



**Po Leung Kuk
Camões Tan Siu Lin Primary School**

**Annual School Report
2024-2025**

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(1) The Kuk's Spirit

<p>The Kuk's Spirit</p> <p>Mutual respect United effort Benevolence Charitable Gratefulness and Recognition</p> <p>Dedication to serving the community</p>	<p>Vision</p> <p>Children are nurtured. Youngsters are educated. Adults are supported to contribute. Elderly are cared for. The less fortunate are lightened with hope.</p> <p>Mission</p> <p>To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community</p> <p>Values</p> <table> <tr> <td>Fine traditions</td><td>Accommodate the current needs</td></tr> <tr> <td>People-oriented</td><td>Care and appreciation</td></tr> <tr> <td>Sound governance</td><td>Pragmatism and innovative</td></tr> <tr> <td>Integrity</td><td>Vigilance</td></tr> <tr> <td>Optimal use of resources</td><td>Cost-effectiveness</td></tr> <tr> <td>Professional team</td><td>Service with heart</td></tr> </table>	Fine traditions	Accommodate the current needs	People-oriented	Care and appreciation	Sound governance	Pragmatism and innovative	Integrity	Vigilance	Optimal use of resources	Cost-effectiveness	Professional team	Service with heart
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People-oriented	Care and appreciation												
Sound governance	Pragmatism and innovative												
Integrity	Vigilance												
Optimal use of resources	Cost-effectiveness												
Professional team	Service with heart												

(2) Our School

1. School Motto

Love, Respect, Diligence and Integrity (愛、敬、勤、誠).

2. Background

Po Leung Kuk Camões Tan Siu Lin Primary School was previously known as Portuguese Community Schools, Inc., Escola Camões. It was established in the 1950s by the Portuguese Community Education and Welfare Foundation Incorporated.

Since 1996, the School has been run by Po Leung Kuk - the leading charitable organization and fundraiser of Hong Kong founded in 1878. In line with the economic growth of Hong Kong society over the past decade, the service of Po Leung Kuk had evolved from initially helping the children and women into benefiting the well-being of local public as a whole. In reflecting and meeting the needs of our society, Po Leung Kuk has succeeded in providing quality education service for the public on a non-profit making basis.

The educational service of Po Leung Kuk places a strong focus on balanced learning - morality, intelligence, physical integrity, unity and aesthetics. The curriculum can respond quickly to the latest changes and developments locally and internationally, challenging the students to have an informed view of the current issues and events that affect our world. With such vision of flexibility in mind, in the school year 2000/2001, our school has become a pioneer Direct Subsidy Scheme (DSS) primary school in Hong Kong.

Like our sponsoring body, we have no political or religious persuasions in our schools. In the belief that everyone should be able to equally enjoy freedom of expression and religion, we allow that all schools of thought and all religions can co-exist in school with no discrimination or prejudice. Our students are actively encouraged to participate in volunteering work in order to foster a sense of social responsibility to the community.

3. School Facilities

Our school campus is comprised of three buildings (Main Building, Music Complex and Sports Complex) and four covered playgrounds. In the Main Building built in 1999, there are 32 conventional classrooms, a school hall, an art room, a computer room and sports climbing facilities. In the Music Complex built in 2007, there are two orchestra rehearsal rooms, two music rooms, seven piano rooms, an art room, a campus TV studio, a multi-media language centre, special rooms, a theatre and a library. The Sport Complex built in 2022 includes an all-weather indoor swimming pool and the Heart Space (a mindfulness room). All these facilities cater for the diverse needs of the school curriculum and the whole-person development of students.

4. School Vision & Mission

Education is about nurturing the whole child - our school embraces development of the child in the moral, intellectual, physical, social and aesthetic spheres. Developing children's potential to the fullest is an overriding aim of our school. Our school is committed to providing a caring, harmonious and stimulating environment where children are joyful and secure enough to be able to work to the best of their ability.

5. School Management

The School management is supervised by a board of Incorporated Management Committee (IMC) which includes members from sponsoring body (Po Leung Kuk), the Principal, teachers, parents, alumni and the public.

6. Class Organization

Po Leung Kuk Camões Tan Siu Lin Primary School is a whole day co-educational English primary school under the Direct Subsidy Scheme. There are 5 classes for each class level from P1 to P6, with a total of 30 classes and a total enrolment of 885 as of 30 September 2024. The maximum class size for P1 is 33. To cater for students' different learning needs, flexible teaching and learning strategies such as co-teaching and split classes are adopted for different subjects and class levels. In such cases, the class size may approximately range from 12 to 25 per lesson.

7. Percentage of Lesson Time for Key Learning Areas

Subject	No. of 35-minute Lessons per Week (School Year 2024-2025)
English	9
Chinese	7
Putonghua	2
Mathematics	7
General Studies	4
Music	2
Physical Education	2
Computer Studies	2
Visual Art	2
Third Languages - French/Japanese/Spanish (P.1-5) Basic French/Japanese/Spanish (P.6)	2
Personal Growth Education /Assemblies	1

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

● Major Concern 1: To strengthen student ownership of learning

Achievements

➤ To strengthen responsibility in learning

- Students' proper attitude towards their studies were successfully reinforced. CTV interviewed students from different class levels who said the programmes broadcast by CTV did help them develop a better learning attitude.
- According to the Discipline Campaign record, at least 80% of the classes achieved the Discipline Campaign Award. 70% of teachers evaluated agreed that this campaign could motivate students to behave better in lessons. 90% of teachers evaluated agreed that students liked this campaign. Students concentrated on their learning tasks and became more responsible in their learning.
- According to stakeholders' survey data, 80% of students agreed that they usually completed their learning tasks seriously. Moreover, they tried their best to solve their learning problems. Based on the Monthly Discipline Homework Record, more than 99% of students submitted homework on time every month. With teachers' reinforcement of the importance of self-discipline in homework submission and assignment book writing, students managed to develop better learning habits.
- P.5 and P.6 students used the online platform "Learning Fun" from the second term and were required to study sports knowledge before or after PE lessons. This reinforced students' preparation habits and accountability for learning. A written test was conducted at the end of the second term with over 80% of students scoring 80 marks or above.
- Project-based learning in General Studies included field trips to selected educational venues such as the Hong Kong Zoological and Botanical Garden and Eco Park. These outings allowed students to engage actively with real-world contexts and increased their sense of responsibility for their learning as they took on roles as guides and participants during these trips.
- The self-directed online Astronomy Award scheme was carried out for P.1 to P.6 students, with 18 online self-learning tasks. Over 80% of students participated and completed the tasks on their own timeline.
- Daily marks were tied to simple but clear responsibilities in Visual Arts: bringing an individual art bag and the required tools, following the lesson plan and completing work independently in class. Since students became more responsible, VA teachers used short routines and structured time at the end of lessons to help students finish on time and keep the workspace in good order.

➤ To empower students to learn with autonomy and motivation

- According to stakeholders' survey data, 83% of teachers and 77% of students thought students took initiative in learning respectively.
- All the students were asked to set a goal for the school year in the first PGE lesson in September. Their class teachers kept track of their progress through the school year and gave encouragement to them. Most of the students managed to achieve positive progress and received rewards as recognition.
- The BYOD (Gadget+) programme in P.5 and P.6 enabled students to use their own devices to learn at their own pace and interest. Mathematics implemented this programme in the second term of P.5 and the whole year of P.6. Students were motivated to use different Mathematics e-learning apps (for example, Geogebra, Plus Point and Google sheet, etc.) to

facilitate their learning and consolidation of abstract concepts. According to the records of the learning apps, students worked at their own pace on their own devices and showed strong self-motivation in class and online. Most of them chose to complete extension tasks without being asked. Besides, many students took on extra online practice at home and joined optional problem-solving tasks in class. Simple answer-checking tools helped them review the work on their own.

➤ **To boost satisfaction and confidence in learning**

- According to stakeholders' survey results, 90% of teachers and 70% of students agreed or strongly agreed that our students were confident in learning respectively.
- In order to create opportunities and allow flexibility in school work to cater students' interests, students were allowed to work on topics of their interests and present their ideas in a way that fit their learning styles and needs. Changes were made on at least one worksheet or project guideline in the major subjects. In Chinese, activities for middle and upper grades successfully challenged students' depth of thinking. For instance, P.4 students were required to collect idioms on their own and distinguish the positive and negative meanings. This inquiry-based learning approach effectively stimulated the students' interest and participation in learning. The P.5 activity on "two-part allegorical saying" combined autonomous learning with creativity. Students were no longer limited to traditional paper-and-pencil assignments. Instead, they were empowered to use formats such as drawings, short videos and skits to create and present their learning outcomes.
- Good works of students were displayed in classrooms, on the school campus or through the CTV to provide positive reinforcement and recognition to students. More than one-third of our students' quality work got displayed.
- The Appreciation Sticker Scheme was launched in classrooms to promote peer appreciation and learning. All students gave out or received appreciation stickers from peers.
- Participation in the Hong Kong Schools Music Festival, JSMA competition and School Annual Concert provided public platforms where students received awards (*see Appendix II*) and positive feedback, which also helped students feel proud of their progress and more confident in their learning.
- A Music Study Tour to Vienna was organized from 16 to 25 July 2025 with a participation of 40 music team members. Participants had a 4-day choral training with Maestro Johannes Mertl and gave a public performance. This valuable experience has strengthened students' skills and given a strong sense of achievement.
- Two English Home Reading Scheme booklets were used in English, one for P.1 to P.3 and the other one for P.4 to P.6. Students recorded what they had learnt through reading. This encouraged students to look up unfamiliar vocabulary items and set small goals, training their skills on information inquiry and understanding, which also normalised self-checking.
- The Sports Star Programme was to invite teachers and students to vote for team representatives who worked hard and showed a good attitude. This year, 921 teachers and students voted among 16 candidates. Being nominated and announced to the school gave students something to be proud of. The Programme recognized students' effort, which lifted their confidence and encouraged them to set goals and keep good habits.

Reflection

- Across subjects, students showed stronger habits of preparation, submission and self-review, and were more willing to attempt self-directed tasks. Their satisfaction and confidence grew when effort turned into visible outcomes, such as a performance, a finished product, a display or assessment feedback.
- Feedback from students and survey data indicated that they felt more engaged and accountable for their learning. The increased participation in discussions and activities in different subjects demonstrated a shift toward greater ownership in learning.

Feedback and Follow-up

- The need for continuous support and encouragement to maintain the momentum was recognized and we need to ensure that all students feel empowered to take charge of their learning experiences. Clear weekly checklists, short deadlines and in-class practices helped students stay on track.
- The School will continue to provide training for teachers on innovative teaching strategies that foster student autonomy and responsibility, ensuring they have the tools to support diverse learners effectively.
- On 4 December 2024, 73 teachers tried practical AI tools (including Poe, Gamma, DeepAI and Synthesia) to generate questions, rubrics, PowerPoints, images and videos. They were also taught how to countercheck if a student's written work was generated by AI and created some video sensing STEAM teaching activities with simple coding skills. These tools will be used more intentionally, so teachers can better support self-paced tasks and provide quick feedback, facilitating students' ability to plan, monitor, and reflect on their learning with greater independence.

● **Major Concern 2: To create a positive school culture**

Achievements

➤ **To foster a positive mindset and behaviour**

- Various school events and activities were organized to cultivate a positive and supportive school atmosphere. According to the stakeholders' survey results, teachers', students' and parents' perceptions of school climate scored 4.1, 4.1 and 4.4 respectively, which were very promising.
- Different proper values and attitudes were instilled in students. A School Regulations Q&A competition was held in the first term to strengthen students' understanding of school rules. Over 80% of teachers felt it raised students' awareness of school rules. A School Uniform Competition was also run as a clan event to promote neatness and self-management. All students participated and the close results across the five clans indicated that students maintained good tidiness overall. Together, these activities made expectations clear, encouraged responsible choices in daily routines, and supported a positive atmosphere in the school.
- The P.3 sweet corn growing scheme fostered values like responsibility and perseverance, with students self-evaluating their attitudes and earning value stickers for their performance.
- 14 P.5 and P.6 students were selected to serve as Student Ambassadors across the year. They received training in responsibility, communication and emotional management, then put these skills into daily service. For example, they conducted a simple self-management scheme in P.1 classes, checking assignment books, giving polite reminders and modelling classroom routines so younger students could meet expectations. They also promoted healthy lifestyle habits during the post-exam period. Through these roles, Student Ambassadors encouraged peer support.
- The topics of PGE were modified based on values such as empathy and perseverance. Themes of the civic talks and PGE lessons echoed the school year theme and the core values of the School. Various talks and sharing sessions were organized to address topics such as integrity, commitment and responsibility, which were well-received by both students and parents. Group activities such as the Caring Friends Workshop and Smart Kids Workshop helped students develop emotional control, interpersonal relationships, and problem-solving skills, helping students in building resilience and managing interpersonal challenges.
- A few parents' talks were organized to arouse parents' awareness on the importance of positive parenting. All the participants thought the talks were helpful.

➤ **To strengthen Values Education**

- 180 students were recognized as "Student of the Month". Students were chosen according to six different topics which echoed the values and attitudes delivered in Values Education programmes and Personal Growth Education lessons.
- This year, we joined the Jockey Club Financial Education Programme to raise P4 students' awareness of financial management. Through teaching financial knowledge, 8 topics were covered in 10 sessions across Mathematics, General Studies and PGE. Lessons focused on needs vs. wants, planning a simple budget, saving before spending, and making smart spending choices. Students practised self-control, set small saving goals and reflected on how spending choices shows priorities. A parent-child financial bazaar was held in August to enable students to put what they had learnt into practice.

- Different campaigns were arranged to address the needs of students during the school year, such as the Politeness Campaign. It drew high participation and raised awareness of appropriate conduct in daily interactions. An Anti-drug talk, a sex education seminar, and information and media literacy seminar were held to help students apply values and attitudes to real-life situations. A board game designed by our school was created for all the classes to play, which further enhanced students' awareness to the proper values suggested by the EDB.
- Thanksgiving 360° was held with the school year theme "My Growth Journey". Through the Pumpkin Roll Relay, corn sharing and good work appreciation, students expressed love and gratitude to teachers, parents and people around them. They also learned to name specific acts of kindness and respond with small actions in return. Thanksgiving 360° nurtured the core values of being thankful, appreciative, humble and grateful, and helped these attitudes show up in daily school life.

➤ **To enhance students' sense of national identity**

- According to the KPM data, the Q scores of national identity in most subscales were higher than those scores in the previous school year. This indicated that we were on the right track and the plans and strategies were effective.
- Different subjects, including Chinese, English, Mathematics, General Studies, Music and Visual Arts, implemented the National Education. The curriculum adopted a multi-pronged approach to enhance students' sense of belonging to our country and awareness of safeguarding national security through whole-school participation in lessons and activities.
- Through the teaching of classical poetry and writing composition, all students were enabled to engage with and identify traditional Chinese values. Their sense of national identity was further developed through expository essays about China's World Heritage sites.
- P.4 to P.6 students and some sports team members participated in the "冠軍進校園" activity. 15 elite athletes from Mainland China, including Olympic gold medalists and world champions visited the school to share their championship experiences and promote both physical and mental health to our students. The students were encouraged to strive for excellence in academics and athletics, and made students proud of the national athletes' achievements. They were deeply impressed by the resilient, responsible and positive attitudes of the athletes. Besides, they were inspired and learnt how to be more perseverant.
- Students participated in different competitions, such as the "全港學界國家安全常識挑戰賽", "有問有答《基本法》問答比賽" and "「一國兩制」及《基本法》標語創作比賽", to deepen their understanding of the history, culture and current development of our country, the Constitution, the Basic Law and national security.
- In addition to the National Flag Raising Ceremony and Speech under the National Flag, the School conducted the Constitution and Basic Law Student Ambassadors Training Scheme, and hosted a Chinese Cultural Talent Show. Display boards and video clips about National Day, Constitution Day, National Security Educational Day and HKSAR Establishment Day were shown to students as well to enhance their sense of national identity and equip students with knowledge of National Security, the Basic Law, and the Constitution as to nurture respect for the law and civic responsibility.
- The School took part in two EDB-organized Mainland exchange programmes that complemented our curriculum and shared the goal of deepening students' understanding of the country. A group of 30 students and 4 teachers joined the Mainland exchange programme for Junior Secondary and Upper Primary Students – "Wuhan and Chibi Historical, Cultural and Natural Science Exploration Tour." Through site visits and guided learning, students gained a closer view of Chinese history, heritage and scientific development.
- Separately, under the Thematic Mainland Exchange Programmes for Primary and Secondary School Students, our Constitution and Basic Law Ambassadors joined a Beijing tour with guided visits and thematic briefings that linked classroom learning to real contexts.

- We also organized a study tour to Dongguan to visit our sister school. We were warmly welcomed by the school as our students were given a chance to have lessons together with the students there. Teachers were invited to observe lessons and then had a professional exchange with the principal and the teachers of the school. Other than visiting the sister school, the tour participants visited some important national education sites such as 東深供水工程. All of them reflected that they had learnt more about our country and were proud of our country's achievements.

Reflection

- Overall, the school culture developed in a positive direction. Students showed a clearer sense of what is expected in daily routines and a stronger willingness to act with courtesy, responsibility and care.
- When values were taught in class and reinforced through simple practices, recognition, and shared events, students were more able to put them into action. The main challenges are time and consistency.

Feedback and Follow-up

- To keep the school culture moving in a positive direction, the School will strengthen home-school cooperation so that values taught at school are also practised at home. This year, parents participated in school activities such as watching Chinese Culture Day performances for National Day, and joining the parent-child day camp to learn about listening, obedience and tolerance together with their children.
- Next year, the School will hold more parent education talks and workshops so the School and families can work more closely. By aligning simple school routines with practical home habits, we aim to ease time pressure and improve consistency across classes and families, helping students keep courteous behaviour and make responsible choices every day.

(4) Student Performance

➤ Students' Academic Performance

Our students performed well in the internal assessments in 2024/2025. The result of SSPA was very satisfactory (Appendix I). Our School is not connected to any secondary schools. 83.2% of the P.6 students chose to take the offers from DSS secondary schools or succeeded in securing a place in the DP stage. Only 14.2% of the P.6 students joined the Central Allocation, 2.7% of them opted for international schools or studying overseas. 69% of them were allocated their first choice. After the post allocation stage, more than 64% of our students decided to take the DSS places as their final offers.

➤ Percentage of lesson time for KLAs (Primary 1 to Primary 6)

Subject	Percentage
Chinese Language Education	22.5%
English Language Education	22.5%
Mathematics Education	17.5%
General Studies Education	10%
Arts Education	5%
Physical Education	5%

➤ Students' Participation and Achievements in ECA

We always encourage our students to work hard and play hard. During 2024-2025, weekly ECA was conducted from Oct 2024. There were approximately 20 lessons for each ECA this school year. We provided different courses for students to cooperate and communicate with one another in order to build up a sense of team spirit. More than 90% of students were satisfied with the ECA classes. School team training was conducted for the whole year. Over 1800 awards were achieved in different open competitions this year.

Post-exam activities were conducted from 23 June to 11 July 2025. They included different competitions, Annual Concert, Art Exhibition, PTA Little Chef, STEAM activities, Olympism Carnival, magic show, art workshop and police talk, etc. Participation in these activities helped to strengthen student ownership of learning and empower them to learn with motivation, also to enhance their self-confidence, independence, teamwork and sportsmanship during their primary school life. We believe that these qualities are the key for success for their future. Evaluation from teachers reflected that students did enjoy the activities and the arrangements were fine.

➤ Students' Participation and Achievements in Inter-School & Open/International Competitions

In 2024/25, around 700 students participated in different open competitions, such as HK Schools Speech Festival, Music Festival, Asian English Usage Contest, etc. They received over 1800 awards, including 59 regional or international prizes outside Hong Kong, 1639 territorial awards and 145 district awards within Hong Kong. Most of them received at least 2 prizes. Highlights of Students' Award Lists attached are in Appendix II.

➤ **School teams/uniform groups/community service**

Students were encouraged to serve the School and community by engaging in diverse activities. They got a better understanding of the needs of others.

- (i) In 2024-25, there were a total of 60 school teams, including music, sports, visual arts, Tour Guides, Student MC Teams, etc.
- (ii) P.4 Happy Servers was organised by the Pastoral Care Team with the help of class teachers and the school social worker. All P.4 students did a distant voluntary service to celebrate Christmas with the elderly. They prepared goody bags with Christmas cards and gifts. Participation in these activities helped to promote students' active concern for the community and to foster positive values such as empathy, responsibility and accountability. P.4 students participated in volunteer services during the Personal Growth Education lessons as part of a classroom-based curriculum. Self-evaluation showed that service targets, teachers and students gave positive feedback.
- (iii) On 23 July 2025, over 189 of our students, accompanied by their parents, participated in the Po Leung Kuk Flag Selling Fundraising Day. Selling flags is a meaningful parent-child charitable activity. Children enjoyed the company, guidance and care of their parents when they sold flags on the street. At the same time, they also learnt how to ask for a request boldly. The most important thing was that they cultivated a caring heart about the disadvantaged in the community and understood that "it is more blessed to give than to receive". Participation in this meaningful activity helped to motivate students to take responsibility by fostering engagement.

➤ **Students' participation in school events/activities**

Allowing student input on events/activities planning, offering different ways to contribute and providing opportunities for students to take ownership of their learning experiences. It enabled students to assume more responsibility by actively taking the roles as performers, helpers and leaders in school events/activities such as Subject Weeks (English, Chinese, Third Languages & STEAM), Thanksgiving 360°, School Picnic, Christmas Party, Sports Day, Open Day, Art Exhibition, Graduation Camp and Annual Concert. Comments from teachers and students were good.

This year's Open Day, scheduled on 3 May 2025, was a resounding success. Over 13,000 visitors experienced the vibrant atmosphere of our campus. The event provided a platform for visitors to gain insight about our school through student work displays, fantastic performances and various fun activities, uniting teachers, parents, alumni and students in celebration.

Study tours to Mainland China were held this year as well as the Chinese Cultural Talent Show was arranged to deepen students' understanding of Chinese history and culture with a view to enhancing their sense of national identity. Comments from teachers and students were good. The students gained a deeper understanding of our Motherland that couldn't be replicated in a classroom.

The study tours to Mainland China were as follows:

- 30 students and 4 teachers participated in a study tour to Wuhan and Chibi (「同根同心」 - 香港初中及高小學生內地交流計劃: 武漢、赤壁歷史文化及自然科學探索之旅) from 31/3 to 3/4/2025.
- 31 students and 4 teachers participated in a study tour to Dongguan from 7/5 to 9/5/2025 to visit our Sister School.
- 97 P.6 students and 10 teachers participated in a one-day tour to Zhongshan and Zhuhai on 9/5/2025.

- 9 students and 1 teacher participated in a study tour to Beijing (中小學生主題式內地交流計劃北京歷史及傳統文化探索之旅) from 20/6 to 17/6/2025.

中華文化親子同樂日 was originally arranged on 11 July 2025. However, due to school suspension, the activity was cancelled. The School will continue to explore the opportunity to have relevant activities in the coming school year.

(5) Financial Summary

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2023/24 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	74.46%	N.A.
School Fees	N.A.	20.04%
Donations, if any	N.A.	N.A.
Other Income, if any	1.33%	4.17%
Total	75.79%	24.21%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	77.30%	
Operational Expenses (including those for Learning and Teaching)	13.68%	
Fee Remission / Scholarship ¹	2.04%	
Repairs and Maintenance	4.09%	
Depreciation	2.87%	
Miscellaneous	0.02%	
Total	100%	
Surplus for the School Year [#]	0.20 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	8.78 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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

Sports Complex (Consulting fee & cost of main contract) amounting to HK\$ 75,751,354.75

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

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "D" where appropriate).

SSPA Results 2024-2025 (updated on 1/9/2025)

Name of Secondary Schools 中學名稱	No. of student
BISHOP HALL JUBILEE SCHOOL 何明華會督銀禧中學	3
CCC MING KEI COLLEGE 中華基督教會銘基書院	1
CHEUNG CHUK SHAN COLLEGE 張祝珊英文中學	1
CREATIVE SECONDARY SCHOOL 啓思中學	1
DIOCESAN BOYS' SCHOOL 拔萃男書院	6
DIOCESAN GIRLS' SCHOOL 拔萃女書院	2
ECF SAINT TOO CANAAN COLLEGE 基督教中國佈道會聖道迦南書院	1
FUKIEN SECONDARY SCHOOL 福建中學	2
G.T. (ELLEN YEUNG) COLLEGE 優才（楊殷有娣）書院	3
GOOD HOPE SCHOOL 德望學校	7
HEEP YUNN SCHOOL 協恩中學	2
HKFYG LEE SHAU KEE COLLEGE 香港青年協會李兆基書院	2
HKMA DAVID LI KWOK PO COLLEGE 香港管理專業協會李國寶中學	7

HKUGA COLLEGE 港大同學會書院	7
LA SALLE COLLEGE 喇沙書院	4
LAM TAI FAI COLLEGE 林大輝中學	1
MARYMOUNT SECONDARY SCHOOL 瑪利曼中學	6
METHODIST COLLEGE 循道中學	1
PO LEUNG KUK NGAN PO LING COLLEGE 保良局顏寶鈴書院	2
QUEEN ELIZABETH SCHOOL 伊利沙伯中學	1
QUEEN'S COLLEGE 皇仁書院	1
SKH LAM WOO MEMORIAL SECONDARY SCHOOL 聖公會林護紀念中學	1
ST FRANCIS XAVIER'S COLLEGE 聖芳濟書院	2
ST JOSEPH'S COLLEGE 聖若瑟書院	6
ST MARGARET'S CO-EDU ENG SEC & PRI SCH 聖瑪加利男女英文中小學	6
ST MARY'S CANOSSIAN COLLEGE 嘉諾撒聖瑪利書院	2
ST PAUL'S CO-EDUCATIONAL COLLEGE 聖保羅男女中學	8
ST PAUL'S COLLEGE 聖保羅書院	1

ST PAUL'S CONVENT SCHOOL 聖保祿學校	2
ST STEPHEN'S COLLEGE 聖士提反書院	4
ST STEPHEN'S GIRLS' COLLEGE 聖士提反女子中學	1
STEWARDS POOI KEI COLLEGE 香港神託會培基書院	5
TRUE LIGHT GIRLS' COLLEGE 真光女書院	1
TSUNG TSIN CHRISTIAN ACADEMY 基督教崇真中學	1
UNITED CHRISTIAN COLLEGE (KOWLOON EAST) 滙基書院（東九龍）	1
WAH YAN COLLEGE, HONG KONG 香港華仁書院	2
WAH YAN COLLEGE, KOWLOON 華仁書院（九龍）	2
YING WA GIRLS' SCHOOL 英華女學校	1
YMCA OF HONG KONG CHRISTIAN COLLEGE 港青基信書院	2
YUEN LONG MERCHANTS ASSOCIATION SEC SCH 元朗商會中學	1
Others 其他 (直資/國際/海外學校)	3

Gist of Awards (2024-2025)

During the past year, our Camõesians have got a lot of awards in different spheres. We would like to share our joy with you with some of the highlights here.

English

- 76th Hong Kong Schools Speech Festival - 1st Place: 13 students / 2nd Place: 14 students / 3rd Place: 28 students
- Asian English Spelling Competition 2024-2025 (Golden Bee Cup) (Heat Event) – Gold Award: 2 students / Silver Award: 6 students / Bronze Award: 5 students
- Asian English Spelling Competition 2024-2025 (Golden Bee Cup) (Semi-final Event) – Silver Award: 4 students / Bronze Award: 4 students
- Asian English Spelling Competition 2024-2025 (Golden Bee Cup) (Final Event) – Gold Award: 1 student / Silver Award: 1 student / Bronze Award: 3 students
- Asian English Usage Contest 2025 (Arch Cup) (Heat Event) - Gold Award: 11 students / Silver Award: 11 students / Bronze Award: 11 students
- Asian English Usage Contest 2025 (Arch Cup) (Final Event) - Gold Award: 9 students / Silver Award: 10 students / Bronze Award: 7 students
- 2025 Canadian English Writing Competition (Arch Cup) Preliminary Competition - Gold Award: 8 students / Silver Award: 28 students / Bronze Award: 30 students
- 2025 Canadian English Writing Competition (Arch Cup) Semi-final Competition - Gold Award: 8 students / Silver Award: 27 students / Bronze Award: 15 students
- 2025 Canadian English Writing Competition (Arch Cup) Final Competition - Champion: 1 student / Gold Award: 6 students / Silver Award: 16 students / Bronze Award: 19 students
- 12th HKYPA Hong Kong International Speech and Public Speaking Competition – Gold Award: 1 student / 2nd Place: 2 students / Excellent Performance Award: 1 student
- 20th TPSYSS On-site Writing Competition – Outstanding Award: 1 student / Third Award: 1 student
- Pegasus Cup 2024-2025 Hong Kong English Writing Competition – Champion: 2 students / 1st Runner-up: 1 student
- The UPEP English Book Report Competition – 3rd Place : 1 student
- 4th WCACA Calligraphy Competition – 2nd Place: 1 student
- The 2nd Hong Kong English Speaking & Performing Contest cum English Benchmark International Collaborations 2024 – 2nd Place: 1 student / 2nd Class Award: 1 student / 3rd Class Award: 1 student
- Hong Kong Budding Poets (English) Award 2024/25 – Honorable Mention: 1 student

Chinese

- 第七十六屆香港學校朗誦節 - 冠軍: 1 個 / 亞軍: 7 個 / 季軍: 14 個，包括：
(普通話詩詞獨誦) - 亞軍: 4 個 / 季軍: 11 個
(粵語詩詞獨誦) - 冠軍: 1 個 / 亞軍: 2 個 / 季軍: 3 個
(粵語基督教經文朗誦) - 亞軍: 1 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (初賽) 24-25 – 一等獎: 5 個 / 二等獎: 14 個 / 三等獎: 21 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (決賽) 24-25 – 一等獎: 1 個 / 二等獎: 7 個 / 三等獎: 23 個
- 全國青少年語文知識大賽「菁英盃」現場作文 (總決賽) 24-25 – 一等獎: 5 個 / 二等獎: 7 個 / 三等獎: 6 個
- 第三屆「曉日春暉」兒童環境徵文及繪畫比賽 – 一等獎: 2 個 / 二等獎: 3 個 / 三等獎: 6 個
- 24-25 年度香港賽馬會社區資助計劃：美荷樓香港精神學習計劃「兩代情」徵文比賽 – 季軍: 2 個 / 優異獎: 13 個
- 第 56 屆 GAPS 普通話朗誦比賽 – 亞軍: 1 個
- 天馬盃 2024-2025 全港中英文寫作比賽 – 冠軍: 1 個

Mathematics

- 第十一屆全港小學數學挑戰賽決賽
個人賽金獎: 3 個
個人賽銀獎: 4 個
個人賽銅獎: 9 個
個人賽優異獎: 8 個
團體賽亞軍: 4 個
團體賽優異獎: 8 個
- 2025 香港小學數學精英選拔賽
數學競賽: 一等獎: 3 個
計算競賽: 一等獎: 1 個
總成績: 二等獎: 5 個
數學競賽: 二等獎: 4 個
總成績: 三等獎: 3 個
計算競賽: 三等獎: 6 個
隊際賽數學競賽: 優異獎: 6 個
- 2025 第三十二屆香港小學數學奧林匹克比賽
金獎: 17 個
銀獎: 26 個
銅獎: 20 個

學校優勝盃: 季軍: 21 個
學校優勝盃: 第五名: 22 個
學校優勝盃: 第十名: 19 個

- 2024 學而思盃全港數學奧林匹克精英挑戰賽
特等獎: 1 個
- 第三屆香港學而思計算王大賽
冠軍: 1 個
- 2024 第二十屆優數盃國際數學精英賽
特等獎: 1 個
- 2024 至 2025 年度第十八屆全港小學數學比賽（油尖旺區）
全場冠軍: 3 個
全場亞軍: 3 個
冠軍: 6 個
亞軍: 3 個
- 2025 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》暨 2025 亞洲國際數學奧林匹克公開賽初賽《AIMO OPEN》
金獎: 33 個
銀獎: 49 個
銅獎: 34 個
- 2025 亞洲國際數學奧林匹克公開賽(AIMO Open)晉級賽
金獎: 9 個
銀獎: 19 個
銅獎: 36 個
- 2025 亞洲國際數學奧林匹克公開賽(AIMO Open)決賽
金獎: 5 個
銀獎: 2 個
銅獎: 8 個
- 2025 亞洲國際數學奧林匹克公開賽（AIMO Open Contest）總決賽
金獎: 1 個
銀獎: 5 個
銅獎: 3 個
優異獎: 2 個
- 2024 至 2025 年度第十八屆全港小學數學比賽（油尖旺區）
金獎: 6 個
銀獎: 3 個

- 「華夏盃」全國數學奧林匹克邀請賽 2025(華南賽區)晉級賽
一等獎: 2 個
- 「華夏盃」全國數學奧林匹克邀請賽 2025 全國總決賽
一等獎: 2 個
- 粵港澳大灣區數學競賽選拔賽(大灣賽區)2025
一等獎: 1 個
- 粵港澳大灣區數學競賽全國總決賽 2025
一等獎: 2 個
- 第二十屆香港校際圍棋大賽
亞軍: 6 個
第八名: 3 個
- 第二十三屆香港業餘圍棋公開賽
團體冠軍: 13 個
個人 1-2 段組- 第一名: 1 個
個人 11-15 級組- 第一名: 1 個
個人 28-30 級組- 第四名: 1 個
個人 3-4 段組- 第六名: 1 個
個人 1-2 段組- 第九名: 1 個
個人 25-27 級組- 第九名: 1 個
個人 1-5 級組- 第十名: 1 個
- 2024-25 年度九龍區小學校際圍棋團體精英賽
全場最佳主將: 1 個
亞軍: 3 個
第八名: 3 個
第九名: 3 個
- 第七屆楊士海盃全港學界圍棋大賽
全場最佳團體獎: 21 個
小學團體精英獎: 21 個
初小組 - 第一名: 1 個 / 第二名: 1 個 / 第八名: 1 個 / 第九名: 1 個 / 第十三名: 1 個 / 第十九名: 1 個
青苗組 - 第二名: 1 個 / 第三名: 1 個 / 第四名: 1 個 / 第七名: 1 個
中小組 - 第四名: 1 個
低段組 - 第八名: 1 個

- 第十四屆小棋聖盃
團體冠軍: 21 個
中小組: 最佳女棋手: 1 個
中小組: 冠軍: 1 個 / 亞軍: 2 個 / 第四名: 1 個 / 第七名: 1 個 / 第十名: 1 個
初小組: 第四名: 1 個 / 第十二名: 1 個
高小組: 第七名: 1 個 / 第十四名: 1 個
- 棋廿三香港圍棋名人賽 2025
團體冠軍: 10 個
個人 21 至 24 級組: 冠軍: 1 個
個人 28 至 30 級組: 亞軍: 1 個
個人 1 至 5 級組: 季軍: 1 個
個人 11 至 15 級組: 第五名: 2 個
個人 1 至 2 段組: 第八名: 1 個
個人 3 至 4 段組: 第八名: 1 個
吃子王組: 銀獎: 1 個
- 第三屆 HKYCA 校際團體精英賽
冠軍: 3 個
亞軍: 3 個
季軍: 3 個
- 第二屆粵港青少年圍棋交流賽
第六名: 1 個
第八名: 1 個
- 2024-2025 全港小學生棋藝個人賽-圍棋
冠軍: 1 個
- 香港圍棋元旦盃 2025
冠軍: 1 個
- 2025 香港棋院盃圍棋公開賽
亞軍: 4 個
季軍: 2 個
- 中國泰國圍棋精英賽
1-3 段組: 第七名: 1 個
- 第 12 屆青少年德育勵進盃
團體銀獎: 6 個

冠軍: 1 個
第四名: 1 個
第六名: 1 個

- 2025 年「小碁王盃」圍棋精英賽 暨 圍棋青訓隊選拔賽
第五名: 1 個
- Thailand International Mathematical Olympiad Final Round 2024-2025
Bronze Award - 1 student
- Hong Kong International Mathematical Olympiad Final Round 2025
Gold Award – 1 student

General Studies

- 仁濟醫院第十一屆香港國際學生創新發明大賽
高小組 - 金獎: 4 個 / 銀獎: 2 個 / 銅獎: 2 個 / 優異獎: 1 個
初小組 - 越南特別獎 1 個 / 銅獎: 1 個
小發明家獎: 1 個
陳守仁基金會大獎: 1 個
優秀創新發明學校大獎: 1 個
傑出創新發明指導老師大獎: 1 個
- 第五屆「一生一發明創意設計大賽」
高小組- 創新設計盃: 1 個 / 創新發明學校大獎: 1 個
創新發明類 (高小組) - 金獎: 3 個 / 銀獎: 5 個 / 銅獎: 7 個 /
創新設計類 (低小組) - 金獎: 1 個
- 第二十七屆常識百搭小學 STEAM 探究展覽
高小組 - 優異獎: 1 個
- 全港小學 STEAM 創意科技大獎 2025
高小組 - 季軍: 3 個
高小組 - 最受歡迎作品獎: 3 個
- 暑期數理常識挑戰計劃 2024
高級組 - 優異獎: 1 個
初級組 - 優異獎: 1 個
- 第四屆全港青年 STEAM 比賽暨展覽(由 AI 到 SI) - 超視覺 AI 技能大賽
三等獎: 4 個

- 第十八屆認證有機農場比賽
最佳認證有機農場大獎 - 團體亞軍: 7 個
- The International Exhibition of Inventions of Geneva
Gold Medal: 1 student
- Hong Kong Science Fair 2024-2025
Merit Prize: 3 students

Music

- 77th Hong Kong Schools Music Festival – Champion: 4 students / Champion & Gold Award: 2 students / Gold Award: 3 students / 2nd Place: 9 students / 3rd Place: 17 students
- Hong Kong Joint School Music Competition 2024 – Gold Award: 2 students / Silver Award: 12 students
- Hong Kong Joint School Music Competition 2025 - Gold Award: 5 students / Silver Award: 5 students / Bronze Award: 1 student
- Joint School Music Competition 2024 - Gold Award: 1 student
- Joint School Music Competition 2025 - Gold Award: 105 students / Silver Award: 59 students
- The 12th Hong Kong International Youth Performance Arts Festival and Music Competition - Gold Award: 1 student / 1st Place: 1 student / 2nd Place: 4 students
- Hong Kong Inter-School Choral Festival 2025 - Silver Award: 99 students
- The 13th Hong Kong Golden Bauhinia International Youth Piano Competition 2024 – 2nd Place: 1 student
- International Arts And Culture Music Competition Final – Champion: 1 student
- 4th PREMIA International Young Artists Music Festival – 2nd Prize & Gold Award: 1 student / 3rd Place & Gold Award: 1 student
- The 16th Hong Kong Children and Youth Piano Contest – Silver Award: 2 students / Bronze Award: 2 students
- 第十二屆門德爾松國際鋼琴比賽亞太總決賽暨 2024 青島國際鋼琴邀請賽 – 金獎: 1 個
- 第五屆粵港澳大灣區青少年鋼琴大賽香港賽區 – 金獎: 1 個
- 第五屆粵港澳大灣區青少年鋼琴大賽全國總決賽 – 金獎: 1 個
- 葵青各界慶祝中華人民共和國成立七十五週年賀國慶音樂大賽 – 冠軍: 1 個

Visual Arts

- 「祖國的花朵」第四屆金紫荊盃全港兒童繪畫大賽 - 一等獎: 1 個 / 二等獎: 1 個 / 三等獎: 5 個 / 優異獎: 4 個
- 2024 全港學童聖誕填色大賽 - 金獎: 1 個 / 季軍: 1 個
- 2024 水上安全標語創作及平面設計比賽 - 亞軍: 2 個
- 2024 全港傑出視覺藝術學生獎 - 優異獎: 1 個
- 基本法宣傳大使填色比賽 2024 - 優異獎: 1 個

- 理大眼科視光學診所 四十週年【飛躍四十載：「睛」彩未來「理」想實現比賽】- 傑出作品獎: 2 個 / 優異獎: 2 個
- 《淫褻及不雅物品管制條例》口號創作及填色比賽 2024-25 - 傑出作品獎: 1 個 / 優異獎: 1 個

Sports

- Sham Shui Po District Age Group Athletic Meet 2024 – 2nd runner-up: : 1 student
- The 19th Po Leung Kuk Affiliated Primary Schools Athletics Meet - Champion: 2 students / 1st runner-up: 2 students / 2nd runner-up: 8 students / 3rd runner-up: 2 students
- 32nd IDTA Cup Open Championships - Champion: 4 students / 1st runner-up: 2 students / 2nd runner-up: 2 students / Merit: 4 students
- Keep Climbing Competition - Champion: 1 student
- Kwai Tsing District Sports Festival - Athletics Championships 2024 - Champion: 1 student
- Yuen Long District Age Group Athletic Meet 2024 - 2nd runner-up: 2 students / 3rd runner-up: 2 students
- Tuen Mun District Age Group Athletic Meet 2024 - 2nd runner-up: 1 student
- Tsuen Wan District Age Group Athletic Meet 2024 - 1st runner-up: 1 student
- 2024-2025 Kowloon South Area Inter-Primary Schools Futsal Competition - 3rd runner-up: 16 students / Outstanding Student Athletes Awards : 1 student
- IDTA TROPHY 2025 cum COPA Open Championships - Champion: 11 students / 1st runner-up: 2 students
- Nissin Demae Iccho Hong Kong Junior Tennis NOVICE Competition 2024 - Champion: 2 students
- Kowloon South Area Inter-Primary School Athletic Competition 2024-2025 - 1st runner-up: 2 students / Merit: 1 student
- 2024 Overall Individual Series Award TriKids Distance - 2nd runner-up: : 1 student
- 2024 Triathlons Series Award - 1st runner-up: 1 student
- 2024 Aquathlon Series Award - Champion: 1 student
- Eastern District Age Group Tennis Competition 2024 - 1st runner-up: 1 student
- 2025 Duathlon Series - Race 1 - 2nd runner-up: 1 student / 3rd runner-up: 1 student
- 2025 Duathlon Series - Race 2 - 2nd runner-up: 1 student / 4th runner-up: 1 student
- 2025 HKRSA Elite Championship - 1st runner-up: 2 students / 2nd runner-up: 2 students
- All Hong Kong Inter-Primary School Tennis Competition 2024-2025 - Overall 3rd Runner-up: 2 students / 3rd Runner-up: 1 student
- 2025 Francophone Football Competition - Best Player: 1 student / 2nd runner-up: 10 students
- Hong Kong Inter-school Mini tennis Competition (Kowloon District) 2025 - 1st runner-up: 1 student / 2nd runner-up: 1 student
- 2025 HKRSA Elite Championship - Champion: 1 student / Team All-Around 2nd Runner-up: 1 student / 2nd Runner-up: 1 student
- Eastern District Age Group Tennis Competition 2024 - 1st runner-up: 1 student
- District 18 (stage 49) Open Championships - Champion: 10 students / 1st runner-up: 7 students / 2nd runner-up: 3 students
- District 18 HK School Open Championships - Champion: 14 students / 1st runner-up: 10 students / 2nd runner-up: 2 students
- TCAA Athletics Championships 2025 - Round 3 - 1st runner-up: 1 student / 2nd runner-up: 1 student
- 1st Wong Tai Sin Trophy Greater Bay Area Open Championships - Champion: 4 students / 1st runner-up: 12 students / 2nd runner-up: 1 students / Merit: 2 students
- Asia Triathlon Sprint Championships Hong Kong 2025 - 2nd runner-up: 1 student / 3rd runner-up: 1 student
- Sai Kung District Age Group Tennis Competition - 1st runner-up: 1 student

- Yuen Long District Age Group Tennis Competition - 1st runner-up: 1 student
- 2025 Korea Open Rope Skipping Championship & Invitational - Champion: 4 students / Gold Grade: 2 students / Silver Grade: 4 students / Grade Grade: 3 students
- Yuen Long District Age Group Tennis Competition - 1st runner-up: 1 student
- 4 X 100M Invitation Relay of St. Margaret's Co-educational English Secondary & Primary School - 1st runner-up: 5 students
- Nissin Demae Iccho HK Jr. Novice 2024 (Comp 3) NT District - 2nd runner-up: 2 students
- Nissin Demae Iccho HK Jr. Novice 2024 (Comp 5) Kowloon District - 1st runner-up: 1 student
- WSSA 2025 World Sport Stacking Championships Competition - Champion: 1 student / 1st runner-up: 1 student / 2nd runner-up: 2 students
- Easy Sports Competition 2025 - Mini-tennis Competition - Champion: 2 students / 3rd runner-up: 1 student / Merit: 2 students
- 2025 CCH44 CUP - 2nd runner-up: 1 student
- 2025 Hong Kong Aquathlon Championships - Champion: 1 student
- Hong Kong Primary and Secondary School Aquathlon Championships 2025-26 - 1st Runner-up: 1 student
- 2025 Hong Kong Aquathlon Championships - 2nd runner-up: 1 student
- Hong Kong Boulder Tournament 2025 - 1st Runner-up: 1 student
- Po Leung Kuk 40th Anniversary Football Tournament - 1st Runner-up: 9 students / 3rd runner-up: 9 students
- 2024 小學聯校雜耍競技賽 - 冠軍: 2 個 / 亞軍: 1 個 / 季軍: 1 個
- 慶祝中華人民共和國成立 75 周年南區分齡網球比賽 2024 - 冠軍: 1 個
- 2024 EDELRID 杯 藍天攀岩青少年系列賽 - 亞軍: 1 個
- 2024 凱樂石全國攀岩希望之星系列賽 - 亞軍: 1 個
- 全港青少年攀石混合賽 2024 - 冠軍: 1 個
- 慶祝中華人民共和國成立 75 周年元朗區第三十九屆水運會 2024 - 冠軍: 1 個 / 季軍: 1 個
- 屯門盃分齡少年游泳賽 2024 - 亞軍: 1 個
- 禮賢會彭學高紀念中學 55 周年校慶陸運會 - 亞軍: 6 個 / 優異獎: 5 個
- 漢華盃小學籃球聯賽 2024-2025 三人籃球賽 - 冠軍: 5 個
- 2024 年度香港校際柔道錦標賽 - 季軍: 3 個
- 全運會&殘特奧會‘一年之約 主場出擊’— 北區三人籃球挑戰賽 - 亞軍: 3 個
- 香港青少年柔道錦標賽 - 冠軍: 1 個 / 亞軍: 1 個
- 仁愛堂跳繩比賽 - 冠軍: 2 個 / 亞軍: 2 個 / 季軍: 1 個
- 恒基全港學界武術比賽 2024 - 季軍: 2 個
- 全港分齡跳繩比賽 2024 (個人賽) - 冠軍: 1 個 / 亞軍: 2 個
- 恒基全港學界武術比賽 2024 - 銅獎 1 個
- 2024-2025 年度九龍南區小學校際游泳比賽 - 殿軍: 3 個
- 南區分齡網球比賽 2024 - 冠軍: 1 個
- 保良局田家炳千禧小學第十六屆劍擊邀請賽 - 全場總冠軍: 24 個 / 全場總亞軍: 25 個
冠軍: 6 個 / 亞軍: 7 個 / 季軍: 9 個
- 慶祝中華人民共和國 75 週年國慶游泳錦標賽 2024 - 亞軍: 1 個
- 慶祝中華人民共和國 75 週年國慶游泳錦標賽 2025 - 季軍: 1 個
- 粵港澳台扯鈴交流比賽 - 冠軍: 2 個 / 季軍: 2 個 / 優異獎: 3 個
- 龍城盃 2024 青少年及精英團體羽毛球賽 - 冠軍: 1 個
- 國慶盃柔道錦標賽 2024 - 季軍: 1 個
- 全港分齡跳繩比賽 2024(團體賽) - 季軍: 3 個
- 聯校盃 2025 團體賽 - 冠軍: 23 個 / 亞軍: 11 個 / 季軍: 23 個
- 聯校盃- 全港跳繩競速錦標賽 2025 (個人賽) - 冠軍: 20 個 / 亞軍: 14 個 / 季軍: 6 個

- 全港跳繩全能賽 2025 - 亞軍: 1 個
- 第二十一屆香港校際體育舞蹈公開賽(單人組) - 冠軍: 2 個 / 季軍: 1 個 / 殿軍: 1 個
- 新星復活盃青少年田徑錦標賽 - 季軍: 1 個
- 全港跳繩全能賽 2025 - 亞軍: 1 個 / 季軍: 1 個
- HKCP 全港中小學抱石賽 2025 - 亞軍: 1 個
- 香港抱石體驗賽 2025 - 亞軍: 1 個
- 學校運動推廣計劃 - 2025 運動攀登比賽 - 冠軍: 1 個 / 殿軍: 1 個
- 全港學界跳繩比賽 2025 (九龍區) - 冠軍: 2 個 / 殿軍: 3 個
- 無限盃跳繩比賽 2025 - 冠軍: 29 個 / 亞軍: 24 個 / 季軍: 13 個
- 2025 校際青少年柔道形邀請賽 - 季軍: 1 個
- 全港小型網球校際周年錦標賽 2025 - 冠軍: 10 個
- 小學雜藝聯校賽 - 冠軍: 1 個 / 優秀表演獎: 1 個
- 保良局屬下小學第二屆隊際劍擊賽 (花劍) - 團體總冠軍: 24 個 / 冠軍: 4 個 / 亞軍: 3 個 / 季軍: 17 個 / 殿軍: 11 個
- 第六十一屆學校舞蹈節 - 甲級獎: 2 個
- 保良局屬下小學第二十屆聯合水運會 - 季軍: 2 個
- 跳繩強心速度比賽 2025 - 冠軍: 20 個 / 亞軍: 18 個 / 季軍: 17 個
- 全港分區小學跳繩比賽 2025 - 冠軍: 17 個 / 亞軍: 13 個 / 季軍: 10 個
- JRM 跳繩比賽 2025 - 冠軍: 20 個 / 亞軍: 15 個 / 季軍: 27 個

Third Languages

- Hong Kong Spanish Open Competition - Winner: 2 students / 1st runner-up: 1 student
- The 14th Hong Kong French Speech Competition 2024 - 1st runner-up: 1 student / 2nd runner-up: 2 students

Others

- Harmony Scholarships Scheme 2024/25 - Scholarship: 1 student
- Yau Tsim Mong District Outstanding Student Award Scheme - Outstanding Student Award: 1 student
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2024-25 – Scholarship: 3 students
- Outstanding Ethnic Minority Student Award Scheme 2025 - Merit: 1 student
- Jessie Leung Memorial Shield Award - 3 students
- 香港特別行政區傑出小學生選舉 2025: 香港特別行政區 優秀小學生: 1 個
- 星島新聞集團《我要讚佢》「最值得表揚學生獎勵計劃」- 最值得表揚學生: 2 個
- 油尖旺區吳錦祥小狀元獎勵計劃 - 嘉許獎: 5 個

保良局陳守仁小學
學校接受捐贈項目記錄冊

2024 / 2025 學年：

編號	捐贈者/ 機構名稱	捐贈者/機構 與學校的關係	*捐贈項目的說明 及其價值	*捐贈項目是 否由校方向捐 贈者/機構提出	*接受捐贈項目 的日期	*捐贈項目 的用途	#學校必要 接受營辦商 /供應商捐 贈項目的原 因	校董會/法團校董會批准(校內檔案編 號及日期)	其後如何 處置捐贈@
1	本校學生、舊 生及家長	本校學生、舊 生及家長	陸運會親子接力比賽，共籌 HK\$ 191,917	是	2025 年 1 月	作學校發展 經費	不適用	已於 02/08/2025 由法團校董會傳閱 通過 (PLK/105/2024, 30/07/2025)	作學校發 展經費
2	本校學生、舊 生及家長	本校學生、舊 生	學校連帽衛衣及 T 恤，共籌 HK\$ 93,200	是	2025 年 3 月	作學校發展 經費	不適用	已於 02/08/2025 由法團校董會傳閱 通過 (PLK/106/2024, 30/07/2025)	作學校發 展經費
3	全城有機日 2025 參觀者	沒有	全城有機日 2025 設立攤位 售賣有機蔬菜及書籍，共籌 HK\$ 16,242	是	2025 年 3 月	作有機園圃 發展經費	不適用	已於 02/08/2025 由法團校董會傳閱 通過 (PLK/107/2024, 30/07/2025)	作有機園 圃發展經 費
4	開放日參觀者	開放日參觀者	開放日籌款活動，共 HK\$ 8,932	是	2025 年 5 月	作學校發展 經費	不適用	已於 07/08/2025 由法團校董會傳閱 通過 (PLK/108/2024, 30/07/2025)	作學校發 展經費
5	本校學生、舊 生及家長	本校學生、舊 生及家長	學校周年音樂會籌款活動， 共 HK\$ 274,110	是	2025 年 6 月	作學校發展 經費	不適用	已於 23/09/2025 由法團校董會傳閱 通過 (PLK/009/2025, 16/09/2025)	作學校發 展經費

本人謹此聲明本校接受上述捐贈時，已符合現行教育局就香港法例第 201 章《防止賄賂條例》所發出通告的有關規定。所有捐贈均不會導致學校的政府經常津貼項目有額外開支。本人亦已根據教育局通告第 10/2016 號，接受及處理上述捐贈。

註：* 捐贈包括以折扣或佣金形式給校方的饋贈。根據教育局通告第 10/2016 號，學校不得向營辦商/供應商索取捐贈或利益。

倘捐贈者為學校營辦商/供應商，此項必須填寫。

@ 註明所採購的貨品或服務及相關支出金額。

Po Leung Kuk Camões Tan Siu Lin Primary School**Report on Use of Capacity Enhancement Grant (2024-2025)**

Major Area(s) of Concern	Strategy	No. of Staff Members employed	Grant used	Evaluation
. To relieve teachers' workload	<ul style="list-style-type: none"> – To employ supply teachers on a need basis. – To employ teaching assistants: <ul style="list-style-type: none"> • to assist in preparing teaching materials • to provide administrative support to teachers • to assist in organising school events and activities for students 	20	HK\$ 749,857.49	Comments were generally positive. Most panel heads involved found that extra manpower could relieve the workload of teachers and they were satisfied with the additional supply teachers and teaching assistants employed.

保良局陳守仁小學
2024-2025 年度
姊妹學校交流報告書

內地姊妹學校名稱: 廣東省東莞市無痕教育集團石排鎮實驗小學（原名：石排鎮獨洲小學）

第一部分：交流活動詳情

項目 編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<p>兩校教師之專業交流</p> <p>日期：原定於五月開放日邀請石排實小師長來訪</p> <p>地點：陳守仁小學</p> <p>內容：雙方就各自的天文的課程設計理念、實踐現況展開交流</p>	<ul style="list-style-type: none"> ● 促進專業發展 ● 建立學習社群/推行教研 ● 擴闊視野 ● 建立友誼/聯繫 ● 商討兩校學生交流方向 	由於姐妹學校教師出境不易，加上要準備五月的開放課，最終對方未能訪港。	在溝通的過程中，加深了兩校之間的友誼，也增加了對國內行政文化的了解，並落實了今年實體交流的方向。

2.	兩校學生交流（實體） 日期：二零二五年五月七至九日 地點：石排鎮實驗小學 參與人員：周校長、4 位老師及 32 學生 內容：學生實地參與姐妹學校的課堂，在文化、科學天文和美術方面和當地學生一起學習與交流。	<ul style="list-style-type: none"> ● 增進對內地的認識和了解 ● 促進文化交流 ● 促進個人成長，提升自理能力 ● 增強語言/表達/溝通能力 ● 豐富學習經歷 ● 擴闊視野 ● 建立友誼 	對方邀請本校來年繼續參與科技節或開放課的活動。 師生對本次交流的回饋正面，大致能達到預期目標。來年可繼續此項目，或是邀請姐妹學校的學生來港。	<ul style="list-style-type: none"> ● 學生藉由實際參與當地的課堂及活動，增進了對內地教育、文化、現代建設等認識，提升對國家的歸屬感。 ● 入校活動時間較短，認識較膚淺，學生間未及建立穩固的友誼。建議未來加入兩校學生之間做筆友的活動，建立較長久、深入的友誼。 ● 評估 2025-2026 年度帶學生參與姐妹學校十二月舉辦的天文科技節活動的可行性。 ● 繼續與對方保持聯繫，商討更多元化的交流活動。
3.	兩校學生交流（線上，異地同課） 日期：原定一月七日 地點：雙方學校 參與人員：高年級約 30 個學生	<ul style="list-style-type: none"> ● 增進對內地的認識和了解 ● 促進文化交流 ● 增強語言/表達/溝通能力 ● 豐富學習經歷 ● 擴闊視野 	原定於一月七日舉行，後因一月十日對方將舉行期末考試而取消。	<ul style="list-style-type: none"> ● 與對方保持聯繫，商討下學年度是否舉辦此項活動。

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	師生參訪東莞市無痕教育集團石排鎮實驗小學	到訪內地姊妹學校團費(老師)	\$6,750	
		總計	\$6,750	
		津貼年度結餘	\$321,683	