

CCC Kei Yuen College

2024 – 2025



Annual School Report

CCC KEI YUEN COLLEGE
School Report
2024 – 2025
Content

1. Our School

School Vision, Motto, Mission, Core Values & Culture.....	1
School Goals.....	2
School Profile	4

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

I. Major Concern 1: To Deepen and Sustain Academic Excellence.....	9
II. Major Concern 2: To Uphold and Enhance Whole Person Development	17

3. Student Performance 29

4. Financial Summary 50

5. Appendix

Appendix 1: Capacity Enhancement Grant	51
Appendix 2: ‘Whole-School’ Approach to Integrated Education: Policy, Resources and Support Measures.....	53
Appendix 3: Student Activities Support Grant Annual Activity Report.....	54
Appendix 4: School-based After-school Learning and Support Programmes Report	58
Appendix 5: Applied Learning.....	60
Appendix 6: Diversity Learning Grant (Gifted Education).....	61
Appendix 7: Promotion of Reading Grant.....	66
Appendix 8: Life wide learning Grant.....	68
Appendix 9: One-off Grant on supporting the Implementation of CS	78
Appendix 10: One-off Grant on promoting Mental Health	79
Appendix 11: One-off Grant for Mental Health at School	80
Appendix 12: One-off Grant on Parent Education.....	81
Appendix 13: One-off Grant for the Sister School Scheme.....	83
Appendix 14: One-off Grant for Promotion of a Sports Ambience and MVPA60.....	87
Appendix 15: One-off Grant for Promoting Chinese Cultural Experiences Activities	88
Appendix 16: One-off Grant for Promoting Self-directed Language Learning (English Language) ..	89

(1) Our School

School Vision

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of “Serving & Preaching through Schooling” from HKCCCC and following God’s words “Together we grow in Him”, we endeavour to provide students with quality whole-person education. We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognize and put special attention to students’ individuality and provide them with abundant opportunities to develop their individual potential so that they could grow up into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into him who is the Head, that is Christ.
(Ephesians 4:15)

School Mission



School Core Values

Excellence with a Soul
Outstanding with a Heart

School Culture

Love & Care

School Goals

1. Develop a happy learning and teaching environment

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, and enhance the quality of the education provided.

2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students

2.1 Moral

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

2.2 Intellectual

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

2.3 Physical

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

2.6 Spiritual

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

3. Recognise and respect students' individuality, inspire individual potential

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, lead a Christian life

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ and pursue a beautiful and harmonious life.

School Profile

1.1 Brief history

The Hong Kong Council of the Church of Christ in China (HKCCCC) has been working with endeavor on education to nurture students through serving and preaching at schools. In response to the request made by the government to expand junior education and provide nine-year free education, the school management committee and the executive committee decided in November, 1980 to accept the government's invitation to establish two grammar secondary schools, namely Kei Yuen College and Kei Long College, at Yau Tin Area in Yuen Long. The government was responsible for the construction of the school campus whereas the HKCCCC for the cost of setting up facilities, which was 1.6 million dollars for each school.

On 19 July, 1982, the Education Department handed over the ownership to the sponsoring body. In the meantime, our school started recruiting teachers and handling Secondary 1 and 4 student's registration procedures. On 3 August, the school completed the registration procedures and CCC Kei Yuen College became one of the grammar schools affiliated to the Hong Kong Council of the Church of Christ in China. It started its first academic year on 1 September, 1982.

1.2. School Profile and Facilities

CCC Kei Yuen College is an aided full time co-educational school situated in Fung Yau Street East with an area of about 40,000 square feet. Our school campus includes a six-storey teaching block and a hall block. A new playground is expected to be in use in the coming school year. The teaching block houses 30 standard classrooms, 16 special rooms and other function rooms such as the four staff rooms, PE Room, Medical Inspection Room, Parents Resources Centre, School Library and the tuck shop. In addition to the standard facilities provided by the Education Bureau, the AI Inno Lab and Chinese Culture Room were established to promote IT education and foster an appreciation for Chinese culture.

Air-conditioners have been installed in all the rooms to provide students with a quiet and comfortable environment to study in. Moreover, to facilitate IT in education and to enhance teaching effectiveness, the school hall, all the classrooms and special rooms have been equipped with ePanel. And WiFi can be accessed in the whole campus to facilitate mobile learning.

2. School Management

The Incorporated Management Committee (IMC) was set up in 2011. The current composition of the IMC is listed below:

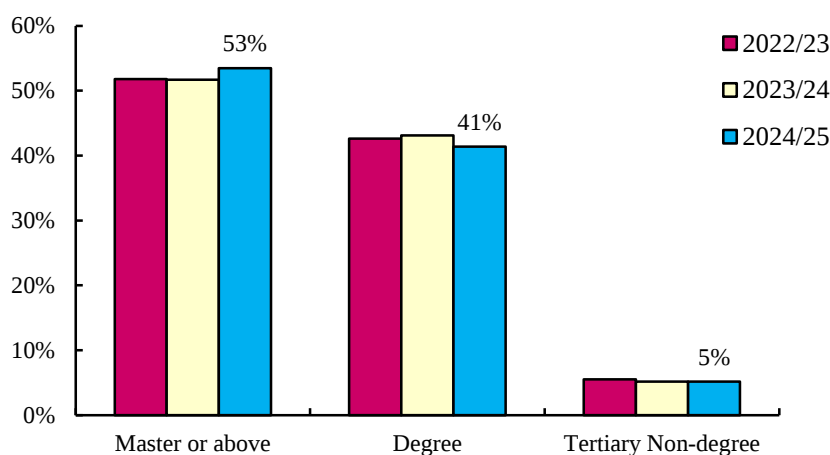
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

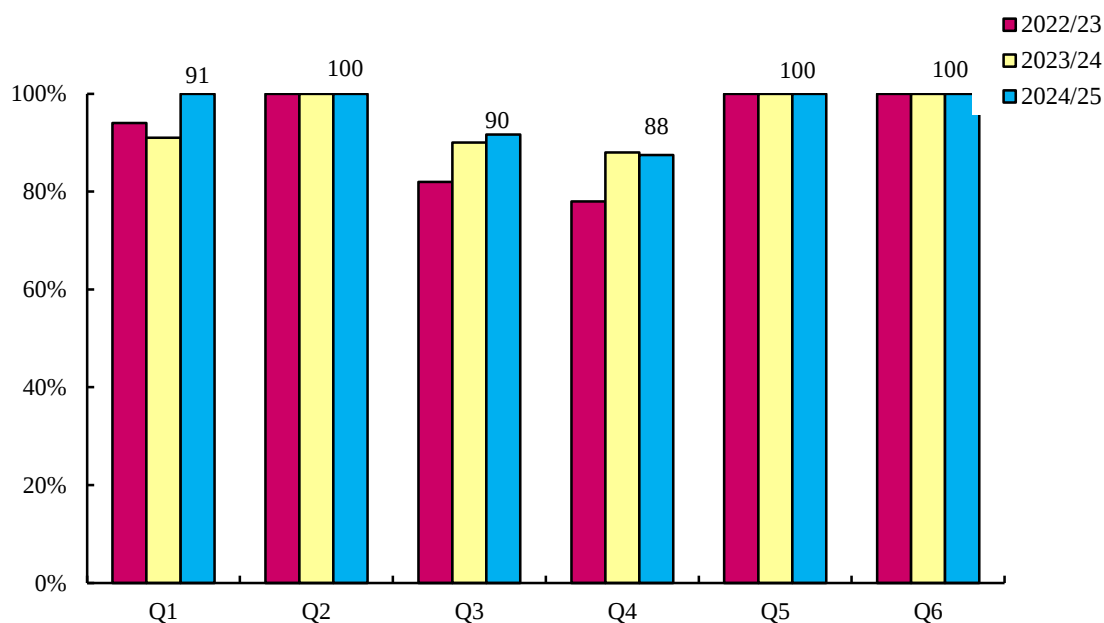
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2022/23	48	3	3	54
2023/24	52	3	3	58
2024/25	52	3	3	58

3.2 The percentages of teachers' highest academic qualifications in the past three years:

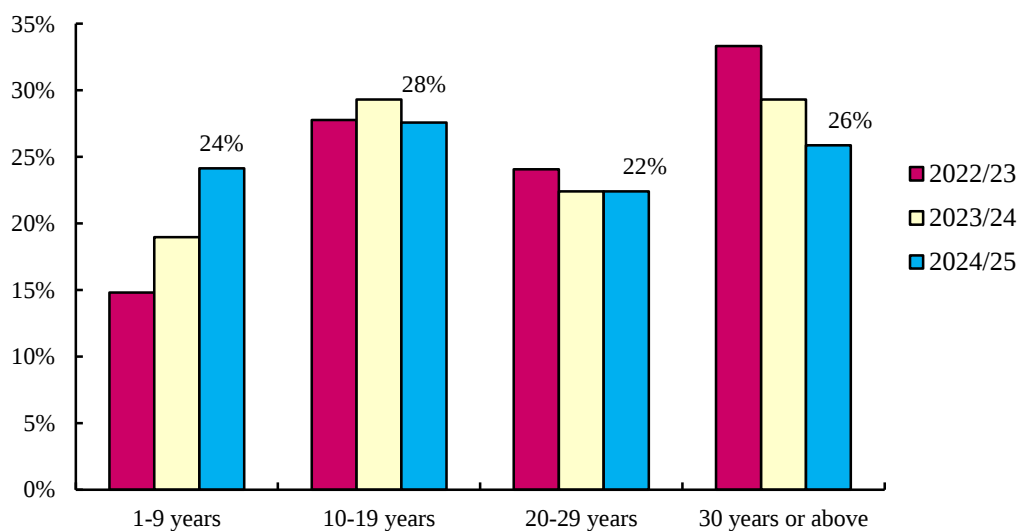


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

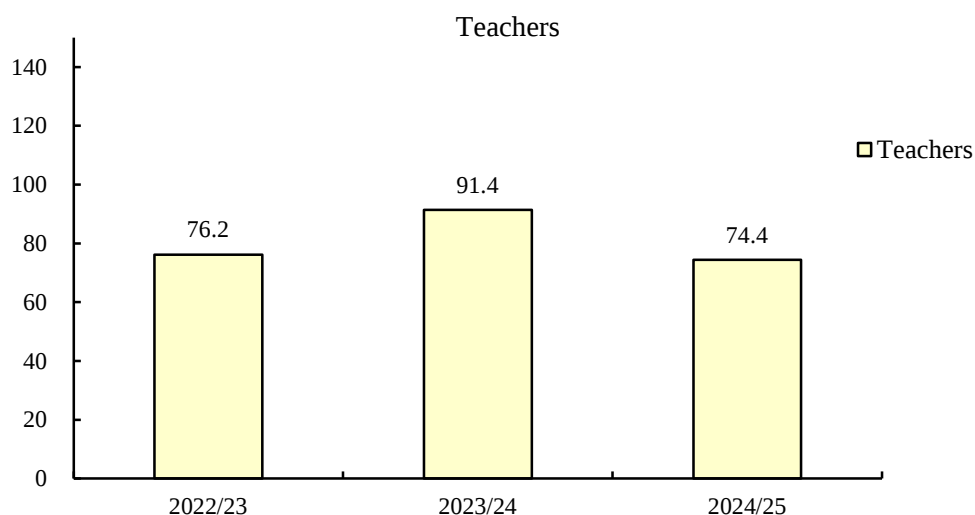


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining language proficiency qualifications

3.4 Teachers' teaching experience in the past three years:



3.5 Continuous Professional Development hours of the Teachers:



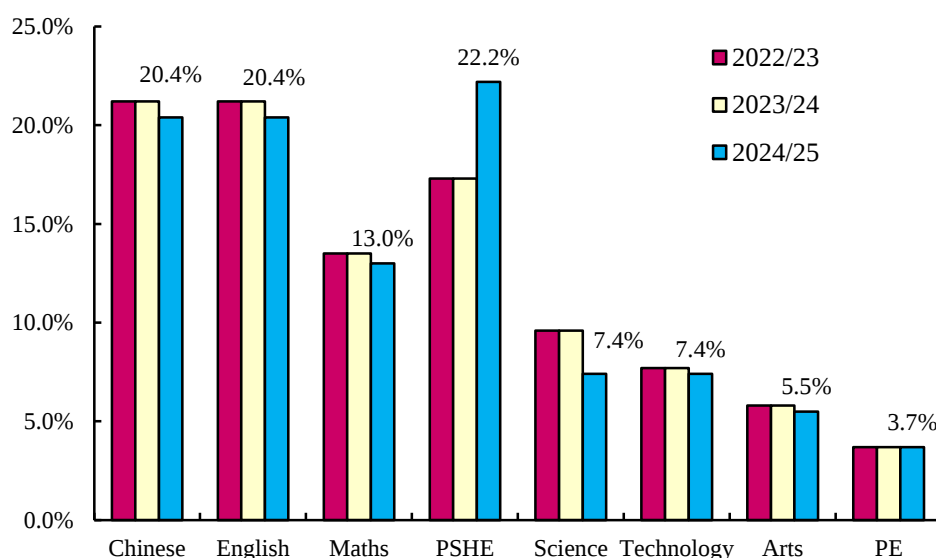
4. Class Structure and Student Population

The number of classes and students in the 2024/25 academic year:

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Boys	58	47	56	51	46	41	299
No. of Girls	69	79	70	58	66	53	395
Total No. of Students	127	126	126	109	112	94	694

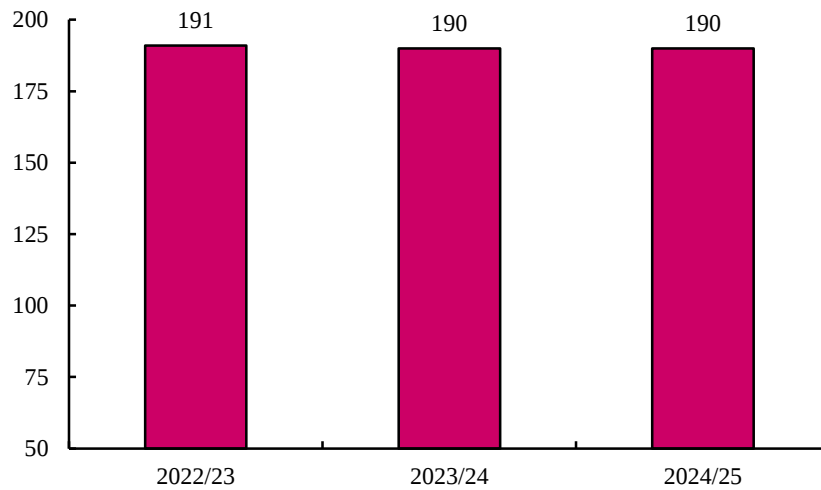
5. Lesson Time for the 8 Key Learning Areas (KLAs)

The percentages of lesson time allotted to the 8 KLAs (S.1 and S.2) in the past three years:



6. Active School Days

The number of active school days for S.1 to S.3 students (including days with regular classes and learning activities such as School Picnic, Sports Days, Life-wide Learning Day etc.) is shown as follows:



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

- Major Concern 1 : To Deepen and Sustain Academic Excellence

Achievements
1. To deepen the positive impact of proactive learning 1.1 All subjects participating in the SRL lesson study have integrated SRL lesson plans into their respective schemes of work. 1.2 All subjects have incorporated four sessions of self-regulated learning (SRL) into teachers' lesson plans and worksheets, fostering learner autonomy and metacognitive engagement. 1.3 Data from students' questionnaires showed a positive trend: pre-lesson tasks focused on stimulating motivation and inspiring critical thinking increased to 30.8% and 20.8%, respectively, with a small net gain of 2.9% and 4.6%. 1.4 80% of subjects have integrated reading strategies into their assessment designs. 1.5 Three non-academic subjects—Visual Arts, STREAM, and PE—participated in the SRL lesson study. 1.6 All subjects reported that teachers observed improvements in students' ability to apply SRL strategies. Data from the student stakeholder questionnaires indicated that for the item, <i>"I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books, and online resources,"</i> the average score was 3.5 (on a 5-point scale). Similarly, for the item, <i>"I take the initiative to learn,"</i> the average score was also 3.5. These findings suggest that the promotion of SRL has positively influenced students' perceptions of their ability to learn autonomously. 1.7 96% of subjects noted that students demonstrated initiative by applying the taught strategies during lessons. 1.8 Regarding daily learning, 80% of students indicated that they spontaneously employ a range of learning strategies, reflecting an increase of six percentage points compared to the previous year. 1.9 Compared with last year, 90% of students strongly agreed or agreed that they could effectively utilize the SRL period, a percentage similar to that of the previous year. 1.10 Four workshops or training sessions were conducted, including the S.1 bridging programme and S.1 to S.3 OLE periods. 1.11 This academic year emphasized equipping teachers to understand thinking routines and apply strategies for visualizing thinking. Observations revealed that teachers proactively integrated collaborative or peer-learning activities employing these thinking routines during lessons. Moreover, 80% of subjects incorporated thinking routines into their questioning techniques, thereby enhancing students' levels of thinking.

1.12 The reading grant was primarily allocated to provide classroom books for junior forms to support cross-curricular reading. Additionally, the Golden Reader e-reading platform was purchased, allowing students to collaboratively read the same text and facilitating its use in lessons. 1.13 Students believed that the cross-curricular reading sessions broadened their reading scope and increased their reading volume. The average scores were 2.86 and 2.82 (on a 4-point scale), respectively. 1.14 80% of subjects incorporated reading strategies into their assessment analyses. 1.15 One sharing session during the morning assembly was conducted by school librarians, introducing high-quality reading platforms such as the School Joyful Reading Club and Nowbook Digital Library. 1.16 A Learning Celebration was held on July 10, 2025. 1.17 91% of S.1–S.2 students agreed or strongly agreed that the ERaC SRL Programme was effective in learning English and broadening their horizons. 1.18 94% of S.2 students agreed or strongly agreed that the <i>Literature Out Loud</i> Programme was effective in learning English and deepening their understanding of foreign cultures.	Reflection - By integrating four SRL sessions, teachers were able to observe how students approached learning tasks, identify areas of struggle, and provide targeted support. The lesson plans and worksheets were predominantly aligned with the junior form curriculum. Expanding SRL to four sessions across both junior and senior forms would create a consistent framework for student development, ensuring that students progressively build self-regulation skills. - Pre-lesson tasks were designed to stimulate motivation and inspire thinking. However, data showed that overall scores remained relatively low, suggesting a need for more opportunities to develop critical thinking skills in pre-lesson tasks. For inspiring thinking, the data reflected an improvement in 2024–25, indicating that students were gradually becoming more comfortable with asking questions. Continued emphasis on questioning routines and explicit prompts will help consolidate this habit further. - The inclusion of Visual Arts, STREAM, and PE in the SRL lesson study underscores a holistic approach to fostering proactive learning. Further exploration of SRL's impact on creativity, innovation, and physical education could help maximize its benefits in non-academic areas. - The fact that 96% of subjects reported students applying taught strategies during lessons highlights strong teacher engagement and effective lesson planning. However, there is a need to explore whether these strategies are being consistently applied across different subjects. - With 90% of students expressing satisfaction with the use of the SRL period, the structure of these sessions appears effective. However, as similar percentages were reported compared to the previous year, further innovations or adjustments may be necessary to ensure continued growth.
---	---

- 6 To further develop thinking routines, we plan to actively seek support from Dr. Stanley Ho and Catalyst Education Lab to invite esteemed speakers who can share school-based experiences in promoting thinking routines.
- 7 With the introduction of the new STREAM subject, *SRL Literature Maker*, in S.1, the *Literature Out Loud Programme* was also integrated into S.2 Language Arts lessons.
- 8 Both the STREAM and *Literature Out Loud* programmes were showcased during the Learning Celebration in the 2024/2025 academic year.
- 9 Efforts will continue to refine the integration of reading strategies into subject assessments, as well as during the ERaC and CRaC periods. Specifically, enhancements have been made to the S.1–S.2 ERaC SRL Reading Lab Programme through the introduction of new learning materials.
- 10 The scores for developing reading habits were 3.5 for teachers and 3.2 for students, which are far from satisfactory. Further measures must be introduced to encourage students to engage in extensive reading during their spare time.

Feedback and Follow-up

1. Innovate the SRL Period: Introduce diverse formats for SRL periods, such as study groups, peer learning, group brainstorming, and collaborative projects, to sustain students' interest and engagement.
2. Foster a Culture of Reflection: Encourage students to maintain a *mistakes book* and learning journals where they can reflect on their use of SRL strategies and evaluate their outcomes.
3. We have enhanced the integration of reading strategies into subject assessments, as well as within the ERaC and CRaC periods. Specifically, the S.1–S.2 ERaC SRL Reading Lab Programme will be enriched with the introduction of new educational materials. Additionally, the SRL Learning Celebration will be further refined to showcase the learning outcomes of the newly introduced STREAM subject, *Literature Maker*. Our goal is to cultivate critical thinking skills by promoting Thinking Routines and the *Literature Out Loud* pedagogy, which enhance group dynamics and make thinking processes visible.
4. The cultivation of a reading habit and fostering enjoyment in reading are directly linked to cross-curricular reading initiatives. A strong reading habit enhances language skills, stimulates intellectual curiosity, and contributes to overall academic achievement. To further strengthen this, we will enhance cross-curricular integration through the introduction of the new STREAM subject. Investments will be made to upgrade facilities supporting STREAM, self-regulated learning, and cross-curricular learning. We are actively seeking funding to build a Future Lab and renovate the STREAM Room, creating a nurturing environment that promotes increased student engagement, motivation, and improved learning outcomes.
5. To address the issue of unsatisfactory reading habit scores among teachers (3.5) and students (3.2), collaborative measures with the librarian can help foster a culture of extensive reading. The library can curate themed book displays aligned with students'

interests and current curriculum topics, making reading materials more accessible and appealing. Hosting regular reading challenges or book clubs for both students and teachers can also create a shared platform for discussing books and exchanging recommendations. Finally, the librarian could organize author talks, storytelling sessions, or workshops on reading strategies to inspire engagement.

Achievements

2 To focus on learning and teaching effectiveness

2.1 A cross-curricular learning open lesson combining S.4 Global Dialogue and the Citizenship and Social Development subject was conducted, with six colleagues participating. Five colleagues completed the Google Form feedback, and 80% indicated that the cross-curricular learning open lesson effectively helped students understand foreign cultures. Some colleagues suggested continuing to arrange cross-curricular learning open lessons during Global Week.

2.2 All academic subjects utilized assessment analysis tools, artificial intelligence tools, online self-learning resources, and online platforms to promote student self-learning. Teachers integrated e-learning tools into classroom activities and assessments, enhancing engagement and fostering self-regulated learning. The use of the Online Question Bank (HKEdCity) and the Diagnostic Feedback System (DFS) enabled students to access exercises and receive feedback in preparation for public exams. AI tools, such as AI Slime Classroom, were employed in Forms 4 and 5 for Chinese history dialogues, encouraging students to ask questions and actively engage with historical content.

2.3 For the DSE Core Subjects and Elective Subjects Enhancement Schemes, 86.7% of subjects scheduled at least five tutorial sessions. These schemes had a positive impact on this year's HKDSE results, with 75.3% of students meeting the 332A entrance requirements for bachelor's degree programmes under JUPAS.

Reflection

1. To further develop the SRL pedagogy and provide colleagues with more opportunities to introduce or refine their pre-lesson tasks, additional measures are required, particularly the implementation of co-planning sessions.
2. We recognize the importance of utilizing assessment tools and AI to enhance personalized and self-regulated learning across subjects. AI-driven creative tasks, such as designing comics in Economics and crafting dialogues in Chinese History, have effectively engaged students with diverse talents and increased their interest in academic topics.

Feedback and Follow-up

1. To enhance the school-based SRL strategies, we will explore the inclusion of SRL co-planning sessions for English, Chinese, and Mathematics in the next academic year.
2. The open-classroom culture focusing on Self-regulated Learning (SRL) and students' learning can be further strengthened through the promotion of cross-curricular collaboration within the Global Week programmes.
3. SRL lesson studies, supervised by Dr. Stanley Ho from CUHK and supported by SRL core group members, can be introduced in senior forms and various KLAs. To equip our teachers with the most up-to-date pedagogy, experts and educators with exemplary experience in values education and questioning skills will be invited to conduct workshops.
4. The integration of assessment tools, AI technology, and e-learning resources has significantly enhanced students' learning experiences across subjects, fostering creativity, self-regulation, and engagement. To maximize effectiveness, it is recommended to address limitations in tool resources and expand innovative applications across all subjects.

Achievements

3. To accommodate the diverse needs of students in learning

- 3.1 Fifteen activities were arranged by NETs, with at least one activity conducted each month.
- 3.2 A total of 82 students from S.3 and S.4 completed 200 MOOCs.
- 3.3 A technologist from CityU TED will collaborate with the school to promote MOOC learning in both S.3 and S.4.
- 3.4 All subjects (100%) introduced diversified assessments, including presentations, comic and poster designs, and rewriting lyrics to old songs.

Reflection

1. A collaboration with CityU to introduce the MOOC Open Class activity for primary schools in Yuen Long was planned but not conducted, as the senior lecturer responsible for the project, Dr. Leon Lei, was unavailable due to external commitments during this academic year.
2. The subject outline, scheme of work, and lesson materials for the new STREAM subject, *SRL Literature Maker*, have been developed.
3. The Learning Celebration for the new STREAM subject was conducted on 10 July 2025 by Mr. Mok, Mr. Lam, and Mr. Wei. Twelve selected S.1 students participated in the event.
4. The second evaluation of the STREAM subject took place during a meeting. It was agreed that the overall arrangements for the subject have been smooth, and students have enjoyed the lessons. Some adjustments, particularly regarding lesson continuity, can be made; however, overall, it was a successful year.

5. The STREAM programme will serve as a foundation for applications to the IT Innovation Lab and the Quality Education Fund (QEF).
6. The use of diversified assessments, such as comics, posters, and entrepreneurial competitions, catered to different learning styles, enhancing engagement and fostering creativity.

Feedback and Follow-up

1. As a core part of our cross-curricular learning and global classroom initiative, the school collaborated with the Teaching and Learning Innovation Centre (TALIC) at the University of Hong Kong (HKU) and the MOOC platform Coursera to introduce massive open online courses (MOOCs) to students. MOOCs were promoted to all S.3 and S.4 students. All S.3 students were required to complete a MOOC as part of their summer holiday assignments. Additionally, a MOOC x reading curriculum was implemented in S.4, where students engaged in cross-curricular learning throughout the academic year by selecting MOOCs of personal interest, aiming to cultivate their self-regulated learning skills.
2. In the next academic year, we will continue to collaborate with a technologist from the Talent and Education Development Office (TED) at City University of Hong Kong to promote MOOC learning in both S.3 and S.4.
3. To foster an international atmosphere and facilitate cross-curricular collaboration within the school, we will partner with the service provider of Global Week. Open classes will be offered to all teachers, showcasing our efforts in promoting cross-curricular learning. These activities will be held during Global Week.
4. To further promote cross-curricular learning and enable junior form students to engage in global dialogue, the Global Virtual Exchange Programme will be introduced in the coming year. Thirty students will be selected to participate in a virtual exchange programme with secondary schools in Europe.
5. We will enhance the integration of reading strategies in subject assessments, as well as during the ERaC and CRaC periods. Specifically, the S.1–S.2 ERaC SRL Reading Lab Programme will be enriched with the introduction of new learning materials.
6. The S.1–S.2 Learning Celebration of the *Literature Out Loud* programme will be enhanced with the progressive introduction of the STREAM subject, *SRL Literature Maker*.
7. We will invest in upgrading facilities to support STREAM, self-regulated learning, and cross-curricular learning. These improvements will provide a nurturing environment for these activities, fostering increased student engagement, motivation, and enhanced learning outcomes.
8. We will further promote diversified assessments in multiple subjects, including STREAM, to provide students with more opportunities to showcase their talents and interests.

Achievements

4. To develop talented students via curriculum initiative with global citizenship, innovation & technology, entrepreneurship and culture sustainability

- 4.1 Three Virtual Exchange sessions were completed in December 2024 and April 2025.
- 4.2 A total of 95% of students agreed or strongly agreed that Global Week was effective in helping them learn English and gain insights into global cultures.
- 4.3 All students (100%) agreed or strongly agreed that the virtual exchange programmes were effective in enabling them to learn about global cultures.
- 4.4 In the 2024/25 academic year, the junior form curriculum will undergo refinement, particularly within the school-based STREAM curriculum (*SRL Literature Maker*), Citizenship, Economics, and Society in S.1–S.3. The new *SRL Literature Maker* integrates emerging technologies into STREAM education and Literature in English. It serves as a hub for exploring humanoid robots, STREAM-related Massive Open Online Courses (MOOCs), Virtual Reality (VR), hands-on STREAM-related projects, and English reading activities.
- 4.5 20 students joined the Australian STEAM and Education Tour from 12th July to 18th July, 2025. All students agreed that the tour was effective in broadening their horizons and encouraging them to explore more of STEAM-related activities and English cultures.
- 4.6 The "Big Bazaar" Competition, organized by the Economics Department in May, saw 81.6% of students agreeing that it helped them enhance their creativity, understand their interests and abilities, and plan their careers. Four S.4 students participated in the Citi Bank Idea Pop! startup competition, advancing to the top 40. Participating students reported increased confidence in entrepreneurship and improved oral presentation skills during the Q&A sessions and reporting process. These competitions provided a platform for students to explore entrepreneurship and address real-world issues.
- 4.7 On National Security Education Life-wide Learning Day, students from S.1 to S.5 participated in diverse activities, including Hakka cultural exploration, fishermen cultural exploration, maritime science and national security workshops, and visits to the Hong Kong Maritime Museum. Booths related to Chinese culture focused on mathematics and computers, while Form 4 students took part in an English drama competition themed on national security education. This year, the activities were rich in format and content. The Deputy Secretary from the Education Bureau visited the school and highly praised the student leaders and other participants for their presentations.
- 4.8 A Hangzhou tour (April 12–16, 2025) provided 40 Form 5 students with insights into high-tech industries and China's developments, fostering a sense of national pride.
- 4.9 All students visited the National Security Museum during one of the post-exam days to learn about the background and significance of safeguarding national security.
- 4.10 Local tours, such as those to the Food for Good Community Kitchens, helped students understand community needs and cultivate a love for society.

Reflection

1. While virtual exchange sessions and Global Week effectively exposed students to global cultures and improved English proficiency, future programmes could include collaborative international projects or debates on global issues to deepen cultural understanding and critical thinking. Additionally, pairing students with international peers for sustained mentorship could further enhance cross-cultural engagement.
2. We recognize the importance of integrating emerging technologies such as VR and humanoid robotics; therefore, further measures are needed to incorporate humanoid robotics and VR/AR into the SRL Literature Maker curriculum.
3. Competitions like the "Big Bazaar" and Citi Bank Idea Pop! have successfully fostered entrepreneurial skills. To build on this, the school could offer structured entrepreneurship workshops or incubator-style programmes where students develop business models, pitch ideas, and receive feedback from industry professionals. Partnerships with local entrepreneurs or alumni could provide mentorship and inspire students to pursue entrepreneurial ventures.
4. Activities like the National Security Education Life-wide Learning Day and Hakka cultural exploration effectively promoted cultural awareness. To enhance these efforts, the school could create a long-term cultural sustainability programme where students research, document, and present endangered cultural practices or traditions. Encouraging cross-disciplinary connections between culture, technology, and sustainability, such as using VR to preserve cultural heritage or exploring eco-friendly innovations in traditional crafts, could further enrich students' understanding of cultural preservation.

Feedback and Follow-up

1. To provide students with more opportunities to explore global cultures and enhance their English proficiency, an educational study tour to English speaking countries will be organized in the coming year. Additional virtual exchange sessions with European schools will also expose students to authentic European cultures and offer them the chance to make international friends.
2. To further develop innovation, collaborations with external tech firms or universities could also provide students with advanced mentorship and hands-on experience in cutting-edge fields. We will collaborate with the Education University of Hong Kong and City TED to develop our school-based programme on humanoid robotics and MOOCs.
3. Activities such as cultural explorations and museum visits helped students connect theoretical knowledge with real-world applications. While the activities were diverse, incorporating additional hands-on workshops could further enhance students' practical understanding.
4. Mainland study tours allowed students to gain a deeper appreciation of the country's development and culture, fostering a stronger sense of national identity.

- **Major Concern 2 : To Uphold and Enhance Whole Person Development**

Achievements

1. To uphold the development of students with Keiyuenese virtues, positive attitude, information literacy and career aspiration

1.1 To promote the Keiyuenese virtues of perseverance and kindness, a diverse programme of activities and competitions was organized this year, with 91% of committees integrating at least one of these virtues into their events. The Religious Committee, in collaboration with the Visual Arts Panel, organized an S.2 Bible Verses Calligraphy Competition and S.5 Bible Verses Poster Design Competition centred on perseverance and kindness. The Extra-Curricular Activities Committee featured a perseverance-themed repertoire in the Christmas Singing Contest, while the Careers Committee hosted Dr. Wong Oi Yan, a three-fingered pianist, to share how these virtues shaped her journey. Additionally, S.1–S.5 class representatives designed window decorations reflecting Kei Yuen virtues. More than 75% of morning assemblies emphasized perseverance and kindness, including 67% of Kei Yuen Leaders' sharing sessions. Kei Yuen Leaders also modeled these values during Moral Education assemblies, promoted campus courtesy by invoking the Confucian maxim “不學禮，無以立，” and launched the Courtesy Star initiative. The Religious Committee delivered 46 morning-assembly sessions, 42 of which focused on resilience and role-model stories. Outstanding students reflected on how perseverance underpins their academic success. An end-of-year survey indicated that 88% of students agreed the activities fostered perseverance and kindness, while 82% felt morning-assembly sharing sessions enhanced their understanding of these virtues, equipping them with resilience, empathy, and leadership skills for the future.

1.2 All subjects conducted cross-disciplinary activities to instill the Kei Yuen virtues of perseverance and kindness among students. The Chinese Language Department guided each class in creating calligraphy scrolls featuring ancient proverbs exemplifying these virtues, while the S.2 in-class speech contest and the S.4 inter-class debate contest adopted “Kindness” and “Perseverance” as their themes. The English Language Department coordinated inter-class competitions across S.1–S.5: Radio Drama (S.1), Singing (S.2), TV Commercials (S.3), Drama (S.4), and Public Speaking (S.5), each explicitly designed to reinforce these values. Perseverance and kindness were also embedded in the Junior Form Life Education curriculum through structured reflection sessions and collaborative projects that deepened students' understanding and practice. A highlight of the year was the joint S.3 calligraphy design competition, organized by the Visual Arts and English Departments under the unified theme “Perseverance and Kindness.” Additionally, other subjects arranged activities and inter-school competitions to promote these virtues, thereby contributing to robust moral education and fostering positive values and attitudes among students.

1.3 This year, the Life Education Growth Mindset curriculum continued to foster students' positive attitudes toward learning. The curriculum for S.1–S.3 was enhanced to embed core principles of a growth mindset. Key components—including grit, resilience, and emotional regulation—were strengthened to support students' personal and academic development. Survey findings revealed that 80% of S.2 students endorsed the integration of growth mindset concepts into the curriculum. Additionally, 85% of S.3 students reported being able to apply the lessons learned in class to their everyday lives. Feedback from 70% of students indicated widespread support for the school's efforts to promote a

growth mindset, with 95% affirming the effectiveness of related activities in helping them apply these principles within the school environment. Students expressed that they had learned to adjust their mindsets, cultivating a belief in their ability to grow and improve. Notably, the average post-test score for S.1 students (8.1) surpassed the pre-test score (6.4), demonstrating significant progress and a deeper understanding of growth mindset concepts. To further support senior students, a dedicated reflection tool was developed and implemented for use after form-based activities. This tool integrated growth mindset principles and the Eight Habits of Highly Effective Teens, aiming to deepen students' reflective practices, enhance self-awareness, and encourage ongoing personal development. Overall, the results demonstrated the curriculum's impact and laid a solid foundation for future development of growth mindset practices.

- 1.4 To enhance students' understanding of information literacy principles, the CL curriculum for junior forms was revised to strengthen national security awareness through targeted educational initiatives. For S.1, the curriculum included comprehensive lessons on cyberbullying, teaching students to recognize harmful behaviors, respond effectively, and promote a supportive online environment. For S.2, the focus shifted to cybercrime, emphasizing the recognition of phishing tactics, understanding scammers' strategies, and highlighting the dangers of online interactions. For S.3, data encryption was introduced as a crucial method for protecting data from unauthorized access and interception, alongside discussions on the responsible use of AI. This structured approach ensured students were well-equipped with the knowledge and skills to navigate and secure their digital environments effectively. Additionally, S.4 and S.5 students joined the Digital Universe Guardians 2024 competition, winning the Best Visual Effects Award and the Most Creative Award, respectively. Two morning assemblies on information literacy were conducted, featuring talks by the Digital Universe Guardians competition winners and a session on AI safety to deepen students' understanding of information literacy.
- 1.5 The integration of career and life planning elements across 100% of the DSE subjects has been significantly enhanced through collaborative efforts with Key Learning Area (KLA) heads. This initiative aims to equip students with valuable insights into their educational paths and future careers. A notable example of this collaboration is the series of informative booths established by the heads and teachers of each DSE subject. These booths, set up during the S.3 Parents' Day, provided essential information about the subjects as well as related career opportunities.
- 1.6 Additionally, all S.1–S.5 students have engaged with i-Portfolio on at least two occasions, utilizing this digital platform to reflect on their learning experiences and career aspirations. Prior to Parents' Days, students were encouraged to review their portfolios, enabling them to assess their progress and prepare for meaningful discussions with their parents about their academic and personal growth. To further support this initiative, a workshop was organized for S.1 students during the summer bridging programme. This workshop aimed to familiarize new students with i-Portfolio's features and functionalities, guiding them on how to effectively document their achievements, set goals, and explore potential career paths.

Reflection

1. Despite achieving highly encouraging outcomes in cultivating Keiyuenese virtues this year, we will continue to encourage all academic departments and committees to proactively organize a diverse range of activities and competitions. Through sustained cross-disciplinary collaboration, students were effectively guided in developing positive values. According to our survey, over 80% of students rated the activities, competitions, and morning assembly presentations favorably, confirming that these initiatives significantly deepened their appreciation of Keiyuenese virtues. It is also reported that we could have offered more class-based activities to promote positive vibe within the school community. In summary, the implementation strategy was successful, leading to notable improvements in students' resilience and amiability.
2. While remarkable outcomes have been achieved in fostering positive shifts in students' attitudes and behaviors through the Growth Mindset curriculum, we recognize the need for further refinement. Learners provided enthusiastic feedback and demonstrated clear progress, particularly in applying Growth Mindset principles to their daily lives. This reflects an increasingly robust culture of resilience and self-directed development within the school. The integration of post-lesson reflection tools alongside The Eight Habits of Highly Effective Teens has further enriched the educational experience, empowering students to take greater ownership of their personal growth. These results collectively underscore the enduring value of advancing Growth Mindset education.
3. It is essential to align with recent advancements in AI while maintaining academic integrity in the age of technological development. Through the enhanced junior Computer Literacy curriculum and two morning assemblies focused on information literacy and AI security, students have acquired foundational skills in identifying online threats, protecting digital data, and using AI responsibly.
4. We recognize the importance of integrating career and life planning elements across all DSE subjects, exemplifying a forward-thinking approach that highlights the connections between academic experiences and future career opportunities. Students would have benefited more profoundly from their career and life planning if professionals from various fields had interacted with them.
5. Engaging with the i-Portfolio on multiple occasions has offered students valuable opportunities to reflect on their learning experiences and articulate their career aspirations. Greater insights could have been gained through structured sharing and collaboration with peers and mentors.

Feedback and Follow-up

1. In the coming academic year, the school will continue to promote the cultivation of Keiyuenese virtues, with a specific emphasis on love and gratitude. These core values will be integrated into both the formal curriculum and co-curricular programmes, reinforced through various events, competitions, and thematic decorations. Academic subjects and committees will collaborate to embed these virtues across diverse learning contexts. Additionally, we propose introducing more class-based activities to further promote a positive school culture. The aim is to inspire students to embody love and gratitude in their daily lives, fostering a consistently positive and proactive mindset.

2. In the coming academic year, the school will refine the Growth Mindset components embedded in the junior-form Life Education curriculum to ensure the content aligns more closely with students' developmental needs and learning stages. The reflection tool used by senior students will be revised to enhance its effectiveness following form-based activities, deepening learners' self-awareness and consolidating their educational journey. Additionally, the school will facilitate peer-sharing sessions in which students share their growth mindsets reflections with each other, fostering a collaborative and supportive learning environment. These initiatives aim to strengthen the school's culture of positive, growth-oriented engagement.
3. By revising the junior form CL curriculum, nominating students for information-literacy-themed competitions, and organizing two morning assemblies on information literacy and cybersecurity, the school has effectively enhanced students' awareness in these areas. In the 2025–2026 academic year, the school will continue to integrate information literacy into both the junior and senior form CL curriculum, host at least one themed competition, and convene two morning assemblies to further deepen students' understanding of information literacy.
4. To further support students in navigating their career paths effectively, workshops, informational sessions, and interactive activities will be organized. These initiatives will enhance students' understanding of how different subjects relate to various careers, equipping them with practical resources and guidance for future decision-making.
5. Following students' engagement with i-Portfolio, it is essential to encourage them to share their reflections and aspirations in collaborative settings. Regularly organized discussion sessions or peer review opportunities will facilitate meaningful exchanges, enabling students to learn from each other's insights and experiences.

Achievements

2. To cultivate the leadership of students with effective habits and the sense of achievement

- 2.1 A questionnaire incorporating elements of self-reflection on missions, responsibilities, Growth Mindset, and the Eight Habits of Highly Effective Teens was completed by 270 student leaders, who reflected on their responsibilities for various activities. The reflection tools, anchored in Growth Mindset and the Eight Habits, were used to identify strengths and areas for improvement. S.4–S.5 students also completed these reflection questionnaires after Service-Learning Day. Results showed an average score of 4.18 out of 5 for willingness to set aside personal opinions to achieve a shared vision or team success, and 4.17 out of 5 for willingness to adopt a mindset of continuous learning and improvement. Furthermore, 94% of S.4–S.5 students reported applying Growth Mindset, and 93% reported applying the Eight Habits in planning and participating in activities. Overall, the reflection tools demonstrated strong engagement and meaningful uptake of Growth Mindset and the Eight Habits, supporting their continued use to promote personal growth, teamwork, and leadership development.

2.2 To strengthen leadership development within the Life Education curriculum, the department introduced the Eight Habits of Highly Effective Teens across S.1 and S.2. S.1 students completed two modules on personal effectiveness, exploring habits such as proactivity and beginning with the end in mind, to foster autonomy and a goal-oriented mindset. In S.2, the curriculum expanded to collaborative dimensions through two thematic units on synergy, win-win thinking, and empathy, emphasizing teamwork, mutual benefit, and the principle of seeking first to understand, then to be understood. Advanced topics—"Know Yourself, Know Others," "Synergy," and "Lifelong Learning"—were also covered, helping students balance self-awareness with social awareness while continuously enhancing their teamwork and personal development. Through this layered approach, students develop habits in goal-setting, time management, resilience, and collaboration, laying a solid foundation for future leadership roles.

2.3 This year, 100% of subject departments, 91.6% of committees and 57% of extracurricular activities (ECAs) facilitated students' participation in external competitions, resulting in outstanding achievements. The Student Development Committee and the Visual Arts Panel nominated 11 S.5 students to participate in the 2025 World Blessings Creative Drawing and Coloring Contest, where two students won the Champion title and the Best Composition Award. The Discipline Committee guided students in the Fire Safety Short Film Competition, earning a second runner-up prize and a merit award. The IT Committee supported students in various competitions, including the Innovate and Lead - The New Wave Logistics Competition (awarded Bronze), the Microsoft Office Specialist World Championship 2025 (HK Station) (awarded Gold, Silver, and Bronze), and the Aerosim Inter school Aviation Tournament (AIAT) 2024 (awarded Silver). Additionally, a S.6 student received sponsorship covering 50% of the cost of a real flight-training trip to Melbourne, Australia. Participation in these competitions allowed students to apply their knowledge and skills in practical contexts, enriched their learning experiences, and fostered personal growth, as well as providing meaningful opportunities for recognition.

2.4 The school reinforced its commitment to holistic student development by actively promoting participation in external academic, aesthetic, and sports competitions across all departments. Collectively, students earned over 508 prizes, demonstrating excellence in academic, artistic, and athletic domains. A school-wide survey indicated that 62% of students participated in external competitions this year, with most enrolling in sports, arts, and music competitions.

The Visual Arts Department excelled in over 40 external competitions, securing 67 awards, including championships in the "Facing Bullying, Embracing LOVE" Mascot Design Competition and the "Love Our Country, Love Hong Kong, Love Our Community" Logo Design Competition, as well as the Public Vote Prize in The Sovereign Art Foundation Students Prize Hong Kong 2024/25, showcasing outstanding creativity and artistry.

Students also achieved notable success in Speech Festivals across three languages: seven second runner-up awards at the Chinese Speech Festival, four first runner-up and five second runner-up awards at the English Speech Festival, and one championship title alongside three first runner-up and three second runner-up awards at the Putonghua Speech Festival. A total of 702 students participated in 24 external Chinese-language competitions, winning 18 awards.

The Physical Education Department earned 66 awards, highlighted by the Championship at the New Territories East and West Dodgeball Inter-Secondary School Competition 2025 and a gold medal in the Double Dutch Speed Relay at The Queen's Cup Jump Rope Thailand Open (Male/Open).

A survey revealed that 83% of students agreed participation in these competitions helped build their confidence and sense of self-achievement. Engagement in external competitions has enriched students' learning experiences, fostered resilience and collaboration, and strengthened their self-confidence.

Reflection

1. To further enhance the effectiveness of reflective tools in fostering students' personal growth, team collaboration, and leadership development, additional measures should be introduced to complement the self-reflection questionnaire, which covers mission, responsibility, Growth Mindset, and the Eight Habits of Highly Effective Teens framework. While the survey results indicate a high level of engagement and active application, greater emphasis should be placed on setting aside personal opinions, pursuing shared goals, engaging in continuous learning, and consistently practicing both a growth mindset and the Eight Habits.
2. Following the introduction of the Eight Habits of Highly Effective Teens in S.1 and S.2, we recognize the need for an even stronger foundation for future interdisciplinary learning. We believe that S.1 students can demonstrate further improvements in autonomy and goal orientation, while S.2 students can make further progress in collaboration, win-win thinking, and empathy. Through advanced explorations of "self-awareness and understanding others" and "continuous learning," students have successfully balanced personal insight with social sensitivity. Observations indicate that students are becoming more proactive in addressing both curricular and extracurricular challenges, prioritizing attentive listening as the basis for collaboratively devising mutually beneficial strategies.
3. Despite achieving overwhelming success in increasing the number of students attending and winning local and international competitions, we must continue building on this momentum. This year's exceptional competition results—from world-level art champions to speech festival awardees and sports titleholders—underscore how committees, subjects, and ECAs transform classroom learning into tangible achievements. Therefore, we will continue to encourage more students to engage in a broader range of competitions, particularly those of an international scale, to further strength their confidence and expand their global perspective.

Feedback and Follow-up

1. To further cultivate students' effective habits and enhance their sense of achievement to strengthen their leadership capabilities, the use of reflective tools by student leaders will be reinforced. Additionally, leadership training programmes will fully integrate elements of mission, responsibility, Growth Mindset, and the self-reflection components of the Eight Habits of Highly Effective Teens to improve programme quality and deepen leadership development.

2. The outcomes confirm significant progress among S.1 students in autonomy and goal setting, and among S.2 students in teamwork, win-win strategies, and empathetic engagement. However, fully internalizing these habits into daily routines remains an area for further reinforcement. In the coming academic year, the S.3 Life Education curriculum will continue to focus on the Eight Habits of Highly Effective Teens, incorporating targeted activities and structured reflective journals to help students consolidate and apply their learning, thereby further developing their leadership competencies.
3. This year, students achieved outstanding results in academic, artistic, and sporting competitions at both the international and territory-wide levels, clearly demonstrating the effectiveness of the subject committees and ECA teams in nurturing their potential. In the coming year, the subject committees and ECA teams will continue their efforts to encourage students to participate in a wide range of academic, artistic, and sporting competitions, thereby further enhancing their sense of achievement and self-confidence.

Achievements

3. To develop a heart of loving and serving people of our society, Hong Kong and mainland China through values education

3.1 Student leaders played a pivotal role in guiding their peers to serve those in need within the community. This year, they organized and volunteered in a wide range of school and social service activities. The BBBS, under the Guidance Committee, designed and implemented a cheering activity for S.1 students titled “Highs and Lows: Let’s Have Fun,” meticulously planned based on the committee members’ experiences and understanding of new students’ needs. The chairperson of the Class Representative Committee participated in a CYC Service Day Camp in March 2025 to support primary school students in planning an elderly home visit. Prefects engaged in social service activities at the Chi-Li Pao Foundation Integrated Vocational Rehabilitation Centre, Wai Ji Christian Service Yuen Long District Support Centre, and Ping Shun Street Refuse Collection Point. Four Kei Yuen leaders, along with 11 S.4 and S.5 students, hosted 19 teachers and students from a sister school on 8 July 2025. Meanwhile, the S.2 and S.5 Visual Arts Ambassadors and Love and Care Ambassadors conducted two art-and-craft workshops for 21 CCCKYC parents and 15 elderly members from the Wong Tung Yuen Elderly Centre. All participants were highly engaged, and these activities highlighted the positive impact of student leadership on both school and community service.

3.2 This academic year, the school organized a variety of social service activities through ECA groups to cultivate a caring, service-minded spirit among students. Approximately 90% of ECA service groups actively participated in school events and social service initiatives. The Red Cross played a central role in the weekly flag-raising ceremony and supported events such as Sports Days and Speech Days. Fellowship members contributed to religious services, including the Qile Cake Charity Sale during Gospel Week, and volunteered in church-related fundraising and carnival activities, such as the walk-a-thon fundraising event led by a retired pastor from the East Gate area of The Hong Kong Council of the Church of Christ in China and the “Let the World Come Closer to the Gospel” Gospel Carnival booth-game day. The Elder Academy collaborated with the Community Services Group and the Visual Arts Department to

assist the elderly with art and crafts and to explore the use of information technology. Through these diverse activities, students developed a caring, service-oriented mindset and a commitment to helping those in need within the community.

- 3.3 To instill a spirit of service among students, the school organized a series of community service activities, including Service-Learning Day and Flag-Selling Day, inviting S.1–S.5 students to participate in diverse community engagements. S.1 students took part in School Cleaning Day. S.2 students welcomed elderly guests during Elderly Visit Day, organizing class performances and interactive games. On Community Experience Day, S.3 students gained insights into the challenges faced by the less fortunate and reflected on ways to contribute positively. During Service-Learning Day, S.4 classes visited elderly care homes, while S.5 classes spent a day at kindergartens, conveying blessings and encouragement to the children. S.4 students also participated in Flag-Selling Day to support the Hong Kong Chinese Christian Churches Union. After these activities, students used a structured reflection tool to critically analyze their experiences and consolidate their learning. Survey results showed that 4.1 out of 5 students felt service-learning helped them understand the beneficiaries, 4.16 out of 5 believed the experience cultivated a spirit of service, and 4.16 out of 5 agreed the activities broadened their learning experiences.
- 3.4 To empower students to actively shape their service experiences through enhanced self-reflection and a student-led approach to service learning, the Student Development Committee conducted a volunteer leadership training workshop for 28 students, including KYL, Love and Care Ambassadors, and Visual Arts Ambassadors. A fellowship leadership training programme for 20 student leaders was held, consisting of a one-day camp and five workshop sessions. A three-day prefect training camp was organized at the Po Leung Kuk Jockey Club Tai Tong Holiday Camp, alongside 14 leadership training workshops. According to survey results, 80% of students were satisfied with the content of the training programmes, and all students agreed the training deepened their understanding of the student-led approach and increased their confidence in organizing volunteer activities.
- 3.5 The school facilitated an online exchange with its sister school, involving 16 students. Students from Suzhou shared aspects of Suzhou culture, while our students presented on topics such as food, culture, and daily life. The exchange showcased commendable initiative and strong engagement from our students. On 8 July, Suzhou Wuzhong District Chengxi Middle School conducted a return visit to our campus. The visit was planned and hosted by student leaders, whose leadership and organizational skills were highly commended by the visiting principal. This activity strengthened inter-school collaboration, enhanced cross-cultural understanding, and provided meaningful leadership development opportunities for the student organizers.
- 3.6 This year, the school organized four educational tours to enrich students' learning experiences and broaden their horizons. Three of these trips were to Mainland China, aimed at deepening students' understanding of the country's modern economic development and acquainting them with its history and culture. The Integrated Studies Department organized a study tour for S.1 and S.2 students to Wenchang, Qingyuan, and Hainan, where they observed rocket launches and engaged in hands-on learning.

The Citizenship and Social Development Department led an excursion to Yingde, Qingyuan, providing insights into national development and local customs, fostering a sense of national identity. The Chinese Literature, Geography, and Citizenship and Social Development Departments jointly organized a Hangzhou study tour for 44 teachers and students, featuring visits to cultural and technological sites, including West Lake, East Lake, and the Hangzhou Dream Town Innovation Hub, broadening interdisciplinary learning and fostering an appreciation for the nation's prosperity. The English and STREAM Departments took 20 students to Australia to broaden cultural horizons, enhance English proficiency, and engage in STREAM-related studies.

3.7 A series of cultural activities were organized to promote Chinese traditions and values. Before the Mid-Autumn Festival, an after-school lantern-making workshop engaged 70 students, guided by senior peers, to deepen their understanding of traditional festivals. Ahead of Lunar New Year, a two-day Chinese Culture Day featured calligraphy, printing workshops, and glutinous rice ball distribution, attracting 400 participants and fostering cultural appreciation. In March, a S.2 speech competition on "Ancient Chinese Currency" encouraged students to explore historical developments through research, speeches, and quizzes, fostering cultural identity. For National Security Education Day, S.5 students participated in a cultural study on Hong Kong's historical ties to mainland China, including clan origins and patriotic themes from Wen Tianxiang's "Ode to Righteousness." Finally, a cultural heritage workshop on Chinese juggling for S.4 and S.5 students, scheduled for post-exam days, aims to enhance appreciation of traditional folk acrobatics through hands-on learning.

Reflection

1. We believe students' commitment to community service can be further deepened as we aim to foster a caring, service-oriented culture throughout the school. Additional measures, such as encouraging student leaders to actively shape their service-learning experiences by embedding self-reflection practices and a student-led approach into initiatives like the S.1 "Highs and Lows: Let's Have Fun" welcome event, as well as volunteering at rehabilitation centres, refuse-collection points, and elderly homes, will be proposed. Furthermore, we aim to build on the impressive achievement of 90% of ECA service groups—including the Red Cross and Fellowship—leading flag-raising ceremonies and charity sales, consistently demonstrating empathy, collaboration, and leadership.
2. We believe there is potential to build on the positive survey results, where 80% of participants expressed satisfaction with the training content, and the majority agreed that the programme deepened their understanding of student-led methodologies and boosted their confidence in organizing and managing volunteer activities. It is recommended that future training initiatives invite a broader range of student leaders and incorporate more diverse experiential-learning components into the curriculum to further strengthen learning outcomes.
3. Following the successful online exchange and return visit with Suzhou Wuzhong District Chengxi Middle School, which is our sister school, we aim to provide students with additional opportunities to showcase their leadership, initiative, and cross-cultural engagement. Alongside four immersive study tours across Mainland China and Australia, these experiences have broadened students' horizons, deepened their national and global understanding, and highlighted the transformative power of experiential learning in cultivating well-rounded, globally minded citizens.

Feedback and Follow-up

1. During this academic year, student leaders proactively planned and executed multiple volunteer service activities, achieving remarkable results and providing participants with opportunities to fully demonstrate empathy and leadership. Next year, students will be given more opportunities to independently organize volunteering initiatives, with enhanced training for BBBS members and prefects to build their project-planning and implementation skills. Reflective tools will be used after each activity to help students assess their strengths and areas for growth, further deepening their learning. Through these experiences, students will cultivate values of social care and public-spiritedness while reinforcing their awareness of—and commitment to—social responsibility.
2. Student leaders have given overwhelmingly positive evaluations of the leadership training programme. It is recommended that additional service-learning programmes be organized in the future, inviting student leaders, BBBS members, and other emerging leaders, to continuously strengthen their confidence and leadership capabilities.
3. To strengthen students' national identity and deepen their appreciation of traditional Chinese culture through experiential learning, the school will introduce additional activities highlighting traditional Chinese cultural elements, organize at least two study tours to Mainland China each year, and arrange more exchanges with sister schools. These measures aim to cultivate students' national pride and sense of cultural responsibility.

Achievements

4. To foster healthy lifestyle and persevere physical and mental wellness

- 4.1 The Healthy Lifestyle Promotion Team and the P.E. Department organized 23 Friday Morning Run sessions this year, achieving a 99% participation rate. In S.1, 40 students maintained perfect attendance, demonstrating exceptional engagement. Two Day 6 OLE Sports Days offered a wide range of activities, including boccia, pickleball, Shaolin martial arts, a jump rope competition, Tai Tong Country Park outdoor activities, and bowling. Approximately 80% of students reported that these events helped them relax and strengthened their peer camaraderie.
- 4.2 A professional registered dietitian was invited during Day 6 OLE sessions to deliver a health and nutrition talk, with 89% of students indicating that it enhanced their understanding of a balanced diet. At S.1 Parents' Day, the P.E. teacher shared practical tips for cultivating healthy living, further reinforcing the school's support for students and their families.
- 4.3 The Health Journal, designed by S.5 Visual Arts students, featured rich content, including stress-relief tips, BMI charts, and the nutrition pyramid. Students used the journal to record their diet, routines, and exercise, as well as to set personal goals that promote self-management. To monitor students' health, P.E. teachers conducted biannual measurements of body fat percentage, weight, and other metrics, recording the data in the Health Journal to enable semester comparisons. Surveys revealed universal use of the Health Journal, with junior-form students—particularly S.1—engaging more actively in documenting their health status, sleep schedules, and lifestyle habits.

4.4 The Life Education Department integrated Social and Emotional Learning (SEL) and GRIT into the junior-form Life Education curriculum, cultivating students' emotional regulation, resilience, perseverance, and interpersonal skills for use in academics and daily life. According to the 2024–25 APASO survey, the score for Item 2 (Emotional well-being—no negative emotions) increased from 93 in the 2023–24 cycle to 98 this academic year, while Item 3 (Emotional well-being—no anxiety and depressive symptoms) rose from 85 to 90. These results indicate that the implemented measures are yielding positive outcomes, with reduced negative emotions and anxiety among students and an overall enhancement of emotional well-being.

4.5 The Guidance Committee launched a variety of initiatives to promote mental wellness throughout the school. These included cheering events such as “Happy Sharing with Ice Cream,” Mental Health Awareness Week activities like S.1 adaptation workshops, horticultural therapy, and stress-relief sessions. S.4 and S.5 students unanimously agreed that these programmes improved their emotional resilience and stress management. To provide students with tranquil spaces to unwind, three silent booths were installed. Food-sharing events and Open 喻 posters further encouraged peer connection and offered practical emotional support. Collectively, these efforts enhanced students' emotional stability, strengthened social networks, and fostered a stronger sense of belonging within the school community.

Reflection

1. Despite the strong collaboration between the Healthy Lifestyle Promotion Team and the Physical Education Department, we believe there is potential to achieve even greater outcomes in enhancing students' physical and mental well-being. We propose introducing additional Morning Run sessions and Day 6 Other Learning Experiences (OLE) sports activities, which have already garnered widespread student participation and successfully fostered greater interest and engagement in physical exercise. The nutrition talk provided students with practical health knowledge, deepening their understanding of the importance of a balanced diet. Furthermore, the Health Journal encouraged self-reflection and the setting of personal health goals. These initiatives not only raised students' awareness and attitudes toward healthy living but also gradually cultivated a school culture that prioritizes wellness and active participation.
2. The integration of Social and Emotional Learning (SEL) and GRIT into the junior-form Life Education curriculum can be further enhanced, as recent measures have significantly improved students' abilities in emotional regulation, resilience, perseverance, and interpersonal engagement. Data from the 2024–25 APASO survey indicates an increase in the “no negative emotions” indicator from 93 to 98 and a rise in “no anxiety and depressive symptoms” from 85 to 90. These results suggest that expanding these effective measures could further reduce adverse emotional states and lead to measurable improvements in overall emotional well-being across the student body.
3. We commend the Guidance Committee's mental wellness initiatives and believe they can be further refined to support students' emotional well-being. Activities such as cheering events and stress-relief workshops could be expanded, as they have effectively addressed the needs of different year levels, with positive feedback affirming their impact. These initiatives have fostered resilience and contributed to a more caring and supportive school environment.

Feedback and Follow-up

1. The health promotion activities implemented this year have delivered positive outcomes. It is recommended to sustain and further enhance their integration into school initiatives by encouraging students to complete health assessments and record their results in the Health Journal. To better cater to the diverse needs of students, the Health Journal will be designed in two distinct versions for junior and senior forms. Furthermore, health talks and wellness activities aimed at promoting relaxation were conducted, alongside at least two Day 6 OLE Sports Days. These comprehensive efforts have successfully fostered healthy lifestyle habits and improved students' overall physical and mental well-being.
2. The incorporation of Social and Emotional Learning (SEL) and GRIT into the junior-form Life Education curriculum has significantly strengthened students' emotional intelligence and resilience, as evidenced by increased engagement and positive teacher observations. Maintaining commitment to these frameworks, supported by regular monitoring, will ensure their sustained impact.
3. A review of this year's mental health initiatives led by the Guidance Committee highlights significant progress in enhancing students' emotional well-being and strengthening peer support networks. Moving forward, similar activities will continue to be organized, with enhanced formats and designs to increase interactivity and engagement, thereby encouraging greater student participation and involvement.

(3) Student Performance

1. Results of the Hong Kong Attainment Test (Pre-secondary One)

Our school's average score in the Hong Kong Attainment Test in Chinese, English, and mathematics over the past three years:

Year	Chinese	English	Mathematics
2022/23	57.13	56.8	71.04
2023/24	58.16	55.81	65.03
2024/25	57.6	56.24	77.67

2. Results of the Hong Kong Diploma of Secondary Education Examination

Average pass rate of all subjects : 99%

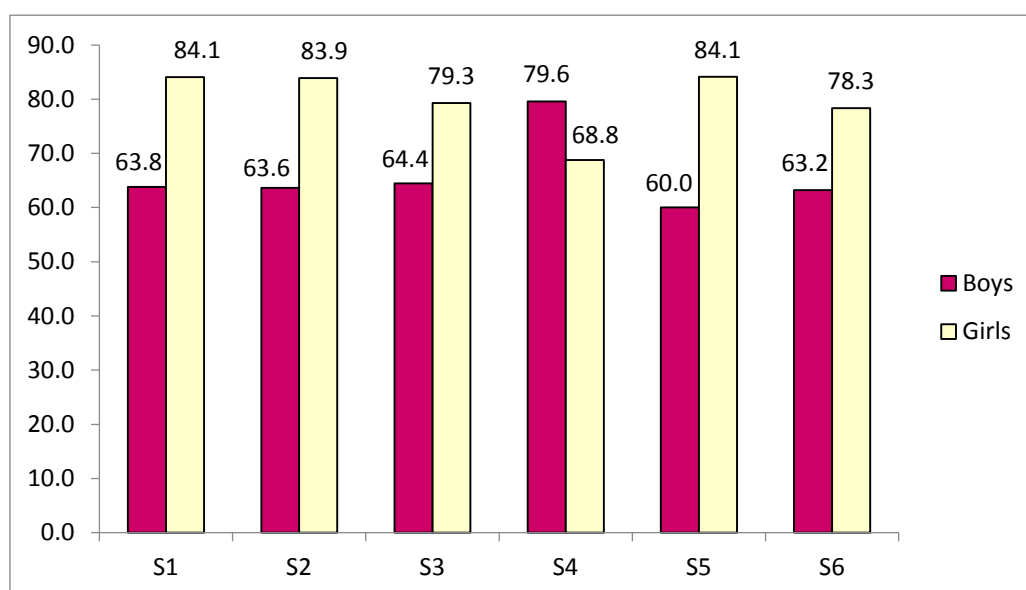
Average pass rate of English language : 100%

Average pass rate of Chinese language : 100%

Results of the Hong Kong Diploma of Secondary Education Examination over the past three years:

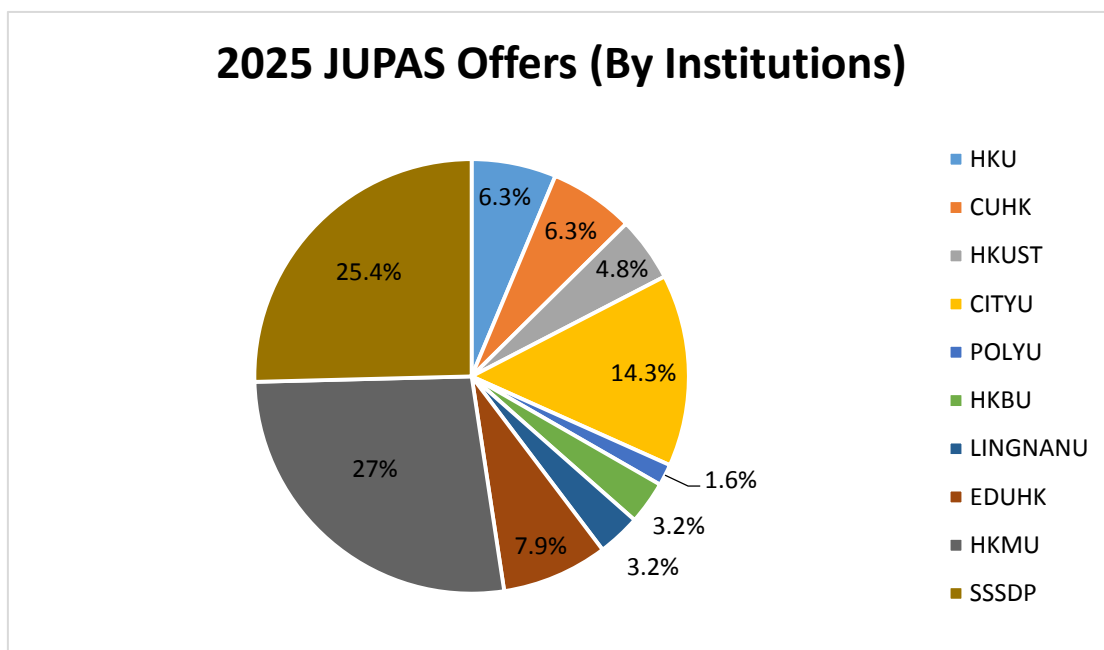
Year	2022/23	2023/24	2024/25
Total no. of candidates	102	104	93
No. and % of students obtaining 22 222 (Chinese, English and any 3 subjects Level 2 or above)	97(95.1%)	99(95.2%)	92(98.9%)
No. and % of students obtaining 3322 2 / 332A 2 or above	72(70.6%)	69(66.3%)	70(75.3%)

3. Percentage of students within the acceptable weight range in 2024/25



4. 2024 JUPAS Offers

In the academic year of 2024-2025, 91 Secondary 6 students applied for admission to programmes offered by the 9 JUPAS participating-institutions and / or the SSSDP programmes via JUPAS. 69.2% of our students received JUPAS main round offers.



5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
1	2023-2024 年度「篇篇流螢」網上閱讀計劃	中國文化研究院	個人卓越表現：銅獎 3A 梁慕軒 5C 黃伊嵐
2	第四十九屆全港青年翻譯比賽	全港青年學藝比賽大會	高中組（中譯英）優異獎 5A 羅銳濱 5C 徐康晴 5D 簡睿好
3	第四十九屆全港青年翻譯比賽	全港青年學藝比賽大會	高中組（英譯中）季軍 5A 羅銳濱 高中組（英譯中）優異獎 5D 簡睿好
4	2023-2024 中學生作文大賽	香港中華文化促進中心	高中組優異獎 5C 麥叡希 5D 陳保榮 6A 黎恩希 6C 吳尚凝 6D 陳澤鋒
5	2023-2024 「兩代情」徵文比賽	香港青年旅舍協會	高中組優異獎 6A 黎恩希
6	第四屆香港中小學中英文硬筆書法比（校內比賽）	教育工作人員總工會、香港硬筆書法家協會	冠軍 2C 馬佳美 5C 鄧詩意 亞軍 2A 蔡靜萱 5C 麥叡希 季軍 3B 戴曉琳 4B 鄭筱瞳
7	第四屆香港中小學中英文硬筆書法比賽		優異獎 5C 麥叡希
8	推廣肝臟健康計劃 2024 全港中小學中文硬筆書法比賽	香港肝臟移植協康會	高中組 亞軍 4B 何燁彪 初中組 優異獎 2C 馬佳美 高中組優異獎 5C 麥叡希
9	第二屆「孝道之星」表揚活動	泰山公德會	孝道之星 5C 劉心怡
10	「文協盃」徵文比賽 2024	中國文化協會	優異獎 5C 劉心怡
11	魯迅青年文學獎：中文寫作	魯迅青少年文學獎（香港）組委會	高中組良好獎 5C 麥叡希
12	魯迅青年文學獎：硬筆書法	魯迅青少年文學獎（香港）組委會	高中組三等獎 5C 麥叡希
13	第七十六屆香港學校朗誦節	香港學校音樂及朗誦協會	粵語詩詞獨誦-季軍 1A 曾鎰鏹 2A 陳苑鋆 3C 倪巧臻 4C 曾家樂

	Award / Scholarships	Organization	Name of Awardees
14	第七十六屆香港學校朗誦節	香港學校音樂及朗誦協會	粵語散文獨誦-季軍 1C 王駿熙 2D 蒙文聲 4C 鍾恩諭
15	第十三屆大學文學獎	香港浸會大學	少年作家獎 4B 鄭筱瞳
16	第二十九屆全港學界對聯創作比賽	新市鎮文化教育協會	中學組優異獎 3A 張涵菲
17	第二屆鐵劃銀鈎硬筆書法比賽 2024	香港藝文教育協會	銀獎 2C 馬佳美
18	水上安全標語創作比賽	康文署	高中組優異獎 5C 郭嘉煒
19	2024《憲法》和《基本法》全港校際問答比賽暨慶祝中華人民共和國成立75周年——「見證・新時代」創意作品製作活動	中華人民共和國香港特別行政區政府教育局	中學組優異獎 5C 黃伊嵐 5C 楊雅琳
20	English Solo Prose Reading	Hong Kong Schools Music and Speech Association	2ND RUNNER UP 4BCHAN TSZ CHING
21 22	English Solo Verse Speaking	Hong Kong Schools Music and Speech Association	1ST RUNNER UP 2B SUN LAI YIN 4D CHAN YI SUM ESTHER 5D SARKI RANJANA 6D HUNG TSZ KWAN 2ND RUNNER UP 2CSHEUNG HUNG NGAI
22	English Public Speaking (Team)	Hong Kong Schools Music and Speech Association	2ND RUNNER UP 2D AU YEUNG HIU TUNG 2D TANG MAN CHI 2D WONG WAN YIN VANIA
23	The 4th Hong Kong School Chinese & English Handwriting Competition--English handwriting competition Secondary School Senior Group	Education Employees General Union & Hong Kong Hard Pen Calligraphists Association	Outstanding Award 6D CHENG YUEN SHAN Superior Award 5DLAW NOK YAU Finalist Award 2D CHUI WAI TUNG 3C TONG YU HIN MARCUS
24	HKFYG Public Speaking Contest 2025	The Hong Kong Federation of Youth Groups Leadership Centre	District Semi-Finalist 5B LIU WAN YING
	HKFYG Public Speaking Contest 2025	The Hong Kong Federation of Youth Groups Leadership Centre	Certificate of Participation 5D CHAN SZE YUI CHARLOTTE 5D WONG YAN YIU
	HKFYG Public Speaking Contest 2025	The Hong Kong Federation of Youth Groups Leadership Centre	District Finalist 3D LI TSZ YU

	Award / Scholarships	Organization	Name of Awardees
25	UNSDGs English Debating Competition	UNESCO Hong Kong Association	1ST RUNNER UP 2A YIK HO YAN 3A GURUNG SUZANE 3D LI TSZ YU
26	第 76 屆香港學校朗誦節比賽(普通話)	香港學校及朗誦協會	冠軍 6C 林浩朗
			亞軍 2A 羅熊恩 2B 羅學蘊 4C 曾家樂
			季軍 2B 徐汶琪 2C 王樂欣 5D 陳曉丹
27	「齊閱讀·迎國慶」 初中歷史科電子閱讀獎勵計劃 2024」	教育局及香港大學主辦	嘉許獎 4A 梁焯喬 4A 潘正謙 4A 譚皓澧 4C 鍾恩諭 4C 黃錦昊 4C 梁政 4D 梁辰 4D 蔣穎娟 4D 馮祉銘
28	Hong Kong Mathematics & Math Olympiad Challenge 2024	HKCMA	Gold Medal 5A MAK TSZ FUNG 5B YU YAT TO
			Silver Medal 5A SIT CHING MAN 5B LI CHEUK HEI 5C SIN WAI WA 5D PENG KA MING 5D TSE PO CHEUNG
			Bronze Medal 5B ZHOU PUI LONG 5C CHEUNG SUI TING 5D CHAN SZE YUI CHARLOTTE
29	第三屆粵港澳大灣區 AI 技能競技賽及科技創新挑戰賽	大灣區教育創新研究院	銅獎 5A 陳婕翎 5A 鍾敏儀 5A 陳凱晉 5A 陳栢軒 5A 盧栢勤
30	中華基督教會香港區會中學校長會粵港澳 STEM/AI 挑戰賽(香港區賽)	中華基督教會香港區會中學校長會	大銅獎 6C 庾健昊 6D 歐卓軒 6D 林景宏 6D 蘇卓衡 6D 楊信謙

	Award / Scholarships	Organization	Name of Awardees
31	The Microsoft Office Specialist Champion HK 2025	Microsoft	Gold Award 5ACHAN PAK HIN
			Silver Award 4B WONG TSZ HIM HUGO 5A CHAN HOI CHUN 5C SIN WAI WA
			Bronze Award 5A TSANG CHEUK SANG
32	第三屆校際 AI 藝術創作大賽《智畫神話》	10 教育	二等獎 5A CHEUNG LOK YI 5A TSANG CHEUK SANG
			三等獎 4B WONG TSZ HIM HUGO
			優異獎 5A CHAN HOI CHUN 5A CHEN CHI KIT
			卓越表現獎 5C SIN WAI WA
33	第一屆 AI 奧數(數霸盃)世界公開賽	World STEM Association	Bronze Medal 2C LAM HIU TUNG ANGIE
34	Warm Up at gateway@klia 2024	世界魔方協會 WCA	銀獎 1C 楊品修
35	2024 雞蛋撞地球	香港數理教育學會	三等獎 3D 錢嘉星 3D 陳凱嘉 5D 陳思睿 5D 梁沛茹
36	CCC Inter-School Mathematics Game Competition 2425	The Hong Kong Council of the Church of Christ in China	Second Prize 5A TAM CHEUK HIM 5A LAM SIU TONG 5B LI CHEUK HEI
37	Hong Kong Championship 2024	World Club Association	1st Runner-up of 2x2x2 Cube (HK) Champion of 3x3x3 Cube (HK) 1st Runner-up of Pyraminx (HK) 2nd Runner-up of Pyraminx 1C YANG PINXIU
38	The “Safe Cracking” International Physics Tournament 2025 – Hong Kong Final	HKAGE	Merit Award in Hong Kong Final 5A CHAN TSIT LING 5A SIT CHING MAN 5A CHAN HOI CHUN 5A LO PAK KAN

	Award / Scholarships	Organization	Name of Awardees
39	AI Olympiad Mathematical Competition	World STEM Association	First Round Gold Medal Final Round Silver Medal 1C WONG TSZ HEI HAYES
			Qualified 2A CHEN YIK YU 2A YOU TSZ WING 2A CHAN HUI LAM 2A CHUNG HEI YI 2A CHEN YUEN KWAN 2B CHAN SIU KWAN 2DLAU CHUN HIM
			First Round Bronze Medal 2A WU HO WAI 2A LAM CHIN LOK 2B HO YIN TING 2B YIP WANG KIN 2B LEE TSUN HEI
			Final Round Bronze Medal 1D YIP YU HIN 2A LAM CHIN LOK 2A WU HO WAI 2B LEE TSUN HEI 2B YIP WANG KIN 2B HO YIN TING 2C LAM HIU TUNG ANGIE
40	Hong Kong Mathematics & Math Olympiad Challenge	Hong Kong Child Mathematics Association	Champion 4A WU YILE
			Gold Medal 4B LEUNG HO KWAN 4D WONG SIU WAI 5A SIT CHING MAN 5B YU YAT TO 5D PENG KA MING
			Silver Medal 4A YIP HIU YAU 4A POON CHING HIM 4B LAM HEI LUCAS 4C HUANG JINHAO 4D YU WANG NGAI KYLE 4D LEUNG SEN 5C SIN WAI WA 5CCHEUNG SUI TING
			First Runner Up 5B LI CHEUK HEI

	Award / Scholarships	Organization	Name of Awardees
			Bronze Medal 4B CHOW TSZ CHUN 4C LEE KAI CHUN 5B NG SHING HIM
			Third Runner Up 5A MAK TSZ FUNG
41	The Hong Kong Council of the Church of Christ in China Inter-school Rummikub Competition	The Hong Kong Council of the Church of Christ in China	First Prize 1C CHIU WING MEI
			Second Prize 3C WONG YAT CHING
			Contestant 2D KWOK SZE YU 5A LO PAK KAN
42	Math Conceptition 2025	MathConcept Education	Silver Award 2B CHAN SIU KWAN
			Bronze Award 1A CHOW CHAK HANG 1D YIP YU HIN
			Contestant 1B LAU HON NAM 2A YOU TSZ WING
43	SDGs eTournament (Greater China Region 2024)	Tin Ka Ping Foundation	Merit 5B LIU WAN YING 5D LEUNG PUI YU 5D CHAN SZE YUI CHARLOTTE 5D WONG YAN YIU
44	International Biology Olympiad-Hong Kong Contest 2024	Hong Kong Academy for Gifted Education	Honourable Mention 5A LUO YUI PAN
45	'Your Dream Home' Building Information Modelling (BIM) Competition 2024	IVE	2nd Runner up & \$1,500 cash vouchers 4A WONG SIN YING 4D CHANG WING KUEN
46	14th Hong Kong Geography Olympiad	Hong Kong Geography Association	Bronze award 5D LEUNG PUI YU
47	The 19th Infrastructure Building Competition for Secondary Schools 2025	IVE	Best Design: 1st Runner up & \$2,000 cash vouchers 5B LIU WAN YING 5D CHAN SZE YUI CHARLOTTE 5D LEUNG PUI YU 5D WONG YAN YIU

	Award / Scholarships	Organization	Name of Awardees
48	Future Aviator	Aerosim x Boeing	Foreflight Mobile Certification 5A CAI YONGMEI 5A CHAN PAK HIN 5A LUO YUI PAN 5A CHAN HOI CHUN 5C SIN WAI WA 6C CHAN NOK HEI 6D AU CHEUK HIN 6D LAM KINGWANG
49	The 19th Infrastructure Building Competition for Secondary Schools 2025	IVE	Finalist & \$500 cash voucher 4A POON CHING HIM 4A WAN MAN LUNG 4D LEUNG SEN
50	'Your Dream Home' Building Information Modelling (BIM) Competition 2024	IVE	Merit & \$600 cash vouchers 4A POON CHING HIM 4A WAN MAN LUNG 4B CHAN CHAK YAN 4B CHAN YUNG KAN 4B LAM HEI LUCAS 4B LAM YAN HO DANIEL 4D LEUNG SEN
51	外牆大翻新設計比賽 2024	屋宇署	中學組 亞軍獎 5D 梁沛茹
			網上投票最受歡迎 5D 郭詠芝
52	「國。家。我」短片製作培訓及比賽 2025	勵進教育中心	優異獎 1B 陳焯琳 1B 劉穎琪 1B 麥懿澄 1B 鄧芷柔
53	數碼宇宙守護者 2024	香港互聯網註冊管理有限公司和 SEED Foundation	最具創意 4B 陳勇勤 5A 張樂兒 5A 羅銳濱 5A 麥淳瑋
			最佳視覺效果 4B 陳勇勤 5A 張樂兒 5A 羅銳濱 5A 麥淳瑋
54	「全港中學生 Happy Hong Kong 深度遊短視頻創作大賽	廠商會	初中組優異獎 2A 游梓穎 2B 陳兆崐 2D 徐煒彤 2D 溫向晴 2D 劉俊謙 2D 韋瀚朝 3B 鄧晞瞳
55	防火訊息短片設計比賽	元朗區防火委員會	季軍 5D 梁沛茹
			優異獎 4B 陳勇勤 5A 張樂兒 5D 陳曉丹

	Award / Scholarships	Organization	Name of Awardees
56	全港中學生中華文化短片創作比賽	香港歷史及文化教育協會	高中組優異獎 5B 彭小宣 5C 黃鴻玉 5C 吳建昕 5D 陳振棕
57	健康學生短片大賽 2025	電影、報刊及物品管理辦事處	亞軍 2D 洪偉傑 2D 劉俊謙 2D 溫向晴 2D 蕭正謙
		電影、報刊及物品管理辦事處	最佳演員 2D 洪偉傑
58	渠務署特色渠蓋設計比賽	渠務署	季軍 5D 梁沛茹
59	「香港國安法－守護與希望」社交媒體帖文創作比賽	律政司及保安局	優異獎 4B 陳勇勤
60	青少年有機培訓計劃 2024-2025	香港有機資源中心	優異證書 5D 鄭子晴 5D 郭詠芝 5D 劉詠恩 5D 梁沛茹
61	「心繫家國 3.0」縱橫家國五千年 STEAM/AI 競技賽	中華基督教會香港區會 中學校長會	優異獎 5A 陳婕翎 5A 鍾敏儀 5A 陳凱晉 5A 盧栢勤 5A 譚卓謙
62	14th Hong Kong Geography Olympiad	Hong Kong Geography Association	Bronze award 5D LEUNG PUI YU
	Future Aviator	Aerosim x Boeing	ForeFligh Mobile Certification 5A CAI YONGMEI 5A CHAN PAK HIN 5A LUO YUI PAN 5A CHAN HOI CHUN 5C SIN WAI WA 6C CHAN NOK HEI 6D AU CHEUK HIN 6D LAM KINGWANG
63	The 19th Infrastructure Building Competition for Secondary Schools 2025	IVE	Finalist & \$500 cash voucher 4A POON CHING HIM 4A WAN MAN LUNG 4D LEUNG SEN
64	'Your Dream Home' Building Information Modelling (BIM) Competition 2024	IVE	Merit & \$600 cash vouchers 4A POON CHING HIM 4A WAN MAN LUNG 4B CHAN CHAK YAN 4B CHAN YUNG KAN 4B LAM HEI LUCAS 4B LAM YAN HO DANIEL 4D LEUNG SEN

	Award / Scholarships	Organization	Name of Awardees
65	'Your Dream Home' Building Information Modelling (BIM) Competition 2024	IVE	2nd Runner up & \$1,500 cash vouchers 4A WONG SIN YING 4D CHANG WING KUEN
66	The 19th Infrastructure Building Competition for Secondary Schools 2025	IVE	Best Design: 1st Runner up & \$2,000 cash vouchers 5B LIU WAN YING 5D CHAN SZE YUI CHARLOTTE 5D LEUNG PUI YU 5D WONG YAN YIU
67	International Biology Olympiad-Hong Kong Contest 2024	Hong Kong Academy for Gifted Education	Honourable Mention 5A LUO YUI PAN

5.2 Sports Awards:

	Award / Scholarships	Organization	Name of Awardees
1	Asian Jump Rope Championships 2024	International Jump Rope Union	Senior Male Double Dutch Pair Freestyle_2nd Place 5D TANG HO YIU
			Senior Male Team Double Dutch Overall_3rd Place 5D TANG HO YIU
			Senior Male Single Rope Team Freestyle_3rd Place 5D TANG HO YIU
			Senior Male Overall_3rd Place 5D TANG HO YIU
2	East Asian Dodgeball Championships 2024	Hong Kong Dodgeball Association	U21 Women's team - Champion 6C Cheng Yu Shu
3	Inter-School Swimming Competition	Hong Kong Schools Sports Federation	Boys B 200M Breaststroke_3rd Runner-up 4B NG CHEUK KIU
			Boys C Grade 50m Free Style_2nd Runner-up 2B CHOI CHUN HEI EDGAR
			Girls B Grade 200m Individual Medley_3rd Runner-up 3A LEUNG TSZ HUEN
4	Inter- School Athletics Competition	The Schools Sports Federation of Hong Kong, China	Girls B Grade High Jump -Fourth 3B LAM WING CHING
5	2024-2025 Outreach Coaching Programme- Cycling Race-Series 2	Cycling Association of Hong Kong, China	Boy's B Grade 1st Runner-up 3D ZHANG GAVIN

	Award / Scholarships	Organization	Name of Awardees
6	2024-2025 Outreach Coaching Programme-Cycling Race-Series 1	Cycling Association of Hong Kong, China	Second Runner-up 4B CHOW TSZ CHUN
			First Runner-up 3D ZHANG GAVIN
7	Inter-School Table Tennis Competition (Boys B Grade)	The Schools Sports Federation of Hong Kong, China	1st runner up 3B LI HEI LONG 3C CHEN HAORAN 4A TANG TYSON 4B NG YU HIN
8	The Queen's Cup Jump Rope Thailand Open (Male,Open)	Hong Kong Rope Skipping Association, China	Single Rope Speed Relay bronze medal Single Rope Team Freestyle bronze medal Double Dutch Speed Relay gold medal 5D TANG HO YIU
9	2024 年全國 U 系列青少年男子水球錦標賽	中國橄欖球協會	青年組 第五名 6D 黃俊櫟
10	慶祝中華人民共和國成立 75 周年元朗區第四十三屆五人足球比賽(青年 YA 組)	康樂及文化事務署及元朗區體育會合辦	冠軍 4A 黃智豪 4C 陳栢釗 4D 麥校源 5A 曾卓生 5B 莫子齊 5C 陳鉉灝
			最佳體育精神獎 4A 黃智豪 4C 陳栢釗 4D 麥校源 5A 曾卓生 5B 莫子齊 5C 陳鉉灝
11	全港閃避球(單球式)新秀賽 U18 女子組	中國香港閃避球總會	季軍 1B 何嘉蔚 1C 鄧芷潼 1D 許舒怡 3B 鄧晞瞳 5A 余可言 5C 陳思穎 6C 鄭于舒
12	油尖旺區青少年三人籃球賽	油尖旺民政事務處、油尖旺社區體育委員會合辦	女子組(U15)殿軍 2B 葉梓彤 2C 曾詩喬 3A 陳紫悠 3B 林詠晴
13	2025 天浪新春盃 U13 碗賽	天浪體育會	冠軍 1D 朱衍亮 2B 陳梓桐 2C 林希宇 2C 郭陞樺 2C 鄭逸賢 2C 陳星羽 2D 張凱迪

	Award / Scholarships	Organization	Name of Awardees
14	2025 全港跳繩速度公開賽	星辰跳繩部 及 HKSPORTPRO 主辦	朋友跳-殿軍 2A 鍾希兒 2B 鄧藹庭 單側迴旋-冠軍 2A 陳苑鋆 2D 劉品妍 單側迴旋-季軍 1C 陳明心 2D 謝竺芸 單車步-冠軍 2A 陳苑鋆 2D 謝竺芸 單車步-亞軍 1D 王善平 單腳雙腳-亞軍 1D 王善平 單腳雙腳-季軍 1D 黃婷鈺 單腳雙腳-殿軍 1C 陳明心 橫排跳-亞軍 1D 王善平 1D 黃婷鈺 二重跳-亞軍 2A 陳苑鋆 二重跳-殿軍 1D 黃婷鈺 二重跳-殿軍 2D 謝竺芸 開合跳-冠軍 2D 劉品妍 開合跳-殿軍 2B 鄧藹庭 交叉開-冠軍 2B 鄧藹庭 5B 廖尹熒
15	新界東及新界西中學學 界閃避球（單球式）錦標 賽	中國香港閃避球總會	女子-冠軍 1B 陳焯琳 1C 陳依臨 1D 許舒怡 2A 羅熊恩 2A 楊婉婷 3A 陳凱晴 3B 鄧晞瞳 3B 黃晴晞 3D 林瑋晴 4A 陳芷晴 4C 古天恩 5A 余可言 6C 鄭于舒
16	2025 新界東及新界西中 學學界閃避球（複球式） 錦標賽	中國香港閃避球總會	女子-冠軍 1B 陳焯琳 1D 許舒怡 2A 楊婉婷 3A 陳凱晴 3B 黃晴晞 3D 林瑋晴 4A 陳芷晴 4C 古天恩 5A 余可言 5B 張巧澄 6C 鄭于舒

	Award / Scholarships	Organization	Name of Awardees
17	校際女子乙組羽毛球比賽	中國香港學界體育聯會	元朗區-季軍 1B 劉穎琪 3D 鄧樂怡 4A 葉曉鏐 4C 陳斯雅 4C 黃梓而 4C 英子涵
18	中華基督教會校際羽毛球比賽	中華基督教會香港區會	女子雙打-殿軍 5D 鄭子晴 5D 黃千芹
19	2025 新界東及新界西中學學界閃避球（複球式）錦標賽	中國香港閃避球總會	男子-殿軍 1B 雷霆一 1C 黃天南 1D 何卓文 2A 郭祐彥 2A 林展樂 2C 王子勤 3B 雷澄軒 3B 羅諾謙 5B 李卓義 5D 簡栢榮 5D 謝寶祥 5D 文業恆
20	全港精英跳繩比賽 2025 暨香港代表隊選拔賽（16-18 歲男子組）	香港跳繩總會	團體總成績 冠軍 交互繩四人速度跳接力比賽 亞軍 團體三人交互繩花式比賽 亞軍 單人繩四人速度跳接力比賽 季軍 團體四人單人繩花式比賽 亞軍 團體四人交互繩花式比賽 冠軍 5D 鄧昊堯
21	2025 全港中學學界閃避球(複球式)精英賽	中國香港閃避球總會	中學女子-季軍 1B 陳焯琳 1D 許舒怡 2A 楊婉婷 3A 陳凱晴 3B 鄧晞瞳 3B 黃晴晞 3D 林瑋晴 4A 陳芷晴 4C 古天恩 5A 余可言 5B 張巧澄 6C 鄭于舒
22	2025 全港中學學界閃避球(複球式)精英賽	中國香港閃避球總會	1B 雷霆一 1C 黃天南 1D 何卓文 2A 郭祐彥 2A 林展樂 2C 王子勤 3B 雷澄軒 3B 羅諾謙 5B 李卓義 5D 簡栢榮 5D 謝寶祥 5D 文業恆
23	校際男子丙組排球比賽	中國香港學界體育聯會	殿軍 1A 歐劍猷 1A 劉鴻榮 1B 黃諾恆 1D 吳卓賢 2A 莊逸晞 2A 郭祐彥 2A 林展樂 2A 梁振熙 2C 王子勤

	Award / Scholarships	Organization	Name of Awardees
24	校際男子乙組籃球比賽	中國香港學界體育聯會	殿軍 1B 胡澤林 3A 彭啟睿 3B 毛啟迪 3B 丘澤豪 3C 賴觀淇 3D 莫希朗 3D 吳嘉譽 4A 韋華文 4A 沙樂行 4B 周子駿 4D 文子銅 4D 余承歡
25	校際男子丙組籃球比賽	中國香港學界體育聯會	優異 1A 陳德洋 1A 葉偉雄 1A 吳彥均 1B 陳祖康 1B 林皓 1B 石霆一 1B 黃諾恆 1C 劉恩廷 1C 邱澤睿 1D 何卓文 1D 謝寶希 1D 黃灝霖 2A 林展樂 2B 葉穎朗 2C 陳希晉 2C 鄭逸賢
26	校際女子丙組籃球比賽	中國香港學界體育聯會	優異 1C 郭學如 2A 陳奕璵 2A 鍾希兒 2B 葉梓彤 2B 鄧藹庭 2B 王陳佳敏 2C 曾詩喬
27	中華基督教會校際乒乓球比賽	中華基督教會香港區會	男子單打-冠軍 4B 吳宇軒
28	中華基督教會校際乒乓球比賽	中華基督教會香港區會	男子單打-殿軍 5B 尹智捷
29	2024-25 年度 U15 壘球分齡賽	中國香港壘球總會	男子組-殿軍 1C 劉峻宏 1C 楊浚琛 2B 陳兆崐 2B 陳鴻祺 2B 蔡俊熙 2B 何彥霆 2B 羅卓林 2B 辛禮言 2B 黃焯煒
30	全能跳繩挑戰賽 2025	全能技巧工作室	單車步 季軍 1D 王善平
			二重跳 亞軍 1D 王善平
			交叉開 殿軍 2D 劉品妍
			二重跳 殿軍 2D 謝竺芸
			交叉開 季軍 5B 廖尹熒

	Award / Scholarships	Organization	Name of Awardees
30			大繩走八字 殿軍 1C 陳明心 1D 黃婷鈺 2A 陳苑鋆 2A 鍾希兒 2B 鄧藹庭
			交互繩速度跳 冠軍 5B 廖尹熒 6B 陳以翹 6C 鄭鈺圻
			全能表演賽 殿軍 1C 陳明心 1D 王善平 1D 黃婷鈺 2A 陳苑鋆 2A 鍾希兒 2B 鄧藹庭 2D 劉品妍 5B 廖尹熒 6B 陳以翹 6C 鄭鈺圻
			全場總亞軍 1C 陳明心 1D 王善平 1D 黃婷鈺 2A 陳苑鋆 2A 鍾希兒 2B 鄧藹庭 2D 劉品妍 2D 謝竺芸 5B 廖尹熒 6B 陳以翹 6C 鄭鈺圻

5.3 Visual Arts Awards

	Award / Scholarships	Organization	Name of Awardees
1	Junior Secondary Science Online Self-learning Scheme 2025	EDB	Gold Award 1B LAU WING KI 2D WONG WING TUNG 3A TSE CHEUK KI
2	My Australian Christmas Card Competition 2024	Australian Consulate-General Hong Kong	Champion 5C LIN SZE WING CATHY
			1 st Runner Up 2A CHENG WING YEE MACY
3	The Sovereign Art Foundation Students Prize Hong Kong 2024/25	The Sovereign Art Foundation	The Public Vote Prize Winner 5C LIN SZE WING CATHY
			Finalist 5C LIN SZE WING CATHY 5D KAN YUI UE
4	全港青年標語及海報設計比賽 2023-24	全港青年學藝比賽大會	亞軍 5D 簡睿好
5	健康動態貼圖設計比賽	電影、報刊及物品管理辦事處	優異獎 5C 鄧詩意

	Award / Scholarships	Organization	Name of Awardees
6	2024 當代中學生繪畫比賽	香港當代藝術中心	優異獎 5B 詹敏丹 Special Honour Award 5C 張涵靈 5C 蔡泓政 5D 簡睿好
7	潮玩吉祥物設計比賽	SME Lab 中小企研究所	中學組冠軍及“愛·擁抱”大獎 2D 溫向晴 5C 譚雯丹
8	跑馬地居民協會會徽設計比賽	跑馬地居民協會	一等獎 5C 蔡泓政 優異獎 5C 張涵靈
9	愛國愛港愛社區標誌設計比賽	香港特別行政區「愛國主義教育工作小組」	冠軍 5C 鄧詩意 亞軍 5B 詹敏丹
10	巴黎青年藝術空間 — 國際兒童繪畫大賽 2024	香港青年創藝協會	金獎 6D 陸芯言 銀獎 5B 詹敏丹 5C 鄧詩意 5C 林詩穎
11	「沿途有愛」之創作及心聲表達設計比賽	元朗區家庭生活教育宣傳運動工作小組	優異獎 5A 李欣橋
12	「中學、小學及幼稚園親子減罪填色比賽」中學組	元朗區撲滅罪行委員會	優異獎 5C 徐康晴
13	「綠色殯葬—海上撒灰」紀念卡設計比賽	食物環境衛生署	優異獎 5B 詹敏丹 5C 鄧詩意
14	Cheer Up 心意卡設計比賽	檸檬王	優異獎 5C 鄧詩意
15	2024「國壽小畫家」繪畫比賽	中國人壽	少年組「專業獎」、優異獎 5C 譚雯丹
16	2024 年水上安全平面設計比賽	康樂及文化事務署及中國香港拯溺總會合辦	中學組 優異獎 5B 詹敏丹
17	青年藝術節 2024 全港青少年西畫比賽	香港菁新交流協會	決賽入圍 6D 陸芯言
18	全港中華文化藝術比賽	香港文創薈	亞軍 6D 陸芯言
19	徐悲鴻盃國際青少年兒童美術比賽	香港青年協會	西洋畫系高中組二等獎 6D 陸芯言
20	向老師致敬學生比賽 2024WhatsApp 貼圖設計比賽	敬師運動委員會	優異獎 5D 簡睿好

	Award / Scholarships	Organization	Name of Awardees
21	「自閉症友善相處-四格漫畫」創作比賽	鄰舍輔導會康復服務部、自閉症工作小組	亞軍 5A 李欣橋
22	「健康家庭齊起動」系列-童畫寄語貼紙設計大賽	教育局	參與獎 2A 易昊昕 2A 鄭詠儀 2A 李蕊妤 2A 陳煦霖 2B 王愷晴 2B 羅海悅 2C 馬佳美 2C 林曉瞳 2C 陽瑞 2D 溫向晴 2D 黃泳桐 2D 吳語桐
23	「世界心臟日」香港心臟基金會繪畫比賽（中學組）	「世界心臟日」籌委會、香港心臟專科學院	季軍 5A 李欣橋
24	「正向有禮樂公益 擔當使命創未來」WhatsApp 貼圖設計比賽	公益少年團元朗區委員會	初中組冠軍 2A 李蕊妤
			高中組冠軍 5D 簡睿妤
			初中組亞軍 2D 黃泳桐
			高中組亞軍 5A 李欣橋
			初中組季軍 2A 曾天美
			高中組季軍 5B 吳珈叡
			初中組優異獎 2C 陽瑞
			高中組優異獎 5C 鄧詩意 5C 張涵靈 5C 林詩穎
25	「正向有禮樂公益 擔當使命創未來」專題活動之「Snapshot 快拍攝攝影比賽」	教育局及公益少年團元朗區委員	初中組亞軍 1A Gabrielle Lucille Macaraeg
			初中組優異獎 3C 陳皓冉
			高中組優異獎 5B 詹敏丹
26	綠升級之復活節掛飾設計比賽	綠在元朗	中學組亞軍 5C 譚雯丹
27	2025 世界祝福語創意繪畫及填色比賽	樂活人生	中學組冠軍 5C 鄧詩意
			中學組最佳構圖獎 5B 詹敏丹
28	「見」築人事攝影比賽	VTC BUILDING	最佳文字解說獎 5B 詹敏丹
29	元朗區文藝之星嘉許計劃	元朗區文藝協進會	元朗區文藝之星 5D 簡睿妤
30	世界防癆日 2025 四格漫畫創作比賽	香港防癆心臟及胸病協會	中學組亞軍 5C 張涵靈
			中學組優異獎 5A 李欣橋

5.4 Music Awards

	Award / Scholarships	Organization	Name of Awardees
1	2024 Hong Kong Youth Music Interflows - Symphonic Band (Junior Class)	Leisure and Cultural Services Department	Silver Award 1B CHAN HEI TUNG 1B FUNG LAP KIU 1D CHEUNG CHEUK HIM 1D WONG HO LAM 1D WONG WANG LEONG 2A KONG WING HI 2A YOU TSZ WING 2B YIU TSZ YAU 2B HO YIN TING 2B SUN LAI YIN 2C NG SHU NA 2C BI SI YAO NICHOLE 2D WONG WAN YIN VANIA 2D CHEUNG HOI TIK 2D LAU CHUN HIM 2D ZHANG XIHONG 3A LIU PENGYU 3B LIU CRYSTAL 3B LAM YAN YUET 3B TANG HEI TUNG 3B LAW NOK HIM 3C CHU TSZ OI BERNICE 4C WONG TSZ YEE 4D FUNG TSZ MING 5A SIT CHING MAN 5A CHEN CHI KIT 5A CHAN PAK HIN 5A LUO YUI PAN 5B CHAN TSIT YU 5B YEUNG SAU HAU 5C CHEUNG SUI TING 5D WONG YAN YIU 6A CHAN WAI SHAN 6B CHAN TIK HEI 6D KWOK SZE LAM 6D WONG CHUN LIK

	Award / Scholarships	Organization	Name of Awardees
2	擊倒一騙心：全港詐騙中小學填詞及歌唱大賽(聲樂組) 'Music Fights Crime'- Anti-Scam Lyrics Writing and Singing Competition (Singing Competition)	香港警務處 HK Police Force	二等獎 Second prize 1C LAW LOK CHUN AVERY
3	77th Hong Kong Schools Music Festival - Graded Piano Solo Grade Seven	Hong Kong Schools Music and Speech Association	Champion 4B CHAN TSZ CHING
4	77th Hong Kong Music Festival - Graded Piano Solo Grade Five	Hong Kong Schools Music and Speech Association	2nd runner-up 1D WONG HO LAM
5	77th Hong Kong Music Festival - Church Music Foreign language (Age 15 or under)	Hong Kong Schools Music and Speech Association	1st runner-up 1A CHOW HIU TUNG 1A HO SUM YI 1A LAU CHIN NGA 1A SIN PAN NUNG BLANCHE 1A TSANG WAI YING 1A TSANG YATSUEN 1A TSOI MING OON 1A WONG YU SUM 1B PANG HIN YI 1B TANG WING KIU 1C CHAN MING SUM 1C TAM HEI YIN 1D CHEUNG MAVIS 1D SO HEI YU SUMEY 2A CHAN HUI LAM 2A CHAN LOK YIN 2A CHEN YUEN KWAN 2A KONG WING HI 2A SO SIU CHUN 2B LEUNG HOI CHING LIAN 2B LOW HOK WAN 2B WONG HAY 2C CHOY PUI YU 2C LAM HIU TUNG ANGIE 2C MA JIAMEI MANDY 2C NAI HAU TUNG ANGIE 2C WONG LOK YAN 2C XU SALLY 2D CHUI WAI TUNG

	Award / Scholarships	Organization	Name of Awardees
			2D LAU HONG TAI 2D LEUNG YUET YUET 2D TANG MAN CHI 2D TSO FEI 2D WONG LAI PING 2D XIE CHUK WAN FAY 3A HONG YUNG 3A LAM WING KEI WINKI 3A TSE HEI MAN 3A TSE MAN YUET MYLIE 3B NG MAN SUEN 3B TAI HIU LAM 3B WONG HEI LAM 3C CHOI TSZ CHING 3C NG YAN TUNG 3D CHAN CONSTY 3D CHAN LOK SUM 3D TANG LOK YI 3D XIE ON CHING 4B XU MINGYI 4C CHEN SI YA SISI 4C MA HANG YIN
6	Joint school Music Competition 2025	Hong Kong Joint School Music Association	Gold Award 1D CHAN SZE CHI

(4) Financial Summary

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus	Accumulative Surplus
Surplus brought forward from previous year :							
Government Funds	8,152,234.87						
School Funds	1,905,795.49						
Council Fund	8,879.00						
I. Government Funds	4,148,600.85						4,148,600.85
Surplus of Expanded Operating Expenses Block Grant (EOEBG)							
(1) Expanded Operating Expenses Block Grant							
(A) School Specific Grants							
· Administration Grant		4,104,252.00	3,900,000.00	3,813,474.11	0.98	290,777.89	290,777.89
· Composite Information Technology Grant		593,929.00	721,800.00	608,572.13	0.84	(14,643.13)	(14,643.13)
· Capacity Enhancement Grant		676,944.00	1,000,190.00	799,720.00	0.80	(122,776.00)	(122,776.00)
· Air-conditioning Grant		617,925.00	617,925.00	640,693.80	1.04	(22,768.80)	(22,768.80)
· SBM Top-Up Grant		53,385.00	53,385.00	51,048.72	0.96	2,336.28	2,336.28
· School-based Speech Therapy Administration Rec Grant		8,541.00	8,541.00	8,535.73	1.00	5.27	5.27
(B) Non-School Specific Grants - Baseline Reference		2,289,524.77					
(i) Operation							
· General expenses such as printing and stationery, cleaning			880,000.00	707,970.06	0.80		
· Composite furniture and equipment			613,400.00	653,738.94	1.07		
(ii) Teaching and Learning							
· Consolidated subjects			431,950.00	272,990.60	0.63		
· Teaching aids, library books, reference books etc			90,000.00	59,085.82	0.66		
· ECA, MC&NE, Religious and Academic act, prog and resources			329,001.00	338,267.84	1.03		
· Guidance, Discipline, Careers act, Student Development, prog and resources			155,715.00	91,112.67	0.59		
(iii) Development							
· Staff Development			129,600.00	81,719.00	0.63		
						84,639.84	91,708.72
(C) Fund set aside for Severance Payment/Long Service Payment	33,573.47	0.00	0.00	(7,068.88)	0%	7,068.88	26,504.59
Sub-total:	4,182,174.32	8,344,500.77	8,931,507.00	8,119,860.54	0.91	224,640.23	4,399,745.67
(2) Cash Grant for School-based After-school Learning and Support Grant	131,400.00	114,000.00	110,000.00	131,400.00	1.19	(17,400.00)	114,000.00
(3) Diversity Learning Grant (Other Programmes)	0.00	93,600.00	185,450.00	91,980.00	0.50	1,620.00	1,620.00
(4) Diversity Learning Grant (Applied Learning Courses)	0.00	81,290.00	81,920.00	81,290.00	0.99	0.00	0.00
(5) Student Activities Support Grant	0.00	81,250.00	98,800.00	81,250.00	0.82	0.00	0.00
(6) Teacher Relief Grant	2,208,035.07	5,600,577.00	6,091,399.00	5,976,906.97	0.98	(376,329.97)	1,831,705.10
(7) Learning Support Grant for Secondary Schools	22,734.20	684,144.00	610,300.00	576,008.33	0.94	108,135.67	130,869.87
(8) Enhanced Additional Funding - Support for NCS Students	60,581.17	883,874.00	810,640.00	781,894.84	0.96	101,979.16	162,560.33
(9) Information Technology Staffing Support Grant	63,998.08	338,819.00	458,000.00	310,520.17	0.68	28,298.83	92,296.91
(10) Promotion of Reading Grant	1,742.23	66,176.00	65,000.00	26,274.80	0.40	39,901.20	41,643.43
(11) Life-wide Learning Grant	614,346.70	1,236,410.00	1,961,224.00	1,499,196.59	0.76	(262,786.59)	351,560.11
(12) One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	203,559.00	0.00	203,559.00	203,559.00	1.00	(203,559.00)	0.00
(13) Grant for the Sister School Scheme	0.00	165,439.00	162,994.00	100,703.57	0.62	64,735.43	64,735.43
(14) One-off Grant for Mental Health of Parents and Students	13,664.10	0.00	14,614.10	13,664.10	0.93	(13,664.10)	0.00
(15) One-off Grant on Parent Education (Secondary)	200,000.00	0.00	117,400.00	90,680.67	0.77	(90,680.67)	109,319.33
(16) One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	0.00	100,000.00	103,707.13	1.04	(103,707.13)	196,292.87
(17) One-off Grant for Promotion of a Sports Ambience and MVP A60 in Schools	150,000.00	0.00	77,138.00	48,908.00	0.63	(48,908.00)	101,092.00
(18) One-off Grant for Promotion of Self-directed Language Learning (English Language)	0.00	200,000.00	0.00	46,668.25	0.00	153,331.75	153,331.75
(19) One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	0.00	200,000.00	0.00	0.00	0.00	200,000.00	200,000.00
(20) AI for Science Education Funding Programme	0.00	100,000.00		0.00	0	100,000.00	100,000.00
Sub-total:	3,970,060.55	9,845,579.00	11,148,438.10	10,164,612.42	0.91	(319,033.42)	3,651,027.13
Grand Total of Government Funds :	8,152,234.87	18,190,079.77	20,079,945.10	18,284,472.96	0.91	(94,393.19)	8,050,772.80
Surplus of Government Funds of 2024/25 School Year :							(94,393.19)
II. School Funds							
· Tong Fai	45,611.95	107,780.00	130,000.00	126,276.08	0.97	(18,496.08)	27,115.87
· Donation for Scholarship, ECA and Facilities	351,246.74	1,266,000.00	100,000.00	181,799.00	1.82	1,084,201.00	1,435,447.74
· Rental, students activities etc	456,116.99	1,316,929.45	1,200,000.00	1,193,747.65	0.99	123,181.80	579,298.79
· Approved Collection for Specific Purposes :	1,052,819.81	183,260.00	120,000.00	112,288.06	0.94	70,971.94	1,123,791.75
Grand Total of School Funds :	1,905,795.49	2,873,969.45	1,550,000.00	1,614,110.79	1.04	1,259,858.66	3,165,654.15
Surplus of School Funds of 2024/25 School Year :							1,259,858.66
III. Council Fund	8,879.00	5,500.00	2,500.00	6,441.50	2.58	(941.50)	7,937.50
Surplus carried forward :							
Government Funds	8,050,772.80						
School Funds	3,165,654.15						
Council Fund	7,937.50						

Appendix 1 : Capacity Enhancement Grant (2024-25)

1 Major concerns:

- 1.1 To relief teachers' workload in construction matter.
- 1.2 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.3 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.4 To develop students' potential and cater for their academic needs by offering a variety of after-school classes in different subjects.

2 Achievements and reflection on major concerns:

Targets	Achievements	Reflection
Catering for students' academic and developmental needs	- Teacher Assistants helped with the enrolment and registration work of various developmental programmes. - When needed, teacher assistants helped form teachers with their OLE periods. - Escorting students to competitions, visits and activities was also one of their duties.	- Introducing pre-activity briefing sessions for Teacher Assistants could enhance their ability to handle unforeseen challenges during off-campus activities. - More varied courses could be offered to enrich students' potentials if possible.
Elite basketball training	The coaches prepared 6 open tournaments for the students and won the third -runner up in a tournament. Team spirit was shown and the skills were improved by the coaches.	The elite program helped students to experience many open tournaments and they learnt advanced skills and tactics. The entry fees were financially supported by the scheme.
Curriculum development, school-based assessment and Territory wide School Assessment	Technical support in video-recording of students' performance in SBA, Hong Kong Schools Speech Festival as well live broadcasting of school functions was provided by the TA.	Training about using other learning management system, such as Loilonote, could be offered for ITA so as to support teachers when using eLearning in classroom.

3 **Financial report:**

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 1 TA	Salary and MPF for 1 TA	220,500	220,500
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	408,620	208,150
3	Employment of 3 Coach	Salary and MPF for 3 Coach	371,070	371,070
Total			1,000,190	799,720

4 **Major concerns in 2025-2026:**

- 4.1 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.2 To provide efficient support for teachers when they teach with technology.
- 4.3 To develop elite basketball teams.

5 **Working team:**

Leung Ching Man (Coordinator)

Appendix 2 : ‘Whole-School’ Approach to Integrated Education: Policy, Resources and Support Measures

I. Policy	• Our school acknowledges the responsibility of establishing an inclusive environment to support students with special educational needs (SEN) in a “whole-school” approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.
II. Approach	• We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.
III. Support Measures and Use of Resources	Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures: • A student support team headed by the guidance mistress is established. The team is comprised of the Special Educational Needs Coordinator (SENCO), the SEN support teacher (SENST), relevant subject heads, form teachers, the school social worker, the educational psychologist, Speech Therapist, the examination coordinator and subject teachers. • ALAs are provided with pull-out or after-school remedial lessons, which include Chinese, English and Mathematics. • After-school tutorials will provide for those students in need. • Assessment accommodation is provided for students in need; their learning achievements are recorded by class observation and teacher questionnaires and the results are communicated to their parents regularly. • Outsourcing: Clinical psychologist service for diagnosed or suspected MI cases. • In collaboration with the Hospital Authority, the "Student Mental Health Support Scheme" has launched since 2019 to 2020 academic year. Appropriate support services for students with needs in mental health will be provided through a multidisciplinary collaboration. • The education psychologist facilitates group sessions on social skills or learning skills for students with SEN and ALAs. She provides one-on-one help upon request and instructs them in social skills and emotion regulation. • Big Brothers Big Sisters (BBBS) scheme is a mentoring programme providing caring student volunteers to students who need it most. This programme also aims to cultivate the love and care school culture and foster positive students relationships. • The educational psychologist and school social workers conduct individual interviews and workshops with parents of SEN students in order to assist them develop effective parenting skills and a comprehensive understanding of special education needs. Relaxation sessions for carers are offered as well. • Teachers take part in training courses offered by the Education Bureau, universities or NGOs to enhance teachers’ professional capacity in catering for students with special educational needs (SEN).

Appendix 3 : Report on the Use of the Student Activities Support Grant (2024/25)

I. Financial Overview

A	Allocation in the Current School Year:	\$81,250.00
B	Expenditure in the Current School Year:	\$90,638.80
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	4	\$805.00
Full-grant under the School Textbook Assistance Scheme	139	\$69,995.60
Meeting the school-based financially needy criteria	104	\$19,838.20 (capped at 25% of the total allocation for the school year)
TOTAL	247	\$90,638.80 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Ann. Details of Expenses									
No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Brass Band Course	Arts (Music)	14	\$16,679.00			✓		
2	Pop Music Club Drum Course	Arts (Music)	1	\$1,200.00			✓		
3	Training Course of Boys Volleyball Team	Physical Education	4	\$3,600.00			✓		
4	Training Course of Girls Volleyball Team	Physical Education	6	\$6,000.00			✓		
5	Training Course of Badminton Team	Physical Education	12	\$5,000.00			✓		
6	Training Course of Cycling Club	Physical Education	2	\$1,000.00			✓		
7	Training Course of Dodgeball Team	Physical Education	22	\$9,640.00			✓		
8	Training Course of Table Tennis Team	Physical Education	10	\$4,250.00			✓		
9	Training Course of Boys' Basketball Team	Physical Education	3	\$1,400.00			✓		
10	Training Course of Girls Basketball Team	Physical Education	4	\$1,750.00			✓		
11	Training Course of Football Team	Physical Education	10	\$9,800.00			✓		

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
12	School Picnic	Citizenship and Social Development	148	\$17,061.80	✓				
13	Training Course of Boys' Basketball Team	Physical Education	7	\$2,625.00	✓				
14	English, Mathematics and Science Enhancement Programme (1st term)	English Language	10	\$9,000.00	✓				
15	English, Mathematics and Science Enhancement Programme (2nd term)	English Language	8	\$8,400.00	✓				
16	Geography Field Studies Course	Geography	2	\$244.00	✓				
17	Sightseeing at Tai Tong Country Park	Citizenship and Social Development	43	\$700.00	✓				
18	Geography site visit	Geography	9	\$165.00	✓				
19	Life-wide Learning Day	Cross-Disciplinary (Others)	76	\$1,170.00	✓	✓			
20	Activity for Classes – Bowling	Citizenship and Social Development	57	\$440.00	✓				
21	Apply for the International Chinese Examination	Chinese Language	2	\$748.00	✓				
22	TramOramic Tour	History	5	\$80.00	✓				
23	Chinese Literature (Bird watching and sketching in Ho Sheung Heung)	Chinese Literature	7	\$110.00	✓				
24	Biology Field Studies Course	Biology	3	\$50.00	✓				
25	CUHK Culture Trail Guided Tour	Information of University	29	\$460.00	✓				
26	The Chinese University of Hong Kong Information	Information of University	26	\$270.00	✓				

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Day								

Expenses for Category 1 571 \$90,188.80

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

Expenses for Category 2 \$0.00

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities

1	Purchase of Basketball Team Uniform	Physical Education	5	\$450.00					
2									
3									
4									

Expenses for Category 3 5 \$450.00

Total	576	\$90,638.80
--------------	------------	--------------------

Contact Person for LWL
(Name & Post):

Mr Chan Ho Yin
(Chairperson of ECA committee)

Appendix 4 : School-based After-school Learning and Support Programmes Report

Name of School : CCC KEI YUEN COLLEGE

Project Coordinator : Miss Leung Ching Man Contact Telephone No.: 24750331

A. The number of benefitting students (count by heads) under this programme is 42 (including A. 0 CSSA recipients, B. 38 SFAS full-grant recipients and C. 4 under school's discretionary quota)

B. Information on Activities under the Programmes

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
After-school Tutorial Classes (S1-S3)	0	13	3	100%	October 2023 - June 2024	58,550	- Calculate the number of participants - Conduct questionnaire survey	University students are recruited to be the tutors	100% of the participants agreed that tutorial, course and competition were helpful with their study.
Saturday English, Mathematics and Science Enhancement Programme	0	23	0	100%	March - July	45,300	- Calculate the number of participants - Conduct questionnaire survey	University students are recruited to be the tutors	94% of the participants agreed that the tutor was able/ very able to encourage them and take care of their needs.
External / After School programmes: Language, Interest, or Ability	0	2	1	100%	September 2023 - August 2024	11,600	Interview the participating students	- University students are recruited to be the tutors - Subsidy course fee and competition fee	100% of the participants agreed that tutorial, course and competition were helpful with their study.
Total no. of activities: 3									
@No. of participation counts	0	38	4		Total Expenses	115,450			
**Total no. of participation counts	42								

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:

beneficial to students.

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills			✓			
h) Students’ social skills						✓
i) Students’ interpersonal skills						✓
j) Students’ cooperativeness with others						✓
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to decide on the 10% discretionary quota;
- ☐ eligible students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☒ the amount of administrative work leads to apparent increase on teachers’ workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;

Appendix 5: Applied Learning

1. Programme Plan

Name of programme(s)	No. of students involved	Evaluation
1. Fundamental Cosmetology	1	Achieved “Attained with Distinction (I)” level
2. Applied Psychology	1	Achieved “Attained with Distinction (I)” level
3. Korean Language and Culture	1	Achieved “Attained with Distinction (I)” level
4. Popular Music Production	1	Achieved “Attained with Distinction (I)” level
5. Practical Psychology	1	Achieved “Attained with Distinction (II)” level

2. Financial Report

Category	Budget (\$)	Actual Expenditure (\$)
Diversity Learning Grant	\$ 87,650	\$ 87,650
Total	\$ 87,650	\$ 87,650

3. Evaluation

A total of 5 students took the Applied Learning Courses. The overall completion rate was 100%. The passing rate is 100%. 4 students achieved “Attained with Distinction (I)” and 1 student achieved “Attained with Distinction (II)”.

Appendix 6: Diversity Learning Grant (Gifted Education) 2024-2025

1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Literature Tour	9	A birdwatching field study along the river at He Shang Village, including a photo captioning contest were organized. The instructor taught observation techniques for birds, and the students practiced field sketching. During the activity, students took photos and submitted photo titles for a competition. Students learned to concisely express what the photos showed in refined wording and to enhance the imagery of the natural landscape with poetic captions..
Chinese subject: Novel Course	0	Not held.
Pull-out programme for gifted students in specific areas	0	No application of subsidy.
Global Week	120	More than 94% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures.
Massive Open Online Courses (MOOCs)	0	Not held.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	0	Not held.
Geography: Inquiry geographical field trip	0	Not held.
Chemistry: Enhancement programme for Elite Students	0	Not held.
Visual Arts: Trainings for Elite Students Computer-aided design software course	12	Survey result: more than 85% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	12	Survey result: more than 90% participants can manage the related skills.
	153	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Literature Tour	9	A birdwatching field study along the river at He Shang Village, including a photo captioning contest were organized. The instructor taught observation techniques for birds, and the students practiced field sketching. During the activity, students took photos and submitted photo titles for a competition. Students learned to concisely express what the photos showed in refined wording and to enhance the imagery of the natural landscape with poetic captions.
Chinese subject : Novel Course	0	Not held.
Pull-out programme for gifted students in specific areas	0	No application of subsidy.
Global Week	120	More than 94% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	16	All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Geography: Inquiry geographical field studies	22	Subsidized students to enroll in Geography course, all students agree that the course can enhance their understanding of Geography knowledge and concepts. Participating in competitions can enhance their understanding of Geography knowledge and broaden their view.
Chemistry Enhancement programme for Elite Students	0	Not held
Visual Arts: Trainings for Elite Students Computer-aided design software course	11	Survey result: more than 95% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	11	Survey result: more than 90% participants can manage the related skills.
	189	

3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
English Enhancement programme for Elite Students	0	Not held.
Chinese History: Enhancement programme for Elite Students	0	Not held
Visual Arts: Trainings for Elite Students Marker course	10	The course had successfully enhanced students' interest in arts and their marker skills had shown improvement.
Chemistry: Enhancement programme for Elite Students	8	Mor than 90% of students agreed that the course can foster their high order thinking abilities.
	18	

4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant				
Chinese subject: Literature Tour		6,500	1,200	/
Chinese subject: Novel Writing Course		/	/	/
Pull-out programme for gifted students in specific areas		/	/	/
English Enhancement programme for Elite Students		/	/	/
Mathematics: Trainings for Elite Students		/	2,000	/
Geography: Inquiry Geography field trip		/	4,280	/
Visual Arts: Trainings for Elite Students Computer-aided design software course		6,000	6,000	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		6,000	6,000	/
Visual Arts: Trainings for Elite Students Marker course		/	/	4,800
Chemistry: Trainings for Elite Students		/	/	/
Chinese History: Critical Thinking Skills Training		/	/	/
Global Week		49,200	/	/
Massive Open Online Courses (MOOCs)		/	/	/
Sub-total		67,700	19,480	4,800
			Total:	91,980

5. Evaluation

5.1 More diversified courses will be offered as one of the major concerns of the school's 3-year development plan is to reinforce learning strategies and learning skills. When more grants are received, the school will organise activities to cater for the needs of the gifted students so that students can widen their experiences and horizons. On other occasions, the school would provide financial assistance to gifted students who would like to take courses not offered by the school.

Report on the Use of the Promotion of Reading Grant

Part 1: Evaluation of Effectiveness

1. Evaluation of the achievement of the objectives:

All the S4 students participated in reading sharing during the RaC lesson, contributing to the cultivation of the reading culture within the school.

Using simple English science books, students read and then design small experiments.

This year, 95 students submitted short videos of themselves conducting their own experiments. It is recommended to continue the project to encourage students to express their creativity.

Based on the first year of the three-year plan, a junior secondary classroom library has been established to support cross-curricular reading.

The introduction of e-books aims to engage students who seldom visit the library, thereby enhancing their access to reading opportunities.

Promoting books with video content. This approach not only fosters a reading culture but also broadens students' horizons.

2. Evaluation of strategies:

Collaborative efforts across different learning domains enable students to broaden their reading horizons.

Engaging teachers can significantly enrich students' reading experiences and promote a more integrated, cross-curricular approach to learning.

To enhance students' interest in reading, especially through e-books, a variety of interactive reading activities can be introduced. These activities not only make reading more engaging but also help students develop deeper comprehension and critical thinking skills.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	• Printed books (Chinese books of classroom library)	5,730.80
	• Printed books (Support S3 IS and S4 ICT Rac Program)	594.00
	• e-Books	19,950.00
	• Rac reading resources for Junior Form Class Library	14,129.00
	• Subscribe book promoting channel	4,800.00
	Total	45,203.80
	Unspent Balance	22,695.2

Report on the Use of the Life-wide Learning Grant 2024-25

Appendix 8

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses *	Domain ¹ (Including K.L.As, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)			
			Level	Number of Participants								Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service
1.1	Local Activities: To organise life-wide learning activities in different K.L.As / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes														
1	S.1 Summer Science Course	Aug 2024	S.1	130	\$8,800	\$67.7	\$8,800.00	\$67.69	E6	Science	Students learned about electricity, circuits, and energy conversion, acquiring basic skills in constructing a hand-crank light generator. Every student successfully created their own DIY product. According to a survey, 98% of students reported learning a great deal about subjects taught in English, and 96% found the course materials useful and professionally designed. Additionally, 100% of students rated the program as useful and expressed satisfaction with it.		✓		
2	Pre-S.1 Summer Bridging Program	Aug 2024	S.1	130	\$49,896	\$383.8	\$48,384.00	\$372.18	E6	Academic	98% of students reported learning a great deal about subjects in English. 96% of them agreed that the course materials were useful and professional.		✓		
3	S.2 Critical Thinking Skills Programme	Nov 2024	S.2	30	\$7,995	\$266.5	\$7,995.00	\$266.50	E6	Academic	100% of students found the program useful and were satisfied with it.		✓		
4	S.3 Logical Reasoning Skills & Effective Communication & Presentation Skills	Nov 2024	S.3	30	\$7,995	\$266.5	\$7,995.00	\$266.50	E6	Academic	100% of students found the program useful and were satisfied with it.		✓		
5	Class-based and form-based activities	Oct 2024 - July 2025	S.1 - S.6	704	\$84,000	\$119.3	\$30,504.30	\$43.33	E1 E2	Moral, Civic and National Education	A variety of recreational activities were held, and both students and teachers enjoyed these moments. The activities helped broaden students' perspectives and strengthen interpersonal relationships among students and teachers.	✓	✓	✓	✓
6	HKFYG Leadership Institute Leadership Certificate Course	Oct 2024 - July 2025	S.3 - S.5	24	\$9,438	\$393.3	\$0.00	\$0.00	E6	Leadership Training	Not held.	✓	✓		✓
7	Outdoor & Community Inclusive Programmes	Oct 2024 - July 2025	S.1 - S.5	30	\$1,500	\$50.0	\$0.00	\$0.00	E1	Values Education	Not held.	✓			✓

8	Service Learning Day	Nov 2024 - May 2025	S.4 - S.5	223	\$6,400	\$28.7	\$3,716.65	\$16.67	E1	Values Education	S.4 and S.5 students participated in service-learning activities, including relevant pre-learning and post-learning activities. Throughout the process, they learned to collaborate with teammates and serve those in need within our community. According to the survey, over 80% of students agreed that the activities fostered their sense of friendliness and strengthened their spirit of service.	✓			✓
9	Prefect Leadership Training Programme	Sept 2024 - July 2025	S.2 - S.5	61	\$137,500	\$2,254.1	\$137,200.00	\$2,249.18	E1 E6	Discipline	Various activities, including leadership training courses, an experience day, and social service activities, were organized. The program adopted the 'Eight Habits and Growth Mindset' framework, fostering qualities such as perseverance and kindness. Over 90% of participants agreed that the program was useful.	✓	✓		✓
10	BBBS Leadership Training Programme	Sep 2024 - Dec 2024	S.3 - S.5	25	\$10,000	\$400.0	\$9,525.00	\$381.00	E1 E6	Guidance	Leadership training was organized for the BBBS Student Committee. During these sessions, students explored leadership qualities and event planning processes. All objectives were achieved, with a 100% student satisfaction rate.	✓	✓		✓
11	Leadership Training Course For Fellowship	Oct 2024 - Apr 2025	S.2 - S.6	20	\$14,400	\$720.0	\$13,050.00	\$652.50	E6	Leadership Training	After the training, all students gained confidence and studied more diligently. 100% of participants found the course useful.	✓	✓		
12	Whole-person Development Workshops For Fellowship	Oct 2024 - Apr 2025	S.1 - S.6	20	\$30,000	\$1,500.0	\$27,000.00	\$1,350.00	E1 E6	Values Education	The students' faith was growing stronger. By participating in Gospel Week activities, they learnt to serve those in need, yielding satisfying results.	✓	✓		✓
13	Gospel Camp	July 2025	S.1 - S.6	70	\$56,500	\$807.1	\$36,530.50	\$521.86	E1 E6	Values Education	More than 80% of students demonstrated positive values by embracing the attitudes of love and respect learned at the camp.	✓	✓		
14	Post-exam activities	July 2025	S.1 - S.5	700	\$30,000	\$42.9	\$42,799.00	\$61.14	E1 E6 E7	ECA	Students enjoyed a variety of activities, including a football match, magic workshop, board games, and Chinese calligraphy. The calligraphy activities focused on the themes of perseverance and kindness.		✓	✓	
15	Subsidy to house activities	Feb 2025 - July 2025	S.1 - S.5	700	\$26,000	\$37.1	\$16,507.62	\$23.58	E1 E7	ECA	House committee members took part in Sports Day activities and a dance competition, centered on the theme of perseverance. They developed leadership and cooperative skills while enjoying the activities. This year, the inter-house football match was held during the post-exam period.			✓	
16	S.1 Life Planning Programme	Sept 2024 and May 2025	S.1	130	\$14,000	\$107.7	\$14,000.00	\$107.69	E6	Careers Education	91% of participants found the programme useful.				
17	S.2 Life Planning Programme	Sept 2024	S.2	127	\$7,500	\$59.1	\$7,500.00	\$59.06	E6	Careers Education	97% of the participants found the programme useful.				

18	S.3 Life Planning Programme	Sept 2024 and March 2025	S.3	130	\$12,250	\$94.2	\$12,250.00	\$94.23	E6	Careers Education	100% of the participants found the programme useful.				
19	S.5 Life Planning Programme	Sept 2024, Jan 2025 and April 2025	S.5	112	\$21,000	\$187.5	\$21,000.00	\$187.50	E6	Careers Education	97% of the participants found the programme useful.				
20	Career Ambassador Training	July 2025	S.3 and S.4	20	\$6,900	\$345.0	\$6,900.00	\$345.00	E6	Careers Education	100% of the participants found the programme useful.				
21	S.3 Soci Game	March 2025	S.3	130	\$27,750	\$213.5	\$27,750.00	\$213.46	E6	Careers Education	98% of the participants found the programme useful.				
22	Interview Skill on Further Studies	May 2025	S.6	20	\$2,750	\$137.5	\$2,750.00	\$137.50	E6	Careers Education	100% of the participants found the programme useful.				
23	Subsidies for bus fare	Sept 2024 - July 2025	S.1 - S.6	380	\$10,000	\$26.3	\$5,780.00	\$15.21	E2	Careers Education	All S.2 students participated in the visit, along with 45 students from S.4 to S.6.				
24	Speaker fee	May 2025	S.2, S.4 and S.5	350	\$5,000	\$14.3	\$5,000.00	\$14.29	E6	Careers Education	The talk received a rating of 4.45 out of 5.				
25	S.4 & S.5 Taster Program: Junior Dentists	June 2025	S.4 and S.5	30	\$8,000	\$266.7	\$8,000.00	\$266.67	E6	Careers Education	100% of the participants found the programme useful.				
26	S.1 Activity fee	Aug 2024	S.1	110	\$16,000	\$145.5	\$16,000.00	\$145.45	E6 E7	Values Education	The activities helped nurture team spirit among S.1 students. 95% of students agreed that the activities were useful for building relationships with classmates, while 92% felt they increased their sense of belonging to the class.	✓	✓		
27	STREAM Week	May 2025	S.1 - S.5	610	\$25,000	\$41.0	\$7,335.13	\$12.02	E1 E7	Cross-Disciplinary (STREAM)	Students enjoyed the STREAM activities. 60% of students participated in the activities and learnt a lot during the STREAM Week. These activities helped promote the Keiyoense virtues of Perseverance and Kindness.		✓		
28	Life-wide Learning Day	March 2025	S.2	127	\$20,000	\$157.5	\$18,043.44	\$142.07	E1	Science	Most students enjoyed the activities and gained valuable knowledge about maritime heritage and culture, including aspects of history, art, and science.	✓	✓		
29	Joint School Science Exhibition	Jan 2025 - Aug 2025	S.4 and S.5	14	\$6,000	\$428.6	\$0.00	\$0.00	E1 E6	Science	Students prepared proposals and took part in the final project presentation in August.	✓			
30	School Cleaning Day (Life-education, IS)	Jan 2025	S.1	130	\$1,000	\$7.7	\$0.00	\$0.00	E7	Cross-Disciplinary	Students thoroughly enjoyed participating in the activity. Each group created their own DIY enzyme detergent, which they used to clean desks and chairs in the classroom, as well as benches in the canteen during the Day 6 OLE period.	✓	✓		
31	Visual Arts Inter-class Competition (with Religious Education)	Oct 2024 - Mar 2025	S.2, S.4 - S.6	150	\$6,000	\$40.0	\$3,996.00	\$26.64	E7	Arts (Visual Arts)	For the first time, students wrote Bible verses related to perseverance and kindness using Roman and italic fonts. 90% of the students were able to apply the skills they learned to create elegant calligraphy, and their watercolor illustrations featured detailed and beautiful compositions.			✓	

32	Art Jam Day 2025	July 2025	S.1 - S.2	210	\$10,000	\$47.6	\$2,043.00	\$9.73	E7	Arts (Visual Arts)	Art Jam Day for S.1 and S.2 students was held on July 8, 2025, and was led by S.4 and S.5 Visual Arts students, who guided them in creating various handmade crafts. 80% of the students showed strong interest in each craft, and their finished artworks were highly exquisite.			✓	
33	1.Badminton Team 2.Volleyball Team 3.Athletics Team 4.Football Team 5.Table Tennis Team 6.Dodgeball Team 7.Cycling Club	Oct 2024 - Aug 2025	S.1 - S.6	150	\$265,520	\$1,770.1	\$227,875.70	\$1,519.17	E5	Physical Education	80% of the participants agreed that the training provided opportunities to develop their potential.			✓	
34	Choir Training Programme	Sept 2024 - May 2025	S.1 - S.5	60	\$36,900	\$615.0	\$19,320.00	\$322.00	E5	Arts (Music)	The choir won first runner-up in the Church Music (Foreign Language) category at the Hong Kong Schools Music Festival. Their performance was outstanding.			✓	
35	Wind Band Training Programme	Sept 2024 - May 2025	S.1 - S.6	40	\$100,300	\$2,507.5	\$112,918.00	\$2,822.95	E5	Arts (Music)	The Windband won the Silver Award in the Hong Kong Youth Music Interflows – Symphonic Band Interflow (Junior) 2024.			✓	
36	Guitar and Drum Class	Oct 2024 - May 2025	S.1 - S.6	10	\$4,380	\$438.0	\$6,780.00	\$678.00	E5	Arts (Music)	100% of the participants agreed that they acquired skills in playing the guitar and the drum. Students rated their achievement of the target at 4.8 out of 5. SEN students also performed well in class.			✓	
37	Scrabble	Oct 2024 - May 2025	S.1 - S.6	10	\$7,200	\$720.0	\$0.00	\$0.00	E1 E5	English Language	Students were not yet ready to participate in Scrabble competitions. Due to the difficulty in hiring a qualified coach, it has been challenging for them to receive the necessary training for inter-school Scrabble events.		✓		
38	Smart Writers	Nov 2024 - May 2025	S.1 - S.3	6	\$2,000	\$333.3	\$1,200.00	\$200.00	E1	English Language	The attendance rate was 95%. All members participated in the 'Good People, Good Deeds' English Writing Competition organized by the Tung Wah Group of Hospitals. Students found the lessons useful.		✓		
39	English Debating Team	Oct 2024 - May 2025	S.1 - S.5	10	\$8,600	\$860.0	\$1,073.10	\$107.31	E2	English Language	The attendance rate was 85%. Students used debate sessions to prepare for external debate competitions. They entered the UNSDGS Debating Competition, with one team reaching the 1st Runner Up. Students enthusiastically joined the activities and many have expressed their desire to stay members the following school year.		✓		

40	English Drama and Movie Making Society	Oct 2024 - Aug 2025	S.1 - S.6	20	\$24,000	\$1,200.0	\$11,550.00	\$577.50	E1 E5	Arts (drama)	Our new members collaborated well with the experienced ones, and through everyone's joint effort, they completed several challenging tasks. In addition to participating in scriptwriting and filmmaking workshops—including playwriting, acting, filmmaking, and editing techniques—the members also created their own storyboard and theme song. A 15-minute video was showcased during the post-exam activity.			✓	
41	Chinese Debating Team	Oct 2024 - Aug 2025	S.1 - S.5	15	\$18,200	\$1,213.3	\$17,325.00	\$1,155.00	E1 E5	Chinese Language	Students participated in various competitions. They actively engaged in the society's activities.	✓		✓	
42	Chinese Speech Team	Sep 2024 - Dec 2024	S.1 - S.5	20	\$15,200	\$760.0	\$14,970.00	\$748.50	E1 E5	Chinese Language	S.1 to S.4 Chinese Speech Team members participated in the inter-school recitation competition and arranged pre-competition training. Ultimately, 7 students won second place in the competition. Through the training, students gained a deeper understanding of literary works and mastered recitation techniques. The competition also helped cultivate their enterprising spirit and perseverance.		✓	✓	
43	Chinese Poem Competition	Sep 2024 - Dec 2024	S.1 - S.5	10	\$6,750	\$675.0	\$6,750.00	\$675.00	E1	Chinese Language	Students participated in various competitions and had chances to develop their potentials.		✓	✓	
44	Elder Academy Social Services	11th Nov 2024	S.1 - S.5	30	\$5,100	\$170.0	\$2,352.37	\$78.41	E7	Elder academy	Students prepared various courses for the elderly, which helped promote the Keiyuene virtues of 'Perseverance' and 'Kindness'.				✓
45	National Security Education	Sept 2024 - Aug 2025	S.1 - S.6	120	\$5,000	\$41.7	\$1,880.00	\$15.67	E1 E2 E8	Moral, civic and national education	As part of the exchange with a sister school, students prepared an introductory presentation to foster friendship between students from both locations, explore each other's cultures, and gain a deeper understanding of the unique characteristics of both schools.	✓	✓		
46	Chinese Off-campus Competition	Sept 2024 - Aug 2025	S.1 - S.6	10	\$2,000	\$200.0	\$100.00	\$10.00	E1	Chinese Language	Students were registered for off-campus calligraphy competitions. First, an on-campus competition was held, and three winning students from both junior and senior forms were selected to participate in the external events.		✓		

47	Interest Classes about Traditional Culture	Sept 2024 - Aug 2025	S.1 - S.6	60	\$12,000	\$200.0	\$5,457.45	\$90.96	E1 E6	Chinese Language	Registration fees were paid for four students to participate in off-campus cultural activities. Additionally, traditional cultural workshops with various themes were organized for all students, including Mid-Autumn Festival lantern making, Lunar New Year picture rubbing, and Spring Festival couplet writing. The students responded enthusiastically and participated actively, enhancing the festive atmosphere on campus and promoting traditional culture.	✓	✓	
48	Chinese Inter-class Competition	Sept 2024 - Aug 2025	S.1 - S.4	38	\$5,400	\$142.1	\$3,100.00	\$81.58	E1	Chinese Language	We organized an inter-class speech competition for Form 2 students and an inter-class debate competition for Form 4 students. Tutors were hired to provide training before the competitions, and judges were invited to offer guidance during the events. The participating students prepared thoroughly, and during the competitions, all students actively engaged and cheered for their class representatives, creating a lively and supportive atmosphere. Through comparison, communication, and feedback from the judges, students developed valuable speech and debate skills.	✓		
49	Chinese Literature reading promotion activities	Sept 2024 - Aug 2025	S.4 - S.5	16	\$2,000	\$125.0	\$0.00	\$0.00	E1	Chinese Language	Not held.	✓		
50	Chinese Drama Appreciation	Sept 2024 - Aug 2025	S.1 - S.6	20	\$3,000	\$150.0	\$2,496.00	\$124.80	E1	Chinese Language	S.4 to S.5 students were arranged to watch the drama The Golden Cangue, performed by the Spring-Time Experimental Theatre at Tuen Mun Town Hall. The performance was of a very high standard, and the director personally guided the students in reflecting on the play's content, enhancing their artistic appreciation.	✓	✓	
51	Putonghua Speech Festival and Training	Sept 2024 - Dec 2024	S.1 - S.6	40	\$22,000	\$550.0	\$10,335.00	\$258.38	E1 E5	Chinese Language (Putonghua)	S.1 to S.6 students participated in the Hong Kong Schools Speech Festival. Among them, 1 student won the championship, 3 were awarded first runner-up, and 3 received second runner-up. The results were satisfactory.	✓		
52	English Speech Festival	Oct 2024 - Dec 2024	S.1 - S.6	50	\$11,100	\$222.0	\$7,160.00	\$143.20	E1 E5	English Language	S.1 to S.5 students were nominated for the Speech Festival. Among them, four students were awarded second place and three received third place. Additionally, 33 students achieved merits and one student attained proficiency. Overall, the adjudicators gave positive feedback on the students' performance.	✓		

53	English Movie Appreciation	Sept 2024	S.6	107	\$5,350	\$50.0	\$5,350.00	\$50.00	E1	English Language	All students participated in the film appreciation activity. Students enjoyed watching "Inside Out 2", which provided valuable insights to support their preparation for the English SBA.		✓		
54	S.1-3 Olympic Maths Prog.	Oct 2024 - May 2025	S.1 - S.5	10	\$1,000	\$100.0	\$0.00	\$0.00	E1 E6	Mathematics	Not held.		✓		
55	Inter-school Competition	Oct 2024 - Jun 2025	S.1 - S.5	50	\$13,000	\$260.0	\$10,000.00	\$200.00	E1	Mathematics	Students won a total of 51 prizes across various competitions.		✓		
56	S.3 Mathematical Inquiry Activities	Mar 2025	S.3	130	\$20,000	\$153.8	\$20,000.00	\$153.85	E1 E6	Mathematics	92.4% of students reported that the programme successfully aroused their interest, while 97.5% indicated that they learned some problem-solving techniques.		✓		
57	Science Competition Entry fee S.4 and S.5	Jun 2025 - Aug 2025	S.4 - S.5	30	\$3,500	\$116.7	\$3,375.00	\$112.50	E1	Science	45 students from S.4 and S.5 participated in the International Chemistry Quiz 2025. Students were required to prepare for the competition, which helped enhance their potential and perseverance.		✓		
58	Science Interschool competition	Sept 2024 - Aug 2025	S.4 - S.6	10	\$1,000	\$100.0	\$0.00	\$0.00	E1	Science	Not held.		✓		
59	Aviation Tournament Enrollment & Professional Training Courses	Nov 2024 - Jun 2025	S.3 - S.5	25	\$50,000	\$2,000.0	\$49,800.00	\$1,992.00	E6	Careers Education/ Cross Disciplines	Students were highly engaged and motivated during the activity. The Tournament Team won the First Runner-up in the Glider Wings Performance Award, demonstrating their ability to apply theoretical knowledge to model building. For the aviation course, the attendance rate is almost 90% and the students are highly engaged.		✓		
60	History Field trips	Oct 2024 - Apr 2025	S.1 - S.3	80	\$5,000	\$62.5	\$0.00	\$0.00	E6	History	Not held in junior forms.		✓		
61	History Board display & competition	29th May - 6th Jun 2025	S.2	126	\$1,400	\$11.1	\$0.00	\$0.00	E1	History	In S.2, a reading competition was held in collaboration with the NET teacher. During English lessons, students were reminded of the scanning reading strategy before reading the text and completing a quiz about the opening of Japan. Prizes were awarded to students who achieved the highest scores. The teacher observed that students were interested and hoped the competition would help promote their interest in history.		✓		
62	Geography Fieldwork studies / field trip activities.	Oct 2024 - May 2025	S.2 - S.5	120	\$26,000	\$216.7	\$14,157.00	\$117.98	E1 E6	Geography	Through field trips and related activities, students deepened their understanding and application of geographical concepts. They also enhanced their awareness of the natural environment and the community, which fostered a greater sense of respect and care for both nature and society. Students actively participated in these field courses and workshops and performed well in these activities.		✓		

63	Art Training Programme	Sept 2024 - Dec 2024	S.1 - S.3	50	\$7,800	\$156.0	\$4,200.00	\$84.00	E5	Arts (Visual Arts)	Junior Form students completed the Art Training Programme, with 90% successfully applying the skills they learned to create exquisite bookmarks and teacher commendation cards.			✓	
64	Music Inter-school Competition	Oct 2024 - May 2025	S.1 - S.6	100	\$19,500	\$195.0	\$13,845.00	\$138.45	E1	Arts (Music)	Students participated in various competitions. One was the champion in the Grade 7 piano solo, another was the second runner-up in the Grade 5 piano solo at the Schools Festival. One student received a gold award in the flute solo (junior) at the Joint School Music Competition. The wind band earned a silver award, and the choir won first runner-up in the competition.			✓	
65	HKSSF student registration card	Sept 2024 - Aug 2025	S.1 - S.6	250	\$4,000	\$16.0	\$3,152.00	\$12.61	E1	Physical Education	Students from 8 sports teams participated in the HKSSF competitions, where they developed their athletic potential through active engagement.			✓	
66	Sport Competitions entry fee	Sept 2024 - Aug 2025	S.1 - S.6	250	\$40,000	\$160.0	\$39,010.00	\$156.04	E1	Physical Education	Students from 11 sports teams participated in the external competitions, where they developed their athletic potential through active engagement.			✓	
67	Travel fee for competitions	Sept 2024 - Aug 2025	S.1 - S.6	120	\$6,000	\$50.0	\$365.90	\$3.05	E2	Physical Education	Students from 4 sports teams participated in the external competitions and benefited from this financial support. Ensuring that financial issues do not hinder the development of students' sports potential.			✓	
68	Skippping elite training programme	Sept 2024 - Aug 2025	S.1 - S.6	25	\$25,000	\$1,000.0	\$22,800.00	\$912.00	E5	Physical Education	All 25 participants successfully completed the training programme, with 20 participating in at least one inter-school competition. Their rope-skipping abilities were significantly enhanced.			✓	
69	Swimming elite training program	Sep 2024 - Oct 2024	S.1 - S.6	10	\$7,000	\$700.0	\$7,000.00	\$700.00	E5	Physical Education	All 10 participants completed the training programme, and 8 of them took part in at least one inter-school competition. The participant's swimming talent was notably developed.			✓	
70	Soft ball training programme	Sept 2024 - Aug 2025	S.1 - S.6	25	\$35,000	\$1,400.0	\$24,800.00	\$992.00	E5	Physical Education	All 25 participants successfully completed the training programme, with 15 engaging in at least one inter-school competition. Their softball abilities were significantly enhanced.			✓	
71	School sports programme: cycling demonstration	Mar 2024	S.1	130	\$2,000	\$15.4	\$0.00	\$0.00	E6	Physical Education	Not held.			✓	
72	School sports programme: outreach coach cycling programme for S.1	Nov 2024 and Mar 2025	S.3	130	\$32,000	\$246.2	\$30,000.00	\$230.77	E6	Physical Education	All 130 participants successfully completed the coaching programme, with 88 earning the Silver Award. Their cycling abilities were significantly enhanced.			✓	

73	Life Education-Adventure activities and tours	Jan 2025 - Jun 2025	S.1 - S.3	390	\$48,000	\$123.1	\$46,000.00	\$117.95	E1 E6	Values Education	Over 80% of S.3 students agreed that the activities helped develop their abilities to overcome challenges, cooperate with classmates, and improve problem-solving skills. Since different social workers led the classes, the service provider could have offered more pre-lesson support.	✓			
74	Life Education-Experiential Activity	Jan 2025 - Mar 2025	S.3	130	\$3,000	\$23.1	\$1,796.00	\$13.82	E6	Values Education	With the support of a local volunteering group, students learned about the challenges faced by those in need and reflected on how they could help during Poverty Experience Day. They prepared self-designed "lucky bags" for the needy. According to the student survey, students agreed that they could understand the needy (4.07/5), become a friendlier person (4.06/5), and cultivate their spirit of service (4.02/5).	✓			
75	CES Visit activities	Jan 2025 - Jun 2025	S.1	130	\$3,400	\$26.2	\$0.00	\$0.00	E6	Citizenship and Social Development	No suitable activity was offered.	✓			
76	CES Learning activities	Jan 2025 - Jun 2025	S.1	130	\$7,400	\$56.9	\$0.00	\$0.00	E6	Citizenship and Social Development	No suitable activity was offered.	✓			
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				8,970	\$1,602,574.00		\$1,296,648.16								
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	English & STREAM Overseas Tour	July 2025	S.1 - S.5	20	\$54,000	\$2,700.0	\$0.00	\$0.00	E3 E4	Cross-Disciplinary (STEAM	The study tour received an overwhelmingly positive response, with over 52 students applying for only 20 available places. The programme offered a rich and diverse blend of cultural, linguistic, and STEAM learning experiences. Participants had the privilege of visiting two world-renowned institutions: the University of Sydney and the University of New South Wales. The tour not only provided valuable insights into academic life, but also inspired students to set clear goals for their future university studies. Following the tour, students shared their experiences during a morning assembly.	✓			
4															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				20	\$54,000.00		\$0.00								
Expenses for Category 1				8,990	\$1,656,574.00		\$1,296,648.16								

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Estimated Expenses (\$)	Actual Expenses (\$)
1	Fellowship equipment	Fellowship leadership training	\$5,600.00	\$2,960.00
2	Sports team uniform (Badminton, Basketball, Long run, Volleyball, Athletic, Football, Table tennis, Dodgeball, Cycling)	Physical education inter-school competitions	\$34,850.00	\$9,750.00
3	Badminton team equipment	Physical education badminton training	\$5,500.00	\$5,915.00
4	Basketball team equipment	Physical education basketball training	\$13,000.00	\$11,569.99
5	Volleyball team equipment	Physical education volleyball training	\$12,000.00	\$8,285.30
6	Athletic team equipment	Physical education athletes training	\$4,000.00	\$989.00
7	Football team equipment	Physical education football training	\$5,000.00	\$4,257.75
8	Table Tennis team equipment	Physical education table tennis training	\$1,500.00	\$460.00
9	Dodgeball team equipment	Physical education dodgeball training	\$5,000.00	\$8,150.00
10	Cycling Club equipment	Physical education cycling training	\$5,000.00	\$605.39
11	Choir equipment	Choir training and school activities	\$4,000.00	\$0.00
12	Pop music Club equipment	Pop music training	\$7,500.00	\$5,806.00
13	Scrabble games	Scrabble training	\$2,000.00	\$0.00
14	English Drama and Movie Making Society	English Drama and Movie Making Society training and equipment	\$1,500.00	\$0.00
15	Chinese Debating Team equipment	Chinese Debating Team training and equipment	\$200.00	\$0.00
16	Chinese Speech Team equipment	Chinese Speech Team training and equipment	\$500.00	\$0.00
17	Music equipment	Music training and school activities	\$198,000.00	\$143,800.00
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2			\$305,150.00	\$202,548.43
Expenses for Categories 1 & 2			\$1,961,724.00	\$1,499,196.59

Category 3: Number of Student Beneficiaries

Total number of students in the school:	701
Number of student beneficiaries:	701
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Chu Wai Ling
Post of Contact Person for LWL:	Vice-principal

*** Input using the following codes; more than one code can be used for each item.**

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	F6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

One-off Grant on supporting the Implementation of CS

「公民與社會發展科津貼」運用報告(24-25)

	範疇	實際開支金額 (\$)
i	發展或採購相關的學與教資源	20,000
	➢ 24-25 學年購買電子參考書	
	➢ 24-25 學年 myTV SUPER 應用程式版/網頁版通行證(70 張)	24,500
ii	資助學生及/或教師前往內地，參加和公民科課程相關的教學交流或考察活動	5,156
	➢ 24-25 學年津貼重讀中四的同學參加內地交流團費用(4 人)	
iii	舉辦和公民科課程相關的校本學習活動	5,580
	➢ 22/1/2025 中四級參觀香港故宮文化博物館旅遊巴費用	
	➢ 22/1/2025 中四級參觀故宮文化博物館入場費	4,100
	➢ 15/1/2025 中四《香港 01》新聞中心參觀活動費用	30,000
	➢ 15/1/2025 中四《香港 01》新聞中心參觀活動旅遊巴費用	5,580
	➢ 09/07/2025 中四及中五參觀國家安全教育展館旅遊巴費用	6,344
iv	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校/跨課程活動	55,916
	➢ 24-25 杭州、紹興文化及創新科技探索之旅	
	➢ 05/12/2024 灣仔舊城區 VS 商業區半天考察	3,564
	➢ 07/02/2025 中四「上環歷史文化導賞團」	3,960
	➢ 14/02/2025 中五「上環歷史文化導賞團」	3,960
	➢ 29/04/2025 中四電車全景遊	3,800
	➢ 29/04/2025 中四電車全景遊旅遊車車費	1,740
	➢ 28/04/2025 中五孫中山史蹟徑半天遊	8,100
	➢ 28/03/2025 中五社區歷史、文化導賞費用	21,432
v	其他(請註明)：	0
	總開支金額	203,732
	津貼餘款	0

Appendix 10

Report on the Use of the One-off Grant on Promoting Mental Health (2024-25)

「家長學生・好精神一筆過津貼」津貼運用報告

Our school / Parent-Teacher Association has utilized the Grant for the following purposes:

	Area	Actual Expenses (\$)
1.	Organizing and promoting parent-child or parent centered around student and parent mental health a. Parent-child board game	4,400
2.	Disseminating information on student and parent mental health, issuing publication, or providing resource platforms	0
3.	Conducting courses or training focusing on knowledge and skills for parents to understand mental health a. Parent-Child Aromatherapy Massage	2,750
	b. Yoga Workshop	4,913.8
4.	Others (please specify) :	0
	Total	12,063.8

Appendix 11

Report on the Use of One-off Grant for Mental Health at School 2024-2025

Aims:

1. To provide a calm and cozy environment for students who require emotional support by guidance teachers.
2. To provide a secure and confidential space for professionals conducting interview or therapy sessions to students with mental illness or emotional needs.
3. To create a safe and quiet space for students or teachers who want to take a break from the noise of the outside world and reduce stress levels.

Item	Area	Expenditure (\$)
1.	Purchasing an outdoor silence booth and setting it up on the ground floor.	\$60,000
	Total	\$60,000

Report on the use of One-off Grant on Parent Education 2024-25

Aims :

1. To strengthen home-school collaboration to establish correct values in adolescents.
2. To establish positive home-school cooperation to support adolescent children's value education, identity development, and life planning.
3. To help parents address parenting challenges and promote the healthy development of their adolescent children
4. To develop school-based parent education programs and promote ongoing parent education.

	Area	Expenditure (\$)
1.	Organizing Structured or Themed Parent Education Programmes	
	a. Talk	2,000
	i. Helping parents in supporting their children and adapting to the physical and mental changes and requirements during the secondary school phase.	
	ii. Recognizing the importance of adolescent mental health.	3,900
	iii. Guiding parents on establishing effective communication with their children.	2,000
	b. Parent Education Activities for Secondary School	
	i. Dr. Yu Tak-shun: Parent-child education film screenings in instructional sessions, and live Q&A (2 sessions, each 2 hours long)	
	ii. Dr. Yu Tak-shun, Thematic Parent Education Lecture Videos (3 lectures, each 1.5 hours long, segmented into 9 sessions, each 0.5 hours, regularly disseminated via parent emails.)	
	iii. Professor Wong Shing-wing: Parent Education Lecture Videos (4 lectures, each 1.5 hours long, segmented into 12 sessions, each 0.5 hours, regularly disseminated via parent emails.)	
	iv. Pastor Ng Chun-chi: Thematic Parent Education Lecture Videos (2 lectures, each 1.5 hours long, segmented into 6 sessions, each 0.5 hours, regularly disseminated via parent emails.)	
		49,500
2.	Developing and producing school-based parent education materials	
	a. Crafting teaching materials or booklets for parent talks.	28,400
	b. Printing fee	4880.67

	Area	Expenditure (\$)
3.	Organising school-based parent education promotional events in connection with “Positive Parent Campaign” a. Workshops for Parent /Parent-Child: Traditional Chinese Medicine, Nutrition and Yoga	0
4.	Others (please specify):	0
	Total	90,680.67

姊妹學校交流報告書
2024 / 2025 學年

學校名稱：	中華基督教會基元中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	梁靜雯副校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	蘇州市吳中區城西中學
2.	
3.	
4.	
5.	

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
------------------	---	----------------------------------	----------------------------------	----------------------------------

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

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

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

學生層面 達至預期目標程度	I1 ☐ 完全達到	I2 ☒ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
------------------	----------------------------------	---	----------------------------------	----------------------------------

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

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下：		
編號	☒	監察/評估方法
M1	☒	討論
M2	☐	分享
M3	☒	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明)：

全年財政報告：			
編號	☒	交流項目	支出金額
N1	☐	到訪內地姊妹學校作交流的費用	HK\$0
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$0
N3	☐	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\$0
N4	☒	視像交流設備及其他電腦設備的費用	HK\$100,703.57
N5	☐	交流物資費用	HK\$0
N6	☐	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\$0
N7	☐	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\$0
N8	☐	其他(請註明)：	HK\$0
N9	☐	學年總開支	HK\$100,703.57
N10	☐	沒有任何開支	不適用

反思及跟進：今年主要費用支出用於購買硬件，下年度可多計劃到內地交流。

編號	☒	內容
O1	☒	有關交流活動的層面 [如適用，請註明] 1. 利用視像形式，與蘇州市城西中學的師生進行交流。 本校共有：1 位副校長、2 位老師、12 位中四及中五同學出席網上交流 2. 蘇州市城西中學的師生到訪本校交流。 本校共有：1 位副校長、3 位老師、15 位中四及中五同學出席交流

O2	☒	有關交流活動的形式/內容 [如適用，請註明] 1. 視像形式交流：兩地學生共約 30 人參與。兩地同學分成不同組別，互相匯報，內容包括：介紹蘇州及香港特色及文化、學校生活點滴、兩地青少年人生活等，並預備問答環節，增加網上交流互動機會。 2. 蘇州市城西中學的師生到訪本校： 我校學生組成籌委共 4 人，連同另外 11 位中四中五同學，接待姊妹學校 19 位師生，藉以培養學生的領導才能及籌劃活動能力。期間帶姊妹學校師生參觀校舍及走訪元朗市區，讓他們更深認識我校特色，並了解市區生活及人民風貌。本校師生亦有機會與姊妹學校師生交流傾談，互贈紀念品，增進彼此友誼。
O3	☒	有關交流活動的時間安排 [如適用，請註明] 1. 視像形式交流：2025/4/29 2. 蘇州市城西中學的師生到訪本校：2025/7/8
O4	☒	有關交流活動的津貼安排 [如適用，請註明] 1. 茶點、小禮物
O5	☐	有關承辦機構的組織安排[如適用，請註明]
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	27 人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	0 人次
P3	☒	本校學生參與交流的總人次	27 總人次
P4	☒	本校教師參與交流的總人次	4 總人次
P5	☒	本校學校管理人員參與交流的總人次	2 總人次

Appendix 14

Report on the Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 2024-2025

Aims:

1. To help students develop a healthy lifestyle which is one of the seven learning goals of secondary education.
2. To expose students to various physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, and foster positive values and attitudes.
3. To develop a habit of active participation in physical activities.
4. To tie in with the World Health Organisation's recommendation that children and adolescents aged 12-17 should accumulate at least 60 minutes daily of moderate- to vigorous-intensity physical activities.

Item	Area	Expenditure (\$)
1.	Organizing learning/experience activities or talk related to MVPA60.	\$1,200
2.	Developing the policy on the development of an active and healthy school campus/MVPA60 a: Booklet (My Health Journal) design and printing b: Body Fat Analyzer	\$2,500 \$8,288
3.	Promoting a sports ambience and MVPA60 in schools a: Morning Runs b: Physical Activity Day (Day 6 OLE)	\$1,206 \$17,000
4.	Purchasing or upgrading PE/sports equipment in schools. a: Handball Goal b: Volleyball umpire stand c: Table tennis table d: AIREX mat e: Replacement of basketball backboard and rim	\$5,000 \$1,000 \$1,450 \$0 \$20,000
	Total	\$57,644

Appendix 15

Report on the Use of One-off Grant for Promoting Chinese Cultural Experience Activities 2024-2025

Aims:

1. To deepen the understanding of Chinese culture, which helps cultivate in students a sense of belonging to and the affection for our country.
2. To facilitate students to experience traditional Chinese customs and understand the meaning of the customs and the excellence of our culture.
3. To gain an understanding of China's achievements and contributions in ancient and modern times and strengthen students' sense of national identity and national pride.

Item	Estimated Expenses (\$)
1. Organizing learning/experience activities or talks related to Chinese culture.	
a. Citizenship and Social Development Traditional craftsmanship workshop (\$200 x 20 students, \$4,000, materials shipping cost \$800)	2,358.4
b. Chinese Language Appreciation of Cantonese Opera (\$175 x 30 students, \$5,250)	606
c. Chinese Language Cultural Experience of Chinese Variety Show	5,000
2. Organizing or sponsoring students to participate in local or mainland inter-school activities or competitions related to Chinese culture.	0
3. Organizing or sponsoring students to participate in local cultural investigations or visit activities	
a. S.1 Life-wide Learning Day Affection for our land : Introduction of Hakka Culture, Fishing Community Culture, how preacher and Japanese residents in Hong Kong love Hong Kong.	29,123.39
b. S.5 Life-wide Learning Day The Splendors of traditional Culture : Cultural and historical tour	0
4. Expenses for setting up a Chinese culture room	66,529.14
Total	103,707.13

Appendix 16

Report on the Use of One-off Grant for Promoting Self-directed Language Learning (English Language) 2024-2025

Area	Item	Objective	Expenditure (\$)
To purchase resources	Buying a robot for educational use	To provide assistance and resources outside regular class hours, engage students in conversation, providing a platform for practicing speaking and listening skills.	46,668.25
Total			46,668.25
Balance			153,331.75