



HKUGA Primary School

School Annual Report 2024/25

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港大同學會小學 HKUGA Primary School

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學校資料

校監 / 校管會主席	校長	法團校董會	校監和校董/官立學校學校管理委員會 (校管會) 主席和成員的培訓課程率	學校類別	學生性別	宗教
張肇俊博士	黃南宗先生	已成立	89%	自資 全日	男女	不適用
辦學團體	校訓	創校年份	教學語言		校車服務	學校佔地面積
香港大學崇基同學會教育基金會	明德惟志、格物惟勤	2002	中文 (包括：普通話) 及英文		校車	約4562平方米
一條龍中學		醫生室 / 校友會			家長教師會	
港大同學會書院		有			有	

2025/2026 學校全年收費

學費	堂費	家長教師會會費	非標準項目的核准收費	其他收費 / 費用
\$37,870 共分10期繳交*	-	\$100	-	-

學校設施

課室數目	操場數目	禮堂數目	圖書館數目	其他
24	2	2	1	天台花園、跑步徑、家長資源中心、多用迷場地等。
特別室				支援有特殊教育需要學生的設施
多媒體語言室、電腦室、常識室、視藝室、音樂室、舞蹈室、輔導室等。				暢通易達升降機、暢通易達洗手間及觸覺引路帶。

2024/2025 學年教師資料 (包括校長)

核准編制教師職位數目		-		全校教師總人數		59	
學歷及專業培訓 (佔全校教師人數%)				年資 (佔全校教師人數%)			
已接受師資培訓	學士	碩士、學士或以上	特殊教育培訓	0-4 年	5-9 年	10年或以上	
100%	100%	61%	34%	13%	13%	74%	

班級結構

		小一	小二	小三	小四	小五	小六	總數
2024/2025 學年	班數	4	4	4	4	4	4	24
2025/2026學年 (以教育局在2025年所批核的班級數目為準)	班數	-	-	-	-	-	-	-
班級教學模式		中、英、數均設輔導班，以協作教學、小組學習等多元教學模式照顧學習差異。						
備註								

學習評估

全年全科測驗次數(一年級)	0	全年全科考試次數(一年級)	0	制定週切的校本評估與課業政策，讓家長了解相關安排，並定期(每學年至少一次)蒐集教師、學生和家長的意見，以持續檢視和優化校本評估與課業政策	有	
全年全科測驗次數(二至六年級)	0	全年全科考試次數(二至六年級)	2			
小一上學期以多元化的進展性評估代替測驗及考試				有	將校本課業政策上載至學校網頁，讓公眾及持份者知悉	
將校本評估政策上載至學校網頁，讓公眾及持份者知悉				有		
多元學習評估 持續性評估 各科採用不同形式，如專題研習、口頭報告、自評、互評、家長評量、小一、小二不設考試，小三至小六每年兩次總結性評估。						
避免緊接在長假期後安排測驗，讓學生在假期有充分的休息				有	按校情靈活編排時間表，盡量在下午安排補修時段，讓學生能在教師指導下完成部分家課	有
分班安排	混合能力編班。					

學校生活

每週上學日數	每日一般上課節數	每節一般時間	一般上學時間	一般放學時間	午膳時間
5天	6	45分鐘	上午7.50	下午3.15	下午12.15 - 下午1.05
午膳安排	健康校園生活				
由指定供應商提供及由家長安排。	學校十分重視培養學生健康生活習慣，學校午膳選取健康食物及，使用環保餐具，此外亦鼓勵學生在小息時多做帶氧運動。				

*資料由學校編纂及提供，如欲進一步了解學校的設施，可致電向有關學校查詢。

校訂日期：2025年09月01日

全方位學習

英語朗誦、普通話朗誦、普通話才藝、創意科技工程、科學探究、綠色小先鋒、音樂園、花藝園、合唱團、編球、網球、籃球、劍擊、乒乓球、游泳、足球、花式跳繩、武術、爵士舞、書畫、日語等。

辦學宗旨

1. 培育「活潑、好學、思辨、創新」的學生。
2. 發展有理想、高愛心、高水平、具創意的專業教師隊伍。
3. 提供優質的新教育模式。

學校特色

學校管理

學校管理架構：

本校由香港大學專業同學會教育基金會創立，「基會」目標為促進香港優質教育的發展。

法團校董會／學校管理委員會／校董會：

法團校董會於2006年成立，除當選國際委任的成員外，亦包括獨立校董、家長代表、教師代表。

環保政策：

制定校園環保政策及推行相關活動，致力推行可持續發展之7Rs環保理念，培養學生、家長及教職員惜物減廢之環保意識和實踐可持續之綠色生活態度。

學校關注事項：

2024/25年度主題為「Start with Me, Star with Me」，詳情請參考本校園覽。

教學規劃

學習和教學策略：

著重多元發展，主要學科集中於上午，下午為單元課程及逾50項延伸學習活動，課程廣闊而均衡，配合合作／探究學習，達至全人發展，設課程統籌，安排全方位學習活動，引導同學探究。

小學教育課程更新重點的發展：

加強價值觀教育、豐富全方位學習經歷，促進全人發展、培養學生媒體和資訊素養。

共通能力的培養：

透過各科培養學生溝通、協作、評鑑、創新等各項共通能力。

正確價值觀、態度及行為的培養：

學校重視學生全人發展，我們透過多元策略，如：班級經營、成長課、周會和全校性活動等來推動「正向教育」。

學生支援

全校參與照顧學生的多樣性：

有系統地辨識需要額外支援的同學，班主任與級統籌和輔導老師緊密聯繫，討論同學成長步伐，提供適切支援。

全校參與模式融合教育：

為有特殊教育需要的學生提供教學及評估調適、輔導小組、社交訓練小組、校本言語治療服務等。

非華語學生的教育支援：

本校為新移民非華語學生提供額外支援，幫助他們學習中文，提供課後中文學習支援，安排粵中中文教學模式（例如按需要抽離學習、分組／小組學習等），舉辦共融校園活動，及本校全部年級全面（即所有班別／組別）實施普教中，按需要提供額外支援（例如抽離／小組學習、拼音教材等）。

課程調整及調適措施：

為有需要同學增設課程或調適評估，回應他們學習上的困難。

家校合作及校園

家校合作：

視家長為夥伴，搭建橋樑，促使家長積極參與學校活動，另由全體家長選出法團校董會家長委員及候補委員，落實校本管理。

校園：

著重培養和增進師生關係及提升同學對學校歸屬感，措施包括適應週、班級經營、推行關愛文化，如好學兄好學姊計劃及愛心小天使計劃等。

未來發展

學校發展計劃：

1. 重視價值觀教育和服務文化，促進學生全面發展。
2. 促進學生主動性塑造自己的生活並為他人的生活做出貢獻。

教師專業培訓及發展：

配合教育趨勢及時代需要，藉教研以及一系列互相扣連的發展活動，培訓專業教師團隊，適時引入外間資源，鼓勵專業交流，帶領教育的新發展。

學費減免

本校設有學費全免或減免3/4、1/2、1/4學費，有需要的學生（包括來自綜援家庭的學生及領取在職家庭及學生資助事務處財政資助的學生）可提出申請學費減免。

・ 學生可於開學後的2個星期內遞交申請，其申請結果會在2個月內公布。

・ 本校學費減免計劃詳情包括家庭入息原額，請瀏覽網上版的超連結。

其他

本校按照全人發展的辦學原則，鼓勵學生發揮其潛能，設有不同領域的獎學金給予表現優異之學生。此外，本校亦會推薦及提供獎學金支援學生參與特別的課程。

附註：新學費減免有待批核，去年（2024-2025）批核學費（年費）：\$35,830

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

Major Concern 1:

Fostering a holistic development of students through emphasis on values education and a culture of service.

- 1.1 To create learning experiences for students through embedding Positive Education and values education at class, year and school level.
- 1.2 To provide opportunities for students to serve others in a variety of contexts.
- 1.3 To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.
- 1.4 To collaborate with parents to achieve understanding, support and achievement of collective well-being.

Achievements

Survey data from the entire school community indicates that the Moral and Civic Education (MCE) plan was met with strong approval. The integrated strategy of whole-school, year-level and the cross-year level activities such as the "Wellbeing Day", complemented by individual support, was especially successful in especially instilling the focused values and character strengths: Responsibility, Self-regulation, Diligence, Commitment, Caring, Empathy, Respect for others, Integrity, Law-abidingness and Perseverance.

This positive outcome was driven by the effective collaboration of the MCE sub-committees, which worked both independently and in unison to advance values and character strengths. The above highlighted the relevant data corresponding to the above subheadings.

For Students:

- To create learning experiences for students through embedding Positive Education and values education at class, year and school level.
- To provide opportunities for students to serve others in a variety of contexts.

From APASO:

- ✓ 93.1% enjoy school life.
- ✓ 94.3% agree that they have a positive relationship with the teachers.
- ✓ 85.8% have a strong sense of belonging.
- ✓ 84.8% do not feel lonely in school.
- ✓ 92.2% uphold teamwork.
- ✓ 95.9% will gain satisfaction from working hard.

School-based Survey:

- ✓ 95.7% of students agree that the messages in Morning Sharing were able to enhance their understanding of different values & skills.
- ✓ 91.1% of students agree that the Wellbeing Day allowed them to learn how to cooperate with others and express their emotions and helped them to understand the importance of mental health.

Stakeholders' Survey:

- ✓ 88.5% love their school.
- ✓ 86.1% feel the teachers can provide them with support and encouragement.

For Teachers:

- To build teachers' capacity through a series of comprehensive and well-scaffolded professional development activities.

School-based Survey:

- ✓ 100% agree that the focused values have been effectively promoted during Morning Sharing, Assemblies, PSE lessons and other MCE activities.
- ✓ 91.7% agree that the school-wide competitions held this year (e.g. homework submission, cleanliness, and lining up) could enhance students' awareness of the corresponding areas.

Stakeholders' Survey:

- ✓ 84.3% agree that the school has organized professional development activities in line with school and students' development needs.
- ✓ 70.1% feel that professional development activities effectively support their daily work.
- ✓ 80.7% agree that student support addresses the different needs of the students.
- ✓ 82.5% agree that the school actively collaborates with other KLAs to support the development of values education.
- ✓ 84.2% agree that the school uses the collected data effectively to evaluate current practices and make plans.

For Parents:

Parent volunteers were integral to the success of our Wellbeing Day. More than 80 parents generously contributed their time and energy by facilitating a variety of activities, including running game booths, creating illustrated books, leading art workshops, and guiding an immersive mindfulness experience. The school's involvement and inclusion of parents in various events encouraged effective collaboration and open communication, which has resulted in the following results:

Stakeholders' Survey:

- ✓ 94% agree that their child love their school.
- ✓ 94.8% are happy to have their child study in this school.
- ✓ 94.8% say that there are different channels to communicate with the school.
- ✓ 92.2% agree that the school has strived hard to acquire strong moral values.

Reflection

The school's current focus on Values and Positive Education, reinforced through consistent routines and a well-received framework of whole-school activities, has proven highly effective in fostering a positive and supportive learning environment. Survey data from students, parents, and teachers confirms the successful cultivation of key character strengths/values and well-being. To build upon this strong foundation, the next phase of our development will strategically enhance a tiered approach addressing the different needs, maturity and experience of the student, teacher and parent bodies. For instance, this will involve designing a more structured and progressive approach to service-learning, ensuring students have meaningful opportunities to apply their values, such as self-regulation and responsibility, in practical, outward-facing actions that benefit both the school and the wider community.

Feedback and Follow-up

Building on the successful implementation of our Values and Positive Education framework, our forward strategy will introduce a more structured, tiered approach to consolidate students' understanding and application of these principles, particularly in the areas of self-regulation and personal discipline.

In addition, this approach is also applicable to the professional development and support of newly joined teachers. This multi-level system will provide differentiated support, ensuring all students and teachers develop the core competencies to understand the key essence of the student development program in HKUGA whilst enabling the student and teacher leaders to promulgate their knowledge and skills.

To further embed this culture, we will create expanded opportunities for student and teacher leaders to develop and practise their skills. By empowering student ambassadors to model positive behaviors, lead peer-initiated activities, and mentor younger students, we aim to foster a sustainable community where positive conduct and leadership are promoted by members of the student body. Meanwhile, a strong mentorship program for teachers will ensure the sustainability of the core values and strength of the school.

Major Concern 2:

Promoting student agency for shaping their own lives and contributing to the lives of others.

2.1 To enhance development of literacy & numeracy with curriculum renewal.

2.2 To create a learning environment where students with different learning needs can learn meaningfully and effectively.

2.3 To develop student transformative competencies to strive for excellence or betterment.

2.4 To equip students with information literacy to live in a digitalized community.

Achievements

In response to various strategies outlined in the annual plan, the following observations were made.

- To implement the selected skills from the IL framework in category 1-3 to develop the generic skills of students in daily learning and teaching
 - ✓ To enable the comprehensive penetration of IL framework in GS, ICT, library lessons and other subjects, 3 core IL skills were selected for HKUGAPS: Citation, identify and locate the key words and aware of the presence of perspectives. Briefing, workshops were conducted for all teachers to deliver them in a whole school approach throughout the year.
 - ✓ From the reports of subjects and collection of student work including project work and daily homework, students could do citation and locate key words. The method of recording the citation can be enhanced to make it more effective. Students can further develop AI literacy in senior forms based on the solid foundation of IL. From the subjects' survey, 70% - nearly 100% of students agreed that they can handle the above-mentioned core IL elements.
 - ✓ From APASO, around 7% of students' screen time in weekend was higher than 7 hours. A charter of using electronic devices will be launched next academic year to provide a better guidance for parents to follow.
- To provide graded tasks in different subjects for P.3-P.6 students according to their needs.
 - ✓ Nearly all P.3-P.6 students had tried the advanced task based on the self-evaluation of their learning performance. Around 80% of them agree that the tasks were challenging enough. More than 90% of students agree that the consolidation tasks can support their learning.
- To review the data collected from internal and external assessment to evaluate the strength and weaknesses of students
 - ✓ Chinese, English, Mathematics had a comprehensive review on the external data

including TSA, P.5 ICAS to evaluate students' learning on basic competences and high order thinking skills. For the internal assessment, Chinese and Mathematics start the trial programme on tracking students with declining performance to follow up. To facilitate this, all teachers received targeted training and support through staff meetings, professional development workshops with experts, and ongoing follow-up sessions at the year level. Subsequently, teachers collaborated to develop and prepare learning materials tailored to address the needs identified through students' self-evaluations.

- ✓ In senior forms, students were provided with detailed feedback on core subjects in summative assessment and the new implement e-assessment (kind of formative assessment). This included the mean score and the overall performance of individual questions by visualizing graphics. With this information, students could more effectively evaluate their own performance and engage in self-regulated learning (SRL). Over 90% of students agree that these practices were beneficial, as they helped identify their learning needs and plan their next step, ultimately enhance their learning outcomes.
- To centralize and expand the method of collection of data about student performance, In addition, a talent pool is set up using the data collected in P.4.
 - ✓ A STEAM talent had been successfully set up for P.4 and it made the school complete the talent pool for all key learning areas.
- To construct and implement the framework of integration between ABLE in KLAs from P.4-P.6
 - ✓ The ABLE framework has been successfully established with integrated cross-curricular (KLA) links and has received satisfactory feedback from students, teachers, and parents.
 - ✓ The programme is tailored to each year-level: P.4 ABLE focused on survival skills, while P.5 ABLE emphasized an appreciation for the beauty of nature and experience on a long trail. The signature P.6 ABLE event is the Walkathon, which exemplifies an excellent partnership between HKUGAPS, HKUGAC, and the sponsoring body. This proudly launched activity requires students to set a long-term goal and demonstrate the perseverance needed to meet a minimum fitness standard to participate in the full-scale event.
 - ✓ All ABLE activities were integrated with assigned KLA learning tasks and class-building activities led by class teachers. These initiatives have received high recognition from all stakeholders. According to survey results, P.4 and P.6 activities received 90% satisfactory feedback regarding teacher planning, activity design, KLA integration, and awareness of nature. While slightly lower, P.5 feedback still met our

target objectives.

- To enable all HKUGAPS students to experience the elected core SDGs elements via E1
 - ✓ An E1 UGA pioneers has been launched for all P.5 students and E1 UGA ChangeMaker has been launched for a class of P.6 students who took the interactive activities. Students strongly agree that both programs successfully integrate knowledge about the Sustainable Development Goals (SDGs). UGA ChangeMaker, which consists of 24 P.6 students this year, is recognized as a group graduation project. Participants work with a mentor throughout the year to design a product that addresses the needs of a group facing specific challenges. The presentation of their projects has become a signature event in the graduation ceremony.

Reflection

Based on the above data and observations, these are the reflections for the various strategies.

Continue with current effective practices for the following:

- To review the data collected from internal and external assessment to evaluate the strength and weaknesses of students
- To construct and implement the framework of integration between ABLE in KLAs from P.4-P.6
- To enable all HKUGA students to experience the elected core SDGs elements via E1

Whilst further refinement and focused work will happen in these areas:

- To provide graded tasks in different subjects for P.3-P.6 students according to their needs.
 - ✓ After reviewing the students' work and students' comments, it can be concluded that the advanced tasks basically meet the designing objective, they are challenging and some of them can be further livened up to enhance the learning interest of students.
- To implement the selected skills from the IL framework in category 1-3 to develop the generic skills of students in daily learning and teaching
 - ✓ From the collection of GS and English work, students in senior forms were able to recognize the perspective from the author and understand the information and the underlying belief of the author.
- To centralize and expand the method of collection of data about student performance. In addition, a talent pool is set up using the data collected in P.4.
 - ✓ To centralize the previously separate KLA talent pools, a new data platform, WebSAMS, will be launched in the 2025-26 school year.

Feedback and Follow-up

The following measures will take place in 2025-2026 s.y. as a follow-up to the above:

- To implement the selected skills from the IL framework in category 1-3 to develop the generic skills of students in daily learning and teaching
 - ✓ The activity of doing citation and locating key words will be further refined as students have already acquired other basic IL.
- To provide graded tasks in different subjects for P.3-P.6 students according to their needs.
 - ✓ Subjects will further refine it in the subject co-planning meeting.
- To centralize and expand the method of collection of data about student performance. In addition, a talent pool is set up using the data collected in P.4.
 - ✓ All essential historical data has been migrated to the system. WebSAMS will now undergo testing for its core functions, which include generating report cards, recording student achievements, and forming the centralized talent pool.
- To construct and implement the framework of integration between ABLE in KLAs from P.4-P.6
 - ✓ The ABLE framework will continue to undergo refinement as it grows into a signature programme of HKUGAPS in the coming years.
- To enable all HKUGA students to experience the elected core SDGs elements via E1
 - In future, the programme will be continuously refined by incorporating more commercial concepts and information on the latest technologies to broaden students' perspectives.

(3) Student Performance

Our students have participated in various inter-school, territory-wide and international activities during the year. Their performances were impressive and numerous awards were gained. Highlights of the student achievement and performance are as below.

2. Student Performance and Achievement

中文

香港學校音樂及朗誦協會 普通話男女合誦
小學五、六年級組別 亞軍

東區學校聯絡委員會主辦 東區學校演講比賽
小學普通話組 全場總冠軍 5A(19)王思清
小學普通話組 冠軍 5A(19)王思清 5A(25)胡正泓
季軍 5B(5) 何文瀚 5C(28)楊詩韻

香港中華文化發展聯合會 周有光盃普通話說講朗誦及拼音比賽 2024/25 學年
講故事比賽(中小組) 銀獎 5B(5) 何文瀚

中國語文現代化學會、中國傳統文化促進會、中國青少年語言文化學會、中國青少年素質教育發展中心
2024-2025 年全國青少年語文知識大賽「菁英盃」現場作文決賽（香港賽區）
小學三至四年級 二等獎 5B(5) 何文瀚

GAPSK 普通話朗誦比賽執行委員會、北京大學語文教育研究所
第五十四屆 GAPSK 全港普通話朗誦比賽
P.3-P.4/小學組：自選誦材 亞軍 5B(5) 何文瀚

新市鎮文化教育協會主辦 語文教育及研究常務委員會（語常會）支持及語文基金撥款
香港特別行政區政府教育局、康樂及文化事務署香港公共圖書館協辦
第二十七屆全港中小學普通話演講比賽 2025
中小組（小學三至四年級） 優異星獎 4A(20) 薛偉霖 4C(5)張可柔 4C(26) 黃心諾

English

Hong Kong Schools Music and Speech Association
Solo Verse Speaking
Non-Open - Primary 1 and 2 – Girls 1st Place 2B(22) Sin Chung Nag, Andrea
Non-Open - Primary 5 – Boys 1st Place 5D(4) Cheng Ho Hin

數學

新會商會陳白沙紀念中學 2024 小學魔力橋邀請賽

小學組 全場總冠軍
個人賽冠軍 5A(28)邱日希
個人賽季軍 5D(28)王彥博

香港理工大學應用數學系 SNC 國際數學能力測試

小學組 優異
3C(24)齊昱霖 3C(26)田一苙 3D(8) 鄉柏熙 3D(24)田一芯
5A(19)王思清 5A(21)王樂謙 5B(11)李宗霖 5C(24)王韜傑
5D(8) 張逸馳 5D(14)梁芷悠 5D(17)吳哲昕 5D(20)孫若谷
5D(25)湯玥兒

以上同學將會在暑假參與由香港理工大學應用數學系舉辦的數學資優教育課程。

2024-25 第十八屆全港小學數學比賽(東區)

小學組 銅獎
6A(21)孫博文 6A(24)徐朗晞 6A(1) 敖樂之
小學組 優異獎
6A(27)黃雅賢 6D(10)梁皓一 6B(6) 張鎧迪
5C(12)林殷希 5D(25)湯玥兒 5A(19)王思清

2024-25 香港小學數學精英選拔賽

小學組三等獎 6B(18)顏駿然

2024-25 全港青少年數學挑戰賽

小學組 團體季軍

個人獎

小三組 3A(8)江雋堯 金獎 3D(23)譚泓升 銀獎 3B(18)吳日晞 銅獎
小四組 4A(6)鄭哲昀 銀獎 4D(7)方一瑾 銀獎 4B(4) 周卓翹 銅獎
小五組 5D(12)劉正灝 銅獎
小六組 6B(26)張鎧迪 金獎、個人總冠軍 6A(24)徐朗晞 銀獎 6B(4)陳炬熹 銅獎

常識、STEAM 及資訊科技

香港教育城 暑期數理常識挑戰計劃 2024

小學二年級 優異獎 3A(8)江雋堯
小學四年級 優異獎 5B(5)何文瀚

亞洲科創藝術教育協會及香港國際生物科技論壇暨展覽合辦

首屆香港學界生物創科 STEAM 教育精英大獎

香港傑出 STEAM 學生大獎 2B(3)嚴僖潼 4C(27)黃一晞

香港中聯辦教育部、深圳市科學技術協會及智創名片有限公司合辦

2024 深港澳青少年人工智能大賽

AI 智驅車競速賽：

二等獎 6A(21)孫博文 6B(14)林千瑜 6C(17)吳嘉珩 6D(27)張欣陽
三等獎 6B(17)麥楓 6C(19)曾律賢 6C(13)李沅謙

Nerdy Derby 小車(香港區域賽)：

一等獎 4A(21)唐心悅
二等獎 4A(25)楊云翕
三等獎 4D(7) 方一瑾 4D(11)關柏思

香港新一代文化協會及香港資優教育學苑合辦 創科及航天學生培育計劃
優秀學員證書 6B(9) 許柏森

香港城市大學工學院及 Winstars 合辦 Universal Robotics Challenge 2024
初小組 季軍 3B(3) 鄭皓朗 2C(11)郭睿希 1D(21)曾焯楠
初小組 一等獎 2B(19)宋浚然 2C(4) 陳琛朗 2C(22)王靖 2C(24)黃梓煊 1C(7) 張博禮
初小組 二等獎 1A(5) 陳昱成 1A(15)林宏歡 1B(4) 全安宇 1D(26)邱靖謙 1D(27)楊庭寧
高小組 二等獎 4B(2) 陳力僑 4B(14)梁峻熙 4B(20)鄧淮謙 6A(6) 周翹正
最佳團隊精神大獎 2B(19)宋浚然 2C(4)陳琛朗 2C(22)王靖 2C(24)黃梓煊 1C(7) 張博禮

嚙色園主辦可觀自然教育中心暨天文館、長春社合辦 第六屆全港小學生物速查「100」
「黑水雞」獎 5C(10)林昭言 5C(26)黃子衿 5C(28)楊詩韻 5D(7)張逸朗

教育局 第九屆全港學界「中史解碼」電子賀卡設計比賽
小學組 季軍 4B(16)錢梓沛

野外動向 HK Discovery 第四屆全港小學野外大搜查
銀獎 6B(13)林澤豐 6B(4)陳炬熹 6B(6)張鎧迪

港島民生書院主辦 小學無人機挑戰賽
銀獎 6A(4)張睿亨 5B(7)高晞瑜 5B(27)殷珮瑋
銅獎 5C(5)張淳鏗 5C(8)關培智

體育

中國香港學界體育聯會 2024-2025 年度港島東區小學校際游泳比賽

男甲 50 米蛙泳 冠軍(破大會紀錄)及傑出運動員 6A (25)尹俊文
男乙 100 米蛙泳 季軍 5B(23)王思惟
男乙 50 米蝶泳 殿軍 5B(23)王思惟
女乙 100 米蛙泳 季軍 5A(8) 馮靖霖
女乙 50 米蛙泳 季軍 5A(8) 馮靖霖
女甲團體 優異獎
女乙團體 優異獎
男甲團體 優異獎
男丙團體 亞軍

粵港澳大灣區游泳協會 中國香港 U 系列游泳比賽(2024)
女子 7 歲 25 米蛙泳 金牌 2B(15)羅芷瑜

女子 7 歲 25 米背泳 金牌

2B(15)羅芷瑜

中國香港學界體育聯會

2425 港島東區小學校際田徑比賽

女子甲組 200 米 冠軍

6D(4) 郭君澄

女子甲組 400 米 冠軍

6C(12)李沛雲

男子甲組 400 米 冠軍

6D(19)蘇志穎

男子甲組 200 米 亞軍

6C(25)應曉彬

男子乙組 200 米 亞軍

5B(26)胡瑋琛

男子乙組跳遠 殿軍

5B(23)王思惟

男子乙組跳高 亞軍

5A(16)牛靖然

男子丙組 100 米 季軍

4A(27)楊耀輝

男子甲組團體 優異

男子乙組團體 季軍

男子丙組團體 季軍

女子甲組團體 亞軍

中國香港學界體育聯會

港島東小學乒乓球學界比賽

男子甲組團體

冠軍

男子乙組團體

冠軍

恒生乒乓球學院

2024 恒生「新一代」乒乓大比拼

男子 9 歲組

冠軍 3B(28)胡頌庭

康樂及文化事務署

組別乒乓球比賽

東區分齡乒乓球比賽 2024

男子青少年組(9 歲或以下)雙打 冠軍 3B(28)胡頌庭

東區康體盃乒乓球比賽 2024

男子兒童組單打 冠軍 3B(28)胡頌庭

中國香港武術聯會

恆基全港學界武術比賽 2024

男子小學甲組初級長拳

冠軍 5B(4)馮晉諾

男子小學甲組初級刀術

冠軍 5B(4)馮晉諾

中國香港武術聯會

全港學界武術比賽 2024

男子小學甲組初級長拳

冠軍 5B(4)馮晉諾

男子小學甲組初級刀術

冠軍 5B(4)馮晉諾

中國香港滾軸運動及滑板總會

2024/2025 香港速度滾軸溜冰公開賽

男子第三組(9-10 歲) 500 米

第三名 5A(4)周卓毅

Integrated Arts

香港文藝協會

全港十八區東區跳舞比賽 (第九屆)

合舞組

冠軍 6B(25)楊皓晴

亞洲體育舞蹈理事會年終頒獎禮錦標賽

Juvenile & Youth Solo Cha Cha Cha

First 3D(11)林浠妍

Juvenile & Youth Age 9 or under Solo CRJ-Prize

First 3D(11)林浠妍

香港學校舞蹈節

小學高年級組當代舞(雙人舞) 優等獎 4C(5)張可柔 4C(25)尹煥偉

小學高年級組當代舞(群舞) 優等獎 舞蹈校隊

小學低年級組當代舞(群舞) 甲等獎 舞蹈種子隊

香港學校戲劇節

小學組 傑出舞台效果獎

小學組 傑出合作獎

小學組 傑出演員獎 4A(20)薛偉霖 4A(26)丘錦澤 5B(1)中明

音樂

第77屆香港學校音樂節

高級弦樂團 弦樂團組別 殿軍

高級合唱團 小學合唱團 殿軍

初級合唱團 小學合唱團 季軍

聯校音樂大賽 2025

高級管樂團 管樂團(小學組) 金獎

高級合唱團 小學合唱團高級組 金獎

初級合唱團 小學合唱團初級組 銀獎

手鈴隊 手鐘(小學組) 金獎

手鈴隊 手鈴(小學組) 銀獎

第五屆香港國際青年音樂家大賽

弦樂四重奏 Category G: String Ensemble 第二名

聯校音樂大賽 2025

敲擊樂團 敲擊樂團(小學組) 金獎

Bellprints 手鈴國際大賽 2025

手鈴隊 小學組 金獎

視覺藝術

韓國「第94屆世界兒童美術大會」

全球優秀獎 2B(2)張芷茵

法國藝術家協會文化藝術發展委員會和巴黎高等藝術學院聯合委員會連同莫奈美育藝術中心(北京)

莫奈國際藝術獎 My dream garden 銀獎 4A(10)黎家溢

City Administration of Belgrade – Secretariat for Culture and Children's Cultural
Centre Belgrade (The XXVI International Art Competition The Joy Of Europe 2024)
1st Prize For a Collection 6A(9)許晨熙

26th International Youth Art Exhibition Nova Zagora, Bulgaria, 2024
Diploma Prize 6A(9)許晨熙

The 6th "One World One Future" UWEE International Art Exhibition at Luv, 2024
Silver Award 1C(25)馬允澄

MEAC&HKYCAA "Grand International Children's Drawing Contest 2024"
Silver Award 1D(15) 林翰橋

SCE HKBU Hong Kong Drawing Competition -"My Biodiversity Exploration"
Junior Primary Group First Runner-up 4A (17) 吳欣言

徐悲鴻藝術委員會	徐悲鴻盃國際青少年兒童美術比賽
香港賽區 西洋畫系	初小組 二等獎 2D(3) 區皓深
香港賽區 西洋畫系	初小組 二等獎 3D(1) 陳樂之
香港賽區 西洋畫系	初小組 二等獎 2D(31)袁汶蔚
香港賽區 中國畫系	初小組 優異獎 2B(27)曹佑

星島雜誌集團	第十一屆全港兒童繪畫 2024 分齡比賽
中國畫 一等獎	5B(26)胡瑋琛
中國畫 特等獎	4A(30)余定因

2024 年全港青少年書畫比賽

國畫小學組 季軍	5B(26)胡瑋琛
國畫小學組 優異獎	4A(30)余定因

香港賽馬會體藝中學	2024 年度傑出視覺藝術學生獎
全港首十名	6B(2)陳熙汶
首十名	6B(2)陳熙汶

(4) Financial Summary

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

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.85%	N.A.
School Fees	N.A.	34.15%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	N.A.
Total	65.85%	34.15%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.60%	
Operational Expenses (including those for Learning and Teaching)	21.08%	
Fee Remission / Scholarship[1]	2.96%	
Repairs and Maintenance	1.31%	
Depreciation	2.05%	
Miscellaneous	N.A.	
Total	100.00%	
Surplus/Deficit for the School Year #	0.37 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	3.73 months of the annual expenditure	

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

[\[1\] 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 "P" where appropriate).

(5) Donation Received Summary

5.1 Donation Received for Extension Project

Total amount of donation received: \$300,000

5.2 Donation Received to support learning and teaching

Total amount of donation received: \$300,000

5.3 Donation of Non-monetary Items Received

Two units of second-handed Piano were received to support the school music development program.

(6) Sister School Scheme

姊妹學校交流報告書 2024/2025 學年

學校名稱：	港大同學會小學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	湯荃荃

本學年已與以下內地姊妹學校進行交流活動：

1.	訪北京豐台區東高地第二小學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/ 提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦/ *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input checked="" type="checkbox"/>	其他(請註明): 完成學習冊, 並用文章分享感受。

全年財政報告:

編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 131,800
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	HK\$33,760
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 165,560
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：			
編號	<input checked="" type="checkbox"/>	內容	
O1	<input type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i>	
O2	<input type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i>	
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 儘管內地學校積極表達回訪香港學校的強烈意願，然因未獲北京教育局審批核准，致原訂 2025 年 1 月舉行之京港學校交流訪問活動最終未能成行。	
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>	
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>	
O6	<input type="checkbox"/>	其他(請註明)：	
交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	<u>0</u> 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>20</u> 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	<u>20</u> 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>3</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>1</u> 總人次
備註：			