C.C.C. KUNG LEE COLLEGE

# Annual School Report

## 2025-2026

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**Major Concerns for Future School Development**


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## Our School

### 1.1 School Mission

Founded in 1967, C.C.C. Kung Lee College has been committed to offering students a diverse and relevant curriculum that meets the evolving needs of society. In response to educational reforms over the years, the College transitioned to a senior secondary school under the Direct Subsidy Scheme (DSS) in September 2003, focusing primarily on senior secondary education.

To provide students with a comprehensive six-year secondary school experience, Kung Lee College underwent a significant transformation. Since September 2022, the College has introduced a junior secondary programme starting at Secondary One, with English as the medium of instruction. The extended senior secondary programme has been thoughtfully designed to align with the structure and features of the new junior secondary curriculum.

The College remains steadfast in its commitment to offering quality education while upholding the vision of its School Sponsoring Body, The Hong Kong Council of the Church of Christ in China (HKCCCC): "Together we nurture fullness of life; Hand in hand we witness the love of Christ." Guided by our school motto, "Discern the truth, act in justice," we strive to nurture students in six key areas of development: moral, academic, physical, social, aesthetic, and spiritual education. By integrating Christian Education, Moral and Civic Education, and Life Planning, we aim to foster holistic development, helping students build resilience, explore their inner selves, and adopt an optimistic, positive, and forward-looking mindset.

Our dedicated teaching team will continue to drive curriculum innovation, enhance the quality of teaching and learning, and provide exceptional education. By identifying and nurturing each student's unique talents and potential, we aim to prepare them to face the challenges of the future with confidence and purpose.

### 1.2 School Profile

Sponsoring Body: The Hong Kong Council of the Church of Christ in China (HKCCCC)
Year of Founding / Transformation: Founded in 1967, transformed into a DSS school in September 2003
School Type: Direct Subsidy Scheme Secondary School
School Motto: Discern the truth, act in justice（明辨篤行）
School Address: 17 Tai Hang Drive, Causeway Bay, Hong Kong

## 1.3 School Management

### 1.3.1 Incorporated Management Committee (IMC)

The College established its Incorporated Management Committee in September 2007. The school is jointly managed by various stakeholders. The IMC comprises 15 members, including professionals from the education, religion, legal, social welfare and business sectors, as well as alumni, parent and teacher representatives. Together they oversee the operation and development of the College.

### 1.3.2 Governance Review Subcommittee

A Governance Review Sub-committee was formed in the 2014 school year to assist the IMC in monitoring school operation. The Sub-committee reviews three areas in stages: "human resources management matters such as, staff remuneration and promotion", "finance and information management", and "scholarships and fee remission". It also provides advice to the IMC.

### 1.3.3 Internal Structure

Within the College, a School Administrative Management Committee and a School Administrative Staff Meeting assist the principal in implementing school policies. Meetings of various departments and subject panels also support the implementation of school initiatives.

**IMC Membership**

| | School Sponsoring Body Supervisor / Managers | Principal | Parent Managers | Teacher Managers | Alumni Managers | Independent Managers |
|---|---|---|---|---|---|---|
| 2025-2026 | 8 | 1 | 2 | 2 | 1 | 1 |

**Governance Review Sub-committee Members**

| | Manager Representative | With Accounting & Financial Management Experience | Principal |
|---|---|---|---|
| | Chairperson | Committee Members | In Attendance |
| 2025-2026 | 1 | 2 | 1 |

## 1.4 Campus Facilities

The eight-storey school complex houses 27 classrooms and 19 special rooms. These special rooms include:

A A Science Laboratory, a Chemistry Laboratory, a Biology Laboratory, a Physics Laboratory, a Teaching Kitchen, a Multimedia Learning Centre, a Fashion, Clothing and Textiles Room, a Visual Arts Room, a Library, a Student Support Centre, a Music Room, a Civic Education Room, a Worship Centre and Mini Concert Hall, and a Band Room.

Other facilities include two playgrounds, a School History Gallery, an Art Gallery, a Main Hall, a Mini Hall, a Conference Room, Staff Rooms, Social Workers' Rooms, and a Sky Garden. The entire campus is air-conditioned and equipped with computer networks, teaching computers, projectors and other digital facilities, as well as comprehensive security installations.

### 1.5 Class Structure

The number of classes approved by the Education Bureau for the 2025–2026 school year is as follows:

| | | | | | | | Total |
|---|---|---|---|---|---|---|---|
| **Level** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **12** |
| **Class No.** | **2** | **2** | **2** | **2** | **2** | **2** | |

### 1.6 Curriculum Offered

#### 1.6.1 Secondary 1 to 3 Junior Secondary Curriculum (New curriculum with English as the primary medium of instruction)

- **S1–S3 curriculum:** Chinese Language, English Language, Mathematics, Other Languages (e.g., Spanish), Integrated Science, Chinese History, Social Science, Citizenship, Economics and Society, Information Technology, Creative Arts, Integrated Society and Health Science, and Performing Arts.
- **Others programmes:** Physical Education, Life Education, Other Learning Experiences.
- **School-based curriculum:** Entrepreneurship Education

#### 1.62 Secondary 4 to 6 Senior Secondary Curriculum (English-medium S4 and S5 courses to be offered in the 2026–2027 school year)

- **Hong Kong Diploma of Secondary Education (HKDSE) curriculum:** Chinese Language, English Language, Mathematics, Citizenship and Social Development, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Economics, Visual Arts, Technology and Living (Fashion, Clothing and Textiles), Information and Communication Technology, Biology, Chemistry, and Physics Subjects within the Science Education Key Learning Area (KLA) are offered only in the English-medium S4–S5 courses.
- **Others programmes:** Physical Education, Life Education.
- **School-based curriculum:** Life Planning, Experiential Learning, Entrepreneurship Education.
- **Off-site Applied Learning courses.**
- **Non-local curriculum (Cambridge International A Level course for S5 to be offered in the 2026–2027 school year):** Chinese Language, English Language, Mathematics, Biology, Chemistry and Physics.
- **Others programmes:** Physical Education, Life Education, Other Learning Experiences and Citizenship and Social Development.

## Our Teachers

### 2.1 Average Number of Full-time Teachers over the Past Three Years

All teachers hold university degrees, about 40% hold a master's degree. Teachers have an average 10 years of teaching experience. A teaching support team is also in place, comprising one careers guidance staff member, two student development assistants, one teaching assistant, two school-based social workers, and one assistant librarian.

## Our Learning and Teaching

Upholding a student-centred educational philosophy, the College focused on three major concerns this year: fostering students' personal growth, national identity and sense of responsibility; enhancing self-directed learning and inquiry skills; and strengthening teachers' professional development. We are committed to improving the quality of learning and teaching, stimulating students' curiosity and motivation to learn, and nurturing them as lifelong learners who are ready to meet future challenges.

To promote diverse learning experiences and personal growth, the College actively promotes authentic learning and implements school-based "Entrepreneurship Education" activities, encouraging students to broaden their learning horizons through project-based learning, off-campus visits, drama performances, reading schemes and thematic talks. At the same time, the College actively promotes interdisciplinary learning, guiding students to integrate and apply knowledge and skills across subjects and develop the 6C core competencies needed to meet future challenges: Citizenship, Character, Communication, Collaboration, Creativity, and Critical Thinking. We also value students' personal growth through practical experience and are committed to building a positive school culture and cultivating students' care for, and sense of responsibility towards, society and the nation.

To enhance self-directed learning and inquiry skills, the College strives to foster a strong culture of learning and inquiry, guiding students to set personal learning goals according to their interests and abilities, formulate and implement learning plans, and continuously monitor and review their progress. By reviewing their classroom performance, assessment results and feedback from teachers, students reflect on their learning, adjust their strategies in a timely manner, and gradually strengthen their self-management skills and ability to complete learning tasks independently.

To support teachers' professional development and strengthen curriculum leadership, the College provides systematic training, cross-panel collaboration and opportunities for professional exchange. These help teachers keep abreast of educational trends and strengthen their curriculum planning, teamwork and classroom practice to cater for students' diverse learning needs. Panel heads provide professional leadership and facilitate regular exchanges and the sharing of teaching practices to improve the effectiveness of panel meetings and collaborative lesson planning. The teaching team jointly formulates specific teaching strategies based on students' learning needs, regularly reviews the effectiveness of learning, and adjusts curriculum design and teaching methods in response to feedback, thereby stimulating students' motivation and improving their overall learning performance.

Overall, this year, the College has focused on the three major concerns and combined its distinctive school-based curricula with learning activities to create a more diverse learning environment that meets students' individual needs. These efforts have laid a solid foundation for students' all-round growth and helped prepare them to meet future challenges.

### 3.1 Students' Reading

The College has always placed importance on cultivating students' reading habits and promotes self-directed learning through its student reading scheme. In the 2025–2026 school year, the total number of library loans (excluding re-loans and renewals) increased by 141 compared with the previous year, representing a rise of 31%.

Among students in S1–S4, S2 students recorded the highest average number of loans over the school year, at 5.8 books per student. The averages for S1, S3 and S4 were 3, 5 and 2.3 books per student respectively.

To support e-reading and respond to changes in students' reading and learning practices, the College provided two e-reading resources this year to meet students' learning needs and increase their interest in reading. For English reading, students can use the "ePlatform Digital Library" e-book platform. For Chinese reading, the College participates in the "HyRead eBook / 篇篇流螢" online extensive reading scheme. Students can access a wide range of reading materials on personal computers, smartphones or tablets and arrange their reading time flexibly.

To further foster a reading culture on campus, the College added a "Book Reading Corner" / self-study room in the junior secondary rest area, allowing students to pick up books for extracurricular reading while studying, enjoy reading and gradually develop reading habits.

In addition, a "Chinese Culture Corner" near the library entrance displays books and installations related to the Palace Museum and Chinese attire. It also provides books on Chinese history, geography, philosophy, Tang and Song poetry, and classical masterpieces to increase students' interest in and understanding of Chinese culture. On the lower level of the Chinese Culture Corner, there is also a "Rediscovering Hong Kong" zone featuring books on Hong Kong literature, history and geography, as well as Hong Kong–themed photo collections. These resources help students understand Hong Kong from different perspectives and deepen their understanding through thematic reading.

This year, in addition to recommending quality titles and new books, the library added an International A Level reference book zone near the existing "Green Reading Area" to meet students' learning needs and prepare for the new non-local curriculum. By continually enriching its collection and improving its reading spaces, the College is committed to fostering a positive reading culture on campus and encouraging sustained reading and self-directed learning.

## 3.2 Other Learning Experiences

The College provides students with a diverse range of Other Learning Experiences, creating a learning environment that is both challenging and caring and promoting students' whole-person development. The College's Other Learning Experiences have the following three features:

### 3.2.1 Building a Caring Campus Atmosphere and Cultivating a Positive Outlook on Life

The College offers a diverse range of co-curricular activities that enable students to develop their strengths and personal interests, as well as their teamwork, leadership and organisational skills. Apart from subject-related activities, the regular activities offered this year fall broadly into five domains: Arts, Sports, Interests, Moral and Civic Education, and Life Planning. Through participation, students broaden their horizons, gradually develop a positive outlook on life, and cultivate empathy and a sense of responsibility as good citizens.

### 3.2.2 Uncovering Students' Potential and Strengthening Confidence

The College provides various activities and competitions, including inter-class competitions, sports and arts activities and competitions, and club activities, enabling students to explore their personal interests, uncover their potential and broaden their horizons.

To encourage active engagement in learning and activities, the College has established a range of awards that recognise students' efforts and performance, thereby strengthening their confidence and sense of honour and enhancing their sense of belonging to the school.

### 3.2.3 Providing Learning Experiences Related to Further Studies and Work

The College arranges visits to organisations and tertiary institutions, talks on further studies and careers, and study tours to Denmark and the Chinese Mainland. These experiences enable students to understand workplace requirements from different perspectives and obtain information about opportunities for further studies locally, in the Chinese Mainland and overseas, helping them prepare for their future pathways and plan their lives.

## Support for Student Development

The College upholds the vision of The Hong Kong Council of the Church of Christ in China: "Together we nurture fullness of life; Hand in hand we witness the love of Christ". Guided by its educational mission of teaching according to students' aptitudes and uncovering their potential, the College offers diverse curricula and activities that enable students to grow in a positive campus atmosphere that is both challenging and caring. Students are encouraged to understand themselves, develop their strengths, establish a direction in life, and find a place in society where they can use their gifts to glorify God and benefit others. The College is also committed to building a learning community, encouraging students and staff to engage in lifelong learning and putting into practice the goal of "College Ready, Life Ready".

Guidance activities aim to cultivate students' 6C core competencies. Through a diverse range of activities, the College creates favourable conditions for students' growth and promotes their positive development.

The school is a small community and a microcosm of society. While strengthening the traditional "class management" model, the College also actively promotes teacher–student interaction both inside and outside the classroom, strengthens teacher–student relationships, builds a caring campus, enhances students' sense of belonging, and creates an environment in which teachers and students can grow together. Through daily contact and varied interactions, teachers can more readily recognise changes in students' physical, psychological, social and spiritual well-being, identify students who need support at an early stage, and provide appropriate assistance. Through cross-departmental and cross-panel collaboration, the College also takes a comprehensive approach to organising activities and providing support.

The College arranges a range of school-based thematic and guidance activities and introduces guidance programmes provided by non-governmental organisations (NGOs), alongside student support, counselling and parent support services, to address students' developmental needs at different levels. To promote a healthy campus, the College participates in the Department of Health's "Whole School Health Programme". Based on the World Health Organization's Health Promoting Schools framework, the programme helps schools progressively build a healthy campus culture. Participating schools first become "Commitment Schools". After implementing specific health measures, they may advance to "Action Schools" and then progress further towards becoming "Excellence Schools". Through the "One School, One Health Report", the Department of Health also helps schools continuously review and plan their school-based health promotion efforts. This year, the College progressed from "Commitment School" to "Action School" status, reflecting its sustained commitment and effective practices in promoting a healthy campus.

The student support team comprises the Discipline Master, Guidance Master, discipline and guidance teachers, the Special Educational Needs Coordinator, an educational psychologist and school-based social workers. The College also continues to collaborate with various social welfare agencies to provide additional on-site support services. For example, the outreach team of TWGHs Cross Centre helps students develop a deeper understanding of themselves through group activities and provides counselling support.

Through physical education activities, the College also helps students improve their physical fitness, relax and relieve stress, while promoting peer interaction and a spirit of cooperation.

This year, the College continued to collaborate with TWGHs Integrated Centre on Holistic Health to implement the "Healthy SUN Power" healthy campus programme. Running throughout the school year, the programme promotes a healthy campus culture through a diverse range of school-based services, including talks, workshops, training, adventure activities, exhibitions, group training and experiential activities. Covering physical and mental health, emotional support, healthy lifestyle habits and the campus climate, the programme helps the College progressively build a more comprehensive and sustainable environment for whole-person education.

## 4.1 Parent-Teacher Association (PTA), Alumni Association and Church–School Collaboration

We thank the PTA and the Alumni Association for their support. Both associations have representatives on the IMC who directly convey parents' and alumni's views on school operations and support the school's development. The PTA and the Alumni Association also provide scholarships to encourage students' development in diverse areas and continuous improvement.

### 4.1.1 Parent-Teacher Association (PTA)

The PTA sponsors and co-organises various activities with the school, including sports and arts activities (e.g. lantern design), talks for parents (e.g. "Dialogue with a CEO" and "Entering the Adolescent Mind"), festive celebrations (e.g. a Christmas barbecue and a parent–child Lunar New Year gathering), and adventure activities. We also thank parents for their participation and support.

### 4.1.2 Alumni Association

In December 2025, the Alumni Association organised the "Welcome Home Feast" (謙歸來). Alumni from different graduating years gathered for a barbecue and reunion. We look forward to more alumni taking part in the coming year.

Going forward, we will continue to work closely with parents, alumni, and all teachers and students to build the Kung Lee family.

### 4.1.3 Church–School Collaboration

Upholding the School Sponsoring Body's mission of "evangelism and service", Kung Lee College helps students understand the great love of Christ and build a life of faith through various religious activities and church–school collaboration.

This year, the Religious Education Team continued to work closely with the Life Education panel, inviting life mentors from churches to visit the campus each week to share their experiences, provide support, conduct activities with students and care for them. Through these activities, life mentors can connect more closely with students, walk alongside them and provide spiritual and pastoral care. We sincerely thank the supporting churches.

At regular student assemblies and morning assemblies, and during festive periods such as Christmas and Easter, the College also arranges gospel gatherings and the sharing of personal testimonies, and organises student fellowship activities. The College also regularly holds prayer meetings for parents. We thank parents for supporting the school, students and staff through prayer and for helping students deepen their understanding of the Christian faith and its impact on life.

## 4.2 Life Planning Activities

From the 2020–2021 to the 2024–2025 school year, the College participated in the Hong Kong Benchmarks for Career and Life Development under CLAP@JC, using the benchmarks to implement and refine school-based career and life development education. From the 2022–2023 to the 2024–2025 school year, the College also served as the project's Resource School Network Coordinator, sharing its experience with network schools. In the 2025–2026 school year, the College continues to participate as a Resource School Network member.

As part of the regular senior secondary curriculum (S4–S6), the College schedules one life planning lesson each week to help students prepare early for further studies and employment. The College arranges for students to attend information days at tertiary institutions to learn about the admission requirements for different programmes and the pathways available to graduates. In addition, in March 2026, the College arranged for senior secondary students to take part in the Greater Bay Area Career Exploration Tour organised by the Education Bureau. Students visited a pharmaceutical enterprise in Dongguan and the Songshan Lake Hong Kong and Macao Youth Innovation and Entrepreneurship Base. These visits deepened their understanding of the latest developments in different industries in the Greater Bay Area (GBA) and the scope and opportunities for development on the Chinese mainland.

Continuing the previous year's arrangement, the College invited industry practitioners to share their entrepreneurial experiences on campus through St. James' Settlement's "IMPROVED Youth Career Blueprint" programme. These sharing sessions helped students understand the latest developments in different industries, as well as the requirements and challenges of starting a business. Through the "Know the Path" (識路) career navigation service, some S4 students undertook summer internships at relevant enterprises, gaining experience in real working environments, deepening their understanding of the workplace and beginning to plan their career development early. The College also organised life planning talks for parents to help them understand the concept of life planning and their role in their children's life planning.

### 4.2.1 Activities in the 2025–2026 School Year

| Date | Activity | Target |
|---|---|---|
| 4 February 2026 | Workshop on Study and Subject Choices | S3 |
| 13 March 2026 | "Greater Bay Area Career Exploration Tour": Dongguan Career Exploration Tour | S4 |
| 18 March 2026 | Living Library | S4 |
| 21 & 23 April 2026 | Parent Workshop: Life-Planning Tools | Parents of all levels |
| 30 April 2026 | Parent Seminar | Parents of all levels |
| 20 May 2026 | Self-Understanding | S2 |
| 23 May 2026 | 2025–26 S4 Subject Choice and 2026–27 Planned Overseas IAL Curriculum Briefing | S3 students and parents |
| 27 May 2026 | Career Live: Career Experience Game | S4 |
| 3 June 2026 | DISC Self-understanding Workshop | S4 |
| 3 June 2026 | Student Learning Profile | S1 |
| 6 June 2026 | Student Learning Profile | S2 |
| 10 July 2026 | Student Learning Profile | S3 |
| May-August 2026 | "Know the Path" (識路) Career Navigation Service | S4 |

## Student Performance

### 5.1 Awards in External Competitions

| Date | Competition / Activity | Class | Awardees | Awards/ Remarks |
|---|---|---|---|---|
| 27/09/2025 | The 1st Intangible Cultural Heritage Cheongsam (Qipao) Design Competition | 3A | Lu Yabing | Finalist Award |
| 02/10/2025 | Hong Kong Island & Kowloon Secondary Schools Inter-School Swimming Competition 2025-2026 Division Three (Hong Kong Island) | 3A | Zhou Xiaolin | 50m Breast Stroke Gold Medal<br><br>100m Breast Stroke Gold Medal |
| 04/10/2025 | 2025 MakeX Robotics Competition – DSSSC Cup | 3A<br>3B | Fock Sung Lut<br>Zhang Zhikun | Third runner-up |
| 04/10/2025 | ICode Global Hackathon 2025 (Python Middle) | 2A | Yu Chenzhou | Bronze Prize |
| 10/11/2025 | Joint School Music Competition 2025 Chinese Instruments – Erhu (Category D) | 3A | Fock Sung Lut | Silver Award |
| 24/11/2025 | 77th Hong Kong Schools Speech Festival (2025) (Chinese Speech) | 1B<br>2A<br>2A<br>2B<br>3B<br>3B<br>3B<br>3B | Cheng Sze Ting<br>Ma Dongbo<br>Yu Chenxhou<br>Tang Yee Lam<br>YUAN Xuqing<br>Zhou Jiajie<br>Li Mingqiuyu<br>Zhang Zhikun | Merit |

| Date | Competition / Activity | Class | Awardees | Awards/ Remarks |
|---|---|---|---|---|
| 24/11/2025 | 77th Hong Kong Schools Speech Festival (2025) (English Speech) | 1A<br>1A<br>1A<br>2A<br><br>3B<br>3B<br>4A<br>4B | Ho Pok Wang<br>Kwok Yin Tat<br>Lau Tsz Yan<br>Will Charlotte Beatrix<br>Cheung Yin Yuk<br>Moy Yin Chi<br>Liu Chun Yee<br>Tang Chuk Yu | Merit |
| 03/12/2025 | 7th Hi-Five Student Engagement Award Scheme | - | C.C.C. Kung Lee College | Outstanding Progress Award |
| 04/01/2026 | Hong Kong Youth Band Sound Competition 2025 | 6A<br><br>6B | Chan Kwun Wa<br>Lau Sui Chong<br>Yau Chun Hei<br>Kwong Chin Fung<br>Lui Chin Hung | Champion |
| 31/01/2026 | Hong Kong Traffic Safety Challeng —AI Intelligent Robotic Vehicle | 3B<br>4A | Yuan Xuqing<br>Liu Chun Yee | Second Prize |
| 01/02/2026 | 2025–2026 National Essay Competition for Secondary School Students (Hong Kong Regional Division) | 2A<br>3A<br>3B<br>3B<br>3B | Yu Chenxhou<br>Chen Yongzhou<br>Zhou Jiajie<br>Li Mingqiuyu<br>Huang Yuxuan | Merit Award |
| 13/02/2026 | Digital Citizenship AIGC Digital Creativity Competition | 4A<br>4A | Lam Chun Hei<br>Yang Luozuan | Second Runner-up<br>Merit |
| 14/02/2026 | 2025 Hong Kong Island Outstanding Student Awards | 2B<br>4A | Tang Yee Lam<br>Lui Tsin Suen | Outstanding Student Award |

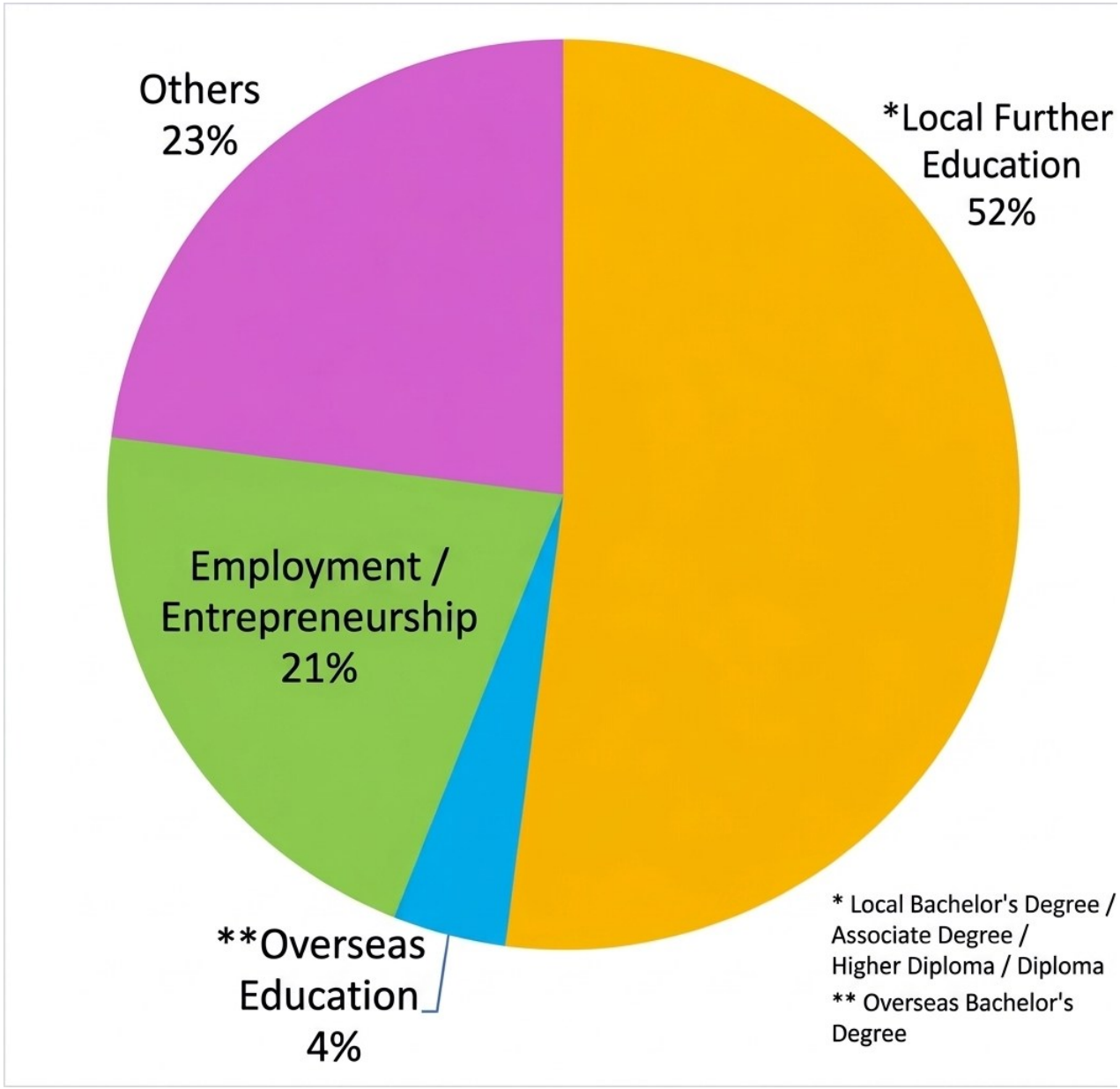
| Date | Competition / Activity | Class | Awardees | Awards/ Remarks |
|---|---|---|---|---|
| 28/02/2026 | 2026 Hong Kong and Macau Mathematical Olympiad Open Competition and 2026 Asian International Mathematical Olympiad Open Competition Preliminary Round | 2A<br>3B<br>3B<br>3B<br>4A<br>2A | Zhou Tongyan<br>Wang Xuanhui<br>Yuan Xuqing<br>Zhang Zhikun<br>Hu Tianxiong<br>Ma Dongbo | Bronze Award<br><br><br><br><br>Silver Award |
| 16/03/2026 | Victoria International Youth Painting Competition (UK) — Preliminaries | 4B | Kang Ruisy | Gold Award |
| 18/04/2026 | HKCCCC Outstanding Model Students Award | 2A<br>4A | Yu Chenxhou<br>Zhang Chengxi | Outstanding Model Student |
| 18/04/2026 | 荃心荃意聲動人心歌唱大賽 2026（青年組） | 6A | Lau Sui Chong | Solo Competition Group — Third Place<br>Student–Teacher Collaborative Team — Champion |
| 28/04/2026 | Hong Kong Macau Mathematical Olympiad Open Selection Contest 2026 (HKMO OPEN) | 2A<br>3B<br>3B | Ma Dongbo<br>Wang Xuanhui<br>Yuan Xuqing | Bronze Award |

| Date | Competition / Activity | Class | Awardees | Awards/ Remarks |
|---|---|---|---|---|
| 03/05/2026 | 2026 Hong Kong Mathematics Kangaroo Contest CCC Cup | 1B | Chen Zihuan | Gold Award |
| | | 2B | Jiang Jiayuan | |
| | | 3B | Zhang Zhikun | |
| | | 4A | Wu Qilin | |
| | | 1A | Cheung Chun Hei | Silver Award |
| | | 2A | Ma Dongbo | |
| | | 3B | Yuan Xuqing | |
| | | 4A | Ke Yijian | |
| | | 1B | Tian Yingxi | Bronze Award |
| | | 2A | Jiang Heyuan | |
| | | 3B | Cheung Yin Yuk | |
| | | 4A | Yang Luoxuan | |
| | | 2A | Yu Chenzhou | Merit Award |
| | | 2B | Liu Changkun | |
| | | 3A | Fu Weibo | |
| | | 3A | Peng Yicheng | |
| | | 3A | Wong Yung Shun | |
| | | 3B | Huang Yuxuan | |
| | | 3B | Wang Jiarui | |
| 10/05/2026 | HKCCCC Inter-School Rummikub Competition | 3A | Wong Yung Shun | First Honour Award |
| | | 4A | Law Tsz Yin | |
| 15/05/2026 | 78th Hong Kong Schools Music Festival (2026) | 3A | Fu Weibo | Merit Award |
| | | 3A | Hu Xinmeng | |
| | | 3A | Ng Chun Wang | |
| | | 3A | Tan Nga Man | |
| | | 3B | Chen Ming Jun | |
| | | 3B | Cheung Yin Yuk | |
| | | 3B | Yuan Xuqing | |
| | | 4A | Zhuang Boyu | |
| 23/05/2026 | HKCT x HKtag SHIELDtag Cybersecurity Challenge 2026 | 3A | Fu Weibo | Merit |
| | | 3A | Hu Xinmeng | |
| | | 3A | Ng Chun Wang | |
| | | 3A | Tan Nga Man | |
| | | 3B | Chen Ming Jun | |
| | | 3B | Cheung Yin Yuk | |
| | | 3B | Yuan Xuqing | |
| | | 4A | Zhuang Boyu | |

| Date | Competition / Activity | Class | Awardees | Awards/ Remarks |
|---|---|---|---|---|
| 30/05/2026 | 28th Putonghua Speech Competition for Hong Kong Primary and Secondary Schools (2026) | 2B<br>3A<br>2A<br>3A | Jiang Jiayuan<br>Tan Nga Man<br>Jiang Heyuan<br>Huang Zhiwei | Outstanding Star Award<br>Outstanding Award<br>Merit Award |
| 05/06/2026 | The Campus Writers Recruitment Programme 2025-2026 | 3B | Li Mingqiuyu | Shortlisting Award |
| 28/06/2026 | The 2nd Cheongsam (Qipao) Design Competition | 3A<br>3A<br>3B<br>3B<br>4A<br>5A | Hu Xinmeng<br>Mo Yutong<br>Wong Ching Yin<br>Luo Yihan<br>Yip Pak Ting<br>Yu Sam Yue | Merit Award<br>Finalist Award |
| 02/07/2026 | AiTLE Hong Kong Inter-School Coding Challenge 2025-26 | 2A<br>3B<br>3B<br>6A | Yu Chenzhou<br>Yuan Xuqing<br>Chen Ming Jun<br>Lam Yu Fai | Bronze Award |
| 04/07/2026 | 1st ITJC AI Robot Car Competition (Hong Kong Cup) | 1A<br>2A<br>3B<br>3B<br>3B<br>4A | Kwok Yin Tat<br>Yu Chenzhou<br>Yuan Xuqing<br>Chen Ming Jun<br>Cheung Yin Yuk<br>Liu Chun Yee | Merit Award |
| 04/07/2026 | Drillers Fight Night 7.0 | 4B | Davi Chuang Milard | Kickboxing Bout Winner by Technical Knockout (Referee Stoppage) |
| 17/07/2026 | PilotX Drone Challenge (Mars Exploration) | 2A<br>4A<br>3B<br>1A | Yu Chenzhou<br>Zhuang Boyu<br>Yuan Xuqing<br>Kwok Yin Tat | First Class Award<br><br>Second Class Award<br>Third Class Award |
| 18/07/2026 | PilotX Drone Challenge (Swarm Formation) | 1A<br>2A<br>3B<br>3B<br>4A<br>4A<br>4B | Kwok Yin Tat<br>Yu Chenzhou<br>Yuan Xuqing<br>Chen Ming Jun<br>Zhuang Boyu<br>Liu Chun Yee<br>Tang Chuk Yu | Third Class Award |

### 5.2 Pathways for Further Studies and Employment

#### 5.2.1 Pathways of 2025–2026 Secondary 6 Graduates



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

### 6.1 Major Concern 1: Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility

**Achievements**

1.1 Promote positive values and attitudes such as perseverance, respect, empathy, and care in curricular and co-curricular activities

- Through Life Education, assemblies and related activities, the school promotes positive values, including national identity, diligence, empathy and care. It also arranges talks on developing a positive outlook on life and positive thinking for students, parents and teachers, thereby advancing values education at multiple levels.
- According to the 2025–2026 Teachers' Stakeholders' Survey, 80% of teachers agreed that the school coordinates collaboration among subject panels and committees to actively implement values education. Over 90% agreed that the school helps students develop skills and attitudes for getting along with others, such as respecting others and putting themselves in others' shoes. These results show that most teachers hold a positive view of the school's work in values education and in cultivating positive interpersonal attitudes.
- According to the 2025–2026 Students' Stakeholders' Survey, which uses a five-point scale, the mean scores for "The school helps us develop good character inside and outside the classroom" and "The school actively teaches us how to get along with others, e.g. respecting others and being considerate" were 3.8 and 3.9 respectively. In addition, the item "Inside the classroom, teachers often encourage us to learn and try our best to overcome difficulties" had a mean score of 4.0. These results indicate that students generally hold a positive view of the school's support for character development and interpersonal relationships, as well as its encouragement to overcome difficulties. School-based lesson observations showed that over 95% of lessons included discussions or activities related to positive values, such as perseverance, respect, empathy, and social and national responsibility. Students' responses were also evaluated positively.
- APASO data show that students' Q-value for "Morality (Importance)" was 116, the maximum value in the Hong Kong norm, providing supplementary information on students' orientations towards these values. These findings suggest that students developed an awareness of positive values through classroom and other learning activities and responded positively to them.

- According to the 2025–2026 Parents' Stakeholders' Survey, over 80% of parents agreed that the school helps their children develop good character. Over 80% also agreed that the school helps their children learn how to get along with others, for example, by respecting others and being considerate. Most parents therefore hold a positive view of the school's work in developing students' character and positive interpersonal attitudes.

1.2 Promote mental health awareness and emotional well-being through whole-school programmes

- As part of its whole-school activities and multi-tiered developmental support, the school organised a range of activities to promote mental health awareness. Organised in collaboration with the school-based social workers from St. James' Settlement, these included emotional well-being talks, a "Body–Mind–Spirit Mobile Van", the "Better Me Growth Group", a "Positive Emotions Group" and a "Self-understanding Workshop". These activities gave students opportunities to understand themselves and their emotions, learn ways to relieve stress, and seek help when needed. Surveys indicated that the activities received positive feedback from teachers, students and parents.
- The College also participated in the 8th Hi-Five Student Engagement Award Scheme, jointly organised by Baptist Oi Kwan Social Service, the Education Bureau and The Education University of Hong Kong. The scheme recognises primary and secondary schools' work in promoting school connectedness and mental health across five domains: Action, Knowledge, Affect, Interpersonal and Home–Community. The College received the Hi-Five Student Engagement Honour Award, recognising its efforts and progress in strengthening school connectedness, building a caring campus climate and promoting students' mental health.
- Through adaptation interviews for new S1 students and transfer students, daily care, group activities and individual interviews, the school gains an understanding of students' adjustment to school life and their developmental needs, and provides appropriate support. Together with teachers' daily observations and collaboration with school-based social workers, these measures enable the school to continue supporting students' physical and mental health. The school has also set up rest zones at each level where students can relax, helping to build a caring and mutually supportive campus climate. Students gave positive feedback on these rest zones during interviews.

- According to the 2025–2026 Teachers' Stakeholders' Survey, 85% of teachers agreed that the school curriculum helps students establish a healthy lifestyle. Nearly 80% agreed that the school helps students lead a healthy life, such as by striking a balance between study and rest, getting enough physical exercise, and learning how to reduce stress. Related results show that 70% of teachers reported integrating emotional intelligence activities into their lessons and provided positive feedback on these activities. Most teachers hold a positive view of the school's work in promoting healthy living.
- This year, at least 12 peer support ambassadors were trained to support fellow students. According to the 2025–2026 Students' Stakeholders' Survey, which uses a five-point scale, the item "I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress" had a mean score of 3.8. This indicates that students generally hold a positive view of their own healthy living practices. Alongside these findings, the peer support ambassador scheme demonstrates how students can help others while helping themselves, build peer support networks and provide emotional support to their peers.
- APASO data show that students' Q-value for "Meaning in Life" was 116, the maximum value in the Hong Kong norm. This provides a positive indication of students' sense of meaning in life. The school will continue to support students' physical and mental development through growth education and daily care.
- According to the 2025–2026 Parents' Stakeholders' Survey, over 70% of parents agreed that their children lead a healthy life, including maintaining a balance between study and rest. Most parents therefore hold a positive view of their children's healthy living practices.

**Reflection**

1.1 Promote positive values and attitudes such as perseverance, respect, empathy and care

- This year, values education was advanced at multiple levels through Life Education, assemblies and related activities. Stakeholders' surveys show that teachers, students and parents generally affirm the school's work in character formation, interpersonal relations and encouraging students to overcome difficulties; lesson observation and APASO also provide positive corroboration. However, existing information better reflects implementation, students' perceptions and value orientations; whether students can sustain practice of what they have learned in different life situations still needs further understanding.
- Classroom and co-curricular activities already provide diversified values learning experiences, laying a foundation for deepening related education. Internalisation of values, however, is not achieved merely by joining activities. It depends more on students integrating insights from different experiences and understanding their connection with daily life. Deepening work should therefore focus on coherence of learning experiences and depth of reflection, rather than simply increasing the number of activities.

1.2 Promote mental health awareness and emotional well-being through whole-school programmes

- This year, mental health education was advanced through whole-school activities, growth groups and individual support, combined with professional resources such as school-based social workers. Teacher and parent survey results were overall positive, and students' ratings of their own practice of healthy living also tended to be positive, reflecting recognition of related work. However, overall data do not yet fully reflect the specific effectiveness of individual activities, nor whether students can continuously apply emotion management and help-seeking skills.
- Diversified activities and rest zones affirmed by students provide a good foundation for promoting emotional well-being. Deepening work should focus on coherence of learning, helping students turn understanding and experience from activities into daily habits, and, according to the developmental needs of different year levels, gradually strengthen self-regulation and care for peers.
- Teachers' daily care, discipline–guidance collaboration and professional support are an important foundation for responding to students' needs. The peer support ambassador scheme has also met its training number target, but numbers alone are insufficient to reflect support effectiveness. The next stage should emphasise coordination of the support network and ambassadors' practice, promoting linkage between peer care and adult support.

**Feedback and Follow-Up**

1.1 Promote positive values and attitudes such as perseverance, respect, empathy, and care in curricular and co-curricular activities

- Building on existing evaluation practices, select suitable lessons and activities in which to collect brief student reflections and concrete examples of how students put values into practice. Combine this information with teachers' daily observations to understand how students face difficulties, respect different views and respond to others' needs. During end-of-term reviews, synthesise the relevant information to evaluate students' attitudes and behaviour, and refine curriculum and activity design accordingly.
- Strengthen the links between classroom learning and co-curricular activities, and clearly define the core values and learning foci of each activity according to students' developmental needs. After teamwork, service learning and similar activities, guide students to share their insights and set small, achievable goals for daily practice. Follow up through subsequent classroom sharing sessions to form a learning cycle of "know–experience–reflect–practise".
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1.2 Promote mental health awareness and emotional well-being through whole-school programmes

- In accordance with students' needs, connect assemblies, talks, workshops, growth groups and daily lessons through common themes, adjusting the content and depth for different year levels. Through scenario-based discussions, interactive practice and regular reinforcement in daily learning, consolidate students' skills in identifying and expressing emotions, relieving stress and seeking help from trusted adults. Continue to provide rest zones to help students regulate their physical and mental states.
- Incorporate brief reflection questions or scenario-based questions into suitable activities to assess students' understanding of the skills learned, and provide timely follow-up. Synthesise student feedback, teachers' observations and survey data to review how students apply these skills in daily life, using the findings to refine activities and support strategies.
- Make good use of school-based social workers and external professional resources to strengthen teacher training in identifying students' emotional needs, providing initial care and making referrals. Clarify communication and follow-up arrangements among the parties involved. At the same time, consolidate peer support ambassadors' listening and caring skills through scenario-based exercises and regular exchanges, and clarify their roles and the boundaries of the support they provide. Guide ambassadors to put peer care into practice under the supervision of teachers or social workers.

### 6.2 Major Concern 2: Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry

**Achievements**

2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills

- The school introduced e-learning platforms and tools, such as Formative and Quizlet, to support classroom assessment and interactive learning. These help teachers understand students' learning progress and provide students with opportunities to participate in learning activities and practise independently inside and outside the classroom. School-based results show that nearly 90% of teachers completed professional development in the use of e-learning platforms, gamification, AI tools and interdisciplinary approaches.
- Through the digital library, the school provides a diverse range of e-reading resources to support students in reading and gathering information according to their personal interests and learning needs. These resources also support self-directed learning and knowledge exploration.
- The English panel uses the LingoTask AI language learning platform to provide writing feedback and after-class revision activities, guiding students to review the grammar, text structure and tone of their work. Teachers use the platform's comments and writing optimisation functions to arrange reflection and revision activities that support self-directed revision. Current information mainly reflects platform use; its effectiveness still needs to be evaluated further using revision records and students' performance in their written work.
- According to the 2025–2026 Teachers' Stakeholders' Survey, nearly 95% of responding teachers agreed that they often ask questions at different levels to stimulate students' thinking. Over 80% agreed that they use different strategies and activities in class, including e-platforms and interdisciplinary projects, to encourage students to inquire actively and construct knowledge. These results show that most responding teachers believe they provide opportunities for thinking, inquiry and knowledge construction through questioning and a diverse range of teaching activities, consistent with the direction of this major concern.
- Survey results show that nearly 70% of students reported an increased ability to learn independently after using the e-learning platform. Nearly 70% of students and teachers indicated that interdisciplinary projects help develop exploratory and inquiry-based skills, while nearly 75% indicated that these projects help enhance critical thinking and creativity. Nearly 70% of subject departments reported adopting gamified learning, with positive feedback.

- According to the 2025–2026 Students' Stakeholders' Survey, the mean scores for "Teachers' questions inspire my thinking inside and outside of the classroom" and "Inside and outside the classroom, teachers often let us explore different topics" were 3.8 and 3.9 respectively on a five-point scale. These results show that, overall, responding students held a relatively positive view of teachers' questioning and arrangements for topic exploration.
- In the APASO results, students' Q-values for "Creativity (Society-related)" and "Creativity (Enjoy)" were both 116, the maximum value in the Hong Kong norm. These results indicate that students' average responses to the related items were more positive than the Hong Kong norm and may serve as supplementary information on attitudes related to creative thinking.
- According to the 2025–2026 Parents' Stakeholders' Survey, the items on the school promoting children's interest in learning and helping children learn with confidence had mean scores of 3.9 and 3.8 respectively on a five-point scale. Overall, parents gave a relatively positive evaluation of the school's work in cultivating interest and confidence in learning.

2.2 Design exploratory learning experiences through STEM, arts and humanities programmes / projects

- During the year, more than nine STEM-related competitions and hands-on inquiry activities were organised or arranged for students. These covered robotics, coding, artificial intelligence, drones and cybersecurity, providing participating students with opportunities to engage with different fields of technology and undertake practical exploration. Students received multiple awards in related competitions. The school still needs to consider activity feedback when assessing whether the related success criteria have been met. This year, the Quality Education Fund STEM project was also completed as planned, and at least three STEM-related competitions or hands-on activities were organised, with positive feedback from students and parents. Feedback survey results further show that over 70% of students reported increased interest and improved skills in STEM-related learning.
- According to the 2025–2026 Teachers' Stakeholders' Survey, over 85% of responding teachers agreed that the school organises a broad and balanced curriculum to facilitate students' whole-person development. Nearly 80% agreed that the school strategically provides different learning experiences inside and outside the classroom, taking learner diversity into consideration. Most responding teachers therefore gave a positive evaluation of the curriculum and the arrangements for diverse learning experiences.

- This year, the school organised at least two creative arts workshops and invited parents to participate. The workshops received positive feedback from students and parents. According to the 2025–2026 Students' Stakeholders' Survey, the item on teachers arranging different learning activities inside and outside the classroom had a mean score of 4.0 on a five-point scale. The item on developing interests and life skills through learning opportunities arranged by the school had a mean score of 3.9.
- This year, the school organised at least two guest speaker sessions. In surveys, nearly 70% of students indicated that the sessions stimulated their curiosity and broadened their perspectives. In the APASO results, students' Q-values for "After-school Co-curricular Activities (School Organised)" and "Intercultural Communication" were 116 (the maximum value in the Hong Kong norm) and 110 (higher than the Hong Kong norm average of 100) respectively. These results may serve as supplementary information on the related domains.
- According to the 2025–2026 Parents' Stakeholders' Survey, the items on the school helping children develop interests and life skills, and on children enjoying participation in school activities and services, had mean scores of 4.1 and 4.3 respectively on a five-point scale. In surveys, 70% of students, teachers and parents indicated that exploratory learning experiences in STEM, arts and humanities programmes effectively engage students and support their holistic development.

2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits

- The school organised workshops on teaching strategies to help teachers master strategies for cultivating students' self-management and independent learning habits. In surveys, nearly 70% of students reported using planners, schedules or digital tools to improve their time management. Over 50% reported improvements in assignment submission following the related training and support.
- Through e-learning platforms and online resources, the school encourages students to explore and extend their learning after class, providing opportunities for self-directed learning.
- Through homework tutorial classes, the school guides participating students to use their time effectively and prioritise tasks according to requirements and urgency. This aims to help students move from relying on supervision to planning and managing their learning independently. In surveys, 50% of students reported improvements in time management, goal-setting and independent task completion.
- According to the 2025–2026 Teachers' Stakeholders' Survey, over 85% of responding teachers agreed that the school appropriately arranges students' learning time to connect learning inside and outside the classroom. Nearly 80% agreed that they can promote students' active engagement in learning. On a five-point scale, teachers' mean scores for the items on students reflecting on and improving their learning, and on students taking

an active role in learning, were 3.8 and 3.7 respectively.

- This year, the school continued to use personalised learning goals and assessment. Through three-way meetings involving students, class teachers and parents, as well as scaffolding, the school continued to cultivate students' ability to manage tasks independently. Survey results show that nearly 70% of students responded positively to face-to-face counselling, indicating that it helps facilitate personalised learning. Over 70% of students submitted journals or portfolios for review by the end of the semester and received positive teacher feedback. This was especially notable in school-based reports and work, such as SBA, field reports and creative arts work. Over 70% of students and teachers responded positively to scaffolding, indicating that it helps develop students' ability to manage tasks independently.
- According to the 2025–2026 Students' Stakeholders' Survey, the mean scores for "I know how to set my own learning goals" and "I know how to use learning methods, such as pre-lesson preparation, concept maps and online resources" were 3.7 and 3.8 respectively on a five-point scale. Overall, responding students held a relatively positive view of their ability to set goals and use learning strategies. However, learning records and teacher observations are still needed to determine whether students can sustain the use of these methods and apply them independently.
- In the APASO results, students' Q-values for "Learning (Self-monitoring)" and "Learning (Clear goal)" were 116 (the maximum value in the Hong Kong norm) and 113 (higher than the Hong Kong norm average of 100) respectively. These results show that the self-evaluations of students who completed the assessment were relatively more positive in these two domains than the Hong Kong norm. They may serve as supplementary information on self-directed learning performance.
- According to the 2025–2026 Parents' Stakeholders' Survey, the item on the school promoting children's active learning had a mean score of 3.9 on a five-point scale. This reflects that, overall, responding parents gave a relatively positive evaluation of the school's work in this regard.

**Reflection**

2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills

- This year, the use of e-learning platforms, multi-level questioning and interdisciplinary activities increased opportunities for self-directed learning and topic exploration. Teacher and student survey results were positive overall, reflecting recognition of the related arrangements and laying a foundation for deepening inquiry-based learning. Existing information, however, mainly reflects the use of these strategies and stakeholder perceptions. More evidence of students' learning performance is still needed to assess the development of their exploratory and inquiry-based skills.
- The English panel's use of an AI language learning platform, together with teacher feedback and after-class revision activities, supports students in reviewing and improving their work. Further development hinges on whether students can understand feedback, make judgements and apply what they have learned to new tasks. Teaching must therefore balance appropriate support with opportunities for independent thinking, helping students move gradually from following prompts to making self-directed improvements.

2.2 Design exploratory learning experiences through STEM, arts, and humanities programmes / projects

- This year, a diverse range of STEM competitions and hands-on activities provided opportunities for technological exploration and practical application. Student feedback on increased interest and improved skills was positive. Participation records need to show the extent of participation more clearly so that the school can review learning opportunities for students across different year levels and abilities, balancing broad participation with support for more advanced development.
- Creative arts workshops and guest talks received positive feedback, suggesting that these activities help enrich learning experiences and broaden students' horizons. Further development should focus on strengthening links between the activities and the curriculum, and on using students' work and records of their exploration processes to understand their performance in creative expression, reflection and the application of knowledge.

2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits

- This year, teacher workshops on teaching strategies, e-learning resources, homework tutorials and individual support helped students plan and manage their learning. Survey results indicate improvements in the use of planning tools, assignment submission and inde-pendent task completion. Teachers and students held a relatively positive view of the related arrangements. However, further attention is needed to determine whether students can sustain these practices.
- Personalised goals, interviews and learning portfolios provide opportunities for students to review their learning. Further development hinges on linking goal-setting, daily action and adjustments based on reflection. Students' abilities to plan and carry out tasks also vary. Support must therefore balance individual needs with room for autonomy, helping students gradually take responsibility for their learning.

**Feedback and Follow-Up**

2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills

- In line with subject goals and students' needs, make effective use of e-learning platforms and digital reading resources, together with multi-level questioning and interdisciplinary inquiry tasks. Guide students to raise questions, gather and analyse information, and use evidence to explain their views, so that technology use is more closely linked to inquiry-based learning goals.
- Refine arrangements for feedback and self-directed revision. Guide students to review teacher comments and platform suggestions. Provide exemplars, guiding questions and self-assessment checklists and arrange opportunities for students to apply what they have learned to new tasks, strengthening self-monitoring and independent learning.
- Select representative samples of students' work, revision records and records of their inquiry processes. Combine these with classroom observations and student feedback to review students' performance in questioning, data analysis, argumentation and self-directed improvement. Through collaborative lesson planning and exchanges within subject panels, adjust tasks and teaching support to further review students' actual progress.

2.2 Design exploratory learning experiences through STEM, arts, and humanities programmes / projects

- Review patterns of student participation. While retaining advanced training and competition opportunities, progressively introduce appropriate inquiry-based learning so that more students of different abilities can participate in hands-on exploration.
- Through collaborative lesson planning among relevant subject panels, strengthen links between exploratory learning and the formal curriculum. In line with subject characteristics and curriculum needs, design inquiry and creative tasks around campus or community issues, appropriately combining perspectives from technology, arts and humanities. Explore the feasibility of linking these tasks with the school-based Entrepreneurship Education curriculum.
- Use brief surveys, students' work, exploration records and teacher observations to review the effectiveness of STEM learning, arts and humanities exploration, and guest sharing sessions separately, providing a basis for improving the curriculum and activities.
- Consolidate the outcomes of the completed Quality Education Fund STEM project and organise reusable teaching materials and learning resources.

2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits

- Taking available resources and lesson time into account, plan tiered training for S1 to S6 covering SMART goal-setting, time management and effective learning strategies. Where possible, conduct the training early in the first term, with practice exercises matched to the needs of each year level. Guide students to set concrete, feasible short-term goals and translate them into action steps and schedules.
- Build on existing personalised learning goals and follow-up by class teachers. Conduct brief reviews after tests or examinations, or at the middle or end of the term, to guide students in analysing difficulties, identifying effective methods and adjusting their next steps, establishing a learning cycle of "set goals–practise–review–revise".
- In homework tutorials and small-group or individual interviews, use weekly planners, learning task lists or brief journals as needed to support planning and progress monitoring. Supported by teacher training and the sharing of experience according to students' performance, promoting independent task completion and the autonomous use of learning strategies.

### 6.3 Major Concern 3: Strengthening teachers' professional development to stay abreast of the latest educational trends to meet students' learning needs

**Achievements**

3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management

- The school regularly organises training workshops. This year, nearly six workshops were held, covering effective teaching strategies, emerging educational technologies and classroom management. These workshops aimed to help teachers acquire relevant knowledge and practical skills and support their professional development. Survey results showed that over 70% of teachers agreed that the workshops had helped enhance their teaching strategies.
- According to the 2025–2026 Teachers' Stakeholders' Survey, the item "The professional development activities for teachers organised by the school are very helpful to my work" received a mean score of 4.0 on a five-point scale. Nearly 70% of students and teachers gave positive feedback on the effectiveness of the new strategies used in micro-teaching sessions in supporting teaching and learning.

3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices

- Through Teacher Development Days, regular collaborative lesson planning and professional exchange meetings, the school provides opportunities for teachers to exchange ideas and collaborate. These activities promote the sharing of teaching experiences, resources and best practices, with the aim of strengthening collaboration and mutual professional learning among teachers. This year, the school organised more than 10 cross-departmental collaborative lesson-planning sessions, peer lesson observations and post-observation discussion sessions, which received positive feedback.
- According to the 2025–2026 Teachers' Stakeholders' Survey, the items "The school has developed an ambience of professional exchange" and "The school promotes teachers' professional exchange and collaboration" received mean scores of 4.0 and 4.1, respectively, on a five-point scale.
- These results indicate that, overall, responding teachers held positive views of the school's professional exchange climate and its efforts to promote professional exchange and collaboration. In particular, subject departments have been required to conduct sharing sessions every two months. Survey results showed that nearly 80% of teachers gave positive feedback on these measures.

3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects

- Since 2024, the school has collaborated with The University of Hong Kong and the Education Bureau on an LAC support programme to help students overcome difficulties in adapting to English-medium instruction. With S2 Mathematics as the pilot subject, Mathematics and English teachers established a regular collaborative lesson-planning mechanism to coordinate teaching strategies and the teaching of subject-specific vocabulary. English teachers help students understand mathematical vocabulary in English and provide contextual examples. In the 2025–2026 school-based survey, over 70% of teachers and junior secondary students gave positive feedback on LAC measures, the English-rich learning environment, and English cultural and learning activities.
- Pilot lessons adopted a student-centred approach. Through paired discussions and oral explanation activities, students were encouraged to express their mathematical thinking in English. The programme included six peer lesson observations and expert coaching activities. According to programme feedback, participating teachers and university professors felt that students in the pilot programme had developed greater awareness of subject-specific English and were more willing to express themselves in English. Student interviews also revealed that nearly 70% of students agreed that LAC helped enhance their English learning. According to the 2025–2026 Teachers' Stakeholders' Survey, the item "The school curriculum aligns with / enhances students' language proficiency" received a mean score of 4.5 on a five-point scale. This indicates that, overall, responding teachers held a positive view of the curriculum's support for students' language development.
- The English panel also provides English writing frameworks for other subject panels. These frameworks support teachers in guiding students to organise and express their ideas and promote the integration of English learning with subject teaching. Teachers evaluated professional exchange and collaboration positively. Nearly 80% agreed that an ambience of professional exchange had been established and that teachers collaborated effectively, helping to improve teaching and jointly implement school plans.

**Reflection**

3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management

- This year, relevant training workshops were organised regularly. In surveys, 70% of teachers agreed that the workshops helped enhance their teaching strategies. In the Teachers' Stakeholders' Survey, the item concerning the usefulness of professional development activities to teachers' work received a mean score of 4.0 on a five-point scale. Nearly 70% of students and teachers also gave positive feedback on the effectiveness of new strategies in supporting teaching and learning in micro-teaching sessions, providing an initial indication of a link between training and classroom practice.
- The available information reflects teachers' positive views of the training and micro-teaching. The specific effectiveness of training in emerging technologies and classroom management also requires further review, drawing on lesson observations and students' learning performance.

3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices

- This year, mutual learning among teachers was promoted through Teacher Development Days, collaborative lesson planning and professional exchange meetings. More than 10 sessions were held, encompassing cross-departmental collaborative lesson planning, peer observation and post-observation discussion. In the Teachers' Stakeholders' Survey, the items concerning the ambience of professional exchange and the promotion of collaboration received mean scores of 4.0 and 4.1, respectively, on a five-point scale. Nearly 80% of teachers also gave positive feedback on regular panel sharing sessions, indicating a good foundation for a collaborative culture.
- The available information shows that teachers view the collaborative arrangements positively. However, the use of shared resources and the extent to which professional exchanges lead to teaching improvements still require further review. Efforts to deepen collaboration should focus on developing a body of practical experience that peers can draw on and reviewing its effectiveness in relation to students' learning performance.

3.3 Enhance teachers' capacity in implementing LAC to improve students' English proficiency across subjects

- This year, with S2 Mathematics as the pilot subject, practical experience in cross-subject collaboration and language support was gained through regular collaborative lesson planning between English and Mathematics teachers, peer observation and expert coaching. These practical experiences can be shared and discussed across subject departments.
- Concrete practical experience remains concentrated in S2 Mathematics, while application in other subjects and articulation across year levels require further development. Teachers' capacity to identify language needs and design and adapt support, still require further review through ongoing analysis of lessons and assignments.

**Feedback and Follow-Up**

3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management

- Plan targeted workshops based on teachers' training needs and lesson observation findings, and support teachers in applying what they have learned through micro-teaching, peer observation and panel sharing. Training in classroom management may focus on routines, activity transitions and student engagement, with feasible approaches explored through case discussions.
- Establish follow-up arrangements for post-training trials, feedback and adjustments. Draw on teachers' reflections, observation records, student feedback and performance in assignments to review the application of strategies and their effectiveness in supporting learning.

3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices

- Consolidate shared teaching materials, lesson plans and reflections on lesson observations. Classify them by subject, year level and teaching theme, standardise file naming and update the resources regularly. Encourage teachers to include information on suitable contexts for use and practical insights to help peers select and adapt the resources, thereby facilitating the transfer of experience.

- Make good use of regular panel sharing and cross-departmental collaboration to focus on students' learning difficulties, jointly design materials, trial strategies and review student performance. Share challenges encountered during implementation and ways of making adjustments. Draw on collaboration records, teacher feedback and student assignments, and evaluate these against the success criteria in the Annual School Plan to review implementation and benefits for teaching.

3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects

- Document and organise the collaborative lesson-planning process, exemplar materials and reflections on lesson observations from S2 Mathematics. Through in-school sharing, workshops and peer observation, help more teachers master LAC strategies. Taking into account each subject's curriculum, students' needs, teachers' readiness and the support available, extend LAC implementation in stages to junior secondary Science and Humanities, gradually covering S1 and S3.
- Through collaborative lesson planning between the English panel and relevant subject panels, jointly set subject-content and language-learning goals. Build on the existing English writing frameworks by adding vocabulary, sentence patterns and examples of oral expression. Integrate these into school-based resources that panels can adapt to support students in organising and explaining what they have learned in English.
- Continue to collect feedback through student interviews, evidence of students' oral performance in class and written assignments. Draw on these alongside lesson plans, observation records and teachers' reflections to review progress in students' use of subject-specific English and teachers' language-support strategies. Adjust training, teaching and roll-out arrangements accordingly.

## Financial Report

### 7.1 School Financial Summary (2024/25 Audited)

| | Government Funding | Non-Government Funding |
|---|---|---|
| **Revenue (Percentage of Total Annual Income)** | | |
| **Direct Subsidy (including government funding not counted in the unit cost of direct subsidy schools)** | **76.37%** | ***NIL*** |
| **School Fees** | ***NIL*** | **19.33** |
| **Donations** | ***NIL*** | **0.00%** |
| **Other Income** | ***NIL*** | **4.30%** |
| **Total** | **100%** | |
| | | |
| **Expenditure (Percentage of Total Annual Expenditure)** | | |
| **Staff Salaries and Benefits** | **73.21%** | |
| **Operating Expenses (including teaching and learning expenditures)** | **8.90%** | |
| **Fee Remission / Scholarships** | **3.34%** | |
| **Maintenance and Repairs** | **0.34%** | |
| **Depreciation** | **2.15%** | |
| **Miscellaneous** | **12.06%** | |
| **Total** | **100.00%** | |
| | | |
| **~~Surplus~~/Deficit for the School Year#** | **Equivalent to 0.49 months of total annual expenditure** | |
| | | |
| Accumulated Surplus/~~Deficit~~ in Operational Reserves at Year-End# | Equivalent to 2.79 months of total annual expenditure | |
| **# Values are expressed in months relative to total annual expenditure** | | |

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**1** The percentage of expenditure on tuition fee waivers/scholarships is calculated based on the school's total annual expenditure. This percentage differs from the allocation percentage for tuition fee waivers/scholarships required by the Education Bureau, which is calculated based on tuition income and must not be less than 10%.

☑ It is confirmed that our school has set aside sufficient funds for the tuition fee waiver / scholarship programme as required by the Education Bureau. (If applicable, please mark with a "✓" in the box.)

### 7.2 Capacity Enhancement Grant (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $21,083.40 | • Promote IT and STEM | $81,600.00 |
| 2025-2026 Grant | $145,770.00 | • Support music development | $22,703.40 |
| | | • Support students' diverse learning needs | $62,550.00 |
| Total: | $166,853.40 | Total Expenditure: | $166,853.40 |
| | | Balance: | $0.00 |

### 7.3 Diversity Learning Grant (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $3,899.80 | • Cultural experience: Performing Arts course | $23,699.80 |
| 2025-2026 Grant | $46,800.00 | • Visual Arts experience course | $27,000.00 |
| Total: | $50,699.80 | Total Expenditure: | $50,699.80 |
| | | Balance: | $0.00 |

### 7.4 Life-wide Learning Grant and Sister School Grant (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $176,246.30 | • Adventure Day | $50,778.00 |
| 2025-2026 Grant | $487,500.00 | • Autumn Welcome Activities | $9,115.00 |
| | | • Student Club Activities | $144,162.53 |
| | | • Volunteer Service | $1,800.00 |
| | | • Multiple Intelligences Activities | $85,039.97 |
| | | • Leadership Training and Service Learning | $1,499.70 |
| | | • School Team Training | $79,993.00 |
| | | • Wuxi Sister-School Exchange Tour | $268,610.00 |
| Total: | $663,746.30 | Total Expenditure: | $640,998.20 |
| | | Balance: | $22,748.10 |

### 7.5 Learning Support Grant (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $5,899.00 | • Recruit three additional support staff | $661,104.00 |
| 2025-2026 Grant | $711,695.00 | • Procure external professional services | $39,187.77 |
| | | • Learning and inclusion activities<br>- School-based social skills training groups | $9,300.00 |
| | | - Drama group to promote emotional well-being | $8,000.00 |
| Total: | $717,594.00 | Total Expenditure: | $717,591.77 |
| | | Balance: | -$2.23 |

### 7.6 One-off Grant for Promoting Chinese Culture Immersion Activities (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $285,332.16 | • Chinese Cultural Experience Activities | $49,521.30 |
| 2025-2026 Grant | $0.00 | • Inter-school Chinese Cultural Activities and Competitions | $22,263.50 |
| | | • Participation in Local Cultural Activities | $2,100.00 |
| | | • Procurement and Development of Chinese Cultural Resources | $238.00 |
| | | • Chinese Cultural Exchange Activities | $91,332.20 |
| Total: | $285,332.16 | Total Expenditure: | $165,455.00 |
| | | Balance: | $119,877.16 |

### 7.7 Student Activities Support Grant (2025-2026)

#### 7.7.1 Income and Expenditure

| Funding | Expenditure | Balance |
|---|---|---|
| $17,550.00 | $17,550.00 | $0.00 |

#### 7.7.2 Number of Beneficiaries

| Level | CSSA | Student Finance Full Grant | Other Students with Financial Need | Total |
|---|---|---|---|---|
| S1 | --- | 1 | --- | 1 |
| S2 | --- | 2 | --- | 2 |
| S3 | --- | 5 | --- | 5 |
| S4 | 1 | 2 | --- | 3 |
| S5 | 3 | 1 | --- | 4 |
| S6 | 5 | 10 | --- | 15 |
| | | | Total Number of Beneficiaries: | 30 |
| | | | Total Beneficiary-times: | 180 |

### 7.8 School-based After-school Learning and Support Programmes (2025-2026)

#### 7.8.1 Income and Expenditure

| Funding | Expenditure | Balance |
|---|---|---|
| $33,000.00 | $33,000.00 | 0.00 |

#### 7.8.2 Number of Beneficiaries

| Level | CSSA | Student Finance Full Grant | Other Students with Financial Need | Total |
|---|---|---|---|---|
| S1 | --- | 1 | --- | 1 |
| S2 | --- | 2 | --- | 2 |
| S3 | --- | 5 | --- | 5 |
| S4 | 1 | 2 | --- | 3 |
| S5 | 3 | 1 | --- | 4 |
| S6 | 5 | 10 | --- | 15 |
| | | | Total Number of Beneficiaries: | 30 |
| | | | Total Beneficiary-times: | 180 |

### 7.9 Grant for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $16,916.00 | • Recruitment of an additional full-time Chinese language teacher | $342,565.00 |
| 2025-2026 Grant | $331,453.00 | • Procurement of teaching and learning resources | $5,804.00 |
| Total: | $348,369.00 | Total Expenditure: | $348,369.00 |
| | | Balance: | $0.00 |

### 7.10 One-off Grant for Promoting Self-directed Language Learning (English) (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $0.00 | • Procurement or subscription of learning resources | $555.00 |
| 2025-2026 Grant | $200,000.00 | • English-language cultural activities | $25,200.00 |
| | | • English self-directed learning platform | $21,441.22 |
| Total: | $200,000.00 | Total Expenditure: | $47,196.22 |
| | | Balance: | $152,803.78 |

### 7.11 One-off Grant for Promoting Self-directed Language Learning (Putonghua) (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $200,000.00 $0.00 | • Procure services related to teaching and learning | $16,800.00 |
| 2025-2026 Grant | | | |
| Total: | $200,000.00 | Total Expenditure: | $16,800.00 |
| | | Balance: | $183,200.00 |

### 7.12 Pilot Scheme on Other Languages for Junior Secondary Students (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $0.00 | • Recruitment of a Japanese Language Teacher | $70,600.00 |
| 2025-2026 Grant | $250,000.00 | • Recruitment of a Spanish Language Teacher | $16,560.00 |
| Total: | $250,000.00 | Total Expenditure: | $87,160.00 |
| | | Balance: | $162,840.00 |

### 7.13 One-off Grant for Promotion of Sports Ambience and "MVPA60" in Schools (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $150,000.00 | • Organise a diverse range of sports activities for students or subsidise their participation | $17,220.50 |
| 2025-2026 Grant | $0.00 | • Purchase or upgrade school sports equipment | $20,556.00 |
| | | • Employment of additional non-teaching staff or coaches | $112,223.50 |
| Total: | $150,000.00 | Total Expenditure: | $150,000.00 |
| | | Balance: | $0.00 |

### 7.14 One-off Grant on Parent Education (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $168,500.00 | • Parent–teacher talks | $27,500.00 |
| 2025-2026 Grant | $0.00 | | $27,500.00 |
| Total: | $168,500.00 | Total Expenditure: | $141,000.00 |
| | | Balance: | |

### 7.15 "AI for Empowering Learning and Teaching" Funding Programme (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $0.00 | • One-Off Bundle | $38,000.00 |
| 2025-2026 Grant | $500,000.00 | | |
| Total: | $500,000.00 | Total Expenditure: | $38,000.00 |
| | | Balance: | $462,000.00 |

### 7.16 "AI for Science Education" Funding Programme (2025-2026)

| Funding | | Expenditure | |
|---|---|---|---|
| Balance brought forward 2024-2025 | $0.00 | • Arranging for 3 science teachers to enrol in short courses | $36,000.00 |
| 2025-2026 Grant | $100,000.00 | • Collaboration with tertiary institutions to take forward support programmes | $49,500 |
| Total: | $100,000.00 | Total Expenditure: | $85,500 |
| | | Balance: | $14,500 |

## 7.17 Scholarships and Fee Remission Report (2025-2026)

### 7.17.1 Fee Remission / Financial Assistance Expenditure

| Class | Full Grant | Half Grant | Emergency Assistance Expenditure |
|---|---|---|---|
| S1 | --- | $8610.00 | --- |
| S2 | $34,440.00 | --- | --- |
| S3 | $86,100.00 | --- | --- |
| S4 | $63,140.00 | $29,274.00 | --- |
| S5 | $65,280.00 | $8,064.00 | --- |
| S6 | $230,400.00 | $46,080.00 | --- |
| Expenditure： | $479,360.00 | $92,028.00 | --- |
| | | Total Expenditure： | $571,388.00 |

### 7.17.2 Scholarship Expenditure

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---|---|---|---|---|---|---|
| Spiritual | --- | --- | --- | --- | --- | --- |
| Moral | $600.00 | $1,200.00 | $600.00 | $900.00 | $900.00 | $1,200.00 |
| Intellectual | $4,400.00 | $4,400.00 | $4,400.00 | $4,700.00 | $4,200.00 | $5,000.00 |
| Physical | --- | --- | $600.00 | --- | --- | $900.00 |
| Social | $500.00 | $1,100.00 | $1,000.00 | $700.00 | $500.00 | $1,700.00 |
| Aesthetic | $400.00 | $700.00 | $700.00 | $200.00 | --- | $1,400.00 |
| Expenditure: | $5,900.00 | $7,400.00 | $7,300.00 | $6,500.00 | $5,600.00 | $10,200.00 |
| Total Expenditure: | $42,900.00 | | | | | |

## School's Future Development Major Concerns

The three major concerns of the 2025–2028 School Development Plan are as follows:

**8.1 Major Concern 1: Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility**

8.1.1 Promote positive values and attitudes such as perseverance, respect, empathy and care in curricular and co-curricular activities.

8.1.2 Promote mental health awareness and emotional well-being through whole-school programmes.

8.1.3 Build stronger connections among teachers, parents and students to foster a sense of belonging.

**8.2 Major Concern 2: Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry**

8.2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills.

8.2.2 Design exploratory learning experiences through STEM, arts and humanities programmes / projects.

8.2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits.

**8.3 Major Concern 3: Strengthening Teachers' Professional Development to Stay Abreast of the Latest Educational Trends to Meet Students' Learning Needs**

8.3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management.

8.3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices.

8.3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects.