

Sheng Kung Hui
Bishop Mok Sau Tseng Secondary School
聖公會莫壽增會督中學



School Report
2024 – 2025

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Our School

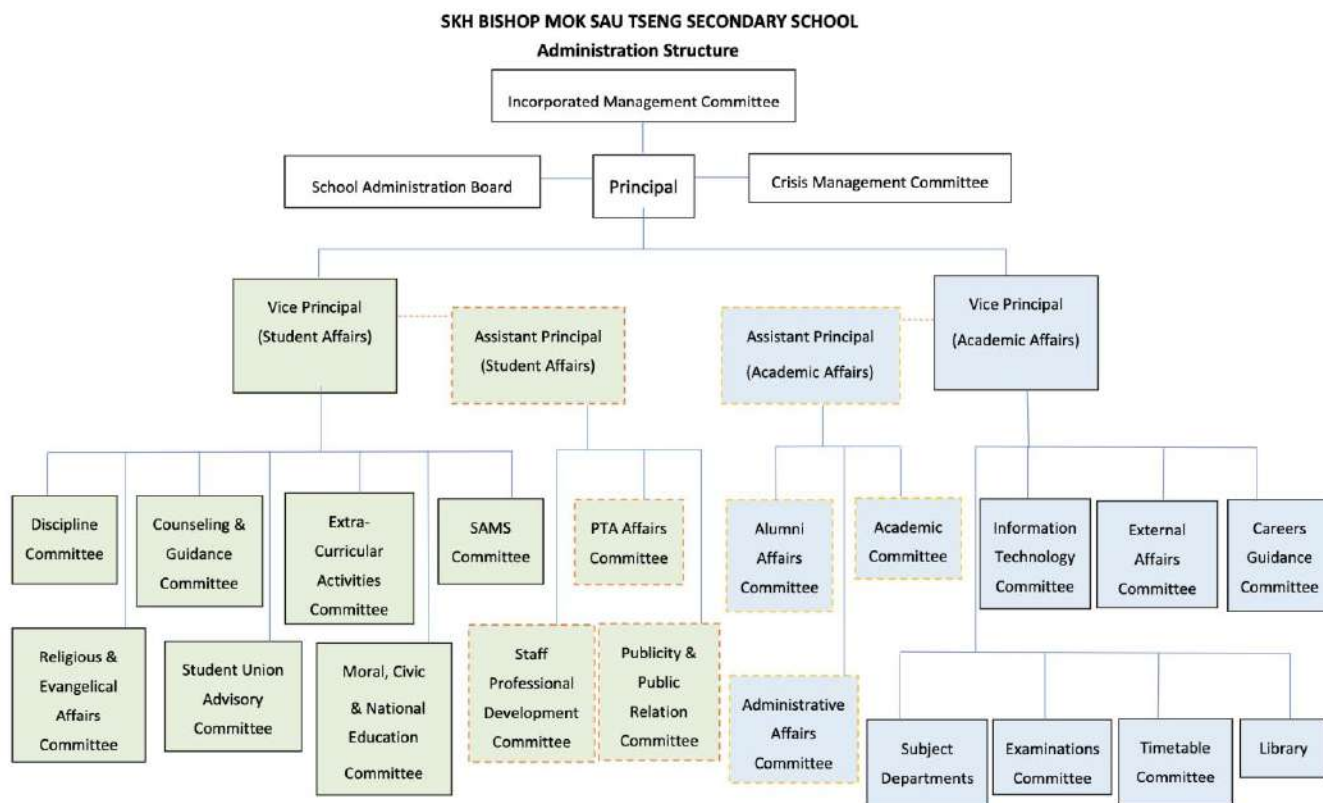
The school is one of the 32 Sheng Kung Hui secondary schools in Hong Kong and is named after Bishop Mok Sau Tseng. Founded in 1975, it has a history of 50 years and is a co-educational secondary school.

Mission

Our mission is to provide the best opportunities for the formation of Christian and humanistic values, to foster constructive attitudes and develop a range of skills in order that our students can develop their potential to participate fully in society and become a responsible citizen of the world.

We would endeavour to provide a caring and loving environment where everyone is regarded with mutual trust, respect and love to make the years we spend in MST a most nurturing and happy experience.

Management and Administration Chart



Class Structure

Form	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

Curriculum

The school aims to provide a broad and balanced curriculum. Curriculum for all form levels is organized according to the guidelines provided by the Curriculum and Development Institute of the EDB, with some degree of flexibility for school-based curriculum in accordance with the learning needs of students. In addition, small group teaching, remedial and enhancement courses are introduced in English Language, Chinese Language and Mathematics in S1-3 to further develop students' learning abilities.

S1-3 Curriculum

Subjects	No. of periods per cycle		
	S1	S2	S3
English Language	9	9	9
Chinese Language	8	8	8
Mathematics	7	7	7
Chinese History	2	2	2
History	2	2	2
Geography	2	2	2
Business Fundamentals	0	0	2
Life and Society / Citizenship, Economics and Society	3	3	3
Science	6	5	0
Science (Physics)	0	0	2
Science (Chemistry)	0	0	2
Science (Biology)	0	0	2
Visual Arts	2	2	2
Music	2	2	2
Physical Education	2	2	2
Religious Education	2	2	2
Home Economics / Computer Literacy	2	2	2
Computer Literacy	0	2	0
Putonghua	2	2	1
Library Period	1	0	0
Assembly	1	1	1
Form Period	1	1	1
Total no. of periods	54	54	54

S4 Curriculum

	4A	4B	4C	4D
Core Subjects	Chinese(7), English(8), Mathematics(8) and CSD (3)			
Elective (X1)	Economics(7)	Biology(7)	Chemistry(7)	Physics(7)
Elective (X2)	BAFS(A)(7) / Chemistry(7) / Chinese History(7) / Economics(7) / Geography(7) / Visual Arts(7)			
Elective (X3)	BAFS(B)(7) / Biology(7) / Chinese Literature(7) / History(7) / Physics(7) / ICT(7) / Music(7) /			
Other Learning Experiences (OLE)	OLE Periods (2) / Religious Education (1) / Physical Education (2) / Assembly (1) / Form Period (1)			
Total no. of	54			

CSD = Citizenship and Social Development

S5 Curriculum

	5A	5B	5C	5D
Core Subjects	Chinese(8), English(8), Mathematics(7) and CSD (3)			
Elective (X1)	Economics(7)	Biology(7)	Chemistry(7)	Physics(7)
Elective (X2)	BAFS(A)(7) / Chemistry(7) / Chinese History(7) / Economics(7) / Geography(7) / Visual Arts(7)			
Elective (X3)	BAFS(B)(7) / Biology(7) / Chinese Literature(7) / History(7) / Physics(7) / ICT(7) / Music(7) /			
Other Learning Experiences (OLE)	OLE Periods (2) / Religious Education (1) / Physical Education (2) / Assembly (1) / Form Period (1)			
Total no. of	54			

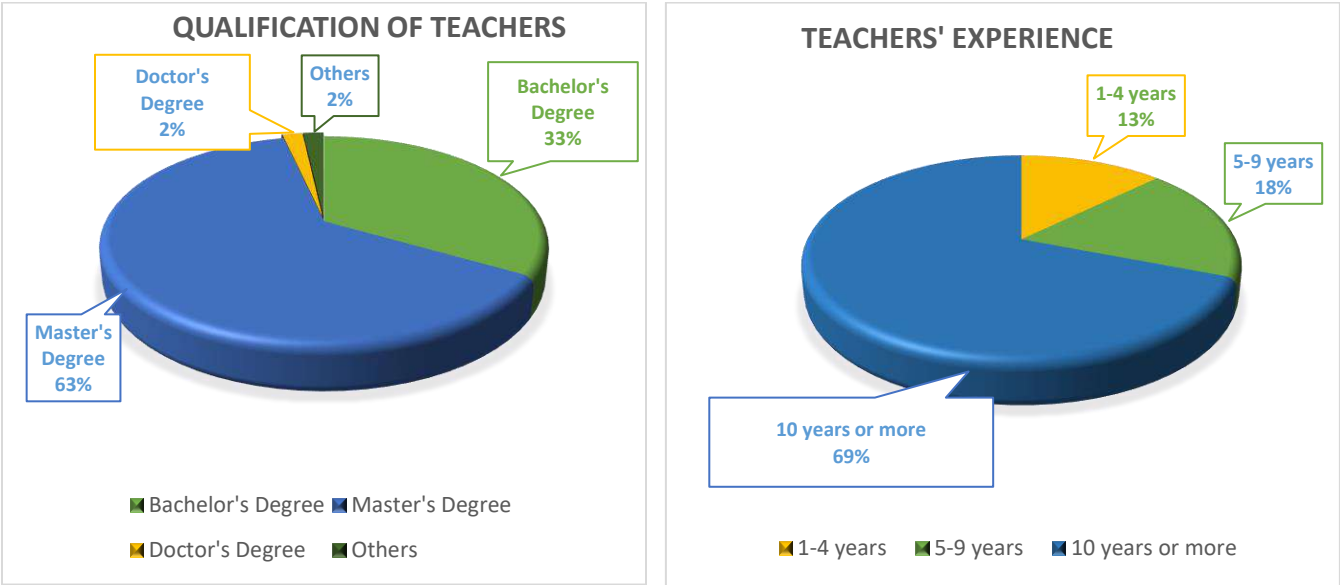
CSD = Citizenship and Social Development

S6 Curriculum

	6A	6B	6C	6D
Core Subjects	Chinese(8), English(8), Mathematics(8) and CSD (4)			
Elective (X1)	Economics(7)	Biology(7)	Chemistry(7)	Physics(7)
Elective (X2)	BAFS(A)(7) / Chemistry(7) / Chinese History(7) / Economics(7) / Geography(7) / Visual Arts(7)			
Elective (X3)	BAFS(B)(7) / Biology(7) / Chinese Literature(7) / History(7) / Physics(7) / ICT(7) / Music(7) /			
Other Learning Experiences (OLE)	Religious Education (1) / Physical Education (2) / Assembly (1) / Form Period (1)			
Total no. of	54			

CSD = Citizenship and Social Development

Our Teachers

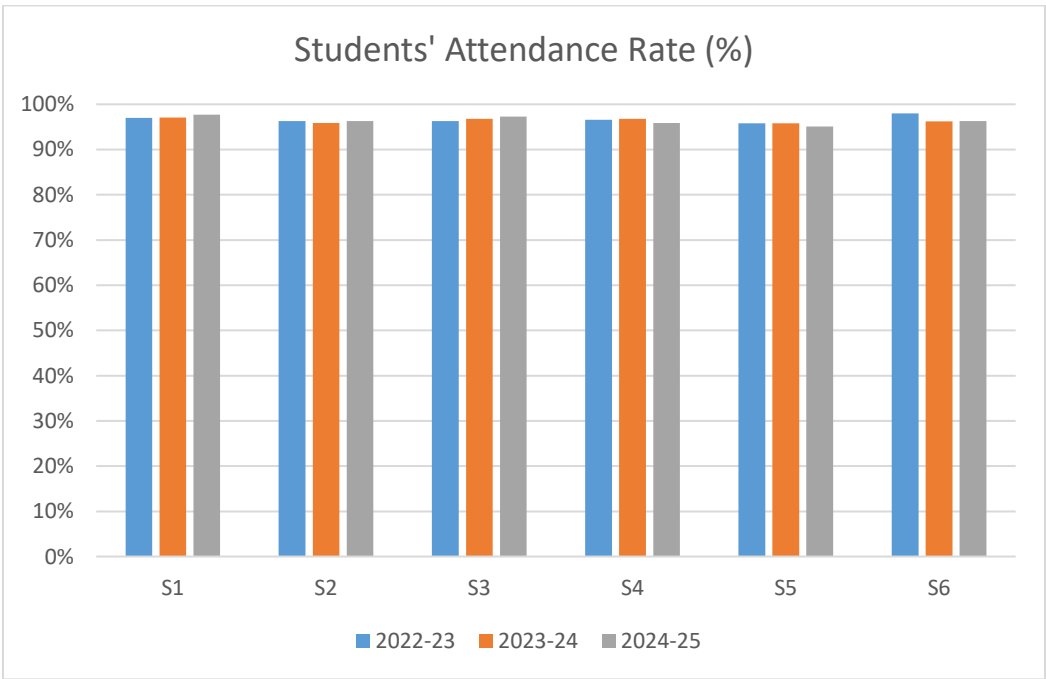


Our Students

KPM 6: Number of Active School Days

School Year	2022-23	2023-24	2024-25
Active School Days	175	176	174

KPM 23: Student’s Attendance Rate



Evaluation of Annual School Plan 2024 – 25

Major concern 1: To enhance learning effectiveness

Intended Outcome (1): Embrace learner diversity and stretch students' potential to the fullest

Achievements:

- **Lift-off classes to cater for learner diversity**

The pilot program for S1 and S2 has demonstrated a significant positive impact, with over 70% of students showing improved academic standings across the core subjects of Chinese Language, English Language, and Mathematics. At the S3 level, outcomes revealed a more diverse pattern of achievement, offering valuable insights for program refinement. Improvement was most pronounced in Mathematics, with 76.5% of students showing progress. Chinese Language results were also strong, with 66.7% of students demonstrating advancement. The results for English Language, at 36.4%, highlight a specific area for focused review and development.

- **Junior form elite program**

In the English Language and Humanities stream, post-program evaluations revealed overwhelmingly positive feedback. Over 80% of Secondary 1 participants reported increased confidence in applying new study skills to their academic subjects, and more than 70% of Secondary 3 students felt more confident in their ability to undertake independent learning. Their high-quality collaborative work showcased exceptional creativity, critical inquiry, and mastery of self-directed investigation skills.

The Mathematics program produced outstanding tangible results, with 40 junior form students qualifying for the semi-finals of prestigious competitions including the Hua Xia Cup and the Asia International Mathematical Olympiad. Our students secured 17 awards in the Hua Xia semi-finals, 8 in the finals, and 12 awards in the Asia International semi-finals. A particular highlight was one student earning a Gold Honor at the 2025 AIMO Final in Tokyo.

In Chinese Language, an overwhelming majority of participants (89.5%) agreed that the course enhanced their understanding of the genres and evolution of classical Chinese prose, while 84.2% reported a heightened interest in the subject matter.

Similarly, the Science programme received outstanding appraisals, with over 90% of participants rating it as “excellent” or “good” for its ability to inspire and promote scientific literacy beyond the standard curriculum. Six S2 students from the program will be nominated to represent the school at the International Junior Science Olympiad (IJSO).

- **Extra support for S6 students preparing for the DSE examination**

Feedback from focus group meetings with our S6 graduates confirmed the value of the comprehensive support programs. The vast majority of students agreed these initiatives were instrumental in helping them manage the pressure of the HKDSE and achieve their academic goals. Students specifically highlighted the exceptional effectiveness of the inter-school oral practice sessions, which significantly enhanced their examination skills and confidence. Participants in the academic mentorship program also found it highly beneficial for their DSE preparation and subsequent choice of study pathways.

Our students attained a commendable level of excellence in the 2025 HKDSE examination. Overall performance marked a significant institutional milestone, with 31.7% of entries achieving Level 5 or above—our best result since the inception of the HKDSE in 2012. Furthermore, 71.3% of entries attained Level 4 or above, representing our second-highest achievement on record.

- **Enriched learning experience**

Beyond public examinations, student excellence was demonstrated through distinguished accomplishments in prestigious external competitions. Notably, twelve students participated in the 2024 International Chemistry Quiz, earning two High Distinctions, five Distinctions, and five Credits. A further eighteen students excelled in the International Children and Youth Biology Competition, securing six Special Gold Awards, eight Gold Awards, and four Silver Awards. Student innovation was also showcased through successful entries in the 56th and 57th Joint School Science Exhibitions and the Hong Kong Science Fair 2023. For details, please refer to P.27 to P.52 of this report.

Reflection:**● Lift-off classes to cater for learner diversity**

The outcomes strongly support the program's core objective of stretching student potential. Strong S1 and S2 outcomes affirm the effectiveness of the program's foundational support, while less significant improvement in English language, particularly at the S3 level, highlights the need to adapt pedagogical approaches and content to accelerate progress in English language acquisition.

● Junior form elite program

The resounding success of the Elite Program across all core subjects demonstrates a highly effective model for engaging and challenging our most able students. The positive student feedback indicates a significant boost in both academic confidence and metacognitive skills, which are critical for lifelong learning. The remarkable external competition achievements in Mathematics and Science validate the program's rigour and its capacity to prepare students for the highest levels of academic competition. The high rates of student engagement and appreciation in Chinese Language confirm that the curriculum successfully marries depth of knowledge with fostering genuine intellectual curiosity.

● Extra support was provided to S6 students in preparing for DSE examination

The outstanding HKDSE results affirm the effectiveness of our holistic strategy in nurturing student potential and preparing them for high-stakes assessment. The positive feedback from our recent graduates provides qualitative evidence that our support systems—including intensive oral practice and personalised mentorship—are successfully meeting student needs. The expressed desire from students to start supplementary classes and join the mentorship program is a strong indicator of its perceived value and underscores the importance of timely academic and pastoral intervention.

Feedback and Follow-up:

- To ensure lasting impact, we will incorporate these initiatives into our standard operating procedures.
- This includes expanding support systems to better accommodate increasing learner diversity, while simultaneously implementing strategies to enhance study motivation among students.
- The school will also investigate strategies to enhance student learning by consolidating study habits and skills, as well as optimizing the use of artificial intelligence tools.

Intended Outcome (2): Develop a collaborative culture in learning**Achievements:**

A strong and multifaceted collaborative culture has been successfully nurtured among both students and teachers.

For students, this is strongly validated by the latest Stakeholder Survey (SHS), where over 70% of students agreed that "My schoolmates and I help each other and get along well." Collaborative learning strategies were deeply embedded across the curriculum through group discussions, projects, and peer-learning initiatives. Key achievements include the highly successful S2 PSHE project day, where students designed a historical tour of Tai Po in groups, integrating knowledge from Chinese History, Geography, History, and Citizenship, Economics and Society. The students' final outputs were a testament to their highly developed generic skills, with their capabilities in collaboration and communication being particularly noteworthy. Another example is the S3 Science investigation projects, where students worked in group to design and implement their experiments. Senior form students established independent study groups, and peer mentoring was evident as S3 students shared study tips with S2.

Among teachers, collaboration was robust and sustained, a fact corroborated by the SHS, in which over 80% of teachers agreed that "The staff are on harmonious terms" and "cooperate with one another at work happily." This strong relational foundation has enabled meaningful professional exchanges among them. Under effective leadership, this collaborative spirit was demonstrated through school-wide initiatives such as the Chinese Culture Festival, which involved the participation of multiple departments, committees, teams, and clubs—including the Chinese Department, Physical Education Department, Moral and Civic National Education

Committee, Student Union, STEM Team, Chess Club, and Astronomy Club—as well as the co-production of the MST Anthology by the English and Chinese Departments.

Annually, two major and two minor Teacher Common Learning Time sessions were arranged for professional sharing, including reviewing assessment data and its implications for learning and teaching, collaborative lesson planning, and exchanging pedagogical best practices. More than half of all teachers engaged in peer lesson observations, while the Staff Development Committee arranged for the filming of exemplary teaching segments to further support professional growth and collaborative learning.

Reflection:

The professional culture among teachers extends beyond formal structures like TCLT to include a vibrant ecosystem of informal, daily sharing of teaching methods and insights into common student errors. Collaboration among departments in different KLAs varies; we will create more opportunities to facilitate professional exchanges among departments in different KLAs.

Feedback and Follow-up:

These successful initiatives will be incorporated into our routine practice. To further deepen this culture, we will enhance project-based learning for junior form students by providing more structured guidance and scaffolding to solidify their core competencies. Within the classroom, we will adopt targeted strategies to encourage even more active student participation in discussions and collaborative tasks.

Intended Outcome (3): Foster students' interest and enrich their knowledge in STEM education

Achievements:

During the 2024-25 academic year, our school successfully implemented a comprehensive and multi-tiered STEAM programme, significantly enhancing student engagement and proficiency. At the Tier 1 level, all students received universal exposure through subject-specific initiatives. In Computer Literacy, S1 students engaged in 3D modelling, printing, and AI projects with Micro:bit, while S2 focused on Python programming and AI. S3 students explored computer networks, databases, and advanced AI image recognition applications. The Mathematics department conducted inquiry-based activities across all forms; S1 students estimated court areas, S2 applied trigonometry to measure school hall heights with iPads, and S3 used GeoGebra to investigate triangle properties. S4 students deduced the period of a pendulum using logarithms. Cross-curricular projects were a highlight, such as the S1 collaboration between Computer Literacy and Science where students designed AI-powered "Teachable Machine" projects to solve science-related problems.

Tier 2 and 3 programmes provided deep enrichment and competition opportunities. The STEM Team participated in the "GenRobo AI Application Programme" and the "Inno expo@Tai Po 2025". The STEM Society hosted workshops on laser cutting, drone swarms, robotics, and forensic science, and organised a Zhuhai STEM Technology and Culture Tour. The Science Society enhanced knowledge through activities like the "Luminol glow" chemistry experiment. Our students excelled externally, with finalist placements in the "Low Carbon Energy Invention Competition" and a "Best Presentation Award" at the Global Marty Challenge (Python). They also achieved Merit Awards at the Greater Bay Area STEM Excellence Award and the 9th "Elite Cup" STEAM Challenge. Furthermore, projects were selected for exhibition at the 58th Joint School Science Exhibition and the Hong Kong Science Fair 2025.

Reflection:

The breadth and depth of the STEAM programme have been effective in sparking student curiosity and building substantial knowledge. The hands-on, inquiry-based approach in core subjects successfully made abstract concepts tangible, fostering a genuine interest in STEAM fields. The strong performance in local and international competitions is a clear indicator of the enhanced knowledge and applied skills our students have

developed. The high levels of participation and achievement across all tiers confirm that our strategy is effectively catering to a wide spectrum of interests and abilities.

Feedback and Follow-up:

STEAM education will remain a major strategic focus in our next development cycle. We will strengthen cross-departmental collaboration, systematically coordinate all related teaching activities, and further embed STEAM principles to enhance students' interdisciplinary understanding and real-world application skills.

To create a more immersive learning environment, we will expand school-based initiatives such as the introduction of an S1 STEAM Activities Day—beginning in 2025/26 with a micro:bit Legged Robot Fun Day—and an enhanced STEAM Week. Strategic partnerships with external institutions will provide specialized training and field visits, offering students meaningful opportunities to apply STEAM knowledge in assignments, projects, and competitions. To reflect the integral role of aesthetic design in innovation, the STEM team and club will be formally renamed as the STEAM team and STEAM club. The new STEAM Creative Studio, funded by the QEF, will open in the coming academic year and enable students to explore technology integration in the performing arts through hands-on experiences.

Outstanding student achievements and school experiences will be showcased to celebrate success and inspire broader participation. These efforts collectively aim to nurture innovation, critical thinking, and sustained passion for STEAM among all students.

Major Concern 2: To cultivate students' positive values and capability conducive to their whole person development

Intended Outcome (1): Students embrace Christian values

Achievements:

In 2024-25 school year, we focused on nurturing the Christian value of Empathy (同理心) through a variety of school-wide initiatives. Morning programmes and assemblies featured dedicated sharing sessions, while Religious Education lessons intentionally integrated this value into their curriculum. Additional activities were organised by the Christian Fellowship and The Boys' Brigade, further reinforcing the theme. Reading materials related to empathy were prepared for use during morning sessions and RE lessons, and teachers shared hymns and Bible verses during assemblies to deepen students' reflection.

Based on minutes from form meetings and annual reports from committees and departments, teachers widely reported that students were highly engaged in these activities and demonstrated a better understanding of the value of empathy. There were reports of students actively demonstrating empathy in their daily interactions—showing compassion, offering support to peers, and engaging thoughtfully with the experiences of others.

Reflection:

Feedback from staff confirms that students responded positively to the structured emphasis on Christian values, particularly empathy. Their active participation and increased awareness reflect the effectiveness of a coordinated, cross-departmental approach in value education.

Feedback and Follow-up:

Fostering students' Christian values remains a core mission of our school. In the next development cycle, we will continue to prioritise values education, with an enhanced focus on the Christian virtues of Patience (忍耐), Fraternal Affection (友愛), and Moral Virtue (德行). These values will be thoughtfully integrated into morning assemblies, RE lessons, co-curricular activities, and pastoral programmes to further support the whole-person development of every student.

Intended Outcome (2): Enhance students' sense of national identity, nurturing students as good law-abiding citizens

Achievements:

Our school has made significant strides in nurturing a strong sense of national identity among students, as clearly reflected in the recent APASO III survey results. Students attained outstanding performance across key domains, with a remarkable score of 113 in National Identity (Responsibility, Obligation) and an impressive collective Q-value of 116 across the sub-domains of National Identity (Pride, Care), National Identity (National Flag, National Anthem), and National Identity (Achievement). These results affirm our students' deeply ingrained understanding and appreciation of their civic identity.

This success is underpinned by a structured and immersive programme of activities. The weekly National Flag Raising Ceremony, attended by all teachers and students and often accompanied by a dedicated speech, has been instrumental in reinforcing national belonging. Our annual Chinese Cultural Week further enriched students' understanding of nationhood and patriotism. During the 2024-25 school year, six mainland study tours provided students with profound, firsthand insights into the nation's development, greatly enhancing their connection to and pride in their country.

Reflection:

The exceptional APASO III scores demonstrate the effectiveness of our holistic approach to values education. The combination of daily practices, cultural immersion, and direct experiential learning through mainland exchanges has successfully fostered a meaningful and personal sense of national identity among our student body. This model of integrating formal and informal learning experiences proves highly effective in cultivating informed, responsible, and proud citizens.

Feedback and Follow-up:

We will continue to systematically enhance students' sense of national identity and their development as law-abiding citizens. This objective will be deeply embedded into the routine work of all subjects and co-curricular activities. The foundational practices of national flag-raising ceremonies and thematic cultural events will be maintained and enriched. We are committed to providing further authentic learning experiences, including study tours and cross-cultural exchanges, to ensure our students continue to develop a profound, respectful, and informed connection to our country and its values.

Intended Outcome (3): Students are to be perseverant

Achievements:

Despite students self-reporting lower confidence in learning through APASO surveys, the school has implemented a multi-faceted approach to foster perseverance and well-being. Talks and activities focused on enhancing physical and mental resilience were organized for students, alongside talks for parents addressing youth behavior and potential problems. Form-teacher periods dedicated to self-appreciation were conducted for both junior and senior forms, aiming to promote self-confidence and an appreciation of beauty and excellence. While survey results indicate some growth in perseverance, it remains an area requiring continued focus.

Reflection:

The data suggests that while initiatives are in place and recognized, cultivating deep-rooted perseverance remains a complex challenge. The gap between activity implementation and student self-perception highlights the need for more impactful, evidence-based strategies that connect effort to tangible outcomes and build genuine self-efficacy.

Feedback and Follow-up:

Student well-being and perseverance will remain a strategic priority in our next development cycle. We will institutionalize the whole-school 4Rs Mental Health Charter (Rest, Relaxation, Relationship, Resilience) across

informal curricula and class ethos building. We will promote healthy lifestyles and evidence-based time management strategies to strengthen self-regulation. To make perseverance visible and rewarding, we will establish dedicated platforms to showcase students' physical and aesthetic accomplishments to the wider school community.

Intended Outcome (4): Students become more aware of the unhealthy elements in our society and learn to resist temptation

Achievements:

The school has proactively addressed modern challenges, notably cyber addiction, through targeted talks and activities during form-teacher periods that raise awareness of the negative impacts of video games, social media, and electronic devices. Complementary workshops were organized for parents to strengthen their skills in identifying and managing potential problems. Surveys indicate that most participating students, teachers, and parents agree that these initiatives successfully achieved their awareness-raising objectives.

Reflection:

The positive feedback confirms the value of these educational efforts. However, the pervasive nature of technology and evolving societal pressures necessitates that this education be continuous and adaptive. Awareness is the first step; empowering students with practical resistance strategies is the ongoing work.

Feedback and Follow-up:

This initiative will be incorporated into our routine work. Building on the raised awareness, we will continuously educate students about evolving unhealthy influences and equip them with practical strategies to resist temptation. This effort will be synergized with our broader well-being program, which promotes healthy lifestyles, balanced technology use, and strong mental health support systems.

Whole Person Development

Our school emphasizes on whole person development of each students. Training programmes and activities are organized to assist positive development in the following aspects:

Religious and Evangelical Affairs

The Religious and Evangelical Affairs Committee aims to help students to develop a positive view towards life, enhance their understanding of Christianity and encourage them to embody Christian faith in daily life.

- Religious morning broadcasts and praise and prayer sessions in assemblies were held by various Christian teachers, with generous assistance given by the Revd. Tony Au Yeung Siu Kei and Mr. Oliver Chin Kan Yuen of HKSKH The Church of Our Saviour, to broaden students' horizons
- The Revd. Au Yeung was invited to share messages at both our Christmas Service and Easter Service.
- Gospel Week was held in May. This year's theme was "Seeing God in Love" (在愛中遇見神), started off by an alumna who shared her testimony in a morning broadcast session. On specific days during the week, Christian hymns and praise songs were played, along with some sharing, to raise students' awareness of their intrapersonal and spiritual condition. In addition, HKSKH The Church of Our Saviour organized a book fair to introduce students to different Christian resources. One of the highlights of Gospel Week was a hymn sharing held by Christian teachers and students during lunchtime. Moreover, One Circle (同心圓敬拜福音平台) came and shared with our students in a whole-school assembly. We praise God for all His work.
- Christian Fellowship gatherings were held during the academic year, providing opportunities for students to gain a deeper understanding of the Christian faith.
- Boys' Brigade gatherings were held to enhance the discipline and responsibility of participants and introduce Christianity to students.

Moral, Civic & National Education

The Moral, Civic & National Education Committee aims at promoting values education, civic education and national education.

- Values Education is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas or subjects and the provision of relevant learning experiences. The Committee upholds the belief that "Everyone should have empathy". Cultivating care and empathy involves understanding and meeting the needs of others with concern and love. By promoting care and empathy in students, they can develop a friendly and caring attitude towards family, teachers, and friends. This can extend to caring for the welfare of vulnerable communities, even to loving and protecting all living things, and practicing "treating others with kindness, and loving all creatures". This can help prevent and eliminate bullying and animal cruelty incidents, and build a caring campus and harmonious society.

An “MST Voluntary Service Team” programme was conducted for all S.4 and S.5 classes to serve different groups of needy people. Students gained valuable experience and developed positive values in relation to caring for others and dedication to the community.

- The “Active Talent” program was co-organized with the PE Department in this academic year. This program used diversified physical activities as an intervention point, aiming to enhance the self-image of teenagers, boost their confidence, and foster social connections. We invited a traditional Chinese medicine practitioner to conduct a wellness workshop for students, teaching methods to improve mental health—such as herbal sachets, floral teas, and acupressure massage. Students later set up a booth at the school’s Cultural Festival to share these techniques with peers. Finally, the program concluded with a two-day adventure-based training camp, where participants engaged in coach-led activities to cultivate perseverance, teamwork, and broader perspectives.
- In response to the need to cultivate students’ positive values and capacity conducive to their whole person development, one form period on having a positive attitude towards assessments was organized for S.1 to S.3 students to empower them to overcome challenges and failures with courage and perseverance. Moreover, one form period was organized for all forms to alert students to the unhealthy elements in our society and enable them to make rational judgments.
- The Classroom Management Scheme was implemented to nurture students’ sense of responsibility.
- The Personal Growth Profile Scheme, a joint effort of the Extracurricular Activities Committee, the Counselling and Guidance Committee and the Moral, Civic & National Education Committee, was implemented from S.1 to S.6 to cultivate students’ self-directed personal development.
- With the aim to promote national education and enhance students’ understanding of China, Flag Raising, Thematic Board Display and Thematic Book Fair were held on ceremony days, such as National Foundation Day, National Constitution Day and National Security Education Day. In addition, students are invited to deliver speeches in the Flag Raising ceremony. They shared their study tour experiences and volunteer service reflections, fostering a deeper connection with our motherland. This initiative aims to inspire students to actively participate in diverse activities and cultivate a sense of responsibility to contribute to the society and our country in the future. Moreover, our students continued to participate in the “Constitution and Basic Law Student Ambassadors Training Scheme”. Students actively participated in a diverse range of activities, including: Screening and discussion of national education films, Visiting the Palace Museum’s exhibition on Chinese culinary culture, visiting the Ho Koon Natural Education cum Astronomical Centre, Leadership training workshop, Lecture on the Chinese Civilization Origins Project, Open Day at the Hong Kong Customs College. These activities have enhanced students’ understanding of the nation’s development and strengthened their sense of national pride.

Students' Discipline

The Discipline Committee aims to help students grow with confidence and develop self-discipline and self-esteem, as well as positive attitudes and values.

- An Orientation Programme was conducted for S.I students in mid-August with the focus on school rules and regulations.
- A training programme was conducted for prefects in late August to build up their team spirit.
- An Overnight Camp and a Day Camp were conducted in late September and early January respectively for prefects to strengthen their team spirit and communication skills.
- A 15-minute morning broadcast was conducted by the Head Prefects in early September to share on the themes of self-management and empathy, with the aim of helping students develop better learning habits and a compassionate mindset in the new school year.
- A talk on “The Relationship Between School Bullying and the Internet” was given by a social worker from the Society for the Truth and Light (STL) during a whole-school assembly in January to let students know the importance of protecting privacy on the Internet, and that as “bystanders” in bullying incidents, they can also take action to ease the situation.
- Another 15-minute morning broadcast was conducted by the Prefects in late February to enhance students' courtesy and to raise their awareness regarding online relationships.

Academic Affairs

The Academic Committee aims to develop students' academic potential, encourage students and help them to pursue excellence.

- Results in internal examinations, as well as external assessments such as the HKDSE were analyzed to help enhance learning and teaching.
- Small group teaching in junior core subjects and, pilot classes in junior forms were held on Saturdays.
- To develop students' advanced writing skills, higher order thinking skills and presentation skills, and empower them to master higher level mathematical and scientific reasoning, elite classes in Humanities, Mathematics and Science were held in junior forms.
- Nomination of students for gifted education programmes was coordinated and organized to cater for learners' diversity.
- Various support measures for S.6 students were implemented such as commencement of school lessons for S.6 students in mid-August 2024, regular supplementary lessons held after school on elective subjects from late-September 2024 to mid-January 2025, small group tutorials on core subjects held on Saturdays and sharing by alumni on study tips during S.6 study leave.

- A talk on self-regulated learning was held for S.1 students as part of the orientation programme in August 2024.
- A talk for S.3 students and their parents on choosing elective subjects in S.4 was held jointly with the Careers Guidance Committee in November 2024. S.3 students and parents were informed of the senior form curriculum with numerous combinations of elective subjects offered in S.4. Videos recorded by subject teachers on introducing the curriculum, assessment methods and further study opportunities of each elective subject were provided to S.3 students and parents for their information.
- Sharing of study skills by S.4 high achievers to S.3 students and sharing of study skills by S.3 high achievers to S.2 students were conducted on 1 November 2024 and 28 April 2025 respectively.
- In collaboration with the Discipline Committee and the Counselling and Guidance Committee, a programme was held to provide support and guidance for the repeaters and low-achieving students throughout the school year. Regular meetings with the teachers were arranged to help the students build up their confidence and achieve their learning goals.
- An S.2 project day was held on 21 March 2025 to help students study a topic from different perspectives and develop generic skills by strengthening collaboration and exchanges across subjects to provide students with a comprehensive learning experience.

Careers Guidance

The Careers Guidance Committee aims to help students understand their abilities, interests and values to pursue their life and career goals. It provides students with necessary knowledge and skills so that they are empowered to make informed and responsible decisions, and to have good management of their career and life plans with positive attitudes.

Life Planning Education (LPE) Curriculum

- S.1 to S.3 LPE lessons were conducted in form periods. LPE was also integrated into certain topics in various subjects such as Chinese Language, History, Citizenship, Economics and Society and Business Fundamentals.
- S.4 and S.5 LPE curriculum was implemented in OLE lessons. For S.4, we enriched students' understanding of personal job values and fostered entrepreneurial spirit and financial literacy through various talks and workshops. For S.5, we supported students with making an implementation plan for further studies. Talks and alumni sharing on preparation for university application, visits to local universities, training workshops on and writing personal statements and interviewing skills were organised.

- S.6 LPE curriculum was implemented in form periods. Students were engaged in practical preparation for JUPAS application with careful guidance.
- To further enhance students' exploration of academic disciplines at local universities, students are encouraged to join university taster programs. A talk "Study in the UK" was also arranged to provide updated information on multiple pathways.

Careers guidance for students

- Individual consultations were conducted for all S.5 students by careers teachers to provide guidance and necessary support for their further study plans.
- A LEGO workshop for self-understanding and life planning was conducted for selected students by The Hong Kong Children and Youth Services.

Careers exploration activities

- The MST Mentorship Program, launched in 2023-24, was refined and implemented in this academic year. 16 alumni were invited as mentors and they were matched with 29 students. The connections established enriched the life experience and career exploration of all student mentees.
- Careers Day 2025 was held on 26 April 2025 for S.4 and S.5 students. 9 alumni from various sectors and professions were invited as guest speakers to share their expertise as well as valuable experiences in career development.
- A wide range of career exploration activities has been offered for our students to explore their own career orientation and develop correct values and work ethics. Several workplace visits, such as North District Hospital, Shaw Studios, and CLP Power Academy InnoPower Hall, were organized. Career talks and company visit were offered by the HKGCC Business-School Partnership Programme. Students also gained real hands-on experience in the workplace under the Business-School Partnership Programme by The Education Bureau, and the Summer Career-Related Experiences Scheme by The Hong Kong Association of Careers Masters and Guidance Masters. Some students successfully enrolled in external student development programmes such as ARCH Community Outreach Careers Programme.
- The study tour for our senior students to explore their career prospects in the Greater Bay Area was conducted in July under the "Greater Bay Area Career Exploration Tours" Programme by The Education Bureau.

Parents Education on Career and Life Planning

- Talks were offered to S.3, S.5, and S.6 parents to enrich their knowledge about multiple pathways and strengthen their role in guiding their children in choosing the right path for achieving personal goals and to be ready for their future workplace.
- Some parents also joined the workplace visits and career talks with students to learn more about the latest developments of various industries and the study and career opportunities for young people.

Counselling and Guidance

The Counselling and Guidance Committee aims to promote students' personal growth and holistic development.

- A Peer Mentoring Scheme was organized to help S.1 students adapt to a new learning environment and develop positive values and leadership skills in S.3 to S.5 students.
- Mental Health Days were organized in November and May to raise awareness of mental health and stress management.
- Orientation and follow-up programmes were organized for S. 1 students to help them prepare for their new secondary school life.
- We arranged workshops for S.2 to S.6 students focused on goal-setting, perseverance, and emotional wellness to support their personal development and help them navigate the challenges of their academic journey.
- A workshop on crisis management, particularly regarding student suicide, was organized for teachers.
- Various stress-relieving activities were organized, such as a music therapy workshop, a family craft workshop, and mindfulness exercises, to raise awareness about mental health and stress management.
- S.1 to S.6 sex education sessions were conducted to help students develop self-acceptance, interpersonal attitudes and skills, as well as a sense of responsibility towards themselves and others, which could facilitate the future development of their interpersonal relationships.
- Greeting cards written by S.5 students were given to S.6 students to express support to them in facing the public examination.
- Workshops and sharing sessions on how to support their children and prepare for the release of HKDSE results were arranged for parents of S.5 and S.6 students.
- A series of programmes was conducted to help repeaters develop self-discipline and build their confidence, as well as a positive attitude towards their studies.

Student Support

The Student Support Team aims to develop an inclusive school culture, enhance the understanding and acceptance of students with special educational needs by school personnel, students and parents and provide appropriate support for the students in need.

The Student Support Team assists the school to implement the Whole School Approach to integrated education, establish an inclusive education policy and fully utilize additional resources such as the Learning Support Grant. Tutorial classes, social skills training, speech therapy and occupational therapy are arranged to cater for students' needs. Individual education plans and various accommodation measures are established to facilitate their learning and personal development.

Extra-curricular Activities

The Extra-curricular Activities Committee aims to promote and coordinate a diversity of student activities that are age-appropriate with sufficient challenges. Through participation in various activities, students not only acquire different skills and grow intellectually, but also develop self-discipline, nurture a sense of responsibility, and unleash their leadership potential. Students are entrusted with leading roles and responsibilities in organizing diverse student activities and rendering services in school.

- About 40 extra-curricular activities categorized under academic activities, sports, interests, religious activities and social services are offered. All S.1-S.5 students are required to complete at least one activity of their own choice each year.
- The Orientation Programme for S.1 students was smoothly held in early September.
- A form-level leadership training programme conducted by our school social workers was organized for S.2 students to prepare them for leadership in senior forms.
- Our students participated in a variety of high-quality leadership training programmes such as “Hong Kong 200” Leadership Project and YMCA Youth Leadership Development Scheme offered by agencies such as Chinese YMCA of Hong Kong, the Hong Kong Federation of Youth Groups, the HKFYG Leadership Institute, Hong Kong Young Leaders Development Association, the Hong Kong Playground Association, Hok Yau Club, the Youth Arch Foundation, Dream Compassioneers, Hong Kong Life Planning Association and Tai Po Youth Network.
- Apart from joining the Hong Kong Young Ambassador Scheme, our students also displayed keen interest in new initiatives such as the Cultural Ambassador Programme, the Hong Kong Palace Museum Student Ambassador Scheme, the Muse Teens: Youth Leadership Scheme organized by Hong Kong Heritage Museum. Some S.4 students actively participated in the Healthy Information Student Ambassadors Scheme organized by Office for Film, Newspaper and Article Administration. This year, a team of S.5 students were engaged in the Orbis Student Ambassadors Campaign and helped raise funds for the needy.

- Our students were involved in a variety of community services, especially events organized by Tai Po Youth Network. Our school has received “Gold Award” for two consecutive years in recognition of our students’ contribution and enthusiasm in rendering service for the elderly and clean-up campaigns.
- Our students achieved outstanding results in student elections and competitions in music, visual arts, dance, sports and academic events. Details of their achievements can be found on p.25 - p.47 of this booklet.

Student Union Activities

The Student Union Advisory Committee aims to help the Student Union organize various extra-curricular activities, promote students' welfare and reflect students' opinions to the school.

- Activities including the Music Contest, the Dance Showcase, the Campus Run, and the Water Games Day were organized to help students relieve stress and showcase their diverse talents.
- The Principal-Students Interflow was held in February to let the Principal and students exchange their views on various school issues.
- The Dress Casual Day and Blood Donation Day were organized to promote students' civic awareness.
- The school joined ‘Beat Drugs with Sports’, a programme supported by the Beat Drugs Fund, aiming at establishing a healthy lifestyle that helps teenagers stay away from drugs. With the support of this funding, Inter-house Basketball, Football, and Volleyball Competitions were held to build up students' sense of belonging to the school. An activity promoting long-distance running was also held to encourage students to develop a regular exercise habit.
- The Joint School Exchange Programme was carried out in March. Participating schools included St. Mark's School and Hoi Ping Chamber of Commerce Secondary School. The activity was held to broaden students’ horizons.
- Stationery subscription service and discount coupons for various shops were provided for students.

Home-School Co-operation

The Parent-Teacher Association aims to foster close collaboration and communication between parents and the School, promote parent education, and strengthen parent-child relationships to ensure the best possible future for our students.

- To enhance mutual understanding among the school, teachers, and parents, a welcome gathering for S.1 parents and parent volunteers was organized at the start of the term. The election for the Parent Manager and Alternate Parent Manager of the Incorporated Management Committee for the 2024–2025 school year was held in October. Additionally, the PTA published newsletters in October and

February, and a Principal-Parents Interflow session was conducted in March.

- To encourage parents and students to develop positive values and maintain healthy lifestyles, the “Parents-Also-Appreciate-Teachers” event took place in October. Parents were also invited to participate in the 3-km race and relay race during the Athletics Meet in January, followed by a hiking activity in February.
- To strengthen parent-child bonds and create enjoyable experiences, a Christmas Party was held in December, a visit to The Pokfulam Farm was arranged in March, and a pearl jewelry workshop was offered in May.
- To help students relieve stress and stay motivated in their studies, snacks were distributed to S.6 students from November to January as a morale booster. A stress-relief station was set up on Parents’ Day, featuring activities such as parent-child handicrafts and family photo-taking. A cheer-up event was also organized ahead of the final exams. In July, a tote bag workshop will be held. Furthermore, scholarships sponsored by the PTA were awarded to students.
- To enhance parents’ and students’ understanding of national affairs and Chinese culture, a Mid-Autumn Festival mooncake-making workshop was held in September, and a visit to the Chinese People’s Liberation Army Hong Kong Garrison Exhibition Centre was organized in February.
- To support parents in helping their children adapt to new stages of learning, a talk on exam preparation and post-secondary education will be held in August for parents of next year’s S.6 students. Similarly, a talk on adapting to secondary education was conducted in November for parents of S.1 students. An information station will be set up on S.1 Registration Day to assist incoming students and their parents in familiarizing themselves with the school. Parenting resources and updates were also regularly shared on the PTA website.

Alumni Affairs

The Alumni Affairs Committee aims to further enhance the relationship and acts as a bridge between our alumni, the Alumni Association and the school.

- 50 alumni registered as new members of the Alumni Association in 2024.
- To show support to our S.6 students who would take public examinations, the Alumni Association handed out soft ice-cream. The ice-cream van serving the event distributed a total of five hundred ice-cream treats.
- The Homecoming Day was held on 8 March 2025. About 500 alumni and teachers participated in the event. 11 alumni were elected as the 18th executive committee members. 80 alumni participated in the Alumni Football Match.
- 9 alumni shared the experience of their professions with S.4 and S.5 students on Careers Day.

Student Performance and Achievements

1) Academic Performance

This year, our students once again attained impressive results, demonstrating their commitment, hard work, and perseverance. The academic achievements are a testament to our students' dedication and steadfast pursuit of academic excellence.

- Results of the 4 core subjects
 - Chinese Language Level 3 or above: 100/104 (96.2%)
 - English Language Level 3 or above: 96/103 (93.2 %)
 - Mathematics (Compulsory) Level 2 or above: 104/104 (100 %)
 - Citizenship and Social Development (CSD) Attained: 104/104 (100 %)
- % of Level 5 or above (All subjects including M1 & M2): 31.7%
- % of Level 4 or above (All subjects including M1 & M2): 71.3%

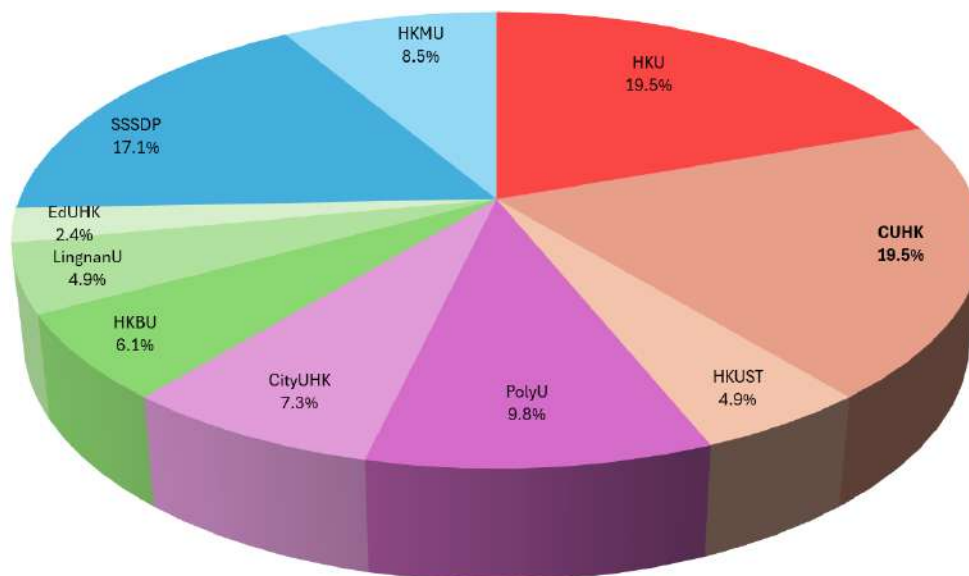
JUPAS Offers

In the 2025 cohort, 101 students applied to tertiary institutions through JUPAS. 81 students (80.2%) received JUPAS offers. Of these 81 students, 79 (97.5%) received degree offers. Among the 79 degree-offer recipients, 47 students (59.5%) received offers from World Top 100 universities according to the QS World University Rankings 2026: The University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, The Hong Kong Polytechnic University, and City University of Hong Kong.

School Nominations Direct Admission Scheme (SNDAS)

One of our nominees under the School Nominations Direct Admission Scheme has received an offer for the Bachelor of Medicine and Bachelor of Surgery (MBBS) program at The University of Hong Kong.

Distribution of JUPAS and SNDAS Offers



2) Internal Scholarships and Awards

Academic Excellence Award

<u>S1</u>	1A Tang Nok Lam	1B Wong Hok Fun	
<u>S2</u>	2A Zhou Haoyu	2C Chong Siu Yu	
<u>S3</u>	3C Sun Wing Hing	3D Wu Zhou Mou	
<u>S4</u>	4D Tang Tsz Lit		
<u>S5</u>	5B Au Tsz Ching	5C Wong Wai Kwan	
<u>S6</u>	6A Tsoi Chak Hin	6D Chan Lok Yin	6D Tang Shin Tsun
	6D Zhang Yuen For	6D Wu Jing Wen	

Alex Siu Scholarship

6A Tsoi Chak Hin	6D Tang Shin Tsun	6D Zhang Yuen For
6D Wu Jing Wen		

Chan Siu Lung Memorial Scholarship

6A Chu Ho Man	6B Ho Nga Kiu
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Bishop Mok Sau Tseng Family Scholarship Prize Award

6D Wu Jing Wen

Merit Award

<u>S1</u>		<u>S2</u>		<u>S3</u>	
1A	Tang Nok Lam	2A	Jiang Wing Yee	3A	Lau Tsz Yan
1A	Leung Yan Kiu	2A	Wang Angel Changli	3A	Yeung Ting Ling
1B	Wong Hok Fun	2B	Huang Shun Yu	3B	Tsang Hiu Yu
1B	Cheng Chi Yu	2B	Ke Xinyue	3B	Pang Hei Yu
1C	Cai Hoi Chun	2C	Chong Siu Yu	3C	Sun Wing Hing
1C	Li Shiyan	2C	Chang Cheuk Wing	3C	Yang Xin Lei
1D	Chan Chi Ching	2D	Yip Hei Ching	3D	Wu Zhou Mou
1D	Yeung Yat Chun	2D	Wong Yau Hong	3D	Yi Zi Han
<u>S4</u>		<u>S5</u>		<u>S6</u>	
4A	Chau Ka Ying	5A	Wei Tsz Kwan	6A	Tsoi Chak Hin
4A	Tang Ka Yau	5A	Miao Tsz Yeung	6A	Chan Wing Yee
4B	Chan Kin Ming	5B	Au Tsz Ching	6B	Cheung Sum Yau
4B	Yeung Wing Yee	5B	Cheung Tsoi Ni	6B	Liao Hin Lok
4C	Fong Lai Nga	5C	Wong Wai Kwan	6C	Tse King Hin
4C	Lee Ka Lam	5C	Wong Chun Ho	6C	Chan Hi Li
4D	Lai Jian Wen Jack	5D	Lam Chi Kwan	6D	Zhang Yuen For
4D	Tang Tsz Lit	5D	Xu Sara Ka Yu	6D	Wu Jing Wen

Subject Award

S1-3

	S1	S2	S3
English Language	1D Chan Chi Ching	2C Chan Ning	3C Tong Oi Lam
Chinese Language	1B Zheng Siqi	2C Chong Siu Yu	3A Ho Zhiling
Mathematics	1B Wong Hok Fun	2D Chan Kwan Hei	3C Wong Tin Lok

S4-6

	S4	S5	S6
Chinese Language	4D Lai Jian Wen Jack	5B Liu Hei Man	6D Wu Jing Wen
English Language	4A Tang Ka Yau 4C Chan Yat Hei Hayson	5C Miu Qi Cheng Richard	6D Tang Shin Tsun
Mathematics (CP)	4D Lai Jian Wen Jack	5C Wong Wai Kwan 5D Zhang Yixuan	6D Zhang Yuen For
Mathematics (M1)	4D So Sze Wan	5C Wong Wai Kwan	6D Au Hui To
Mathematics (M2)	4D Yu Tsun Hei	5A Wei Tsz Kwan	6D Tang Shin Tsun
Citizenship and Social Development	4D Lei Tsz Hei	5B Liu Hei Man	6A Cheung Chung Yiu
Biology	4D Tang Tsz Lit	5B Au Tsz Ching	6D Wu Jing Wen
Chemistry	4D Tang Tsz Lit	5B Au Tsz Ching	6D Chan Lok Yin
Physics	4D Tang Tsz Lit	5D Lv Luosi Moses	6D Zhang Yuen For
Chinese History	4A Chan Yin Nok Yanice	5C He Yu Shan	6A Yu Tsz Ying
Chinese Literature	4B Li Lok Ching	5B Liu Hei Man	6D Wong Jowie
Economics	4D Lau Chung Yin Isaac	5C Cheung Ka Tung	6D Yeung Shun Yiu
History	4B Shui Lok Ching	5C Liu Ching Hei	6B Ho Nga Kiu
BAFS (Accounting)	4C Lee Ka Lam	5C Zhu Ellfie	6C Chan Hi Li
BAFS (Business Management)	4B Lee Wing Yin	5C He Yu Shan	6D Yip Wing Yee
Geography	4D Xu Tsz Hong Jacky	5C Wong Wai Kwan	---
Information and Communication Technology	4D Yu Tsun Hei	5D Lam Chi Kwan	6D Kam Wai Chun
Music	---	---	6D Huang Hei Tung
Visual Arts	4A Chau Ka Ying	5B Ha Shun Yin	6A Ng Tsz Kiu

Good Conduct Award

S1

1B Chee Pak Yu
1B Ho Hiu Tung
1B Liu Jiali
1C Chan Hei Yu
1C Chu Hoi Tung
1C Poon Chor Man
1D Tsang Yuen Nga
1D Wan Jaime Hei Ching

S2

2B Che Wenxin Elva
2C Lau Tsz Kwan
2C Lee Ching Yi

S3

3A Ma Hei Yue
3D Wong Ka Hei

S4

4A Lou Jiaqi
4B Lee Tsz Wing
4B Li Tsz Kwan Samantha
4B So Ning Sang
4B Wan Ho Kiu
4B Yang Qianyu
4D Yu Henry

S5

5B Kan Yuet Ue
5B Lee Dyllis
5B Lui Wing Lam
5C Cheung Yue Hin

S6

6A Tsang Long Ting
6A Cheung Chung Yiu
6B Chan Tsz Tung
6B Huang Yimin

Excellent Conduct Award

S1

1A Fung Tsz Kin
1A Leung Wai To Vito
1A Tang Nok Lam
1A Leung Yan Kiu
1B Wong Wai Shing
1B Zhuang Kai Kei Christy
1C Kwok Man Ching
1C Lam Pui Ching
1D Sun Phoebe

S2

2A Kwong Yin Ching
2A Liu Ka Tung
2B Lam Hing Wai
2B Li Wing Tung
2B Chung Yin Hei
2B Poon Pui Yu
2B Zhi Xiao Fan
2C Chang Cheuk Wing
2C Cheung Wai Yu
2C Lau Hei Yee Hailey
2D Ning Lok Yiu Thomas
2D Tang Wing
2D Yip Hei Ching

S3

3A Lee Cheuk Kiu
3A Lau Tsz Yan
3A Tsang Hiu Lam
3B Yip Wing Sum
3B Cheng Hong Ying
3B Leung Wing Kiu
3B Man Sum Yau
3C Lee Nim Chi
3C To Yan Laam Esther
3C Yang Xin Lei
3D Yeung Ka Nam
3D Choi Yuen Ting
3D Hu Qunya
3D Lui Nok Lam
3D Mui Hiu Ching Isabella
3D Yi Zi Han

S4

4A Liu Hiu Tung
 4A Tang Ka Yau
 4A Yau Cheuk Yin
 4B Chan Kin Ming
 4B Yeung Wing Yee
 4C Fong Lai Nga
 4C Lee Lut Sum
 4C Tam Lok Yee
 4C Tang Tsz Tung
 4C Yuen Shing Wai
 4D Chan Sum Yau
 4D Leung Hoi Ki

S5

5A Law Tin Long
 5A Wu Wing Yan
 5B Au Tsz Ching
 5B Lo Hoi Yan
 5C Ouyang Ricky
 5C Tang Yik Lok
 5C Wong Chun Ho
 5C He Yu Shan
 5C Liu Ching Hei
 5C Ng Yuet
 5C Pang Sze Yan Grace
 5C Sze Cheuk Man
 5C Tse Tsz Ching
 5C Wong Tze Yan
 5C Yeung Ka Ka
 5C Zhu Ellfie
 5D Kung Kin Hei
 5D Lam Chi Kwan

S6

6A Chan Shing Ngai
 6A Wong Long Yin
 6A Chiu Ho Yuet
 6A Lau Wing Yiu
 6A Leung Tsz Ching
 6A Ng Tsz Kiu
 6A Tse Choi Ying
 6B Cheung Sum Yau
 6B Hung Ling Kiu
 6B Wang Crystal Yan
 6C Chan Kwun Huen
 6C Xu Sai Hang
 6C Fung Hiu Ping
 6C Liao Hei
 6C Yeung Yuet
 6D Au Hui To
 6D Hui Yik Ming
 6D Kam Wai Chun
 6D Tang Shin Tsun
 6D Zhang Yuen For
 6D Chow Hoi Yan
 6D Ho Yu Yin
 6D Kam Wai Nam
 6D Lui Wing Ki
 6D Wu Yui Yin
 6D Yan Wai Yan
 6D Yip Wing Yee

Alumni Association Scholarship

1A Leung Yan Kiu 2C Chong Siu Yu 4B Yeung Wing Yee 5B Au Tsz Ching

Outstanding Art Award (Dance)

6D Xie Pui Ting

Outstanding Sportsperson Award

3B Leung Wing Kiu

3) External Achievements

Outstanding Achievements (傑出成就)

活動/比賽	獎項	姓名/單位	班別
尤德爵士紀念基金高中學生獎 2024/25	得獎者	張元科	6D
		吳靜雯	6D
學友社傑出中學生領袖選舉	中學生領袖	楊穎頤	4B
香港資優教育學苑—領袖訓練	銅獎	楊穎頤	4B
領展二十周年傑出學生獎學金	得獎者	楊穎頤	4B
第三十七屆香港特別行政區傑出學生選舉	十大傑出學生	楊穎頤	4B
柏立基爵士信託基金 傑出學生資助 (非學術範疇)2024/25	得獎者	李永通	2B
屈臣氏集團香港學生運動員獎	得獎者	梁詠蕎	3B
香港聖公會福利協會—社會關懷獎學金 2025	得獎者	鄧衍博	6B
香港學生服務領袖選舉 2023-2024	傑出學生服務領袖	何雅喬	6B
香港地產行政師獎學金	中學組第二名	繆啟城	5C
香港資優教育學苑 2025	入選	莊少如	2C
		楊汀鈴	3A
		李晴	4B
		繆啟城	5C
		謝籽晴	5C
		呂羅斯	5D
2025 年度大埔區傑出學生選舉暨 領袖培訓計劃	十大傑出學生	林霈晴	1C
		陳樂熙	3D
		水樂澄	4B
	傑出學生	王詩雨	1C
		柯心月	2B
		張若言	3A
		方婉琳	3C
		黎紫翹	3C
		湯藹霖	3C
		李樂晴	4B
		盧婷茵	4B
		楊穎頤	4B
		李嘉琳	4C
		梁焯柔	4C
		張嘉桐	5C
2025 新界區傑出學生選舉	入圍#	方婉琳	3C

Academics – STEAM (學術-STEAM)

活動/比賽	獎項	姓名/單位	班別
「化學家在線」自學獎勵計劃 2025	鑽石獎	香鑄朗	4A
		楊倩瑜	4B
		楊穎頤	4B
		李穎研	4B
		李芷琄	4B
		袁祇恩	4B
		余展華	4C
		袁丞慧	4C
		陳家苗	4C
		鄧紫炯	4C
		梁焯柔	4C
		歐子優	4C
		方麗雅	4C
		李律芯	4C
		吳芷澄	4C
		李嘉琳	4C
		譚諾怡	4C
		鄧皓文	4C
		李梓希	4D
		陳啟麟	4D
		湯子烈	4D
		蘇穗芸	4D
		黃凱淇	4D
		鄒浚昀	5B
		張采妮	5B
		鄧凱灋	5C
		黃俊皓	5C
		劉鎧琦	5C
		彭詩茵	5C
		張宇軒	5C
		黃偉鈞	5C
		吳穎瑤	5D
		鄭曦瞳	5D
		何永初	5D
	白金獎	葉芊慧	4A
		廖曉彤	4A
		李灝晴	4B
		黃適言	4B
		余浚湜	4D
		關家樂	5B
		楊家嘉	5C

	金獎	羅健心	4C
		陳心攸	4D
		李旻燕	5C
	銀獎	何溫文	4C
	銅獎	陳家蕎	5B
國際化學測試 2025	滿分獎	湯子烈	4D
		黃偉鈞	5C
	一等獎	何家浩	5D
	二等獎	林展弘	5B
		許家瑜	5D
		呂羅斯	5D
		李浚希	5D
		黃俊皓	5C
		區子晴	5B
		張宇軒	5C
	三等獎	李梓希	4D
		司翰宇軒	5B
		陳易澧	4B
初中科學線上自學計劃 2025	金獎	蔡鎧駿	1C
		傅照舜	1C
		陳晞瑜	1C
		郭汶菁	1C
		尹希晴	1D
		黃嘉霈	2B
		陳柏勳	3C
		栗心悅	3C
		張瀚勻	3C
		梅曉晴	3D
	銀獎	劉伊晨	1C
		潘楚文	1C
		方文慧	1D
		林慶煒	2B
		林文怡	3D
	銅獎	李詩妍	1C
		張奕軍	1D
		吳恩鳴	1D
		李明殷	1D
		黃靖汶	1D
	參與獎	梁凱晴	1D
國際生物奧林匹克- 香港區比賽 2024	銅獎	鄧善晉	6D
	優異獎	何想雪	6B

生物學素養競賽 2024/2025	一等獎	劉鎧琦	5C
	三等獎	張采妮	5B
		張宇軒	5C
	優異獎	區子晴	5B
		繆啟城	5C
		何家浩	5D
		許家瑜	5D
2025 國際兒童及青少年生物大賽	特金獎	司翰宇軒	5B
		區子晴	5B
		王薇銘	5B
		張宇軒	5C
		張圯煊	5D
		吳靜雯	6D
	金獎	林展弘	5B
		勞愷茵	5B
		劉鎧琦	5C
		謝籽晴	5C
		廖熙	6C
		鄧善晉	6D
		張元科	6D
		何雨嫣	6D
	銀獎	鄒浚昀	5B
		關家樂	5B
		謝奕謙	5B
		簡悅好	5B
		陳樂燃	6D
香港青年科學院「研之有你」工作坊 2025 1 分鐘科學短片拍攝比賽	冠軍	楊倩瑜	4B
中學生天文訓練計劃 2025	通過考試	黃俊軒	4C
		吳芷澄	4C
		陳心攸	4D
香港物理奧林匹克 2024	優異獎	呂羅斯	5D
香港物理奧林匹克 2025	三等獎	湯子烈	4D
香港中學生空間站科普載荷和科學實驗 方案設計比賽	金獎	湯子烈	4D
		梁凱淇	4D
		蘇穗芸	4D
		王奕鋆	4D
		黃凱淇	4D
	銅獎	陳樂熙	3D
		蔡婉婷	3D

		胡群雅	3D
		林笑	3D
		王子樂	3D
	優秀獎	胡山	3C
		廖日朗	3C
		王天樂	3C
		孫泳卿	3C
		湯藹霖	3C
第二屆全球機械人挑戰賽	最佳演說獎	李浩賢	2A
		李星翰	3B
		王梓耀	3B
		胡山	3C
第三屆校際 AI 藝術創作大賽《智畫神話》	初中組三等獎	黃煦堯	1A
	初中組優異獎	鄧諾臨	1A
	初中組卓越表現獎	梁偉圖	1A
	高中組 一等獎、 最佳文字指令獎	楊穎頤	4B
	高中組二等獎	廖晞雯	5B
	高中組優異獎	梁馨木	5A
「華夏盃」全國數學奧林匹克邀請賽 2025 初賽	一等獎	黃學寬	1B
		傅照舜	1C
		王天樂	3C
「華夏盃」全國數學奧林匹克邀請賽 2025 初賽	二等獎	周雋樂	1A
		王偉丞	1B
		陳羽彤	1B
		王恩予	1D
		楊日俊	1D
		胡理僖	2C
		莊少如	2C
		楊汀鈴	3A
		孫瑞孚	3D
		楊嘉楠	3D
		林笑	3D
	三等獎	陳詠妍	1C
		林霈晴	1C
		王俊森	1D
		方文慧	1D
		李明殷	1D
		羅諾勤	2A
		林慶煒	2B
		李永通	2B

		劉靖韜	2B
		柯心月	2B
		蘇祉琪	2B
		林軒	2C
		區碧芯	3C
		孫泳卿	3C
		杜恩嵐	3C
「華夏盃」全國數學奧林匹克邀請賽 2025 晉級賽	一等獎	黃學寬	1B
		王天樂	3C
	二等獎	王偉丞	1B
		傅照舜	1C
		楊日俊	1D
		方文慧	1D
		胡理僖	2C
		楊嘉楠	3D
		林笑	3D
	三等獎	陳詠妍	1C
		林霈晴	1C
		羅諾勤	2A
		林慶煒	2B
		蘇祉琪	2B
		林軒	2C
		區碧芯	3C
		孫泳卿	3C
「華夏盃」全國數學奧林匹克邀請賽 2025 總決賽	一等獎	黃學寬	1B
	二等獎	王偉丞	1B
		王天樂	3C
	三等獎	林霈晴	1C
		方文慧	1D
		林慶煒	2B
		林笑	3D
		楊嘉楠	3D
2025 港澳數學奧林匹克公開賽港澳盃	金獎	黃學寬	1B
		胡理僖	2C
		陳筠晞	2D
		王天樂	3C
	銀獎	周雋樂	1A
		茹仲一	1A
		王偉丞	1B
		蔡鎧駿	1C
		傅照舜	1C
		楊日俊	1D
		羅諾勤	2A

		林慶煒	2B
		孫泳卿	3C
		林笑	3D
		余潤廷	4D
	銅獎	馮俊文	1C
		李永通	2B
		劉靖韜	2B
		吳籽昊	2B
		楊汀鈴	3A
		黃筱穎	3B
		區碧芯	3C
		楊嘉楠	3D
第 42 屆香港數學競賽(2024/25)	一等獎	魏子坤	5A
	優秀表現獎	繆梓揚	5A
		張圯煊	5D
2024-2025 年度香港青少年數學精英選拔賽	二等獎	王天樂	3C
	三等獎	莊祖俊	3B
		孫泳卿	3C
亞洲國際數學奧林匹克公開賽—晉級賽	金獎	黃學寬	1B
		王天樂	3C
	銀獎	陳筠晞	2D
		余潤廷	4D
	銅獎	蔡鎧駿	1C
		楊日俊	1D
		林慶煒	2B
		李永通	2B
		劉靖韜	2B
		吳籽昊	2B
		胡理僖	2C
		孫泳卿	3C
亞洲國際數學奧林匹克公開賽決賽 2025	金獎	黃學寬	1B
大灣區青少年人工智能及網絡安全挑戰賽 2024	最具社會貢獻獎	何永初	5D
		文成業	5D
第十屆「英才盃」STEAM 教育挑戰賽	優異獎	丁博	3D
		孫瑞孚	3D
		吳卓謀	3D
「騰訊小紅花科創家」社區實踐獎勵計劃 24/25	最後八強及優異獎	宋延輝	5A
		成慧馨	5A
		曾子員	5A
		陳函潤	5D
		文成業	5D
5 號塑膠升級改造設計比賽 2025	優異獎	關家樂	5B

Academics – Biliterate and Trilingual (學術 – 兩文三語)

活動/比賽	獎項	姓名/單位	班別
東華三院「好人好事：英文故事寫作比賽2024-25」	銀獎	湯藹霖	3C
第三十三屆全港中學生十大新聞選舉	英文高級組冠軍	王天樂	5D
Inter-school Interpretive Reading Competition	Champion	陳零	2C
2025 Harvard Prize Book Program	Harvard Prize Book Award	李諾	5B
		繆啟城	5C
		林子鈞	5D
“Reading is like...” Creative Sentence Writing Competition	Commendable Award	湯藹霖	3C
Student Story Slam 2025	Merit Award	湯藹霖	3C
Short Essay Writing Competition for Secondary School Students 2025	Gold Award	林子鈞	5D
	Sliver Award	陳啟麟	4D
	Silver Award	龔建熹	5D
	Merit Award	李律芯	4C
	Merit Award	任晏非	5A
	Merit Award	徐熒	5A
UNESCO Hong Kong UNSDGs Debating Competition	Second Runner-up	石凱淇	3B
		彭希愉	3B
		夏迪一	3C
The 40 th Sing Tao Inter-School Debating Competition (1st Preliminary & 2nd Preliminary)	Best Debater	李諾	5B
	Best Interrogative Debater	繆啟城	5C
English Debating League 2024-2025			
Round 1	Best Speaker	李梓希	4D
Round 4	Best Speaker	陳零	2C
Round 5	Best Speaker	鍾妍希	2B
星島第四十屆全港校際辯論比賽			
(第一回合初賽)	最佳交互問答辯論員	王天樂	5D
(第一回合初賽)	最佳辯論員	陳達進	5C
(第二回合初賽)	最佳辯論員	盧婷茵	4B
菁莪盃(粵語組第一回合初賽)	全場最佳辯論員	盧婷茵	4B
第六屆全港中學學界辯論比賽			
初賽	最佳辯論員	方婉琳	3C
正賽第一回合	最佳辯論員	盧婷茵	4B
辯論道場			
第十三輪小組聯賽	最佳辯論員	王天樂	5D
第十五輪小組聯賽	最佳辯論員	盧婷茵	4B

第五屆童行盃全港校際服務辯論比賽			
外圍賽	最佳辯論員	賴心澄	2A
第一回合初賽	最佳辯論員	鄭彥澄	2A
第一回合初賽	最佳辯論員	周浩宇	2A
第二十一屆全港校際經濟辯論比賽「論道經邦」			
半準決賽	最佳辯論員	盧婷茵	4B
準決賽	最佳辯論員	王天樂	5D
總決賽	冠軍	聖公會莫壽增會督中學 中文辯論隊	
76th Hong Kong Schools Speech Festival 2024 (English Speech)			
Solo Verse Speaking – Non-Open Secondary 2 - Boys	First	戴君瑜	2C
Solo Verse Speaking – Non-Open Secondary 1 - Girls	Third	黃煦堯	1A
Solo Verse Speaking – Non-Open Secondary 2 - Girls	Third	柯心月	2B
第七十六屆香港學校朗誦節 2024 (中文朗誦/粵語)			
中四級女子詩詞獨誦	冠軍	李晴	4B
中四級女子散文獨誦	冠軍	李晴	4B
第七十六屆香港學校朗誦節 2024(中文朗誦)	優良獎	劉伊晨	1C
	優良獎	譚景瀚	2C
	優良獎	張晴	2C
	良好獎	文詩詠	2D
「我愛我的祖國·風景名勝篇」金紫荊盃香港校際作文暨普通話朗誦大賽	優異獎	王薇銘	5B
2024 全港學界《憲法》演講比賽	初中組優異獎	鄭嘉怡	3A
第二十七屆全港中小學 普通話演講比賽 2025	最傑出參與學校獎	聖公會莫壽增會督中學	
	優異星獎	傅照舜	1C
		林文怡	3D
		孫縹茗	3D
		牟昱州	4D
	優異獎	樓嘉琪	4A
	良好獎	黃雅美	2D
		許嘉華	4A
		陳家茹	4D
周有光盃—普通話說講朗誦及拼音比賽	初中組金獎	孫縹茗	3D
推廣肝臟健康計劃 2024—全港中小學中文 硬筆書法比賽	初中組優異獎	章詩涵	3D
	高中組優異獎	陳家茹	4D
天馬盃中文硬筆書法比賽	高中組冠軍	黃鏘燁	4B
	高中組金獎	牟昱州	4D

第四屆「金筆獎」中文硬筆書法比賽	高中組優異獎	黃鏘燁	4B
第十六屆魯迅青少年文學獎硬筆書法比賽	初中組優異獎	侯欣雨	1A
	高中組特等獎	黃鏘燁	4B
「蝶字翩翩」—全港中學生自然寫作比賽 2024/25	嘉許獎	何沁怡	2D
「菁英杯」現場作文決賽	二等獎	黃雅美	2D
紫荊杯影評比賽	「清辭之星」	王奕鋆	4D
第十三屆大學文學獎	少年作家獎	李灝晴	4B
香港青年協會「校園作家大招募計劃 2024/25」	入圍小說組 最後 50 人名單	馬麗雅	4A
「小說人物 Cosplay 徵文比賽 2025」 (香港理工大學專業及持續教育學院主辦)	季軍	徐熒	5A
		詹雨嵐	5B
		陳鈿	5C

Academics – Others (學術 – 其他)

活動/比賽	獎項	姓名/單位	班別
活學經濟短文分析比賽	優異獎	廖靖晞	5C
		謝籽晴	5C
		蔡澤軒	6A
理財策劃挑戰賽—短片創作 2025	優異獎	梁馨木	5A
		張果兒	5A
		王薇銘	5B
聯校會計比賽	優異獎	曾宇恒	4C
		李嘉琳	5C
構建『你』想九龍城」創作比賽 2024	季軍	楊穎頤	4B
		黃一琳	4B
		黃俊軒	4C
		龔建熹	5D
	最佳人才獎	楊穎頤	4B
		黃一琳	4B
		黃俊軒	4C
		龔建熹	5D
香港地產行政師獎學金 2024	中學組第二名	繆啟城	5C
第十四屆香港地理奧林匹克	銀獎	繆啟城	5C
亞太區青少年地理知識大賽	冠軍 (中一至中三組別)	鍾卓聰	3D
	全場冠軍 (中四至中六組別)	龔建熹	5D
	冠軍 (中四至中六組別)	黃一琳	4B
		繆啟城	5C
		鄧凱灃	5C

《一帶一路・與我何干》 綜合能力比賽 2024	二等獎（灣區獎）	黃偉鈞	5C
		陳希哲	5D
		何家浩	5D
		張嘉桐	5C
		何雨珊	5C
		文成業	5D

Visual Arts (視藝)

活動/比賽	獎項	姓名/單位	班別
面具設計比賽 2024-25「向歧視說不!」	傑出作品	李鎧澄	1B
	入圍作品	何曉彤	1B
		區碧芯	3C
		周珈盈	4A
第四屆肖像畫繪畫比賽	銀獎	李鎧澄	1B
愛滋寧養服務協會一面具設計比賽 2024-2025	傑出作品	李鎧澄	1B
	入圍作品	何曉彤	1B
	入圍作品	區碧芯	3C
	入圍作品	周珈盈	4A
第六屆 J3-J18 全港青幼童大賞繪畫比賽 (西洋畫組)	銅獎	鄭嘉怡	3A
全港十八區視藝比賽(繪畫組)大埔區	金獎	謝穎霖	3B
素藝盃素描藝術作品大賽	金獎	區碧芯	3C
全民衛生意識 Level UP 繪畫及填色比賽	亞軍	區碧芯	3C
第 7 屆 Draw My Watch 錶面 設計比賽 2025	金獎	鄭卓昕	3B
	金獎	栗心悅	3C
	銀獎	何曉彤	1B

Dance (舞蹈)

活動/比賽	獎項	姓名/單位	班別
第六十一屆學校舞蹈節(校園健康舞)			
拳擊躍動	優等獎及編舞獎	陳羽彤	1B
		李煥瑩	2D
		鄧穎	2D
		林子穎	3A
		方婉琳	3C
		黃敏晴	3D
		廖曉彤	4A
		徐康淇	4B
		李樂晴	4B
		廖祐琳	4B
		盧婷茵	4B
		文希晴	4B
		水樂澄	4B
		何溫文	4C
		張雋熙	4D
		鍾睿澄	5B
		陳達進	5C
		伍悅	5C
		謝籽晴	5C
		朱語希	5C
		何永初	5D
		陳芊攸	5D
舞出活力	優等獎	李紫欣	6B
		黃欣彤	6C
		謝佩廷	6D
		麥心瑜	1A
		關綽妍	1A
		黃梓晴	1B
		黃文珊	1B
		孫嘉怡	1C
		吳佳澄	1C
		尹希晴	1D
		張明煦	2A
		郭逸澄	2B
		潘霈渝	2B
		鄭婉琪	2C
		黃睿琦	2D

		文詩詠	2D
		謝凱怡	3B
		區碧芯	3C
		廖祐琳	4B
		水樂澄	4B
		黃一琳	4B
		盧婷茵	4B
		陳家茹	4D
第六十一屆學校舞蹈節(中國舞)			
綉·江南（三人舞）	優等獎	李煥瑩	2D
		鄧穎	2D
		林子穎	3A
流年（獨舞）	甲級獎	林子穎	3A
蝶戀花（三人舞）	甲級獎	李煥瑩	2D
		鄧穎	2D
		林子穎	3A
第六十一屆學校舞蹈節(西方舞)			
俄羅斯舞（雙人舞）	甲級獎	鄧穎	2D
		林子穎	3A
斯洛伐克水瓶舞（三人舞）	甲級獎	李煥瑩	2D
		鄧穎	2D
		黃敏晴	3D

Music (音樂)

活動/比賽	獎項	姓名/單位	班別
教育局與香港電台第四台 學界音樂達人大挑戰 2025	學界音樂達人獎	聖公會莫壽增會督中學	
	18 區積極參與獎	聖公會莫壽增會督中學	
	優異獎	周雋樂	1A
		羅諾勤	2A
		劉浣誼	2C
		劉祉君	2C
		王心祈	2C
		區碧芯	3C
		方婉琳	3C
		李明謙	3C
		黎紫翹	3C
		廖家言	3C
		陳心攸	4D

聯校音樂大賽 2025			
中學中樂(笛子)獨奏 — 高級組	冠軍	鄧力豪	4D
中學中樂(二胡)獨奏 — 高級組	銅獎	鄧堦焱	5A
中學中樂(揚琴)獨奏 — 高級組	銅獎	詹雨嵐	5B
中學合唱團(初級組)	銀獎	聖公會莫壽增會督中學 合唱團	
中學小組合奏(中樂)	銀獎	聖公會莫壽增會督中學 中樂團	
中學合奏(牧童笛)	銀獎	李悅諄	1A
		陳羽彤	1B
		肖炫霓	1B
		張嵐	1C
		張晴	2C
		宋珈瑩	2D
		盧柏然	3A
		李嘉懿	3C
中學中樂(古箏)獨奏 — 中級組	銀獎	齊琪	3B
中學中樂(古箏)獨奏 — 中級組	銀獎	陳穎瑩	5C
中學中樂(古箏)獨奏 — 中級組	銀獎	林愍芪	2C
中學中樂(古箏)獨奏 — 中級組	銀獎	李紫瑛	1B
中學中樂(揚琴)獨奏 — 中級組	金獎	陳煒桐	2A
中學中樂(琵琶)獨奏 — 中級組	銀獎	賴心澄	2A
中學中樂(二胡)獨奏 — 初級組	銀獎	王梓耀	3B
中學中樂(二胡)獨奏 — 初級組	銀獎	許世添	3A
中學中樂(古箏)獨奏 — 高級組	銀獎	車文鑫	2B
中學中樂(古箏)獨奏 — 高級組	銀獎	郭逸澄	2B
中學小組合奏(管弦樂器)	銅獎	黃學寬	1B
		張敏鈺	1C
		廖逸賢	1C
		郭汶菁	1C
		龔以朗	1D
		李明殷	1D
		陳樂盈	2B
		袁廷昕	2B
		張晴	2C
		潘彥積	2C
		高愷程	3B
		陳柏勳	3C
		王天樂	3C
		麥愷盈	3C
		陳柏汧	3D

		李梓穎	4B
		袁守臻	4C
		陳果	4D
		歐陽瑞林	5C
第 77 屆香港學校音樂節 2025			
大提琴獨奏 — 中級組	銀獎	李明殷	1D
中樂小組合奏 — 中學組	銀獎	黃詩澄	1B
		王振宇	1C
		刁彩恩	1D
		陳煒桐	2A
		馮禧晴	2A
		賴心澄	2A
		車文鑫	2B
		郭逸澄	2B
		楊馨雅	2D
		許世添	3A
		王梓耀	3B
		齊琪	3B
		高愷程	3B
		鄧力豪	4D
		鄧堦焯	5A
		詹雨嵐	5B
		陳穎瑩	5C
		陳鈿	5C
教堂音樂 — 中文歌曲 — 中學合唱團 — 15 歲或以下	冠軍	聖公會莫壽增會督中學 合唱團	
笛獨奏 — 中學 — 中級組	季軍	鄧力豪	4D
中學中樂(二胡)獨奏 — 初級組	銀獎	王梓耀	3B
中學中樂(二胡)獨奏 — 中級組	季軍	鄧堦焯	5A
女聲二重唱 — 14 歲或以下	銀獎	袁蕊昕	2B
		勞雪晴	2D
分級鋼琴獨奏 — 七級	銀獎	謝竣洛	3A
結他獨奏 — 中級組	銀獎	傅照舜	1C
鋼琴獨奏 — 中國作曲家 — 中級組	亞軍	高鴻瑄	1D
聲樂獨唱 — 外文歌曲 — 女聲 — 中學 — 16 歲或以下	銀獎	楊家嘉	5C
聲樂獨唱 — 外文歌曲 — 女聲 — 中學 — 14 歲或以下	銀獎	賴心澄	2A
聲樂獨唱 — 外文歌曲 — 女聲 — 中學 — 14 歲或以下	銀獎	勞雪晴	2D

聲樂獨唱－外文歌曲－女聲－中學－14歲或以下	銀獎	鍾睿蕎	2D
聲樂獨唱－中文－女聲－中學－16歲或以下	銀獎	楊家嘉	5C
聲樂獨唱－中文－女聲－中學－16歲或以下	銀獎	鍾睿蕎	2D
聲樂獨唱－中文－男聲－中學－16歲或以下	銀獎	袁守臻	4C
揚琴獨奏－初級組	亞軍	柯心月	2B
箏獨奏－高級組	銀獎	侯欣雨	1A
箏獨奏－高級組	銀獎	陳心攸	4D
2024 香港青年音樂匯演	銅獎	黃詩澄	1B
		王振宇	1C
		刁彩恩	1D
		陳煒桐	2A
		馮禧晴	2A
		賴心澄	2A
		車文鑫	2B
		郭逸澄	2B
		楊馨雅	2D
		許世添	3A
		王梓耀	3B
		齊琪	3B
		高愷程	3B
		鄧力豪	4D
		鄧塬焱	5A
		詹雨嵐	5B
		陳穎瑩	5C
		陳鈿	5C
		肖珮如	6B
2023 亞洲菁英音樂比賽－鋼琴 PG05	第二名	李永通	2B
賀國慶音樂大賽 鋼琴初級組	優異獎	李永通	2B
第五屆全港中樂大賽（合奏）	銀獎	黃詩澄	1B
		王振宇	1C
		刁彩恩	1D
		陳煒桐	2A
		馮禧晴	2A
		賴心澄	2A
		車文鑫	2B
		郭逸澄	2B
		楊馨雅	2D

		許世添	3A
		王梓耀	3B
		齊琪	3B
		高愷程	3B
		鄧力豪	4D
		鄧塬焱	5A
		詹雨嵐	5B
		陳穎瑩	5C
		陳鈿	5C
2024-25 香港校際合唱節	銅獎	聖公會莫壽增會督中學 合唱團	
2025 台北國際合唱大賽(少兒組)	銀獎	聖公會莫壽增會督中學 合唱團	

Sports (體育)

活動/比賽	獎項	姓名/單位	班別
香港學界體育聯會大埔及北區中學分會 全年總錦標	女子組：10 佳學校獎	聖公會莫壽增會督中學	
香港學界體育聯會大埔及北區中學分會校際田徑比賽			
女子乙組跳高	亞軍	梁詠蕎	3B
香港學界體育聯會大埔及北區中學分會校際羽毛球比賽			
男子甲組	冠軍	石鴻樂	4C
		宋延輝	5A
		鄒浚昀	5B
		李諾	5B
		司翰宇軒	5B
		張宇軒	5C
		梁雅俊	5D
		曾鐘澤	6B
		宋承軒	6D
男子丙組	殿軍	楊日俊	1D
		陳亮恩	2A
		萬焯賢	2B
		鄒尚昀	2C
		郭勁鋒	2D
		甯洛堯	2D

女子甲組	殿軍	范芯柔	4B
		李悅寧	5B
		關芷澄	5C
		謝籽晴	5C
		陳芊攸	5D
		孔令喬	6B
		李思齊	6D
女子乙組	殿軍	馮禧晴	2A
		鄭嘉怡	3A
		張齡心	3B
		黎紫翹	3C
		呂諾琳	3D
		李穎研	4B
		溫可橋	4B
Decathlon 全港學界精英羽毛球比賽			
男子組(團體)	第五至八名	陳亮恩	2A
		鄒尚昀	2C
		石鴻樂	4C
		宋延輝	5A
		鄒浚昀	5B
		李諾	5B
		司翰宇軒	5B
		曾鐘澤	6B
		宋承軒	6D
男子單打	第九至十六名	鄒浚昀	5B
香港學界體育聯會大埔及北區中學分會中學校際籃球比賽			
男子高級組(第二組別)	第五名	鍾卓聰	3D
		馬璟楠	4A
		王衍鈞	4A
		吳郡	4C
		徐天朗	5A
		余英恒	5B
		鄧易洛	5C
		何家浩	5D
		楊卓鍵	5D
		陳遠哲	6B
男子初級組(第二組別)	第五名	陳奕熙	1A
		林灝洋	1A
		李柏翹	1A
		梁偉圖	1A

		馮卓堯	1C
		王振宇	1C
		王無極	1C
		何凱熙	1D
		龔以朗	1D
		王恩予	1D
		陳亮恩	2A
		譚景瀚	2C
		李程諾	2D
		王宇熙	2D
		蔡晉棋	3A
		葉泳柳	3B
		丁睿	3C
女子高級組(第一組別)	亞軍	廖曉彤	4A
		伍悅	5C
		彭詩茵	5C
		李思靜	5D
		余芷瑩	6A
		徐珮嘉	6B
女子初級組(第一組別)	第五名	劉嘉莉	1B
		王詩雨	1C
		陳文熹	1D
		葉殷瑜	2A
		黃樾琦	2B
		林愨芪	2C
		黃蕊翹	2D
		陳彩悅	3B
		梁詠蕎	3B
香港學界體育聯會大埔及北區中學分會校際越野比賽			
男子丙組(團體)	第八名	馮子建	1A
		陳亮恩	2A
		譚宇軒	2A
		鄒尚昀	2C
		曾智恒	2C
		李程諾	2D
女子乙組(團體)	第八名	張若言	3A
		陳彩悅	3B
		梁詠蕎	3B
		夏迪一	3C
		譚諾怡	4C
女子乙組(個人)	第四名	譚諾怡	4C
女子乙組(個人)	第五名	梁詠蕎	3B

扶輪香港超級馬拉松 50 公里扶少接力賽(混合組)	冠軍	李明謙	3C
		丁睿	3C
		趙倪謀	4C
		譚諾怡	4C
		張雋熙	4D
		鄧力豪	4D
		歐陽瑞林	5C
		朱浩民	6A
香港學界體育聯會(全新界地域)中學校際室內賽艇比賽			
男子甲組 1000 米	亞軍	馬璟楠	4A
男子丙組 1000 米	第六名	龔以朗	1D
女子乙組 2000 米	第九名	陳彩悅	3B
香港學界體育聯會大埔及北區中學分會中學校際足球比賽			
男子高級組(第一組別)	季軍	袁守臻	4C
		曾宇恒	4C
		鄒桐燦	4D
		陳啟麟	4D
		徐梓航	4D
		盧天望	5A
		鍾睿澄	5B
		祁彥朗	5B
		張宇軒	5C
		蘇祈倡	5C
		羅筠澤	5D
		鄭梓翹	6B
		黃梓浩	6C
男子初級組(第一組別)	第七名	馮子建	1A
		孫行信	1B
		陳以諾	1C
		胡晶鏘	1C
		王靖熙	1C
		孟諾謙	2A
		吳籽昊	2B
		胡理僖	2C
		卓一言	2D
		陳熹業	3A
		謝竣洛	3A
		李嘉懿	3C
		廖日朗	3C
		譚文卓	3C

香港學界體育聯會大埔及北區中學分會中學校際游泳比賽			
男子乙組 100 米蛙泳	第五名	林渝竣	3B
男子丙組 50 米自由泳	殿軍	駱朗浩	1D
男子丙組 50 米蛙泳	季軍	曾智恒	2C
男子丙組 200 米自由泳	季軍	龔以朗	1D
男子丙組 4x50 米自由接力	第五名	鄭子宇	1B
		龔以朗	1D
		駱朗浩	1D
		曾智恒	2C
男子丙組(團體)	第六名	鄭子宇	1B
		龔以朗	1D
		駱朗浩	1D
		曾智恒	2C
女子甲組 50 米自由泳	殿軍	簡悅妤	5B
女子甲組 50 米蛙泳	第七名	簡悅妤	5B
女子乙組 50m 自由泳	冠軍	梁詠蕎	3B
女子乙組 200m 個人四式	季軍	梁詠蕎	3B
女子乙組 50 米蛙泳	季軍	李煥瑩	2D
女子乙組 100 米蛙泳	第五名	譚諾怡	4C
女子乙組 200 米蛙泳	第六名	譚諾怡	4C
女子乙組(團體)	第八名	李煥瑩	2D
		梁詠蕎	3B
		譚諾怡	4C
女子丙組 50 米自由泳	冠軍	李鎧澄	1B
女子丙組 100 米自由泳	冠軍	李鎧澄	1B
女子丙組 200 米個人四式	季軍	吳穎玥	1D
女子丙組 50 米蛙泳	第七名	吳穎玥	1D
女子丙組 200 米蛙泳	亞軍	蔣心愉	2C
女子丙組 50 米蝶泳	第六名	蔣心愉	2C
女子丙組 50 米蝶泳	亞軍	楊馨雅	2D
女子丙組 100 米背泳	冠軍	楊馨雅	2D
女子丙組 4x50 米自由接力	冠軍	李鎧澄	1B
		吳穎玥	1D
		蔣心愉	2C
		楊馨雅	2D
女子丙組(團體)	團體冠軍	李鎧澄	1B
		吳穎玥	1D
		蔣心愉	2C
		楊馨雅	2D

聯校盃—全港跳繩競速錦標賽 2025(個人賽)			
男子 13 歲組二重跳	第七名	吳俊軒	1C
男子 13 歲組交叉開	第五名	吳俊軒	1C
男子 13 歲組單車步	第七名	吳俊軒	1C
男子 15 歲組二重跳	亞軍	林慶煒	2B
男子 15 歲組側擺敬禮	冠軍	林慶煒	2B
男子 15 歲組側擺開	冠軍	林慶煒	2B
男子 15 歲組單車步	亞軍	林慶煒	2B
男子 15 歲組三重跳	冠軍	林慶煒	2B
男子 15 歲組跨下二式	冠軍	林慶煒	2B
男子 15 歲組個人總成績	冠軍	林慶煒	2B
男子 15 歲組二重跳	冠軍	陳柏勳	3C
男子 15 歲組交叉轉換	冠軍	陳柏勳	3C
男子 15 歲組交叉開	冠軍	陳柏勳	3C
男子 15 歲組側擺交叉	冠軍	陳柏勳	3C
男子 15 歲組單車步	季軍	陳柏勳	3C
男子 15 歲組三重跳	亞軍	陳柏勳	3C
男子 15 歲組個人總成績	亞軍	陳柏勳	3C
男子 15 歲組二重跳	殿軍	楊嘉楠	3D
男子 15 歲組交叉開	亞軍	楊嘉楠	3D
男子 15 歲組側擺交叉	亞軍	楊嘉楠	3D
男子 15 歲組側擺開	季軍	楊嘉楠	3D
男子 15 歲組單車步	殿軍	楊嘉楠	3D
男子 15 歲組個人總成績	季軍	楊嘉楠	3D
男子 15 歲組側擺交叉	季軍	蘇家瑋	2B
男子 15 歲組側擺開	亞軍	蘇家瑋	2B
男子 15 歲組單車步	第五名	蘇家瑋	2B
男子 15 歲組跨下二式	亞軍	蘇家瑋	2B
女子 14 歲組交叉開	季軍	黃嘉霈	2B
女子 14 歲組側擺交叉	第五名	黃嘉霈	2B
女子 14 歲組側擺敬禮	季軍	黃嘉霈	2B
女子 14 歲組側擺開	第六名	黃嘉霈	2B
女子 14 歲組單車步	第六名	黃嘉霈	2B
女子 14 歲組個人總成績	季軍	黃嘉霈	2B
女子 16 歲組二重跳	第七名	蘇櫻芸	4D
女子 16 歲組交叉轉換	第七名	蘇櫻芸	4D
女子 16 歲組交叉開	第七名	蘇櫻芸	4D
女子 16 歲組側擺開	第八名	蘇櫻芸	4D
女子 16 歲組三重跳	季軍	蘇櫻芸	4D
女子 16 歲組跨下二式	殿軍	蘇櫻芸	4D

女子 16 歲組交叉轉換	第六名	梁凱淇	4D
女子 16 歲組側擺交叉	第六名	梁凱淇	4D
女子 16 歲組側擺開	殿軍	梁凱淇	4D
女子 16 歲組單車步	第五名	梁凱淇	4D
女子 17 歲組二重跳	亞軍	楊倩瑜	4B
女子 17 歲組交叉開	殿軍	楊倩瑜	4B
女子 17 歲組側擺交叉	第五名	楊倩瑜	4B
女子 17 歲組單車步	冠軍	楊倩瑜	4B
女子 17 歲組三重跳	冠軍	楊倩瑜	4B
女子 17 歲組個人總成績	季軍	楊倩瑜	4B
香港學界體育聯會大埔及北區中學分會中學校際乒乓球比賽			
男子乙組	亞軍	岑栢濠	4C
		胡敬謙	4C
		袁守臻	4C
女子乙組	冠軍	陳珈瑩	3A
		劉芷茵	3A
		鄭鍊盈	3B
恒基全港學界武術比賽 2024			
女子中學甲組規定套路-初級太極拳	優異獎	張果兒	5A
女子中學乙二組自選長拳	亞軍	李衍柔	3D
女子中學乙二組自選劍 亞軍	亞軍	李衍柔	3D
女子中學乙二組全能	亞軍	李衍柔	3D
香港學界體育聯會大埔及北區中學分會 中學校際排球比賽 女子初級組(第二組)	殿軍	黃梓晴	1B
		陳文熹	1D
		吳穎玥	1D
		黃靖汶	1D
		張明煦	2A
		何靜婷	2A
		鄺彥澄	2A
		李芷晴	2A
		葉靜悠	2A
		關穗賢	2B
		潘霈渝	2B
		張子兒	3A
		石沛嘉	3A
		陳彩悅	3B
		文晞怡	3D

海通國際 2024 香港滑浪風帆公開錦標賽- 2024 維多利亞港滑浪風帆賽	U15 水翼滑浪風帆男子 組冠軍	黃梓祐	1B
海通國際 2024 香港滑浪風帆公開錦標賽- 2024 香港滑浪風帆公開錦標賽	U15 水翼滑浪風帆男子 組亞軍	黃梓祐	1B
2025 香港滑浪風帆巡迴賽- 水翼滑浪風帆 吐露港錦標賽	U14 冠軍	黃梓祐	1B
	U15 季軍	黃梓祐	1B
2025 香港滑浪風帆巡迴賽- 水翼滑浪風帆 西沙錦標賽	U14 冠軍	黃梓祐	1B
	U15 亞軍	黃梓祐	1B

Others (其他)

活動/比賽	獎項	姓名/單位	班別
第三屆「愛心行動獎」2023-2024	全港 20 位愛心行動 學生大使	朱浩民	6A
		王翌安	6B
	「愛心行動獎」 嘉許獎	甘晔楠	6D
		王蓁怡	6D
公益少年團 團員獎勵計劃	黃色徽章	林霈晴	1C
		曾晞雯	4A
		李梓穎	4B
		廖祐琳	4B
		水樂澄	4B
		楊穎頤	4B
		袁丞慧	4C
		徐熒	5A
		張果兒	5A
	綠色徽章	呂嘉棋	2D
		曾晞雯	4A
		李梓穎	4B
		廖祐琳	4B
		水樂澄	4B
		吳芷澄	4C
		張果兒	5A
	橙色徽章	林穎彤	4A
		李梓穎	4B
		吳芷澄	4C
	紫色徽章	蘇寧生	4B
		成慧馨	5A
		勞愷茵	5B
		彭詩茵	5C
		王天樂	5D
		朱浩民	6A

	藍星榮譽徽章	趙詠甜	5B
		李懿津	5B
		勞愷茵	5B
		彭詩茵	5C
		文成業	5D
		王天樂	5D
		朱浩民	6A
	白星榮譽徽章	李懿津	5B
		彭詩茵	5C
		文成業	5D
香港青年獎勵計劃	紅星榮譽徽章	李懿津	5B
		文成業	5D
		繆梓揚	5A
2024-2025 香港紅十字會新界東總部 青年護理比賽	銅章	龔建熹	5D
		朱浩民	6A
		李嘉琳	4C
2024-2025 香港紅十字會新界東總部 大埔區青年護理比賽	模擬場景賽最佳隊長	聖公會莫壽增會督中學	
2024-2025 香港紅十字會青年團 漸進式活動計劃	青年榮譽章	劉鎧琦	5C
		史泊弦	5D
2024-2025 傑出紅十字青年會員	全港傑出紅十字 青年會員	劉鎧琦	5C
2023-2024 香港紅十字會人道校園獎	人道校園獎	聖公會莫壽增會督中學	
2023-2024 香港紅十字會青年團 漸進式活動計劃	青年榮譽章	鄧衍博	6B
		何雅喬	6B
		孔令喬	6B
2023-2024 香港紅十字會傑出青年團比賽	優異(總辦事處)	聖公會莫壽增會督中學	
	季軍(新界東總部)	聖公會莫壽增會督中學	
	冠軍(大埔區)	聖公會莫壽增會督中學	
2023-2024 香港紅十字會傑出青年團比賽－ 訓練盾	優異(總辦事處)	聖公會莫壽增會督中學	
	冠軍(新界東總部)	聖公會莫壽增會督中學	
	亞軍(新界東總部)	聖公會莫壽增會督中學	
2024-2025 大埔區好學生獎勵計劃	突出表現學生	黎善穎	5B
		伍悅	5C
		彭詩茵	5C
2024-2025 年度海陸空青年義工團 (大埔區青年網絡)	傑出義工獎	夏迪一	3C
	踴躍參與獎	楊心蕾	4C
	最踴躍參與學校 金獎	聖公會莫壽增會督中學	
青少年有機培訓計劃 2024-2025	優異證書	吳芷澄	4C
香港小童群益會「家 Channel」	入圍最終 20 隊名單	李婉僑	4D

微電影大賽 2025 (青少年組)		李穎研	4B
		楊穎頤	4B
		詹慧琦	5D
香港福建希望工程基金會 第八屆北區及大埔區獎學金	得獎者	陳韋綸	2C
		曾曉瑜	3B
		賴劍文	4D
		魏子坤	5A
		張元科	6D
奧比斯學生大使運動 2024-25	奧比斯學生大使	黎善穎	5B
		張嘉桐	5C
		彭詩茵	5C
		施卓汶	5C
		謝籽晴	5C
		楊家嘉	5C
		朱語希	5C
2024 年度多元主題的青年大使計劃	多元文化推廣大使	方婉琳	3C
多元文化推廣計劃 (香港青年協會領袖學院)	積極參與獎	方穎妍	4A
		羅健心	4C
		吳芷澄	4C
		林穎嵐	5A
		胡穎恩	5A
		曾子員	5A
		王梓恩	5C
第三屆故宮交化大使計劃	故宮交化大使	方穎妍	4A
健康資訊學生大使計劃 (電影、報刊及物品管理辦事處)	健康資訊學生大使	葉致知	3C
		鍾秋賞	3D
		孫縹茗	3D
大埔見習導賞員訓練計畫 (大埔民政事務處)	見習導賞員	袁祇恩	4B
		羅天朗	5A
		成慧馨	5A
		徐熒	5A
		曾子員	5A
		張果兒	5A
		關家樂	5B
		范倍瑜	5B
2025 青年調解大使計劃 (香港青年協會生活學院)	青年調解大使	雷泳琳	5B
		徐天朗	5A
		鄧塬焯	5A
		劉祉芊	5A
		梁馨木	5A
		林穎嵐	5A
		成慧馨	5A
		曾子員	5A
		張果兒	5A
		袁立東	5B
		陳家蕎	5B

		趙詠甜	5B
		范倍瑜	5B
		夏巽賢	5B
		黎善穎	5B
		雷泳琳	5B
		王薇銘	5B
		詹雨嵐	5B
		詹慧琦	5D
		馮雅夢	5D
2025《香港200》領袖計劃	《香港200》領袖	盧婷茵	4B
		李灝晴	4B
		文希晴	4B
		李嘉琳	4D
2025/26 香港青年大使計劃 (旅遊事務署及香港青年協會)	青年大使	夏迪一	3C
		蘇凱琪	4C
24/25《憲法》和《基本法》 學生校園大使培訓計劃	憲法及基本法大使	張瀚勻	3C
		杜恩嵐	3C
		黎紫翹	3C
		方婉琳	3C
		陳家苗	4C
		李思靜	5D
		張圻煊	5D
		梁銘津	5D
		龔建熹	5D
		何雨珊	5C
		陳鈿	5C
		詹雨嵐	5B
		王薇銘	5B
		范倍瑜	5B
		吳靜雯	6D
		吳嘉睿	6D
		區栩滔	6D
		廖熙	6C
		許世亨	6C
		肖珮如	6B
		陳子安	6B
		陳子航	6B
		余美儀	6A
		王嘉虞	6A
		陳梓傑	6A
可持續發展目標網上學習獎勵計劃 2024	金章証書	方穎妍	4A
	銅章証書	黃嘉霈	2B
		植小凡	2B

FINANCIAL SUMMARY 2024-2025					
			Income	Expenditure	Surplus / (Deficit)
			HK\$	HK\$	HK\$
I.	Government Funds				
(A)	EOEBG Baseline Reference		2,188,495.92	1,644,731.68	543,764.24
	EOEBG - Other Income		7,322.62	-	7,322.62
(B)	EOEBG - School Specific Grants				
	Administration Grant		4,184,820.87	3,958,539.11	226,281.76
	Air-conditioning Grant		528,825.00	528,825.00	-
	Capacity Enhancement Grant		676,944.00	433,287.69	243,656.31
	Composite Information Technology Grant		520,386.00	441,300.93	79,085.07
	School-based Management Top-up Grant		53,385.00	42,000.00	11,385.00
	School-based Speech Therapy Admin Recurrent Grant		8,541.00	1,686.54	6,854.46
	Sub-total:		8,168,720.41	7,050,370.95	1,118,349.46
(C)	Non-EOEBG Funds		8,643,820.07	7,486,115.50	1,157,704.57
	Sub-total:		8,643,820.07	7,486,115.50	1,157,704.57
	Balance B/F (Government Funds)				5,602,822.20
	Surplus of Government Funds as at 31.8.2025				7,878,876.23
II.	School Funds				
(A)	Tong Fai		83,130.00		
(B)	Rental received from Tuck Shop		97,089.5		
(C)	Other income		126,018.1		
(D)	Donation for Scholarship		55,000.00		
(E)	Approved Collection for Specific Purposes		245,250.00		
	Sub-total:		606,487.64	588,002.53	18,485.1
	Balance B/F (School Funds)				1,911,662.05
	Surplus of School Funds as at 31.8.2025				1,930,147.16