

*Chiu Lut Sau
Memorial Secondary School*



*Annual School Report
(2024 / 2025)*

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School Vision and Mission

By means of a balanced education in moral, intellectual, physical, interpersonal and aesthetic fields, through formal curricula and extracurricular programmes, we develop in our students the qualities of desirable behaviour and abilities towards realizing the school motto – Wisdom, Virtue, Honesty and Progress.

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Our School

History

In the early seventies, the supply of secondary school places in Yuen Long was severely outweighed by its demand due to the population growth. Secondary school students in Yuen Long and villages had to necessarily undergo lengthy commutes and continue their studies in Kowloon and Hong Kong for a long time. The situation aroused the attention of the late Mr. Chiu Lut Sau, Certificate of Merit for Service Rendered from Queen Elizabeth II, Serving Brother of the Order of Hospital of Saint John of Jerusalem, J.P., M.B.E., O.B.E, who had always shown his deep concern for educating the young people of Yuen Long. He made repeated appeals to the Education Department to build an additional standard-size government secondary school in Yuen Long to satisfy this dire need. In particular, he hoped that the new school would prepare students for tertiary education. To help expedite the implementation of the school project plan, the late Mr. Chiu generously donated \$1 million towards the building and equipping of such a school. In October, 1976, extraneous circumstances had brought about a deferment of progress. The Education Department decided to proceed with building a government secondary grammar school at 7, Tai Yuk Road, Yuen Long, and the school was to be named as the 'Chiu Lut Sau Memorial Secondary School'. The co-educational School was open to classes in September 1979, and the official ceremony was held on 30th, January 1981 with the guest of honour Governor Sir Murray Maclehoze.

School Facilities

- Lut Sau Hall
- Lecture Room
- Student Activity Centre
- Function Room
- 2 Multi-purpose Rooms
- Conference Room
- 2 Meeting Rooms
- Alumni Association Office
- Parents and Teachers Association
- Student Union Office
- 2 Social Worker's Rooms
- School Library
- Medical Room
- Wellness Space
- Counselling Room
- Career and Life Planning Room
- 28 air-conditioned classrooms
- 4 well-equipped laboratories
- 2 Art Rooms
- English Resource Room
- English Language Room
- Computer Studies Room
- Computer Assisted Learning Room
- Geography Room
- Design & Technology Room
- Home Economics Room
- Music Room
- Table-tennis Training Room
- Basketball Court
- Volleyball Court
- Badminton Court
- Instrumental Practice Room



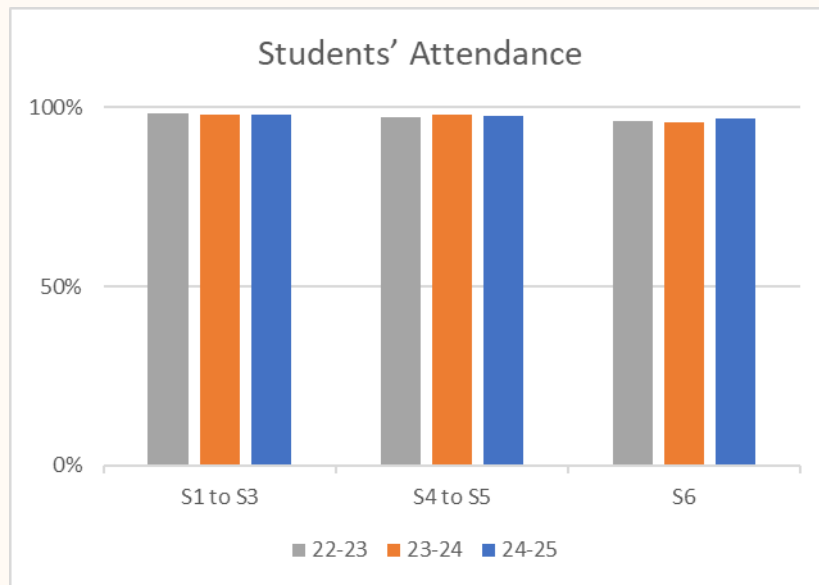
Our Students

Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	5	4	25
Total Enrolment	139	144	136	115	140	120	794

* Total Enrolment on 2-9-2024

Students' Attendance



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Our Teachers

Staff List 2024 - 2025

Ms. WOO Kit-ching	Principal		
Ms. TANG Shuk-man	Assistant Principal		
Ms. HUNG Yuen-may	Assistant Principal and National Security Education Committee (i/c)		
Mr. YAM Yuen-see	Assistant Principal		
Teachers			
1. Ms. AU Shuk-mei	KLA Coordinator of Chinese Language Education and HOD of Chinese Literature		
2. Mr. CHAN Kwok-keung @			
3. Mr. CHAN Wai-yin			
4. Ms. CHAN Yuen-man, Sabrina			
5. Ms. CHAU Ching-yi	HOD of Chinese Language (Senior levels)		
6. Mr. CHENG Man-wai	Discipline Team (i/c)		
7. Ms. CHENG Ying-tung @	HOD of Putonghua		
8. Mr. CHENG Yiu-wah, Thomas @			
9. Ms. CHEUNG See-wan	KLA Coordinator of English Language Education and HOD of English Language (Senior levels)		
10. Ms. CHEUNG Yee-ting	SEN Coordinator		
11. Mr. CHOW Kai-pang	KLA Coordinator of Arts Education and HOD of Visual Arts		
12. Ms. CHOW Wai-han	HOD of Citizenship and Social Development		
13. Ms. CHOW Won			
14. Ms. CHOY Wing-ching, Queeny @	HOD of Geography		
15. Ms. CHUNG Lai-ping @	HOD of Home Economics		
16. Mr. FUNG Chun-pong	HOD of Chinese (Junior levels) and Student Development Committee (i/c)		
17. Ms. FUNG Ngau-huen			
18. Mr. HO Kwan-cheong, James @			
19. Ms. HO-WANG Jeannette Micayla			
20. Mr. KHAN Chun-wing, Dominic	HOD of History		
21. Mr. KO Wai	HOD of Music		
22. Ms. KWOK Wai-ming, Grace			
23. Mr. KWONG Ping-kin	HOD of Design and Technology		
24. Ms. LAM Wai-heung	HOD of Citizenship, Economics and Society / Life and Society		
25. Mr. LAM Wai-ting @			
26. Mr. LAW Kin-yu	HOD of Science and Chemistry		
27. Ms. LAW Ming-wai	KLA Coordinator of Science Education and HOD of Biology		
28. Mr. LEE Chi-keung	Teacher Librarian		
29. Mr. LEE Tang-chow	HOD of Mathematics (Junior levels)		
30. Ms. LEUNG Ka-wai	HOD of Chinese History		
31. Ms. LI Suk-kam			
32. Ms. MA Wai-ling			
33. Mr. NG Kam-wing			
34. Mr. NG Kin-wang			
35. Ms. NG Siu-ming			
36. Mr. PAK Kin-man			
37. Mr. POON Wing-keung @			
38. Mr. TAM Si-man	Academic Affairs (i/c), KLA Coordinator of Mathematics Education and HOD of Mathematics (Senior levels)		
39. Mr. TAM Ting-bong			
40. Mr. TANG Ka-leung			
41. Ms. TANG Lok-yan	KLA Coordinator of Personal, Social and Humanities Education and HOD of Economics		
42. Mr. TSE Ming-wai	HOD of Physics		
43. Mr. TSE Wai-chung	HOD of Computer Literacy , Information and Communication Technology		
44. Mr. TONG Sing-ho @			
45. Ms. WONG Choi-wan, Jun	HOD of English (Junior levels) and Counselling Team (i/c)		
46. Mr. WONG Kam-hing	Careers and Life Planning Team (i/c)		
47. Mr. WONG Kin-chung	KLA Coordinator of Technology Education, HOD of Business, Accounting and Financial Studies and Other Learning Experiences Committee (i/c)		
48. Mr. WOO Kam-choy @			
49. Ms. WOO Sze-yan			
50. Ms. YAM Yuet-yi	KLA Coordinator of Physical Education and HOD of Physical Education		
51. Ms. YAU Kai-chi, Flora			
School Social Workers	Ms. NG Tsui-yi, Tweety	Mr. CHAN King-ho, Kingsley	
Laboratory Technicians	Mr. YIP Chi-long, Jason	Mr. LAU Sing-wah, Antony @	
IT Support	Mr. LEE Kwan-wai, Edward	Mr. HUNG Ching-yiu	
Hall Support	Mr. CHENG Long-yin, Kelvin		
Teaching Assistants	Mr. CHAN Chun-ming, Daniel @	Ms. CHEUNG Pui-wu, Priscilla	Ms. LAU Ka-wa, Cara @
	Ms. LO Sum-in, Natalie @	Ms. YIP Shui-ying	Ms. ZHU Jiehui, Jessie @
Counsellor	Ms. LAU Tsz-ching, Carrie		
Clerical Staff	Mr. SO Chi-kan	Ms. YU Chi-ying, Theresa	Ms. LAM Lai-sim, Lupy
	Ms. CHEUNG Ka-yee, Naomi	Ms. CHAN Pui-shan, Sharon	Ms. LO Yuen-yan, Karen
	Mr. MA King-yip, Rusty	Mr. CHAN Wai-wang, Vincent @	

@ newly-joined staff

Teachers' Qualifications

Master's Degree or above	Bachelor's Degree
43%	100%

Teaching Experience

0-4 years	5-9 years	≥ 10 years
5%	4%	91%

Average Training (CPD) Hours

44.5 hours

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Learning and Teaching

Number of School Days

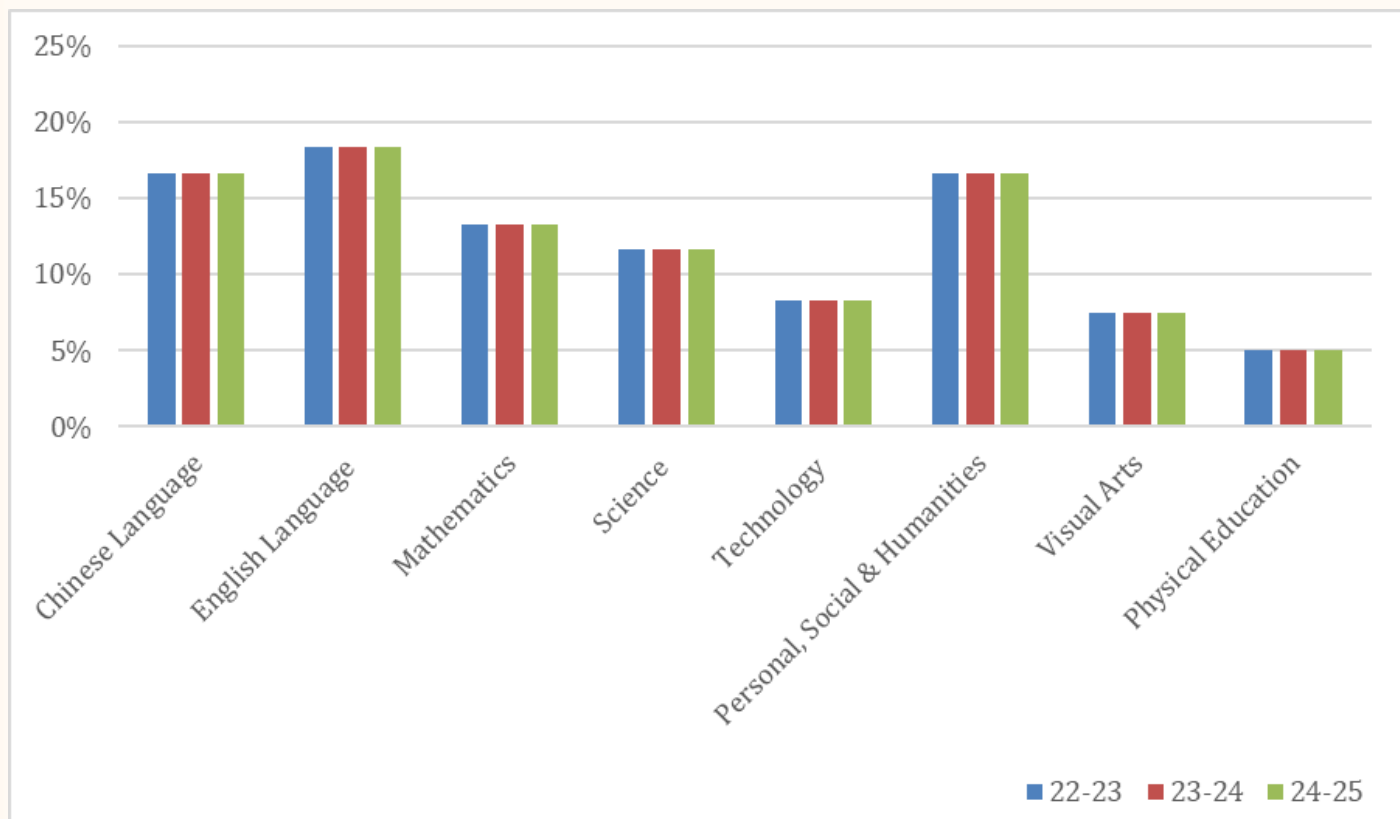
School Years	2022-2023	2023-2024	2024-2025
Number of school days	192	191	191

Curriculum

Subject 科目	Level 班級	S1 中一	S2 中二	S3 中三	S4 中四	S5 中五	S6 中六
Chinese Language 中國語文		●	●	●	●	●	●
English Language 英國語文		●	●	●	●	●	●
Mathematics 數學		●	●	●	●	●	●
Mathematics Extended Part (Module 2) 數學延伸單元二					●	●	●
Citizenship and Social Development 公民與社會發展					●	●	●
Life and Society 生活與社會			●	●			
Citizenship, Economics and Society 公民、經濟與社會		●					
Chinese History 中國歷史		●	●	●	●	●	●
Chinese Literature 中國文學					●	●	●
History 歷史		●	●	●	●	●	●
Geography 地理		●	●	●	●	●	●
Economics 經濟					●	●	●
Business, Accounting and Financial Studies 企業、會計與財務概論					●	●	●
Physics 物理					●	●	●
Chemistry 化學					●	●	●
Biology 生物					●	●	●
Science 科學		●	●	●			
Information and Communication Technology 資訊及通訊科技					●	●	●
Computer Literacy 普通電腦		●	●	●			
Putonghua 普通話		●	●				
Design and Technology 設計與科技		●	●				
Home Economics 家政		●	●				
Music 音樂		●	●	●			
Visual Arts 視覺藝術		●	●	●	●	●	●
Physical Education 體育		●	●	●	●	●	●
Reading Period 閱讀課						●	●
Other Learning Experiences (OLE) 其他學習經歷課					●	●	●
Class Period / 班主任課		●	●	●	●	●	●

- Subjects offered in 2024-2025

Lesson Time for the Eight Key Learning Areas in Junior Levels



Satisfaction Rates of Choice of Elective Subjects in S4

Number of elective(s) allocated within students' first three preferences	Number of students
3	100
2	26

Total Number of Students: 126
 Overall Satisfaction Rate: 97.74%

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Student Development

Support for Student Development

Our school has been committed to fostering students' academic excellence while placing equal emphasis on their holistic development. Throughout the 2024/2025 academic year, our functional teams worked collaboratively to support students' overall well-being by promoting their physical health, social skills, and mental well-being through positive values education.

The Careers and Life Planning Team focused on strengthening students' self-awareness and helping them acquire essential skills for personal and career development. Junior-level students engaged in self-exploration activities and career assessments to identify their interests, strengths, and values. These insights supported their self-exploration process during which they created and reviewed personalised action plans. The team arranged briefings, mock interviews, visits to universities and other higher-education institutions, and workshops on JUPAS and multiple post-graduation pathways for senior-form students. These initiatives enhanced students' understanding of post-secondary options and empowered them to make informed decisions regarding their academic and career pathways. Furthermore, in collaboration with the Hok Yau Club, Friends of Scouting, and the Education Bureau, the team provided talks and study tours focused on educational and career development in the Greater Bay Area.

The Class Management Team endeavoured to foster a supportive classroom environment and cultivate unity, cooperation and gratitude among students by encouraging students to appreciate one another. To reinforce these values, a series of engaging initiatives was implemented, including the Star of Kindness Award Scheme; the S3 Inter-class Dodgeball Competition; the Class Photo-taking Activity; and the Inter-class Display-Board Design Competition. These activities provided meaningful opportunities for students to recognise kindness, celebrate collective efforts and strengthen class cohesion. The team also inculcated proper values and attitudes, such as filial piety. Key activities included the Family/Elder Photo-sharing Competition; the Appreciation of Filial-piety-themed Videos; and the Expressions of Thanks: 'My _____, thank you!' activity. These programmes aimed to nurture empathy, respect and a sense of familial responsibility among students. The objective of fostering appreciation for filial piety was successfully achieved, as reflected in students' active participation and heartfelt responses throughout the activities.

The Counselling Team implemented a range of preventive, remedial, and developmental programmes aimed at fostering a vibrant, inclusive school culture that encouraged healthy lifestyles and mental and social well-being. Since the opening of the mental health room, '鬆一 Zone,' students have enjoyed a variety of games and conversations, which has helped to strengthen friendships. To foster students' positivity, the team organised for S2 students to participate in the 'V-Star Positive Youth: Move It Up' programme. The team worked closely with the Hok Yau Club and organised a series of activities for students, including a Kuoshu class, an orienteering field trip, and volunteer activities. Wellness Day featured a variety of events, including '輔導組陪你跑,' 'Find Your Lucky Duck,' handicrafts, game booths, a chocolate truck, and musical performances. Many positive comments were received from staff and students alike. In addition, the 'Tests/Exams Energisers' programme was held with social workers to promote mental wellness.

The SEN Support Team coordinated a broad range of targeted support services to assist students with special educational needs (SEN), including services of a clinical psychologist, art therapy, animal-assisted therapy, a study-skills enhancement programme, coaching sessions, and social-skills training. To support students with speech and language impairments, the speech therapist provided both individual and group training sessions tailored to their specific needs. Emphasis was placed on fostering effective home-school collaboration, with meetings arranged between parents and professionals. In addition, appropriate adjustments were made to homework and assessments to ensure equitable learning opportunities for students with SEN. Furthermore, the educational psychologist provided services and consultations for students and conducted a teacher-training workshop. Students were equipped with additional skills to

navigate life's challenges more effectively, and some students developed a deeper self-understanding.

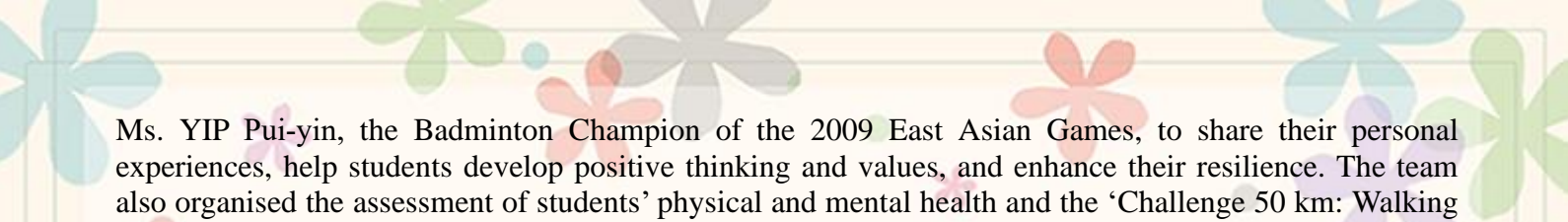
The Discipline Team placed a strong emphasis on fostering students' self-management, discipline and positive values throughout the academic year. A variety of engaging initiatives were implemented, including the Inter-class Punctuality Award Scheme and the Inter-class Cleanliness Award Scheme. These activities aimed to cultivate respect, responsibility and a sense of ownership among students, thereby contributing to a harmonious and orderly school environment. To strengthen students' sense of responsibility, the team implemented a structured approach to address issues of tardiness. Students who were late were identified and followed up promptly to gain a timely understanding of their circumstances. Parents were promptly contacted to address habitual lateness and to reinforce the importance of punctuality. In addition, lunchtime and after-school detention classes were conducted as corrective measures, providing students with opportunities to reflect on their behaviour and to develop greater accountability for their actions.

The Moral and Civic Education Team instilled in students positive values and attitudes, such as gratitude, respect for others, filial piety and national identity, through various programmes and activities. The team held 'Speeches Under the Flag' sessions to explain the significance of important national days and to promote positive values and traditional Chinese morality, encouraging students to appreciate and recognise these values. Students earned numerous school-based and individual awards by participating in various competitions focused on the Basic Law, the Constitution, national security, national development and mainland diplomacy. In the 'Dreams to GBA Come True' Itinerary Design Competition, our students won the Championship in the Senior Secondary Students Division and First Runner-up in the Junior Secondary Students Division. These activities provided students with opportunities to learn more about the country's history and culture, and about its innovation and technology, thereby broadening their horizons and fostering affection for their country. During Academic Week, junior-level students took the initiative to design game booths, academic display boards and learning worksheets centred around the theme of 'Healthy Living Habits'. They also served as facilitators at the booths. These initiatives not only encouraged students to apply classroom knowledge to real-world scenarios but also effectively nurtured their essential skills, including communication, collaboration, creative thinking and problem-solving.

The Environmental Education Team implemented various activities aimed at enhancing students' awareness of environmental protection and promoting sustainable living habits. The team held the 'Inter-class Energy-Saving Competition', in which classes followed an 'Environmental Protection Pledge'. Sharing sessions were conducted on topics such as 'Global Warming' and 'Earth Hour and the International Day of Zero Waste'. They also organised for students to participate in the 'Juvenile Horseshoe Crab Rearing Programme', the 'Visit to the Pulp Mill', the 'Greening Talk', the 'Beach Clean-up Activity', and the '5th Secondary School Online Quiz on Environmental Pollution' to enhance students' knowledge of environmental issues and their understanding of the local environment.

The Sex, Family and Health Education Team co-organised a workshop with the Department of Health on the prevention of sexual harassment for S1 students to raise their awareness of the issue. The team also helped students develop healthy habits through the S3 Nutritional Menu Design Project; sharing sessions during morning assemblies titled 'Good Food, Good Mood' and 'How to Eat a Healthy Lunch'; and 'Joyful Fruits Day'. To educate students about biosecurity and to emphasise the importance of vaccination in preventing infectious disease, the team co-organised the Seasonal Flu Vaccination Outreach Programme and the HPV Catch-up Programme with the Department of Health. The high participation rate indicated that students recognised the importance of herd immunity in preventing the spread of infectious diseases.

The Healthy School Programme Team supported students in cultivating healthy lifestyles and positive values by organising a wide array of personal growth activities. These included talks, inter-school events, personal development groups, and stress-management workshops, all designed to promote students' physical and emotional well-being. The team invited Mr. LAI Chi-wai, a four-time champion of the Asian Rock Climbing Championships and the world's first Chinese winner of the X-Game's extreme sports, and



Ms. YIP Pui-yin, the Badminton Champion of the 2009 East Asian Games, to share their personal experiences, help students develop positive thinking and values, and enhance their resilience. The team also organised the assessment of students' physical and mental health and the 'Challenge 50 km: Walking Across Hong Kong Island' to help students build healthy habits and boost their physical fitness. To raise awareness about the dangers of Etomidate and drug misuse, two talks were held featuring individuals recovering from drug addiction who shared their experiences. Furthermore, students received training to become Healthy School Ambassadors to deliver drug-prevention messages. Our school also partnered with three other government secondary schools in Yuen Long to organise the Community Drug-Free Carnival, promoting healthy-living messages to the community.

The Study Tour and Exchange Team arranged a range of meaningful learning activities throughout the year, giving students the chance to explore different cultures and apply their knowledge outside the classroom. Study tours to Mainland China offered students valuable opportunities to learn more about the country's rapid development and rich history. By visiting places such as Shenzhen, Zhuhai and Fujian, students gained a deeper understanding of national achievements in areas such as technology and transportation. These experiences helped to reinforce their connection to the country and encouraged a stronger sense of identity and belonging. In addition to local tours, students took part in overseas programmes in destinations including Singapore and London. These tours allowed students to experience different education systems, improve their English, and develop a better understanding of global issues such as sustainability and innovation. Through school visits, science workshops, and cultural exchanges, students became more confident and open-minded. The school also continued to strengthen ties with sister schools through joint activities and events. These exchanges helped students build friendships, develop communication skills, and appreciate cultural similarities and differences in a respectful and engaging manner.

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*Achievements and Reflection
on Major Concerns;
Feedback and Follow-up*

Review of Annual School Plan 2024-2025

Major Concern 1

Augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners

* Objectives

- 1.1 To cultivate an enriching learning environment that engenders students' curiosity and fortifies their motivation to learn
- 1.2 To enhance students' language proficiency and nurture their reading habits
- 1.3 To promote students' learning capacity to attain academic success

* Strategies

1. To kindle students' curiosity by increasing their exposure to a wide range of learning opportunities.
2. To develop students' inquiry skills and to stimulate their drive to explore new knowledge by organising cross-curricular projects at junior levels.
3. To increase students' language proficiency by facilitating their engagement with reading materials.
4. To reinforce students' reading habits by leading reading-focused activities.
5. To promote assessment literacy to enhance the effectiveness of students' learning.
6. To nurture digital and information literacy, enhancing students' learning effectiveness and promoting the ethical use of information.

* Highlights of Achievements

1. Nominating students to participate in external academic activities, competitions, and gifted education training programmes to stimulate their motivation to learn.
 - The school nominated students to participate in a wide range of external academic activities, competitions, and gifted education programmes throughout the year. These opportunities linked classroom learning to real-world applications, stimulating students' intrinsic motivation and curiosity. A school-based survey found that 95% of teachers believed these experiences cultivated students' curiosity and 97% observed increased students' motivation. Over 80% of junior and senior students reported greater interest and initiative in exploring subject knowledge. Stakeholder surveys also indicated improved confidence and enjoyment in learning inside and outside the classroom. These findings indicate the school's initiatives broadened academic exposure, stimulating student curiosity and motivation and creating an enriching learning environment.
 - To foster literary appreciation and cultural curiosity, the Chinese Language and History panels organised diverse activities, such as Kunqu opera appreciation, writing competitions, and historical research initiatives. Students received awards in competitions like 「與歷史同行」 and contests organised by The Chinese University of Hong Kong, which demonstrate students' enhanced creativity and literary expression.
 - In the areas of research, critical thinking, and interdisciplinary inquiry, students participated in competitions such as the 全港中學香港歷史文化專題研習比賽 and 中學寶庫專題研習報告賽, which integrated knowledge from history, literature, and civic

- education, thereby improving students' information literacy and critical thinking and nurturing deeper engagement across subjects.
- To support scientific inquiry and environmental exploration, students took part in field studies and long-term projects such as the Juvenile Horseshoe Crab Rearing Programme. Experiences with the Ocean Park Conservation Foundation and the Caritas Field Studies Centre enriched students' understanding of ecosystems. Participation in competitions such as the Analytical Chemistry Challenge and the International Biology Olympiad further enhanced their problem-solving skills and collaborative abilities.
 - To promote innovation and applied technology through STEAM, the school encouraged student participation; students then achieved outstanding results in events such as the 「新 能源 · 新 一代」 太陽能車比賽 (First Prize in Technology Innovation) and the HKU Power & Cheer Competition (second runner-up). These experiences fostered creativity, problem-solving skills, and interest in sustainable technology.
 - To build business acumen and entrepreneurial thinking, students engaged in experiential activities such as the 「灣區夢成真」 行程設計比賽, winning the championship and a first runner-up prize, with the winning itinerary selected for the official award tour. Participation in competitions such as the JA International Trade Challenge and the HKICPA Online Quiz enriched their practical understanding of economics, accounting, and global trade.
 - In the areas of communication, public speaking, and performing arts, students participated in events such as the Hong Kong Schools Speech Festival and the 周有光盃講故事比賽, where one student earned a bronze prize and was invited to appear in a televised interview with RTHK. Students also joined drama, debate, and inter-school speaking activities. These platforms enhanced their confidence, logical thinking, and motivation to express themselves through language and performance.
2. Facilitating whole-school sharing sessions to arouse students' interest in the extended academic activities undertaken by their peers
- Whole-school sharing sessions held throughout the year showcased student presenters' extended academic activities and learning experiences. These peer-led presentations increased students' awareness of academic opportunities beyond regular lessons and drew attention to learning beyond the classroom, enhancing students' curiosity and interest in similar activities. A teacher survey found 100% agreed that peer sharing stimulated academic curiosity, and 97% reported it boosted student motivation. Eighty percent of S1–S2 students and 82% of S3–S5 students reported increased subject interest following peer presentations. Additionally, 81% of S1–S2 students and 83% of S3–S5 students expressed willingness to participate in similar activities. These results indicate that structured peer sharing effectively fosters students' academic initiative and motivation.
 - Several sessions were particularly impactful, engaging students and sparking genuine interest. In the Chinese Language session, students presented original poems, inspiring peers to view creative writing as accessible and meaningful. Students in the Gifted Education Programme presented advanced, university-level topics and participated in expert-led discussions. These activities raised awareness of opportunities beyond the school curriculum and encouraged students to aim higher academically.
3. Organising subject-based academic weeks to provide students with immersive learning opportunities
- Throughout the year, the school organised a variety of subject-based academic weeks to provide students with immersive and interdisciplinary learning experiences. According to a teacher survey, 95% of teachers agreed that these academic weeks effectively sparked students' interest in learning, while 97% believed they enhanced

students' motivation to learn. Student feedback also reflected positive outcomes: 89% of students in S1–S2 and 85% of students in S3–S5 indicated that their learning experiences were enriched. Furthermore, 88% of students in S1–S2 and 81% of students in S3–S5 reported increased interest in the related subjects.

- Academic weeks promoted inquiry-based, collaborative, hands-on learning beyond the curriculum. During Chinese Language Week, Chinese Literature Week, and Putonghua Week, students participated in poetry appreciation, creative writing, fan painting, and language games, making classical texts accessible and encouraging interest in creative writing. Music and Visual Arts Week enabled students to discover links between music and visual arts through an exhibition of Baroque and Impressionist works; participants reported new interests beyond the classroom. Computer Literacy and ICT Week introduced coding, computational thinking, and digital literacy via interactive activities, revealing practical applications and stimulating interest in digital learning. In Citizenship and Social Development Week, students created thematic posters on national achievements in culture and technology, deepening curiosity about civic identity and social progress. Healthy Living Week, co-organised by five departments and functional teams, focused on work-life balance, healthy eating, and avoiding harmful habits. Examining health topics from multiple perspectives helped students apply subject knowledge to real life and increased interest in personal well-being.
4. Empowering students' inquiry skills and stimulating their drive to explore new knowledge by organising cross-curricular projects in the junior levels
- In S1, the project 'Our Community' integrated English, Geography, History, and Citizenship and Social Development. Students designed family trip itineraries using research and investigative skills and information gathered from online sources and site visits. The project encouraged curiosity and initiative; students explored heritage sites and reflected on environmental conservation after visiting wetlands.
 - In S2, a STEAM project involving Science, Mathematics, Design and Technology, Computer Literacy, and Visual Arts tasked students with designing and building remote-controlled gliders. They applied scientific principles such as aerodynamics and force, performed calculations to ensure balance and stability, and used micro:bit microcontrollers to program navigation functions. Through iterative flight testing, students identified and resolved design issues, translating theoretical knowledge into practical applications. The project effectively nurtured critical thinking, problem-solving skills, and motivation for self-directed inquiry.
5. Increasing students' language proficiency by facilitating their engagement with reading materials
- Supplementary reading materials were provided during English Speaking Days to expose students to diverse text types, including memos, short stories, and articles. These materials supported students' vocabulary development, improved their comprehension, and encouraged deeper reflection through structured reading tasks.
 - Refining subject-based reading materials
Subject departments bolstered the school's reading culture by refining subject-specific materials aligned with student' interests to promote reading beyond textbooks. Teachers reported increased motivation when readings aligned with students' academic contexts. Survey results for Major Concern 1 showed that over 70% of students agreed reading activities enriched their subject knowledge and sparked interest in reading. Over half of teachers adopted strategies beyond departmental materials to cultivate students' reading habits. The Chinese Department and the Reading to Learn Team introduced a script-reading activity based on Journey to the West and performed it as a puppet show during OLE periods. In Citizenship and Social Development lessons,

teachers developed collaborative reading tasks and reflection activities to encourage students to explore texts related to real-life situations, and they organised a public-speaking activity following readings on national security. These initiatives enhanced students' language skills, engagement with texts, and reading motivation across disciplines.

6. Reinforcing students' reading habits by spearheading reading-focused activities (e.g. optimising the existing Reading Award Scheme, organising library visits, and arranging thematic book displays)
 - According to a teacher survey, 100% of teachers agreed that reading-focused activities such as thematic book displays, the Reading Award Scheme, and library visits nurtured students' interest in reading. 90% of teachers agreed that these activities helped build lasting reading habits.
 - The school library played an active role in promoting reading by appointing student librarians to recommend books and compile a wish list of titles. This student-led approach encouraged students to take ownership of their reading choices and facilitated peer sharing, strengthening the reading culture across the school.
 - To further stimulate interest, activities like thematic book displays, storytelling sessions, and library tours were organised around themes such as Endangered Animals and The Forbidden City. Teachers also shared their travel stories, adding a personal touch to the reading experience.
 - The Stakeholder Survey results showed a positive trend, with more students reporting that they often read leisure reading materials and newspapers outside class. The 'Reading (leisure reading time)' score in APASO III improved compared with the previous year, reflecting increased student engagement in reading for pleasure.
7. Promoting assessment literacy to strengthen the use of assessment data (e.g., examination markers' reports) and thereby improve the effectiveness of student learning.
 - The school implemented and reinforced a whole-school assessment policy and evaluation tools, such as examination markers' reports, to enable teachers to analyse student performance. Using assessment data, teachers identified students' learning needs, detected common mistakes, and adjusted their teaching strategies accordingly.
 - Three professional development workshops were held in collaboration with the Quality School Improvement Project (QSIP) of The Chinese University of Hong Kong. These sessions provided teachers with practical strategies for interpreting assessment data and applying insights to refine lesson design and teaching materials.
 - All teachers agreed that analysing assessment data helped them better identify and understand students' strengths and weaknesses. All teachers also agreed that using this analysis to fine-tune teaching strategies and materials enabled students to clarify key concepts, improve learning effectiveness, and achieve greater accuracy in assessments.
8. Nurturing digital and information literacy to enhance student learning effectiveness and promote the ethical use of information.
 - Integrating elements of information literacy into subject curricula using the iClass VoD Platform provided by the University of Hong Kong
The junior-level curriculum, covering the nine core areas of information literacy, was implemented on the iClass VoD Platform. Teachers observed that students became more discerning in locating and citing sources and demonstrated improved understanding of academic integrity and source credibility. Survey data indicated that 82% of teachers found the platform suitable for teaching information literacy, and 91% agreed it enhanced students' awareness of the ethical use of information. Over 80% of students reported better understanding of information literacy, greater confidence in

analysing sources, and improved academic performance.

- Encouraging students' participation in external activities and competitions related to information literacy

A post-assessment of the Information Literacy Exhibition indicated improved students' skills in fact-checking and critical evaluation of digital content, especially on topics such as cyberbullying. Survey results showed that 78% of students in S1–S2 and 79% of students in S3–S5 felt these activities deepened their understanding. Additionally, 83% of students in S1–S2 and 81% of students in S3–S5 agreed that they had become more responsible digital users. Most students reported gains in information-searching, critical thinking, and problem-solving skills.

Reflection

Facilitating factors:

1. The objectives of the Major Concern were effectively communicated to stakeholders through staff meetings, circulars, and assemblies. This established a shared understanding of the school's direction and ensured alignment across levels, enabling smoother implementation of strategies such as academic enhancement and student-led initiatives.
2. Subject panels took the initiative in supporting key strategies. Teachers identified and nominated students for external academic and enrichment programmes, extending learning beyond the classroom and helping students explore their strengths, thereby boosting motivation.
3. The school made effective use of EDB grants, including the Promotion of Reading Grant, Life-wide Learning Grant, and Diversity Learning Grant. These funds supported diverse programmes such as reading activities, academic weeks, training sessions, and the acquisition of essential resources.
4. Teachers worked collaboratively across departments to co-plan academic weeks and cross-curricular projects. This ensured coherent delivery of strategies and enhanced the impact of activities through coordinated planning and execution.
5. Teachers utilised assessment data and examiners' reports to inform planning. This approach allowed for targeted support based on identified learning gaps, improving teaching effectiveness and student outcomes.
6. The introduction of the iClass VoD platform supported the development of students' information literacy. Teachers began to integrate it into lessons, enriching learning experiences and laying the groundwork for future digital learning initiatives.

Hindering Factors

1. While various enrichment programs were offered to extend learning beyond the classroom, student engagement varied significantly. Some students exhibited high levels of interest, while others showed little enthusiasm. To improve participation, it is essential to diversify enrichment programs across different levels and provide more encouragement from teachers.
2. The diverse reading interests of students pose a challenge. To address this, the school should provide a range of reading-focused activities that promote a stronger reading culture, nurture students' interests in reading, and develop their reading habits.
3. Different ability levels among students make it challenging to create cross-curricular tasks that are both easy to manage and engaging. To improve this, departments should work together more closely to adjust learning goals and materials to meet the varied needs of all students.
4. The content on the iClass VoD platform may not align fully with the objectives of subject curricula. This requires modification and addition of learning tasks to integrate information literacy elements into classroom teaching objectives.

Feedback and Follow-up

1. A school-based survey found that most students and nearly all teachers agreed that external academic activities, competitions, and gifted programmes successfully sparked student interest, broadened knowledge, and built essential skills. Going forward, more students will be nominated for external activities. Teachers will also enrich classroom experiences through greater interaction, constructive feedback, and positive reinforcement to sustain student engagement.
2. The S.1 and S.2 cross-curricular projects were effective in enhancing students' inquisitiveness and research skills. Both students and teachers agreed that project-based learning inspired students' interest and deepened subject knowledge. Building on this, future projects will feature more focused learning activities to further develop students' curiosity and analytical thinking skills.
3. Reading-focused activities have enhanced language proficiency and boosted interest in reading, particularly in leisure reading. To foster long-term habits, the school will introduce a wider variety of reading tasks and activities to encourage consistent reading.
4. Assessment literacy workshops have enabled teachers to utilize data more effectively to inform instruction, identify student needs, and adapt their teaching strategies. The school will continue to implement a whole-school approach to ensure the effective use of assessment tools, which will include workshops focused on questioning and feedback skills for teachers.
5. Students showed more confidence in applying information literacy skills. Survey results reflected an improved ability to use information for learning. In the coming year, learning tasks will be further refined to integrate these skills, helping students extract, organise, and communicate ideas more effectively.

Major Concern 2

Fostering Students' Holistic Well-being: Empowering Physical, Social and Mental Health through Positive Values Education

*** Objectives**

- 2.1 To strengthen students' self-awareness, self-appreciation, and to help them acquire problem-solving strategies
- 2.2 To foster a vibrant, inclusive school culture that encourages healthy lifestyles and supports students' mental and social well-being
- 2.3 To instil positive values and attitudes in students

*** Strategies**

1. To foster a robust sense of self-worth and personal agency within the student body through an array of activities
2. To cultivate students' resilience and equip them with an optimistic mindset so they can proactively approach and resolve challenges
3. To strengthen mental-health promotion in school
4. To cultivate students' physical, social, and mental well-being by developing healthy habits
5. To strengthen parents' mental-health education to support their child.
6. To inculcate in students an appreciation of positive values and attitudes, and respect for a pluralistic society by integrating values-based themes (e.g. responsibility, resilience, gratitude, empathy, and filial piety) across the curriculum and school activities.
7. To enable students to become informed and responsible citizens with a sense of national and global identity by organising activities on Chinese culture and history, civic education, and global issues

*** Highlights of Achievements**

1. (a) Organising workshops with guest experts to equip students with tools to overcome challenges and cultivate resilience, covering topics such as stress management, cognitive reframing, and growth-mindset development.
 - The S1 Bridging Programme comprised various components designed to promote holistic development. It equipped new S1 students with a clear understanding of core values, enabling them to set personal goals early and fostering a growth mindset. Furthermore, the programme honed their problem-solving strategies, ensuring a smoother transition from primary to secondary school.
 - The S4 Bridging Programme was designed to support S4 students' smooth transition into the senior secondary curriculum through team-building activities. Guided by the PIEP framework, the team used the Personality Dimensions activity to help S4 students gain a deeper understanding of themselves and develop strategies to face challenges effectively.
 - Motivational talks by Mr. Lai Chi-wai and Ms. Yip Pui-yin were delivered in the two terms, respectively. Their inspiring talks left a lasting impression on students; they highlighted the importance of resilience and perseverance in overcoming challenges.
 - A school-based survey on Major Concern 2 revealed that over 93% of students felt that school-organised activities enhanced their resilience and positive attitudes. All teachers agreed with this observation.

2. (a) Introducing the PERMAH model and organising team-building activities for students to foster supportive relationships
- The Class Management Team organised the ‘Star of Kindness Award Scheme’ in the first term and the ‘Star of Fitness Award’ in the second term.
 - The 4Rs Mental Health Charter (the ‘4Rs Charter’) underscores four essential elements of mental health: rest, relaxation, relationship, and resilience. This initiative aims to create an environment that supports students’ healthy development. Additionally, the Counselling Team established a mental-health corner named ‘鬆一Zone’ at the school.
 - According to our school-based survey, 76.48% of students reported a deeper understanding of the PERMAH model and enhanced well-being; 90.62% reported improved healthy habits through school activities; and 93.52% reported greater awareness of the importance of work-rest balance. Furthermore, 90.40% of junior students and 86% of senior students endorsed our vibrant, inclusive school culture, as indicated by KPM 17 (Satisfaction Rate — School).
- (b) Developing healthy dietary habits and work-rest schedules through activities organised by functional teams and subject departments.
- The Academic Week, jointly organised by the Citizenship, Economics and Society Department, the Life and Society Department, and the Biology Department, had the theme ‘Healthy Lifestyles.’ Post-event surveys revealed significant positive outcomes: 83.1% of students reported improved stress-management skills, and 89.2% of participants found that the displays enhanced their understanding of how to maintain a balanced work-rest schedule.
 - S2 students were introduced to 紫荊操 (a new martial art) and to pickleball, while S5 students received coaching in darts.
- (c) Inviting notable speakers to hold talks and workshops on strategies to build students’ resilience, well-being, and positive mental health.
- Family support is one of the critical factors in establishing a solid foundation for students’ mental health. In addition to the usual 趙中家長學堂, the school, in collaboration with the PTA, organised six parent education workshops conducted by Ms. Smile Cheung (張笑容) and the Hong Kong Parent Education Association (香港家長教育學會). One hundred percent of parents agreed that the workshops provided useful strategies to prevent potential tensions in parent – child relationships through professional parent education in mental health, and that the workshops equipped them to better support their children.
 - 元朗區家長教育學習圈 aims to educate parents about positive, evidence-based parenting strategies; promote up-to-date child-development approaches; and enhance parent – child relationships through effective communication techniques.
- (d) Organising interactive activities to nurture a positive parent-child relationship (e.g. appreciation cards)
- The Class Management Team implemented a values-education programme focusing on filial piety as its core virtue. The centrepiece of this initiative was a heartfelt letter-writing activity titled ‘感恩傳遞：我的_____，謝謝您！’ (‘Expressions of Thanks: My _____, thank you!’).
3. (a) Leveraging School Assembly, Speech under the National Flag, Class Teachers Periods and mass programs to cultivate students’ values and attitudes in a structured framework
- To further nurture students’ values and attitudes within a structured framework, the

- themes of the morning-assembly sharing sessions were aligned with the 12 priority values. A specific theme was assigned for each month, so each team delivered positive education messages to students based on that theme.
- Additionally, the topics for the Speech under the National Flag were drawn from the major fields of national-security education, such as Political Security, Homeland Security, and Cultural Security.
- (b) Inculcating the positive values of traditional Chinese culture, positive values and attitudes through teaching and learning activities across various Key Learning Areas, and curricular activities
- The Moral and Civic Education Team and the Class Management Team collaborated to organise an Activity Day on National Constitution Day. The programme aimed to deepen students' understanding of the National Constitution and the significance of Chinese culture and art, fostering a strong sense of national identity and civic responsibility through interactive and experiential activities. The day featured game booths, a movie screening, 'I Am What I Am' (「雄獅少年」), for S5 students, Chinese quilling art, and an inter-class traditional Chinese-games competition. According to a school-based survey, 86.6% of students reported that they were deeply impressed by the perseverance, resilience, and positive attitudes displayed in the movie.
- (c) Fostering students' national identity by enhancing National Education through arranging diverse on-campus activities and thematic sharing sessions
- Students' passion for national identity was further demonstrated through their participation in 「慶祝『薪火相傳』國民教育系列平台成立 15 周年：學生內地交流計劃『灣區夢成真』行程設計比賽」 The junior team was the first runner-up, while the senior team won the championship.

Reflection

Facilitating factors:

The targets of Major Concern 2 were generally achieved because they were strategically integrated across the entire school ecosystem. It was not a standalone initiative but was woven into the following areas:

1. Curriculum: Key Learning Areas and subject departments tactfully integrated priority values into their curriculum at the beginning of the school year, which allowed them to incorporate these values in classroom teaching and extended learning activities.
2. Functional Teams: The Student Development Committee effectively coordinated with various functional teams, including the Class Management Team, the Counselling Team, the Moral and Civic Education Team, and the academic departments to plan and implement various activities. Class Teachers effectively utilized homeroom time to implement various programmes aimed at fostering positive values and improving peer relationships.
3. Parental Engagement: Parents are very supportive of the school. The PTA establishes a strong network among parents, enhancing communication between them and the school. Additionally, the sharing sessions organized by the 元朗區家長教育圈, which includes secondary schools in the area, optimize parent education efforts despite limited resources.

Hindering factors:

1. Intense academic pressure among students leads to stress and anxiety, limiting their capacity to focus on personal growth and emotional development.
2. Misaligned parental expectations place undue pressure on students, hindering their ability to form realistic goals and develop intrinsic motivation.
3. Increased exposure to social media negatively affect students' holistic well-being, making it harder for the school to nurture balanced well-being and positive values.

Feedback & follow-up

1. The school activities enhanced students' self-awareness, confidence, and problem-solving skills, thereby strengthening their self-concept. Building on this success, the school will continue these programmes next year, introduce regular challenges and structured routines to develop organisational skills, and equip students with stress-management techniques and growth-mindset strategies to help them face challenges and take ownership of their development.
2. Guided by the PERMAH model and the 4Rs Mental Health Charter, the school will continue core initiatives, including the SOUL Keeper Workshop and the integration of charter values into daily routines. The PE Department will introduce new sports to promote physical health. The school will strengthen its partnership with the PTA by co-organising professional workshops to equip parents with positive parenting strategies.
3. Building on this year's foundation in values education, the school will deepen its commitment to positive education by focusing on three core values for the upcoming academic year: Empathy, Responsibility, and National Identity. These values will be systematically embedded into the student experience through thematic activities, key events, and daily routines. Furthermore, a series of on-campus activities and sharing sessions will be introduced to give practical expression to these and other values, with a specific focus on perseverance and sportsmanship (for example, the 15th National Games of the People's Republic of China), healthy lifestyles, a vibrant school culture, and global issues.



Student Performance



Students' Attitude and Behavior

Students generally demonstrated positive attitudes towards learning and school life. They actively participated in academic activities, including external competitions, interdisciplinary projects, and subject-based academic weeks. Many showed an increased interest in learning and took the initiative to explore knowledge beyond the classroom. Peer sharing sessions further encouraged academic motivation and strengthened their engagement.

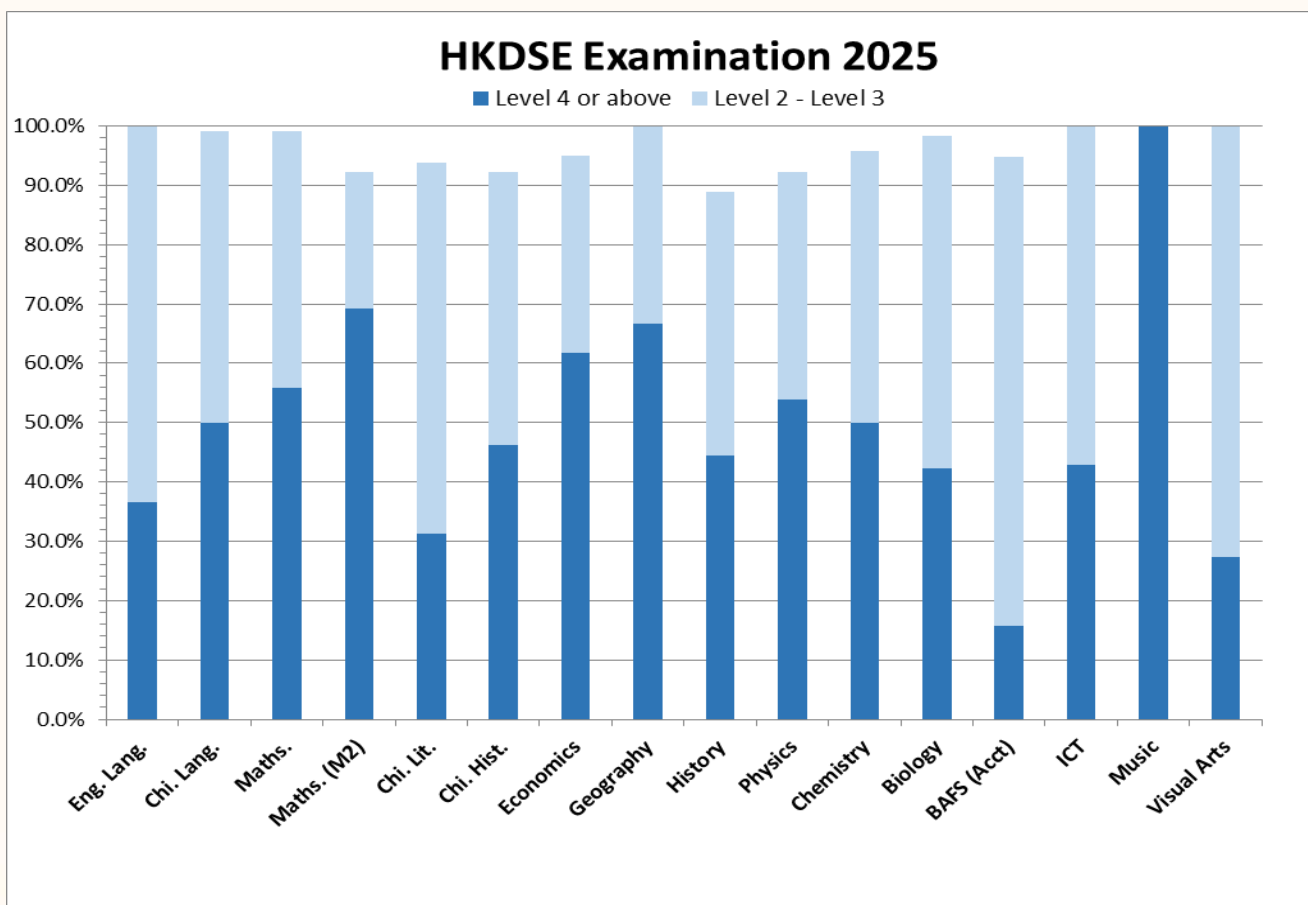
In the junior levels, students applied inquiry and problem-solving skills in cross-curricular projects. Teachers noted improvements in students' collaboration, critical thinking, and initiative. Reading habits were also fostered through subject-based reading tasks and library activities, with students showing increased interest in reading beyond textbooks.

Students exhibited responsible behaviour and positive values. Through structured programmes, they became more aware of stress management, emotional regulation, and self-discipline. Activities promoting kindness, physical fitness, and mental well-being enhanced peer relationships and class cohesion. Respectful conduct was generally observed during school events and assemblies. Students also showed growing awareness of empathy, perseverance, and civic responsibility through values education and community-based activities.

Hong Kong Diploma of Secondary Education Examination 2025

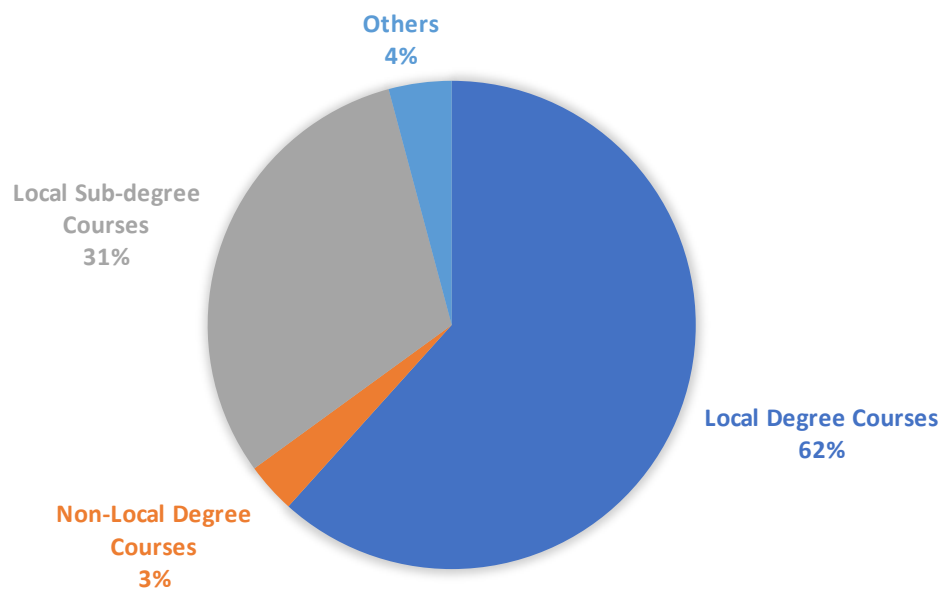
Overall Performance

Number of students sat	120
Overall passing percentage	97.9%
Percentage attained Level 2 or above in 5 subjects including Chinese Language and English Language	98.33%
Passing Rate of Citizenship and Social Development	100%
Percentage met the minimum entrance requirements for degree programmes	76.7%
Percentage attained Level 4 or above	47.6%



Destination of Exit Students

Multiple Pathways 2024-2025



University / Institute	Degree	Sub-degree	Total
The University of Hong Kong	8	18	26
The Chinese University of Hong Kong	11	1	12
The Hong Kong University of Science and Technology	2	0	2
The Hong Kong Polytechnic University	5	12	17
City University of Hong Kong	8	0	8
Hong Kong Baptist University	4	1	5
Lingnan University	4	2	6
The Education University of Hong Kong	1	0	1
Hong Kong Metropolitan University	20	0	20
Other Local Educational Institutes	11	3	14
Institutes outside Hong Kong	4	0	4
Others	0	5	5
Total:	78	42	120

Major Prizes and External Awards

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
2024-2025 「心繫家國 3.0」 聯校中式步操比賽	教育局	中學組 銀獎	S3 李鈞雄 S3 李啟言 S3 凌 慧 S4 李穎琛 S5 羅一淼 S5 陳潔心
2024-2025 慶祝 「薪火相傳」國民教育活動 系列平台成立 15 周年： 學生內地交流計劃 「灣區夢成真」 行程設計比賽	教育局、政制及內地 事務局粵港澳大灣區 發展辦公室	初中組 亞軍	S3 游博謙 S3 林正弦 S3 李鈞雄 S3 李卓興 S3 潘柏希
		高中組 冠軍	S5 丘連聰 S5 朱嘉桐 S5 李智權 S5 李菽昕 S5 劉 暢
第六屆「文裕盃」全港校際 徵文大賽 2024	香港兒童文藝 交流協會	中文組 高中組 金獎	S5 丘連聰
		英文組 高中組 亞軍	S5 丘連聰
第十三屆大學文學獎	香港浸會大學語文 中心、香港文學推廣 平台	少年作家獎	S5 陳家琦
與歷史同行： 香港中學生穿越小說比賽	香港樹仁大學 歷史系、 教育倡行及陸國權 中華文化傳承 研究基金	最完整還原 歷史場景獎	S6 陳心悅 S6 李若琳 S6 黃樂臨
		優異獎	S5 何栢銳 S5 陳家琦 S5 李智權 S5 張子陽
全港初中生 改寫劇本比賽	香港中文大學 語文教育課程系會	優異獎	S2 張軒維 S3 張子霖
全港高中生徵文比賽	香港中文大學 語文教育課程系會	優異獎	S5 陳家琦 S5 張子陽
香港賽馬會社區資助計劃： 美荷樓香港精神 學習計劃「兩代情」 徵文比賽	香港青年旅舍協會	優異獎	S5 邱欣悅 S5 唐敏欣 S5 李智權 S5 張子陽 S6 黃樂臨
第六屆卧龍盃官立中學 多角辯論賽	天水圍官立中學	冠軍	S4 石曉琳 S4 張芷晴
全港中學中國歷史研習 獎勵計劃	中國歷史研究文學 碩士課程同學會	高級組嘉許獎	S5 何智朗 S6 陳珞詩 S6 陳心悅 S6 李若琳
		學生最佳成績	S6 陳珞詩 S6 王穎文
2024《憲法》、《基本法》 全港校際問答比賽	教育局	最積極參與 學校獎中學組	趙聿修紀念中學

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
《憲法》和《基本法》 學生校園大使培訓計劃	教育局課程發展處	嘉許學生大使	S5 羅一焱 S5 伍皚頤 S5 李菽昕
元朗警區・少智強・衛國安 之元朗警區國家安全網上常 識問答比賽	元朗區少年警訊	優異獎	S4 陳銘彤
傑出公民學生獎勵計劃	和富青少年網絡	嘉許證書	S6 翁海澄 S6 李若琳 S6 李雨沁 S6 柯金妮 S6 王海晶
公民與社會發展科 「運用思考工具海報 設計比賽」	教育局	優異獎	S5 馮景朗 S5 王翼濤 S5 梁熙琳
第十七屆 「香港盃外交知識競賽」	外交部駐香港特別行 政區特派員公署、 教育局及香港明天 更好基金	踴躍參與 學校獎	趙聿修紀念中學
YM Volunteer@School 獎勵計劃	香港中華基督教 青年會	積極參與 學校獎	趙聿修紀念中學
		傑出學生義工獎	S3 麥子晴 S4 陳苑喬 S4 凌浩桓 S4 陳穎蕎 S4 連榛泳 S4 韋心怡 S4 謝雅雯 S5 陳桐瑤 S5 李楚詠 S5 伍皚頤 S5 黃嘉敏 S5 鍾鉦琳 S5 鄧可瑩 S5 劉栩華 S5 李菽昕 S5 吳泳聰 S5 梁子峰 S5 陳俊彥 S5 陸 政 S5 馮詩程
V-star 正向青年齊起動計劃	學友社	正向青年獎	S3 林煜恬 S3 楊寶珺 S3 謝慧顏 S4 歐雲菲 S4 黃震宇 S4 韋心怡 S4 柯詠恩 S5 謝采嫻 S5 鄭美怡 S5 林映彤 S5 李熙蕾 S5 邱欣悅 S5 李子謙 S5 梁子峰 S5 林炯燊 S6 王映喬
		正向校園獎	趙聿修紀念中學
		正向校園大獎	
		正向校園嘉許獎 傑出正向校園 大獎	
愛心行動獎	香港青年交流 促進聯會	愛心行動獎	S5 陸 政 S6 林 錚 S6 陳曉雪 S6 何羚嫻

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
Sustainable Development Goals (SDGs) eLearn Award Scheme 2025	UNICEF HK	Gold Certificate	S4 LING Ho-wun, Darren S6 LAM Tsang
		Bronze Certificate	S4 CHEUNG Wing-shan S4 CHAN Lok-ming S4 CHAN Yuen-kiu S4 CHAU Pak-yiu, Elvis S4 CHEN Xing S4 CHENG Cho-wing S4 CHAN Hei-tung S4 CHENG Ki-ki S4 KWOK Ka-ching S4 LIU Cheuk-wai S4 LIU Wing-chak S4 O Ka-ki S4 WONG Chi-long S5 LEUNG Wai-kit, Victor S5 LI Cho-wing
賽馬會眾心行善 — 義工推廣校園夥伴計劃	香港明愛、香港小童群益會及香港青年協會	傑出服務策劃獎	S4 陳苑喬 S4 陳穎蕎 S4 韋心怡 S5 陳桐瑤 S5 李楚詠 S5 伍皚頤 S5 黃嘉敏 S5 鍾鈺琳 S5 鄧可瑩 S5 劉栩華 S5 李菽昕
		義工年度加許 (個人) 金狀	S5 李菽昕
樂施米義賣@校園 2025	樂施會	學校傑出籌款獎	趙聿修紀念中學
香港青年協會「好易配」義務嘉許	香港青年協會	義工年度嘉許 (個人) 金狀	S4 張芷晴 S4 連榛泳 S4 陳穎蕎 S4 韋心怡 S4 謝雅雯 S4 鄭浩霆 S5 陳靖文 S5 胡瀚文 S5 陳詩彤 S5 江蔓晴 S5 林戴鏞 S5 溫蘊楨 S5 溫素宜 S5 謝采奴 S5 鄒然 S5 楊杏妍 S5 鄭美怡 S5 王翼濤 S5 陸政 S5 吳建臻 S5 林子茹 S5 伍皚頤 S5 鍾鈺琳 S5 謝卓盈 S5 梁子峰 S5 陳家琦 S5 石天晴 S5 林炯燊 S5 張文傑 S5 李菽昕 S5 王嘉朗
		義工年度嘉許 (團體) 金狀	趙聿修紀念中學

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
1-min Science Video Competition	The Hong Kong Young Academy of Sciences	Gold Award	S6 CHAN Hiu-suet
Future Science Prize Laureate's Dialogue with the Youth	The Future Science Awards Foundation Limited	Certificate of Honor	S6 CHAN Hiu-suet
全港學界無人機挑戰賽 2025	艾思能達（香港）有限公司	遙控競速狙擊戰： 一級認證 編程避障過關戰： 二級認證	S2 張軒維 S2 蔡俊邦 S2 傅峻熙 S2 劉俊煒 S3 曹胤菴
「南工杯」大灣區數智競技機械人大賽	哈爾濱工業大學（深圳）	三等獎	S2 張軒維
		二等獎	S2 蔡俊邦 S2 劉俊煒
New Energy New Generation Solar Car Competition	Hong Kong Institute of Vocational Education	Technical Innovation Champion	S4 CAO En-lang S4 LAM Hiu-nam S4 TSUI Yat-fung S6 CHAN San-leung S6 CHAN Ching-fung S6 HAN Wai S6 LUM Chun-hei S6 LAI Hin-yiu S6 LIN Yan-chak
Power and Cheer: Innovative Christmas Tree Design Competition	University of Hong Kong Department of Electrical and Electronic Engineering	2nd Runner-up	S1 LIN Sunny S2 CHEN Tsz-ki, Lucky S3 YOU Prance S3 LIU Po-yi
2024-2025 年度香港青少年數學精英選拔賽	保良局	三等獎	S3 傅望舒
The 42 nd Hong Kong Mathematics Olympiad (Heat)	Education Bureau	Second-class Honour (Individual Event)	S5 WONG Man-hei
經濟資訊圖表大挑戰 (2024-25)	教育局、香港中文大學、香港理工大學及香港經濟教育協會	亞軍	S5 梁熙琳 S5 鄧卓桺 S5 石天晴
		季軍	S5 楊杏妍 S5 林戴鏞 S5 陳俊彥
		最具人氣大獎	S5 梁熙琳 S5 鄧卓桺 S5 石天晴
		經濟×商業×科技主題大獎	
特邀嘉賓評選大獎			
粵港澳姊妹學校歌詠比賽	深圳市教育局	一等獎	深圳市富源學校及趙聿修紀念中學聯合合唱團

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
第七十六屆香港學校朗誦節	香港學校音樂及朗誦協會	詩詞獨誦 普通話 冠軍	S2 周嘉盈
		散文獨誦 粵語 亞軍	S2 周晉丞 S2 羅 棋 S4 張芷晴
		散文獨誦 普通話 亞軍	S3 黃家榕
		詩詞獨誦 普通話 亞軍	S3 黃家榕
		詩詞獨誦 普通話 季軍	S1 蔡景匡
		中文朗誦 詩詞獨誦 粵語 季軍	S1 周晉安 S2 施必臻 S3 黃家榕
2024/25 香港學校戲劇節 (廣東話組)	教育局	傑出演員獎	S3 黃家榕 S4 劉穎潼
Hong Kong School Drama Festival 2024/25 (English Group)	Education Bureau	Outstanding Performer	S5 NG Alphard
Hong Kong Children and Youth Speech Competition 2024	Yuen Long Town Hall	Silver Award	S2 CHEUNG Hin-wai S2 ZHOU Ka-ying
		Bronze Award	S1 WALEED Zaki S2 CHOW Tsz-chun S2 FU Kevin S2 NGAI Ho-kwo S2 TSE Ho-yau
周有光盃—普通話 說講朗誦及拼音比賽	香港中華文化 發展聯合會	高中組 講故事比賽 銅獎	S5 關柳萍
粵港澳學生繪畫比賽	國際生命創藝文化	高中組 亞軍	S5 鄧可瑩
2024 徐悲鴻盃國際青少年 兒童美術比賽	香港青年協會	香港區賽事 中學組 百家姓畫系 優異獎	S2 江柏燊 S5 朱可澄
第 14 屆世界兒童繪畫 大獎賽 2025	世界兒童藝術文化 協會	初中組優秀獎	S2 歐穎禧
Agar Art Contest 2024 (Preliminary Round)	Ho Yu College and Primary School	Champion	S5 WAN Yun-zhen S5 CHONG Emma S5 LEUNG Hoi-ching S5 LI Julie
77th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Church Music Foreign Language Secondary School Choir Age 15 or under Champion	Chiu Lut Sau Memorial Secondary School

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
77th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Zheng Solo – Senior Champion	S5 CHEN Yinrui
箏動鼓浪•國際青少年古箏公開賽	廈門市青少年校外教育發展促進會	特等獎	S5 陳殷叡
聯校音樂大賽 2025	香港聯校音樂協會	中學合唱團 (挑戰組) 銀獎	趙聿修紀念中學合唱團
		中學合奏 (敲擊樂) 銀獎	S1 蘇紫瑩 S1 蔡景匡 S1 胡景銘 S3 黃存三 S4 朱雅賢 S4 胡嘉璇 S5 黃聖桓 S5 孔祥熙
		中學合奏 (木管樂) 銅獎	S3 陳鎧澄 S4 黃昕穎 S4 林曉楠 S4 李茵琪
20th Crystal International Dancesport Championships Malaysia International Open Dance Competition	Malaysia Limited Dancesport Association	Champion in 146A4 Junior Under 16 (W/T/Q)	S2 WONG Ching-nam, Michael
		2nd Runner-up in 156B Junior Under 16 (C/R/J)	
		6th Place in 197A Youth Under 21 (C/S/R/J)	
2025 Asia Cup Taipei Open Championships	Asia Dance Federation Association, Taipei City Dancesport Association	Champion in U18 Open Latin	S2 WONG Ching-nam, Michael
		Champion in U18 Open Standard	
		6th Place in Amateur Open Standard	
The 4th Kuala Lumpur City International Ballroom Dance Championship 2024	Malaysia Ballroom Dance Council	1st Runner-up in Standard Junior Under 16	S2 WONG Ching-nam, Michael
2025 HK International	Hong Kong International Dance	2nd Place of HK Inter Youth U21 Ballroom	S2 WONG Ching-nam, Michael

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
第六十一屆學校舞蹈節	教育局及香港學界舞蹈協會有限公司	中國舞 中學組 優異獎	S1 劉玥鈴 S1 吳千悅 S1 蔡善婷 S1 林雅悠 S1 羅一瞳 S2 莊卓喬 S2 張一蓮 S2 鄭筠霈 S2 譚迦妍 S4 張芷晴 S5 梁熙琳
		健康舞 中學組 優異獎	S1 朱諾同 S2 謝可柔 S3 林智淇 S4 石曉琳 S4 溫芷悠 S4 李煇榆 S4 方凱鏗 S4 周柏堯 S4 蔡紫蕎 S4 劉穎潼 S4 吳沅莊 S5 陳詩彤 S5 謝采姮 S5 何倬僑 S5 莊雯哈 S5 謝卓盈 S5 梁凱晴
元朗區校際舞蹈比賽 2024	元朗文藝協進會及 元朗大會堂	中學組 銀獎	S1 劉玥鈴 S1 吳千悅 S1 蔡善婷 S1 林雅悠 S1 羅一瞳 S2 莊卓喬 S2 張一蓮 S2 鄭筠霈 S2 譚迦妍 S4 張芷晴 S5 梁熙琳
2024 香港代表隊 選拔賽 第二站	中國香港體育舞蹈 總會	男女混合 12-15 歲 標準舞 五項 超級排名賽 冠軍	S2 黃靖男
		男女混合 14-15 歲 標準舞 五項 排名賽 冠軍	
		男女混合 15 歲 拉丁舞 五項 排名賽 季軍	
		12-15 歲或以下男 女混合 十項全能 亞軍	
2024 香港代表隊 選拔賽 第三站	中國香港體育舞蹈 總會	男女混合 14 歲 拉丁舞 五項 排名賽 冠軍	S2 曾梓琪
2024 香港代表隊 選拔賽 第四站	中國香港體育舞蹈 總會	男女混合 12-15 歲 標準舞 五項 超級排名賽 冠軍	S2 黃靖男
		男女混合 14-15 歲 標準舞 五項 冠軍	
		男女混合 12-15 歲 十項全能 季軍	

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
2025 香港代表隊 選拔賽 第一站	中國香港體育舞蹈 總會	男女混合 15 歲 拉丁舞 五項 排名賽 冠軍	S2 曾梓琪
		男女混合 12-15 歲 拉丁舞 五項 超級排名賽 冠軍	
		男女混合 14-15 歲 標準舞 五項 排名賽 冠軍	
		男女混合 12-15 歲 十項全能 排名賽 冠軍	
		男女混合 16-18 歲 標準舞 五項 排名賽 冠軍	S2 黃靖男
2025 香港代表隊 選拔賽 第二站	中國香港體育舞蹈 總會	男女混合 16-18 歲 標準舞 五項 排名賽 冠軍	S2 黃靖男
		男女混合 16 歲 或以上 標準舞 五項 新星賽 亞軍	
延續奧運精神校本活動比賽	教育局課程發展處	季軍	趙聿修紀念中學
2025 Duathlon Series Race 1	Hong Kong Triathlon Association	Female Youth 2 1st Runner up	S1 CHAN Hoi-man
2025 年跆拳道大滿貫- 世青俱樂部聯賽香港站	香港青年動力協會	個人黑帶非專業組 15-17 歲 冠軍	S3 邱冠霖
香港學界定向錦標賽 (短距離)	中國香港定向總會	中學組 短距離 新界區 男子乙組 團體殿軍	S3 陳諾言 S3 林慶嘉 S3 李卓興 S3 林正弦 S3 黃晉軒 S3 黃鈞傑
		中學組 短距離 新界區 女子乙組 團體冠軍	S3 林煜恬 S3 呂頌悅 S3 曾頌嵐 S3 鄭雅珊 S3 楊寶珺
		中學組 短距離 新界區 女子組 團體季軍	
		中學組 短距離 新界區 女子乙組 團體總季軍	

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
第二十屆世界中學生運動會	國際中學生 體育聯合會	定向 短距離 銅獎	S6 饒 曉
		定向 中距離 銅獎	
		定向 團體 (香港隊成員)	
Shine Tak Foundation Outstanding Junior Athlete Awards	Hong Kong Sports Institute	Outstanding Junior Athlete Awards	S6 YIU Yiu
Inter-school Volleyball Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Girls A Grade 1st Runner-up	S5 CHAN Sze-tung S5 KONG Man-ching S5 WAN Yun-zhen S5 SHEK Tin-ching S5 CHEN Kit-sum S5 LEUNG Hoi-ching S5 LI Julie S6 WONG Lee-wei, Angel
Inter-school Table-tennis Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Girls B Grade 3rd Runner-up	S2 WONG Ching-yu S3 WONG Wing-lok S3 CHEUNG Hei-lam S3 LEUNG Yuen-sum S3 CHEUNG Ching-lam
Inter-school Swimming Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Boys A Grade 50m Breast Stroke 1st Runner-up	S6 CHAN Cheuk-yuen
		Boys A Grade 100m Breast Stroke 2nd Runner-up	S6 CHAN Cheuk-yuen
		Boys B Grade 200m Freestyle Champion	S3 LAM Hing-ka
		Boys B Grade 200m Medley Relay Champion	S3 LAM Hing-ka
		Boys B Grade 200m Breast Stroke Champion	S3 TSO Wang-tat

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
Inter-school Swimming Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Boys B Grade 50m Breast Stroke 2nd Runner-up	S3 TSO Wang-tat
		Boys B Grade Overall Second	Chiu Lut Sau Memorial Secondary School
		Boys C Grade 100m Back Stroke Champion	S1 SY Long
		Boys C Grade 50m Back Stroke 1st Runner-up	S1 SY Long
		Girls A Grade 100m Freestyle Champion	S5 TANG Cheuk-ye
		Girls A Grade 200m Medley Relay 1st Runner-up	S5 TANG Cheuk-ye
		Girls A Grade 200m Freestyle Champion	S5 YAN Ran, Candy
		Girls A Grade 100m Back Stroke Champion	S5 YAN Ran, Candy
		Girls A Grade 200m Breast Stroke 1st Runner-up	S5 YEUNG Hang-yin
		Girls A Grade 4X50m Medley Relay Champion	S5 TANG Cheuk-ye S5 YAN Ran, Candy S6 WONG Lee-wei, Angel S6 CHEUNG Tsz-yin
		Girls A Grade Overall Champion	Chiu Lut Sau Memorial Secondary School
		Girls B Grade 100m Freestyle Champion	S2 FONG Sin-ka

Competition 比賽	Organiser 機構	Award 獎項	Level and Name 班級及姓名
Inter-school Swimming Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Girls B Grade 200m Freestyle Champion	S2 FONG Sin-ka
		Girls B Grade 200m Freestyle 2nd Runner-up	S2 WONG Ching-yu
		Girls B Grade 4X50m Medley Relay 1st Runner-up	S2 FONG Sin-ka S2 WONG Ching-yu S3 LAW Wai-tung S3 YEUNG Po-kwan
		Girls C Grade 200m Breast Stroke Champion	S1 TANG Tsz-tung
		Girls C Grade 100m Breast Stroke 1st Runner-up	S1 TANG Tsz-tung
		Girls B Grade Overall Second	Chiu Lut Sau Memorial Secondary School
		Girls Overall Champion	Chiu Lut Sau Memorial Secondary School
Inter-school Badminton Championships (Yuen Long District)	The Schools Sports Federation of Hong Kong, China	Girls A Grade 2nd Runner-up	S4 CHEN Tsz-tung S4 SO Lok-yiu S5 LI Cho-wing S6 CHUNG Yan S6 CHIU Wing-chin S6 CHEUNG Tsz-yin S6 TONG Sum-ye
		Girls B Grade 3rd Runner-up	S3 LO Kei-yin S3 NG Tsz-kiu S3 TAI Chi-wai S4 CHAN Ming-tung S4 KWOK Ka-ching S4 LAW Wai-ching S4 CHAN Wing-kiu
		Girls C Grade 2nd Runner-up	S1 LIU Sze-nga S2 CHAN Pui-yi S2 CHAU Q S2 YEUNG Hau-bing S2 ZHOU Ka-ying S2 HUANG Kong-hung S2 TONG Hau-ye
		Girls Overall Champion	Chiu Lut Sau Memorial Secondary School



Financial Summary



ESCBG

ESCBG Account (2024-2025) Financial Year

	Income (HK\$)	Expenditure (HK\$)
Non-school-specific Grants		
• Baseline Reference	645,621.00	408,703.70
• Baseline Adjustment – GSS	(72,675.00)	0.00
• Other Education Purposes	1,509,113.00	540,000.00
Sub-total:	2,082,059.00	948,703.70
• Composite IT Grant	581,704.00	431,698.00
• Capacity Enhancement Grant	1,212,774.00	1,129,668.84
• Promotion of Reading Grant	151,109.00	29,549.00
• Learning and Support Grant	545,417.00	479,739.50
Sub-total:	2,491,004.00	2,070,655.34

ECA

Extra-curricular Activities Account (2024-2025) School Year

	HK\$
Balance B/F from Aug 2024	330,939.78
Income	
• Contribution from Students and Government	1,560,814.33
Expenditure	
• Extra-curricular Activities and Learning Programmes	1,546,752.00
Year Surplus	14,062.33
Total Balance for ECA A/C in 2024-2025 School Year	345,002.11

SMI

SMI Fund Account (2024-2025) School Year

	HK\$
Balance B/F from Aug 2024	381,249.04
Income	
• Contribution from Students	110,700.00
• Bank Interest	1,573.09
Expenditure	
• Replacement of 6 water dispensers for students' use	18,684.00
• S4-S6 OLE Lessons	26,358.00
• Replacement of 9 projectors	79,062.00
• Swimming Class	36,000.00
• Bank Service Fee	225.00
Year Deficit	48,055.91
Total Balance for SMI A/C in 2024-2025 School Year	333,193.13