

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2024-2025

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise earnestly

2. MISSION

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

3. MAJOR CONCERNS OF THE SCHOOL YEAR

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

- Target 1.1: Developing in students good study habits for effective learning both inside and outside the classroom
- Target 1.2: Equipping students with the necessary generic skills for applications in authentic contexts
- Target 1.3: Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum
- Target 1.4: Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures
- Target 1.5: Building a collaborative learning community among teachers through professional development

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

- Target 2.1: Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences
- Target 2.2: Assisting the students to set and realize their learning goals through life-planning programmes
- Target 2.3: Optimizing conditions for students to integrate and apply STEAM-Ed related knowledge and skills from different disciplines for use in the realm of learning and in the future
- Target 2.4: Widening students' horizons and worldview through educational visits and cross-border learning programmes

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

Target 3.1: Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum

Target 3.2: Cultivating a spirit among students to practise Chinese virtues and to serve the community through co-curricular activities

Target 3.3: Strengthening the partnership between the school and home education

4. SEVEN LEARNING GOALS OF SECONDARY EDUCATION

(1) National and Global Identity

(2) Breath of Knowledge

(3) Language Proficiency

(4) Generic Skills

A. *Basic Skills*

(a) Communication Skills

(b) Mathematics Skills

(c) Information Technology Skills

B. *Thinking Skills*

(a) Critical Thinking Skills

(b) Creativity

(c) Problem Solving Skills

C. *Personal and Social Skills*

(a) Self-management Skills

(b) Self-learning Skills

(c) Collaboration Skills

(5) Information Literacy

(6) Life Planning

(7) Healthy Lifestyle

5. PRIORITY VALUES & ATTITUDES

- (1) National Identity
- (2) Self-control & Citizenship
- (3) Integrity
- (4) Empathy, Gratitude & Commitment
- (5) Respect for Others
- (6) Filial piety
- (7) Benevolence
- (8) Unity
- (9) Perseverance
- (10) Responsibility
- (11) Diligence
- (12) Love of Learning

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.1 Developing in students good study habits for effective learning both inside and outside the classroom				
• Strengthening students' study habits by regularly assigning relevant pre-lesson tasks to help students prepare well for constructing knowledge during lessons • Strengthening students' study habits by teaching appropriate note-taking, study and revision skills relevant to the subject • Showcasing effective note-taking practices in students' work regularly in class and in school-wide occasions such as Learning Celebrations • Enriching language across the curriculum (LaC) through subject-based and LaC learning and teaching activities to help students master the language used in content subjects • Enriching Reading Across the Curriculum (RaC) through the Drop-Everything-and-Read (DEAR) programme and subject-based reading activities and appropriate subject-related reading materials • Promoting self-directed learning among students through the effective use of Google Classroom and other online platforms and resources	<u>Learning Goals:</u> • Generic skills ✓ Problem- solving skills ✓ Self-management skills ✓ Self-learning skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• The majority of students have completed pre-lesson tasks assigned by their teachers, making use of such material to construct knowledge. Most students have acquired knowledge about taking notes during class and organising their notes after class. • As shown in Lesson Observation and Assignment Inspection records, teachers have designed and assigned exercises, as well as reading materials and related exercises, to help students master the language used in the subject. Students have finished such exercises with satisfactory results. • In the Annual Learning Activities Survey, students reflected that: ✓ They would finish the pre-lesson tasks assigned (88%), and that such tasks have helped them learn better in class (91%); ✓ They would take notes in class (91%), organise their own notes after class (80%), and make good use of the notes for revision (92%). ✓ They found that the answering techniques learned from their teachers have helped with their studies (96%); the reading materials and activities have helped them improve their subject-related language skills (89%); and relevant information provided via Google Classroom and in School	• Lesson observation • Book inspection • Schemes of work • LTAC / Subject panel meeting records • Stakeholder survey • APASO • Student Survey	• Students should continue to be encouraged to complete pre-lesson tasks and take notes in class. Subject teachers will be encouraged and guided by Panel Heads on further improvement in quality and use of such tasks during lessons. • All students should be encouraged and guided to organise their own notes after class and acquire more sophisticated skills in integrating ideas from various sources to improve their learning. • Subject teachers will be required to check, collect, grade or give feedback to pre-lesson tasks, and enhance the teaching of learning strategies concerning note-taking skills and habits, including higher level note-taking skills, strategies to organise notes taken in class and how to make good use of notes for revision. • More support should be given to inexperienced teachers in lesson planning and delivery, as well as means to enhance students' study skills and habits.

		Assembly helped them design test/exam revision plans. • From the Focus Group Interview and sharing sessions, conducted with 7 groups of totally 180 students concerning their study habits and note-taking skills, as compared with the same session last year, more students this year were ready to ✓ finish preparation work assigned by their teachers, take notes during the lesson, use their own notes for revision, and design revision plans before tests and exams; ✓ organise their own notes after class and write chapter summaries, as required by their teachers. • Professional development seminars to enhance teachers' techniques on lesson preparation and effective learning & teaching skills (Elements of a Good Lesson, for all teachers), for all teachers, and sharing sessions on Lesson Observation and Assignment Inspection, for Panel chairpersons were conducted. More than 90% of teachers participated agreed that such workshops provided concrete and practical suggestions for enhancing their skills in the specific areas concerned. • In the Annual Learning Activities survey, most students reflected that have used materials provided by subject teachers in Google Classrooms to improve their learning (89%), participated in online learning arranged by their teachers (90%) and online learning activities have helped enhanced the effectiveness in their learning (86%).	• All the teachers will be required to conduct sharing of reading experiences to encourage students to read extensively.
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- Workshop for S1 students was conducted by the Discipline Team to encourage them to establish good learning habits and enhance self-management skills: ✓ 自律守紀講座 ✓ 自我管理技巧工作坊	<u>Learning Goals:</u> - Generic Skills ✓ Self-management Skills <u>Values:</u> - Responsibility - Self-control & Citizenship	- According to results from APASO, the Q-score of Meaning in Life and Self-monitoring, Self-planning and Clear goal were 100 and 116 respectively which demonstrated a positive outcome. - According to results from stakeholder surveys, students showed positive responses towards goal-setting (3.5) and a healthy life (e.g. striking a balance between study and rest) (3.5). parents agreed that the school helped them develop their interests and life skills (3.9).	- APASO (Generic Skills) - Stakeholder Survey - Questionnaire - Teachers' observation	Class teachers reflected that the content is rich enough to teaches students to prioritize tasks based on urgency and importance. The workshop was suggested to be continued in the next academic year.
Workshop for S2 was conducted by the Life Planning Team to raise students' awareness to evaluate their daily habits in order to cultivate good habits for life-long learning.		- According to teachers' observation and minutes records, students actively participated in the activities. - Through the workshop, majority of students believe they have developed self-management skills (96%) and self-learning abilities (98%); as well as established a balanced schedule promoting a healthy lifestyle. - S1 students claimed that they were prepared to face the transitions and challenges of secondary school with commitment and care, effectively planning their learning and life.		The workshop helped sow the seeds among junior students in life planning. It was suggested to be continued in the next academic year.

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.2 Equipping students with the necessary generic skills for applications in authentic contexts				
• Subject-based projects in which students had to design hypotheses, conduct research and interviews, discuss with groupmates, analyse findings, write reports and give oral presentations were carried out to equip students with various generic skills • Subject-based co-curricular activities were organised to help students apply subject knowledge acquired and generic skills in various authentic situations. Such activities have provided students with opportunities to organise and participate in activities to help apply and strengthen their subject knowledge and various generic skills. • Students have participated actively in various inter-school competitions and activities, apply knowledge and skills learned in STEAM Ed, languages and different subjects in practical situations	<u>Learning Goals:</u> • Generic skills ✓ Communication skills ✓ Information technology skills ✓ Problem-solving skills ✓ Creativity ✓ Critical thinking skills ✓ Self-learning skills • Healthy lifestyle <u>Values:</u> • Love of Learning • Responsibility • Perseverance	• In the Annual Learning Activities Survey, students reflected that: ✓ Project learning activities have raised their problem-solving abilities (82%). ✓ Co-curricular activities allowed them to apply subject knowledge in authentic context (88%). • In the Stakeholder Survey, most students reflected that teachers often organise different learning activities both inside and outside of the classroom (73%); however, only half of the students thought they had taken an active role in learning inside and outside of the classroom (55%) and felt confident in learning (44%); and enjoyed learning inside and outside the classroom (45%). • According to Panel Chairpersons' reports, as reflected in the Assignment Inspection, students have had their generic skills raised through project-learning and co-curricular activities. Panel Chairpersons commented that the generally, students can apply subject knowledge learnt in competitions and activities • As reflected in the Student survey, 80% of students have participated in lunch time cross-curricular events and most participants agreed that such events helped to raise their problem-solving skills.	• Schemes of work • Teachers' record • Teacher observation • Student survey • Stakeholder Survey	• Subject-based, cross-KLA and cross-curricular project learning and other relevant activities should continue to be conducted to equip students with the necessary generic skills for application in authentic contexts. • The nature of the project and activity design and the roles of students should be carefully considered so that each and every student can take an active role, and will feel interested and motivated to apply skills and knowledge they have learned. • Continue to provide opportunities for all students to organize, as well as to participate in competitions and activities so as to create an environment for students to become equipped with the necessary generic skills for applications in authentic contexts.

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.3 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum				
• Subject-related reading resources and activities were employed in all subjects to enhance students' proficiency in language used for learning the subjects. • The DEAR programme and online reading programmes were implemented to enhance students' proficiency in both Chinese and English across the curriculum. • Book Talks, Book Exhibitions, Monthly Subject-based Book Exhibitions, Reading Sharing Sessions by teachers, etc. were held to encourage students to read extensively. • Various meaningful and authentic English, Chinese and Putonghua activities are provided for students throughout the academic year. English Week, Culture Weeks, the English Café, Chinese Culture Festival, PTH broadcast, PTH game booths, festive activities, public speaking, creative writing, inter-school reading circles, other language competitions, and various other measures were employed to generate a campus with rich English, Chinese and Putonghua contexts.	<u>Learning Goals:</u> • Language Proficiency <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• Subject-related reading resources were integrated into the curriculum of most subjects to enhance students' skills and proficiency in language used for learning the relevant subjects. Some exercises, such as pamphlet-design, were well received and students have produced innovative and creative products. Teachers' records showed that most students have satisfactory performance in reading-related exercises. • The DEAR programme was conducted 4 times per cycle and online reading programmes were provided for students. Innovative reading-related competitions were held and well received by students. As observed by the RaC team, the atmosphere during the DEAR session has improved, with most classes concentrating in reading activities. • As shown in the Schemes of work and meeting records, numerous co-curricular activities were held to generate a campus with rich bilingual contexts. Such activities were well received by students and teachers observed that students participated actively in the activities. • In the Annual Learning Activities Survey, students reflected that: ✓ Subject-related reading materials could help them learn through reading (90%);	• Schemes of work • Assignment inspection • Teachers' record • Student survey	• The use of subject-related reading resources should be implemented in all subjects to ensure students can enhance their proficiency in subject-related language. More activities can be used to motivate and arouse students' interest in reading to learn. • The adjusted DEAR programme has helped to improve the habit of reading. The RaC Team can continue to organise activities to help students build interest and the habit of reading extensively outside the classroom. • The general atmosphere of English and PTH learning has strengthened in the last few years. Activities to promote the rich English, Chinese and PTH context of the campus should continue to be conducted and measures should be taken to encourage more students to participate.

		✓ Subject-related reading materials could help them improve their subject-related language skills. (90%) ✓ They have participated in language/culture activities organised by the school. (80%) ✓ They agreed that participating in language activities could help improve their communication skills. (86%) ✓ The school has provided a language-rich environment for students. (91%) • In the Stakeholder Survey, reflected that ✓ For students, “I often read materials such as leisure reading materials and newspapers outside class (3.0); ✓ For teachers: “My students like reading” (2.0); and ✓ For parents: “My child likes reading” (3.2), showing a generally similar views that students do not like reading not assigned by their teachers. • In the APASO III (Affective Development), the Q-score of students’ responses on Reading (Non-assigned reading) and Reading (time for leisure reading) are 85 and 90 respectively, showing that students’ self-views in the area were similar to that of the Hong Kong norm.		
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Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
1.4 Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures				
• Exam and test paper blueprints were used by all subjects to standardize the ratio of easy/intermediate/advanced questions and ensure the appropriate coverage of topics taught. • Comprehensive statistics on tests and exams were provided for teachers to review student performance and formulate strategies to address students' needs. Subject teachers of each form adjusted the curriculum and schemes of work based on analysis of students' strengths, weaknesses and needs. • Markers' reports were completed by markers and oral examiners to identify the common mistakes observed in the tests and exams. Subject panel heads were required to adjust further measures to be used, based on students' performance and subject teachers' comments. • HKDSE exam reports and analyses of public exam results, including HKDSE and TSA, were provided and subject teachers are required to review departmental policies and strategies for learning and teaching practices. • Endeavour Class, subject-based enhancement and remedial classes, Summer Remedial Courses were offered for students, based on their performance in	<u>Learning Goals:</u> • Breadth of Knowledge <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• As reflected in the process of exam/test paper inspection, setters and all subject teachers concerned have helped to check the coverage and levels of difficulty of all test/exam papers. • As shown in the Subject Panel Meeting Minutes and meeting records, the performance of students in assessment and made use of the statistics to understand the areas of strengths and weaknesses of students. Statistics prepared by the Assessment Data Analysis Team were used to adjust the curriculum and schemes of work. • Assessment data were used as reference for providing extra support to students. ✓ S1-4 Endeavour Classes were organised to help the weakest students in each form to build better homework habits, ✓ subject-based enhancement courses were organised to upgrade the performance of subject elites; ✓ S1-3 Chinese, English and Mathematics Remedial classes were offered to help the weakest group in each subject and form to build a better foundation, ✓ Pre-S1 and Pre-S4 S4 Bridging Courses were organised for all S1/S4 students to better prepare them for using English in their studies	• Schemes of work • Subject panel meeting record • Teacher survey • Workshop Evaluation • Stakeholder Survey	• The format of the markers' report has been revised to suit subject-specific needs, thereby facilitating teachers' comments and suggestions on student performance. • The design of the exam/test paper comment sheet will be refined to ensure that all teachers concerned are responsible for the coverage and levels of difficulty of all papers. • The use of assessment data to inform curricular and pedagogical decisions and the planning and evaluation of the measures in subject panels have been adopted by all subjects to enhance learning and teaching effectiveness and the practice will continue. • Other than as a tool to evaluate the coverage, level of difficulty and predicted outcome of exam-scripts, the exam setting blueprint should be used effectively to analyse the assessment data and to provide information for adjustments in the teaching schedule and learning and teaching activities. • Professional development sessions to enhance learning,

internal tests and exams, to help students form good study habits, improve concentration, and thus performance. • HKDSE exam scripts of previous students were purchased and student performance was analysed along HKDSE School Statistical Report to identify the strengths and weakness of our students. • Panel chairpersons participated in professional development sessions sharing experience of assignment inspection, organised by QSIP, CUHK, and by the LTAC.		✓ Summer Remedial Courses provided students who did not perform well in their English or Mathematics exams. ✓ Panel chairpersons reflected that they have gained insight about enhancing learning and teaching effectiveness through alignment with various appropriate assessment measures		teaching and assessment strategies will be conducted, with the focus on the needs of teachers and students.
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Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement	Suggestions for follow-up / further development
1.5 Building a collaborative learning community among teachers through professional development			
- Professional development sessions organized by QSIP, CUHK were held to support the work of the Panel chairpersons and subject teachers of Biology, Chinese History, focusing on building a collaborative learning community among teachers of the each department. - A workshop on “Elements of Good Lesson” was conducted by QSIP for all teachers to build mutual understanding among the teaching staff on how to prepare for and conduct good lessons.	<u>Learning Goals:</u> Breadth of Knowledge	- QSIP experts assisted panel heads improve the processes of lesson observation, assignment inspection and ways to guide teachers to do collaborative lesson planning, peer lesson observation and designing learning and teaching activities. - Teachers participating in the professional workshops were satisfied with the event and reflected that the suggestions would be useful and that they have gained valuable knowledge. - As shown in the Stakeholder Survey, teachers' views on their teaching were very positive (85-95%).	- Workshop Evaluation - Stakeholder Survey - Meeting minutes - As 2024-25 was the last year that the school joined the QSIP scheme, professional development in the new academic year will be conducted mainly by the LTAC, with focus on learning, teaching, and assessment strategies.

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.1 Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences				
- Life-wide learning and experiential learning activities were integrated into the curriculum and co-curricular activities of various subjects to inculcate entrepreneurial spirit and other necessary qualities. - All S5 Science students designed and conducted self-directed scientific investigation displayed the reports on the Science Channel, and practised designing and organising sports competitions by submitting written proposals and conducting the events on their own. - Academic Prefects, Reading Ambassadors, English Ambassadors, PTH Ambassadors and subject-based CCA committee members helped teachers organise the Learning Celebration, Inter-house Quiz Competition and other whole-school academic activities which helped to enhance the study and language-rich atmosphere of the campus, as well as advancing their own competencies and leadership qualities - Students were guided and given opportunities to organise and participate in external competitions, presentations, and exhibitions	<u>Learning Goals:</u> - Breadth of Knowledge <u>Values:</u> - Creativity - Love of Learning - Responsibility - Diligence	- Teachers' observation, as shown in teachers' reports, revealed that the majority of students showed enthusiasm and high motivation in culture activities. 88% of students agreed in the Annual Learning Activities Survey that "Co-curricular activities provided opportunities for me to integrate subject knowledge in the real-life context". However, in Stakeholder Survey (Students), the result of the item "I enjoyed learning inside and outside the classroom" (45%) might imply that more has to be done to improve such activities. - From APASO III (Generic Skills), the subscales of Entrepreneurial Spirit (Risk Bearing) and Leadership both had a Q-score of 116.	- Schemes of work - Teachers' record - Student survey	- Continue to make good use of the Learning Celebration, Science Channel, English Cafe and other relevant co-curricular activities to - provide every student with the opportunity to present their own assignments/learning/skills and learn from their peers' presentation and good work. - Continue to integrate experiential learning into the curriculum and co-curricular activities, and allow all students the opportunity to participate in various life-wide learning experience - When preparing for activities, teachers-in-charge should consider their specific nature and purpose, and ensure that the different needs and character traits of students are catered for. - Keep refining the system to facilitate the arrangement and coordination of various events, and, in particular, ensure that opportunities are provided for the majority of students, as well as the elites.

• Organizing life-wide learning activities, to advance students' leadership qualities. • To enhance students' understanding about the country's contemporary development as well as to unleash their potentials in meeting the future challenges grounding on our Country. • To enhance students' sense of national identity through the arrangement of the following student activities. ✓ 中華文化節 ✓ 主題月：國慶月 ✓ 主題早讀：國家發展 ✓ 周會：國旗下的講話 ✓ 廣州內地交流團 ✓ 「心繫家國 3.0」傑出華人虛擬薈設計比賽 2025 ✓ 慶祝中華人民共和國成立七十五周年植樹活動 ✓ 升旗隊參加「國家安全論壇」及「外交菁英啟航日」	<u>Learning Goals:</u> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Self-control & Citizenship • Diligence	• From Stakeholder Surveys (2024/25), students (3.7) agree that the school actively develops their leadership abilities. • From Stakeholder Surveys (2024/25), teachers (4.0) agree that the school curriculum aligns with National and Global Identity. • From APASO III (Affective Development), all the subscales related to National Identity had a Q-score of 116, reached the highest level of 85% in Hong Kong, reflecting that MCNE activities effectively enhance students' sense of National Identity. • According to Teachers' Observation, MCNE minutes records and Student Reflections, MCNE activities help students: ✓ take on leadership roles to advance their leadership qualities. ✓ enhance their understanding about our country's contemporary development and their sense of national identity.	• Conducting student survey (APASO, Stakeholder Survey) • Collecting teachers' observation and student reflections	• To foster students' leadership development, the MCNE Team will enhance student group coordination of activities. • We plan to work in collaboration with the Constitution & Basic Law Ambassadors to arrange the following student activities: 國慶月、午間活動、電影欣賞會
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• A preventive activity was held for junior form students to promote the importance of information literacy. ✓ 新媒體素養提升計劃 (1)「有圖有真相？」 (2)「網上有法」 (3)「解密起底組」 ✓ 網絡康全工作坊	<u>Learning Goals:</u> • Information Literacy • Generic Skills ✓ Communication Skills ✓ Problem Solving Skills ✓ Collaboration Skills <u>Values:</u> • Respect for others • Integrity • Self-control & Citizenship	• According to results from stakeholder surveys, both students (3.8) and parents (4.0) showed positive responses towards support for student development- the school enables my child to understand how to get along with others, such as respecting others and being considerate. • Students responded positively, with 99% agreeing that the activities fostered a positive attitude for social media use. They learned values of respect for others, responsibility, lawfulness, caution, and self-discipline. • Students recognized the risks associated with the internet, media, and social platforms, learning not to blindly trust online information or hastily share messages, while also being cautious about revealing personal data and respecting others' privacy. • They also learned to be cautious in their online comments, increased their awareness of online bullying, and recognized the importance of seeking help, thereby enhancing their civic awareness and social responsibility. • There have been two cases related to "online disputes" this academic year (S1 and S2). It is commendable that bystander students recognize this as inappropriate behavior and seek support from teachers. Discipline Team is capable of providing appropriate education to students.	• Stakeholder Survey • Questionnaire • Teachers' observation • Discipline team case review	✓ The activity was meaningful which prompted students to utilize information technology in a wise and reasonable way. Related activities were suggested continue in the next academic year. To enhance students' understanding of information literacy as early as possible, next year's activities are expected to begin earlier in S1.
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- Developing leadership capabilities in Joyful Ambassadors (JA) so that they can plan and organize various activities for schoolmates that promote physical and mental health and positive coping and help-seeking culture - Wellness Week - Well-being Displays via roller banners ('Harmonious School') and notice boards - Quiz on Healthy Lifestyles and Emotional Health - Lunchtime Mini-games - Boardgames - Chill Hub - Relaxation Workshops - Equipping Joyful Ambassadors (JA) with the necessary interpersonal skills (e.g. active listening, communicating acceptance and recognizing emotions) conducive to providing mental support to other schoolmates through structured training and school-based workshops - Training Programme - School-based Workshops - Team Building Day Camp - Planning and Preparation for Mental Health Promotion Activities - Sharing during School Assembly	<u>Learning Goals:</u> - Healthy Lifestyle - Generic Skills - Communication Skills - Problem Solving Skills - Self-management Skills - Collaboration Skills <u>Values:</u> - Perseverance - Respect for Others - Responsibility - Empathy, Gratitude & Commitment - Benevolence	<u>Stakeholder surveys:</u> - The Stakeholder Survey findings indicated that students (3.8) and parents (4.2) and teachers (3.9) showed positive responses towards school climate – the school is a caring place. - Both students (3.8) and parents (4.0) were satisfied with the measures about Support for Student Development. The survey results reflected that our school actively teaches students how to get along with others. <u>APASO III (Affective Development):</u> - The Q-score of Affect (Positive Affect) demonstrated exceedingly positive outcomes (107) and is 15 higher than last year (92). The results reflected the effectiveness of our school's initiatives in enhancing overall well-being among students. - Q-score of Affect (No Negative Affect) Performance is equal to the territory-wide norm and is lower than that of last year (107). Emotional stability and self-regulation skills among students in need are still a concern. Additional preventive measures and interventions will be taken to create a supportive environment. - The Q-score of Leadership is 116. It indicates the programmes for nurturing student leadership are effective. <u>Teachers' and social workers' observation:</u> - Students have enhanced positive coping and help-seeking strategies through the wellness activities. - JA have improved their collaboration and interpersonal skills. They gained skills to better recognize the emotional needs of their peers.	- Student Survey (APASO, Stakeholder Survey) - School-based Student Survey - Teachers' Observation - School Social Workers' Observation	<u>Recommendation:</u> - to better utilize community resources such as the roller banners from The Hong Kong Playground ("Harmonious School") for extended displays on campus - to enhance promotion strategies for the Wellness Week <u>Recommendations to address the drop in Q-score of Affect (No Negative Affect)</u> - Strengthen MCNE workshops on helping students to adopt skills for managing their emotions and stress. - Provide individual and/or small-group interventions to students in need. - Evaluate the success and appeal of this year's relaxation activities and make necessary changes for next year.
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		• <u>Subject surveys:</u> ✓ Most students agreed they have learned some strategies to maintain healthy lifestyles (Sleep Well, Live Well), enhance peer relationships and improve emotional health. ✓ Approximately 94% of the participants agreed participation in the wellness activities could help them learn a range of strategies for calming down and regulating emotions. The activities could also help them reduce stress and gain emotional support. ✓ 100% of the Joyful Ambassadors reflected they have learnt practical skills conducive to providing mental support to other schoolmates. <u>Conclusion:</u> positive impact; overall effective strategies to cater for students' emotional needs; can foster a caring school culture		
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To broaden students' horizons, to equip them with generic skills by actively participate in external activities and /or competitions arranged by various Co-Curricular Activity groups.	<u>Learning Goals:</u> - Healthy Lifestyle - Generic Skills ✓ Communication Skills ✓ Problem-solving Skills ✓ Creativity ✓ Self-management Skills ✓ Collaboration Skills	- According to the Stakeholder survey and Student questionnaire (16), students like to participate in school's activities and services (4.0). - Teachers reflected that students actively participated in external activities or competitions and had high capability in winning awards in competitions.	- Record of participation - Record of external Awards	In the long run, persistent training is necessary. We should pay more attention to nurturing students' perseverance by different means.
- To equip students with leadership skills by: ✓ providing opportunities for CCA group leaders to stretch students' leadership potential as well as enhance their problem solving and organization skills. ✓ strengthening resilience trainings in "Leadership Training Camp".	<u>Values:</u> - Benevolence - Love of Learning - Responsibility - Diligence	- According to results from APASO, the Q-score of Generic Skills (Leadership) demonstrated positive outcomes (116). This might indicate that the implemented strategies are effective in enhancing students' leadership. - Both Stakeholder Surveys and student survey (19) & (22) reflected that students generally agree that school develop their leaderships abilities and activities can develop their interests and life skills (3.7) & (3.9) respectively. - In general, students are responsible of taking leadership roles in different events and exhibiting their leadership, problem solving and organization skills.	- APASO (Generic Skills-Leadership) - Stakeholder Survey (Students and Parents) - School-based Student questionnaire. - Teachers' observation	- A wide variety of balanced cross-curricular activities and other learning experiences should be designed to provide alternative opportunities for students to strengthen their self-confidence and build up their generic skills outside classroom. - Resilience training in "Leadership Training Camp" is worth continuing in the coming academic year.

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.2 Assisting the students to set and realize their learning goals through life-planning programmes				
- Strategically organizing life planning programmes in various forms by using life planning educational tools (e.g. finding your colours of life, career mapping, Careers Expo with Cognitio College (Hong Kong)) to help students explore their characters, interests, ability, values and potentials as well as to assist them set their learning goals - Organizing a variety of experiential learning activities (e.g. interview workshop, institute / workplace visits, internship tasting programme) to widen students' scope on career and life planning, as well as to enhance their understanding and life planning skills about the workplace/further studies	<u>Learning Goals:</u> - Life Planning <u>Values:</u> - Perseverance - Responsibility	- According to results from APASO III Generic skills and Learning and Teaching, the Q-score of Learning (Clear goal) and Learning Motivation (instrumental) were 116 and 115 respectively which demonstrated a positive outcome. - According to the results from stakeholder surveys, students (3.9) agreed that we often organize different learning activities, students (3.9) and parents (3.9) agree that we helped them develop their interests and life skills. - Class teachers reflected that our activities were welcomed by most students. Positive values were enhanced through the programmes. 95% students agreed that the experiential learning activities arranged could widen their scope on career and life planning in the questionnaire received. 98% students agreed that the experiential learning activities arranged could enhance their understanding on the world of work / further studies and life planning skills in the questionnaire received.	- Questionnaire - Teachers' observation - APASO and stakeholder survey	- Generally speaking, experiential learning activities were welcomed by students in every form. Students were committed in life planning. - Most life planning activities brought concrete concepts of multiple pathway, they would be continued in the next year. - The Life Planning Team would keep involving ambassadors in organizing various activities in order to help them explore their potentials and cultivate the value of responsibility among them.

• Prefects participated in external leadership training activities to develop leadership skills, including collaboration skills, problem-solving skills and public speaking techniques: ✓ 廉政公署【高中 iTeens 領袖計劃】 ✓ 九龍城民政事務處【Y-DRAGON】計劃 ✓ 國際扶輪 3450【地區中學朋輩調解比賽、工作坊】 ✓ 樂韻警聲亮校園（音樂會） • Prefects organize activities to promote moral values (Integrity and Law-abidingness) to fellow schoolmates with their creativity, collaboration skills, and problem-solving skills: ✓ 廉政公署互動劇場 ✓ 【知法守法、廉潔奉公】問答 + 標語創作比賽 • Prefects serve as ambassadors during school events to assist guests, thereby enhancing their leadership skills, including communication, problem-solving, and collaboration. ✓ 家教會選舉 ✓ 學校資訊日 ✓ 陸運會 ✓ 水運會 ✓ 中一新生註冊日 ✓ 中一迎新日及家長會	<u>Generic Skills:</u> • Communication Skills • Creativity • Problem Solving Skills • Collaboration Skills <u>Values:</u> • Integrity • Self-control & citizenship	• According to the results from APASO, the Q-score for Generic Skills (Leadership) demonstrated exceptionally positive outcomes, with a score of 116. • According to results from stakeholder surveys, students (3.7) showed positive responses towards support for student development - the school provides adequate opportunities for students to develop their leadership abilities. • Feedback from teachers, parents and guests reflected positively on prefects, noting their politeness, friendliness, appropriate responses, and willingness to help.	• APASO (Generic Skills) • Stakeholder Survey • Teachers' observation • Guests' Feedback	• Prefects will continue participating in the 高中 iTeen 領袖計劃 next year. They should ensure that there are diverse activities to maintain the engagement of participating students when they organizing the activities. • In order to enhance the flexibility in providing mediation-related activities, the school could seek for different organizations to provide students with such learning opportunities.
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Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.3 Optimizing conditions for students to integrate and apply STEAM-Ed related knowledge and skills from different disciplines for use in the realm of learning and in the future				
- Online platforms, as well as Google Classroom, were used by different subjects to facilitate learning. - Online platform accounts were provided for students to access online learning resources and self-directed learning tasks in languages, science, technology, PSHE, Arts and PE. - Senior form Science students are required to produce videos to explain scientific phenomenon in science channel to share their progress with other students and arouse their interests. - Subject teachers have made good use of various e-teaching and learning tools and online learning platforms to assign pre-lesson tasks, share relevant learning-and-teaching materials, provide a platform for students to share their work/presentation, acquire extra resources, complete self-regulated practice/quizzes and access extra/challenging tasks. - Elite students in STEAM-related subjects are provided with opportunities and guidance to participate in inter-school competitions, exhibitions and other activities.	<u>Learning Goals:</u> - Breadth of Knowledge - Generic skills ✓ Communication skills ✓ Information technology skills ✓ Problem-solving skills ✓ Creativity ✓ Critical thinking skills ✓ Self-learning skills ✓ Collaboration skills <u>Values:</u> - Love of Learning - Perseverance	- In the Annual Learning Activities Survey, students reflected that: ✓ They would make use of materials provided by teachers in Google Classrooms to improve their learning (89%); ✓ They have participated in online learning activities provided by their teachers (90%); ✓ Online learning activities have helped them enhance their learning effectiveness (86%). - In the Stakeholder Survey, around two-thirds of teachers agreed that their students know how to apply learning strategies such as online resources (69%); and their students often use different resources such as e-learning resources to learn. (63%). Around half of the students reflected that they know how to apply strategies (including on-line resources) (57%) - From APASO III (Affective Development), however, the Q-score of students' responses on “Information Technology (Less Time for Leisure)” (90); and “Information Technology (Not Attracted by its Functions)” (91) are similar to the norm in the whole territory.	- School-based questionnaire - Stakeholder surveys:	- All students are trained and familiar with the use of e-learning tools for in-class activities and outside the classroom. Most students have already formed the habit of using online platforms and the Google Classroom for various learning purposes. The practice will continue. - Subject panels should continue to evaluate the appropriate and effectiveness of online platforms currently used and take measures to raise students' motivation (from all classes) in using the platforms. - Teachers should give feedback to all homework assigned and keep a clear record of online assignments so as to help students to build a good habit of self-regulated studies.

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
2.4 Widening students' horizons and worldview through educational visits and cross-border learning programmes				
- Field visits (Tai Hang, Cheung Chau, Hong Kong Heritage Museum, Sam Tung Uk Museum, Hong Kong Palace Museum, Sheung Wan Heritage Trail, The Hong Kong Museum of the War of Resistance and Coastal Defence, Museum of Medical Sciences, Wong Nai Chung Gap Trail, Hong Kong Monetary Authority and HKEX) were organised to widen students' scope of knowledge and worldview. - Science elites were invited to participated in inter-school and international competitions, representing Hong Kong. - Organizing educational visits and cross-border learning activities cooperate with subject groups: History, Geography, PTH to extend their learning outside classroom: ✓ 跨科組社區考察：上環 ✓ 跨科組內地考察：廣州內地交流團 ✓ 跨科組活動：午間活動—文化匯聚廣州 ✓ 升旗隊參加「國家安全論壇」及「外交菁英啟航日」慶祝中華人民共和國成立七十五周年植樹活動 ✓ 「心繫家國 3.0」傑出華人虛擬薈設計比賽 2025	<u>Learning Goals:</u> • National and Global Identity • Breadth of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • National Identity • Love of Learning • Perseverance • Responsibility • Self-control & Citizenship • Diligence • Respect for Others • Unity	- Teachers-in-charge reflected that students were able to connect their experiences outside the classroom with their subject knowledge, to reflect on Chinese cultural heritage from multiple perspectives. - From Stakeholder Surveys (2045/25), students (3.8) parents (4.1) agree that the school helps students develop good moral character inside and outside of the classroom. - From APASO III (Affective Development), all the subscales related to National Identity had a Q-score of 116, reached the highest level of 85% in Hong Kong, reflecting that MCNE activities effectively enhance students' sense of National Identity. - According to Teachers' Observation, MCNE minutes records and Student Reflections, MCNE activities help students: ✓ widen their horizon and worldview ✓ understanding about our country's contemporary development ✓ enhance their sense of national identity ✓ establish proper values and positive attitudes towards life	- Schemes of work - Assignment inspection - Teachers' record - Teachers' observation and student reflections - Student survey (APASO, Stakeholder Survey, school-based student survey) - Schemes of work - Assignment inspection	- The practice of assigning research tasks in the preparation process, investigation process during the activities, and post-activity reflection and presentation should be kept and extended to all educational visits and cross-border learning programmes. - Educational visits and cross-border will continue to be organised to widen students' horizons and worldview. - In the next academic year, a study tour to the Mainland, specifically outside of Guangdong Province (省外交流團), will be organized for students to broaden their horizons and worldviews. - The fruitful learning experience of the tour participants should be disseminated to the entire school community through different means. - The school is planning for the Belt-and-Road exchange tour for students, through engagement, to strengthen their national identity and sense of belonging to our Motherland through participation in collaboration with the world.

✓ Organizing a mainland study tour Beijing during the period of 11-15 April 2025, to provide students with the opportunity to experience the dignity of flag-raising in Tiananmen Square and the heritages of old Beijing, as well as the technological development in the new enterprises. ✓ Organizing a two-week English overseas study tour to Leeds, UK was organised from 28 June to 13 July 2025, with the arrangements of English classes (mixed nationalities), guided tours to museums and galleries, full-day excursions, and homestay accommodation. ✓ Integrating overseas visits and guided tours with pre-activity tasks and post-activity reflection.		• Owing to the hoisting of “Orange Alert” due to whole gale windstorm in Beijing, students could only stay inside the hotel for their safety sake in April 2025. Almost all visits were cancelled. • From student survey, the majority of the participating students (3.94/4) agreed that taking part in the English study tour to Leeds could widen their horizons and worldview. They also agreed that they had improved their English (3.75/4) and learnt more about the British culture (3.88/4) after participating in the tour. • From teacher observation, the majority of the students actively participated in the activities held during the English study tour to Leeds. Despite various issues encountered, the participants were generally positive towards the tour and they were quite well-behaved throughout the tour.		
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Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.1 Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum				
• The 13 priority values have been integrated into the curriculum of different, realised in the learning & teaching activities, as well as cross-KLA activities and other learning experience. • Relevant National security education elements were incorporated into the curriculum and life-wide learning activities. • Positive values were incorporated into both the cross-curricular activities of various subjects. Examples of such learning activities include: ✓ Cross-KLA Chinese Culture Festival ✓ JUPAS Additional Information Writing ✓ Gratitude Speech Writing ✓ Chinese Literature appreciation ✓ Ancient Chinese Mathematicians ✓ Food Angel Service ✓ Struggles for Survival ✓ Summer Nursing internship programme ✓ 《基本法》《一國兩制》標語創作比賽	<u>Learning Goals:</u> • National and Global Identity • Breadth of Knowledge <u>Values:</u> • Integrity • Self-control & Citizenship • Responsibility	• National security education elements have been incorporated into learning materials in all subjects. • As reflected in subject surveys, most students agreed that the learning and teaching materials and activities helped them reflect on or develop positive values. • From APASO III (<i>Affective Development</i>): ✓ all the subscales related to National Identity: (Responsibility, Obligations), (Proud, Love), (National Flag, Anthem) and (Achievements) had a Q-score of 116; ✓ the subscales Honesty (Act of Honesty) and Morality (Importance) both had Q-scores of 116. • All the Q-scores above reflected performance well above the territory-wide norm. • From teacher observation, students participated actively during the Mainland Exchange trip and submitted high quality reports afterwards. • From the Annual Learning Activity Survey, 82% of students agreed that project learning could help to enhance their problem-solving skills.	• Schemes of work • Teachers' record • Student survey • Schemes of work • Lesson Observation • Assignment inspection • Teachers' record • Student survey	• Continue to help students adopt the positive values to face difficulties by enriching the formal and informal curriculum • Continue to organise learning and teaching activities inside and outside the classroom to incorporate national security education elements into the formal and informal curriculum • Continue to incorporate positive values into both the formal and informal curriculum of various subjects • Continue to provide students with the chance to participate in cross-curricular competitions and other learning activities to enhance their sense of responsibility, integrity and self-control & citizenship • Refine both the research and preparation stage, and the reflection tasks of activities to instil positive values among students so as to help students actively construct knowledge and adopt the positive values to face difficulties when growing up.

• Providing learning activities contextualized with appropriate current affairs and life events, to help students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum. 【生活事件簿教材套】 ✓ 中秋節 ✓ 國慶與國家成就 ✓ 尊重知識產權 ✓ 全球大事回顧 ✓ 環保消費 ✓ 國家安全與我	<u>Learning Goals:</u> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Self-control & Citizenship • Diligence	• From Stakeholder Survey (2045/25), students (3.8) parents(4.1) agree that the school helps students develop good moral character inside and outside of the classroom. • From Stakeholder Survey (2045/25), students (3.8) parents(4.0) agree that the school actively teaches students how to get along with others, such as showing respect for others and being considerate. • From APASO III (Affective Development), Morality (Importance) had a Q-score of 116, reached the highest level of 85% in Hong Kong, reflecting that MCNE programmes effectively enhance students' sense of morality. • According to teachers' Observation, MCNE minutes records and Student Reflections, MCNE activities help students: ✓ develop proper values, instill positive attitudes and practice appropriate behavior. ✓ put their learning into practice in their daily lives. ✓ understand and practice traditional Chinese virtues, as well as to strengthen their affection for and sense of belonging to the country.	• Conducting student survey (APASO, Stakeholder Survey) • Collecting teachers' observation and student reflections	• To foster stronger moral character in students, the MCNE activities in the next academic year should be more explicitly focused on morality and respect for others, and should be expanded to include more activities both inside and outside the classroom, particularly emphasizing the latter. • The MCNE Team planned to organize the following student activities outside classroom. S1：九龍寨城公園-律己合群 S2：上環社區-關愛 S5：啟德區-環保與健康生活
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- Discipline Team Arranged a preventive workshop for S1-2 students to cultivate their healthy lifestyles: ✓ 「吸煙多面睇」工作坊 ✓ 「COOLTEEN 有計」工作坊	<u>Learning Goals:</u> • Healthy Lifestyle <u>Values:</u> • Self-control & Citizenship	- The questionnaire conducted by LEAP showed that 98% of students could recognize the risks of tobacco and drugs, understand the impact of peer pressure and learn refusal skills. - Teachers observed enthusiastic student responses, enhancing their understanding of harmful substances (such as drugs, cigarettes, and alternative smoking products) and their damaging effects on the body. - Social workers adjusted topics based on trends, highlighting the recent issue of "Etomidate" (依托咪酯，俗稱“太空油”) which help students increase their awareness of the relevant concepts. - Discipline Team received one case of a student carrying cigarettes, reflecting a minimal occurrence in this school year.	- Questionnaire - Teachers' observation - Discipline team case review	✓ Schools must educate students to establish healthy lifestyle habits and remind them to stay away from harmful substances. It is essential to continue conducting related workshop in the next academic year.
- Prefects organize activities and sharing to promote moral values (Integrity and Law-abidingness) to fellow schoolmates with their creativity, collaboration skills, and problem-solving skills: ✓ 廉政公署互動劇場 ✓ 【知法守法】問答比賽 ✓ 【廉潔奉公】標語創作比賽 ✓ 【知法守法】價值觀集會分享	<u>Values:</u> • Integrity • Self-control & Citizenship	- In the APASO (Affective Development), students exhibited a Q-score of 116 for Morality (Importance) and 116 for Honesty (Act of Honesty). Notably, the Q-score for Honesty (Act of Honesty) increased from 111 in the 2022/23 academic year to 116, indicating an enhancement in students' awareness of honesty. - According to results from stakeholder surveys, both students (3.8) and parents (4.1) showed positive responses towards support for student development - the school helps students develop good moral character. - The questionnaire conducted by Discipline Team showed that 98% of students agreed they have a better understanding of Integrity and Self-control & Citizenship	APASO (Affective Development) Stakeholder Survey Questionnaire	✓ Through engaging activities, students were able to deepen their understanding of integrity, which was very meaningful. The event will continue next year. The nature of the activities may be adjusted each year.

Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.2 Cultivating a spirit among students to practise Chinese virtues and to serve the community through co-curricular activities				
• Providing learning activities contextualized with appropriate current affairs and life events, to cultivate a spirit among students to practice Chinese virtues. • Providing learning activities to enhance students' sense of national identity. ✓ 生活事件簿：中秋節 ✓ 上環社區考察 ✓ 廣州考察 ✓ 「心繫家國 3.0」傑出華人虛擬薈設計比賽 2025 ✓ 升旗隊參加「國家安全論壇」及「外交菁英啟航日」慶祝中華人民共和國成立七十五周年植樹活動 ✓ 「心繫家國 3.0」傑出華人虛擬薈設計比賽 2025	<u>Learning Goals:</u> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Care & Respect for Others • Empathy, Gratitude & Commitment • Self-control & Citizenship • Diligence	• From Stakeholder Survey (2045/25), students (3.9) agree that through the opportunities that the school provides (including activities outside of the classroom) can develop their interests and life skills. • According to Teachers' Observation, MCNE minutes records and Student Reflections, MCNE activities help students: ✓ develop proper values, instill positive attitudes and practice appropriate behavior. ✓ understand and practice traditional Chinese virtues, as well as to strengthen their affection for and sense of belonging to the Country.	• Student survey (APASO, Stakeholder Survey) • Teachers' observation and student reflections • Student questionnaire	• To effectively promote Chinese virtues, a range of diversified strategies will be implemented. • Multiple strategies will be adopted: ✓ 中華文化節 ✓ 文化早讀：《文明中華》 ✓ 國事分享：國旗下講話 ✓ 中華節慶—喜迎新春 ✓ 中華文化參觀： ➢ 中一級 - 參觀九龍寨城公園 ➢ 中二級 - 上環社區探究
• Organizing environmental activities to promote green and healthy lifestyle among students and to build up their collective responsibilities and commitment in environmental protection. ✓ 生活事件簿：環保消費 ✓ 社區環保考察：啟德 ✓ 校園環保提示卡		• According to Teachers' Observation, MCNE minutes records and Student Reflections, MCNE activities help students: ✓ develop green and healthy lifestyle ✓ build up their collective responsibilities and commitment in the environmental protection		

• Cultivating students' traditional virtue of filial piety and teaching them to show love, care and respect to their parents and elders at home through gift-making workshops • Cultivating in students a sense of thankfulness to people who have helped them and appreciation for what they possess by organizing various activities and competitions during the Gratitude Month: ✓ Sharing of messages during School Assembly to teach students to practise filial piety in daily life ✓ Utilizing a touching short video to teach students to repay the kindness of parents ✓ Conducting gift-making workshops during MCNE lessons ✓ Organizing 'The 21-day Gratitude Challenge' English Writing Competition (in collaboration with the English Department)	<u>Learning Goals:</u> • Healthy Lifestyle • Generic Skills ✓ Communication Skills ✓ Self-management Skills <u>Values:</u> • Respect for Others • Responsibility • Empathy, Gratitude & Commitment • Benevolence • Filial Piety • Unity	• <u>Stakeholder surveys:</u> ✓ Both students (3.8) and parents (4.1) showed positive feedback towards Support for Student Development: the school helps students develop good moral character. Moreover, the data collected from the parents' survey (4.1) has increased compared with last year (4.0). • <u>APASO III (Affective Development):</u> ✓ Students have a strong sense of belonging to school (Q-score of Belongingness 109). • <u>Subject surveys:</u> ✓ Most students: actively participated in gift-making workshops to create Christmas gifts for their parents using DIY kits. ✓ Most students: are grateful to people who have helped them and cherish what they possess after the activities. ✓ Approximately 95% of students: participation in the Gratitude Month could foster the traditional virtue of filial piety; teach them to express love, care, and respect for their parents and elders at home. • <u>Teachers' Observation and MCNE lessons & OLE Days Students' Portfolio:</u> Most students are filial to and thankful for their parents (through actions such as studying diligently and sharing family responsibilities). • <u>Conclusion:</u> positive impact; parents displayed growing trust in the school's initiatives to nurture students' positive values	• Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation • MCNE lessons & OLE days • Students' Portfolio	• Not all students were able to participate in the lunchtime gift-making workshops during last year's Gratitude Month. To address this issue, gift-making workshops were incorporated into MCNE lessons this year. • <u>Continuous efforts suggested:</u> ✓ Provide students with ample opportunity to engage in the activity during MCNE lessons. ✓ Allocate enough time for students to engage in the activity and complete their MCNE lessons & OLE Days Students' Portfolio, allowing for more timely reflection on their experiences.
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• Arranging community services by the CCA service groups for students to cultivate caring attitudes.		• According to Stakeholder Survey, parents showed positive feedback students to get along with others with respect and consideration (4.0); and they like to participate in school's activities and services (4.0). • Teachers reflected that students are willing to serve the community; and can express their gratitude through participation in the services.		CCA community services group can connect frequently with social workers and explore in various services activities outside the campus.
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Measures (School arrangements in facilitating students' performance)	Relevance to the learning goals & values	Achievement		Suggestions for follow-up / further development
		Student performance	Evaluation method	
3.3 Strengthening the partnership between the school and home education				
• Arranging dual class teachers in all S1-5 classes to foster communications with parents. • Subscribing a parent education App / online platform to promote parent education through multimedia positive parenting information. • Organizing parents' education and parent-child education activities / workshops, in collaboration with the Parents & Teachers Association (PTA), to enhance the cultivation of positive values and a healthy lifestyle among students. • Arranging regular PTA meetings and student-parent-teacher joint consultation meetings to foster good communications and receive opinions for healthy school development.	<u>Learning Goals:</u> • Healthy Lifestyle • Generic Skills ✓ Communication Skills ✓ Collaboration Skills <u>Values:</u> • Respect for Others • Filial Piety • Unity	• The following talks were arranged for parents: ✓ S1 Orientation: 「協助子女過渡中學生活」 (24 August 2024) ✓ S4-5 Parents' Talk: 「拒絕事倍功半 — 如何有效學習」 (19 October 2024) ✓ S6 Parents' Night: JUPAS Selection Strategies & Multiple Pathways (8 November 2024) ✓ “Choices of S4 Electives” for S3 parents (14 February 2025) • To tighten family ties, parent-child picnic to Crooked Island and Lai Chi Wo; as well as alcohol ink art activity were arranged on 3 May and 17 May 2025 respectively.	• Stakeholder survey • Parents' survey on events • PTA meeting minutes	• The school will organize more home-school cooperation and parent education activities to enhance the cultivation of positive values and healthy lifestyles among students. • The school will arrange regular PTA meetings / gatherings for parents to share among one another their relevant experiences and insights for establishing good parent-child communication and helping children release negative emotions. • With the provision of a “One-off Grant on Parent Education” utilized before the year 2026/27, the school will plan for the appropriate parent education activities in the remaining years.

Student Performance – External Awards
學生表現 - 校外活動獎項
(2024-2025)

Academic Activities 學術活動

Activities 活動	Prizes 獎項	Winners 獲獎者
2024 年粵港澳大灣區(惠州)無人機競速大賽暨第六屆 iFlight 翼飛無人機競速大賽	青少年組--亞軍	1C 蔡日朗
機電工程署主辦「GWIN 2024 智慧城市物聯網機電應用挑戰賽」	中學組--冠軍 (Tilt Angle Detection of Vertical Objects)	3A 柯瀚城 3A 施凱文
	中學組--評審嘉許獎 (Water Level Sensing)	3A 李偉軒 3A 沈家豪
2024 年黃廷方獎學金	獎學金	5B 陳文婷
HKICPA/HKABE Joint Scholarships for BAFS 2024-2025	Scholarship	5A Yip Wai Yin
柏立基爵士信託基金「傑出學生資助(非學術範疇)2024-25」 資助機構及課程：Street Dance Society (SDS): Popping, Hip Hop, House, Locking, Groove & Soul	傑出學生資助	6B 陶琛瑤
開放數據應用比賽 2024--智慧生活	中學組--最佳團隊合作獎	4A 傅匡廷
	中學組--三等獎	4C 李旭朗 5A 林耀銘 5A 馬嘉堯
教育局主辦「閱讀像……」創意句子寫作比賽	英文組 傑出獎	3C 張愷盈
尤德爵士紀念基金獎學金 2024/2025	獎學金	6A 李曉南 6A 唐潔兒
2025 第九屆世界無人機大會 粵港澳大灣區無人機競速錦標賽	冠軍 一等獎	1C 蔡日朗
「第十五屆全運會群眾賽事(航空)模型項目」無人機競速(F9U)個人賽	亞軍	1C 蔡日朗
香港青少年數學精英選拔賽	三等獎	3A 蘇浩林
第 42 屆香港數學競賽	三等獎	5A 劉曉烽
2025 Hong Kong Mathematics Kangaroo Contest	Merit Award	5A 林耀銘 5A 黃灝文 5A 吳厚樺 5A 馬嘉堯
	Elite Award	5A 黃宗霆

2025 香港數學及奧數挑戰賽	金獎	1A 張耀坤 4A 余莉詩 5A 劉曉烽
	銀獎	2A 林欣瑜 2B 劉鎧樂 3A 施凱文 3A 李俊熹 5A 林耀銘
	銅獎	1B 黃立賢 2A 歐陽偉煌 3A 柯瀚城 3A 林浚謙 3A 江沛楓 4A 潘振宇 5A 林家毅 5A 黃宗霆 5A 吳厚樺
	季軍	3A 蘇浩林
AIMO 港澳盃初賽 2025	銀獎	3A 李俊熹 5A 黃宗霆
	銅獎	3A 袁子喬 3A 林浚謙
華夏盃全國數學奧林匹克邀請賽 2025 初賽	二等獎	1A 林渝松 3A 柯瀚城
	三等獎	1A 黃駿昊 1A 羅欣琦 3A 袁子喬
華夏盃全國數學奧林匹克邀請賽 2025 晉級賽	二等獎	3A 袁子喬
	三等獎	1A 黃駿昊
華夏盃全國數學奧林匹克邀請賽 2025 總決賽	二等獎	3A 袁子喬
	三等獎	1A 黃駿昊
2025 香港數學及奧數挑戰賽	優質數學教育團體金獎	文理書院(九龍)
香港創科展 2024-2025	初中組優異獎	3A 鄺愷羚 3A 蘇若瑜 3A 蘇雪怡 3A 王琳欣 3A 吳熙瑜 3B 林澄樂 3B 李佳遙 3B 謝心玥 3B 盧柏宇

第 27 屆香港青少年科技創新大賽 2025	優秀組織獎	文理書院(九龍)
	初中組 生物及健康 三等獎	3A 鄭愷鈴 3A 蘇若瑜 3A 蘇雪怡 3A 王琳欣
	初中組 化學及材料 二等獎	3A 吳熙瑜 3B 林澄樂 3B 李佳遙 3B 謝心玥 3B 盧柏宇
	高中組 化學及材料 一等獎	4A 湛海堯 4A 余卓林 4A 余莉詩 4A 李紫晴
	初中組 優異獎	3A 沈家豪 3A 李偉軒 3A 柯瀚城 3A 施凱文
香港中華文化發展聯合會《周有光 盃——普通話說講朗誦及拼音比 賽》(2024/25 學年) 講故事比賽	銅獎	2A 李思瑤
學生創新科技訓練及栽培計劃		4A 傅匡廷 4A 汪琇恩
第二屆「少年創科達人大獎」	「創科少年 2025」五十強 及優異狀	3A 柯瀚城 3A 施凱文
第四屆香港青少年航天創新大賽	高中組 二等獎	4A 傅匡廷
HKUSPACE Certificate for module (cloud computing elements)	Merit	4A 陳永鏞
	Distinction	4A 張智業 4A 傅匡廷 4A 徐瑋希 4C 李旭朗
Aerosim Advanced Aviation Training Program 2024-2025	Certificates	5A 陳曉澄 5A 黃沛 5A 黃以德 5B 杜汶軒 5C 張立文 5C 劉子謙 6C 葉嘉俊 6D 董冠華
2025 Harvard Prize Book	Certificate & Prize Book	5A Choi Ka Chun 5A Xu Wai Yi 5A Chan Elli-Rose

76th Hong Kong Schools Speech Festival (English Solo Verse Speaking)	Merit	1A Ng Kwan Ho 1A Wong Wai Lok 1B Chan Ethan 2A Lo Kwan Lok 2B Li Junkai 2C Sun Atsumori 2D Wu Ho Yan 3A Chan Yun Fung Arthur 3A Chen Vicky Ya Wing 3A Cheung Chak Yan 3A Fung Yiu Yiu 3A Kwong Hoi Ling 3A Lai Ka Lam 3A Shun Ka Ho 3A Si Hoi Man 3A Tam Yiu Tai
	Proficiency	1A Luk Hei Yi 2C Mau Hay Lei Haley
Time to Talk Public Speaking Competition	Merit	3A Kwong Hoi Ling 3A Leung Ka Yu
Hong Kong Battle of the Books – Modified Secondary	3 rd place	3A Chan Yun Fung Arthur 3A Chen Vicky Ya Wing 3A Cheung Chak Yan 3A Fung Yiu Yiu 3A Kwong Hoi Ling 3A Lai Ka Lam 3A Leung Ka Yu 3A Shun Ka Ho 3A Si Hoi Man 3A Tam Yiu Tai 3A Wong Lam Yan
English Builder Outstanding Achievement Award (For Top 50 Scorers in Hong Kong)	Distinction	1B Yuk Kin Chun
Speak Up - Act Out Drama Competition	Certificate of Participation	3A Leung Ka Yu 2D Wu Ho Yan 2D Zhong Zikui 1A Shi Hok Yee 1C Chung Si Man 1C Wong Ho Wai
「歷史四維遊」全港中學生網上閱讀獎勵計劃	閱讀獎勵計劃（挑戰版）優異獎	1A 李匡齊 2A 歐陽偉煌 2A 郭品樂 2A 盧昆樂

		2A 黃文雅 3A 黃嘉茵 3B 吳奕晞 3C 范瑋燁 3D 鍾汶希
教育局課程發展處主辦「傳承・想創——積極推廣中國歷史與中華文化學校年度大獎(2024/25)」	積極推廣中國歷史與中華文化學校年度大獎	文理書院(九龍)
	積極推廣中國歷史與中華文化獎	1A 周曉琳 2A 黃文雅 3A 何智禎 3A 鄭愷羚 3A 黃嘉茵 3B 吳奕晞 3D 鍾汶希 5A 許政昕 5A 黃梓琪 5B 譚文慧
「中國歷史文化學生導賞大使」培訓計劃	最佳導賞賞析獎	2A 黃文雅
「加德士機械人工程師教室」 全港中小學機械人競賽 2025 中學組 相模對戰賽	精英代表—殿軍	4A 陳文珏 4A 章澤胤 4A 李偉軒 4A 吳熙瑜 4B 黎迦霖 4B 李懿豐 4B 彭朗熙 4B 阮芷晴
第二十屆宋慶齡少年兒童發明獎	初中發明品 銅獎	3A 柯瀚城 3A 施凱文
Aerosim Hong Kong & Macau Inter-school Aviation Tournament 2025 (AIAT2025)	Glider Wings Performance Award category Merit Award	Cognitio College (Kowloon) 4A Fu Roger 4A So Sze Hang 4C Lee Yuk Long 4C Lung Yat Nam 4C Wong Yuk Ting
	Tier 2 – Top Pilots Award 1st Runner-Up	4A Fu Roger

Leaderships 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
2024-2025 年度九龍城區傑出學生選舉	高中組優異獎	4A 湛海堯
	初中組優異獎	3A 鄺愷玲

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
第 61 屆學校舞蹈節	中學組爵士舞及街舞(群舞) 優等獎 編舞獎	1A 梁家泳 1A 李綾嫻 1C 徐嘉彤 2A 駱蔚璇 2D 連心怡 2D 林鄭欣 2D 彭靖童 3B 陳乙彤 3B 何子遙 3B 黃紫璇 3D 尹靖婷 4A 林祉祺 4B 陳紀行 4B 賴郁琦 5B 王雪兒
香港知專設計學院及香港專業教育學院(李惠利) 主辦 3x3 男子籃球邀請賽 2025	銀盃賽 季軍	4C 陳恩灝 5B 方浩文 5B 郭健鋒 5C 林煜傑 6C 梁栢豪
中學校際乒乓球比賽 2024-2025 (九龍區第三組別女子丙組)	季軍	2A 李琛瑜 2B 梁樂嫻 2B 彭晞穎 2D 易晞彤

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
Art-at-all 主辦「香港傑出學生藝術家獎」	2024 年度入圍學生藝術家	梁皓婷 (2024 年畢業生)
香港美術教育協會主辦「葛量洪視覺藝術獎」	葛量洪視覺藝術獎	鍾可晴 (2024 年畢業生)
中國美術學院舉辦「第 27 屆全國中小學生繪畫及書法比賽」	繪畫優秀獎	5B 陳文婷
香港當代藝術學院舉辦「2024 當代中學生繪畫比賽」	特別榮譽獎	5B 譚文慧
置地公司家族基金及香港遊樂場協會舉辦【中環綠色奇緣】繪畫比賽	銀獎	5B 譚文慧
	優異獎	5C 洪子桐
香港菁新交流協會、香港春潮畫會舉辦「青年藝術節 2024 全港青少年中國畫比賽」	優異獎	6B 蘇祖賢
香港菁新交流協會、香港春潮畫會舉辦「青年藝術節 2024 全港青少年西畫比賽」	入選	5B 譚文慧
中小學數學應用創意信息圖設計比賽	優異獎	5B 譚文慧
九龍城撲滅罪行委員會及九龍城民政事務處主辦「九龍城區滅罪插畫創作比賽(一齊企硬, 唔 take 嘢!)	優異獎	6B 鄺美寶
Good morning class 主辦「第四屆肖像畫繪畫比賽」	金獎	3D 尹靖婷
香港小童群益會及社會福利署主辦「全港【0 欺凌】電繪創作比賽」	季軍	5B 譚文慧
葛羅夫文化藝術中心主辦「冬日聖誕心意卡設計比賽 2024-25」	金獎	5B 譚文慧
第九屆全港學界「中史解碼」— 電子賀卡設計比賽	推廣閱讀文化學校	文理書院(九龍)
	高中組傑出作品獎	5A 許政昕
	高中組冠軍	5A 黃梓琪 5B 譚文慧
「第三屆校際 AI 藝術創作大賽 - 智畫神話」	初中組 一等獎	3D 尹靖婷
	初中組 二等獎	2A 張梓渝
	初中組 三等獎	2A 李思瑤 3B 黃紫璇

	初中組 卓越表現獎	1A 黎芷悠 1A 鄧紫悅 1A 雲詠思 2B 梁峻霖 2C 李芊悅 3B 彭朗熙
「心繫家國 3.0」傑出華人虛擬薈設計比賽 2025	一等獎	4A 傅匡廷 4A 張智業 4A 陳永鏞 4A 蘇思衡
香港品質保證局及教育局商校合作計劃【理想家園】海報設計比賽	亞軍	1A 黎芷悠

Financial Report

Cognitio College (Kowloon)

2024-2025 Financial Report summary

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Government Funds)			402,519.24
(I) Government Funds			
(1) EOEBG Grant			
(a) Non-School Specific			
Basic Baseline	1,945,574.66	2,433,359.53	
Other income received	3,076.89	0.00	
Sub-total:	<u>1,948,651.55</u>	<u>2,433,359.53</u>	-484,707.98
Pior year(s) adjustment			
(b) School Specific			
Administration Grant	4,655,376.00	4,657,825.00	
Capacity Enhancement Grant	676,944.00	673,910.67	
Composite IT Grant	593,929.00	446,604.20	
Air-Conditioning Grant	654,524.75	356,109.77	
School-based Management Top-up Grant	53,385.00	0.00	
School-based Therapy Admin Recurrent Grt	8,541.00	577.50	
Sub-total:	<u>6,642,699.75</u>	<u>6,135,027.14</u>	507,672.61
Balance c/f (Government Funds)			<u><u>425,483.87</u></u>
Balance c/d (Government Funds)			1,297,595.89
(2) Grants Outside EOEBG			
Teacher Relief Grant (Optional)	5,029,800.00	5,884,870.21	
Diversity Learning Grant	84,000.00	81,210.00	
Learning Support Grant	491,952.00	524,404.60	
Life-wide Learning Grant	1,236,410.00	1,261,960.31	
Support for NCS Students Grt	159,041.00	176,158.00	
NCS Students with SEN Grt	106,769.00	51,300.00	
Sub-total:	<u>7,107,972.00</u>	<u>7,979,903.12</u>	-871,931.12
Balance c/f to next year (Government Funds)			<u><u>425,664.77</u></u>

Financial Report - cont'

	<u>Income \$</u>	<u>Expenditure \$</u>	<u>Balance \$</u>
Balance c/d (Subscriptions)			6,972,095.15
Subscriptions			
Subscriptions	99,510.00		
Tuckshop Rental received	88,000.00		
Others	4,790,468.68	5,300,271.11	
Sub-total:	<u>4,977,978.68</u>	<u>5,300,271.11</u>	
 Balance c/f to next year (Subscriptions)			 <u><u>6,649,802.72</u></u>
 Balance c/d (Approved collection for specific purposes)			801,738.30
Approved collection for specific purposes			
Income received			
Expenses		226,500.00	
Sub-total:	<u>0.00</u>	<u>226,500.00</u>	
 Balance c/f to next year (Approved collection for specific purposes)			 <u><u>575,238.30</u></u>

Remarks: Salaries Grant and Employer's Contributions to PF/MPF Scheme for Non-teaching staff are not included.