



# S. K. H. LUI MING CHOI SECONDARY SCHOOL

School Report 2024 - 2025





# **S.K.H. Lui Ming Choi Secondary School**

## **School Report 2024 – 2025**

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**Cover Design by Pang Oi Lam (Class 4K of 2024 – 2025)**

## **(1) Our School**

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “Leadership, Motivation and Caring”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

1. develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
2. foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
3. nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <https://www.chsc.hk/> for public reference.

## **(2) Achievements and Reflection on Major Concerns**

### **Major Concern 1: Become a Responsible Community 成長承擔**

#### *Achievements*

##### **Target 1: Students could use and manage learning resources well**

The school has made significant strides in cultivating a responsible community among its students. Under the target of fostering the effective use and management of learning resources, the implementation of the new mobile phone policy has been notably successful, with 85.7% of teachers agreeing it has reduced classroom distractions [1].

Also, reports from various subject departments indicate a high level of student preparedness, with over 90% of students consistently bringing required textbooks and materials to lessons. For instance, the Chinese History department noted 95% of S.1-S.3 students effectively used notebooks [2], and the Science department reported 100% of teachers agreed that most of students always bringing their learning material like textbook and notebook during the lessons [3]. The Biology Department provided central subject folders for S.4 – S.6 students to organize notes, quizzes, and SBA materials, with 70% of students demonstrating proper upkeep. The Mathematics Department developed and shared topic-sorted past papers (1990 – 2024) and analyzed alumni DSE scripts, which teachers found useful for improving teaching. Furthermore, the Little Makers Class (STEM) introduced an Artificial Intelligence module to teach S.1 – S.2 students how to use and manage AI as a learning tool ethically and effectively, equipping them as responsible digital citizens. [4]

To support students with special educational needs (SEN) to manage their learning and emotions, workshops were organized by SENCO and the SEN Committee to provide different school-based support services, such as workshops on social harmony for all S.1 students, social-training groups via board-games, switch games and various arts modalities, dyslexia training programmes, speech therapy and expressive arts therapy etc. Moreover, academic enrichment programmes, executive function training programmes, internal and external special assessment arrangements and individual educational programmes were held continuously throughout the whole school year for students with different learning abilities and SEN.

##### **Target 2: Take ownership of career and life planning**

The target of empowering students to take ownership of their career planning has been met with outstanding success. The Life and Society/Citizenship and Social Development Department collaborated with the Career Education Team to host career-oriented talks, including one on Greater Bay Area employment, which students found highly beneficial. The comprehensive, structured programme integrated into the curriculum from S.1 to S.6 has yielded highly positive results.

Regarding career counselling, the Career Education Committee organized different programs below for students in different levels. For junior forms, self-understanding is the focus of career programs. These programs cultivated student awareness of career planning and helped them understand the relationship between their interests and possible career paths, as well as their strengths, weaknesses, aptitudes, personalities, and career dreams.

- S.1 and S.2 Career Planning Workshops
- My Interest and My Path
- S.2 and S.3 Career & Life Planning Curriculum
- S.1 to S.3 Job Video Watching

For senior forms, the focus shifted towards career exploration. The following programs were held to help students plan and prepare themselves for future studies and careers, guiding them to formulate student profile and equip them with career-related skills.

- 共創明 Teen 計劃
- Strive & Rise Mentorship Program,
- S.5 Career Live® Simulated Job Experience
- S.4 Job Simulation Tasting Activity
- Business-School Partnership Program Work Experience Programs
- Small Talks Circle
- Study Consultation booths on Parents Day
- S.5 Multiple Pathways Workshop
- Nursing Workshop by Nursing School of Queen Elizabeth's Hospital
- S.4 Workshop on Preparation of Learning Profile & CV
- S.5 Interview Skills Workshop, S.6 JUPAS Program Choice Strategy Workshop
- S.5 JUPAS Programs Exploration Workshop

Career Counselling for S.3 and S.6 were also held to expose students to various career setting and widen their horizons, facilitating students to reach an informed and rational decision in the choice of their studies.

Over 80% of S.1 and S.2 students agreed that these workshops helped them connect personal interests with career aspirations [5], while over 90% of S.4 students reported that simulated job experiences heightened their motivation for further studies [6]. This is further supported by teacher perceptions, who rated the curriculum's alignment with life planning highly, with a mean score of 4.0/5.0 in the Stakeholder Survey [7].

### **Target 3: Be Respectful**

Regarding the target of nurturing a respectful environment, the school climate is demonstrably positive. The Stakeholder Survey reveals very strong teacher agreement on the quality of teacher-student relationships (mean 4.1/5.0) [8] and staff harmony (mean 3.9/5.0) [9]. This aligns with the previous year's finding of a positive school climate (rated 3.7-4.0/5.0 by all stakeholders) [10]. This respectful atmosphere, consistently modelled and observed by teachers and the Principal, has positively influenced teacher-student interactions, contributing to a caring and supportive school community. Also, the Guidance Committee upholds traditions like the annual Thanksgiving Week and Polite Week. These events encouraged gratitude and empathy across the school community. Besides, the Extra-curricular Activities Organizing Committee organized The Leadership Training Camp is conducted over a 3-day, 2-night setting, featuring various training games and challenges during the post-assessment period. The student leaders of Student Council and four Houses found the program helpful in terms of building the team spirit among participants and raising their confidence to be good leaders.

Also, a respectful and collaborative learning environment was actively promoted across subjects with various strategies. For instance, the Chinese Language Department's use of Padlet for collaborative writing activities fostered peer communication, appreciation, and mutual support among students. This

platform encouraged students to share their thoughts respectfully and constructively, teaching them the value of listening to others and acknowledging different perspectives. Similarly, the Citizenship and Social Development Department designed group projects that required students to research, present, and provide peer feedback. These activities successfully nurtured respectful and open-minded discussions on social issues, allowing students to practice respectful dialogue and understand the importance of diverse viewpoints. By engaging in these discussions, students learned to express their opinions while valuing the contributions of their peers. Moreover, the Visual Arts Department enhanced students' sense of ownership and respect for the creative process through graded individual tasks and participation in external competitions. This environment encouraged students to respect their own work and that of others, fostering a culture of encouragement and constructive criticism. Overall, through these collaborative and interactive approaches, students not only learned academic content but also developed essential skills in respect, empathy, and open-mindedness, crucial for their personal and social development.

Additionally, respectfulness was promoted through various community services. To uphold Sheng Kung Hui's "Three-racing-chariot model of mission", our school partnered with the H.K.S.K.H. St. Luke's Settlement Neighbourhood Elderly Centre and HKSKH St. Timothy's Church to establish the S.K.H. "Ming Choi" Elder Academy (聖公會「明才薈」長者學苑). It operated smoothly, allowing both the elderly from Kennedy Town and Wah Fu Estate to be served, while students learned a great deal from and with the elderly. All these programs helped our students to respect and understand more on people in needs and nurture their empathy on others.

Apart from the elder academy, student participation in different voluntary programs organized by the Community Services Committee has increased. Examples are as follows:

- Mission with a vision (瞳行共聚) co-organized with TWGHs Jockey Club Rehabilitation Complex (東華三院賽馬會復康中心)
- Ebenezer Walk with PRIDE (心光傲行) co-organized with the Ebenezer New Hope School
- The Jockey Club Volunteer Together-School Based Programme (眾心行善 - 義工推廣校園夥伴計劃)
- The Jockey Club Digital Tablet & Online Support Programme for Homebound Elderly (「與耆同絡」長者平板電腦及線上支援計劃)

Furthermore, to nurture students to respect the environment, the Environmental Education Committee organized a diverse range of activities below. Student participation was high, fostering environmentally responsible behaviours among peers.

- An interactive drama ("Paradise of Food Conservation")
- A seminar about "Waste Management"
- Recycling paper in classrooms
- Earth Hour 2025
- Recycling Day for second-hand clothes in collaboration with the Conservancy Association
- Plantation activities on campus

The Biology Department also organized a field trip to the WWF Mai Po Nature Reserve, giving students first-hand experience that enhanced their understanding of biodiversity, ecosystems, and conservation efforts, while fostering a deeper appreciation for the natural world.

## ***Reflections***

The school provides a broad and balanced curriculum, offering a wide range of senior secondary electives. Teacher perception of the curriculum's success in providing a broad knowledge base is positive (mean 3.8/5.0) [11]. While significant lesson time, 20% of Junior Secondary curriculum, is allocated to language education [12], the perceived effectiveness in developing language proficiency (mean 3.6/5.0) indicates an area for continued strategic focus. [13]

The school has been successful in ensuring students are prepared with physical learning materials and has established a robust and effective career education program. However, a common challenge noted by departments such as Chinese Language and Mathematics is the need to further strengthen students' self-discipline and academic responsibility, particularly regarding assignment punctuality and quality. The Chinese Language Department also highlighted a need for more systematic support to address declining language foundations and reading habits. This indicates a persistent need to cultivate greater academic initiative and ownership, which will be a key focus for the next development cycle.

To enhance the sustainability of student development for LMC students, voluntary projects co-organized with external organizations, such as the S.K.H. "Ming Choi" Elder Academy 聖公會「明才薈」長者學苑 and the Jockey Club should be continued. It helped to widen the students' horizons and increase the opportunities for them to serve our community more often.

In addition to these collaborations, incorporating environmental protection events is essential. Organizing activities such as community clean-ups, tree planting, and recycling drives can engage students in hands-on experiences that promote awareness and responsibility toward the environment. By participating in these events, students not only contribute to the well-being of their community but also develop a deeper understanding of sustainability issues.

Overall, the target of fostering respect has been achieved, forming a solid foundation for a positive school climate.

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

In relation to Target 1, students' information literacy could be enhanced by guiding them to use IT ethically and effectively, with the mobile phone policy serving as a foundation for responsible device management. Critical evaluation of online information is integrated into project work, where students are instructed to use authoritative sources. Teacher perceptions of the curriculum's success in this area are positive, with a mean score of 3.7/5.0 [14]. To address this, we propose implementing additional workshops focused on effective resource management and digital literacy skills. These workshops will provide students with practical strategies for using their devices responsibly and enhancing their ability to critically evaluate online information.

Various subject departments will continue to seek cross-curricular collaboration and external partnerships to provide authentic learning experiences that connect classroom knowledge to real-world contexts.

Regarding Target 2, the school's career and life planning programme remains a notable strength. The strategic use of tools like the "MyFirstChoices" test for S.3 students effectively supports informed subject selection. The consistently high evaluation data from student workshops, showing over 80%

satisfaction, confirms the programme's effectiveness in fostering a proactive attitude towards future planning [15].

For Target 3, in alignment with the school motto Caring as a Caring School, more opportunities for student learning and growth would be enhanced to foster a culture of mutual respect, trust, empathy, and appreciation among LMC students. More programs and activities would also be arranged to develop their potential and cultivate them to become a Responsible Community and a Collaborative Community. Additionally, we will continue to introduce voluntary programs and environmental protection program to raise awareness and promote sustainable practices. These initiatives will not only benefit the community but also empower students to take an active role in creating a positive impact on the environment.

These initiatives will create a well-rounded approach to student development, fostering a sense of civic duty while instilling values of environmental stewardship that are crucial for their future and the planet.

## Major Concern 2: Become a Collaborative Community 協作同行

### *Achievements*

#### **Target 1: Development of global identity by expanding exposure of History**

The school has effectively laid the groundwork for enhancing collaboration and broadening student global perspectives. The establishment of the History Club has been a successful initiative, with active student participation in activities such as museum visits, which support the broader learning goal of developing a global perspective, a strength noted in the curriculum where teachers gave a mean score of 4.0/5.0 for its alignment with fostering national and global identity<sup>[16]</sup>. Furthermore, 18 assemblies were held on the theme of National and Civic Education, strengthening this focus <sup>[17]</sup>.

Besides, the school has successfully broadened students' global and national perspectives through diverse cross-curricular activities. The Geography and Biology Departments collaborated on a highly successful New Zealand overseas study tour, which included group presentations that deepened students' understanding of global ecosystems and cultures.

The Chinese Language Department enriched students' cultural identity through a wide range of events, including a Mid-Autumn Festival, Lunar New Year activities, and a Chinese Cultural booth game, with over 150 participants. Feedback showed 95% of participants felt these activities enhanced their understanding and interest in traditional culture. <sup>[18]</sup>

The Citizenship and Social Development Department ensured all S.5 students participated in a Mainland China study tour, successfully enhancing their understanding of the nation's development and strengthening national identity.

World Classroom Experiences Committee organized study tours not only enriched students' academic knowledge, but also fostered personal growth and global citizenship. By engaging with diverse cultures and learning from real-world experiences, students were better equipped to navigate and contribute to an interconnected world. Throughout the academic year 2024 – 2025, teachers from subject departments have arranged a variety of study tours, each with distinct themes:

- **Physical Education:** Tainan Volleyball Overseas Training Trip
- **Economics & BAFS:** An Exploration of Economic Development and Urban Planning in Shanghai
- **Science Education:** Taipei Science Ecology and Cultural Exploration Study Tour
- **Economics & BAFS:** Singapore Economic Development and Business Cultural Study Tour
- **Chinese History:** Xi'an History and Cultural Study Tour
- **Geography & Biology:** New Zealand Ecological and Environmental Study Tour

In relation to the Sister School Scheme, our teachers and students visited and Shenzhen Senior High School Group: South Campus in March and May respectively. In March, students of our school had the privilege of learning Chinese calligraphy and participating in friendly football matches with the teachers and students of the High School Affiliated to Nanjing University. In May, our school invited students Shenzhen Senior High School Group: South Campus engaged in various friendly sports matches on campus, including boys' and girls' basketball games and boys' football matches. Also, students from Shenzhen Senior High School Group: South Campus were invited to perform in the Annual Cultural Performance of the school. These interactions highlighted the strong connections and

friendships formed between the two sister schools. Also, they provided our students with valuable insights into the educational cultures of both institutions and fostered enduring friendships.

## **Target 2: Expansion of Sports Participation (to achieve the learning goal of Healthy Life Style)**

The promotion of a healthy lifestyle was another key focus. The Physical Education Department launched the “Active and Healthy Lifestyle” campaign, aiming for 50% of students to achieve an average of 60 minutes of daily physical activity. Despite the challenges in tracking the records, they found many students exceeded this target. The department also successfully organized overseas sports enrichment tours, which received highly positive feedback from participating sports teams. Data from the Key Performance Measures (KPM) shows an encouraging increase in the percentage of students in junior forms meeting physical fitness award standards compared to the previous year [19]. Moreover, the Physical Education Department held seminars on topics like anti-doping education and sports knowledge, with 90% student engagement, helping them understand career pathways and responsible attitudes in sports [20].

Apart from that, a wide variety of health programs have been organized for students, particularly sports team members, including health talks for the whole school, visiting the Hong Kong Jockey Club Drug InfoCentre for all S1 student, newly emerged sports taster workshop (Dodgebee, Fencing, Skateboard), sports leadership training day camp and overnight camp for the sports team members (Basketball, Volleyball, Football, Athletics, Indoor Rowing).

Additionally, various committees worked beyond sports programs to help students to build up healthy lifestyle. The Guidance Committee implemented diverse programs to promote positive attitudes, resilience, and mental well-being among students. For S.1, initiatives like “SmarTeens” and workshops on responsible mobile phone use, social media, and social boundaries guided students toward making informed decisions and fostering healthy relationships were implemented. Also, S.2 students engaged in “Joyful Teens” to enhance emotional well-being and prepare for roles in the Guidance Prefect team. They also attended sessions on handling adversity, failure, and understanding boundaries with the opposite sex, in partnership with the End Child Sexual Abuse Foundation. Senior form students participated in the “Accept Imperfections” program and the Hong Kong Jockey Club Embrace Life Series 2.0, focusing on self-acceptance, suicide prevention, and mental health awareness. Collaboration with the Samaritans further strengthened mental health support in school.

To help students develop a positive and drug-free attitude toward life and enable them to enjoy a healthy and fulfilling school experience, the Guidance Committee and the Discipline Committee have been cooperated with The Community Drug Advisory Council to launch the “Healthy School Programme (晴 Teens 樂 Teens 校園)” since 2022. The programme is promoted by Narcotics Division and the Education Bureau and funded by the Beat Drugs Fund. Also, The Discipline Committee (DC) has joined the Rehabilitation Pioneer Project – Reflective Road, which is organized by the Correctional Services Department. Through the simulation of the real situation in prison, 14 S.2 students were able to experience the life of Persons in Custody in correctional institutions and reflect on the detrimental effects of committing crimes. Moreover, Madam Yiu, School Liaison Officer of The Hong Kong Police Force was invited to give a talk to teach all students to stay away from Etomidate, commonly known as “Space Oil Drug”. These anti-drugs programs align with the major concern to nurture our students to become a Responsible Community, as a well-behaved citizen.

To strengthen students’ mental well-being, the Guidance Committee provided support to S.6 students during the release of HKDSE results, helping students navigate this stressful period confidently. Other guidance initiatives including emotion-sharing case referrals and the Peer Power – Student Gatekeeper

Training Programme for 2024 – 2025, promoted peer support and mental well-being.

Students' and teachers' feedback to these programs were positive. Over 80% of the students agreed that the 'Healthy School Programme' raised their anti-drug awareness, and mental health awareness. In addition, over 90% of sports team members who have joined the leadership training camp agreed that the training camp strengthened their problem-solving strategies, communication, and collaboration skills. All these helped to improve students' resilience and leadership and enabled them to become a collaborative community as well. This progress is complemented by a 20% year-on-year decrease in the number of student emotion and mood cases handled by the Guidance Committee, indicating a stable and positive state of student well-being [21].

### **Target 3: Continue to support teachers to enhance collaboration**

Teacher collaboration is well-established, particularly within subject departments. Professional collaboration among teachers was strongly evidenced. The Mathematics Department held pre-chapter meetings to share teaching strategies and key points, fostering a culture of collaborative lesson planning. Also, the Visual Arts Department engaged in collaborative planning for workshops and exhibitions. Moreover, the Chinese Language Department reported a harmonious and united panel that worked closely to optimize teaching materials and activities, demonstrating effective teamwork towards common goals. The Stakeholder Survey data shows strong agreement (mean 3.9/5.0) that subject heads promote collaborative practices, reflecting functional and effective teamwork at the departmental level.

### ***Reflections***

Under the LMC Whole-person Development (WPD) framework, four elements were continuously emphasized throughout the 2024 – 2025 Academic Year. These include Body-Mind-Spirit Wellness, Life Literacy, Growing Relationships and Global Awareness. A wide range of programs and activities was organized among different subjects and committees to nurture the values of justice, grit, inquisitiveness, empathy, gratitude, and responsibility for LMC students. The Guidance Committee, Discipline Committee as well as various groups remain dedicated to equipping students with essential tools to face life challenges while cultivating an inclusive, supportive school environment that encourages respectful behavior.

Also, the initiatives to strengthen history education and foster a broader worldview are progressing well. The cross-departmental study tours and cultural activities have significantly enriched students' learning experiences and strengthened their global and national awareness.

The strategies to enhance physical activity, support emotional health and anti-drug programs have yielded positive and measurable results, contributing significantly to student wellness.

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

For Target 1, students are developing a robust sense of national and global identity, supported by a curriculum that actively incorporates this goal. Teachers strongly affirm the curriculum's alignment with this goal, giving a mean score of 4.0/5.0 [22]. The school will continue to invest in immersive experiences, such as the oversea study tours, sister school programs and the Citizenship and Social Development Mainland tours, which have proven invaluable for whole-person development. The life-

wide learning experiences of students were enriched through these events, achieving the aim of Global Awareness under the WPD Framework. These deepened their global understanding of diverse cultures in the world as well. Also, students' exposure to history will be further increase through the development of History curriculum in junior form and History Club activities. Besides, the S.2 and S.3 Economics and Financial Literacy curriculum analyses Hong Kong's role as a global financial hub, providing students with insights into global economic systems and encouraging them to explore their own global identities. Students' national and global identities are further reinforced by significant student participation in Mainland exchange programmes and 18 assemblies focused on National and Civic Education.

Regarding Target 2, the strategies to enhance physical activity and support emotional health have yielded positive and measurable results, contributing significantly to student wellness. The Guidance Committee, Discipline Committee, and various groups will continue to equip students with essential tools to face life's challenges while cultivating an inclusive and supportive school environment that encourages respectful behavior. Additionally, the anti-drug programs will be continued as preventive measures to further promote a healthy lifestyle. To strengthen these efforts, we will sustain collaboration with external organizations, ensuring a more comprehensive approach to student well-being.

In relation to Target 3, while collaboration within departments is a functional and strong aspect of the school culture, the more moderate perception of a school-wide "ambience of professional exchange" (mean 3.2/5.0) [23] suggests there is potential to further develop and celebrate more cross-curricular collaborative projects that involve a wider range of subjects, leveraging the existing strong departmental teamwork as a foundation. Departments will continue to refine collaborative teaching strategies and explore more external partnerships and teacher professional development opportunities to enhance teaching effectiveness.

### **(3) Student Performance**

#### ***A Brief Account of Students' Attitude and Behavior***

The school's curriculum and activities are designed to foster the seven learning goals for secondary education. Based on the evidence provided, student performance is generally positive, with particular strengths in career planning and healthy living, and identified areas for improvement in academic initiative and language proficiency.

An analysis of student performance and stakeholder perceptions reveals a school with distinct strengths and clear areas for strategic development. The school is highly successful in fostering strong, positive relationships, as evidenced by exceptional ratings from teachers on the quality of interpersonal dynamics (mean 4.1/5.0) [24]. Parental satisfaction is notably high, particularly regarding the school's role in developing students' moral character (mean 3.9/5.0) [25] and the respect students show to teachers (mean 4.0/5.0). [26]

Academically, the school demonstrates a strong value-added performance. The 2024 HKDSE results were commendable, with 73.0% of students meeting local degree programme entrance requirements, and value-added analysis for subjects including Chinese Language, Mathematics, Chinese History, Economic, Biology, Chemistry and Best 5, achieving a stanine of 5 or above, indicating students' academic performance was better than expected. However, a notable discrepancy exists in the perception of student learning. Teachers' perception (mean 3.2/5.0) [27] is significantly lower than that of students (mean 3.5/5.0) [28] and parents (mean 3.5/5.0) [29], suggesting that teachers hold higher expectations for student autonomy and engagement. This is corroborated by lower teacher ratings on students' initiative in learning (mean 3.1/5.0) [30] and seriousness in completing homework (mean 3.0/5.0) [31].

A common area for development across all stakeholder groups is students' interest in reading, which received relatively low ratings from teachers (mean 2.6/5.0) [32], students (mean 3.3/5.0) [33], and parents (mean 3.3/5.0) [34]. Although the promotion of a healthy lifestyle has been generally successful, there has been a slight decline in physical fitness award attainment among S.6 students, suggesting that academic pressures may be having an effect and could benefit from further attention.

#### **(I) Academic Performance**

##### **Academic Performance in Public Examination**

Among the S.6 students who took the HKDSE Examination in 2025, 95.4 % (98.0 % in 2024) of the students met the minimum requirement for admission to sub-degree programmes, while 55.6 % (73.0 % in 2024) of the students met the minimum requirement for admission to degree programmes. For English Language, 75.0 % (79.0 % in 2024) of the students acquired Level 3 or above while in Chinese Language, 72.2 % (89.0 % in 2024) of the students acquired Level 3 or above.

The 2025 HKDSE results reflect our students' consistent dedication. We are pleased to report that in nearly half of the key subjects reported, more than 40% of our students attained a Level 4 grade or above. These subjects include Chemistry, where over 70% an impressive approaching 75% of our students reached this benchmark, alongside Biology, Physics, ICT, and Mathematics, where nearly 50% of all candidates achieved Level 4 or better. This trend of solid performance also extends to

Economics, where over 40% of our students secured a Level 4 or above.

Our students' capacity for top-tier achievement is further highlighted in specific subjects. In Chemistry, a subject known for its rigour, nearly one-third of our students earned the top-tier Level 5 or above. Similarly, in Information and Communication Technology (ICT), over one-quarter of our students attained a Level 5 or above, illustrating a robust and well-rounded academic profile across both the sciences and technology.

Overall, 93.5% of the Secondary 6 students received offers from government-funded and self-funded tertiary institutions (including local and overseas), of which 41.6 (69% in 2024) were degree programmes and 58.4 (30% in 2024) were sub-degree programmes. The JUPAS offer rate is 50.0% (68.7% in 2024).

### ***Destination of Graduates in 2024 – 2025***

<b><i>S.6 Graduates</i></b>	<b><i>Percentage of S.6 Students</i></b>
<i>Tertiary Studies in Hong Kong</i>	<i>93.5% (94% in 2024)</i>
<i>Overseas Studies</i>	<i>3.7% (4% in 2024)</i>
<i>Full-time Employment/Retake</i>	<i>2.8% (1% in 2024)</i>

Most of the students who pursue degree programmes study at the Chinese University of Hong Kong, Hong Kong University of Science and Technology, Hong Kong Polytechnic University and City University of Hong Kong. They were admitted into an array of programmes especially in the domains of science, engineering and business administration.

## **(II) Non-Academic Performance**

The strategic growth during the 2024 – 2025 academic year was significant. The newly established Dr. Ho Pak Kin Sports Excellence Scholarships and Dr. Ho Pak Kin Outstanding Activity Award not only honor students for their achievements and commitment in athletic programs and extracurricular activities but also acknowledge their academic performance, promoting a well-rounded approach to their studies and various pursuits.

One of the major achievements was the leap to winning championships in debating, including the Division 2 Runner-up in the 2024 香港辯論超級聯賽 (Hong Kong Debate Super League) and 4th place in another inter-school competition. These accomplishments illustrate the development critical thinking, persuasive communication, and teamwork skills.

Furthermore, the school achieved a monumental breakthrough in mathematics and STEM, marking another major area of growth. This cohort dominated prestigious international stages, exemplified by winning 2 gold medals in the WMI World Mathematics Invitational and 3 golds in the Greater Bay Area Math Elite Cup. This success was powerfully complemented by a pivotal strategic achievement in STEM education. The school's standout accomplishments in this critical field were highlighted by winning the "Hong Kong Outstanding Education Award" and securing 22 medals at the HK STEM Student Competition 2025. These achievements demonstrate the school's successful focus on fostering skills such as innovation, technical proficiency, and interdisciplinary problem-solving.

Moreover, the school's investment in character and leadership yielded rewarding returns, as evidenced by groups like St. John Ambulance winning the Grand Champion title in a high-stakes First Aid

competition. This culture of leadership was further validated by the conferment of two 「潛質學生領袖」金獎 (Gold Awards for “Promising Student Leader”) and other district-level prestigious scholarships and volunteering awards, which honor competencies such as peer influence, motivation, effective communication, and leadership. These awards serve as a powerful testament to the school’s success in fostering the essential soft skills that define impactful leaders, far beyond academic excellence alone.

Additionally, this culture of excellence is holistic, as our sports teams demonstrated well-rounded development across a diverse range of disciplines. This strategic diversification into both individual and team sports highlights our commitment to nurturing athletic talent across various domains, ensuring that our student-athletes find their competitive niches and excel.

Another key achievement was found in Chinese History, Visual Arts, and content creation, with championship titles in these areas. This impressive feat speaks to the depth of student talent and effective program implementation.

To sum up, these significant achievements demonstrate the school’s successful evolution into a well-rounded, championship-caliber institution across a diverse range of disciplines, cultivating all-round students poised for leadership and future success.

For details of students’ non-academic performance, please refer to the appendix.

#### **(4) Overall General Comment**

S.K.H. Lui Ming Choi Secondary School is characterized by a profoundly caring and supportive environment, underpinned by exceptionally strong relationships among all stakeholders. This solid foundation has enabled the successful implementation of the Annual School Plan, resulting in significant achievements in fostering a respectful community, promoting student well-being, and delivering an outstanding career guidance programme that effectively empowers students for their future. The school's academic value-added performance is a particular strength, consistently exceeding expectations.

The main focus for the forthcoming development cycle is to channel this positive environment towards cultivating greater academic initiative and intrinsic motivation among students. Though students are respectful and compliant, data consistently indicates a need to enhance their ownership of learning, particularly in assignment punctuality and, most notably, engagement with reading. Addressing this difference between high teacher expectations and current student habits will be crucial for elevating the academic culture and enabling students to fully realize their potential. Hence, the school is well-positioned to build upon its considerable strengths in curriculum planning and relational harmony to meet this challenge proactively.

**(5) Financial Summary (Unaudited Account)**

A Summary of the income and expenditure for the year 2024 – 2025 is shown in the table below.

2024 – 2025	Income (\$)	Expenditure (\$)
<b>Balance B/F (Government Funds and School Funds)</b>		
<b>I. Government Funds</b>		
<b>(1) EOEBG Grant</b>		
<i>Total Deficit for the School Year: \$1,081,453.95</i>	7,785,106.44	8,866,560.39
<b>(2) Other Grants</b>		
<i>Total Surplus for the School Year: \$681,172.11</i>	54,530,385.61	53,849,213.50
<b>Accumulated Surplus as at the End of School Year</b>	<b>\$7,800,858.86</b>	
<i>(1) EOEBG Grant</i>	<i>\$4,058,554.85</i>	
<i>(2) Other Grants</i>	<i>\$3,742,304.01</i>	
<b>II. School Funds (General Funds)</b>	1,193,355.60	709,687.30
<i>Total Surplus for the School Year \$483,668.30</i>		
<b>Accumulated surplus as at the end of school year</b>	<b>\$3,142,058.83</b>	
<b>III. Quality Education Fund (QEF)</b>	39,050.00	9,920.00

## **(6) Extracts of Survey Results used in the Report**

- [1] Review of the Personal Electronic Device Usage Policy 24-25.docx (Receive the feedback from teacher via questionnaire, item 2.2, p.2)
- [2] Minutes of 2nd meeting of Chinese History Department 24-25.docx (item 3, p.2)
- [3] Evaluation Data for Annual School Plan in Science Department 2024-2025.docx (item 1, p.1)
- [4] Scheme of work of Little Makers Class 24-25.docx (S1, p.1; S2, p.15)
- [5] Evaluation of Career Education Committee 2024-2025.pdf (S2 Career & Life Planning Curriculum, S1 & S2 Career Planning Workshops, p.1)
- [6] Evaluation of Career Education Committee 2024-2025.pdf (S4 職涯能力工作坊, S4 Career Planning Programs, p.3)
- [7] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part F: Life Planning )
- [8] Report of Stakeholder Survey (Teachers' views about the school, Q.69: The teachers and students have a good relationship.)
- [9] Report of Stakeholder Survey (Teachers' views about the school, Q.67: The staff are on harmonious terms.)
- [10] Report of Stakeholder Survey (Teachers, Students and Parents' views about the school, Survey aspect: My views on school climate)
- [11] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part B: Breadth of Knowledge)
- [12] School KPM Report (KPM 7 : Percentage of lesson time for KLAs)
- [13] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part C: Language Proficiency)
- [14] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part E: Information Literacy)
- [15] Evaluation of Career Education Committee 2024-2025.pdf (S3 Elective Choice workshop, S3 Career Planning Programs, p.1)
- [16] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part A: National and Global Identity)
- [17] Evaluation of Annual School Plan of Assembly Committee 2024-2025.pdf (item 5, p.1)
- [18] 24-25 Program Plan\_Evaluation\_中國語文科.doc (item 4, p.3)
- [19] School KPM Report (KPM 25: Physical fitness performance)

- [20] 24-25 Program Plan\_Evaluation\_PE.doc (item 4, p.5)
- [21] Evaluation of Annual School Plan of Guidance committee 2024-2025.docx (Summary of Trends, p.2)
- [22] Report of Stakeholder Survey (Teachers' views about the school, Q.37: The school curriculum aligns with the following learning goals, part A: National and Global Identity)
- [23] Report of Stakeholder Survey (Teachers' views about the school, Q.34: The school has developed an ambience of professional exchange.)
- [24] Report of Stakeholder Survey (Teachers' views about the school, Q.69: The teachers and students have a good relationship.)
- [25] Report of Stakeholder Survey (Parents' views about the school, Q.10: The school helps my child develop good moral character.)
- [26] Report of Stakeholder Survey (Parents' views about the school, Q.12: The students respect their teachers.)
- [27] Report of Stakeholder Survey (Teachers' views about the school, Q.61: Students reflect on and improve their learning.)
- [28] Report of Stakeholder Survey (Students' views about the school, Q.7: I take an active role in learning inside and outside of the classroom.)
- [29] Report of Stakeholder Survey (Parents' views about the school, Q.2: My child takes the initiative to learn.)
- [30] Report of Stakeholder Survey (Teachers' views about the school, Q.55: My students take the initiative to learn.)
- [31] Report of Stakeholder Survey (Teachers' views about the school, Q.30: My students often complete learning tasks, including homework, seriously.)
- [32] Report of Stakeholder Survey (Teachers' views about the school, Q.59: My students like reading.)
- [33] Report of Stakeholder Survey (Students' views about the school, Q.12: I often read materials such as leisure reading materials and newspapers outside class.)
- [34] Report of Stakeholder Survey (Parents' views about the school, Q.5: My child likes reading.)

## (7) Appendix

### Highlights of Major Awards 2024 – 2025

#### Scholarships

Item		Award	No. of Awards
Sir Edward Youde Memorial Prize 2024 – 2025		Scholarship	2
Harvard Book Prize		Scholarship	3
2024 年香港島傑出學生選舉	初中組	香港島傑出學生	1
	高中組	香港島傑出學生	1
Hong Kong Sheng Kung Hui Welfare Council		Social Care Scholarship 2025	1
2024 年南區優秀青年嘉許計劃		南區優秀少年	3
		南區優秀青年	3
2024 南區「勇闖高峰」學生領袖培育計劃		「潛質學生領袖」金獎	2
		學生領袖榮譽證書	4

#### Core Subjects

##### Chinese

Item	Award	No. of Awards
「兩代情」徵文比賽	優異獎	17
「菁英盃」徵文比賽入圍賽	入圍證書	74
「菁英盃」徵文比賽現場作文初賽（香港賽區）	一等獎	1
	二等獎	4
	三等獎	1
「菁英盃」徵文比賽現場作文決賽（香港賽區）	二等獎	2
	三等獎	4
香港學校朗誦節（中文朗誦）	優良獎	8
	良好獎	6
第四十屆全港校際辯論比賽（星島日報主辦）	最佳辯論員	1
	最佳交互答問辯論員	2
太古城東區關愛隊主辦： 【社區盃】中學生辯論比賽	殿軍	1
	最佳辯論員	1
第二十一屆全港校際經濟辯論比賽	最佳辯論員	2
2024 香港辯論超級聯賽	乙組亞軍	1
	最佳辯論員	3

## English

Item	Award	No. of Awards
Hong Kong School Drama Festival	Commendable Overall Performance	1
	Outstanding Cooperation	1
	Outstanding Script	1
	Outstanding Director	1
	Outstanding Performer	4
Hong Kong Schools Speech Festival (English Speech)	Proficiency	9
	Merit	32

## Mathematics

Item	Award	No. of Awards
WMI 世界數學邀請賽 2025	金獎	2
	銀獎	1
	銅獎	7
粵港澳大灣區數學精英盃大賽 (香港賽區)	金獎	3
	銀獎	3
粵港澳大灣區數學競賽 (總決賽)	三等獎	2
「華夏盃」初賽 2025	二等獎	1
「大灣盃」初賽 2025	三等獎	1
「大灣盃」粵港澳大灣區數學競賽	三等獎	7
香港數理教育學會 2024 奇妙合 24	亞軍	1

## Elective Subjects

### Chinese History

Item	Award	No. of Awards
教育局課程發展處：想創中國歷史學生自學平台 「奪寶奇兵」自學獎勵計劃	積極參與獎	4
年度中國歷史人物 2024 專題研習報告比賽	冠軍	1
教育局：文明中華網上挑戰賽	中學組季軍	1
	積極參與學校獎	1
	十八區積極參與學校獎	1

## Visual Arts

Item	Award	No. of Awards
「慶祝中華人民共和國成立 75 周年 南區中小學繪畫比賽」	冠軍	1
	優異獎	6

## STEM Education

Item	Award	No. of Awards
HK STEAM Student Competition 2025	The Hong Kong Outstanding Education Award	1
	Honorary Gold Award	3
	Gold Award	3
	Silver Award	7
	Bronze Award	9
全港中學生人工智能問答比賽 2025	銀獎	1
端午節創意 Scratch 編程大賽 2025	亞軍	1

## Aesthetic Development

### Dance

Item	Award	No. of Awards
學校舞蹈節 群舞（爵士舞及街舞）	甲級獎	1

### Music

Item	Award	No. of Awards
Hong Kong Schools Music Festival (Erhu Solo – Advance)	Champion	1

### Arts

Item	Award	No. of Awards
全民國家安全教育 – 南區青年硬筆書法比賽	入圍獎	9

## Community Service

### Volunteering

Item	Award	No. of Awards
教育局公益少年團南區委員會	2025 年公益少年團傑出團員	1
	2024 – 2025 年度優秀團員	1
	2025 傑出團員新加坡交流團南區學生代表 表坡交流團南區學生代表	1

## Uniform Groups

Item	Award	No. of Awards
優秀升旗隊隊員比賽	優異升旗隊	1
香港升旗隊總會優秀升旗隊隊員比賽	優秀升旗隊隊員	1
香港升旗隊總會周年檢閱禮(旗隊比賽(中學組))	三等獎	1
香港聖約翰救傷隊少青團 - 港島及九龍分區	2024 支隊最佳隊員	1
香港聖約翰救傷隊少青團 - 個人急救學比賽 高級組(港島及九龍總區)	總冠軍	1
香港聖約翰救傷隊少青團隊際家居護理比賽	季軍	1
香港聖約翰救傷隊少青團隊際制服檢閱比賽	季軍	1

## Physical Development

Item	Award	No. of Awards
Inter-School Athletics Competition (Division Three Boys C Grade 100M)	Third	1
Inter-School Athletics Competition (Division Three Boys C Grade 200M)	Third	1
Inter-School Athletics Competition (Division Three Girls B Grade Javelin)	Third	1
Inter-School Badminton Competition (Division Three Girls A Grade) (Hong Kong Island)	Second	1
Inter-School Badminton Competition (Division Two Boys B Grade)	Third	1
Jockey Club Futsal Cup (School Division)	Second	1
	Most Valuable Player	1
第三屆袁氏盃(高中組)	第一名	1
	第二名	2
國慶 75 週年少青團 2024 年三人籃球賽	季軍	1
2025 校際美式桌球比賽(個人賽中學組)	第四名	1
BOCHK Indoor Rowing Cup 2024-2025	4th Place	1
2nd Inter-school Bowling Competition 2025	Champion	1
	Boys High Series	1

## Others

<b>Item</b>	<b>Award</b>	<b>No. of Awards</b>
教育局基本法大使延續奧運精神校本活動比賽	亞軍	1
教育局基本法大使積極籌辦校本活動獎選舉	積極籌辦校本活動獎	1
《憲法》和《基本法》學生校園大使培訓計劃	獲嘉許學生大使	10
PolyU Fun-tech Competition 2024/25 VR Video Creation Competition (Senior Category)	Senior Category, Champion	1
數碼宇宙守護者 IG Reels 創作比賽	高中組冠軍	1



*Leadership Motivation Caring*