

# **Diocesan Boys' School Primary Division**



**Annual School Report  
2024-2025**

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## **About Diocesan Boys' School Primary Division**

The Diocesan Boys' School Primary Division, revived after a lapse of more than 30 years by the enthusiastic DBS School Council to a full-fledged direct subsidy, through-train establishment housed in a newly designed, purpose-built and sophisticatedly appointed complex within the DBS compound, aims to serve boys aged 5 years 9 months to 12 years from the local and the international communities in Hong Kong. The Primary Division inherits the strong tradition of the senior school which offers academic excellence and an all-rounded education to our youngsters. We believe that modern education is not confined only to the school hours or within the school boundary but is a continuous process involving a dedicated partnership between parents and the school and a guided interaction within the community. We aim to build a learning environment where students can feel happy and safe, and are encouraged to achieve their best. Our curriculum is designed to offer each individual a broad education and to prepare them for a seamless transition to the Senior Division.

## **Vision and Values**

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

## **Vision Statement**

From these values the vision statement is built.

Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.

## **Mission**

The mission of the school is: 'to provide a liberal education based on Christian principles.'

To realize this stated mission the school has set the following objectives:

- To offer a balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.

## Achievement and Reflections of Major Concerns, Feedback and Follow-up

### Major Concern 1

Developing Diocesan boys into life-long learners

#### Target 1: To help students organize their ideas during the learning process

##### Achievements

At the beginning of the school year, various Visible Thinking Routines (VTRs) were introduced during the first Curriculum Development and Academic Affairs (CDAA) Meeting. The purpose was to equip all teachers with practical strategies and classroom applications that could support students in organizing their ideas more effectively. Core subject departments, including English, Chinese, Mathematics, and General Studies, then implemented these VTRs in Grade 4–6 classrooms. The routines were used in different contexts such as extending discussions, summarizing and structuring knowledge, and preparing for written compositions and project work.

Examples of students' work applying VTRs were collected and recorded in the subject development plans. Commonly used routines such as "I used to think... Now I think...", "See, Think, Wonder," and "Circle of Viewpoints" provided students with structured opportunities to clarify, reflect on, and organize their thoughts across a range of learning activities.

##### Reflection

Through discussions at panel collaboration meetings, teachers reflected positively on their experiences with VTRs. They observed that these strategies were effective in generating and linking new ideas, while also helping students connect classroom learning to real-life situations. Furthermore, the use of VTRs encouraged students to consider multiple perspectives, which enhanced their problem-solving abilities and broadened their critical thinking skills.

##### Feedback and Follow-up

The 2024–2025 Stakeholder Survey reflected generally stable and positive perceptions regarding the impact of VTRs. Overall, the area of teaching and student learning remained broadly consistent with the previous year's results. Parents' satisfaction showed a steady improvement, rising slightly from 3.9 to 4.0. Teachers and students continued to express favorable views about the use of questioning techniques to promote thinking inside and outside the classroom, with only minor fluctuations observed (teachers: 4.6 to 4.4; students: 4.0 to 3.9).

Through the review of students' assignments and projects, it was observed that high-achieving students were able to elaborate on their ideas and demonstrate deeper analysis of the subject matter. In contrast, students of average ability tended to produce shorter and more straightforward responses, showing limited extension of their ideas. These students may benefit from earlier exposure to and regular practice with Visible Thinking Routines

(VTRs) to help them internalize the thinking process, which in turn could better prepare them for handling more complex subject content in the upper grades.

Moving forward, it is recommended that teachers continue to consolidate the use of VTRs and extend them into the lower grades so that all students can benefit from consistent exposure to these strategies. To enhance engagement, it will also be important to integrate the routines into fun and interactive activities, such as games, which can help sustain students' interest and maximize the benefits of this approach.

**Target 2: To allow students make meaningful connections between different subject areas and develop an integrated view of learning**

**Achievements**

The cross-curricular projects for each grade level were redesigned to encourage students to draw upon a wider range of skills and knowledge from different subjects in order to complete authentic tasks. In addition, a committee was formed to explore student-led projects aimed at further developing their generic skills.

A highlight of the year was the wide-scale Carnival Design Project, held from 11 to 14 February 2025, introduced with the support of an external consultant, Mr. Kyle Wagner. This initiative was closely linked to the school's developmental goal of *"to love and to serve"*. Students were tasked with designing and building game booths around this theme, with the aim of entertaining Grade 1 pupils. Through the Carnival Project, students applied their understanding of values by designing game booths that introduced these concepts to Grade 1 pupils. They also made use of their Chinese and English language skills to write clear game instructions and explain the rules confidently to visitors. In addition, students applied visual arts knowledge when selecting colours, designing layouts, and constructing the booths using simple stationery and cardboard materials. These experiences provided authentic opportunities for students to integrate knowledge from different subject areas, fostering a deeper and more holistic understanding of learning.

Teachers served as facilitators throughout the process, guiding students to ensure that the booth designs were developmentally appropriate for younger pupils and that each creation meaningfully reflected the intended values.

Students benefited in several ways. First, through self-nomination and interviews, eight students were selected to serve on the organizing committee. They participated in weekly planning meetings, coordinated the event, and hosted parents and visitors during the carnival launch on 14 February 2025. This experience strengthened their leadership and communication skills, especially in conflict resolution during the preparation process. Second, Grade 5 students took ownership of the booths, from planning and constructing with simple materials such as cardboard and origami paper, to testing and refining their games with input from the committee. Many expressed pride and a sense of accomplishment when their work was positively received by parents and younger students.

On the other hand, joint outing arrangements were organized by the English, Chinese, and General Studies Departments to provide students with opportunities for life-wide learning. Several activities, such as the Ocean Park visit for Grade 2 and the Eco Park visit for Grade 3, were closely connected to topics covered in both the English and General Studies curricula. These cross-departmental collaborations maximized learning opportunities by allowing students to apply classroom knowledge in authentic real-world contexts, thereby extending and deepening their learning experiences.

### **Reflection**

The success of cross-curricular projects can be further enhanced by addressing several enabling factors:

**Time** – Allocate extended and uninterrupted periods (approximately one week) for planning, execution, and evaluation.

**Curriculum** – Adjust assessment structures to value both subject content and transferable skills, such as design thinking and collaboration.

**Teachers** – Provide professional development to strengthen teachers' confidence in facilitating student-centered projects, including monitoring progress, offering constructive suggestions, and guiding reflection.

**Leadership** – Establish a team of curriculum leaders to organize and support project-based learning across grade levels.

**Parents** – Encourage parents to value soft skills and qualitative teacher feedback as much as numerical grades, emphasizing the broader benefits of project-based learning. These considerations will be incorporated into future planning, particularly for Extended Learning Weeks and Cross-Curricular Activities.

The outings can be further reviewed to identify more cross-curricular connections. With improved advanced planning, scheduling conflicts with school events, lessons, or formative assessments can be minimized, preventing disruptions to the learning cycle and ensuring smoother teaching progress.

## Feedback and Follow-up

The 2024–2025 stakeholder survey results reflected generally positive perceptions of curriculum development, with all related indicators remaining at a high level above 3.9. The item “The school strategically provides students with different learning experiences inside and outside the classroom, taking into consideration learner diversity” received a strong score of 4.3, while “The school appropriately arranges students’ learning time to connect their learning inside and outside of the classroom” was rated 4.2. These results indicate that the school continues to provide rich and diverse learning opportunities beyond the classroom.

While some teachers perceived large-scale projects such as the Carnival as additional undertakings rather than fully integrated learning experiences, the consistently high scores suggest a solid foundation on which further cross-curricular collaboration can be strengthened.

Student responses were also positive, with the statement “Teachers’ questions inspire my thinking inside and outside of the classroom” maintaining a relatively high score of 3.9. This shows that students recognize teachers’ efforts to promote thinking-based learning, while also indicating potential to deepen inquiry and reflection in future projects.

To further enhance cross-curricular learning, future projects will adopt a more structured framework that clearly maps each subject’s contribution. This approach will help reduce overlap, enhance transparency for students, teachers, and parents, and ensure that the educational value of interdisciplinary learning experiences is fully maximized.

Furthermore, the cross-departmental outing arrangements, such as the Ocean Park and Eco Park visits, demonstrated clear benefits in helping students make meaningful connections between different subject areas. These authentic learning experiences allowed students to apply classroom knowledge in real-world contexts, enriching their understanding and engagement. With better coordination and advanced planning, future outings can be even more strategically integrated into the school curriculum, further strengthening cross-curricular learning and life-wide education.

### **Target 3: To equip students with problem solving skills and a design thinking mindset**

#### **Achievements**

A STEAM cross-curricular learning project that involves the design thinking process was conducted in each grade level. Each project was designed to integrate skills and concepts from multiple subject areas, allowing students to apply their knowledge to solve a central problem. Teachers within each grade level collaborated to coordinate the sequence of content delivery, ensuring coherence and progression across subjects. The projects undertaken were as follows:

- Grade 1: Observing Living Things
- Grade 2: Making My Toy Car
- Grade 3: Smart Greenhouse
- Grade 4: Animal Classification
- Grade 5: Maglev Train Mode
- Grade 6: Mini-4WD

#### **Reflection**

Some less able students still found aspects of the projects challenging as they had not yet developed the fundamental problem-solving mindset. Therefore, the skill level of the projects needs to be adjusted to better align with their abilities and the skills they have acquired in previous school years.

On the other hand, the design thinking process was closely guided, which led to limited variation in the products created by students. While this approach ensured that projects could be completed within the available lesson time, it also restricted high-achieving students, who could have developed more creative solutions if given greater flexibility, time, and resources.

#### **Feedback and Follow-up**

To better support students of varying abilities, it is recommended that STEAM cross-curricular projects be simplified and designed to allow more open-ended solutions. This will also make it easier for teachers to prepare and guide students in applying the design cycle during their projects. In addition, offering more STEAM-related extracurricular activities—including opportunities to participate in competitions—could further stretch and challenge high-achieving students through targeted pull-out programs.

## **Overall Feedback**

The implementation of Visible Thinking Routines (VTRs) has been integral to students' development as life-long learners, enabling them to summarize information, synthesize complex concepts, and extend their ideas across different subject areas. These routines serve as valuable thinking tools that support deeper understanding and transfer of learning.

However, feedback collected from teachers during reflection sessions indicated that the 30-minute lesson structure in the school timetable presents challenges. Teachers noted that limited lesson time restricts students' ability to both acquire essential knowledge within an already packed curriculum and to meaningfully explore and internalize VTR strategies for long-term use.

Another key area for improvement lies in shifting teachers' mindsets to bring about genuine transformation in learning beyond the procedural use of VTRs. While teachers have worked diligently to integrate VTRs into instructional materials and classroom activities, true impact requires moving beyond simply applying the routines. Teachers are encouraged to continually question their own teaching assumptions and expectations of students' capabilities, nurturing a Culture of Thinking that promotes deeper engagement and understanding.

## **Follow-up Measures**

To provide more time and space for meaningful learning experiences, the school is planning to reduce the number of quizzes and formative assessments. This adjustment aims to create more lesson time and lessen the assessment load, so that students can engage more fully in thinking-based and exploratory learning activities.

Looking ahead, the school will adopt "Learn to Play, Play to Learn" as the central theme for the 2025–2026 school year, encouraging learning through play to enhance student engagement and develop problem-solving and creative thinking skills.

Additionally, the introduction of the new Primary Humanities and Science subject in Grades 1 and 4 will feature updated assessment criteria and diverse modes of assessment. This approach will promote the development of students' higher-order thinking, inquiry, and hands-on skills alongside factual knowledge acquisition.

**Major Concern 2**  
Strengthening students' identity and sense of belonging towards our Country

**Target 1: To develop students' understanding and appreciation of Chinese Culture**

**Achievements**

A variety of programmes had been arranged for students to develop their understanding and appreciation of Chinese Culture:

- Interactive Drama Shows were arranged on Practicing the Rule of the Law (互動劇場 – 「透過戲劇實踐法治」由律政司主辦、香港戲劇教育工作室製作). Grades 1 – 3 students watched 正義村奇幻遊記 on 13 December 2024. Grades 4 – 6 students watched 律政學院的冒險尋星之旅 on 27 September 2024.
- Celebrations with student activities were held for National Day, Chinese Cultural Day and National Security Education Day.
- Extended Learning Weeks for Grades 3 and 4 had the theme of 「問道於書勤學習 傳承文化展風采」. All G.3 & G.4 students had a visit to PLA Hong Kong Garrison Exhibition Centre on 24 June 2025.
- A team of 20 Constitution and Basic Law Student Ambassadors was formed to promote Constitution and Basic Law education in school.
- On the occasion of the National Security Education Day, the School has invited Dr. Yau Kwok Kwong (Executive Director of the Centre of National History Education) to conduct a webinar on 12 April 2025, for parents and students to enhance information literacy and protect themselves from online scams (防騙媒體及資訊素養).
- The Headteacher, together with the Deputy Headteacher in-charge-of National Security Education, 4 teachers and 32 students visited 2 Sister schools in Hangzhou (舟嵯小學、惠貞書院) from 30 March 2025 to 3 April 2025. A guided tour by the Director of the Opium War Museum (舟山鴉片戰爭紀念館) was arranged for students to foster a sense of patriotism and national identity by showcasing the resistance of Chinese soldiers and civilians against foreign aggression.

## **Reflection**

- For the Interactive Drama Shows, survey results showed that more than 90% of the students promised to be a law-abiding good citizen making HK a better city.
- For the PLA Hong Kong Garrison Exhibition Centre visit, survey results showed that 82.8% of the students enjoyed the visit to the Exhibition Centre. Comments received from students were very positive, “The weaponry exhibit impressed me the most because China can invent such great and advanced vehicles.”, “The rocks of the soldiers impressed me the most because they worked very hard and sacrificed their lives for us.”
- For the Opium War Museum tour during the Sisters Schools visit, students’ recordings in their log books showed that they were touched by our past ancestors’ heroic acts of courage in defending our Country and inspired in them a sense of National pride & unity.

## **Feedback and Follow-up**

- Survey results showed that students were appreciative of the activities arranged for them and comments were positive. This shows that students have a better understanding and appreciation of Chinese Culture.
- A variety of programmes will continue to be arranged for students next year to ensure students deepen their understanding and appreciation of Chinese Culture.
- Visit to the Mainland will be organized as part of the Staff Development programme for teachers to strengthen their understanding in the importance of their roles and responsibilities in safeguarding national security.

### Major Concern 3

Promoting empathy and respect for diversity to create a harmonious and supportive learning

#### **Target 1: To better align and expand the scope of the whole school programmes that promote empathy and respect for diversity and inclusivity**

##### **Achievements**

In alignment with the Secondary Division's motto, "To Serve and To Lead," the Primary Division builds upon the foundation of "To Love and To Serve." By nurturing the core values of love, empathy, and compassion during their formative years, students develop a strong moral foundation that empowers them to become responsible leaders who serve their school community and contribute positively to society.

To further cultivate empathy and emotional understanding, the school launched a whole-school emotional education programme at the beginning of the academic year. The initiative aimed to strengthen students' emotional literacy and self-awareness. During morning assemblies led by the school social workers, students engaged in check-in activities and breathing exercises that helped them recognize and manage their emotions. These sessions enabled students to develop emotional resilience and respect for the feelings of others, laying the groundwork for a more caring and inclusive school culture.

Building upon this foundation, a range of service learning opportunities were provided to allow students to put empathy into action. Activities were integrated into the non-academic curriculum from Grades 4 to 6, encouraging students to demonstrate care and respect through authentic community engagement. For instance, Grade 4 students visited elderly centres, Grade 5 students took part in a cross-generational STEAM workshop showcasing projects to over 250 elderly guests and parents, and Grade 6 students reached out to tenants of subdivided flats to offer support and companionship. Through these experiences, students not only embodied the spirit of "To Love and To Serve," but also developed a deeper appreciation for diversity and the value of inclusion in society.

##### **Reflection**

Following the implementation of the school-wide emotional education programme and check-in exercises, feedback from our school social workers has been highly positive. Students are now more capable of recognizing and articulating their emotions using "I-messages" to express their feelings in a more appropriate and respectful way.

The programme not only enhanced students' communication and emotional literacy but also fostered empathy and respect for others. As students learned to express themselves constructively, they became more understanding and supportive of their peers, contributing to a more inclusive and caring school environment. These developments align closely with the school's major concern of promoting empathy and respect for diversity to create a harmonious and supportive learning community.

In addition, the service learning activities recorded mean satisfaction scores above 4 out of 5, reflecting high levels of student and parent engagement. However, the response rate for post-activity evaluations remained below 70%, suggesting that there is room for improvement in encouraging more timely and comprehensive reflections to further enhance the quality and impact of service learning experiences.

### **Feedback and Follow-up**

Building on the positive outcomes of the emotional education initiatives, the school will continue these efforts next year to further deepen students’ understanding of their own emotions and those of others. Morning assemblies will incorporate more interactive and engaging elements that explore different aspects of emotional literacy, helping students strengthen empathy, self-awareness, and relationship-building skills.

In addition, Moral Education lessons will be enhanced to place a stronger emphasis on emotional education. Plans include inviting guest speakers and professional facilitators to offer diverse perspectives and expert insights, enriching students’ learning experiences and reinforcing the school’s core values.

To create more structured and meaningful service learning opportunities, each grade level will focus on a specific target group—Grade 4 will continue serving the elderly, Grade 5 will engage with minority groups or people with disabilities, and Grade 6 will focus on supporting people living in poverty. The co-organiser for the Grade 5 programme will be identified in the upcoming school year.

The school also aims to provide more service learning opportunities for average-performing students to foster confidence and a sense of achievement, and for students with special educational needs (SEN) to cultivate empathy and respect through authentic service experiences.

Furthermore, the school will explore additional collaboration opportunities with the Secondary Division to organize joint community service projects, strengthening continuity in values education across both divisions and reinforcing the Diocesan spirit of To Love, To Serve, and To Lead.”

## **Target 2: To enhance the brotherhood among students and their sense of belonging to the School**

### **Achievements**

Our students continued to display a strong sense of belonging to the School throughout the 2024–2025 academic year. According to the stakeholder survey, the student mean score for the statement “I like my school” remained high at 4.4, consistent with the previous year. Similarly, parents expressed high satisfaction, with a mean score of 4.6 for “My child likes his school.” These consistently strong results reflect students’ ongoing pride in and affection for their school community.

This positive sentiment has been further strengthened by the success of the Big Brother Programme and the wide range of school events and bonding activities organized during the

year. The Big Brother Programme provided purposeful opportunities for older students to mentor and support younger peers through structured activities that fostered trust, friendship, and brotherly care. Reflections collected from participants revealed that these experiences were both meaningful and memorable, deepening the sense of unity across grade levels.

The Diocesan Bridging Programme (Union) also played a crucial role in nurturing a sense of continuity and belonging among Primary students transitioning to the Secondary Division. Conducted over three morning sessions in March, May, and July 2025, the programme introduced students to secondary school life through engaging and interactive experiences. The May session’s mini-fair format, featuring activities such as robotics, chess, and geography challenges, allowed students to explore secondary learning in an exciting and hands-on way, while the final “Call My Bluff” session encouraged teamwork and thoughtful discussion.

To further strengthen the sense of community, each student received a birthday gift and a welcome-back gift at the beginning of the academic year—gestures that made students feel cared for and valued. Additionally, the Thanksgiving Party for Grade 6 graduates offered a joyful opportunity for reflection and celebration as students prepared to enter the Secondary Division. Sharing gratitude and memories in a supportive setting nurtured both emotional connection and closure to their primary school journey.

Through these collective efforts, the School has successfully enhanced the brotherhood among students and reinforced their sense of belonging to the Diocesan family, paving the way for them to carry forward the spirit of unity, service, and gratitude into their future learning experiences.

### **Reflection**

Reflections from the G5 and G6 Big Brothers indicated that many students took pride in their mentoring roles and made genuine efforts to guide and support their Little Brothers. A number of G5 students actively interacted with their G1 Little Brothers during recess, demonstrating care and enthusiasm in building positive relationships. However, a few Big Brothers had their recess duties suspended due to misbehavior. To ensure the integrity of the programme, the School will continue to emphasize that Big Brothers must serve as positive role models, particularly during unstructured times such as recess. Teachers on duty will also be reminded to monitor interactions closely, providing timely guidance and support to reinforce the values of responsibility and brotherhood.

It was also observed that G2 Little Brothers, who do not spend recess in the classroom, had fewer interaction opportunities with their G6 Big Brothers, resulting in a less close relationship compared to other pairings. The School will explore alternative time slots or planned activities to strengthen this connection, ensuring that all Big Brother–Little Brother pairs have equitable opportunities to bond.

Feedback collected from students after the Diocesan Bridging Programme (Union) was highly encouraging. Nearly 90% of participants agreed that the programme enhanced their

understanding of the expectations of a DBS secondary student, and over 80% reported feeling more prepared and confident about their upcoming transition. Moreover, 77% of participants agreed that the programme helped them build meaningful connections with their secondary school “Big Brothers.” The interactive small-group activities introduced in later sessions proved particularly effective in fostering these relationships, enabling students to experience the spirit of brotherhood across divisions.

Overall, the feedback highlights that the Big Brother and Union programmes have made a significant contribution toward enhancing students’ sense of brotherhood and belonging, while also identifying valuable opportunities for further improvement in consistency, supervision, and communication across grades.

### **Feedback and Follow-up**

To further strengthen the brotherhood between Grade 2 and Grade 6 students, the School will introduce more interactive and informal bonding opportunities beyond recess time. Activities such as shared games or collaborative projects during picnic days, Christmas parties, and Extended Learning Weeks will be arranged to compensate for the limited recess interaction, allowing Big and Little Brothers to continue developing meaningful relationships in relaxed and enjoyable settings.

Recognizing the importance of smooth transitions between divisions, the Primary and Secondary Sections could formalize the existing collaboration between upper primary and secondary teams. A recurring time slot could be scheduled in the school calendar for regular joint activities and training sessions, ensuring more structured and purposeful engagement between students of both divisions.

In alignment with the school’s development goal of “To Love and To Serve,” greater emphasis will also be placed on leadership development among Prefects, Class Captains, and senior students. The School plans to design structured activities that encourage communication, collaboration, and peer mentorship among these student leaders. Such initiatives will not only enhance their leadership capacity but also cultivate a spirit of service, empathy, and responsibility, further reinforcing the Diocesan ethos of unity and belonging within our school community.

### **Target 3: To enhance home-school cooperation and parent education to promote their active participation in their children’s development**

#### **Achievements**

The School implemented a range of initiatives aimed at deepening mutual understanding, equipping parents with effective parenting strategies, and fostering active involvement in their children’s development. These initiatives created valuable opportunities for constructive dialogue and joint reflection between parents and educators.

A new Parents’ Night, held both at the beginning and end of the academic year, provided a key platform to communicate the School’s developmental goals, share observations on

students' emotional and behavioural growth, and reinforce the pivotal role of parents in supporting holistic education.

The Parent Learning Community Sessions continued to inspire and empower parents through expert-led workshops. Dr. Mette Boell shared practical strategies for strengthening parent-child relationships and supporting emotional and social growth, while Dr. Peter Senge guided parents in adopting a compassionate and systemic perspective to foster community well-being and cultivate future-ready leaders.

To support parents during transitional stages, the School organized a Morning Tea for Grade 6 Parents, led by the Secondary Division Deans, offering a comprehensive overview of secondary school life—including academics, extracurricular opportunities, and life planning. This initiative eased parental concerns and strengthened continuity between the Primary and Secondary Divisions.

Additionally, the communication tool “Just Between Us” was gifted to all parents, encouraging families to dedicate at least ten minutes each evening for meaningful conversations with their children. This simple practice reinforces emotional bonds and aligns with the School's ongoing commitment to nurturing empathy, communication, and understanding within families.

Through these collaborative efforts, the School has continued to strengthen home-school partnerships, empower parents, and foster a supportive community that nurtures students' overall growth and development.

## **Reflection**

The School's parent partnership programmes this year were highly successful, as reflected in the strong attendance and positive feedback received. Parents expressed appreciation for the opportunities to connect with teachers, share insights, and gain practical strategies to better support their children's growth and well-being.

The Parents' Nights were especially well received. Parents valued the School's emphasis on mental health, well-being, and holistic development, noting that the ideas shared helped them communicate more effectively with their children. These conversations also enabled the School to gather valuable parental perspectives to inform future planning and development.

The Parent Learning Community Sessions were similarly well attended and positively reviewed. Parents found the workshops valuable, inspiring, and reflective, particularly appreciating the focus on effective listening as a tool to strengthen family relationships and foster children's emotional growth.

The Grade 6 Morning Tea was another highlight, with over 90% of Grade 6 parents participating. Their active engagement demonstrated strong appreciation for the session, which successfully addressed parental concerns about the transition to secondary school and reinforced a sense of continuity within the Diocesan community.

Through these initiatives, the School has continued to strengthen trust, communication, and home-school collaboration, fulfilling its goal of promoting active parental participation in students' holistic development.

## **Feedback and Follow-up**

According to the 2024–2025 stakeholder survey results on support for student development, parents agreed that the School effectively helps their children learn how to respect and get along with others, demonstrating empathy and consideration in their relationships. In terms of school climate, parents also indicated that their children have positive peer relationships and feel comfortable interacting with their schoolmates.

Both areas showed notable improvement compared with last year, reflecting the School’s success in building mutual trust with parents and ensuring that its initiatives address students’ social and emotional needs.

At the same time, parents expressed an interest in acquiring more effective communication strategies to strengthen their relationship with their children. In response, the School will continue to make character building and mental well-being central to its development focus. Moving forward, a whole-school values education programme will be launched, combining classroom learning with experiential activities to reinforce core values, strengthen emotional connections, and further support students’ holistic growth through sustained home-school collaboration.

## **Overall Feedback and Follow-up Measures**

Looking ahead, the School will continue to strengthen its efforts in emotional education and values development through morning assemblies and Moral Education lessons, helping students cultivate empathy, respect, and moral integrity. More service learning opportunities will be provided to enhance the sense of achievement among all students, while inclusive experiences will be designed to ensure that students with special educational needs (SEN) can also grow through acts of care and service.

To further promote brotherhood and school belonging, additional interactive activities will be arranged to strengthen connections between Grade 2 and Grade 6 students, while collaborative programmes will be established for planned interactions between the Primary and Secondary Divisions.

At the same time, the School will continue developing leadership and mentorship opportunities for Prefects, Class Captains, and other student leaders. These initiatives aim to foster communication, collaboration, and a spirit of service, reinforcing the School’s commitment to nurturing empathetic, responsible, and community-minded leaders who embody the Diocesan ethos of “To Love, To Serve, and To Lead.”

# Report on Use of Capacity Enhancement Grant 2023-2024 Electives Programme

## 1. Summary of the Electives Curriculum

1.1 Electives are specially designed courses which offer students the opportunity to diversify their curriculum. All electives are provided by out-sourced organisations or part-time tutors for students **free of charge**, all students have **equal opportunities** to participate in these electives. We believe that students know their strengths and are able to choose the electives that best suit their learning styles.

1.2 A total of **63 courses** were organised in 2024-2025. They can be classified into four main areas: Art & Sport, Science, Personal Development & Culture. **35-36 electives courses** were arranged per term.

Sports	ARTS	STEAM	Personal Development & Culture
Squash	Procreate Digital Drawing	Creative Computing with Scratch	Be a smart leader
Handball	3D Modelling & Printing	Virtual Reality Vanguard	International Corner
Lacrosse	3D Sculpture	Coding: Swift Playground	Career Express
Hockey	Print Making Art Workshop	VR & AR	CEO Junior
Taekwondo	Drawing on the Right Side of the Brain	CoSpaces Advanced VR	GO Culture Course (Beginner)
Shuttlecock	Chinese Painting	PhysiElite	GO Culture Course (Intermediate)
Sport Climbing	Harmonica	PhysiElite (Advance)	The Chess Academy
Shuffle-board	African Drum	PhysiElite (Expert)	Be a Financially Smart Kid
Archery		ChemEminence	Be a Financially Smart Kid (Advanced)
		ChemEminence (Advance)	Fair Trade
		ChemEminence (Expert)	Juggling Beginner
		BioSavant	Be a Magician
		BioSavant (Advance)	Master Magic
		BioSavant (Expert)	Stormy Chefs
		Science Adventures I	Photography
		Science Adventures II	Aroma Stone Workshop I
		Science Adventure Builder	Aroma Stone Workshop II
		Junior Astronomy	Elementary Japanese

		Advanced Astronomy	Intermediate Japanese
		Toy Science	Elementary Korean
		Food Science	
		Maker Creator	
		Zoology for Kids	
		Forensic Science I	
		Forensic Science II	
		Mechanical Structures	

**\*Courses highlighted in red are new this school year**

1.3 Among 946 students from G1 to G6, 149 students were selected to join the internal gifted programme, while the rest (797 students) were allocated in the electives programme. The maximum class size for each class was 26.

	G1	G2	G3	G4	G5	G6
<b>No. of students joining Electives programme</b>	153	157	149	127	101	110

1.4 The number of electives provided for each grade in each term are as follow:

Term	Term 1						Term 2						Term 3					
Grade	G1	G2	G3	G4	G5	G6	G1	G2	G3	G4	G5	G6	G1	G2	G3	G4	G5	G6
No. of courses	14	14	13	13	13	12	14	14	14	13	13	12	15	15	12	14	13	12

## 2. Number of Lessons and Actual Expenditure

2.1 7 electives lessons per term were carried out.

2.2 The approved budget for running the electives programme of 2024-2025 was \$1,384,000. The actual expenditure was \$1,364,518.

	Course Fee with Material Cost
<b>Budget</b>	\$1,384,000
<b>Grand Received</b>	\$1,140,492
<b>Actual Expenditure</b>	\$1,364,518

## 3. Evaluation of Electives Programme Plan

3.1 Students were able to participate in electives providing basic and advanced knowledge in various areas.

3.2 Among the 797 students, approximately 30% secured their first-choice electives in all three terms, while around 90% were allocated to one of their top three elective preferences across the same period.

3.3 Students had opportunities to work in groups with students in other levels and classes. This experience would enhance their interpersonal skills.

**Annual Financial Position**  
**Financial Summary for the 2023/2024 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55%	N.A
School Fees	N.A	39%
Donations, if any	N.A	1%
Other Income, if any	N.A	5%
<b>Total</b>	55%	45%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	72%	
Operational Expenses (including those for Learning and Teaching)	15%	
Fee Remission / Scholarship <sup>1</sup>	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
<b>Total</b>	100%	
<b>Surplus for the School Year #</b>	0.82 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>	8.81 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

- **Details of expenditure for large-scale capital works, if any:**

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

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

## Student Achievement (September 2024 – Aug 2025)

### I. PE Department

- 1. All Hong Kong Inter-Primary Schools Competition**
  - a. Gold Award
- 2. Kowloon South Area Inter-Primary Schools Competition**
  - a. Gold Award
- 3. All Hong Kong Jing Ying Table-Tennis Tournament**
  - a. Boys' Singles – 2<sup>nd</sup> Runner-up (6J CHOW HOI SUN HAYSON)
- 4. Hang Seng All Schools Table-Tennis Championships 2025**
  - a. Boys' Overall 1st Runner-up
  - b. Boys' Singles – 2nd runner-up (6J CHOW HOI SUN HAYSON)
  - c. Boys' Singles – 3rd Runner-up (6J CHAN SZE HANG)
- 5. All Hong Kong Inter-Primary Schools Squash Competition**
  - a. Boys' Overall Champion
  - b. Boys' B Grade Champion
  - c. Boys' B Grade Singles – Champion (5M LIU JASON CHUN SHING)
  - d. Boys' B Grade Singles – 3<sup>rd</sup> Runner-up (4P LUI PARKSON BRYAN)
- 6. All Hong Kong Inter- Primary Schools Tennis Competition**
  - a. Boys' A Grade Merit Award
  - b. Boys' B Grade Merit Award
- 7. All Hong Kong Inter- Primary Schools Fencing Competition**
  - a. Boys' Overall 3<sup>rd</sup> Runner-up
  - b. Boys' A Grade 2<sup>nd</sup> Runner-up
- 8. All Hong Kong Inter-Area Primary Schools Basketball Competition**
  - a. Boys' Champion
- 9. Kowloon South Area Inter-Primary Schools Athletics Competition**
  - a. Boys' A Grade Champion,
  - b. Boys' B Grade 1<sup>st</sup> Runner-up
  - c. Boys' C Grade Champion
- 10. Kowloon South Area Inter-Primary Schools Swimming Competition**
  - a. Boys' A Grade Champion
  - b. Boys' B Grade 1<sup>st</sup> Runner-up
  - c. Boys' C Grade Champion
- 11. Kowloon South Area Inter-Primary Schools Basketball Competition**
  - a. Champion
- 12. Kowloon South Area Inter-Primary Schools Futsal Competition**
  - a. Boys' 1<sup>st</sup> Runner-up
- 13. Kowloon South Area Inter-Primary Schools Volleyball Competition**
  - a. 1st Runner-up
- 14. Kowloon South Area Inter-Primary Schools Badminton Competition**
  - a. Boys' 2<sup>nd</sup> Runner-up
- 15. Kowloon South Area Inter-Primary Schools Table-Tennis Competition**
  - a. Boys' B Grade 3<sup>rd</sup> Runner-up
- 16. All Hong Kong Age Group Rope Skipping Competition 2024/25**
  - a. Boys' U11 Overall 1<sup>st</sup> runner up
- 17. All Hong Kong Inter-Primary Schools Rope Skipping Competition 2025**
  - a. Boys' A Grade Overall 3<sup>rd</sup> runner up
  - b. Boys' B Grade Overall 2<sup>nd</sup> runner up,

**18. Kowloon South Area Inter-Primary Schools Football Competition**

a. 1st Runner-up

**19. All Hong Kong Jing Ying Badminton Competition**

a. Boys' Doubles - Merit Prize

**20. All Hong Kong Inter-Primary Schools Tennis Competition**

a. Boys' A & B Grade - Merit Prize

**II. Music Department**

**1. Hong Kong Youth Music Interflows 2024 - String Orchestra Contest**

b. Gold Award

**2. Hong Kong Youth Music Interflows 2024 - Symphony Orchestra Contest**

c. Gold Award

**3. Hong Kong Youth Music Interflows 2024 - Chinese Orchestra Contest**

d. Gold Award

**4. The 77th Hong Kong Schools Music Festival – Chinese Orchestra Competition**

e. Champion

**5. The 77th Hong Kong Schools Music Festival – Treble Choir (U27) Competition**

f. Champion

**6. The 77th Hong Kong Schools Music Festival – Junior Choir Competition**

g. 2nd Runner-up

**7. The 77th Hong Kong Schools Music Festival – Treble Choir (U37)**

h. Champion

**8. The 77th Hong Kong Schools Music Festival – Brass Ensemble Competition**

i. Champion

**9. The 77th Hong Kong Schools Music Festival – Symphony Orchestra Competition**

j. 2nd Runner-up

**III. English Department**

**1. 76<sup>th</sup> Hong Kong Schools Speech Festival (Individuals)**

Total Number of 1 <sup>st</sup> Place	17
Total Number of 2 <sup>nd</sup> Place	42
Total Number of 3 <sup>rd</sup> Place	28

**2. 76<sup>th</sup> Hong Kong Schools Speech Festival (English Performing Art Team)**

k. Words and Movements – First Place

**3. Hong Kong Young Writers' Awards**

➤ **Honourable Mentions,**

IP HIN WANG MASON 4M(13), LAI YEE HIM 6P(12)

**4. The 4<sup>th</sup> Hong Kong School Chinese & English Handwriting Competition – English Handwriting Competition Primary School Junior Group**

➤ **The 2<sup>nd</sup> Runner Up**

CHAN LIAM PARK CHUN 2D(3)

**5. Hong Kong Budding Poets (English) Award**

➤ **Poet of The School**

➤ **Gold Award: Lui Teak 5D (23)**

➤ **Bronze Award: IP HIN WANG MASON 4M(13)**

➤ **Honourable Mention: Quintus Kwok Ying Nok 5D(11)**

**6. The 4<sup>th</sup> Hong Kong School Chinese & English Handwriting Competition – English Handwriting Competition Primary School Junior Group**

➤ **The 2<sup>nd</sup> Runner Up: CHAN LIAM PARK CHUN 2D(3)**

7. **The “21st Century Cup” English Speaking Competition**  
 ➤ **Third Prize Certificate: 4M(13), 5D (01), 5D (27), 5J (05), 5M (27), 6D (17),**
8. **"Let's Talk About Education" International Conference**  
 ➤ **First Prize: Lui Teak 5D (23), Quintus Kwok Ying Nok 5D (11), 5J Wong Chun Chak Ethan 5J (23), Ng Andric Anthony 5S (19)**

#### **IV. Chinese Department**

2024-2025 年度中文科校際比賽獎項

##### **1. 校際朗誦節 - 第七十六屆香港學校朗誦節獨誦**

冠軍	14
亞軍	15
季軍	30
三、四年級集誦	冠軍

##### **2. 中文辯論隊**

- 「保良局主辦第十五屆全港小學校際辯論賽」最佳辯論員 5P 邱尚行
- 「聖方濟各英文小學白金禧薪火相傳中文雙語辯論賽」最佳辯論員 5P 邱尚行

##### **3. 「一本讀書會」及「有益圖書俱樂部」主辦**

第二屆全港中小學生寫作比賽「我為甚麼喜歡這一本書」

高小組冠軍 4D 蔡浩天

高小組優秀獎 5S 何心遠

組優秀獎 1S 伍信行

##### **4. 全港中小學校際中文閱讀競賽 (香港圖書館主任協會)**

得獎名單

鑽石獎	陶俊熙
金章	梁智博
金章	屈子坤
鑽石獎	顧善元
鑽石獎	龍匡正
銅章	施舜堯
銅章	梁司翰
銅章	陸子睿
銅章	張竣傑
銅章	王雋錡

小學初級團體組 優異獎	屈子坤 張竣傑 施舜堯 陸子睿
小學初級個人組 優異獎	顧善元

#### IV. Mathematics Department

##### 1. **28<sup>th</sup> SKH Primary Mathematics Olympiad Competition for School Representatives only**

Individual Award:

- Champion Award – 1 student
- 1<sup>st</sup> Runner up – 1 student
- Merit Award – 2 students

Team Award:

- Overall Champion Award
- Professor Leung Frederick K. S. Challenge Cup

##### 2. **Hua Xia Cup 2025**

First round:

Individual Award:

- 1st Class Award – 101 students
- 2nd Class Award – 81 students
- 3rd Class Award – 32 students

Team Award:

- Overall Champion Award
- Champion Award in Grades 1, 2, 3 and 6

Semi-final:

Individual Award:

- Outstanding Award – 4 students
- 1st Class Award – 66 students
- 2nd Class Award – 59 students
- 3rd Class Award – 35 students

Final:

Individual Award:

- Outstanding Award – 1 student
- 1st Class Award – 43 students
- 2nd Class Award – 49 students
- 3rd Class Award – 25 students

##### 3. **The Eleventh Hong Kong Primary Mathematics Challenge (Final) for Grade 5 and Grade 6 Math Team members only**

Individual Award:

- Gold Award – 9 students
- Silver Award – 10 students
- Bronze Award – 8 students
- Merit Award – 4 students

Team Award:

- Champion Award in Grade 6
- 1st Runner-up in Grade 5

**4. HKMO Open & AIMO Open 2025 (港澳盃)**

First round:

Individual Award:

- Gold Award – 95 students
- Silver Award – 71 students
- Bronze Award – 25 students

Team Award:

- Overall Champion Award
- Champion Award in Grades 1, 3, 5 and 6

Semi-final:

Individual Award:

- Champion Award – 1 student
- Gold Award – 34 students
- Silver Award – 35 students
- Bronze Award – 28 students

**5. 32<sup>nd</sup> Hong Kong Primary Mathematical Olympiad Competition**

Individual Award:

- Gold Award – 39 students
- Silver Award – 32 students
- Bronze Award – 5 students

Team Award:

- Grades 1 – 2: 1st Runner up
- Grades 3 – 4 : 3rd Runner up
- Grades 5 – 6: 2nd Runner up

**6. Hong Kong Primary Mathematics Elite Contest 2025**

Individual Award:

- 1st Class Award – 6 students

Team Award:

- Overall Champion Award
  - ◇ 計算競賽季軍
  - ◇ 數學競賽冠軍

**7. Hong Kong Mathematics Kangaroo Contest**

- First Prize – 7 students
- Second Prize – 8 students
- Third Prize – 11 students
- Peak Award – 35 students
- Elite Award – 16 students
- Merit Award – 15 students

**8. Hong Kong Hua Luo-geng Cup Mathematics Invitation Competition 2025**

**(Final)**

Individual Award:

- Champion Award – 1 student
- Gold Award – 1 student
- Silver Award – 2 students
- Bronze Award – 3 students

Team Award:

- Overall 2<sup>nd</sup> Runner-up

## 9. The Second AI Mathematical Olympiad World Open Competition (Mathematics Master Cup)

### First round:

Individual Award:

- Gold Award – 6 students
- Silver Award – 7 students
- Bronze Award – 3 students

### Final round:

Individual Award:

- Gold Award – 3 students
- Silver Award – 6 students
- Bronze Award – 4 students

## V. Putonghua Department

### 1. 第七十六屆香港學校朗誦節

班別	姓名	成績
1J	陳卓言	詩詞獨誦冠軍
2P	李銘澤	詩詞獨誦冠軍
2P	馬常欽	詩詞獨誦冠軍
4P	張天朗	詩詞獨誦冠軍
4P	李晉熹	詩詞獨誦冠軍
1S	霍景行	詩詞獨誦亞軍
2J	鄭焯熙	散文獨誦亞軍
2J	鄭焯熙	詩詞獨誦亞軍
2J	侯庭羲	詩詞獨誦亞軍
2P	陳曄行	散文獨誦亞軍
4J	曾宥瑋	詩詞獨誦亞軍
6J	於建希	詩詞獨誦亞軍
1M	姚睿恆	詩詞獨誦季軍
1S	陳俊晞	詩詞獨誦季軍
2D	盧煦靈	詩詞獨誦季軍
2J	朱皓言	詩詞獨誦季軍
2J	侯庭羲	散文獨誦季軍
4P	張天朗	散文獨誦季軍
6J	朱礎揚	詩詞獨誦季軍

## 2. 校際朗誦節 - 第七十六屆香港學校朗誦節(集誦)

組別	獎項
一、二年級	詩詞集誦季軍

## 3. 全港小學普通話講故事比賽 2024-2025

序號	班別	學號	學生姓名	參賽題目	名次
1	1J	1	陳卓言	《磨杵成針》	參與證書
2	3D	11	戴勳	《磨杵成針》	優異獎
3	6D	27	黃梓軒	《將心比心》	參與證書

## 4. 第二十七屆全港中小學普通話演講比賽 2025

序號	班別	學號	學生姓名	項目	名次
1	2J	11	侯庭羲	九龍初小組	優異星獎

## 5. 第五十屆全港青年學藝比賽 全港青年普通話朗誦比賽(公民教育) (2024-2025)

序號	班別	學號	學生姓名	項目	名次
1	3S	22	謝明恩	中小組	優異獎
2	6S	31	姚力文	高小組	冠軍

## VI. General Studies Department

### 1. 「一國兩制」與《基本法》標語創作比賽 2024

- l. Silver Award – 1 student
- m. Bronze Award – 1 student
- n. Merit Award – 1 student

### 2. The 5th World STEM & General Studies Competition

- 1<sup>st</sup> Round:
  - Gold Award – 12 students
  - Silver Award – 14 students
  - Bronze Award – 28 students
- Semi-final:
  - Gold Award : 8 students
  - Silver Award : 7 students
  - Bronze Award : 9 students

### 3. 2024-25 Hong Kong Science Olympiad for Primary Schools

- Team Award:  
Outstanding Performance Award
- Individual Award:
  - Gold Award – 8 students
  - Silver Award – 9 students
  - Bronze Award – 4 students

**4. The 17<sup>th</sup> Hong Kong Cup Diplomatic Knowledge Contest**

- Team Award: Active Participation School Award

**5. STEAM Project Exhibition Competition**

- Aquatic Algae Farm – Appreciation Award
- Smart Vertical Garden – Appreciation Award

**6. GS8 Learning Scheme**

- General Studies Most Improved Student Award – 22 students
- General Studies Outstanding Award – 8 students

**7. Hong Kong Budding Scientists Award 2024/25**

- Reporter Award - 5 students
- Honourable Mention - 5 students

**8. Hong Kong Science Fair 2024-2025**

- Merit Award - 4 students

**VII. School Robotics Team**

**1. World Robot Olympiad Competition 2025**

全港學界相撲機械人大賽暨粵港澳大灣區公開賽 - 重量級相撲

公開組: 金獎 & 銅獎

金獎	銅獎
6S 9 Ip Cheong Hei	6D 9 Kwok Long Yin
6S 18 Luk Pok Sum	6D 25 Wong Kaden Hui Yin
6S 19 Luk Yu Hei Sheldon	6P 7 Chong Shing Yan
6S 28 Tsang Paddy	6P 17 Leung Yui Fung Henry

高小組: 銅獎 & 殿軍

銅獎	殿軍
5D 2 Chan Pak To Lincoln	5D 30 Xu Yin Pok
5J 10 Lam Romeo	5P 26 Wong Kwan Yu William
5J 28 Yan Ralph George	5S 21 Ng jun Lam Dawen
5S 2 Chan Lap Yin Jamie	5S 29 Woo Che Kin Caleb

**VIII. National Security Education**

**1. 慶祝中華人民共和國成立 75 周年「國慶 75 繪出愛」比賽**

冠軍 (最積極參與學校獎)

## IX. GO Team

### 1. 香港棋藝發展協會舉辦 - 2024-2025 年度九龍區小學校際圍棋團體精英賽

A 隊 - 季軍	B 隊 - 殿軍
主將：4P 8 葉文博	主將：4M 1 歐俊希
副將：3D 11 戴勛	副將：3M 20 駱泓曦
三將：4M 24 石浚匯	三將：4D 29 黃煒峯

### 2. 第 14 屆「小棋聖盃」全港學界棋藝大賽 - 圍棋團體榮譽獎銀獎

霍景行 G1S 10：初小 B 組 亞軍

戴勛 G3D 11：中小 A 組季軍

石浚匯 G4M 24：中小 D 組第 4 名

葉文博 G4P 8：中小 B 組第 5 名

陳嘉言 G2P 21：初小 A 組第 6 名

石浚永 G2P 19：初小 C 組第 6 名

黃煒峯 G4D 29：中小 A 組第 6 名

### 3. 第四屆惠苗盃--香港校際圍棋公開賽學校團體獎亞軍

葉文博 G4P 8: 中小組冠軍

石浚匯 G4M 24: 中小組季軍

歐俊希 G4M 1: 中小組第 7 名

### 4. 第二十屆香港校際圍棋大賽 中小組隊際冠軍

主將：葉文博 G4P 8

副將：石浚匯 G4M 24

三將：歐俊希 G4M 1

## X. Chess Team

1.	Triple 10 Chess Tournament	Champion of Division A	4P CHAN JACOB YUI HIM
2.	Eighth Season 2024 Overall Ranking Tournament	Champion	4P CHAN JACOB YUI HIM
3.	2425 年度全港小學生棋藝個人賽	初小組亞軍	3M 洪國熹
	2425 年度全港小學生棋藝個人賽	初小組第五名	2M 鄧匡哲

	2425 年度全港小學生 棋藝個人賽	高小組第四名	5S 李子軒
4.	Harrow Hong Kong 1st Open Scholastic Chess Tournament	Champion	Joseph Chan, 1S Leo Cheung, 1S Balthazar Chow, 1S Haylen Law, 1S Emerson Soong, 1S Chow, 1P Lee Yin Wang, 1P Ho Ching Lok Kasper, 1J Dennis Li Jr. 1D
5.	Inter-school and Open Team Rapid Championship 2025 (Upper Primary Group)	Upper Primary group: 4th place	CHU CHUN YAT JERVIS, 6S Brayden Tsui, 6P Chan Cheuk Nam Cleytus, 5M Lee Tsz Hin Hinson 5S
6	Inter-school and Open Team Rapid Championship 2025 (Lower Primary Group)	1st Runners' up	Tang Hong Chit, 2M Hung Kwok Hei Lyndon, 3M Yiu Darren, 2S Chow Balthazar Sarek 1S

## **XI. Gifted Award Winners**

6S 曾柏迪

九龍城區校長聯絡委員會及九龍城民政事務處合辦

2024-25 年度九龍城區傑出學生選舉---優秀獎

6S 盧俊銘

(1) 27 屆香港青少年科技創新大賽

小學組發明品 --- 一等獎

(2) 少年警訊創新科技大賽 2024-25 --- 嘉許獎