Shun Tak Fraternal Association
Lee Shau Kee College

School Report

2025/26

Key Elements of the School Report

(1)	Our School	P.2-3
(2)	Achievements and Reflection on Major Concerns; Feedback and Follow-up	P.4-12
(3)	Student Performance	P.13-20
(4)	Financial Summary	P.21

(1) Our School

1. School Vision

We are dedicated to fostering a harmonious and supportive community where teachers, staff, and students mutually respect, care for, and learn from one another. Within this nurturing environment, students are empowered to achieve academic excellence, develop strong moral character, and grow healthily while exploring their full potential and broadening their horizons. Together, we build a dynamic learning organization, striving to establish our school as a leading institution in Hong Kong that cultivates future leaders with a global perspective, a deep sense of patriotism and love for Hong Kong, and a strong commitment to social responsibility.

2. School Mission

Adhering to the school motto of our sponsoring body — "Erudition, Propriety, Commitment and Honesty" — as the guiding principles of education, we cultivate our students through four core teachings: erudition and broad knowledge, moral integrity and diligent conduct, dedication to duty, and honesty without deceit. We emphasize the whole-person development of students in all five aspects of education—moral, intellectual, physical, social, and aesthetic—enabling them to become well-rounded citizens with culture, knowledge, noble character, and a commitment to serving society and contributing to the nation.

3. Campus Facilities

The school is equipped with a wide range of facilities, including: Assembly Hall, Library, Multimedia Learning Centre, Student Activity Centre, Fitness Training Centre, Parent Resource Centre, English Corner, Computer Room, Visual Arts Room, Music Room, Needlework Room, Cookery Room, 4 Science Laboratories, Conference Room, STEM Innovative Centre cum Design & Technology Workshop, Fitness Training Centre, Social Work Counselling Room, Volleyball Court, Basketball Court, Covered Playground, Chinese Herbal Garden, 25-meter Outdoor Swimming Pool, Campus-wide Wireless Network and Internet Access.

Classrooms were equipped with electronic whiteboards to enhance teaching and learning interactivity. “The Chill Zone” was added on the ground, featuring plush toys, board games, encouragement cards, and sketchbooks. Students can relax and express emotions during recess, lunch, or after school. Water dispensers were installed on each floor for convenience.

This year, a dedicated Chinese Culture Room was established to foster an appreciation of the profound heritage of Chinese civilisation. Furthermore, a floral corridor and leisure walkway were constructed, enriching the campus environment with lush greenery and offering teachers and students a tranquil space for relaxation amid their daily pursuits.

4. Class Structure and Student Population

This academic year, the school has 24 classes, with 4 classes each from Secondary 1 to Secondary 6, totaling 726 students.

5. Teaching and Administrative Staff

There are 77 staff members this academic year, including: the Principal, 2 Vice Principals, 3 Assistant Principals, 50 Teachers, 1 Associate Teacher, 2 Teaching Assistant, 6 Administrative Staff, 1 Audiovisual Technician, 3 Laboratory Technicians and 8 Janitorial Staff.

6. Administrative Structure

The Incorporated Management Committee, organized by the founding association, serves as the core decision-making body for school affairs. Under the Principal, there are three Vice Principals and three Assistant Principals overseeing the following committees:

- **Academic Affairs Board**: Supervises the Academic Department, Special Education Support Department, School Library, Staff Development Department and STEAM Education Team.
- **School Affairs Board and External relations**: Oversees General Affairs Department, School Information Management Department, Media, Communications and Promotion Department, Healthy Campus Department, Alumni Affairs Department, and Parent-Teacher Association.
- **Student Development Board**: Manages Students Activities Department, Life-wide Learning Department, Values Education Department, Discipline Department, Career and Life Planning Department, and Counselling Department.

These three committees work collaboratively to implement and advance school operations.

(2) Achievements and Reflections on Major Concerns, Feedback and Follow-up

Major Concern 1: Leverage Emerging Technologies to Enhance Learning and Teaching Effectiveness

1.1 Target 1: Promote students self-directed learning

Achievements
• Over 70% of students are able to improve their Chinese and English writing performance by making use of the reports generated by the AI writing feedback and assessment platform. • Over 80% of students demonstrate ethical use of information and information technology, and are able to appropriately search for, evaluate, and share information. • Each class will use platforms such as Google Classroom, Google Drive, or Padlet at least twice per Term to showcase students' learning outcomes, thereby encouraging peer learning and continuous improvement. • Each class will conduct at least two classroom activities per Term using different platforms (e.g. Padlet, Poe, Doubao, DeepSeek, etc.) to enhance student engagement and strengthen learning effectiveness. • More than 80% of students complete the pre-lesson tasks and actively engaged in lessons.
Reflections
• Around 10% of students were still unable to finish the task with appropriate use of IT; for example, garbled text was found on some AI-generated posters. Students' information literacy should be enhanced. • The submission rate of assignments is lower than expected. Especially a remedial group is formed and extra assignments accompanied by online videos are given to these students. However, the submission rate of these extra assignments were quite low. Also, no extra tests were assigned to them as teachers figured the schedule with the S6 was already very packed. • The completion rate of online reading is lower than expected. The level of use of the online library remains relatively low and requires further promotion.
Feedback and Follow-up
• Continue encouraging teachers to share their experiences in e-learning. During staff meetings and professional development days, teachers familiar with e-learning will introduce newly developed educational software, observe each other's practices, and invite interested teachers to participate in pilot programs. • Continue to allow tablet usage during recess, lunch breaks, and after school, enabling students to engage in learning activities beyond regular class hours. • Further promotion of the use of online library is needed to enhance in different subjects through different assignments.

1.2 Target 2: Enhancing students' language proficiency

Achievements
• Through various activities such as drama performances, writing competitions, book report contests, recitations, and slogan creation competitions, students' listening, speaking, reading, and writing skills are enhanced. • Students serve as masters of ceremonies for major events and ceremonies, hosting in English only to improve their language proficiency and boost confidence. • Except for Chinese, Chinese History, Putonghua, and Citizenship and Social Development subjects, all other subjects at the school are taught in English. Morning assemblies, General Assembly Periods, swimming galas, athletic meets, and all school-wide events are also conducted in English, helping students develop the habit of using English as a communication language. • All subjects have strengthened enrichment and remedial programs, especially in senior secondary language subjects. For example, the English subject includes online reading to help students become accustomed to reading in English. Junior secondary courses have also introduced online group lessons to cater to diverse learning needs. • To foster a reading culture on campus, the school library collaborates with various subjects to organize reading activities, including book recommendation sessions, themed reading, morning reading sharing, book fairs, and author talks. • Student-centered learning activities have been increased in classroom teaching and learning, providing students with more opportunities to use English during lessons.
Reflections
• Students are not yet fully self-disciplined in using mobile electronic devices, so teachers must closely monitor their usage to prevent distraction and lack of focus during learning. • Students tend to use internet slang in their daily lives, which leads to neglecting proper usage of Chinese and English, thereby affecting their language proficiency. • Teachers still need to encourage students to make use of various online platforms to enhance their self-learning abilities and language skills. • The attendance rate and level of engagement in the Language Enhancement Classes need improvement. Students occasionally display inappropriate classroom behaviour and misuse their iPads in violation of school regulations
Feedback and Follow-up
• The Chinese and English subjects have fully introduced AI-assisted writing evaluation in both junior and senior secondary levels to strengthen students' self-learning and writing training. • Morning reading sessions have been extended from physical books to digital reading, allowing students to access e-books provided by the school library's "Golden Reading Pavilion." • The reading booklet has been updated, enabling students to complete each entry more thoroughly and meaningfully, deepening their reading reflections through everyday experiences. • Class teachers, in collaboration with subject teachers and teachers from relevant administrative Departments, should jointly monitor and provide follow-up support for students who breach school regulations during the Language Enhancement Classes.

1.3 Target 3: Enhancing the effectiveness of teaching, learning, and assessment

Achievements
• All subjects continue to utilize internal and public examination data to review student performance and implement targeted strategies to enhance teaching effectiveness. • After-school enrichment and remedial classes are organized in small groups to address students' specific needs, providing individualized support to improve academic outcomes. • Special Education Support Department recruits subject-specific tutors to guide students and strengthens support during examination periods to boost academic achievement. • Teachers have cultivated a collaborative culture through peer lesson observations, co-planning sessions, and exam paper review meetings. • More critical thinking could be elicited by using extra materials/ bonus questions in all assessments.
Reflections
• Subject panels need to make more proactive use of various assessment tools, including results from internal assessments, F.1 subject test data, TSA performance data, analysis of public exam papers and results across subjects, and value-added data. These should be used to identify students' diverse learning needs and propose appropriate instructional adjustments. Continuous review of student assessment outcomes and public exam performance is essential for strategic planning and development. • More seminars and workshops related to integrating information technology into teaching should be offered during Teacher Development Days.
Feedback and Follow-up
• The school has made efforts to allocate additional resources and manpower to implement split-class and group teaching, such as enrichment and remedial instruction in Chinese, English, and Mathematics. • All subjects continue to strengthen classroom strategies to address student diversity by incorporating a variety of teaching approaches, such as e-learning and collaborative learning, to enhance learning effectiveness. • Multiple channels have been introduced to showcase various e-learning platforms and applications.

1.4 Target 4: Increase professional development and collaboration among teachers

Achievements
• Open lessons were held, inviting primary school parents to observe and primary school teachers to provide feedback, aiming to enhance teaching quality. • Each subject conducted analysis of public examination results and held teaching strategy sharing sessions to promote peer observation and professional exchange among teachers. • Three whole-school professional development activities were added, featuring experts who delivered talks on teaching strategies, cyberbullying, and sex education, helping to strengthen teachers' professional capacity in both instruction and student development. • Additional professional development sessions were organized, where experienced teachers shared insights on areas such as student guidance, information literacy, lesson observation, extracurricular activities, overseas learning, and AI/IT-integrated teaching—effectively supporting newly recruited teachers. • Collaborative lesson planning periods were established, continuously improving the collective design of teaching strategies, curriculum adaptation, assignment planning, instructional design, and pedagogical exchange. Teachers actively participated in professional sharing and further studies, consistently enhancing their professional competence.
Reflections
• The themes of newly added teacher development activities should better align with the practical needs of school operations. • More teachers should be encouraged to develop the habit of using tablets, so that diversified teaching strategies can be implemented more comprehensively. • Experienced teachers should conduct more open classes to serve as mentors for newly appointed teachers. Cross-subject lesson observation activities should also be organised to promote professional exchange and collaborative learning among teachers.
Feedback and follow-up
• Teacher development activities are evenly distributed throughout the academic year and aligned with the practical needs of school operations. • The school will continue to implement a regular performance appraisal mechanism, providing timely feedback after lesson observations to enhance teaching effectiveness, and linking the results to promotion opportunities. • Cross-subject lesson observation activities should also be organised to promote professional exchange and collaborative learning among teachers.

1.5 Target 5: Continually deepen STEAM education

Achievements
• F.2 students can create a VA Story Booklet in VA lessons and present it in their oral exam. • Activity-based STEAM Day was organized during the post-exam period. Exhibition of science project outcome will be displayed in the future. Details of STEAM activities are reported by the STEAM department. 6 students participated in the International Junior Science Olympiad 2026 - Hong Kong Screening. 3D Tse Lee was awarded the Third-Class Honours. Worksheet for the Resolution Density Limit activity was designed and taught during the lesson. • There were 2 attempts to participate in external STEAM competitions in S5 Physics students. • At least 80% of students participate in steam week / steam day in school. • Two Biology students got awards in the Biology Olympiad. One gold medal and one bronze. • All F.2 students have joined a cross-curriculum STEAM project on the topic of image editing. All F.3 students have joined a cross-curriculum STEAM project on the topic of making a hologram image to express filial piety to parents.
Reflections
• As F.1 students only received their tablets in the second Term, it was difficult to implement e-learning in the first Term. It is recommended to place orders earlier next year. • To effectively promote “STEAM for All,” sufficient lesson time is required for teachers to consistently guide students in their projects. Participation from teachers across different subjects is also necessary, but this is challenging to implement given the limited classroom time.
Feedback and Follow-up
• Collect curriculum content from all junior secondary subjects and review similarities and differences through interdisciplinary planning outlines to promote cross-subject collaboration. • The STEAM Education Team will continue to promote STEAM activities during club activity days. • It is recommended to strengthen the integration of artistic elements to implement STEAM education. • Continue organizing overseas STEAM study tours, which help broaden students’ horizons and effectively enhance their understanding and interest in STEAM.

Major Concern 2：Nurture Positive Values, Unlock Student Potential

2.1 Target 1: Based on the school motto, cultivate twelve core values and attitudes through various activities

Achievements
• Through various activities such as serving as student leaders and participating in school team training, students are nurtured in key values including perseverance, respect for others, responsibility, a sense of commitment, compassion, and empathy. • The school's overall curriculum planning incorporates 12 elements of values education, effectively promoting moral and civic education. • Through a series of training programmes and experiential learning activities, students are encouraged to develop positive values and an optimistic attitude towards life, enabling them to become "Student Ambassadors" who care for themselves and others. The project aims to implement experiential activities centred on the theme of "Positive Living" within the school. Through the active participation of both teachers and students, a more caring, positive and supportive school environment will be fostered. • The school implements a dual class teacher system to provide attentive care for each student's growth and development. • General Assembly Periods feature guest organizations and thematic topics such as self-discipline, rule of law, integrity, and courage, helping students build the twelve essential values and attitudes. • The school organizes the "LSKC Internship Program 2026" and Mentorship Programme by alumni, offering diverse work experience opportunities to deepen students' understanding of various industries and prepare them for future careers. • The publication "Growth Imprints" encourages students to reflect on personal character and attitudes. In the "Assembly Reflection" section, students consider the connection between assembly activities, daily life, and personal development. After events such as excursion days and the Form 1 growth training camp, students reflect on what they've learned and areas for improvement. • Enhance students' awareness and practice of healthy self-management through the Level Mind Project and foster a healthy school culture.
Reflections
• Students actively participate in activities and perform well, but it is necessary to strengthen their understanding of the connection between these activities and core values. • It is advisable to organize class meetings or after-school activities to reinforce the essential values students need to cultivate. • There is still a need to enhance awareness of mental health and positive thinking among all teachers and students across the school.
Feedback and Follow-up
• In various student leadership training programs, mid-term reviews and reaffirmation of the annual theme help consolidate the goals and direction of different leadership teams. • It is recommended to extend General Assembly Periods themes into class meetings, allowing more time for in-depth exploration. • It is suggested to introduce more student-led sharing sessions during General Assembly Periods, such as having students prepare case studies or lead discussions, to enhance their sense of participation and responsibility. • General Assembly Periods should incorporate more real-life examples and scenarios closely related to students' daily experiences (e.g., specific situations within the school), making discussions more practical and relatable.

2.2 Target 2: Understanding the country's history and development and appreciating the beauty of traditional Chinese culture

Achievements
• The school organized Life-wide Learning Days, allowing students of all levels to deepen their understanding of Chinese history and culture through visits to various museums and participation in traditional Chinese handicraft activities. • Morning assemblies under the national flag featured speeches on topics such as the September 18 Incident, National Day, the Mid-Autumn Festival and filial piety, and the significance of the Chung Yeung Festival in Chinese culture, enhancing students' knowledge of Chinese history and traditions. • Students visited Quzhou No. 2 High School in Zhejiang to learn about technological innovation in China, strengthening ties with the sister school. In Quzhou, students visited cultural and historical sites such as the Confucius Temple, Mao Zedong's ancestral home, and Anti-Japanese War Museum relics to explore the origins of Chinese culture and contemporary Chinese history and development. • All Form 5 students participated in a study tour to Shaoguan City, Guangdong, where they visited various economic zones and cultural heritage sites to gain insights into mainland China's development in culture, history, arts, politics, and economy, broadening their horizons and deepening their understanding of the Guangdong's spirit and progress. • Chinese cultural activities were held, including a lion dance performance during a General Assembly Period, Chinese Culture Day, New Year calligraphy writing, a visit to the Hong Kong Palace Museum, and a "Rice Dumpling Workshop" with parents. These activities allowed students to appreciate Chinese culture and strengthen their national identity. • A charity sale was organized to raise funds for underprivileged children in mountainous regions of mainland China, fostering students' sense of care and connection with the nation. • Guest speakers were invited to explain the relationship between the Basic Law, the Constitution, and the National Security Law, and their relevance to national security. Lectures on Hong Kong history were also arranged to enrich students' civic understanding.
Reflections
• Due to budget constraints, it was not possible to arrange group-based guidance by instructors for every grade level during the Life-wide Learning Day. • Some activities, such as the Chinese Culture Day craft fair booths, were limited by venue and time, making it difficult for all students to participate during regular class hours.
Feedback and Follow-up
• Allocate subsidies as flexibly as possible to support instructor fees for Life-wide Learning Day. • Coordinate with weekly assembly arrangements to ensure students from different grade levels could participate in Chinese cultural fair booth activities held in the assembly hall.

2.3 Target 3: Promote students' holistic development to help them realize their full potential

Achievements
• Continue organizing the “Healthy Campus Week,” where students gain deeper understanding of anti-drug information through booth games and Tai Chi experiences. These activities also reinforce the importance of following school rules and raise awareness of physical, mental, and spiritual well-being. • Continue holding the “Star of the Month” election, where students nominate classmates based on different character strengths, encouraging mutual appreciation and the pursuit of excellence. • Continue implementing the “Student Reward Program” each Term, recognizing outstanding students in leadership, service, and extracurricular activities (talent, sports, academics), to promote active participation and holistic development. • Continue organizing various activities to strengthen values education, such as General Assembly Periods, class management, secondary school bridging programs, sex education, and life education. Through programs like “Guidance Student Training,” “Form 1 Peer Mentor Leadership Training,” and “Peer Mediation Training,” students are guided to set personal goals. Guidance students are also encouraged to serve others, such as assisting at parent gatherings, supporting Form 6 students, and tutoring junior students—fostering a spirit of helping others and self-growth. • To help Form 1 students quickly adapt to school life, understand themselves, build relationships, boost confidence, and set learning goals—while also helping students and parents better understand the school—activities such as the Form 1 Student and Parent Welcome Day, Form 1 Orientation Day, and Form 1 Bridging Course are organized. • Students are arranged to participate in themed activities such as the Basic Law and “One Country, Two Systems” online quiz competition, the senior secondary iTeen Leadership Program, the National Constitution online quiz, ICAC interactive drama, Basic Law online seminars and the Education Bureau’s “My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic”. • To cultivate self-discipline through rule-following, the Discipline Department has established a student leader system, which not only assists teachers in maintaining discipline but also develops students’ leadership and problem-solving skills. • Counselling teachers and the school social worker support students in addressing emotional, academic, and life-related challenges. • To encourage students to actively participate in volunteer work and foster a caring attitude toward the community, acceptance of differences, appreciation of diverse cultures, and respectful interaction with people of varying abilities and backgrounds, the Values Education Department has long organized the “Caring and Inclusion Carnival.” Through interactions with children with intellectual disabilities, students practice inclusion and harmonious coexistence.

Reflections
• Students actively participate in various types of activities and competitions, but poor time management has affected their academic performance. • The school actively promotes values education through diverse learning experiences, aiming to cultivate students' positive values and proactive attitudes. It is hoped that students will set clear goals, be courageous in learning, and develop a strong sense of responsibility to become good citizens. • Through these activities, the school also hopes students will deepen their understanding of the motherland and, through the above measures, foster a caring attitude toward national development, enhance their sense of national identity, and contribute to society by serving others. • With the support and guidance of class teachers, who provide timely reminders, and the cooperation of parents, students are helped to establish clear goals and grow healthily in body, mind, and spirit.
Feedback and Follow-up
• Student competition entries are displayed on campus to inspire peers through exemplary work and strengthen values in education. • The school will broaden exchange activities to ensure students of varying abilities have opportunities to participate, with subject teachers leading small groups to facilitate teacher-student interaction. • The school makes good use of its alumni network and resource pool to enhance connections and collaboration. Alumni share their growth experiences to cultivate students' sense of responsibility, commitment, and courage to face challenges. • Through morning assemblies, General Assembly Periods, and special events, the school promotes activities that enhance students' national identity. Monthly themed events will also be held, such as Chinese cultural celebrations and national exhibitions. • Subject departments will organize various activities to help students gain an accurate understanding of national history and appreciate Chinese culture and traditional values. • The school will continue to nurture students' character and behavior through a wide range of life-wide learning activities both inside and outside the classroom. • Student Reward program that supports students' holistic development will be refined to encourage positive growth. • Leadership training will continue through initiatives such as the Student Union, Outstanding Leader Elections, leadership training programs, and mediation courses. These programs help students rebuild confidence and a sense of achievement, while developing leadership qualities and showcasing their excellence across different domains.

(3) Student Performance

1. Student Attitudes and Behavior

Students at our school are polite, friendly, cooperative, and attentive in class. They care for the school and demonstrate a strong sense of belonging, showing a willingness to follow school rules. Most student leaders have established a positive image among their peers and are loyal and responsible in their roles. Stakeholder survey results indicate that teacher-student relationships are strong, and both teachers and students agree that the school fosters a caring campus atmosphere. On the other hand, students generally show low levels of self-management and awareness, with room for improvement in self-discipline, rule compliance, and civic mindedness. Students demonstrate attentiveness and eagerness in the lesson and actively participate in classroom activities. They present their ideas clearly, showing good trilingual proficiency.

2. Student Achievements

2.1 Academic Performance: Public Examination Results

Among 109 graduating students, excellent results were achieved in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2026. A total of **21 students attained 24 points or above in their Best 5 subjects**. The highest achiever obtained an impressive **31 points in the Best 5 subjects**, including **one Level 5**** and **four Level 5*** results. Another student also performed exceptionally well, achieving **two Level 5**** and **one Level 5***.

Furthermore, 68.8% of our students met the minimum university entrance requirement of "332A2". Of the 15 subjects offered by the school, 14 subjects recorded a Level 4 or above attainment rate higher than the Hong Kong average. Several subjects surpassed the territory-wide average by more than 20 percentage points, including Mathematics, Physics, Biology, Chinese History, Economics, Visual Arts, Information and Communication Technology (ICT), and Business, Accounting and Financial Studies (Business Management Module). In addition, the Citizenship and Social Development subject achieved a 100% pass rate, setting a new school record.

Apart from the school's outstanding overall performance, a number of students distinguished themselves by securing admission to prestigious degree programmes, including **Bachelor of Medicine and Bachelor of Surgery (MBBS), The University of Hong Kong**; **Bachelor of Economics / Bachelor of Economics and Finance, The University of Hong Kong**; **Insurance, Financial and Actuarial Analysis, The Chinese University of Hong Kong**; **Biomedical Engineering, The Chinese University of Hong Kong**; and **Bachelor of Science (Honours) in Radiography, The Hong Kong Polytechnic University**. We look forward to seeing them continue to pursue their dreams with courage and determination, and to make meaningful contributions to society.

2.2. Non-Academic Performance

Our school has consistently encouraged students to actively participate in community activities, competitions, and leadership training. Over the years, many students have received awards, with the following achievements standing out in the past two years:

2.2.1 Holistic Development

a. **Chan Bing Yin Awarded the Special Award for the 10th Anniversary of Ng Teng Fong Scholarship 2025**
Organized by the Ng Teng Fong Charitable Foundation, the 2025 Ng Teng Fong Scholarship recognizes academically outstanding secondary students from underprivileged backgrounds. Each eligible student receives a RMB¥6,000 scholarship. This year, our Red House Captain, Zeng Hoi Yee from Class 5D was selected as a recipient. Our former Students' Union President, Chan Ping Yin from Class 6D was awarded a Special Award for the 10th Anniversary of the Ng Teng Fong Scholarship with a RMB¥10,000 scholarship, Warm congratulations to Chan for this achievement—she has become a role model for her peers.

b. **Tsuen Kwai Tsing Outstanding Student Election 2025/26**
To honor secondary students with outstanding achievements across various domains and encourage future contributions to the community, the Tsuen Kwai Tsing Secondary School Principals' Association organized the "Outstanding Student Election." After school nomination, training, and interviews, Lee Chun Hang (3C) and Wong Ka Fung (5C) received the Merit Award, while Yu Yat Tung (3A), Lau Cheuk Lam (3A), Lin Yongxin (3C), Wong Lai Shun (3D), Xie Yau Kit (5A), Chan Ping Yin (5D), Chen Peiqi (5D) and Loo Cheuk Ying (5D) received Tsuen Kwai Tsing Outstanding Students Election (Certificate of Commendation). Congratulations to all!

c. **2025 Link University Scholarship**
To nurture young people and support students who are the first generation in their families to pursue a local university education, Link has launched **the** First-Generation University Student Scholarship Programme. Following the school's nomination and two rounds of interviews, Chow Mei Yam, a Secondary 6 graduate of 2025, was awarded a HK$20,000 scholarship in recognition of her outstanding public examination results and exemplary service performance. We extend our heartfelt congratulations on her remarkable achievement.

d. **"Senior Secondary iTeen Leader" Program – School Partner Award (2025/26)**
Ten students participated in the "Senior Secondary iTeen Leadership Programme" organised by the Independent Commission Against Corruption (ICAC). They assisted teachers in planning and organising integrity-promoting activities within the school and demonstrated outstanding performance throughout the programme. In recognition of their achievements, all ten students were awarded Gold Award Certificates. In addition, the ICAC specially presented the school with the "School Partnership Award" in recognition of its commitment to integrity education. Our iTeen Leaders were also invited to share their experience and insights in organising integrity-related activities with fellow secondary school students at the award presentation ceremony.

e. **JC VOLUNTEER TOGETHER Caring School Award – Hong Kong Volunteer Award 2025**
Our Community Youth Club participated in the "Hong Kong Volunteer Award 2025," co-organized by the Home and Youth Affairs Bureau and the Agency for Volunteer Service. The

school received the “JC VOLUNTEER TOGETHER Caring School Award” in recognition of students’ enthusiastic involvement in community service.

f. **Caring Action Award Certificate of Merit**
The school nominated students to participate in the 4th “Caring Action Award”, organized by the Hong Kong Youth Exchange Promotion United Association. The award presentation ceremony was held at the Hong Kong Convention and Exhibition Centre on 18 January 2026. Chung Wing Hin (5D), Chen Peiqi (Class 6D), and Loo Cheuk Ying (6D) were each presented with a Certificate of Commendation in recognition of their active participation and outstanding performance in community service between July 2024 and June 2025.

2.2.2 Culture and Arts

a. **The 15th National Ocean Knowledge Competition Hong Kong Regional Selection (Public Quiz Category)**
The Grand Final of the 15th National Ocean Knowledge Competition Hong Kong Regional Selection, organised by The Chinese University of Hong Kong, was held on 18 January at the University. Led by Mr. Tsang Cheuk Lam and Mr. Lee Hong Ching, our students participated in the competition and achieved outstanding results. Five students ranked among the Top 10 in Hong Kong in the Secondary School Public Quiz Category, namely: Chen Chun Ho (3A), Ngan Siu Kit (3A), Liu Fong Ping (3B), Lam Tsz Long Rex (3C) and Mak Cheuk Hin (3D).

b. **Equal Opportunities Cup Inter-School Debating Competition**
Our School Debating Team advanced to the Grand Final of the Equal Opportunities Cup Inter-school Debating Competition, organised by the Equal Opportunities Commission, and was awarded the First Runner-up title in Hong Kong. The competition attracted 48 participating teams and adopted a single-elimination format. After successfully overcoming five rounds of intense competition, our team secured a place in the Grand Final held on 24 May at Fortune Metropolis, Hung Hom. In the final, the team demonstrated outstanding critical thinking, persuasive argumentation, and excellent impromptu response skills. Lee Nga Man, Vice-captain of the team, was honoured with the Best Debater Award in the Grand Final. This remarkable achievement not only recognises the students' hard work and talent but also reflects their deep understanding of issues relating to equality, diversity, and inclusion. Team Members: Tang Tsz Hin (Captain) (5C), Cai Chun Ip (Vice-captain) (5D), Li Ya Man (Vice-captain) (4B), Leung Chung Ying Angel (Vice-captain) (4C), Lin Yongxin (4A), Liu Fong Ping (3B), Lin Zhi Shan (2B), Fu Nga (2C) and Wong Yan Mei (1A).

c. **The 38th Shun Tak Fraternal Association Youth Summer Activities Drawing Competition**
Two Visual Arts teachers organised a two-day pre-competition training programme to provide focused coaching for talented student artists from different grade levels. On the competition day (5 July), despite the extremely hot weather and limited time available, our students remained fully committed and gave their best efforts. Their outstanding artistic skills and perseverance led to highly encouraging results. In the Senior Secondary Division, seven students attained the “Excellent” grade, while six students achieved the “Good” grade. In the Junior Secondary Division, eight students received the “Excellent” grade and three students obtained the “Good” grade. In addition, Zhu Jingyin of Class 3A achieved an exceptional result by winning the First Runner-up award.

d. **The Eleventh Outstanding Student Leaders Selection**
Yu Yat Tung (4C) was awarded the Certificate and Medal of Outstanding Participant in the Eleventh Outstanding Student Leaders Selection organized by the Arete.

e. **Chinese Recitation Competition – 77th Hong Kong Schools Speech Festival**

A total of three students received awards in the Putonghua competitions: Second Runner-up of Boys' Solo Verse Speaking (Secondary 1-2): Wah Tin Lok (1C), First Runner-up of Boys' Solo Verse Speaking (Secondary 1-2): Yu Wai Ting (2C) and Champion of Boys' Solo Verse Speaking (Secondary 3-4): Hung Chun Ngai, Class 4C.

Students also achieved excellent results in the Cantonese competitions: Second Runner-up of Duologue Speaking (Secondary 3-4): Foo Kei Ching and Lin Yongxin (4A), First Runner-up of Girls' Solo Verse Speaking (Secondary 4): Lin Yongxin (4A), First Runner-up of Girls' Solo Verse Speaking (Secondary 2):Chan Sum Kiu (2B) and Champion of Girls' Solo Verse Speaking (Secondary 1): Shi Sum Yuet Sally (1D).

Finally, in the Cantonese Choral Verse Speaking Competition, Class 2C represented the school and achieved outstanding success by winning the Champion title in the Secondary 1-2 Division. The class was also awarded the prestigious “Tung Wah Group of Hospitals Cup”. This marks the second consecutive year that our school has won the championship in this division, a truly remarkable achievement. We would like to invite the representatives of Class 2C to come on stage to receive their award.

f. **English Recitation Competition – 77th Hong Kong Schools Speech Festival**

Wong Cheuk Ying (2A) received 3rd runner-up. Chan Oi Lam (2A) and So Wing Tung (2D) are awarded Certificate of Proficiency. Kwok Sing Yu (3A) and Kwok Ka Shing (4D) are awarded Certificate of Merit.

g. **The 10th Hong Kong Inter-school Elite Speech Festival Putonghua Solo Verse Speaking Competition**

Our students achieved outstanding results in the 10th Hong Kong Inter-school Elite Speech Festival Putonghua Solo Verse Speaking Competition, winning awards in the following categories:

Secondary Division (Secondary 3-4) Merit Award: Liu Fong Ping (3B), Secondary Division (Secondary 3-4) First Runner-up: Chen Aoyu (4B), Secondary Division (Secondary 1-2) Merit Award: Yu Wai Ting (2C), Secondary Division (Secondary 1-2) First Runner-up: Chan Yu Hin (2B) and Secondary Division (Secondary 1-2) Champion: Lin Shing Hang (1C).

h. **Chinese Chess Competition 2025**

Our school achieved the Second Runner-up in the Secondary School Team Event at the 32nd Kwai Tsing District Chinese Chess Competition 2025.

Team Members: Lee Yin Lam (1B), Chen Haohang (2A), Li Hiu Lui (2B), Liang Jiahong (2D), Fan Chun Long (3D) and Lo Tsun Ki Happy (4B).

i. 2026 "21st Century Cup" National English Speaking Competition (Hong Kong Region)

Wong Lai Shun from Class 4C was achieved the First Class Award.

j. "Light of the War of Resistance" Essay Writing Competition

Li Ya Man from Class 4B was achieved the Third Class Award.

k. **The 2nd Hong Kong Youth and Children's Chinese Writing Competition 2026**

Wong Hoi Ho from Class 1A was achieved the Gold Award, Secondary F.1-F.3 Division Outstanding Young Writer Gold Award. 14 students received Gold Award, Secondary F.4-F.6 Division Outstanding Young Writer Gold Award. 1 student was achieved Silver Award, Secondary F.4-F.6 Division Outstanding Young Writer Silver Award. 1 student was awarded First Runner-up, Secondary F.4-F.6 Division Outstanding Young Writer Gold Award.

2.2.2 Mathematics, Science & Technology

a. **Hong Kong Mathematics Open Competition**
Students from our school achieved outstanding results in the 2025 Hong Kong Mathematics and Olympiad Open Competition, winning 1 Bronze Award. In the preliminary round of the Thailand International Mathematics Competition 2025–2026 (Hong Kong Region), our students earned 6 Gold Awards and 8 Silver Awards. In the Greater Bay Cup Mathematics Competition 2025 (Hong Kong Region), organized by Olympiad Crown Education Centre, 2 students received Silver Award and 6 students received Bronze Award. In the preliminary round of the Huaxia Cup National Mathematics Olympiad Invitational 2026 (Hong Kong Region), Mr. Hui led our students to win 1 Gold Award, 2 Silver Awards and 5 Bronze Awards. In the 21st YouShu Cup International Mathematics Elite Competition 2025, 1 student achieved the Grand Prize, 2 students received First Class Awards and 1 student received Silver Award. In the Thinking Mathematics Competition 2025, 2 students achieved the Grand Prizes, 2 students received First Class Awards, 2 students received Silver Awards and 3 students received Bronze Awards.

b. **Chemists Online Self-study Award Scheme**
Zhang On Ping from Class 6A was received Bronze Award and Kwok Tin Long from Class 6C was achieved Diamond Award.

c. **CUHK Jockey Club AI for the Future Project: AI Hackathon 2025**
Four F.6 students were received Bronze Prize in the competition.

d. **International Biology Olympiad (IBO) 2025 – Hong Kong Contest**
Cheung Ching Ho from Class 6C was achieved Bronze Award and Wu Tin Lok from Class 6C was achieved Gold Award.

e. **The 11th Gifted Cup STEM Academic Challenge**
Three F.2 students were awarded Merit Award.

f. **Prompt Da Future Primary & Secondary School AI Video Generation Competition**
Wang Qiuya from Class 1C was awarded Certificate of Commendation**.** Kwong Tsz Him from Class 2A was achieved Merit Award.

2.2.4 Sports Activities

a. Selection to the Hong Kong Cricket Representative Team
So Wan Tung, Class 5A, was selected for the Hong Kong, China Cricket Representative Team and travelled to Jinan, Shandong to compete in the National Youth Cricket Championship (U19). She also represented Hong Kong, China in the National Cricket Championship (Professional Division) held in Shanghai. The Hong Kong, China team finished as runner-up in both tournaments. In addition, she travelled to Zhejiang last year to participate in the China Cricket League, where her team captured the championship title.

b. ASICS Hong Kong Inter-school Elite Volleyball Competition 2025-2026
The Third-place Play-off of the ASICS Hong Kong Inter-school Elite Volleyball Competition 2025-26 was held on 22 February at the Queen Elizabeth Stadium in Wan Chai. For the first time in school history, our school advanced to the final four of the Elite Competition. Under the guidance of Ms. Chan Siu Mui, who serves as both a teacher and alumna of the school, and with coaching support from alumnus Head Coach Wong Chi Yui together with assistant coaches and

alumni Wong Sau Long and Wong Pak Kei, the school's boys' volleyball team achieved its best-ever result. Key players included outside hitters Kong Ming Hin (5D) and Wong Tin Chun (5D), captain and setter Choy Tsz Ting (6B), middle blockers Lai Cheuk Yin (6A) and Mok Wai Kwan (5B), and opposite hitters Chan Dam Ming (5A) and Wong King Kong (6C). Following the tournament, Choy Tsz Ting and Kong Ming Hin were selected for the All-Star Team of the competition.

c. Girls' Five-a-side Football Competition

Our girls' football team delivered an outstanding performance and emerged as Champions in the Girls' Five-a-side Football Competition. Demonstrating excellent teamwork, determination and sportsmanship throughout the tournament, the team successfully secured the championship title. The team members were: Kwok Ho Yi (1B), Cheng Ying Lee (1C), Sin Ying Sum (2C), Hui Wing Laam (3B), Chan Kit Kwan (4A) and Li Ka Yee Selena (4A).

d. Football for All Citywide Girls' 7-a-side Tournament

Our girls' football team achieved an outstanding result in the Football for All Citywide Girls' 7-a-side Tournament, finishing as First Runner-up in the Plate Competition. Throughout the tournament, the team demonstrated excellent teamwork, determination and sportsmanship, overcoming challenges with resilience and commitment. Their impressive performance reflected countless hours of training and a strong passion for the sport.

The team members were: Kwok Ho Yi (Class 1B), Lo Sze Yu (1B), Cheng Ying Lee (1C), Wong Sze Ching (2A), Yu Kai Ying (2B), Sin Ying Sum (2C), Tang Tsz Ching (2D), Hui Wing Laam (3B), Hon Nok Yan (3D), Chan Kit Kwan (4A), Li Ka Yee Selena (4A) and Chu Wai Ka (4D).

e. Hong Kong Kin-Ball School Team Championship 2025-2026 (Girls' U15 Division)

Our students demonstrated excellent teamwork, determination and perseverance in the Hong Kong Kin-Ball School Team Championship 2025-2026 (Girls' U15 Division), achieving Fourth Place in the Bowl Competition. Competing against strong opponents, the team displayed great sportsmanship and resilience throughout the tournament, earning a commendable result.

The team members were: Lee Ming Yin (Class 1C), Tang Cheuk Kiu (1C), Wang Jiaxin (1C), Wang Qiuya (1C), Chong Yi Lam (1D) and Lai Ka Ying (1D).

f. New Territories Regional Secondary Schools Inter-school Fencing Competition 2025-26 (Boys' Junior Sabre Individual Event)

Congratulations to Cheung Long Ching (3C) on his outstanding performance in the New Territories Regional Secondary Schools Inter-School Fencing Competition 2025-26. Competing against talented fencers from schools across the region, he demonstrated excellent skill, determination and composure to secure Third Place in the Boys' Junior Sabre Individual Event.

g. 2025 "Sai Wong Cup" Leon Paul Fencing Open

Congratulations to Cheung Long Ching (3C) on his remarkable achievements at the 2025 "Sai Wong Cup" Leon Paul Fencing Open. Demonstrating exceptional skill, determination and competitive spirit, he captured the Championship in the Men's Sabre (U14) Event and was awarded First Runner-up in the Men's Sabre (U16) Event.

h. **Hong Kong Secondary Schools Aquathlon Championships 2025-26**

Congratulations to Wai Hau Kiu (5C) and Wang Yan Lam (6D) on their outstanding performance in the Hong Kong Secondary Schools Aquathlon Championships 2025-26. Demonstrating excellent endurance, determination and teamwork, they competed with great skill and resilience against strong opponents to secure Third Place in the Secondary Girls A Grade Team Event.

i. Overall Results – HKSSF Kwai Tsing District Secondary Schools Division

The inter-school sports championships organized by the Hong Kong Schools Sports Federation (HKSSF) Kwai Tsing District concluded in late May. Our school fielded 54 teams with a total of 354 athletes. For the 24th consecutive year, our school won the overall championship in both boys' and girls' divisions.

Individual honors: Chan Tsz Ching (6C) and Zeng Hoi Yee (5D) were awarded the Kwai Tsing District Outstanding All-Round Athlete Award, standing out among 6062 athletes.

Over the past 40+ years, our school has actively participated in HKSSF competitions, winning over 1,000 team awards. From 1999 to 2026, we have claimed the Boys' Overall Championship 29 times and the Girls' Overall Championship 31 times. This remarkable achievement is the result of unwavering support from the school, encouragement from parents, enthusiastic backing from alumni, and the dedication of our coaches and athletes—earned through sweat, courage, perseverance, and hard work.

The results of various events for this academic year (2025-2026) are as follows:

Events	Boys A	Boys B	Boys C	Girls A	Girls B	Girls C
Swimming	Champion	Champion	Champion	Champion	Champion	Champion
Athletics	--	Champion	--	1st runner-up	Champion	Champion
Cross-country	--	1st runner-up	Champion	4th Place	1st runner-up	--
Badminton	--	--	1st runner-up	--	Champion	4th Place
Table-tennis	Champion	--	--	2nd runner-up	--	--

Events	Boys Senior	Boys Junior	Girls Senior	Girls Junior
Football	--	1st runner-up	--	--
Basketball	--	Champion	--	2nd runner-up
Handball	4th Place	--	Champion	Champion
Volleyball	Champion	1st runner-up	1st runner-up	2nd runner-up

New Territories Regional Inter-School Competitions:

Event	Group	Team
Squash	Girls	2nd runner-up

The results from previous years are listed as follows:

Academic Year		Overall Championship Results for the Year		Number of Team Awards			
		Boys	Girls	Champion	1st runner-up	2nd runner-up	4th Place
1	1988--1989	2nd runner-up	Champion	8	3	3	--
2	1989--1990	1st runner-up	Champion	6	6	3	7
3	1990--1991	1st runner-up	1st runner-up	9	10	5	4
4	1991--1992	Champion	1st runner-up	9	8	4	5
5	1992--1993	Champion	Champion	9	6	3	4
6	1993--1994	Champion	1st runner-up	8	5	7	5
7	1994--1995	1st runner-up	Champion	10	4	5	3
8	1995--1996	1st runner-up	1st runner-up	11	3	7	3

9	1996--1997	Champion	Champion	12	11	4	1
10	1997--1998	Champion	Champion	16	5	3	3
11	1998--1999	1st runner-up	Champion	13	7	5	9
12	1999--2000	Champion	Champion	10	10	9	3
13	2000--2001	Champion	Champion	13	12	6	5
14	2001--2002	Champion	Champion	20	8	5	10
15	2002--2003	Champion	Champion	10	8	5	4
16	2003--2004	Champion	Champion	10	9	7	10
17	2004--2005	Champion	Champion	6	7	5	8
18	2005--2006	Champion	Champion	12	8	6	4
19	2006--2007	Champion	Champion	13	2	8	5
20	2007--2008	Champion	Champion	12	3	7	9
21	2008--2009	Champion	Champion	15	6	6	6
22	2009--2010	Champion	Champion	16	6	8	6
23	2010--2011	Champion	Champion	18	6	7	4
24	2011--2012	Champion	Champion	14	8	8	6
25	2012--2013	Champion	Champion	14	11	6	2
26	2013--2014	Champion	Champion	15	10	7	4
27	2014--2015	Champion	Champion	18	3	6	6
28	2015--2016	Champion	Champion	9	10	6	2
29	2016--2017	Champion	Champion	14	7	5	1
30	2017--2018	Champion	Champion	15	5	6	4
31	2018--2019	Champion	Champion	12	6	7	6
32	2019--2020 Some events were cancelled due to the COVID-19)	Award presentation cancelled due to the COVID-19 pandemic		9	2	5	2
33	2020--2021	All events were cancelled due to the COVID-19 pandemic.					
34	2021--2022 (Some team awards were not presented due to event cancellations caused by the pandemic)	Award presentation cancelled due to the COVID-19 pandemic		4	5	3	3
35	2022--2023	Champion	Champion	10	10	6	4
36	2023--2024	Champion	Champion	16	7	8	4
37	2024--2025	Champion	Champion	12	8	6	5
38	2025--2026	Champion	Champion	16	7	3	3
Total Number of Awards				444	252	210	170
				1076			

(4) Financial Report

S.T.F.A. Lee Shau Kee College

Financial Summary
for the year ended 31 August 2025

I. Government Fund (1) EOEBG	Income (HK$)	Expenditure (HK$)
School & Class (Baseline Ref)	2,225,538.83	1,307,581.88
Administration Grant	4,287,960.00	3,955,279.66
Capacity Enhancement Grant	676,944.00	268,755.48
Composite IT Grant	520,386.00	397,868.00
Air-conditioning Grant	570,600.00	603,985.74
School-based Mgt Top-up Grant	53,385.00	0.00
School-based Speech Therapy Admin. Grant	8,541.00	0.00
Other income	123,036.37	0.00
Total	8,466,391.20	6,533,470.76
Surplus / (Deficit) for the year 2024/2025		1,932,920.44
Accumulated Surplus as at 1 September 2024		2,880,128.40
Accumulated Surplus as at 31 August 2025		4,813,048.84

(2) Grants outside EOEBG	Income (HK$)	Expenditure (HK$)
Life-wide Learning Grant	1,236,410.00	1,116,101.06
Home-School Co-operation Grant	26,044.00	26,044.00
Substitute Teacher Grant	0.00	0.00
Fringe Benefits under NET Scheme	13,230.00	13,230.00
Cash Grant for After School Learning	142,200.00	183,371.46
Reimburse on Rates & Govt Rent	311,500.00	311,500.00
Learning Support Grant - SEN	560,560.00	467,927.14
Diversity Learning Grant - OL	8,600.00	8,600.00
Diversity Learning Grant - OP	93,600.00	104,950.00
Diversity Learning Grant - AL	0.00	0.00
Moral & National Education	0.00	25,639.49
Teacher Relief Grant	5,270,820.00	3,799,622.07
HK School Drama Festival	0.00	0.00
Information Tech. Staffing Support Grant	338,819.00	299,547.24
Sister School Scheme	165,439.00	200,218.00
Promotion of Reading Grant	66,176.00	78,991.50
Non-Chinese Speaking Students(NCS)	159,041.00	154,045.16
One-Off Sch-B Speech Therapy Set-up Grant	0.00	0.00
Citizenship and Social Grant	0.00	69,647.94
Mental Health at School(One-Off)	0.00	35,989.10
Mental Health of PnS(One-Off)	0.00	11,260.00
Promotion of Chinese Culture Immersion Activities(One-Off)	0.00	112,556.21
Parent Education(Secondary)(One-Off)	0.00	44,701.20
Promotion of Sports MVPA60(One-Off)	0.00	47,654.00
Promotion of Sports MVPA60(One-Off)	400,000.00	0.00
Teacher Training Grant	88,992.00	88,992.00
Student Activity Support Grant	104,000.00	104,000.00

II. Subscriptions Fund	Income (HK$)	Expenditure (HK$)
Tong Fai	475,860.00	362,980.00
Others	2,975,263.32	2,066,880.31
Total	3,451,123.32	2,429,860.31
Surplus / (Deficit) for the year 2024/2025		1,021,263.01
Accumulated Surplus as at 1 September 2024		3,510,880.61
Accumulated Surplus as at 31 August 2025		4,532,143.62

❖End of the Report❖