



NLSI LUI KWOK PAT FONG COLLEGE

2024-2025

SCHOOL REPORT

Jesus Christ is the Master of New Life

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(1) Our School

1.1 School Mission

Based on the teaching of the Bible, we are committed to imparting knowledge and cultivating good behaviours among students. We aspire to instill proper values in students by educating them about the truth in the Bible and building their belief in God as the Master of their lives. We endeavour to empower our students to be well-rounded, righteous and responsible citizens with godly character.

1.2 School Motto

Jesus Christ is the Master of New Life

1.3 School History

Founded in 1969 on Hong Kong Island, the original name of the school was New Life School. Thanks to the donation of the Lui Ming Choi Foundation, the school was relocated to its current campus in 1985 and was renamed as NLSI Lui Kwok Pat Fong College.

1.4 School Management

Our school Incorporated Management Committee was founded in 2008.

1.5 Our Students

Class Organization (as at 1 Sept 2024)

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	81	67	67	56	66	59	396
Girls	49	56	47	53	42	55	302
Total Enrolment	130	123	114	109	108	114	698

1.6 Our Teachers

Number of Teachers (including Principal)

School Year	24/25
Approved Total Teaching Staff Establishment	54
Total no. of Teachers	61
No. of Classes	24

Teacher Qualifications

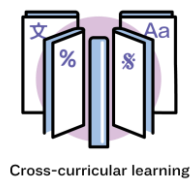
School Year		24/25
Percentage of Highest Academic Qualifications Attained by Teachers	Master or above	45.9
	Degree	100
	Tertiary non-degree	100

School Year		24/25
Percentage of Teachers' Experience	0-4 years	49.2
	5-9 years	13.1
	10 years or above	37.7

Teacher's Professional Development

School Year	24/25
Average Number of Continuing Professional Development (CPD) Hours Clocked by Teachers	82.5

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up



Major Concern 1: To enrich the vibrant learning community

Target 1: To enhance students' learning motivation to embrace new knowledge and opportunities for future goals

Strategies: To create classroom conditions to stimulate learning motivation

- 1.1 To facilitate the interface between primary and secondary education by preparing S1 scaffolding learning materials, including bridging materials and S1 curriculum
- 1.2 To arouse students' motivation by implementing different lesson designs such as using concepts like relevance, competence, relatedness and autonomy
 - To carry out lesson study on strategies for enhancing students' motivation
- 1.3 To conduct staff development programmes to enrich teachers' understanding of theories and strategies for effective learning and teaching

Target 2: To foster students' self-directed learning so that students can identify ways for self-improvement

Strategies: To design effective lessons to further strengthen students' SDL learning habits which build on students' prior knowledge and language competency

2.1 Goal setting

- To practice goal setting with students in lessons by identifying their learning needs and encourage them to improve

2.2 Self-planning

2.3 Self-monitoring

- To introduce learning tools to facilitate the SDL process
- To practice note-taking skills in junior forms
- To practice reflective skills such as making use of error books to identify rooms for improvement in S4

2.4 Self-evaluation

- To provide assessment criteria/guidelines and design tiered assignments for students to self-evaluate the learning outcomes

2.5 Revision

- To provide guidelines for students to revise their work and learning process
- To provide timely teacher/peer feedback after assessments/tasks

Target 3: To consolidate the existing knowledge base among students so as to enhance students' capacity of integrating knowledge and skills across curriculum to innovate for the common good

Strategies: To broaden students' horizons and enhance the awareness of global identity and to nurture them with proper values and attitudes while enhancing students' Information Literacy

3.1 To engage junior form students in problem-based learning such as STEAM Fair which challenges students to collaboratively address real-world problems, for instance, problems related to SDGs

Target 4: To strengthen students' generic skills and foster inspirations among students through showcasing their learning outcomes

Strategies: To cultivate a vibrant learning environment

4.1 To strengthen students' generic skills by providing a wider range of subject-related activities and competitions inside/outside classroom

4.2 To improve students' language proficiency

- To provide diversified opportunities for students to share what they have learnt inside/outside classroom
- To conduct LaC curriculum mapping among English, some PSHE and Science subjects to enhance students' English proficiency
- English Department collaborates with some PSHE and Science subjects to design teaching materials to enhance students' English skills

4.3 To extend students' learning experiences in various occasions

- To promote reading in subjects/school level
- To use various learning tools (e.g. VR, AR) in school library/classrooms
- To provide gifted education continuously by encouraging students with potential to join the pull-out programmes

Achievements:

1. The school is committed to enhancing students' learning motivation by designing effective lessons that emphasize relevance, competence, relatedness, and autonomy. Subject teachers have conducted lesson studies, during which they identified students' learning challenges and implemented appropriate strategies through team discussions. This process included classroom observation, reflection, and the development of suggestions to inform future planning.

2. Regarding students' learning confidence (S08), their active engagement in learning both inside and outside the classroom (S07), their ability to complete tasks prepared by subject teachers (S10), and their reading habits (S12), the stakeholder survey results from 2021 to 2025 indicated a positive upward trend. Whole-school practices such as goal setting during lessons, providing clear assessment guidelines, and designing tiered assignments to support self-evaluation have effectively contributed to the development of students' self-directed learning (SDL) habits and strengthening students' learning confidence.
3. With encouraging feedback from teachers and peers both inside and outside the classroom, students have shown greater enjoyment in learning (S09) and increased willingness to overcome challenges (S11). Stakeholder survey results reflected a positive trend in these areas.
4. In addition to the school's traditional event, the 'STEAM Fair,' more hand-on learning tasks and problem-based learning activities were introduced this year, challenging students to collaboratively address real-world issues. For example:
 - The 'Campus Sales' initiative organized by the BAFS department, where students applied marketing strategies, identified challenges, and solved problems independently throughout the buying and selling process. Their creativity was also enhanced during the product design process. Both teachers and students enjoyed the event and agreed that it effectively strengthened students' leadership and communication skills.
 - A cross-disciplinary collaboration between the Visual Arts and Chinese History departments led to the co-organization of the project 'The Creation of Wooden 3D Images of Terracotta Warriors and Horses' for S1 students. The initiative aimed to deepen students' appreciation of both the historical significance and aesthetic achievements of ancient Chinese culture. Most students successfully completed their projects, demonstrating strong engagement and effort. They effectively integrated knowledge and skills from both disciplines, and many shared that the experience was highly engaging and helped reinforce their understanding of the subjects. Students also valued the opportunity to transform textual knowledge into artistic expression, successfully bridging the realms of Visual Arts and Chinese History.
 - The 'Smart Interactive Campus' project was co-organized by the Home Economics and Computer Literacy departments. Students applied the design cycle to create and develop textile products that met the functional and aesthetic needs of a specific target group and occasion. The majority of students successfully completed their tasks by integrating software skills learned in Computer Literacy lessons with practical techniques acquired in Home Economics. Through this process, their creativity and problem-solving abilities were significantly enhanced.

5. To enrich students' learning experiences, various subjects—including English Language, Chinese Language, Mathematics, Chinese History, Science, Geography, Biology, Physics, and Religious Education—collaborated with the school library to organize a wide range of activities. These included Reading Club activities, study trips, VR reading experiences, and more, providing students with diverse and engaging opportunities to deepen their knowledge across disciplines.

Reflection:

1. While students are having a positive view towards learning, teachers expressed their even higher expectation on students' learning. From the results of the stakeholders' survey, it is reflected that teachers agreed on the needs to provide students with more different learning experiences inside and outside the classroom, to help students become deeply interested in learning, and to help students with diverse learning needs reflect and improve.
2. Subject teachers suggested that, to further enhance students' learning motivation, the team could consider designing challenging tasks that incorporate higher-order thinking skills (HOTS), enabling students of varying abilities to actively engage in the lessons.
3. To support students with diverse learning needs in learning more effectively, reflecting more deeply, and achieving meaningful improvement, teachers should connect learning content to students' daily lives. This approach encourages students to continuously acquire new knowledge and relate it to their existing understanding. By doing so, students strengthen their ability to integrate knowledge and skills while also fostering self-reflection and personal growth.
4. To nurture students into informed and responsible citizens with a strong sense of national and global identity, teachers suggested that schools should provide greater exposure to real-world experiences—for example, by broadcasting news within the school and organizing more activities beyond the classroom.
5. The school is committed to recognizing and celebrating students' achievements, fostering the development of their diverse talents and enhancing their self-assurance in learning. These efforts aim to nurture a growth-oriented mindset and promote overall well-being.

Feedback and Follow-up:

1. Students' views on learning have been improved in almost all areas, including taking an active role, being confident in learning, completing learning tasks seriously, reading materials, applying learning strategies, balancing between study and rest, enjoying learning, overcoming difficulties and setting learning goals. These results show that teachers' teaching and subjects'/committees' annual plan positively help students grow in learning.

2. Some suggestions to the four targets in major concern 1 based on the subject panels' evaluation and meetings:
- To design more challenging learning tasks which involve higher-order thinking skills (HOTS) /competitive activities (e.g. subjects-based inter-class competitions) to enhance students' learning motivation
 - To help students relate what they learn to the daily life to enhance students' capacity of integrating knowledge and skills across curriculum
 - To expose students to the real world and consolidate the existing knowledge base (e.g. broadcasting news within the school and organizing more activities beyond the classroom.)

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up



Major Concern 2: To enhance students' spiritual, physical, mental and social wellness

Target 1: Spiritual Wellness

- to cultivate students' spiritual temperament

Strategies:

1.1 To cultivate students' spiritual temperament

- To organize religious activities such as worships, fellowship, Religious Week, RSC lessons to deepen students' knowledge of Christian belief
- To organize class and form prayer meetings so as to support each other with God's love
- To encourage students to be devoted and to serve

Target 2: Physical and Mental Wellness

- to establish students' healthy lifestyle and to enrich students' life experience, nurture positive thinking and perseverance, and foster life planning

Strategies:

2.1 To promote healthy nutrition and carbon-neutral lifestyle

- To guide students to review and incorporate healthy daily routine
- To implement morning stretching exercise sessions
- To promote healthy nutrition
- To organize group training of self-management skills and sports
- To organize fitness challenges, sports competitions and recreational activities

2.2 To enrich students' life experience and nurture positive thinking and perseverance

- To collaborate with EDB and NGOs to organize mental wellness activities
- To organize activities to nurture students' perseverance
- To develop students' positive thinking through roll call sharing, assemblies (guest speakers), class teacher periods and workshops
- To recognize students' effort and outstanding performance inside and outside the school
- To organize study tours of various themes to broaden students' horizons

2.3 To foster students' life planning

- To foster students' self-understanding, personal planning, goal setting and implementation of their life planning
- To enable students to know more information and prospect of different occupations in assemblies and workshops
- To organize workplace visits, internships and job shadowing programmes for students to experience different occupations
- To encourage S3 students to know more about the requirements of various university courses so that they select subjects appropriately

Target 3: Social Wellness

- To foster a spirit of unity and promote benevolence among students to empower them to serve the school, society and country

Strategies:

3.1 To foster a spirit of unity and promote benevolence

- To organize gratitude and appreciation activities
- To organize class meetings, class club activities, inter-class and inter-house activities and competitions
- To provide opportunities for students to cooperate and share in various activities and competitions

3.2 To nurture capable and confident student leaders

- To organize leadership training inside school
- To nominate student leaders to join leadership programmes outside school
- To facilitate the communication between students and school
- To promote students' participation in community services

3.3 To enhance students' sense of national identity and safeguard national security

- To deliver 'Speech under the National Flag' by various committees and subject panels
- To organize Flag Raising Ceremony, National Day and National Constitution Day activities, the Sister School Scheme and mainland study tours to enhance students' sense of national identity
- To enable students to gain a first-hand understanding of the development of our country, including the National 14th Five-year Plan, the development of the Greater Bay Area and the Belt and Road Initiative
- To enhance students' sense of belonging to the country and the people and their awareness of law-abidingness for safeguarding national security

Achievements:

1. The Student Christian Fellowship and related evangelical events consistently attracted strong student participation, promoting spiritual growth, Christian values, moral character development, and a deeper sense of belonging.
2. Various spiritual initiatives — including Religious Week activities, Morning Meditation Meetings, Christmas and Easter worship services, and the S1 Gospel Day Camp — successfully encouraged reflection on life planning, perseverance, compassion, mental well-being, and strengthened students' empathy and Christian faith, receiving positive feedback from participants.
3. Sports competitions and recreational activities across all grades promoted physical health and encouraged active participation and healthy living.
4. Assemblies and activities promoting growth mindset, positive thinking, resilience, and emotional regulation — such as Whole School Assembly talks, Failure Experience Day, and class teacher periods — effectively encouraged students to develop constructive attitudes toward challenges and better manage their emotions.
5. A dedicated Mental Health Corner was established to provide daily opportunities for stress relief and relaxation, receiving positive feedback from students.
6. Musicals and talks on anti-gambling and cyberbullying raised awareness and promoted law-abidingness. S1 camp with Junior Police Call built perseverance and teamwork. Collaboration with external agencies enhanced social responsibility and drug prevention, fostering resilience and healthy lifestyle choices among students.
7. Life planning counselling and career talks guided students in exploring tertiary education and career options. Participation in university visits and overseas study tours broadened their cultural awareness and global perspective, helping them set clear and informed goals for their future academic and career paths.
8. Leadership training workshops enhanced student leaders' organizational, communication skills, and sense of responsibility. Service-Learning Programs partnered with NGOs to cultivate students' empathy, social responsibility, and community spirit through meaningful social service projects, preparing them for future leadership and civic engagement.
9. Students engaged in volunteer services, flag-raising ceremonies, and values education, fostering character and cultural awareness. Talks on China's development and National Constitution Day deepened their national identity. Environmental protection activities promoted social responsibility. Life Education workshops on bullying, gender equality, and growth mindset enhanced social and emotional intelligence, aligning with 12 priority values and attitudes.

Reflection:

1. Maintaining a balanced focus on spiritual, physical, mental, and social wellness activities is essential for supporting students' holistic and comprehensive development.
2. Senior form students' engagement in spiritual activities is comparatively low, suggesting the need for more tailored and engaging content.
3. Some students need for more personalized and practical career guidance to help them set realistic and achievable aspirations. Integration between life planning education and academic counseling could be better aligned for student benefit.
4. Students value the mental health support provided. Strengthening coordination among departments and external partners can further enhance the impact of wellness programs. Increasing teacher participation in extracurricular and wellness activities will offer stronger supervision and inspiring role models for students.
5. Interactive and experiential learning methods effectively engage students, fostering active participation. To sustain motivation and deepen learning impact, ongoing innovation and more practice-oriented approaches in some workshops would be beneficial.
6. Incorporating digital tools into activities can better engage students who are familiar with

technology, making these activities more appealing and effective.

7. Greater emphasis is needed on consistently nurturing positive social attitudes — such as benevolence, empathy, and perseverance — across all programs to reinforce these values effectively.
8. Communication channels and collaboration among committees and partners need strengthening to ensure cohesive program delivery. Better promotion and scheduling are essential to improve attendance in companion groups and support programs, effectively reaching all student groups.

Feedback and Follow-up:

1. It is recommended to incorporate personal testimonies and scriptural insights into the “Life Freestyle Broadcast” to nurture spiritual growth and foster deeper connections among participants.
2. Embedding Christian values into career and life planning activities is suggested to foster personal growth rooted in faith-based principles.
3. Increasing drug education is advisable to help individuals identify risks, thereby encouraging healthier choices and supporting a drug-free lifestyle.
4. Exploring the importance of sufficient, good-quality sleep is recommended to enhance mental health, academic performance, and overall well-being.
5. Enhancing discipline training for S.1 students is encouraged in order to cultivate greater responsibility and self-management skills.
6. Enhancing the uniformity of discipline enforcement among teachers is recommended to create a fair and structured learning environment.
7. It is suggested to leverage the 4Rs (Rest, Relationship, Relaxation, Resilience) Carnival with diverse activities aimed at building positivity and a strong sense of community.
8. Efforts to acknowledge student leaders should be intensified to boost engagement and increase community involvement in school activities.
9. Reinforcing the sense of belonging to the Houses by promoting unity, mutual support, and a collective identity is advised.
10. Introducing a dedicated Picnic Day event is recommended to enhance the overall sense of belonging within the school and foster strong friendships among students.
11. National education will continue to be offered from various perspectives to ensure students develop a well-rounded understanding of national identity and their associated responsibilities.

(3) Our Learning and Teaching

Professional Sharing

Our teachers were invited by the Education Bureau (EDB) to share their professional teaching experiences.

1. Ms Leung Kit Yan, Ms Lee Hiu Nam, and Mr Fung Chun Kit were invited to share their experience on “Gifted Education School Network- Experience Sharing Session 2024/25 (Secondary)” organized by the EDB.
Date: 19 June 2025
Topic: Cultivating Students’ Deep Reading Skills with The Stripling Model of Inquiry
It is a collaborative try-out project with Sha Tin Methodist College and Raimondi College
2. Ms. Lee Hiu Nam and Mr. Lo Tsz Kay were invited to share their experience on "Learning Community for English Teachers: Building a Smoother Interface between the Upper Primary and Junior Secondary Levels” organized by the EDB.
Date: 27 June 2025
Topics: Building a Smoother Interface between the Upper Primary and Junior Secondary Levels: Collaborative Inquiry Sharing Session
3. Ms Leung Kit Yan was invited to share our school-based strategies for implementing Applied Learning (ApL) in Learning and Teaching Expo (LTE) 2025
Date: 3 July 2025
Topic: Fostering a whole-person development via Applied Learning (ApL)

The Applied Learning Section of the EDB conducted a sharing session at the Learning and Teaching Expo (LTE) 2025, where our school was invited as one of the guest speakers to showcase how schools implement ApL into their whole-school curriculum, helping students set their goals for further studies and career development

(4) Support for Student Development

Based on the principles of the Bible, the school imparts subject knowledge to students and cultivates good behaviour. Our aspiration is to help students understand the truth and principles stated in the Bible, while establishing proper values in life and accepting God as the Master of their lives. We aim to enable students to have holistic development in spiritual, moral, intellectual, physical, social and aesthetic domains so that they will become physically, mentally, and spiritually healthy citizens who can discern right from wrong and act responsibly in society.

A diverse range of learning programmes was organized by the Spiritual Affairs, Discipline, Guidance, Career Guidance, Life Education, and Extra-curricular Activities Committees. The Parent-Teacher Association and the Alumni Association provided support through various means, including activities, manpower, and funding.

Spiritual Affairs Committee

Date	Event / Activity	Level of Participants
3 Sep	S.1 Welcoming Assembly	Whole School
17 Sep, 10 Dec	Whole-school Assemblies	Whole School
27 Sep	LKPFC Christian Assembly	S.1-6
Sep to Jun	S.1 Religious Studies (Christianity) Curriculum	S.1
Sep to Jun	Hymn Broadcasting	Whole School
Sep to Jun	Teachers' Hymn Sharing of Roll Call on Day 2	Whole School
Sep to Jun	Class Prayer Meetings	S.1-6
Sep to Jul	Resource Bank for Class Prayer Meeting	S.1-6
Oct to May	Leadership Training for the Leaders of Student Christian Fellowship	S.2-5
Oct to Jun	Student Christian Fellowship	Whole School
Oct to May	Student Morning Meditation Group	S.1-6
Sep to May	Lunch Period Evangelical Events	S.1-6
13 Dec	S.1 Gospel Event	S.1
9 - 12 Dec	Religious Week	Whole School
28 Feb	S.6 Benediction	S.6
20 Dec, 11 Apr	Christmas and Easter Worship Assembly	Whole School
2 Jul	Fellowship Retreat Camp for the Leaders of Student Christian Fellowship	S.2-5

Discipline Committee

Date	Event / Activity	Level of Participants
Sep to Jun	Award of Star of Responsibility	S.1-6
27 Sep	Class Monitor Training	S.1-6
19 Nov	Musical on Anti-gambling	S.1-6
	Junior Police Call Activities:	S.1-2
27 Sep	Visit to Dawn Island	
12 Apr	Inter-district Robot Competition	
18 Feb	Talk on Cyberbullying	S.1-6
23-25 Apr	S1 Training Camp	S.1
14 Jul	Presentation of Conduct Progress Award	S.1-5

Guidance Committee

Date	Event / Activity	Level of Participants
19-24 Sep	S.1 Orientation Program	S.1
Sep to May	Student Leadership Training Program for the Committee members of Big Brothers and Sisters Scheme	S.3-5
Sep to Jun	Morning Assembly Sharing: Look around the world (Freestyle Living Broadcast)	Whole School
Sep to Jul	Jockey Club Embrace Life Series 2.0 - School Support Scheme including staff workshop, parenting talk, assembly talk, mental health corner, stress relief activities, etc.	Whole School / Parents
Sep to Aug	Teens Health Ambassador Training Program	S.1-5
Sep to Aug	BASE Multiple Talent Development Scheme	S.1-6
Oct to Dec	Board Game Group	S.2-4
Oct to Jun	Big Brothers and Sisters Scheme	S.1, 4-5
Oct to Jun	Social Skills Group	S.1-3
Oct to Jul	Add Oil Station / DSE Addoil / IG_LKPFC_Addoil	S.1-6
12 Nov	Class Motto Competition	S.1-4
12 Nov	Online Crisis Talk	S.2
13 Dec	Failure Experience Day (S.5); 4Rs_Relaxation Day Camp (S.6)	S.5-6
13 Dec, 25 Apr	Relaxation Day	S.3-4
7 Jan	4Rs_Moving Forward in Adversity Talk	S.6
13 Feb	4Rs_Carnival	Whole School

Date	Event / Activity	Level of Participants
4 Mar	Growth Mindset Talk (Assembly)	Whole School
7 Mar	4Rs_Mental Health Fun Day (Ocean Park)	S.4-5
Mar to Apr	Gender Relationship Counseling Group	S.2-4
Oct to Nov	Chill Cup of Coffee Group	S.4
Mar to May	Smart Internet Group	S.3-5
8 Apr	Anti-doxxing Education Talk	S.2
8 Apr, 13, 20 May	Project WE: Positive Dynamic Scheme Class Teacher Period : Positive Thinking	S.1-5
May to Aug	Self-strengthening Scheme	S.1-6
Jun to Jul	4Rs_Adventure Training Group	S.5-6
18-20 June	4Rs_Education Camp	S.6
11 Jul	4Rs_Adventure Training Day Camp (postponed due to typhoon)	S.4
15 Jul	Mental Health Day (Game Booth)	S.1-5
Sep to Aug	Student Mental Health Support Scheme	S.1-6
Dec	Questionnaire Survey on “The Impact of Parental Discipline on the Development of Hong Kong Adolescents” by The Hong Kong Polytechnic University	S.2
Dec to Feb	Questionnaire Survey on “Student Mental Health Support Scheme” by Hospital Authority	S.1

Career Guidance Committee

Date	Event / Activity	Level of Participants
5 Sep	Briefing session to S.5 and S.6 ApL students	S.5-6
10 Sep	Alumni Sharing	S.5
Sep to Aug	Gifted and Talented Programmes	S.4-5
Sep to Aug	Talent Pool	Whole School
9 Oct	JUPAS Talk	S.6
11 Oct	Further Study in Greater Bay Area Exploration Tour	S.4-6
16 Oct	Rikkyo University Info Talk	S.4-6
18 Oct	S.3 Parent's Talk on Subject Selection	S.3 / Parents
5 Nov	Career Talk on JUPAS Programmes Selection	S.6
12 Nov	Highwise Service Foundation Taiwan Career Talk	S.6
13 Nov	Career Talk on Higher Education in the Mainland	S.6
26 Nov	Interview on School Nominations Direct	S.6

Date	Event / Activity	Level of Participants
	Admission Scheme	
Oct to Nov	Univeristy Info Day Visits	S.4-5
Oct to Dec	Career Guidance for S.6	S.6
Oct to May	Career Prefects Training Programme	S.3-5
Oct to Aug	Propect Guide for LKPF Cers (Google Site)/IG_Career and Life Planning Committee	Whole School
3 Dec	Talk on E-app and Introduction of sub-degree programmes	S.6
13 Dec	Career Sparkle	S.3
13 Dec	Career Activity - Human Library	S.4
18 Feb	Talk on Introduction to Applied Learning Programme	S.4
20 Feb	Interview on School Principal's Nominations	S.6
25 Feb	Career Talks on Important Soft Skills in the 21st Century	S.6
27 Feb	Interview Workshop	S.6
14 Mar	Alumni Sharing in Christian Fellowship	Whole School
29 Mar	Career Life Planning Day Camp	S.3
Mar	Recruitment of Applied Learning Programme	S.4
Mar to May	Career Counselling Group for SEN students	S.3-5
8 Apr	S.4 Career and Life Planning Lesson	S.4
27-28 Apr	Cultural Exploration and Career Exploration Tour in Guangzhou	S.3-5 / Parents
29 Apr	Career Assembly	Whole School
9 May	Parent Talk on Career Path and Subject Selection	S.3 / Parents
13 May	Career and Life Planning Lesson	S.3 and S.5
20 May	Career and Life Planning Lesson	S.1 and S.2
28 May	Career lunchtime Activities	Whole school
May	JUPAS Information Talks (by local Insititutions)	S.4-5 / Parents
3 Jul	Subject Selection Guidance for S.3	S.3
10 Jul	Self-understanding workshop	S.2
10 11 Jul	Greater Bay Area Career Exploration Tour	S.3-5
11 Jul	Careers Talk on DSE Result Release Day	S.6 / Parents
16 Jul	Career Counselling on DSE Result Release Day	S.6

Life Education Committee

Date	Event / Activity	Level of Participants
Sep to Jun	The speech under the national flag & Day 3 roll call sharing	Whole School
Sep to May	Sex Education Workshops	Whole School
2 Oct	Flag-raising to Mark 75th National Day	Whole School
Oct to Jul	Nature Buddy	S.1-6
Oct to May	Gender Equality Ambassador	S.1-6
30 Nov-4 Dec, 24 Apr	Sister School Scheme: Exchange activities with Hangzhou Xuejun High School	S.3-5
Dec	Constitution Day Activities	Whole School
13 Dec	S.2 Harmonious School Workshop	S.2
Jan to May	S.4 Service Learning Program	S.4
Apr	National Security Education Day Activities	Whole School
24 Jun	Animal Life Education Activities	S.1-4
24 Jun	S5 SDGs-related Learning Activities	S.5
27 Jun	S.1 Growth Mindset Workshop	S.1

Extra-curricular Activities Committee

Date	Event / Activity	Level of Participants
11 Sep	Houses Annual General Meeting	Whole School
25 Sep	Election of Student Union	S.1-6
30 Sep-30 May	Club Activities	Whole School
20 Nov, 12 Mar, 21 May	Club Chairpersons Meetings	S.2-5
13 Dec, 25 Apr	Activity Days	Whole School
6-9 May	Inter-House Ball Games	S.1-5
25-27 Feb	SU Games	S.1-5
19-22 Nov	Inter-House Ball Games	S.3-5
20 Dec, 11 Apr, 7 Jul	Prize Presentations	S.1-6
24 Jun-16 Jul	Post-exam Activities	Whole School
8-9 Jul	LKPFC Music Festival	Whole School

Parent-Teacher Association

Date	Event / Activity
27 Aug	S.1 Orientation Parents' Talk
23 Sep-8 Oct	Election of Committee Members of Parent-Teacher Association
23-27 Oct	Election of Parent School Manager
25 Oct	The 32th Annual General Meeting
7 Feb	S6 Parents' Workshop: Activating Positive Family Energy to Support DSE Students
8 Feb	PTA Annual Picnic
20 Dec	Christmas Carol with Ambassador of Care
8 Mar	Parents' Workshop: Positive Discipline
29 Mar	Dialogue with the Principal
27-28 Apr	Greater Bay Area Career Trip
17 May	Sponsorship of PTA Most Improved Awards in Mathematics (S.6)
3,10 May	DIY Cake Workshop for Parents and Children
May - June	Parent's Talk: How to Talk about Sex with Adolescents
14 July	Sponsorship of PTA Most Improved Awards in Chinese Language, English Language and Mathematics (S.1-5)
14 July	Parents Show Gratitude to Teachers Too

(5) Student Performance

Results in 2025 HKDSE

A total of 114 candidates have sat for the exams.

The percentages of students attaining 332A+2 or above and 22222/22A22 or above were well above the respective territory averages. Notably, the overall percentages of students attaining Level 4+ (Level 4 to Level 5**) and Level 2+ (Level 2 to Level 5**) surpassed the territory averages, including in core subjects Chinese Language, English Language, and Mathematics.

Additionally, the percentage of LKPFC students who obtained a total of 19-35 grade points in the best five subjects was higher than the territory averages.

Number of candidates	114
Eligibility to local tertiary programmes and civil service appointments	94.7%
Eligibility to degree offers	63.2%

Students' Achievements in External Competitions

Item 項目	Organizer 主辦團體	Award 獎項	Awardee 得獎學生
TWGHs 154th Anniversary Scholarship 東華三院 154 周年獎學金	東華三院	TWGHs 154th Anniversary Scholarship 東華三院 154 周年獎學金	1
The 16th Kowloon Region Outstanding Students Selection 第十六屆九龍地域傑出學生選舉	Kowloon Region School Heads Association, HK Youths Unified Association 九龍地域校長聯會、香港青年協進會	Distinguished Student(Junior Secondary) 優秀學生(初中組)	1
		Distinguished Student(Senior Secondary) 優秀學生(高中組)	2
The 19th Kwun Tong Outstanding Students Election 第十九屆觀塘區傑出學生選舉	Kwun Tong Outstanding Students' Association 觀塘區傑出學生協會	Distinguished Student(Junior Secondary) 傑出學生(初中組)	1
		Distinguished Student(Senior Secondary) 傑出學生(高中組)	2
Ng Teng Fong Scholarship 黃廷方獎學金	黃廷方慈善基金、香港社會服務聯會	Ng Teng Fong Scholarship 黃廷方獎學金	1
Joint School Top Performance Award 聯校傑出學生成就獎	Connect All Bible Institute 聯宇聖經學院	Joint School Top Performance Award 聯校傑出學生成就獎	4
"Be Strong in Adversity, Love the Lord Honestly" Award 「逆境自強、誠實愛主」獎	Connect All Bible Institute 聯宇聖經學院	"Be Strong in Adversity, Love the Lord Honestly" Award 「逆境自強、誠實愛主」獎	20
Outstanding Teaching Award for Values Education 價值觀教育傑出學生獎	Hong Kong Values Education Teachers' Association 香港價值觀教育教師協會	Outstanding Teaching Award for Values Education 價值觀教育傑出學生獎	1

Item 項目	Organizer 主辦團體	Award 獎項	Awardee 得獎學生
Nehru Memorial Trust Scholarships and Tagore Centenary Trust Scholarships 印度商會信託基金獎學金	India Chamber of Commerce Hong Kong, Working Family and Student Financial Assistance Agency 香港印度商會，在職家庭及學生資助事務處	Nehru Memorial Trust Scholarships and Tagore Centenary Trust Scholarships 印度商會信託基金獎學金 (2022-23)	2
Youth Arch Student Improvement Award 青苗學界進步獎	Youth Arch Foundation 青苗基金	Youth Arch Student Improvement Award	20
Star of Filial Piety 孝道之星	Taishan Charitable Association Limited 泰山功德會	Star of Filial Piety 孝道之星	1
第四屆香港大中小學中英文硬筆書法比賽	教育工作人員總工會 香港硬筆字書法家協會合辦	初級組冠軍	1
		高級組卓越獎	1
The 6th Phoenix Cup Dance Competition 第六屆鳳凰盃舞蹈大賽	中國民族民間舞考級香港中心 中國民族民間文化藝術交流協會(香港) 香港青年舞蹈家協會	The 6th Phoenix Cup Dance Competition - Chinese Dance - Group (Gold Award) 第六屆鳳凰盃舞蹈大賽-(金獎)中國舞(群舞)	9
		The 6th Phoenix Cup Dance Competition - Chinese Dance - Duet (Gold Award) 第六屆鳳凰盃舞蹈大賽-(金獎)中國舞(雙人舞)	2
The 16th Kwun Tong Joint School Singing Contest “Echoes” 第十六屆觀塘區聯校歌唱比賽 Echoes	Kwun Tong Outstanding Students’ Association 觀塘區傑出學生協會	1st runner up 亞軍	1

Item 項目	Organizer 主辦團體	Award 獎項	Awardee 得獎學生
76th Hong Kong Schools Speech Festival (English Solo Verse)	香港學校音樂及朗誦協會	76th Hong Kong Schools Speech Festival (English Solo Verse) - First Place	1
第一屆仁濟醫院羅陳楚思中學籃球邀請賽	仁濟醫院羅陳楚思中學	亞軍	8
小勇者丙組學界挑戰盃	啟迪體育學院	季軍	14
61st Schools Dance Festival 第 61 屆學校舞蹈節	Hong Kong Schools Dance Association 香港學界舞蹈協會有限公司	第六十一屆學校舞蹈節(中國舞 (群舞)) 甲級獎	8
		第六十一屆學校舞蹈節比賽 - 中學組中國舞 (獨舞) 甲級獎	2
The Open Dance Contest 第 53 屆全港公開舞蹈比賽	Kwun Tong District Culture & Recreation Promotion Association 觀塘區文娛康樂促進會	第 53 屆全港公開舞蹈比賽中國舞(獨舞)銀獎	2
「青年 Share & Love 在觀塘」宣傳創作比賽	觀塘警區	亞軍	1
		殿軍	1
		優異獎	5
Harvard Book Prize Award 哈佛圖書獎	Harvard Club of Hong Kong Education Fund 哈佛大學香港校友會	Harvard Book Prize Award 哈佛圖書獎	3
Outstanding Student Award	HKEAMA 香港課外活動主任協會	Outstanding Student Award	1

Item 項目	Organizer 主辦團體	Award 獎項	Awardee 得獎學生
77th Hong Kong Schools Music Festival 第 77 屆香港學校音樂節	Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	Silver Award, Third Place in Secondary School Recorder Duet 銀獎，中學組直笛二重奏第三名	2
		Silver Award 銀獎	6
		Bronze Award 銅獎	23
76th Hong Kong Schools Speech Festival (English Solo Verse) 第 76 屆香港學校朗誦節 (2024) (英文朗誦)	Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	76th Hong Kong Schools Speech Festival (English Solo Verse) - Winner	1
76th Hong Kong Schools Speech Festival 第 76 屆香港學校朗誦節 (普通話朗誦)	Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	第 76 屆香港學校朗誦節(普通話朗誦) 優良獎狀	8
		第 76 屆香港學校朗誦節(普通話朗誦) 良好獎狀	2
Hong Kong School Drama Festival 24/25 香港學校戲劇節 24/25	Education Bureau and Hong Kong Art School 教育局及香港藝術學院	Outstanding Performer	4
Canadian English Writing Competition 2024-25 (Arch Cup) live Final Competition 2024-25 加拿大英文寫作大賽「雅卓盃」現場總決賽	The English Association of Asia 亞洲英文協會	Silver Award	3
		Bronze Award	2
		Certificate of Participation	1
「觀·賞」攝影及短片拍攝比賽	觀塘民政事務處	「觀·賞」攝影及短片拍攝比賽優異獎	1
可持續發展學校獎勵計劃	Environment and Ecology Bureau 環境及生態局	「可持續發展社區項目獎」	5

(6) Financial Summary

2024/2025 Overall Financial Report

6.1	Expanded Operating Expenses Block Grant (EOEBG)		Income (\$)	Expenditure (\$)
	6.1.1	School Specific Grants		
		Administration Grant	4,085,232.00	(4,023,450.12)
		Air-conditioning Grant	581,325.00	(486,965.11)
		School-based Management Top Up Grant	53,385.00	(18,080.00)
		Capacity Enhancement Grant (CEG)	676,944.00	(647,092.83)
		Composite Information Technology Grant	521,886.00	(487,391.00)
	6.1.2	Non-School Specific Grants		
		Basic Baseline	2,101,498.17	0.00
		Other Income	8,649.02	0.00
		Water	0.00	(11,797.60)
		Electricity	0.00	(180,9510.76)
		Gas	0.00	(760.00)
		Lift Maintenance	0.00	(66,000.00)
		Advertisement	0.00	(7,950.00)
		Bank Charges	0.00	(913.50)
		Celebration & Entertainment	0.00	(62,011.00)
		Cleaning Material/Services	0.00	(41,864.90)
		Printing & Stationery	0.00	(194,690.91)
		Postage/Stamp Duty	0.00	(4,601.50)
		Prizes	0.00	(54,451.00)
		Telephone	0.00	(7,282.00)
		Travelling Expenses/Transportation	0.00	(18,600.70)
		Teachers' Text & Reference Books	0.00	(32,213.60)
		Sports	0.00	(57,394.89)
		Repair & Maintenance	0.00	(717,779.23)
		First Aid Material	0.00	(7,103)
		Membership Fee	0.00	(2,850.00)
		Furniture & Equipment	0.00	(1,268,745.52)
		Guest Speaker Travelling Allowance	0.00	(13,200.00)
		Training & Development	0.00	(50,177.60)
		Extra Curriculum Activities	0.00	(193,601.09)
		Consumable Stores	0.00	(29,659.80)
		Audit Fee	0.00	(24,800.00)

	Newspaper & Magazine	0.00	(3,500.00)
	Teaching Aids	0.00	(5,710.10)
	Sundry	0.00	(55,711.78)
	Installation Charge	0.00	(30,500.00)
	SBM Supplementary Expenses	0.00	(4,044.40)
	Consolidated Subjects Grant	0.00	(91,679.48)
	Courier/Delivery Charge	0.00	(3,025.25)
	Programme Fund/WS Approach	0.00	(20,481.30)
	English Extensive Reading	0.00	(4,074.00)
	Chinese Extensive Reading	0.00	(2,150.50)
	License Fee	0.00	(1,268.36)
	Flower Basket/Wreath	0.00	(8,920.00)
	Gardening	0.00	(73,539.00)

6.2	Others	Balance B/F \$ (A)	Income \$ (B)	Total Income \$ (A) + (B)	Expenditure (\$)
	Home-School Co-operation Project	3,803.70	26,044.00	29,847.70	25,570.32
	Promotion of Reading	1,551.98	66,176.00	67,727.98	43,527.21
	SB After School Learning and Support Programme	38,968.90	175,200.00	214,168.90	177,643.33
	Learning Support Grant	13,534.06	427,888.00	441,422.06	331,511.80
	Diversity Learning Grant (DLG)-Other Programme	50,709.20	84,000.00	134,709.20	68,225.00
	Diversity Learning Grant (DLG)-Applied Learning	0.00	177,155.00	177,155.00	177,155.00
	Moral And National Education Support Grant	71.36	0.00	71.36	0.00
	Hong Kong School Drama Festival	11,150.00	3,950.00	15,100.00	0.00
	Information Technology Staffing Support Grant	42,588.00	338,819.00	381,407.00	395,916.00
	Grant for Sister School Scheme	135,260.20	165,439.00	300,699.20	171,981.10
	Life-wide Learning Grant	519,774.62	1,236,410.00	1,756,184.62	890,337.56
	Grant for Support NCS Students with SEN	5,099.69	106,769.00	111,868.69	94,599.75
	Grant for Support NCS Students	65,235.73	159,041.00	224,276.73	168,738.20
	Student Activities Support Grant	0.00	129,350.00	129,350.00	129,350.00
	One-off Grant for Citizenship & Social Development	158,910.40	0.00	158,910.40	158,910.40
	SB Speech Therapy Set-up Grant	10,024.00	0.00	10,024.00	0.00
	One-Off Mental Health At School	44,566.60	0.00	44,566.60	44,567.40
	One-Off Mental Health of Parents & Students	18,000.00	0.00	18,000.00	18,000.00
	One-Off Promotion Sports Ambience & MVPA60	150,000.00	0.00	150,000.00	96,000.00
	One-Off Parent Education	200,000.00	0.00	200,000.00	79,800.00
	One-Off Promo of Chinese Culture Immersion Act	298,350.00	0.00	298,350.00	140,142.60
	One Off Promo Self-direct English	0.00	200,000.00	200,000.00	0.00
	One Off Promo Self-direct PTH	0.00	200,000.00	200,000.00	1,689.20
	AI for Science Edu Expenses	0.00	100,000.00	100,000.00	0.00
	Pilot Scheme on Other Language	0.00	250,000.00	250,000.00	0.00

(7) Appendix

- 1a. Capacity Enhancement Grant (CEG) report 24-25
- 1b. Capacity Enhancement Grant (CEG) proposal 25-26
- 2a. School-based Grant (SALSP) report 24-25
- 2b. School-based Grant (SALSP) plan 25-26
- 3a. DLG-Applied Learning Course 23-25 Cohort
- 3b. DLG-Applied Learning Course 24-26 Cohort
- 4a. Learning Support Grant (LSG) report 24-25
- 4b. Learning Support Grant (LSG) proposal 25-26
- 5a. Diversity Learning Grant (DLG) report 24-25
- 5b. Diversity Learning Grant (DLG) plan 25-26
- 6a. Life-wide Learning Grant (LWLG) report 24-25
- 6b. Life-wide Learning and Sister School Grant (LWLSSG) 25-26
- 7. Student Activities Support Grant (SASG) report 24-25
- 8a. Grant for Supporting Non-Chinese Speaking Students (NCS) support summary report 24-25
(Chi version)
- 8b. Grant for Supporting Non-Chinese Speaking Students (NCS) support summary proposal 25-26
(Chi version)
- 8c. Grant for Supporting Non-Chinese Speaking Students (NCS) support summary (Eng version)
- 8d. Grant for Supporting Non-Chinese Speaking Students (NCS) support summary (Chi version)
- 9a. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs report 24-25
- 9b. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs proposal 25-26
- 10a. Promotion of Reading Grant report 24-25
- 10b. Promotion of Reading Grant proposal 25-26
- 11. 支援推行高中公民與社會發展科一筆過津貼建議書
- 12. 姊妹學校交流報告書 24-25
- 13a. Use of the 'One-off Grant for Mental Health at School' report
- 13b. Use of the 'One-off Grant for Mental Health for Parents and Students' report