and higher-order thinking questions were successfully implemented in classrooms. However, the Stakeholder Survey (SHS) of Teachers recorded a slight decrease to 4.0 for the item "I often ask questions of different levels to inspire students' thinking inside and outside of the classroom," falling short of the 4.2 target. This indicates a need to further refine and institutionalize questioning techniques and interactive lesson configurations across all departments through structured internal exchange.

- To build teaching confidence and promote interactive classroom instruction, the school implemented the following measures:
  - Advanced Educational Technology and AI Integration: Staff development workshops, such as the Goodnotes workshop focusing on dynamic layout and annotation methods, effectively equipped teaching staff with interactive skills. KLAs started to adopted localized digital applications to maximize student feedback, including the Chinese department's introduction of the AI marking application "Wubi" (巫筆) for automated writing critiques, "Putonghua Speech Evaluation" for independent oral evaluations, and interactive read-aloud e-books. In the Mathematics KLA, teachers utilized Common Lesson Time (CLT) to share methods for generating tailored Mathematics problem sets using Canva. In terms of AI-Driven Workflow Optimization, to free up teacher capacity for more interactive, high-value classroom communication, a layered writing workflow was introduced, where students utilized AI tools for a "Preliminary Diagnosis" to correct mechanical typos and analyse word diversity prior to submitting drafts. This allowed teachers to streamline administrative checking and dedicate their diagnostic feedback to higher-order competencies like structural coherence and emotional expression. The "AI for Science Funding Programme" successfully supported science educators in integrating AI-driven simulations and data modelling straight into core laboratory lessons. In terms of Pedagogical Collaboration and Standardization, core departments utilized formal Common Lesson Time (CLT) and cross-form panels to ensure absolute grading reliability and educational alignment. For example, the English KLA hosted standardized script workshops using authentic HKDSE candidate scripts as benchmarks, ensuring that all staff members remain fully aligned with public examination specifications for Writing and Speaking components.
  - External Professional Exchange Programmes: teachers vigorously connected with external academic circles to refine their teaching techniques. Mathematics teachers took part in INSTEP Learning Circle of the University of Hong Kong (HKU), collaborating directly with university professors through meetings and classroom observations to refine English as the Medium of Instruction (EMI) in S3. Chinese teachers participated in the Publishers Teaching Exchange conference, observed public lessons on self-directed learning at Lok Sin Tong Young Ko Hsiao Lin Secondary School and engaged in HKU's classical prose online seminars to eliminate instructional misconceptions.
- To continue providing professional development opportunities and fostering a collaborative teaching culture, it is recommended that the school cultivates a departmental AI material drive, establishing a developmental goal for the upcoming year where every teacher constructs, executes and presents at least one original instructional lesson material utilizing AI tools. Collaborating systematically with external university units or school-based support teams, such as the Hong Kong Polytechnic University School-based Services or Professional Development Units at the start of the term can provide specialized guidance on learner-centred teaching strategies. Creating opportunities for teachers to observe pedagogical practices at other schools will encourage continuous improvement. Furthermore, KLA and panel heads should exercise data-driven curriculum leadership by convening regular review sessions, such as 6 times a year, to analyze test metrics, HKDSE statistical reports and predicted grades, translating these data insights directly into targeted curriculum updates and optimized teaching materials.

Lam Tai Fai College
DSS Schools' Annual Financial Position
Financial Summary for 2024-2025 School Year

Items	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy	58.69%	N.A
School Fees	N.A	28.84%
Donations	N.A	N.A
Others Income	1.31%	7.46%
Government Capital Grant	3.70%	N.A
TOTAL:	**63.70%**	**36.30%**

EXPENDITURE (in terms of percentages of the annual overall expenditure)	
Staff Remuneration	69.55%
Operating Expenses	14.05%
Fee Remission & Scholarship *	4.82%
Repairs & Maintenances	1.23%
Depreciation	5.48%
Miscellaneous	0.01%
Government Capital Grant utilized	4.86%
TOTAL:	**100%**

Surplus for the School Year #	3.87 months of the annual expenditure
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	9.58 months of the annual expenditure
# in terms of equivalent months of annual overall expenditure	

***The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.**

☑ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.