COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL REPORT

2025-2026

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

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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) Digital 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
(13) Creativity

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 life-long learning				
• Strengthening students' study habits by regularly assigning relevant and motivating pre-lesson tasks to help students prepare well for constructing knowledge during lessons • Strengthening students' study habits by teaching appropriate note-taking and organizing, summarizing, study and revision skills relevant to each subject • Showcasing effective note-taking practices and other effective study skills shown in students' work regularly in class and in school-wide occasions such as the Learning Celebrations • Enriching language across the curriculum through subject-based and LaC learning and teaching activities to help students master the language used in EMI subjects • Promoting self-directed learning among students through the effective use of Google Classroom and other online platforms and resources • Provide encouraging feedback as well as specific and constructive suggestions to guide students to make improvement • Encouraging students to design their own post-lesson notes, e.g. through constructing graphic organizers as summary diagrams, identifying questions, creating mock quizzes, and	<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 ✓ Diligence	• From the stakeholder survey: ✓ Students and teachers had generally positive view (3.9 / 4.2) towards the teaching of learning strategies such as doing pre-lesson preparation, using concept maps and on-line resources. Similar scores were found in the previous year. ✓ Students had generally positive view (3.6) towards their application of learning strategies such as doing pre-lesson preparation, using concept maps and on-line resources. The score was the same as that in the previous year. • From lesson observation: ✓ In the majority (80%) of the lessons observed, students took part in pre-lesson activities and tasks. ✓ Many teachers demonstrated AI-empowered pedagogy during lessons • From assignment inspection: ✓ Students generally made appropriate application of learning strategies and effective use of resources (3.62/4). ✓ The design of learning materials facilitated the development of generic skills among students (3.92/4) and encouraged good study skills and habits (3.62/4). • Most students were able to demonstrate good study habits by preparing for lessons through the completion of pre-lesson tasks and by taking notes during class as	• Lesson observation • Assignment inspection • Schemes of work • Subject panel meeting records • Stakeholder survey • APASO • Student Surveys • Annual Learning Activities Survey	• In the long run, the school should formulate the school plan to develop students into self-regulated learners through the integration of artificial intelligence (AI) into their learning. We should strengthen the ethical use of AI tools and existing digital tools among students for timely personalized feedback with guided learning and active processing, self-reflection and feedforward elements. • To align with technological advancements, students are encouraged to utilize both AI tools and manual methods for organizing notes. Teachers will closely monitor for accuracy and conceptual clarity to ensure students do not rely on AI for "rote copying" but instead achieve a deep understanding of the subject matter. • English Department advised the teachers to implement more frequent dictations and quizzes as a way to build students' study habits; as well as to develop students' habits for preparing tasks before listening (marking / highlighting Data

conducting learning reflections • Employing subject-based AI-empowered strategies through alignment learning, teaching and assessment, through staff development programmes and professional sharing at both subject and school levels		appropriate. Teachers encouraged students to design their own post-lesson notes. However, the quality of such work varied from student to student. • Most students were able to make use of online platforms as a self-directed learning resource to facilitate learning. • Students have demonstrated improved awareness of the language used in content subjects through various language across the curriculum and reading across the curriculum measures and activities.		File). • Chinese Department reported that Some students over-relied online resources and uncritical copying for project learning. To address this and improve task distribution among students, it is recommended to implement division-of-labour sheets and peer evaluation mechanisms.
• Arranging workshops for students 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	Learning Goals: · Generic Skills ✓ Self-management Skills ✓ Self-learning Skills Values: ✓ Responsibility ✓ Self-control & Citizenship ✓ Diligence	• The Stakeholder Survey findings showed positive responses from students (3.5) and parents (3.6) towards student learning-students leads a healthy life, such as striking a balance between study and rest. • According to teachers' observation and minutes records, students were actively participated in the activities. • Majority of S1 students believe they have developed self-management skills (98%) and self-learning abilities (97%) through the workshop. • Over 98% of S1 students believe they will establish a balanced schedule that includes exercise, play, rest, diet, and study, promoting a healthy lifestyle. They are also prepared to engage in school life with self-discipline and responsibility.	• Questionnaire • Teachers' observation	• The seminar「自律守紀講座」will be retained in the coming school year to continuously cultivate good learning habits and healthy lifestyles. • Positive Reinforcement measures will be expanded by introducing the pledge「良好行為約章」across the whole school to encourage student to establish good learning habits and enhance self-management skills.
• Carrying out a workshop in a MCNE lesson to raise students' awareness to evaluate their daily habits and cultivate good habits for life-long learning.		• According to the results from stakeholder surveys, students (3.6) agreed that they set their own learning goals; whereas parents (4.0) agreed that the students developed their interests and life skills. • According to teachers' observation and minutes records, students got a conceptual framework to establish their daily habits as		• The effectiveness in delivering the messages to students could be hampered with the substitution of two Class Teachers due to their sickness. We believed that it was not a normal circumstance. • The overall feedback from the

		life-long learners. However, some of them did not engage in the discussion seriously. The desirable impacts on these students were in doubt. • From the questionnaires collected, 96% students agreed that the purposes of the workshop were achieved.		students was still positive. We believe that 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				
• Making effective use of project learning, experiential learning and field studies with authentic context to equip students with problem-solving and other generic skills • Providing cross-curricular activities which offer opportunities for students to apply generic skills and subject knowledge acquired in various authentic situations • Providing opportunities for students to participate in and organize competitions, presentations and other activities so as to strengthen their problem-solving and other generic skills. Cross-Curricular projects include: ✓ Chinese Culture Day 啟城x中華文化日 (PSHE, Chinese Language, Music, PE, RaC Team), ✓ 國潮解碼（Chinese History, CSD, 中史與中華文化學會） ✓ 邁向碳中和學生校園大使計劃（CSD、Green Team) ✓ S2 Environmental Packaging Model Project (Mathematics, Visual Art Subject, Community Service Group) ✓ 中國古代數學家 (Chinese History, Mathematics) ✓ Statistics Project (Mathematics, LaC Team and PE) ✓ STEM Challenge 港鐵公司	Learning Goals: · Breath of Knowledge · Language Proficiency · Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills Values: ✓ Love of Learning ✓ Perseverance ✓ Responsibility ✓ Diligence	• Through the development of the newly established KaiTak@KowloonCity Study Centre 啟城學堂 on 7 November 2025, our participating students have been nurtured with proactive learning, confidence, and creativity. The Centre showcases the learning outcomes of students in areas such as languages, history, culture, technology and visual arts. Also, a number of Students Ambassadors were trained to share the charm of this new space to the visitors. Many students and visitors have acquired the knowledge the historical relics and cultural heritage of Kowloon City and the latest developments and new technology in Kai Tak. • Students satisfactorily participated in cross-curricular project learning activities. Students participated enthusiastically. Particularly, some students participating in the Chinese Culture Day reflected that the activities successfully deepened their knowledge of the history and culture of Kowloon City and Kai Tak. • Students took part in cross-curricular activities during S1-2 LaC lessons which offered opportunities for them to apply subject knowledge acquired in various authentic situations. • Students took part in various competitions such as English Speech Festival (Solo Verse Speaking) and got satisfactory results.	• Assignment inspection • Schemes of work • Subject panel meeting records • Stakeholder survey • APASO • Student Surveys • Annual Learning Activities Survey	• Through the project learning related to the Study Centre, we believe that students should aquire strong humanistic qualities, information technology literacy, confidence, creativity, and a spirit of proactive learning. • Many other project learning opportunities will be carried out in the second term. • The implementation of cross-curricular activities should be sustained by fostering collaboration with more functional groups and identifying a broader variety of topics. • Students are going to take part in more English competitions in the second term, e.g. Speak Up Act Out Drama Competition, Battle of the Books, etc. • In Chinese Language, the S4 video-based oral presentations have proven effective. This format necessitates critical thinking and personal synthesis, preventing a direct "copy-and-paste" approach from AI and ensuring students truly process the information. • To achieve some of the goals of

「STEM 創未來」(Computer Literacy, ICT, Physics) ✓ InnoTech Expo 2025 (CL, ICT, Physics) ✓ Understanding ancient Chinese science and technology (IS, Chinese History, CL, IC) ✓ Mini-project about climate change and air pollution (English Language, IS & Geography) ✓ 創意思維及評賞課業 (Music, Visual Arts)		• Chinese Department encouraged creative presentation methods. Many students successfully integrated diverse media into their reports, including short films, animations, and poster designs; showcasing a high degree of creativity and engagement.		"Global Connectivity", presentation and sharing sessions as well as learning celebration activities would be extended at class, form, subject, and school levels in the next school 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	
1.3 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum				
• Enriching Reading Across the Curriculum (RaC) through the DEAR (Drop Everything And Read) programme and subject-based reading activities, and appropriate subject-related reading materials • Enhancing students' proficiency in both Chinese and English across the curriculum through the DEAR programme, LaC lessons and online reading programmes. • Providing reading logbooks to students to record their reading journeys • Organizing a wide range of meaningful and authentic English, Chinese and Putonghua activities throughout the year to enrich the language learning atmosphere on campus ✓ Reading activities: various book exhibitions / fair, author talks, Reading Cycle, and reading schemes (e.g. 國家發展與全球化書展, EDB「悅讀千里號」2025 暑期閱讀先導獎勵計劃, EDB「悅讀越讀」戶外閱讀挑戰日, 2026 The Harvard Prize Book, 篇篇流螢閱讀計劃, 歷史科電子書閱讀獎勵計劃, Science / Economics / Arts Education Book Exhibitions, 健康生活書展,「拾荒的人」講座,「給啟德的情書」講座, 初中閱讀講座：夾在書頁裡的貓)	Learning Goals: · Breath of Knowledge · Generic Skills ✓ Communication Skills ✓ Self-learning Skills Values: ✓ Love of Learning ✓ Perseverance ✓ Responsibility ✓ Diligence	• From the stakeholder survey: ✓ Both students (3.9) and teachers (4.1) generally agreed that different learning activities were organised for students. The perceptions of both students and teachers remained stable when compared with the results from the previous year. ✓ Students reported that they did not often read materials outside class (3.5), which slightly improved compared to last year. ✓ Both teachers (2.9) and parents (3.2) shared similar observations about the extent to which students liked reading. The two-year performance was similar. • From the relevant subscales of APASO III (Affective Development): ✓ The Q-score for Reading (Non-assigned Materials) (89) was below the territory-wide norm. There was a slight improvement when compared with the situation of the previous year. ✓ The Q-score for Reading (Time for Leisure Reading) (94) was below the territory-wide norm. There was a slight improvement when compared with the situation of the previous year. • From the student survey: ✓ Students generally agreed that they read attentively during the DEAR periods (90%); that the DEAR periods and other reading activities can enhance their language proficiency (82.7%); that the reading materials/activities provided by subject teachers can increase their	• Schemes of work • Assignment inspection • Teachers' record • Student survey • Stakeholders Survey • APASO • The Principal's Observation	• A language-rich environment will continue to be fostered at school to maximize students' exposure to English in authentic contexts. In particular, "Culture Weeks" of different countries should continue to be organized, with an emphasis on developing students' global perspective. Students' cultural literacy will be enhanced through guided reading of adapted classics in EiA (Reading) classes. • Regarding PTH learning building on the success of the「粵普對照」display on the main staircase, the school will continue to utilize physical campus spaces to create an immersive and pervasive language-learning atmosphere. New initiatives, like「錯別字比賽」、「正音大行動」, could be introduced to broaden student engagement and improve foundational language skills. • In alignment with school's agreed direction of "Global Connectivity" with enhancing Proficiency in Biliteracy and Trilingualism, different theme-

✓ English activities: Giant Jenga Tournament, Halloween Party, Culture Weeks, English Week, Christmas Party, etc. English Ambassadors were chosen to be responsible for English sharing during assemblies. ✓ In partnership with the Chinese Society, the school organized diverse language activities, e.g. Putonghua Radio Station, to foster a rich language-learning environment on campus. • Setting up Classroom Library Corners to display reading materials purchased through different subject panels. • Providing Chinese and English e-reading articles across various subjects on Google Classroom for students to read. Introducing e-reading platforms and upload user guides for public library e-reading resources to facilitate students' access to expanded digital reading materials. • Adding theme-based reading materials during the DEAR periods（中華文化/國家成就、健康生活、國家安全） • Establishing a language-rich environment on campus through announcements, assembly sharing, signs and notices to provide authentic language learning contexts for students • Making effective use of subject-based reading resources with relevant learning, teaching and assessment activities to enhance students' proficiency in language used for learning content subjects		interest in learning (90.2%); and that the reading materials/activities provided by subject teachers can strengthen their subject-related language skills (93.4%) ✓ Students generally agreed that the school had effectively provided an English-rich environment to enhance their English proficiency through authentic English activities, DEAR and other reading activities (3.03/4) (improved figure). • Students were attentive and responsive, actively engaging with teachers during book promotion sessions conducted in S1, S4, and S5. • The books being enriched at the Classroom Library Corners were suggested by Panel Heads. Students from S1 to S4 were also assigned with reading materials. Students demonstrated engagement by reading the assigned materials and borrowing related books from their Library Corners. • The practice of having students collect and share news articles at the start of lessons has effectively fostered a daily newspaper-reading habit. • According to Student Interviews, they reported that they had read the relevant books and gained valuable insights, as evidenced by their entries in the reading logbooks.		based reading activities implemented in a cross-curricular approach are suggested in addition to the present ones. For example, the RaC Team could collaborate with various Subject Panels and Teams to establish reading themes (such as Chinese Culture / National Achievements, Healthy Lifestyle, National Security, etc.) to promote Reading across the Curriculum (RaC) and boost language proficiency.

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				
• Making effective use of assessment data to inform curricular and pedagogical decisions as well as the planning and evaluation of learning and teacher measures • Strengthening students' abilities to accurately identify question requirements through consolidation of their answering techniques and question analysis skills • Designing assessment blueprints for internal tests and exams to facilitate the alignment with the curriculum and the follow-up data analysis • Making good use of the exam setting blueprint and panel chairpersons' comments on exam/test papers to analyse the appropriate alignment of teaching and assessment and design further learning and teaching activities and requirements. • Make good use of the HKEdCity online question bank and Diagnostic Feedback System, so that students could get prompt feedbacks after attempting the questions.	<u>Learning Goals</u>: · Breath of Knowledge · Generic Skills ✓ Self-management Skills ✓ Self-learning Skills <u>Values</u>: ✓ Love of Learning ✓ Perseverance ✓ Responsibility ✓ Diligence	• From the stakeholder survey: ✓ Both students (3.9) and teachers (4.3) agreed that suggestions were given on student performance and on how to help them improve. Performance was similar to that in the previous year. ✓ Students (3.8) and teachers (3.5) were generally positive on how students reflected on performance in class, test and exam results, as well as teachers' suggestions to improve learning. There was a slight improvement in the student perception and the teacher perception remained the same compared to last year. • From student survey, students generally had positive view (3.27/4) on how the assessment data, analysis and feedback were effectively used in class to help them make improvements. • Internal examination data was cross-referenced with public examination statistics to enhance the accuracy of performance tracking and benchmarking. Comprehensive data analysis from mid-term and final examinations is utilized to identify learning gaps across different classes. Based on insights from teacher meetings and evaluation reports, Subject Panels made timely adjustments to the curriculum and learning strategies to better meet student needs. • All subject panels consistently employ assessment blueprints to analyze the ratio of question difficulty (Easy / Medium /	• Schemes of work • Subject panel meeting record • Inspection of test and exam papers and blueprints • Markers' reports • Subject panel meeting minutes • Student survey • Stakeholder survey	• Appropriate assessment measures will continue to be strengthened in the next year. • The school should have a mature system of analyzing TSA, DSE, and internal examination data to inform learning / teaching strategies. The information gathered should be used to devise strategies to cater for learning diversity in a subject-based manner. • The school should explore the use of AI for automated grading and student performance analysis, allowing for more timely and data-driven feedback. Teachers will continue to refine AI-driven learning and teaching activities to ensure the curriculum remains innovative and academically rigorous. • Professional Exchange among teachers could foster a high and consistent standard of teaching / learning across all class levels. Through teacher professional development, teachers could immerse AI into daily learning, teaching and assessment to enhance their effectiveness, as well as informing strategies to

		Difficult) and ensure comprehensive syllabus coverage. This fosters a departmental consensus on paper-setting standards and ensures that teaching aligns with assessment. • However, some students were still found to have poor language foundations based on their performance in the exams.		cater for student's learning diversity by analyzing assessment data. • For English learning, the possibilities of using frameworks from international standards to guide curriculum and assessment designs could be explored. Opportunities for reflection will be further strengthened next year, with reflection forms introduced in speaking classes as a trial.

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				
• Organizing life-wide learning activities to cultivate leadership qualities in students, and to enhance students' sense of national identity. ✓ 紀念中國人民抗日戰爭暨世界反法西斯戰爭勝利 80 周年活動 ✓ 學生組：升旗隊 ✓ 學生組：《憲法》和《基本法》校園大使 ✓ 週會講話：國旗下的講話 ✓ 主題月：國慶月 ✓ 午間活動：內地交流成果分享 ✓ 試後活動：戲劇欣賞 • Integrating the essential natural security learning materials into the school curriculum in accordance with the "National Security Education Curriculum Framework (2025)"	Learning Goals: · National & Global Identity · Breadth of Knowledge · Information Literacy · Healthy Lifestyle · Generic Skills ✓ Information Technology Skills ✓ Critical Thinking Skills ✓ Problem Solving Skills ✓ Communication Skills ✓ Collaboration Skills ✓ Creativity ✓ Self-management Skills Values: · National Identity · Self-control & Citizenship · Integrity	• According to the APASO III (Affective Development) results, all subscales related to National Identity achieved a Q-score of 116, reaching the top 15% in Hong Kong. This demonstrates that MCNE activities effectively enhance students' sense of national identity. • As recorded in the MCNE minutes and supported by teachers' observations and student reflections, students have demonstrated the following: ✓ Students have successfully cultivated leadership qualities through their active roles in organizing MCNE activities. ✓ Students exhibit a strengthened sense of national identity and pride through active participation in various MCNE programmes.	• APASO • Stakeholder Survey • Teachers' observation and student reflections	• We should encourage students to reflectively collect their work of growth and insights from various MCNE activities in the "MCNE reflection portfolio." The process could foster their long-term self-reflection. • We should align MCNE activity themes with the implementation of learning activities among various subjects/groups in a cross-curricular manner to create a synergistic learning experience in students.
• Arranging preventive activities for junior form students to promote the importance of information literacy through the following activities: ✓ Workshop on internet safety【網絡康全】 ✓ Police talk • Joining the Project New Media Literacy Improvement Project (Project NET) 新媒體素養提升計劃: (1)「有圖有真相？」 (2)「解密起底組」		• The stakeholder survey results showed strong confirmation (Students: 3.9, Parents: 4.1), that the school effectively could nurture our students to respect and get along well with others, such as respecting on another and being considerate. • Over 99% of students agreed that the workshops fostered positive social media habits; as well as helped them learn online safety and aware privacy protection, and think critically against fake news and cyberbullying.	• Teachers' observation • Discipline team case review	• The school will continue to arrange these meaningful workshops next year; and should introduce the essential messages earlier to junior-form students to build a strong information/digital literacy at the earlier stage of growth. • To address worsening trends in other forms, a comprehensive, whole-school Harmonious School (Anti-Bullying)

(3) 「欺零網絡」	· Empathy, Gratitude & Commitment · Respect for Others · Filial piety · Benevolence · Unity · Perseverance · Responsibility · Diligence · Love of Learning · Creativity	• While two online dispute cases (S5) occurred this year, bystanders commendably recognized the inappropriate behavior and sought teacher support early, allowing the Discipline Team to provide timely intervention and education.		campaign will be launched next academic year to reinforce respect and a safe learning environment. • AI literacy should be enhanced in alignment with the latest guidelines from the local digital education blueprint.
• Arranging leadership training activities to cultivate students' leadership skills, grounding on the characteristics, talents, and workload of students: ✓ ICAC 廉政公署【高中 iTeens 領袖計劃】 ✓ Kowloon City District Office 九龍城民政事務處【Y-DRAGON】計劃 ✓ 校本調解工作坊 • Enhancing prefects' leadership skills, including communication, problem-solving, and collaboration when serving as ambassadors during school events: ✓ 家教會選舉 ✓ 學校資訊日 ✓ 水、陸運會 ✓ 中一新生註冊日、迎新日及家長會		• The stakeholder survey results showed high satisfaction (Students: 3.8, Teachers: 3.9, Parents: 4.0), agreeing that the school provided sufficient leadership development opportunities for students. • Teachers, parents, and guests praised prefects for being polite, helpful, and professional during major school events.	• APASO (Generic Skills) • Stakeholder Survey • Teachers' observation • Guests' Feedback	• Prefects will continue participating in the iTeen Leadership Programme and the Y-DRAGON Scheme next year to further cultivate prefects' leadership skills. • We will utilize Y-DRAGON's diverse activities, such as leadership workshops, volunteer service, and social enterprise visits, to unleash prefects' versatile talents.
• Developing leadership capabilities in Joyful Ambassadors so that they can plan and organize various activities for schoolmates that promote physical and mental health and positive coping and help-seeking culture ✓ Mental Health Day ✓ Gratitude Month ✓ Chill Hub ✓ Boardgames ✓ Relaxation Workshops • Equipping Joyful Ambassadors (JAs) with the necessary interpersonal skills		• The Stakeholder Survey findings showed positive responses from students (3.9), parents (4.2) and teachers (4.1) towards the school climate - the school is a caring place. Scores from both students and teachers also increased compared with last year. • According to the APASO III results, the Q-scores for both No Negative Affect [2025-26 (108) > 2024-25 (100)] and No Anxiety, Depressive Symptoms [2025-2026 (99) > 2024-2025 (93)] increased, indicating the effectiveness of the current preventive	• Student Survey (APASO, Stakeholder Survey) • School-based Student Survey • Teachers' Observation • School Social Workers' Observation	• The content of the Student Gatekeeper Training Programme was appropriate, covering topics such as empathy and communication skills, however, the instructor's presentation could be clearer. • We will continue to discuss with the service provider to include more tailored and engaging training workshops that equip the ambassadors with peer counselling skills.

(e.g. listen actively, validate feelings, offer gentle encouragement) conducive to providing mental support to other schoolmates through structured training and school-based workshops ✓ Student Gatekeeper Training Programme ✓ School-based Workshops ✓ Planning and Preparation for Mental Health Promotion Activities ✓ Sharing during School Assembly		measures and interventions. • The school's Mental Health Day was held on 10 October 2026. Through interactive booths and exhibitions provided by Open Up, students learned about different sources of stress and ways to handle mental health conditions. According to observation, participants found the exhibitions effective in helping them recognize suicide risk signals. • 20 Joyful Ambassadors completed the Open Up Student Gatekeeper Training Programme. According to the student survey, 98% of the participants agreed the programme helped enhance their collaboration and interpersonal skills. Observations by teachers and social workers showed that senior members displayed strong leadership in guiding junior members to plan and organize relaxation activities.		
• Broadening students' horizons and equipping them with generic skills by encouraging them to actively participate in external activities, other learning experiences (OLEs) and /or competitions arranged by various Co-Curricular Activity (CCA) groups. • Stretching the leadership potential of the CCA group leaders; enhancing their problem-solving and organization skills; as well as strengthening students' resilience in the "leadership training camp" and other co-curricular activities (e.g. Mock Court 模擬法庭 and Mediation Programme 調解訓練 by the Rotary Club).		• According to the results of the stakeholder survey, students showed a positive feedback, and they (4.0) liked to participate in school's activities and services. Students (3.9) agreed that the school can develop their interests and life skills. • According to the record of participation, students actively participated in external activities or competitions. • According to the teachers' observation, students gained confidence in demonstrating leadership roles and exhibited their problem solving and organization and inter-personal skills in different events. • English Ambassadors and English Committee members have facilitated the	• Record of participation • APASO (Generic Skills-Leadership) • Stakeholder Survey • (Students and Parents) • School-based Student questionnaire. • Teachers' observation	• The awards received reflected a diverse range of achievements, including sports, fine arts as well as innovation and technology activities. • Students gave positive feedback and responses to the leadership training camp. They actively participated in the training process to have their communication skills enhanced. • Teachers reflected that long-term and sustained training can enhance student's endurance and perseverance. Students should be further empowered to take up more important roles in

		organisation of various English activities throughout the term. Some of them demonstrated proactivity in encouraging their fellow schoolmates to take part in the activities concerned.		facilitating the planning and/or organization of the activities.

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 aspirational life-planning programmes and self-reflection				
• Organizing life-planning programmes in MCNE lessons (e.g. finding your colours of life, career mapping etc.), to foster a better students' self-understanding in characters, interests, ability, values and to explore their potentials in setting goals for accomplishments in life-planning.	Learning Goals: · Life Planning · National & Global Identity · Language proficiency Values: · Perseverance · Responsibility · National Identity	• According to the results from stakeholder surveys, students (3.9) agreed that different learning activities were organized for them, and they (3.6) also agreed that they set their own learning goals; parents (4.0) agreed that students developed their interests and life skills. • According to the questionnaires received, 96% students agreed that the programmes enhanced their better self-under-standing (characters, interests, ability, values). Also, 96% students agreed that participation in the programmes could assist them set learning goals and realize them in the questionnaire received.	• Questionnaire • Teachers' observation • APASO and stakeholder survey • Student survey • JUPAS web-based school information	• Class teachers reflected that our activities were welcomed by most students. • After discussion among related teachers, these programmes would be continued in the next academic year. To cater for the needs of the students, some programmes should needs some rearrangements. The coverage and depth in using finding our colours of life and career mapping would be further enhanced.
• Organizing experiential learning activities (e.g. interview workshop and institute / workplace visit) for widening students' scope on career and life planning; so that they gain a deeper understanding of the workplace / further studies and are equipped with life planning skills.		• According to the results from stakeholder surveys, students (3.9) agreed that different learning activities were arranged for them, whereas students (3.8) and parents (4.0) agree that students developed their interests and life skills. • According to teacher observation and questionnaires collected, students were generally positively engaged in the programmes. • According to the questionnaires received, 94% students agreed that participating in the experiential learning activities arranged could widen their scope on career and life planning whereas 94% students agreed that such participation could enhance their understanding on the world of work / further studies and life planning skills. • Particularly, the visit to the International Culinary Institute cum the H Hotel, and		• The resources for workshops might need some reallocation to maximize students' participation and learning experience. We will review such arrangements in the coming school year. For example, The Interview Workshop was suggested be conducted in S5 instead of S6. • We would look for institutes suitable for our students to visits in the next year. • In general, experiential learning activities were welcomed by students in all forms. • The school will explore more job-shadowing opportunities for our students to gain their initial career experiences during the

		Future Responsible Business Leaders Summer Academy 2026 were very well-received by the participating students. • An S5 student was one of the 30 students in Hong Kong to participate in an internship with Cyberport startups, a joint initiative with the Education Bureau during the last summer. She represented the school at the "Student Training Programmes and Budding Scheme on Innovation and Technology" Exhibition at Cyberport, with HOY TV interviewing her.		summer vacation.
• Organizing an exploration tour for students to deepen their understanding of the latest developments of industries / tertiary education / future career opportunities in the Greater Bay Area (GBA)「手拖手兩地大灣區企業參觀.」		• 29 S4 students took part in the tour. They all agreed that the tour widens the scopes for them to seize new opportunities for career development in GBA. • Accompanying teachers reflected that the visits and workshop in the tour not only broadened their minds to understand the latest development in GBA but also provided an in-depth experience how to organize a business in GBA.		• To echo the latest development in education, we took initiative to applied for the tour in the new 3-year plan with Hong Kong Children & Youth Services. The project fulfils the EDB requirements on "Greater Bay Area Career Exploration Tours Programme". • For fit in the learning outcomes, it was suggested to make it compulsory for S4 BAFS students to take part in the coming years.
• Guiding students to set and realize their learning goals through reflection on their character strengths and experiential learning in connection to their career aspirations by drafting and revising their personal statements for JUPAS Additional Information (English Language + Life Planning Team)		• From the evaluation of JUPAS Additional Information, most students were able to reflect on their career and life goals through the process of drafting and revising their personal statements. • From the student survey, most students surveyed (98%) agreed that writing the JUPAS Additional Information provided them with an opportunity to reflect on their strengths related to their career aspirations.		• The application of AI to support students' reflection on their career aspirations and drafting and/or revising of their personal statements / JUPAS Additional Information should be strengthened.

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 and digital education related knowledge and skills from different disciplines for use in the realm of learning and in the future				
• Making good use of information literacy learning and teaching activities concerning IT and online research skills among all junior form students to enhance their competencies and integrity as a responsible and proficient user of the Internet.	Learning Goals: · Breath of Knowledge · Information Literacy · Generic Skills ✓ Communication Skills ✓ Mathematics Skills ✓ Information Technology Skills Values: ✓ Love of Learning ✓ Perseverance ✓ Responsibility ✓ Diligence	• Students were able to engage themselves in a range of STEAM-related materials in class and during DEAR period using materials such as textbooks, readers purchased for the class library, etc.	• Schemes of work • Teacher Observation • Assignment inspection • Teachers' record • Student survey • APASO	• Student performance will continue to be observed and further specific recommendations shall be made towards the end of the year.
• Incorporating relevant STEAM-related topics into the curriculum of all related subjects		• In some subjects, students have shown proficiency in using IT tools for autonomous research, demonstrating high levels of information literacy and the ability to efficiently retrieve and organize digitized learning materials. Students have successfully infused the STEAM spirit into their assignments, showcasing flexibility in using various e-learning and AI tools. • When inspecting the assignments designed for integrating STEAM-related skills into the Chinese culture, students have demonstrated the ability to engage in multi-perspective thinking regarding the transmission of Chinese culture through school-based activities. These initiatives have significantly bolstered students' National Security awareness and sense of national identity.		• To drive digital transformation, the school remains committed to embedding Artificial Intelligence across the curriculum, ensuring subject development seamlessly keeps pace with technological advancements. The suggestions below were made by teachers: • Various AI tools, including digital mapping, 3D landmark modeling, and automated drawing, could be integrated to enhance community-based research. • Student use of AI-generated content (AIGC) could be expanded in design tasks to align with emerging technology trends.
• Organizing programmes and activities to help students integrate and apply STEAM Education and Digital Education related knowledge and skills in practical situations. • External competitions attended:		• Participation in external competitions, has successfully expanded students' perspectives and nurtured leadership qualities. These activities have demonstrated a clear impact on students' problem-solving abilities and creativity, effectively bridging		• Our award-winning students (like the aforementioned trio) should share their research methodologies and competition experiences with junior students. This will help

✓ 「加德士機械人工程師教室」- 全港中小學機械人競賽 2025 ✓ 「第十屆中史解碼」 ✓ 「夢溪少年談」國家成就科普計劃 2025 國家科技成就 AI 繪圖比賽 ✓ 學生創新科技訓練及栽培計劃 ✓ 第二屆「雲遊通義」校際生成式 AI 比賽（香港站） ✓ 第 20 屆宋慶齡少年兒童發明獎 ✓ 第 39 屆全國青少年科技創新大賽 ✓ 第 11 屆英才盃 - STEAM 教育挑戰賽 ✓ InnoBot 第五屆亞太區 STEM AI 科技創新挑戰賽 ✓ Mathatmatics Competitions（Hong Kong Mathematics Competition for High Young Achievers Selection Contest, HKMO, Hua Xia Cup Mathematics Competition, 數學精英選拔賽, 數學信息圖比賽）		the gap between classroom knowledge and real-world application. • Through winning the competition the 27th HK Youth Science and Technology Innovation Competition「第 27 屆香港青少年科技創新大賽」last year, our S5 students received the nomination to represent Hong Kong in Hebei 河北 and Inner Mongolia 內蒙古, resulted in a "clean sweep" of five major awards, in two competitions「第 20 屆宋慶齡少年兒童發明獎銀獎」,「盧森堡國際科學博覽會專項獎」and「突尼斯未來科學技術協會卓越獎」. For recognition, students concerned were interviewed by different mass media (Sing Tao, RTHK radio, RTHK TV).		institutionalize the success of the science department and inspire a new cohort of innovators. • Further development should focus on securing more diverse STEAM and citizenship opportunities, ensuring that scientific inquiry is always paired with a Mainland China and global perspective.
• Enriching the collections in the class library and the school library by sourcing books related to STEAM Education (e.g. science magazines, design thinking, entrepreneurial spirit, etc.)		• From Student Survey, Students agreed that the reading materials/activities provided by subject teachers increase their interest in learning (90.2%); and that the reading materials/activities provided by subject teachers enhance their subject-related language skills (93.4%). • Teachers reflected that students enjoyed reading the provided reading materials; and some students read STEAM materials and wrote reflections in their reading logs.		• With the target to enable students to understand through reading materials and activities how AI supports self-regulated learning, thereby making effective use of AI, we would select reading materials on the application and development of AI for students to read and engage in related activities.

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' horizon and worldview through educational visits and cross-border learning programmes				
• Organizing educational visits and cross-border learning activities, serves to broaden students' perspectives and understanding of the world; to enhance students' sense of national identity; as well as to effectively cultivate proper values and positive attitudes in students. ✓ 中一級：參觀「啟城學堂」 ✓ 中二級：上環社區探究 (Geography, History, MCNE Team) ✓ 中四級：公民科本地考察 ✓ 中五級：公民科啟德社區考察 ✓ 中五級：公民科內地（中山）考察 ✓ 姊妹學校結盟活動、英文口語練習及廣州歷史文化體驗（廣州市中黃港澳子弟學校） ✓ 上海、寧波海上絲路及文化探索之旅（普通話科、中史科、MCNE Team） ✓ 2026年港澳青少年中華優秀語言文化教育研習營（陝西西安、延安、渭南等）	Learning Goals: · National & Global Identity · Breadth of Learning · Language Proficiency · Healthy Lifestyle · Generic Skills ✓ Communication Skills ✓ Information Technology Skills ✓ Critical Thinking Skills ✓ Self-management Skills ✓ Collaboration Skills Values: · National Identity · Self-control & Citizenship · Integrity · Empathy, Gratitude & Commitment · Respect for Others · Filial piety · Benevolence · Unity · Perseverance · Responsibility · Diligence	• During the Mainland tours, our students reflected that they gained a comprehensive understanding of China's recent development; and that they could personally equip themselves to meet the future needs of national development. • Students who participated in the Cross-border Exchange Trip to Guangzhou were motivated and performed satisfactorily in the joint-school English speaking practice session. Students reflected that they valued this kind of opportunity to practise group interaction with unfamiliar groupmates. • According to teachers' observations, MCNE minutes, and student reflections, students have demonstrated the following performances: ✓ Perspectives broadened: Students have successfully widened their horizons and developed a more global worldview. ✓ Knowledge deepened: They show a profound understanding of the country's contemporary development. ✓ National identity strengthened: Students exhibit an enhanced sense of national identity and belonging. ✓ Positive value Formation: They have internalized positive values and maintained constructive attitudes toward life.	• Student survey (APASO, Stakeholder Survey) • Teachers' observations and student reflections	• Regarding the Mainland tour to ensure a coherent learning experience across all stages, we should require students to establish a specific inquiry topic or research question prior to departure. Students should actively collect evidence and record observations specifically related to their chosen inquiry topic. The concluding report should integrate secondary research with primary field observations to provide a comprehensive answer to the student's individual inquiry question. • We should encourage students to reflectively collect their work of growth and insights from various MCNE activities in the "MCNE reflection portfolio." The process could foster their long-term self-reflection. • We should align MCNE activity themes with the implementation of learning activities among various subjects/groups in a cross-curricular manner to create a cohesive learning journey that enriches students' overall development.

	· Love of Learning · Creativity			• The school will explore all possibilities for our students (and teachers) to exchange with our Sister School.
• Strengthening students' scope of knowledge and worldview through cross-curricular educational visits and field study programmes ✓ Leeds (UK) Tour ✓ 哈薩克歷史、文化及「一帶一路」交流團 ✓ 北京科學院院士培訓 • Widening students' horizons and worldview through pre-activity research, investigative itinerary items and reflective post-activity exercises. • Enhancing students' knowledge and experience about different cultures, languages and educational systems through educational visits and cross-border study tours • Disseminating to the entire school community the fruitful experience of the participants of the study tours		• Participants in the Leeds Tour shared their experience of taking part in the overseas study tour during the English Time in assemblies. They were able to prepare effective visuals to facilitate their presentations and made in-depth analysis of the cultural differences between the UK and Hong Kong. • We were honored to host the Consul of Kazakhstan for a sharing session, providing students with first-hand insights into Central Asian geopolitics and culture. The upcoming Kazakhstan "Belt and Road" Exchange Tour in March 2026 will serve as a cornerstone for students to understand Hong Kong's pivotal role in this global strategic framework. • Notably, an S5 student was invited to Beijing for specialized training under the mentorship of Academicians「科學院院士」培訓, reflecting the high caliber of our science enthusiasts on a national level. • Our science elites have been invited to participate in the "International Festival of Engineering, Science & Technology in Tunisia" 突尼西亞國際工程與科技節 and the "National Jonk Fuerscher Contest in Luxembourg" 盧森堡國際科學博覽會. Such participation transforms their learning from classroom theory into international practice.	• Schemes of work • Assignment inspection • Teachers' record • Student survey	• The school will sustain the Major Concern "Enjoying strong support of the Motherland and being closely connected to the world". We should heighten "Belt and Road" themes for curriculum Integration. The school should further develop case studies on Hong Kong's role as a "super-connector" to enhance students' career planning and national identity. We should consider strategic expansion of Mainland China and overseas partnerships to explore long-term sister-school or research-partner affiliations.

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				
• Arrange preventive workshops for junior students to cultivate their healthy lifestyles: ✓「吸煙多面睇」工作坊 ✓「COOLTEEN 有計」工作坊	Learning Goals: · Healthy Lifestyle · National & Global Identity · Generic Skills: ✓ Communication Skills ✓ Creativity ✓ Problem-solving Skills ✓ Collaboration Skills ✓ Self-management Skills	• According to the LEAP (Life Education Activity Programme) survey, 98% of students could recognize the risks of tobacco and drugs, resist peer pressure, and apply refusal skills. • Teachers observed enthusiastic participation, showing that students gained a clearer understanding of harmful substances (e.g., cigarettes and alternative smoking products) and their health impacts on sufferers. • Discipline Team received zero cases of students carrying cigarettes, reflecting the strong effectiveness of these preventive efforts this school year.	• Teachers' observation • Discipline team case review	• As harmful substances (e.g., cigarettes and alternative smoking products) are increasingly common in the society, the school must step up preventive education to build students' awareness and refusal skills early. Preventive and related workshops will continue be run next year to help students maintain a healthy lifestyle and stay away from harmful substances.
• Organizing activities with prefects to promote students' moral values (Integrity and Self-control & Citizenship) and to enhance their creativity, collaboration skills, and problem-solving skills: ✓ 廉政公署互動劇場 ✓【廉潔奉公】短片+問答比賽 /反思 ✓【知法守法】價值觀集會分享	Values: · National Identity · Self-control & Citizenship · Integrity · Empathy, Gratitude & Commitment · Respect for Others · Filial piety · Benevolence · Unity · Perseverance · Responsibility · Diligence · Love of Learning · Creativity	• The APASO survey recorded high Q-scores for Morality (Importance) (116) and Honesty (Act of Honesty) (116), revealing strong moral values among students (highest in Hong Kong). • The stakeholder survey results showed high satisfaction from students (3.9) and parents (4.1) towards support for student development to develop a good moral character. The data recognized that the school's success in this area of development. • Teachers noted high student enthusiasm and engagement in viewing the short videos. Students achieved an overall accuracy rate of over 89% in the video	• APASO (Affective Development) • Stakeholder Survey • Questionnaire	• Discipline Team will continue organizing activities that promote honesty and integrity to strengthen students' self-control, moral values, and citizenship among students. • Future activities will feature more real-life topics and interactive formats to boost student engagement and reinforce the establishment of core values in them.

		quiz, showing a clear understanding of key values like fairness, law-abidingness, and integrity. A total of 63 students across S3-5 were commended for their serious and thoughtful work in the video reflection activity.		
• Nurturing in students the positive values towards life and helping them develop healthy ways to cope with setbacks and difficulties through: • Arranging interactive and experiential workshops: ✓ S2 OLE Day: 'Life Channel: Life Simulation Workshop' • Arranging small-group therapeutic interventions: ✓ Level Mind @ Jockey Club Personal Growth Group (S1-2): 賽馬會平行心間「心澄一轉」人生必修情緒課（小組） • Organizing various activities for students that promote physical and mental health and positive coping and help-seeking culture ✓ Mental Health Day ✓ Gratitude Month ✓ Chill Hub ✓ Boardgames ✓ Relaxation Workshops		• As shown by the Stakeholder Survey results, students (3.8) agreed that teachers help them resolve problems related to growing up (e.g. physical and mental development). • The Q-score of Affect (Meaning in Life) demonstrated exceedingly positive outcomes (116), showing the effectiveness of our school's initiatives in enhancing overall well-being among students. • 90% of the participants agreed the group helped them develop positive values towards life. • 88% of participants agreed that they are more resilient in the face of adversity after participating in the group. • According to observation and MCNE lessons & OLE days Students' Portfolio, the Life Simulation Workshop enabled students to reflect on life choices and learn goal-setting strategies. • The wellness screening tools used in the Personal Growth Group effectively assessed the emotional status of S1 and S2 students and helped identify those with more immediate needs. Nine students identified as having higher needs participated in a six-session emotional support group, while those with lower levels of need were invited to meet with school social workers or attend other relaxation programmes. Overall, the group was effective in enhancing students' ability to cope with anxiety and negative emotions.	• Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation • School Social Workers' Observation • MCNE lessons & OLE days Students' Portfolio	• In the Life Simulation Workshop, additional time should be allocated for debriefing. Teachers are also encouraged to further motivate less engaged students to participate more actively. • It is recommended that next year's small-group interventions continue to make use of the screening results collected, together with class teacher recommendations, to organize support groups for students with emotional difficulties or weaker support networks.

• Developing students' healthy lifestyle / habit with sufficient daily physical activities, apart from the PE lessons and annual Sports Days and Swimming Gala ✓ Daily MVPA60 Lunch Challenge (tennis tables, badminton, volleyball, dodgebee, soccer, group games) ✓ Watt Bike inter-class competition and an individual race (PE & Counselling Team) ✓ Inter-Class & Inter-House (basketball, volleyball, table-tennis) competitions ✓ School Team training and Inter-School Competitions ✓ Fitness Room training		• According to KPM 24 and 25, percentage of students within the acceptable weight range and physical fitness performance respectively, we got improvement from last year, ranked from below average to average among all Hong Kong schools. • According to the APASO results, our students ranked low, although with improving Q-score, regarding physical training in Hong Kong. • A variety of wellness activities were successfully organized throughout the year. 99% of the students surveyed agreed the activities could provide mental support to fellow students as well as promote a positive coping and help-seeking culture.	• Key Performance Measures • Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation	• With the successful experience of 'Ride with Heart' held last year, we believed that students will be interested in physical training activities, assisted with technology. • More measurable parameters as indicators for physical fitness could be explored to quantify students' physical health for follow-up actions.
• Providing learning activities contextualized with appropriate current affairs and life events【生活事件簿】, to help students develop proper values and navigate life's challenges. ✓ 國慶與國家發展 ✓ 環保生活 ✓ 中華節慶：喜迎新春 ✓ 國家安全與我 • Promoting sustainable development life in students: ✓ 碳中和校園大使培訓計劃 - 氣候變化下的生物多樣性保育考察活動 (CSD & Green Team) ✓ 西貢珊瑚保育及參觀綠色建築 (CSD & Green Team) ✓ 【起動九龍東外展計劃】城市發展領域分享		• From Stakeholder Survey, students (3.9) parents (4.1) agree that the school helps students develop good moral character inside and outside of the classroom. • According to APASO III (Affective Development), the Morality (Importance) subscale achieved a Q-score of 116, reaching the top 15% in Hong Kong. This demonstrates that MCNE programmes effectively enhance students' sense of morality. • According to teachers' observations, MCNE minutes, and student reflections, students have demonstrated the following: ✓ Students have successfully internalized positive values, demonstrating constructive attitudes and appropriate behaviors in their school life. ✓ Students effectively integrate values acquired from MCNE activities into their daily routines, manifesting a deep-seated understanding of the core principles taught. ✓ Students consistently uphold and	• Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation • School Social Workers' Observations • MCNE lessons & OLE days Students' Portfolio	• Strengthen the 'MCNE Reflection Portfolio': Students were encouraged to evaluate deeply on their personal development through the "MCNE Reflection Portfolio" after each MCNE activity. With the practices being continuous, students could have their lives enriched with self-reflection for life-long learning. • With more cross-curricular collaborations, the school's formal curriculum aligned with the MCNE activities could that could broaden students' subject knowledge through experiential learning in their life journeys.

		practice traditional Chinese virtues, while exhibiting a deepening affection for and a strong sense of belonging to the country.		
• Integrating the priority values education into the subject curricula, with due considerations made through learning, teaching and assessment by reflection and other means		• According to the schemes of all subject panels, the priority values are immersed into the curricula. • After inspecting the worksheets completed by the students, students tried to integrate their awareness and understandings into their reflections.	• Schemes of work • Assignment Inspection • Teachers' observations	• Some teachers reflected that, although students appear to reflect on daily life on the surface, there is a tendency toward mechanical text-copying. Teachers are advised to design a wider variety of assessment methods to verify whether students can genuinely transfer their skills.
• Organizing art exhibitions and performances in Pre-S1 Info Day and Annual Speech Day as well as Variety Shows for students to facilitate their creative and aesthetic abilities through demonstrating to the community.		• Teachers reflected that students could exhibit their creative and aesthetic abilities through the exhibitions and the performances. Students actively participated in performing art committee and present their ideas and help to organizing various school activities (e.g. Variety Show) as well as dealing with difficulties.	• Stakeholder Survey • School-based Student Survey • Evaluation reports from different CCA Groups • Teachers' observation	• The Variety Show was highly valued, with most participating students give positive feedback. Particularly, the performance of our students in the Cognitio Theatre, both in the external competitions and Variety show, was highly commended. • Parents reflected that our students' potentials were recognized.

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 practice Chinese virtues and to serve the community through co-curricular activities				
• Cultivating students' traditional virtue of filial piety and teaching them to show love, care and respect to their parents and elders at home • 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 gratitude messages during school assembly ✓ Organizing Christmas card activities during MCNE lessons and lunchtime ✓ Organizing the '21-day Gratitude Challenge' English Writing Competition	Learning Goals: · National & Global Identity · Breadth of Learning · Healthy Lifestyle Values: · National Identity · Self-control & Citizenship · Integrity · Empathy, Gratitude & Commitment · Respect for Others · Filial piety · Benevolence · Unity · Perseverance · Responsibility · Diligence · Love of Learning · Creativity	• 96% of the participants agreed that the activities helped them learn to be grateful to people who have helped them and cherish what they possess. • According to teachers' observation, students were engaged in the 'Good People, Good Deeds' activity and the '21-day Gratitude Challenge' English Writing Competition'. The sharing by students reflected that they are filial to and thankful for their parents and show their love and kindness in return. A majority of the participants expressed heartfelt thankfulness towards those who have helped them. • Most students showed enthusiasm for writing and sending Christmas cards to their classmates, teachers and parents. They really liked the 3D pop-up cards. The Christmas card activities held during MCNE lessons and lunchtime encouraged students to treat gratitude as a habit and turn thankfulness into action. • Gratitude Month writing activities were implemented for S5 students and they were able to demonstrate their understanding of gratitude through reflections.	• Student survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' observation	• Some class teachers reflected students completed the MCNE activities earlier than expected, while some noted that the arrangements were appropriate. The rundown will be fine-tuned next year to cater for the needs of students from different forms. • The collaboration among the MCNE Team and Counselling Team would be continued next year.
• Organizing activities to cultivate Chinese virtues in students; and to enhance their sense of national identity: ✓ 中華文化節 ✓ 主題早讀：《文明中華》 ✓ 國旗下講話 ✓ 中華節慶：喜迎新春		• According to the MCNE minutes, teachers' observations and student reflections, students have demonstrated the following through their participation in the learning activities: • Students have successfully internalized		• More structured debriefing session sharing sessions should be incorporated before and after the activity, so that our students could apply the traditional virtues apply to their daily

✓ 中華文化參觀 (1) 中一級-參觀「啟城學堂」 (2) 中二級-上環社區探究 ✓ 「NSpeed國安號」宣傳車 駛進校園 ✓ 心繫家國「抗戰勝利80周年遊戲設計比賽」 • Organizing culture-based English events (Mid-autumn Festival and Chinese New Year) to achieve the above purposes. • Organizing the reading activities themed "National Achievements and Chinese Culture" 國家成就與中華文化 as jointly by the RaC Team and the MCNE Team in October 2025 • Nurturing in students in Chinese History and Chinese Culture through active participation in related activities ✓ 傳承想創●中國歷史與中華文化教育局活動 (Chinese History) ✓ 19 世紀本地華人與東華三院研習 (History)		positive priority values and attitudes, demonstrating constructive attitudes and appropriate behaviors in their daily school life. • Students consistently uphold and practise traditional Chinese virtues, demonstrating deep respect for cultural heritage. • Students exhibit a profound affection for and a strong sense of belonging to the country through their active engagement in MCNE activities. • Through active participation in the Chines History and Chinese Culture learning activities, the school has continued achieved the top-10 schools「傳承想創●學校年度大獎」for consecutive 5 years. • Through designing and participating in thematic project-based learning on 'Chinese Virtues,' students demonstrated a strong sense of identification with traditional virtues, national pride, and cultural confidence.		lives. • The MCNE themes should be linked with community service to allow students to practice Chinese virtues during service learning through tangible contributions to society. • The RaC Team could co-organize thematic reading activities with the MCNE Team by selecting reading materials on national development and achievements, national security, and Chinese culture. Also, the RaC Team could co-organize thematic reading activities with the Discipline Team, selecting reading materials related to integrity. • In the next few years, "nurturing Chinese Virtues in students" would be the central backbone in designing Values Education in curriculum, thereby strengthening students' law-abiding awareness and their initiative in safeguarding national security, ultimately fulfilling the educational goal of fostering virtue and nurturing talent.
• Engaging students in community services through the CCA service groups to enrich students' learning experience; and to cultivate among themselves a caring attitude with civic responsibility and engagement.		• Teachers recognized that our students were highly willing to serve the community. For example, our S2 students, under the lead of the District Councillor and the Care Team members, paid a visit to the aged living in Kai Ching Estate. They expressed their gratitude through participation in the service. Other examples include		• More meaningful services should be arranged for students to engage with the community and exude care for the public. • CCA community services group and the CCA groups are advised to connect frequently with social workers and other

		fundraising activities such as charity flower sale for Wang Fuk Court victims through, and flag-selling activities. • According to the results of the stakeholder survey, parent reflected that the students are respecting others and being considerate (4.0). They liked to participate in school's activities and services (4.0).		stakeholders in the community and explore various services activities outside the campus for our students to participate in.

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. • 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. • Providing an online platform with practical teaching videos and multimedia materials based on the EDB's parent education curriculum framework and security education from the HK Police Force to parents, so that they can easily engage in self-directed learning according to their personal needs and interests.	Learning Goals: · Healthy Lifestyle · Generic Skills ✓ Communication Skill ✓ Collaboration Skills Values: · 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」(23 August 2025) ✓ S4 Parents' Talk:「高中學習檢視」(4 December 2025) ✓ S6 Parents' Night: JUPAS Selection Strategies & Multiple Pathways (14 November 2025) ✓ "Choices of S4 Electives" for S3 parents (6 February 2026) • The following parent-child activities were arranged in collaboration with the PTA. ✓ 13 December 2025: Parent-child activity「親子芝士波及珍珠奶茶烹飪班」: , (11 families/22 persons, drawn by random, to participate in the event) ✓ 18 April 2026: Ma Wan 馬灣 family day tour (with 100 persons of more than 30 families selected by random) ✓ 27 June 2026: Family campus tour (including the newly-established KaiTak@KowloonCity Study Centre 啟城學堂) cum Tea Gathering (26 families/51persons) • The following parent-child activities were organized by the Counselling Team and the school Social Workers: ✓ 11 October 2025: 花牌「親」手作 ✓ 9 May 2026: 母親節親子焙樂 • The above parent-child activities successfully served their core purpose of	• Stakeholder survey • Parents' survey on events • PTA meeting minutes	• Given students' frequent use of AI and smartphones, the school should organize seminars addressing issues about digital literacy, cybercrimes, and National Security, guiding parents on how to foster responsible, law-abiding digital citizenship and critical thinking against online misinformation in their children in the next school year. • Upon executing digital education at school, we should promote mutual trust between the school and parents and organize relevant parent education activities, so that parents can grasp how to guide their children to apply AI with a responsible attitude, jointly cultivating students' proper values. • We could explore with the PTA to arrange parent-child outings in the Greater Bay Area and/or parent-child community services, enabling families to practice traditional Chinese virtues and civic responsibility

		fostering stronger ties and enhancing the bond between parents, students, and the school community in a warm, collaborative environment. • Feedback from the stakeholder survey indicated strong parent satisfaction, particularly regarding the school's caring climate (4.2/4), support for moral character development (4.1/4), and cultivation of students' interests and life skills (4.0/4).		together.

Student Performance – External Awards
學生表現 - 校外活動獎項
(2025-2026)

Academic Activities 學術活動

Activities 活動	Prizes 獎項	Winners 獲獎者
5th Hong Kong Photography Competition 2025 organized by Hong Kong Youth and Children Talent Association	Nature Category -- Gold Award	2B Li Yui Kiu
第 10 屆英才盃—STEAM 教育挑戰賽	優異獎	3A 鄧臻懿 3A 黃昕婷 3A 李昕悅
亞太區 STEM/AI 科技創新挑戰賽 城市救援 (香港站)	中學組銅獎	文理書院（九龍） A 隊 3A 張梓渝 3A 歐陽偉煌
	中學組優異獎	文理書院（九龍） B 隊 3A 廖洋弘 3A 盧昆樂
「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 相樸對戰賽	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
Link 20th Anniversary Outstanding Students Scholarship	Scholarship	5A Yu Li Shi
尤德爵士紀念基金獎學金 2025/2026	獎學金	6A 勞偉程 6A 葉蔚然
HKICPA/HKABE Joint Scholarships for BAFS 2025-2026	Scholarship	5A Tsui Wai Hei
Aerosim Hong Kong & Macau Inter-school Aviation Tournament 2025 (AIAT2025)	Tier 2 – Top Pilots Award 1st Runner-Up	5A Fu Roger
「第 11 屆英才盃—STEAM 教育挑戰賽」	中學組 優異獎	2A 陳柏翹 2A 王澄 2A 黃立賢
國際編程精英挑戰賽 2025-2026	優異獎	3A 黃文雅
香港津貼中學主辦 心繫家國 抗戰勝利 80 周年遊戲設計比賽	優異獎 (Team 2)	3A 歐陽偉煌 3A 張梓渝 3A 廖洋弘 3A 盧昆樂
	三等獎 (Team 1)	5A 陳永鍇 5A 張智業 5A 傅匡廷 5B 耿仲和

香港歷史及文化教育協會 2025-2026 年度香港中學文憑試中國歷史科(卷一、二)聯校模擬考試	最佳表現獎 第一名	6A 黃梓琪
香港史學會 「童話歷史」全港中學生網上閱讀獎勵計劃	推廣閱讀文化學校	文理書院(九龍)
	網上閱讀獎勵計劃—卓越獎	1C 鄭頌軒 1C 李啓菲 1D 林曉汶 2A 林渝松 2B 譚梓新 2B 李尹曦 2B 姚卓林 2C 黃尚志 2D 鄭旻玥 2D 黎穎姿 3A 李昕悅 3A 黃文雅 3A 黃紫浠 3A 歐陽偉煌 3A 鄧致樂 3A 盧昆樂 3B 馬志揚 3B 梁峻霖 3B 陳雨涵 3B 鄧汶欣 3B 鄭惠之 3B 謝卓瑜 3B 蘇玥瞳 3C 呂樂遙 3D 黃俊彥 4A 黃嘉茵 4B 伍泳兒 4C 尹婧婷 4C 譚相屏 4D 范衍慶 5B 王銘哲
香港史學會 「童話歷史」中式揹帶設計創作比賽	高中組優異獎	4A 鄺凱齡 4A 黃嘉茵
巴士的報：第九屆「中國歷史校際精英問答比賽」	個人公開組 中學狀元獎 第七名	5B 王銘哲
香港電子學習教育協會：第十屆全港學界「中史解碼」--人工智能(AI)四格漫畫創意比賽	高中組傑出作品獎	4A 黃嘉茵 4B 郭子朗
傳承・想創 積極推廣中國歷史與中華文化學校年度大獎(2025/26)		文理書院(九龍)

積極學習中國歷史與中華文化獎		2A 陶靖諭 2A 黃立賢 3A 麥紫珺 3A 黃文雅 3A 黃謙元 3B 鄭惠之 4A 鄺愷羚 4A 黃嘉茵 4B 郭子朗 5B 王銘哲
香港校際 AI 生成創作大賽 2026 -「GEN 出你想」	影片製作組 初中組 二等獎	2A 陳柏翹 2A 陳泳希 2A 沃鍵臻 2A 吳泳汶 2A 余振軒 2A 蘇斯琳 2A 崔心盈 2A 黃立賢
第 28 屆香港青少年科技創新大賽 2026	高中組 化學及材料 三等獎	4A 吳熙瑜 4B 林澄樂 4B 盧柏宇 4B 謝心玥 4D 李佳遙
首屆全國青少年人工智能大賽（香港區選拔賽）賽道 2 青少年人工智能工具應用大賽	高中組 一等獎	5A 傅匡廷
中小學數學應用創意信息圖設計比賽(2025/26)	金獎	3C 鍾卓恩
	銅獎	4A 袁子喬
	優異獎	4A 陳潤鋒
2026 香港數學及奧數挑戰賽	冠軍	3A 劉鎧樂
	銀獎	2A 林渝松 3A 歐陽偉煌 4A 柯瀚城 4A 袁子喬 4A 章澤胤 5A 余莉詩
	銅獎	2A 黃立賢 3A 李琛瑜
	優質數學教育團體 銀獎	文理書院(九龍)
香港青少年數學精英選拔賽	三等獎	3A 劉鎧樂 2A 林渝松
第 43 屆香港數學競賽(團體賽)	優異獎	4A 柯瀚城 5A 潘振宇 5A 林俊勤 5A 余莉詩

Asia International Mathematical Olympiad Open Contest	Bronze Award	4A Yuen Tsz kiu
初中國民教育大比拼 2026(數學科)	金獎	1B 區祐熙 1B 龔卓賢 1B 周穎妤 1D 林曉汶 1D 黃思澄
Hong Kong Budding Poets (English) Award 2025/26	The Outstanding Student Poet Award (Gold Prize)	2C Tsang Aisha Abdelaziz
	The Poet of the School Award	2C Tsang Aisha Abdelaziz
2026 InnoBot 第五屆亞太區 STEM/AI 科技創新挑戰賽（香港站）綠色守護者	中學組優異獎	文理書院(九龍) A 隊 3A 歐陽偉煌 3A 廖洋弘
	中學組三等獎	文理書院(九龍) B 隊 3A 張梓渝 3A 盧昆樂
第五屆“中國航天夢”莞港澳台僑 AIGC 大賽	高中組季軍	5A 傅匡廷
第二屆「雲遊通義」校際生成式 AI 比賽（香港站）	初中組亞軍	2A 陳柏翹 2A 黃立賢 2A 王瑋諾 2A 余振軒
第 20 屆宋慶齡少年兒童發明獎 (比賽地點：河北省雄安區)	發明組 銀獎	5A 余卓林 5A 余莉詩
第 39 屆全國青少年科技創新大賽 比賽地點：內蒙古自治區呼和浩特市	盧森堡國際科學博覽會專項獎 非洲科學達人節專項獎 突尼斯未來科學技術協會卓越獎 2026 科學與藝術專項獎	5A 湛海堯
第 17 屆特尼斯國際工程與科技節 參賽作品「比夜光更光 2.0」	全場總冠軍	5A 湛海堯
第七十七屆香港學校朗誦節 中文朗誦	優良獎狀	1A 袁若菲 3B 梁峻霖
	良好獎狀	1A 吳綺敏 3A 李思瑤 4C 歐咏釧
77th Hong Kong Schools Speech Festival (English Solo Verse Speaking)	Merit	1A Yuen Yeuk Fei 1C Cheung Hoi Hei 2A Chan Ethan 2A Yung Cheuk Sum Markus 3A Li Siyao 3A Montifalcon Alexi Wens Baluyos 3A Tang Chi Lok 3A Tsang Wai Kiu 3A Wu Ho Yan 3B Yang Wai Ki

		3C Mau Hay Lei Haley 3C Sun Atsumori 3C Wong Hei Yi 4A Chen Vicky Ya Wing 4A Cheung Chak Yan 4A Fung Yiu Yiu 4A Kwong Hoi Ling 4A Shun Ka Ho 4A Si Hoi Man 4A Tam Yiu Tai 4B Kwok Tsz Long 4B Leung Ka Yu 4B Lo Pak Yu
	Proficiency	1A Mak Hiu Kwan 1B Kwok Zi Tao 1C Mak Long Fung 2A Wong Wai Lok 2A Zhou Fong Fong 2B Chan Sum Wing 2B Chen Yongxi 2B Ho Ingrid Tsz Yin 2B Li Ayaka 2B Luk Hei Yi 2C Tsang Aisha Abdelaziz 2C Wong Ho Wai 2C Woo Wing Ki 4A Wong Lam Yan 5C Tse Ying Ching

Leaderships 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
2025-2026 年度九龍城區傑出學生選舉	初中組傑出學生獎	3A 鄧臻懿
	高中組優秀獎	5A 湛海堯
全港中學「學生會嘉許計劃 2025/26」	優異學生會	文理書院（九龍） 5A 汪琇恩 5A 林祉祺 5B 張苡淳 5A 陳永鍇 5A 林俊勤 5A 林俊彥 5A 莫景湛 5B 陳恩灝 5B 林梓樂 5C 趙君軒 5D 王天朗 4A 馮瑤瑤 4A 郭伯臻 4B 陳梓樂 4B 阮芷晴

Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
2025-2026 年度全港中學校際體操比賽 中學男子甲組 自由體操 跳馬 單槓 雙槓 個人全能	冠軍	5C 盧立賢
中學校際乒乓球比賽 第三組別九龍三區	男子丙組 第二名	1D 林德濠 1D 鄧卓鋒 2A 許浩林 2C 唐晉亨
中學校際乒乓球比賽 第三組別九龍區	女子乙組 第四名	1C 關熙雯 3A 李琛瑜 3B 梁樂嫮 3B 彭晞穎

Arts 藝術

Activities 活動	Prizes 獎項	Winners 獲獎者
六十二屆學校舞蹈節 爵士舞及街舞 群舞	甲等獎	1A 袁若菲 1B 林芷欣 1B 施晴晞 1B 梁珈僖 1B 黃芊瑜 1D 劉穎心 2B 陳宣熹 2B 李綾嬅 2B 梁家泳 2B 曾若菡 2B 羅鈞謠 2C 潘姿善 2C 徐嘉彤 3A 駱蔚璇 3B 蘇玥曈 3B 楊蔚祺 3C 繆曦璃 3C 黃晞宜 3D 彭靖童 4B 陳乙彤 4B 郭子朗 5D 賴郁琦
爵士舞及街舞 獨舞	甲等獎	4B 陳乙彤 5D 賴郁琦
2025-2026 香港學校戲劇節	傑出劇本獎	5B 蔡洛彤 4B 郭子朗
	傑出導演獎	5A 溫宛汶 5B 蔡洛彤
	傑出演員獎	5A 趙康佑 5B 蔡洛彤 5C 謝瑩晶 4B 郭子朗 4C 梁晧桐 4D 劉梓涵 3B 陳凱儀 2A 沃鍵臻 1A 陳政叡 1B 陳夏楠
	傑出舞台效果獎	文理書院(九龍)
	傑出合作獎	文理書院(九龍)
	評判推介演出獎	文理書院(九龍)
環境及生態局/環境運動委員會舉辦 「低碳生活」海報設計比賽	初中組優異大獎	2A 黎芷悠
荃灣民政事務處及荃灣區議會合辦 「香港國安法」填色及繪畫比賽	初中組季軍	2A 黎芷悠

香港品質保証局舉辦「理想家園」繪畫及海報設計比賽	中學初級組海報設計比賽亞軍	2A 黎芷悠
2025 香港青年音樂匯演 — 管樂團匯演（中學中級組）	銅獎	文理管樂團 1A 譚凱嵐 2A 施小滿 2A 陶靖諭 2A 容卓琛 2B 陳心穎 2B 張民韜 2B 梁家泳 2B 梁樂彤 2B 譚梓新 2C 馮景謙 2D 黃凱琳 3A 周旻樂 3A 廖君昊 3A 黃謙元 3B 楊蔚祺 3C 陳天宇 3C 關　衡 3D 李宣佑 3D 李芊悅 4A 譚曜泰 4A 王琳欣 4B 林澄樂 4B 梁家瑜 4D 李佳遙 5A 陳永鍇 5A 岑正浩 5B 耿仲和 5B 林梓樂 5C 龍逸楠 5C 彭卓鋒 6C 鄭曦霖 6C 張立文 6D 朱嘉茵
第 78 屆香港學校音樂節比賽	銀獎 (分級鋼琴獨奏：五級)	1A 譚凱嵐
	銀獎 (分級鋼琴獨奏：四級)	1B 余思穎
	銀獎 (二胡獨奏 - 中級組)	1C 麥朗風
	銀獎 (分級鋼琴獨奏：四級)	2A 沃鍵臻
	銅獎 (小提琴獨奏：五級)	2A 鄧紫悅
	銅獎 (二胡獨奏 - 中級組)	2C 唐晉亨
「中港新世代基金會」聯同「製衣業訓練局」合辦「第六屆 MY STAGE 全港中學生可持續時裝設計比賽」的鼎力支持。	優秀獎	6B 譚文慧 6B 叶家鈺 6B 黃詠恩

亞洲綜合藝術協會主辦 2025 亞洲傑出精英藝術比賽	冠軍	6C 吳凱蕎
民政及青年事務局及公民教育委員會主辦香港中小學生海報設計比賽 2025【細看多元文化・共建和諧香港】	中學組優異獎	2A 黎芷悠

Others 其他

Activities 活動	Prizes 獎項	Winners 獲獎者
粵港澳大灣區無人機競速錦標賽	冠軍	2B 蔡日朗
重慶第三屆無人機競速賽	青少年組：冠軍	2B 蔡日朗
	全場第五名	2B 蔡日朗
惠州 iFlght 第七屆無人機競速大賽	青少年組：冠軍	2B 蔡日朗
	全場第三名	2B 蔡日朗
	衝刺賽：第七名	2B 蔡日朗
深圳龍崗天際穿越 FPV 無人機挑戰賽	亞軍（港澳隊）	2B 蔡日朗
深灣 FPV 競速 2026 廣東競速飛手邀請賽--第一視角競速（機型：5 寸）	冠軍	2B 蔡日朗
第一視角競速（機型保護圈 65mm×85mm）	冠軍	2B 蔡日朗
「科翔體育杯」廣東省戶外科技體育精英賽（廣州黃埔站）	無人機競速（F9U）中學組冠軍	2B 蔡日朗
	全場第一名	2B 蔡日朗
常州 2026 比翼飛行無人機競速城市公開賽	少年組：第三名	2B 蔡日朗
	全場第六名	2B 蔡日朗
MRC 機械人奧運香港區選拔賽 Football 機械人足球賽	高級組銀獎	1B 伍天洋
W193 全球科技挑戰賽香港區選拔賽 Robot Shooting Challenge 個人賽	冠軍	1B 伍天洋

Financial Report

Cognitio College (Kowloon)

2025-2026 Financial Report summary

		Income $	Expenditure $	Balance $
Balance c/d (Government Funds)				425,484.12
(I) Government Funds				
(1) EOEBG Grant				
(a) Non-School Specific				
Basic Baseline		1,751,017.19	2,197,146.64	
Other income received		1,342.13	0.00	
	Sub-total:	1,752,359.32	2,197,146.64	-444,787.32
Pior year(s) adjustment				
(b) School Specific				
Administration Grant		4,189,836.00	4,129,945.00	
Capacity Enhancement Grant		609,252.00	677,488.58	
Composite IT Grant		534,536.00	478,235.92	
Air-Conditioning Grant		589,074.00	366,331.72	
School-based Management Top-up Grant		48,047.00	0.00	
School-based Therapy Admin Recurrent Grt		7,687.00	2,575.52	
	Sub-total:	5,978,432.00	5,654,576.74	323,855.26
Balance c/f (Government Funds)				**304,552.06**

Balance c/d (Government Funds)				425,664.77
(2) Grants Outside EOEBG				
Teacher Relief Grant (Optional)		5,203,125.00	5,216,539.50	
Diversity Learning Grant		84,000.00	67,775.00	
Learning Support Grant		604,064.00	487,837.50	
Life-wide Learning Grant		0.00	2,404.67	
Life-wide Learnig & Sister School Grt		1,215,000.00	886,736.41	
Support for NCS Students Grt		159,041.00	141,887.15	
NCS Students with SEN Grt		106,769.00	141,390.33	
	Sub-total:	7,371,999.00	6,944,570.56	427,428.44
Balance c/f to next year (Government Funds)				**853,093.21**

Financial Report - cont'

		Income $	Expenditure $	Balance $
Balance c/d (Subscriptions)				6,649,802.72
Subscriptions				
Subscriptions		109,820.00		
Tuckshop Rental received		88,000.00		
Others		4,156,271.80	6,562,060.04	
	Sub-total:	4,354,091.80	6,562,060.04	
Balance c/f to next year (Subscriptions)				**4,441,834.48**
Balance c/d (Approved collection for specific purposes)				575,238.30
Approved collection for specific purposes				
Income received		0.00		
Expenses			225,300.00	
	Sub-total:	0.00	225,300.00	
Balance c/f to next year (Approved collection for specific purposes)				**349,938.30**

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