SHUNG TAK CATHOLIC ENGLISH COLLEGE

SCHOOL REPORT 2025-2026

天主教崇德英文書院

Ora et Labora







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Our School

School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

Mission Statement

We follow our school motto 'Ora et Labora' (Pray and Work): to empower our students to do their best in academic pursuits and glorify the Creator with their work. We provide quality education to prepare students to become bilingual, independent-thinking and socially aware citizens who play a positive role in the ever-changing, culturally diverse and challenging world.

School Motto

'Ora et Labora' is our school's motto and is translated as 'Pray and work'.

This motto encompasses the spirit of St. Benedict's Rule. Benedict viewed prayer and work as partners, and believed in combining contemplation with action. They underline two values, which are basic to the ideals and traditions of our school. The first word emphasises our relationship with God. We believe that the basis of real respect for our fellowmen is an acknowledgement of our common brotherhood, as children of the same Father. The second word is a constant reminder to us that if we wish to achieve anything worthwhile in life, in our studies, work, games, and in life, we must be willing to make an honest effort to achieve it. We all share an obligation to society to do our work as well as we can.

Five Core Values

Our school, as a Catholic School, in our vision and mission, shall uphold and pass on the core values of 'Truth', 'Justice', 'Love', 'Life', and 'Family' to young people to prepare them for their life and future responsibilities.

Our School cultivates the above core values by –

1. upholding the time-honoured practice of respecting and collaborating with stakeholders with diverse backgrounds in achieving the School's vision and mission, in the awareness that the success of education depends on the joint effort of all parties concerned;
2. providing a family environment imbued with mutual trust and love in the School; and
3. incorporating in the formal school curriculum Religious Education courses designed by the School Sponsoring Body, and fostering a Catholic spirit through religious practices held regularly in the School, such as morning prayers and religious activities held regularly for staff and pupils.

School Core Values

Shung Tak's core values lie in loyalty to the vision, mission, goals, and fundamental purpose of our Sponsoring Body, the Catholic Church and the Catholic core values of **Truth, Justice, Love, Life** and **Family**. We are committed to the growth of the whole person as we gratefully share God's gifts as we work together for the common good of all. We facilitate dynamic learning environments where individuals are challenged to reach their potential so that in all things God may be glorified and we Glorify God. We focus on:

Service

We believe in unselfish service for it is through this that we can achieve the common good of society which is at the heart of education. We work towards a greater understanding of 'service' which manifests a strong sense of responsibility, accountability, competence, and professionalism.

Excellence

We work to achieve the highest standards of academic excellence. We are committed to regularly re-examining and strengthening our teaching to make it relevant and responsive to learner needs and the changing times. We strive to develop in teachers the professional competencies expected of them.

Discipline

In order to create an environment conducive to learning and teaching, norms of conduct are expected of members of our community. These regulations help govern the behaviour that helps our school to function effectively, and help maintain a healthy school atmosphere beneficial to the promotion and preservation of effective learning and teaching.

Commitment

We endeavour to provide a variety of learning experiences as we feel having this breadth and depth will not only reinforce classroom learning but also enable students to find their strengths. These programmes also contribute to students who are well rounded.

School Governance

Our school is managed by the Incorporated Management Committee, which comprises sponsoring body managers, the principal, a parent manager, a teacher manager, an alumni manager and an independent manager. Collective participation of the different stakeholders helps our school to enhance transparency and accountability of school governance. It also ensures the objectivity and fairness of administrative management. Integrity is the spirit of school-based management and is crucial to the smooth operation of the IMC and the school. The school also believes in distributive leadership and has set up a School Development Committee comprising middle managers who provide advice and support to the Principal in the formulation of school-based plans to facilitate the day-to-day smooth running of the school.

School Goals

Related to Outcomes for Students

- ✧ Help students build a strong foundation of literacy and numeracy.
- ✧ Ensure that students acquire basic knowledge and develop independent thinking.
- ✧ Develop students' ability to use English and Chinese as a successful tool of learning and communication.
- ✧ Equip students with the knowledge and skills required to meet the challenges of a dynamic and changing world.
- ✧ Develop students' capabilities in analysis, judgment, problem-solving, and decision-making.
- ✧ Unleash the individual potential of students and foster a spirit of cooperation and service so that they are able to develop a sense of morality.
- ✧ Enhance students' leadership skills and the readiness to accept different views.
- ✧ Promote conscientiousness, civic-mindedness, and good interpersonal relationships both on the campus and outside school.
- ✧ Raise students' self-esteem and self-respect in the process of learning that ultimately leads to higher learning autonomy.
- ✧ Help students establish their identities, values, and goals in life.

Related to Learning Experiences for Students

- ✧ Provide a learning environment that enables students to appreciate the beauty of life and build a positive attitude towards life.
- ✧ Provide a learning environment conducive to enhancing students' interactive skills in group discussion, project work, and interviews with peers, schoolmates, and those in authority.
- ✧ Provide freedom and support in students' choice of interests and pursuits in academic, social, aesthetic, and religious aspects.
- ✧ Provide varied learning opportunities for students to develop their personal talents, qualities, and abilities through the study of different subjects.
- ✧ Provide co-curricular activities to meet the various needs of students so as to develop their leadership, potential, incentive, initiative, and cooperation.
- ✧ Help students think logically, independently, and creatively, make rational decisions and solve problems independently.
- ✧ Stimulate students' interest in learning to enable them to cultivate self-motivation, self-evaluation, self-respect, and self-discipline.
- ✧ Encourage students to participate in community service so as to cultivate responsibility and willingness to assist.
- ✧ Encourage students to build up a sense of belonging, behave well in public, and achieve good academic results so as to promote the school image.

Related to Provision of Resources

- ✧ Update school resources to help teachers and students meet varied needs.
- ✧ Provide sufficient reference books, equipment, and information technology aids to facilitate efficient

and interesting teaching.

- ✧ Provide students with well-equipped facilities to strike a balance between academic work and co-curricular activities.
- ✧ Provide diversified modern technological knowledge to help both teachers and students adapt easily to the ever-changing world.
- ✧ Continue the development of the school as an aesthetically pleasing environment designed to best meet the needs of our students and improve their sense of belonging.
- ✧ Improve the facilities and environment of the libraries as learning centres to promote students' reading interest and self-learning ability.
- ✧ Manage the existing school resources systematically and efficiently.
- ✧ Improve the facilities and furniture in the staff room, classrooms, as well as special rooms.
- ✧ Promote the appropriate use of the community and its members as a school resource.

Related to Management of School

- ✧ Evaluate the performance of the students in academic, cultural, and moral aspects.
- ✧ Encourage cooperation for a harmonious and congenial atmosphere among all school members.
- ✧ Carry out school policies thoroughly, consistently, and perseveringly.
- ✧ Provide communication channels among school managers, teachers, administrative staff, parents, and students to continue improving relationships among them.
- ✧ Provide opportunities to teachers, parents, and students for decision-making leading to improvement of the school administration.
- ✧ Formulate school policies in line with our needs and to work towards the glory of God, our Creator.
- ✧ Develop a democratic, systematic, fair, and transparent working system.
- ✧ Identify posts and responsibilities clearly and allocate them fairly among staff.
- ✧ Develop a fair system for substitution, invigilation, lesson, and duty allocation.
- ✧ Assign teachers to teach subjects they are proficient and qualified to teach so as to achieve better teaching and learning effectiveness.
- ✧ Encourage teachers' participation in in-service training in relevant disciplines.
- ✧ Develop evaluation techniques for staff performance so as to improve the quality of learning and teaching.

Number of School Days

- ✧ The total number of school days was 191.

Lesson time for the 8 Key Learning Areas

Lesson time allocated to the 8 key learning areas and Life and Society / Citizenship and Social Development in 2025-2026 was as follows:

KLA	*English Language Education*	*Chinese Language Education*	*Mathematics Education*	*Citizenship and Social Development*	*PSH Education*	*Science Education*	*Technology Education*	*Art Education*	*Physical Education*
S1	*18.4%*	*17.3%*	*14.3%*	--	*20.4%*	*10.2%*	*8.2%*	*7.1%*	*4.1%*
S2	*18.4%*	*17.3%*	*14.3%*	--	*20.4%*	*10.2%*	*8.2%*	*7.1%*	*4.1%*
S3	*18.4%*	*17.3%*	*14.3%*	--	*20.4%*	*12.2%*	*6.1%*	*7.1%*	*4.1%*
S4	*18.4%*	*16.3%*	*14.3%*	*6.1%*	*40.8%*				*4.1%*
S5	*18.4%*	*16.3%*	*14.3%*	*6.1%*	*40.8%*				*4.1%*
S6	*18.4%*	*17.3%*	*14.3%*	*6.1%*	*40.8%*				*4.1%*

Class Organisation and Enrolment

The school reopened on 1st September 2025, with a total number of 700 students in twenty-four classes. There were four classes in S1, 2, 3, 4, 5, and 6. The breakdown of the enrolment number was as follows:

Secondary	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Total*
No. of classes	4	4	4	4	4	4	24
Enrolment	**132***	128	127	122	94	97	700

Revised on 23/11/2026

Students' Attendance

Students' attendance was satisfactory, with the average rate being 97.5%.

Secondary	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Total*
Attendance rate	98.2%	98.2%	97.7%	98.6%	97.5%	97.5%	97.5%

Catholic students
The number of Catholic students was 56 making up 8% of the total student population.

Staff
The total number of staff at the school is 82. This includes the Principal, teaching staff, support staff made up of laboratory technicians, teaching assistants, administrative support staff, and janitorial staff.

The turnover rate is slightly lower than that of the previous year. The colleagues that have chosen to depart have not been those that have been with the School for a long time and perhaps points to the possibility of newer colleagues not being able to find a great enough sense of belonging to the School. In general though, the overall sense of belonging of colleagues in School is acceptable with colleagues with a tenure of four or more years opting to remain with us.

School Formal Curriculum for 2025-2026

KLA	*Subjects*	*S1*	*S2*	*S3*	*S4*	*S5*	*S6*
English Language Education	*English Language*	✓	✓	✓	✓	✓	✓
Chinese Language Education	*Chinese Language*	✓	✓	✓	✓	✓	✓
	Chinese Literature				✓	✓	✓
	Putonghua	✓	✓	✓			
Mathematics Education	*Mathematics*	✓	✓	✓	✓	✓	✓
	Mathematics Modules I & II				✓	✓	✓
Cross KLAs	*Citizenship and Social Development*				✓	✓	✓
Science Education	*Integrated Science*	✓	✓				
	Biology			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Physics			✓	✓	✓	✓
Technology Education	*Business Fundamentals*			✓			
	BAFS				✓	✓	✓
	Computer Literacy / ICT	✓	✓	✓	✓	✓	✓
	Technology and Living	✓	✓				
Personal Social and Humanities Education	*Chinese History*	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Life and Society / CES / Citizenship and Social Development	✓	✓	✓	✓	✓	✓
	Religious Studies / Ethics	✓	✓	✓	✓	✓	✓
Art Education	*Music*	✓	✓	✓			
	Visual Arts	✓	✓	✓	✓	✓	✓
Physical Education	*Physical Education*	✓	✓	✓	✓	✓	✓
Applied Learning						✓	✓

1. Achievements and Reflection on Major Concerns; Feedback on Future Planning

Major Concern 1:
To cultivate students' positive values and attitudes through promoting a school-based values education curriculum.

ACHIEVEMENTS

The 2025-2026 academic year has been characterised by the successful consolidation of our school-based values education framework, with high levels of student engagement in experiential tasks. The targets we set have not only been met but, in many cases, have been exceeded with the concerted effort of all stakeholders. By integrating the STC Values Education Framework with the Education Bureau's (EDB) 12 Priority Values and Attitudes, the school has successfully internalised these principles across all year groups.

The school achieved a top-tier P-score of 85.7 in the APASO-III survey across critical subscales, including National Identity (Pride and Responsibility), Moral Values (Integrity and Law-abidingness), and Respect for Others/Empathy. This represents a significant upward trend when compared to the previous year.

100% of departments successfully incorporated values into their curriculum, and over 75% created specific resources connected to these values. For example, the Mathematics department revised its curriculum to include National Security and Values Education Worksheets across all levels, while the ICT department created new modules on the ethical use of AI. English has also continued to make use of the materials created in the first year of our development cycle and has been continuously modifying these resources to enhance their effectiveness.

Based on statistical evidence from internal surveys and departmental evaluations, our measures have benefitted our students and have boosted their academic performance. Over 94.2% of students agreed that school activities helped them develop correct values and attitudes. Internal surveys for S1 through S5 show that the vast majority of students score in the 4–6 range (on a 6-point scale) for awareness and understanding of their assigned character traits, with S1 achieving a high average of 5.06 in relation to their character trait of Kindness and S3 reaching 4.99 when it comes to understanding Discernment. However, there was a slight drop in overall satisfaction with the values education programmes provided by the school from 92.3% in the last academic year to 91.9% this year.

Over 70% of students participated in OLE activities related to values. In fact, record-breaking social engagement was recorded, with 681 students contributing a total of 6,347.25 service hours. Furthermore, form-wide participation reached 100% for key tasks, such as the S5 Mainland Field Study and the S3 Climate Change Museum visit.

Ongoing exposure was achieved through daily initiatives such as the Campus TV morning assembly quotes that were shared during the live broadcasts of our morning assemblies on Tuesdays and Wednesdays, which used Shungtakian character traits to ensure students were frequently exposed to positive values.

Over 50% of departments and committees collaborated on meaningful work. Key successes included the BAFS and Computer Literacy joint project on Corporate Social Responsibility, the Geography and Putonghua collaboration on the 'Food Wise' micro-film project, and the English department's collaboration with the NSE committee to incorporate traditional Chinese medicine with the Department's annual Chinese cultural event.

Secondary 1 – Kindness (Benevolence and Filial Piety)
The school successfully established a foundation for kindness through cross-curricular collaboration, resulting in 94% of the cohort admitting to practising acts of kindness in their daily lives. The Chinese History department utilised debates on Confucian 'Ren' and Mohist thought to help students understand how kindness impacts society. In English, students practiced benevolence through letter-writing tasks focused on helping peers adapt to secondary life. STEM and ICT tasks involved using AI tools to design

festival posters for parents and teachers, which not only reinforced filial piety but also taught 'digital etiquette'. The Guidance Committee's Joyful@STC workshops and team-building visits effectively fostered mutual trust and problem-solving. The Music and Art departments collaborated to design book covers for Chinese Extensive Reading reports using calligraphy and ink to express the theme of 'Kindness'. Through a Statistical Projects Competition, students used official data in Mathematics to analyse social trends, encouraging them to find the 'human story' and empathy behind data points. Over 80% of students agreed that the 'Filial Piety Short Speech' assignment in Putonghua lessons deepened their understanding of traditional virtues and expressing care for parents.

Secondary 2: Compassion (Empathy and Care for Others)
S2 students demonstrated growth in compassion, primarily through experiential learning and community service, achieving a P-score of 85.7 for Empathy. In an increase from the previous year, 95% of students reported being compassionate towards others, and nearly 97% reflected that they learned to appreciate those around them. Students actively participated in the Social Service Training and volunteer day in March 2026, engaging directly with the elderly and residents in squatters. In the Putonghua and Geography collaboration, a micro-film project on food production in China successfully encouraged students to empathise with farmers facing food security issues. There was also the Hydroponic Farming Programme, where students translated empathy into tangible community action by sharing harvests with school janitors and families. The History department linked historical virtues to modern life by studying St. Ignatius Loyola's service to the poor.

Secondary 3: Discernment (Integrity and Law-Abidingness)
Performance in S3 exceeded expectations in several areas, particularly regarding readiness for academic and ethical decision-making. The cohort scored an average of 5.05 in the school-based survey, an increase from the 4.99 of the previous cohort. The Careers Committee five-session curriculum saw student readiness for elective subject selection rise from a mean of 4.9 to 5.4 on a 7-point scale, demonstrating improved objective discernment. The Mock Trial Team delivered an outstanding performance, securing 4th place territory-wide, which reflected sharp critical thinking and legal discernment. The joint BAFS/Computer Literacy project, where students successfully distinguished between profit-making and Corporate Social Responsibility (CSR) in video advertisements also helped push the P-score in S3 for Integrity to a high of 85.7, rising from 4.9 to 5.4 on a 7-point scale.

Secondary 4: Responsibility (Commitment and Diligence)
Evaluation for S4 shows a strong external commitment to service but a gap in applying values to professional ethics. S4 students contributed significantly to the school's total of 6,347.25 service hours, with many earning volunteer awards, including 3 Gold, 18 Silver, and 45 Bronze awards. In Chemistry, students demonstrated daily responsibility by managing their laboratory apparatus for the entire year without a single report of breakage or contamination. While the Biology 'Little Gardener' course successfully translated responsibility into the daily commitment of caring for living plants. School Ambassadors also earned 100% visitor satisfaction for their hospitality during Info Day. A strong 95% of the cohort have admitted to being willing to shoulder their responsibilities in life, an increase from the 92% last year.

Secondary 5: Servant Leadership (Spirit of Service)
In S5, students showed a qualitative shift in how they perceive and articulate leadership. The newly introduced 'Career Live' simulation was highly effective, with 98% of students agreeing it helped them build a realistic understanding of professional expectations and how roles can empower others. 98.4% of students in the JUPAS Self-Account workshop successfully articulated their qualitative growth as servant leaders rather than just listing job titles. In English, the pass rate for a writing task on servant leadership traits rose from 63.0% to 77.4% by the end of the year. Economics students analysed the 2026 Budget to understand how government policy can serve disadvantaged groups. The CS Mainland Field Study to Nansha and Humen achieved 100% completion, with students submitting analytical reports on national initiatives for nurturing future leaders with a service mindset. There was also an increase in the number of students in the cohort that desire to become servant leaders, from 88% last year, to 90% this year.

Secondary 6: Gratitude (National Identity)
S6 students focused on internalising gratitude through reflection and national awareness. They successfully linked their final year of schooling to Gratitude and National Identity, achieving a top-tier P-score of 85.7 in the latter. Students expressed deep appreciation for national support through BAFS reflective essays on policies like CEPA and the Belt and Road Initiative, demonstrating a deep appreciation for the interdependence between Hong Kong and the Mainland. History presentations on the Dongjiang water supply helped students recognise that gratitude is reflected in tangible actions like water conservation. The Thanksgiving Prayer Service and personalised gift bags prepared by Guide Light mentors fostered a strong culture of appreciation within the graduating cohort.

12 Priority Values and Attitudes
The school's values education programme is highly effective, with 94.2% of students agreeing that school activities helped them develop correct values and attitudes, an increase on the previous year's performance of 92.8%. The systematic six-year framework has successfully moved beyond isolated events to a 'spiral' curriculum integration approach. This is quantitatively validated by the APASO-III results, where students excel in National Identity, Moral Values, and Respect for Others.

The Mathematics panel reviewed textbooks and worksheets to integrate National Security themes while fostering a sense of national responsibility. The English department utilised photopoetry competitions and drama scripts to encourage students to articulate values like compassion, integrity, and commitment. History students developed discernment through the study of principled decision-making in films like Hacksaw Ridge and enhanced their cultural awareness through museum visits to see Ancient Egyptian artefacts. Furthermore, STEM students combined modern technology with traditional heritage by designing Chinese-style vases using 3D printing.

Other Learning Experiences (OLE) and whole-school events served as vital platforms for students to translate these values into tangible action. A major achievement was Operation Santa Claus 2025, which raised a school record of over HK$123,000 for charity and allowed students to demonstrate servant leadership and empathy for vulnerable groups. Environmental stewardship was emphasised through initiatives such as 'No Air-con Day' and the Seahorse Rangers programme, which achieved exceptionally high campus participation in energy conservation. Additionally, the Geography department organised an S3 Climate Change project that required students to visit a museum and lead campaigns to arouse environmental awareness among their peers.

Annual performance when compared with the defined Success Criteria

Success Criteria	Percentage achieved
Over 75% of Departments continue to utilise values education materials created.	100%
Over 80% of students have experienced the integration of values education in different subjects.	100%
Over 80% of students show an understanding of the 12 Priority Values.	94.2%
Over 70% of students have attended events or activities that are related to the assigned school-based Character Strengths of Shungtakians.	>90%
100% of Departments incorporate aspects of the values into their curriculum.	100%
Over 70% of Departments / Committees / Clubs have collaborated and produced meaningful work.	85%
Over 80% of students have participated in OLE activities related to the values.	92%

REFLECTIONS

Overall, the second year of our current development cycle has been a success. The school has moved beyond mere exposure to values education and towards achieving a high tier of student internalisation which has resulted in exceptionally positive student responses to the perceived development of values and the curriculum.

We have established a well-structured developmental arc of values education integration with lower forms building baseline empathy, ethical discernment, and critical thinking, while upper forms translate those

internal values into tangible civic impact, structured leadership, and national awareness. At the same time the thorough and systematic integration of values education into the curriculum has been effective in sowing related thoughts and ideas into the minds of the students.

What needs to happen now is the generation of action. For example, despite high scores in environmental awareness, students struggled to take practical action, such as turning off smartboards or practicing energy conservation in classrooms. This means there is a gap between students' high level of affective understanding and their daily habits. Similarly, there has been an indication of students being unable to apply theoretical values to professional responsibility when presented with ethical dilemmas as shown by students' performance in the S4 examinations. It was also found that students with lower motivation levels had difficulty found complex data analysis and stakeholder interviews too cognitively demanding, indicating a need for further and more differentiated scaffolding of more complex ideas. Lastly, with the final year of our development cycle approaching, it would be paramount for us to ensure the extended impact of all the things we have done over the past years to meet the Major Concerns are and to review and select the more effective items to integrate into usual daily practice and curriculum.

Furthermore, to better prepare our students for upcoming global challenge and to meet new government policies, it would be paramount for us to incorporate the use of AI into our works and to inculcate best practices and the ethical usage of AI to our students.

FEEDBACK AND FOLLOW-UP

We have successfully moved from 'Value Awareness' to 'Internalisation'. To achieve full completion of the Major Concerns, future programmes must shift towards action-oriented monitoring to bridge the knowledge-action gap, deepen ethical decision-making, and provide better-differentiated resources to support all students in complex interdisciplinary tasks, while integrating the use of AI. Possible strategies are as follows:

- Provide opportunities for students to make use of their understanding of the values and to convert them into actionable daily steps and habits.
- Challenge students on the gap between theoretical ethical knowledge and practical decision making in real world scenarios.
- Provide greater levels of scaffolding to increase cognitive accessibility when discussing complex subject knowledge.
- Review tasks and activities created during this development cycle to select, revise, and enhance for sustainable development.
- Incorporate the ethical usage of AI to enhance learning and teaching.

Major Concern 2:
To broaden students' horizons through collaboration across different disciplines.

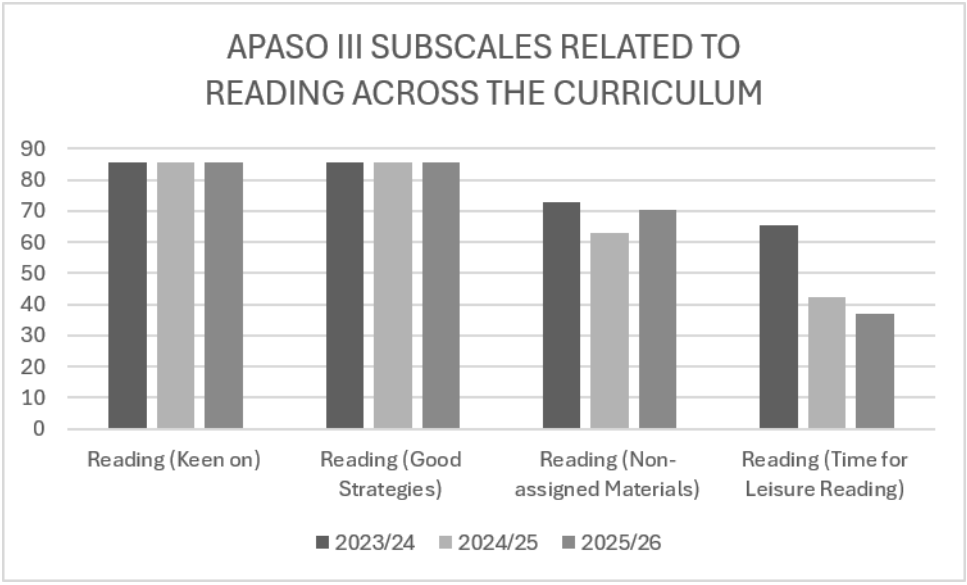
ACHIEVEMENTS

The second year of this development cycle has seen STC consolidate a coherent, school-wide framework of cross-curricular collaboration, one that complements the internalisation of values achieved under Major Concern 1 by giving students the interdisciplinary tools and authentic contexts through which those values are applied. Where Major Concern 1 cultivated the 'why' of positive character and civic identity, Major Concern 2 has built the 'how': structured opportunities for students to connect subject knowledge, exercise discernment across disciplines, and translate learning into real-world and cross-border action. This year's achievements span seven interlocking strands: Reading across the Curriculum (RaC), Language across the Curriculum (LAC), Joint Project-based Learning, Interdisciplinary Collaboration, Home–School Cooperation, Professional Exchange and External Connections, and Cross-Border Exchanges with a whole-school approach to National Security Education (NSE).

Reading across the Curriculum (RaC)

RaC has matured through coordinated thematic reading, curated resources, and digital reading initiatives that broaden students' perspectives beyond a single subject lens. The Reading to Learn Committee worked with Physical Education, Integrated Science, History, Geography, and Mathematics to design discipline-specific reading tasks linking subject knowledge to real-life contexts, ranging from national sports events and kitchen science to wartime responsibility, Hong Kong's water challenges, and the contributions of Chinese mathematicians. These tasks fostered critical thinking, creativity, and empathy, echoing the same competencies nurtured in Major Concern 1's character-trait curriculum, and produced consistently thoughtful student reflections recognised across the school community.

Complementary book display corners extended this engagement beyond timetabled lessons: the BAFS Department's entrepreneurship-and-economics corner, promoted through student-led social media; the Careers and Life Planning Committee's 'Career Corner'; and the Citizenship and Social Development panel's classroom reading corner, which saw moderate uptake but has informed refinements for the coming year. The Junior Secondary History e-Reading Award Scheme also strengthened digital reading, independent learning, and information literacy.



APASO III data show students maintaining positive attitudes toward reading and reading-strategy use, but a decline in non-assigned and leisure reading signals a gap between curriculum-linked reading competence and independent reading habits — a pattern that mirrors the 'affective' understanding versus daily habit gap identified in Major Concern 1.

Language across the Curriculum (LaC)

LaC strengthened English proficiency by embedding language objectives directly into subject learning. The

English Department co-authored revision worksheets with Physics to sharpen scientific wording ahead of the Final Examinations, while History refined junior-form LaC materials to better scaffold vocabulary and reading strategies. Integrated Science uploaded bilingual revision notes to Moodle to lower language barriers, and the Mathematics S1 Bridging Programme successfully prepared new students for an English-medium learning environment, drawing very positive feedback.

Authentic English-use opportunities reinforced these materials: Economics teams presented business proposals in a city-wide competition with English Department support; PE and English jointly ran a radio-orienteering activity combining technical vocabulary with outdoor problem-solving; and the Careers and Life Planning Committee co-facilitated an S5 Self-Account workshop that enhanced reflective writing for university applications — a skill directly reinforced by the servant-leadership articulation gains documented for S5 under Major Concern 1. Cross-disciplinary role-plays organised by the Communications and Public Relations Committee built oral fluency and confidence ahead of Info Day, while the Discipline Committee reinforced everyday English use among students. The EFAD Committee also ran group communication sessions on several lunchtimes where students could discuss a wide range of topics with teachers.

Joint Project-Based Learning

Joint project-based learning has proven an effective vehicle for authentic cross-disciplinary application. In BAFS and Computer Literacy, S3 students produced video advertisements combining marketing theory with digital media production while weighing profitability against Corporate Social Responsibility — the same task that, under Major Concern 1, was credited with lifting the S3 Integrity P-score. A growing number of student groups incorporated CSR elements, signalling deepening awareness of business's social impact. English-based competitions, including Picnic Day caption-writing and the animal photopoetry competition, encouraged creative visual-verbal expression, while the S4 National Security Education speech competition connected English with Physical Education and national issues.

Other projects strengthened identity and social responsibility: S2 students in History, Chinese History, STEM, and Integrated Science designed and tested catapults, linking historical inquiry to engineering principles; Putonghua and Citizenship and Social Development students explored social inclusion through accessible-facility and inclusive-design projects; and the S2 '粮心發現' microfilm project and S1 CES project extended reflection on food security and national identity — directly reinforcing the empathy and gratitude themes cultivated for S2 and S6 respectively under Major Concern 1. Biology fieldwork and STEM initiatives, such as solar cars and IoT-based AI farming, extended learning into natural and technological domains.

In English, multiple projects were completed by students across all forms. In particular, the cross-curricular English and Chinese History project for S4 saw the gathering of oral history from village elders, research conducted on various locations, a student-led tour, and the production of leaflets and promotional material for the Ping Shan Heritage Trail. This gave the students an opportunity to explore and gain greater depth in their understanding of their nearby cultural heritage.

Interdisciplinary Collaboration

Interdisciplinary collaboration expanded significantly, with new joint events launched and established partnerships deepened. The My Business Entrepreneurship Programme, jointly run by BAFS and Economics, engaged over 60 students in operating a wholly student-run company — from prospectus drafting and IPO/bond activities to marketing and sales at major school events and the Lunar New Year Fair. The company earned a net profit of HK$10,903, of which HK$3,283 was donated to the Shung Tak Alumni Education Foundation, demonstrating that commercial success and ethical contribution are not mutually exclusive — a tangible parallel to the CSR discernment nurtured in S3 under Major Concern 1.

National history and identity work also deepened: the Chinese History and History Departments' joint photo exhibition marking the 80th Anniversary of Victory in the Chinese People's War of Resistance Against Japanese Aggression drew highly positive responses from 441 surveyed students, with strong ratings for national security understanding and high accuracy on WWII-related questions. The stage production '硝煙為民 林則徐' and screening '林則徐 硝煙以外' extended reflection on patriotism, integrity, and

perseverance. Language and culture collaborations, including English activities with the Board Games Club, the 24 Solar Terms projects run by Putonghua, Geography, and Living Arts, and the Wu Guanzhong Mobile Museum exhibition, broadened intercultural appreciation. Environmental and civic collaborations — National Tree Planting Day, the Minibus Sign Workshop, Science Week, the Hong Kong–Zhuhai–Macao Bridge cross-subject lesson, the Little Gardener and Hydroponic System OLE class, organ donation promotion, and Geography's 3D contour model-making — further expanded sustainability and heritage awareness, complementing the environmental stewardship agenda (No Air-con Day, Seahorse Rangers) reported under Major Concern 1.

Home–School Cooperation

Parents remained active partners in extending learning beyond the classroom. Chinese Department programmes, such as the Lunar New Year celebration and Chinese medicine workshops, saw parents preparing traditional festival food and herbal desserts, strengthening cultural transmission and parent–child bonds. PTA support for Chinese Cultural Day and Operation Santa Claus — the same charity drive credited with a record of over HK$123,000 raised under Major Concern 1 — extended authentic, community-based learning. Parents also supported STChallenge and Info Day through gift preparation, prize-giving, and information-booth staffing, while Counselling & Guidance and SEN workshops on mental health, communication, and digital wellbeing were well attended. S3 and S6 Parents' Nights and the DSE results briefing sustained high attendance and favourable feedback, reflecting continued shared responsibility for students' academic and pastoral development.

Cultivating Professional Exchange and External Connections

External partnerships enriched curriculum design and teacher development. The Chinese University of Hong Kong Quality School Improvement Project (QSIP), involving the National Security Education Committee, Service Learning and Moral & Civic Education Committee, Research and Development Committee, and Chinese Department, used thematic reading, Chinese medicine workshops, and herbal tie-dye sessions to help S2 students explore Chinese food wisdom and health concepts, strengthening national identity and gratitude — again reinforcing the gratitude and national-identity strand of Major Concern 1. Partnerships with the Heritage Conservation Office and Pok Fu Lam Fire Dragon associations gave direct exposure to conservation work and intangible cultural heritage, while the Lent log exchange with St Augustine's Catholic High School (UK) broadened intercultural communication.

Professional networks supported pedagogical innovation, including the ICT Department's continued collaboration with the Hong Kong Jockey Club's 'AI for the Future project' — a direct throughline to Major Concern 1's call for AI literacy and ethical AI use — alongside diocesan professional communities for Citizenship and Social Development, and HKACMGM/sister-school data used by the Careers and Life Planning Committee to track JUPAS trends. Experiential programmes such as the Jockey Club PANDAstic Discovery Adventure, expert-led sports training, mental health carnivals, and the Seahorse Ranger scheme further broadened horizons and staff capacity.

Cross-Border Exchanges and Whole-School National Security Education

Cross-border exchanges deepened national understanding and identity. The Beijing sister-school exchange — the December visit to STC and Easter reciprocal tour — provided lesson observation, cultural immersion, Putonghua practice, and leadership development. National Security Education Day activities, including competitions, broadcasts, flag-raising ceremonies, and workshops, highlighted cultural security and diplomatic awareness, while subject-based NSE projects in English, BAFS, Economics, Chemistry, Physics, and Geography linked national security to economic stability, environmental sustainability, and cultural confidence.

Further programmes — the Vietnam and Guangxi Belt and Road study tour, the GBA career exploration visit to Shenzhen, the Baiyun service tour, and the 'Dreams Come True' itinerary design competition — deepened understanding of regional integration and civic responsibility, closely paralleling the S6 BAFS reflections on CEPA and the Belt and Road Initiative noted under Major Concern 1. Local heritage activities, including the Ping Shan Heritage Trail visit, a visit to the Government Chinese Medicines Testing Institute, and baking and flower-board heritage workshops, reinforced cultural inheritance and community identity.

Assessment Results

School-Based Survey*

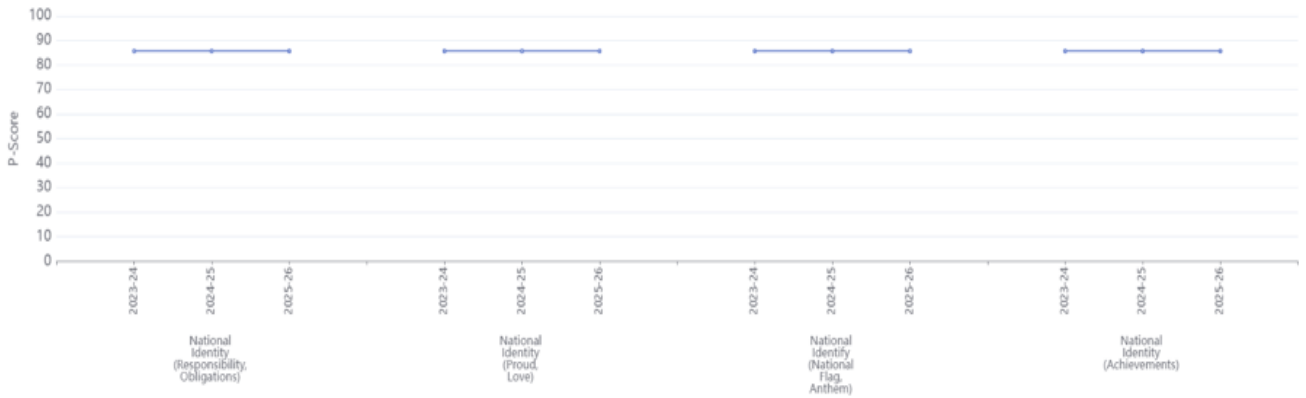
Survey item	2024-25	2025-26
I can integrate knowledge from different subjects (e.g., science + math) to solve real-world problems.	4.05	4.14
I feel confident in interpreting charts, data, or images across different disciplines.	4.01	3.99
Reading books from multiple subjects helps me understand the overall context of a topic.	4.22	4.22
While reading, I notice connections between concepts from different subjects (e.g., history and novels).	4.29	4.33
I actively learn knowledge through resources beyond textbooks (e.g., TV documentaries, YouTube videos, etc.).	4.44	4.45
I can express concepts from various subjects in clear language.	4.25	4.21
I can apply specialised vocabulary from one subject (e.g., 'ecosystem' in biology) to another subject.	4.17	4.18
I enjoy collaborating with classmates who have different expertise or interests in various subjects.	4.38	4.32

*Extremely Disagree 1, Extremely Agree 6

Mean scores across both years show consistently positive attitudes and generally high confidence. Students reported modest gains in integrating cross-subject knowledge (4.05 to 4.14) and in noticing cross-subject connections while reading (4.29 to 4.33), while the use of resources beyond textbooks and application of specialised vocabulary held steady with marginal gains. Confidence in chart interpretation and clarity of cross-subject expression saw small declines but remained above the midpoint, and enjoyment of collaborating with differently skilled classmates, while slightly down, stayed strong.

Comparison with Initial Target:

Survey item	Target Percentage	Actual Percentage
I can integrate knowledge from different subjects (e.g., science + math) to solve real-world problems.	80%	76%
I feel confident in interpreting charts, data, or images across different disciplines.	70%	72%
Reading books from multiple subjects helps me understand the overall context of a topic.	70%	79%
While reading, I notice connections between concepts from different subjects (e.g., history and novels).	70%	82%
I can express concepts from various subjects in clear language.	80%	79%
I can apply specialised vocabulary from one subject (e.g., 'ecosystem' in biology) to another subject.	80%	80%
I enjoy collaborating with classmates who have different expertise or interests in various subjects.	70%	81%



Most survey items met or exceeded their targets, with the strongest gains in reading-related integration: understanding overall context rose to 79% against a 70% target and noticing cross-subject connections reached 82% against the same 70% benchmark, evidencing the impact of RaC and interdisciplinary projects. Confidence in chart interpretation (72% vs. 70%) and enjoyment of collaboration (81% vs. 70%) also surpassed expectations, indicating that joint project-based learning is successfully building teamwork and interdisciplinary thinking. Two items — real-world knowledge integration (76% vs. 80%) and clear cross-subject expression (79% vs. 80%) fell just short of ambitious targets, pointing to a need for continued support in higher-order application and communication. These results are reinforced by APASO III National Identity subscales, which achieved a P-score of 85.7 against an 80 target, the same top-tier score reported for National Identity, Moral Values, and Empathy under Major Concern 1, confirming that cross-disciplinary and national security education are jointly reinforcing students' sense of civic and national belonging.

REFLECTIONS

Students demonstrate consistently strong interdisciplinary awareness, with modest measurable gains in cross-subject knowledge integration and reading-based connection-making. RaC and LaC initiatives remain effective at promoting subject-linked reading and language use, though leisure reading and confidence in data interpretation and expression have slightly declined or plateaued — a pattern that, as with the energy-conservation habit gap noted in Major Concern 1, points to a persistent divide between structured curriculum engagement and independent, self-directed practice. Joint project-based learning and broader interdisciplinary collaboration have successfully connected business, science, humanities, and citizenship, nurturing the same discernment, social responsibility, and national identity that Major Concern 1's values framework aims to internalise, suggesting the two major concerns are increasingly mutually reinforcing rather than operating in parallel. External partnerships, cross-border exchanges, and heritage activities have meaningfully broadened students' cultural horizons and strengthened national security awareness, while home–school cooperation and professional networks have enriched the support available to students. As with Major Concern 1, the priority for the final year of the cycle is converting broad, well-established exposure into sharper, measurable skill gains — particularly in data interpretation, clear cross-disciplinary expression, and independent application of AI tools.

FEEDBACK AND FOLLOW-UP

Building on a year of strong cross-disciplinary engagement, the priority moving into the final year of the development cycle is to convert broad exposure into sharper, measurable skills while ensuring students are equipped to navigate an AI-integrated learning environment responsibly. This requires targeted attention to two persistent gaps identified in this year's evaluation — data interpretation and expression, and independent reading habits — alongside a deliberate, values-aligned approach to AI adoption that complements the ethical foundations laid under Major Concern 1.

- Strengthen data interpretation and expression skills (charts, infographics, oral presentation) as an explicit teaching focus embedded across RaC, LaC, and project-based tasks.
- Rebuild leisure-reading habits through structured reading time and student-choice reading projects to counter the decline in non-assigned reading.
- Deploy AI tools (adaptive practice, AI writing support, data-visualisation assistants) to personalise learning and strengthen data interpretation and expression across subjects, extending Major Concern 1's AI-integration priority.

2. Student Performance

(A) Academic Performance

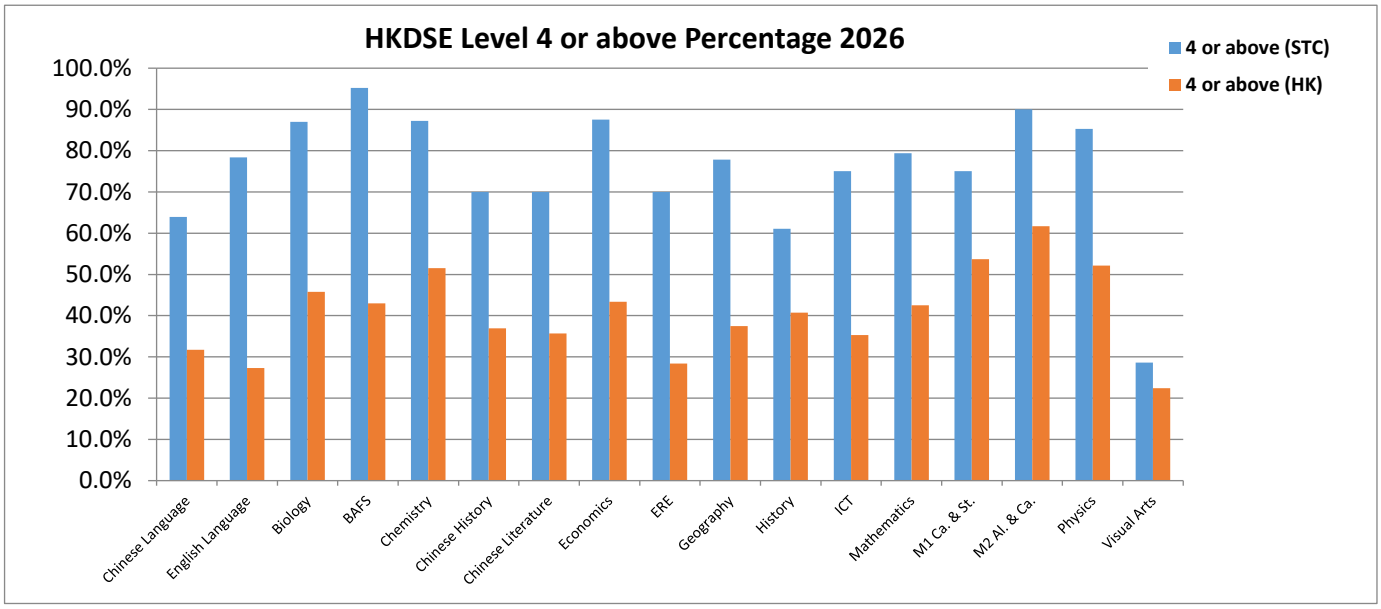
TSA Results

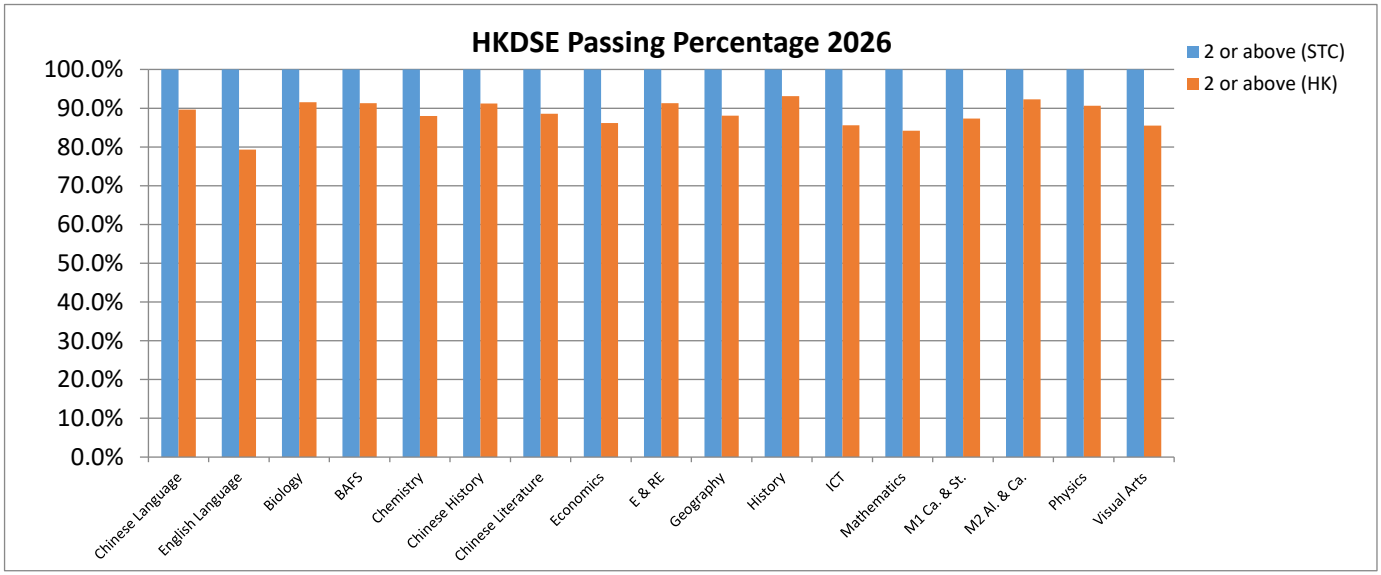
TSA was administered but no reports have been received as of date of this report.

HKDSE Results for the cohort of 2026

This is the 15th cohort of students taking the Hong Kong Diploma of Secondary Education Examination.

HKDSE	
No. of students sat	97
% of students eligible for sub-degree courses and civil service appointments	100.0%
% of students meeting minimum entrance requirements for local degree courses	90.7%
% of students studying JUPAS local degree courses (Government Funded)	61.9%
% of students studying degree courses	78.4%
% of students studying sub-degree courses	18.6%
No. of Level 5**	31
No. of Level 4 - Level 5**	450
Best individual result	5(5**), 1(5*)





學校數據 School Data				日校數據 Day School Figures
		考試年份 Examination Year	百分比 Percentage	百分比 Percentage
香港中學文憑考試 HKDSE	學生符合本地學士學位課程入學要求的百分比 Percentage of students in the school met the entrance requirements for local undergraduate degree programmes	2024	93.1	45.0
		2025	98.0	44.7
		2026	**90.7**	**42.6**
	學生符合本地副學位課程入學要求的百分比 Percentage of students in the school met the entrance requirements for local sub-degree programmes	2024	100.0	75.6
		2025	100.0	73.4
		2026	**100.0**	**73.2**

(B) Other learning experiences

Chinese

Name of Competition			Award	Name of Award Winner			
香港學校朗誦節	中一、二普通話	女子散文獨誦	亞軍	2M 黃熙鈺			
			季軍	1L 陳欣蕾			
			優良獎狀	1L 龍芮琳	1L 王美晴	1P 肖嘉沁	3M 杜鎧恩
		男子詩詞獨誦	優良獎狀	1P 涂皓然			
	中一、二粵語二人朗誦		季軍	2J 朱藹悅	2J 郭泇錤		
	中一粵語	女子詩詞獨誦	季軍	1M 鄧逴姿			
			良好	1L 江凱翹			
			優良	1M 曾賞	2J 李美善	2M 屈姿欣	
		女子散文獨誦	優良獎狀	1P 林桂瑩			
	中二粵語	女子散文獨誦	優良獎狀	2L 胡天晴			
		女子詩詞獨誦	季軍	2J 鄧溢馨			
	中三、四	普通話女子散文獨誦	優良獎狀	4M 廖藍筍			
		粵語二人朗誦	季軍	4J 李以晨	4J 魏雅雯	4P 黃卓瑜	4P 肖凱之
			優良獎狀	4J 梁沚亦	4J 盧思穎	4J 施順然	
				4J 蘇康晴	4L 羅采雯		
	中三粵語	女子散文獨誦	優良獎狀	3L 陳欣彤	3L 張嘉曦	3M 梁詠昕	
		女子詩詞獨誦	冠軍（陳柱中盃）	3M 呂昭宜			
			季軍	3M 曾俞霖			
	中五、六女子詩詞獨誦		優良獎狀	5M 葉卓盈			
	中五、六粵語二人朗誦		冠軍	5J 高葦婷	5P 謝巧妍		
			亞軍	5J 梁靜玟	5J 盧凱怡	5J 韋紹謙	5J 鄔棹楠
			優良獎狀	5L 李彩琳	5L 曾雅文		
	中五女子散文獨誦		優良獎狀	5L 林子儀			
	中五粵語女子詩詞獨誦		冠軍	5J 卓嘉倩			
	中四女子詩詞獨誦		季軍	4M 謝鑫婷			
	中四粵語男子詩詞獨誦		冠軍	4P 羅建平			
			優良獎狀	4P 陳祉丞			
學生內地交流計劃「夢成真」行程設計比賽 (初中組)			冠軍	3L 陳子曦	3L 徐鉦皓	3L 林子健	3L 黃韋瀧
				3L 胡允弦			
青苗盃			最佳辯論員	4L 何朗穎	5L 黃文瑜		
星島日報辯論比賽			最佳辯論員	4J 梁學瑤	5L 黃文瑜		
基本法盃全港中學生辯論賽			最佳辯論員	3M 呂昭宜	4J 梁學瑤		
童行盃			冠軍	3J 韓海晴	3M 呂昭宜	4J 梁學瑤	5L 黃文瑜
			最佳辯論員	5L 黃文瑜			
鳴辯盃中學生辯論賽			季軍	2J 郭泇錤	2L 黃樂心	4J 梁學瑤	5L 黃文瑜
			最佳辯論員	5L 黃文瑜			

English

Name of Competition		Award	Name of Award Winner		
77th Hong Kong Schools Speech Festival	Solo Verse Speaking, Non-Open	Champion	2J Kachit Chan	3L Magnus Wong	3M Yanie Leung
		1st Runner-up	2P Jayden Kung	4J Roy Tang	4L Laura Chan
		2nd Runner-up	1J Marcus Lok	1L Hannah Choi	1M Summi Ku
			1M Chelsea Tang	2J Macy Lee	2M Yanson Hui
			3J Olivia Li	3M Miracle Ko	3M Amanda Lui
			4J Edward Cheng		
		Certificate of Merit	1J Tracy Ho	1J Audrey Hui	1J Kylie Ip
			1J Jayden Lai	1J Ava Lam	1J Casey Tang
			1J Kumas Tang	1J Jayden To	1J Cheryl To
			1J Herman Tsang	1J Tina Wong	1J Jason Yip
	Solo Verse Speaking, Non-Open	Certificate of Merit	1L Godfree Cheuk	1L Kyle Chui	1L Avis Lam
			1L Yinnes Lee	1L Miki Wong	1M Tracy Chang
			1M Joao Cheung	1M Brandon Cheung	1M Owen Chun
			1M Terry Huang	1M Zoe Leung	1M Jeffrey Tsoi
77th Hong Kong Schools Speech Festival	Solo Verse Speaking, Non-Open	Certificate of Merit	1P Karina Chan	1P Katrina Choi	1P Summer Hui
			1P Kady Lam	1P Angus Lam	1P Hailey Tang
			1P Koki Tse	1P Venus Wong	1P Jenny Xiao
			2J Charis Iu	2J Torres Tang	2J Bethany Tang
			2L Marcus Chan	2L Annie Chan	2L Yanki Chan
			2L Wies Chung	2L Jimmie Ho	2L Evelyn Johnson
			2L Benson Lam	2L Kayleigh Luk	2L Jayden Yuen
			2M Cherry Huang	2M Edwin Lau	2M Kira Li
			2M Joy Liu	3J Katie Ching	3J Lina Wong
			3L Angel Chan	3L Jaden Lau	3L Amy Yang
			3M Boaz Cheng	3M Joyce Cheung	3M Bernice Lai
			3M Hannah Lau	3M Ellie Sam	3M Raymond Song
			3M Isaac Suen	3P Keiffier Lau	4J Kaitlyn Wong
			4J Kylie Yu	4P Ariel Gan	5J Meko Ko
			6J Mennas Ko	6P Hody Chang	
	Dramatic Duologue	Certificate of Merit	1M Ringo Cheung	1M Ian Lam	1M Jaden Sung
			1M Andrew Tang	2L Karlene Cheung	2L Christy Hu
			3J Ella Chan	3J Ashley Chu	3J Catrina Young
			3L Dora Ho	4J Jeanie Lee	4J Natalie Lo
			4J Jasmine So	4J Roy Tang	4L Mia Wong
			4P Anson Lam		
	Public Speaking Solo, Open	Certificate of Merit	2L Evelyn Johnson	5L Jenifer Lam	5P Karlie Xie
	Solo Prose Reading, Non-Open	1st Runner-up	3J Nicholas Lau	5P Suyi Wong	
		2nd Runner-up	4M Louie Lam		
		Certificate of Merit	1M Jada Cheung	1M Candace Lam	1M Anky Lee
			1M Vincci Lung	1M Tiana Tsang	1M Hailey Xie
			4M Kitty Chan	4M Simon Deng	4M Akris Gurung
			4M Ngozi John	4M Haidee Lai	4M Andy Lam
			4M Ethan Lam	4M Lucas Liu	4M Annie Liu
			4M Eva Liu	4M Carl To	4M Focus To
			4M Joyce Tse	4M Henry Tse	4M Angela Tse
			4M Chris Wong	4M Jonathan Wu	4M Charmaine Yip
			5J Milly Cheuk	5J Mani Chu	5J Minnie Mak
			5J Sandy Tam	5J Miley Wu	5M Sam Wong
			5P Daisy Chan	6P Hody Chang	
	News Feature Presentation	Certificate of Merit	3J Mini Hon	5J Yuki Guo	5J Lindy Lam
			5J Louise Lau	5J Horace Li	5J Daisy Liu
			5J Viann Lo	5J Toby Tang	5J Ian To
			5M Elaine Chan	5M John Chuang	5M Joyance Chung
			5M Wing Tsoi	5M Ella Wong	6M Yoshi Law
			6M Sarah Mai	6M Kody Yu	6P Hody Chang
EF English Debate Competition 2026		Champion	1M Flora Cheung	1M Hannah Fung	1M Janisa Lam
			1M Vincci Lung	2J Kachit Chan	2J Charis Iu
			2J Alice Lee	2L Ho Ho Chan	3J Ivan Chan
			3J Nicholas Lau	3L Jack Chen	3L Googles Chen
			3L David Li		

EMI Drama Festival	Reader's Theatre Category	Commendable Award	1J Kylie Ip	1J Talia Ling	1M Flora Cheung
			1M Janisa Lam	1P Kyla Chau	1P Sofia Chim
		Commendable Award for Spoken English	1J Kylie Ip	1J Talia Ling	1M Flora Cheung
			1M Janisa Lam	1P Kyla Chau	1P Sofia Chim
		Star Performer	1M Flora Cheung		
	Shakespeare Category	Commendable Award for Spoken English	1J Kylie Ip	1J Talia Ling	1J Winkie Man
			1M Cheryl Chan	1M Tracy Chang	1M Flora Cheung
			1M Hannah Fung	1M Summi Ku	1M Janisa Lam
			1M Zoe Leung	1M Vincci Lung	1P Karina Chan
			1P Kyla Chau	1P Sofia Chim	1P Katrina Choi
			1P Hailey Tang	1P Bobo Wong	2J Charis Iu
			2J Natalie Lam	2J Alice Lee	2J Audrey Tang
			2L Marcus Chan	2L Evelyn Johnson	2L Yanki Zhang
			2M Edwin Lau	2P Megan Wang	3J Kinson Mok
			3M Yanie Leung	3P Cassidy Wong	4M Ivan Lui
EMI Drama Festival	Shakespeare Category	Outstanding Styling	1J Kylie Ip	1J Talia Ling	1J Winkie Man
			1M Cheryl Chan	1M Tracy Chang	1M Flora Cheung
			1M Hannah Fung	1M Summi Ku	1M Janisa Lam
			1M Zoe Leung	1M Vincci Lung	1P Karina Chan
			1P Kyla Chau	1P Sofia Chim	1P Katrina Choi
			1P Hailey Tang	1P Bobo Wong	2J Charis Iu
			2J Natalie Lam	2J Alice Lee	2J Audrey Tang
			2L Marcus Chan	2L Evelyn Johnson	2L Yanki Zhang
			2M Edwin Lau	2P Megan Wang	3J Kinson Mok
			3M Yanie Leung	3P Cassidy Wong	4M Ivan Lui
		Commendable Award	1J Kylie Ip	1J Talia Ling	1J Winkie Man
			1M Cheryl Chan	1M Tracy Chang	1M Flora Cheung
			1M Hannah Fung	1M Summi Ku	1M Janisa Lam
			1M Zoe Leung	1M Vincci Lung	1P Karina Chan
			1P Kyla Chau	1P Sofia Chim	1P Katrina Choi
			1P Hailey Tang	1P Bobo Wong	2J Charis Iu
			2J Natalie Lam	2J Alice Lee	2J Audrey Tang
			2L Marcus Chan	2L Evelyn Johnson	2L Yanki Zhang
			2M Edwin Lau	2P Megan Wang	3J Kinson Mok
			3M Yanie Leung	3P Cassidy Wong	4M Ivan Lui
		Outstanding Actress	2J Charis Iu		
		Star Performer	3M Yanie Leung		
The Speak Up – Act Out Drama Competition 2025/26		Star Performer	2L Marcus Chan		
		2nd Runner-up (Team)	1M Hannah Fung	2J Charis Iu	2L Marcus Chan
			2P Megan Wang	3M Yanie Leung	
Time to Talk Public Speaking Competition (Round 1)		Champion	5J Meko Ko	5J Demi Sze	5J Sandy Tam
			5J Gabrielle Wong		
		1st Runner-up	1M Hannah Fung	1M Summi Ku	1M Chelsea Tang
			1M Tiana Tsang		
		2nd Runner-up	2J Kachit Chan	2J Naden Ip	2J Natalie Lam
			2J Alice Lee		
		Merit Award	2L Marcus Chan	2L Evelyn Johnson	2L Casta Lam
			2L Jayden Yuen	2P Matt Sin	2P Megan Wang
			2P Gioya Wong		
Time to Talk Public Speaking Competition		Merit Award	1M Hannah Fung	1M Summi Ku	1M Chelsea Tang
			1M Tiana Tsang		
Animal Photopoetry Creative Challenge		Commendable Award	3J Nicholas Lau		
Canadian English Writing Competition (Final Round)		Bronze Award	2J Angie Leung	2L Sammi Wong	3J Danny Chen
Canadian English Writing Competition (Round 1)		Gold Award	2J Angie Leung		
		Silver Award	2L Sammi Wong	3J Katie Ching	5J Cindy Wong
		Bronze Award	2L Amy Deng	2M Kdy Shao	3J Danny Chen
			5J Philip Wong		
Canadian English Writing Competition (Round 2)		Gold Award	2J Angie Leung		
		Bronze Award	2L Sammi Wong	3J Danny Chen	
NSE Short Speech Competition		Finalist	4J Cheryl Lam		
National Security Short Speech Competition		Fourth Prize	4J Cheryl Lam		

Mathematics

Name of Competition	Award	Name of Award Winner		
Asia International Mathematical Olympiad (Heat)	Gold Medal	3J Harry Lin	3L Donald Huang	
	Silver Award	1L Kyle Chui	2J Kachit Chan	2J Deacon Ng
		2M Ricky Ko		
	Bronze Medal	1J Jayden Lai	1J Calvin Tang	4L Peppy Cheung
		4L Lisa Gao		
Asia International Mathematical Olympiad (Semi-final)	Gold Medal	3J Vincy Chung		
	Silver Award	1LKyle Chui	3L Donald Huang	
	Bronze Award	2M Ricky Ko	4L Lisa Gao	
CDSC Mathematics Competition	Merit Award	4L Peppy Cheung	4L Anna Liu	5L Marco Cheung
		5L Ziv Leung	5L Bert Tian	5L Anson Wong
Hong Kong Mathematical Olympiad (Heat) Group Event	3rd Class Honour	3J Harry Lin	4L Yaty Cheng	5L Ziv Leung
		5L Anson Wong		
Hong Kong Mathematical Olympiad (Heat) Individual	1st Class Honour	5L Anson Wong		
	Honourable Mention	3J Harry Lin		
Hua Xia Cup Math Competition (Final)	2nd Class Award	1P Joe Zhou	2M Yanson Hui	3L Donald Huang
	3rd Class Award	1J Kumas Tang	1J Alvin Wong	1L Kyle Chui
Hua Xia Cup Math Competition (Semi-final)	1st Class Award	1P Joe Zhou		
	2nd Class Award	1J Kumas Tang	2J Kachit Chan	2M Yanson Hui
		3L Donald Huang		
	3rd Class Award	1J Jayden Lai	1J Alvin Wong	1L Kyle Chui
Hua Xia Cup Math Competition (Heat)	1st Class Award	1P Joe Zhou	3L Donald Huang	
	2nd Class Award	1J Jayden Lai	1J Alvin Wong	1P Ronny Ngai
		2J Kachit Chan	2J Aiden Lai	2J Deacon Ng
		2M Yanson Hui		
	3rd Class Award	1J Kumas Tang	1J Jayden To	1L Kyle Chui
		1L Miki Wong	2J Torres Tang	2L Keris Fung
		2L Casta Lam	2M Leanne Shek	
International Math Logic Bowl Challenge	1st Runner-up	1J Kumas Tang		
International Youth Mathematics Olympiad Australian Standard	Grand Champion	1J Kumas Tang		
International Youth World Mathematical Olympiad	Champion	1J Kumas Tang		
The HK Youth Math High Achievers Selection Contest	2nd Honour	3J Gordon Kan	3J Harry Lin	3L Donald Huang
	3rd Honour	3J Ben Gan		
	Merit Award	3J Ben Gan	3J Gordon Kan	3J Harry Lin
		3L Jack Chen	3L Donald Huang	
The National Hua Luo-geng Cup Math Competition	Silver Medal	1P Joe Zhou		

Chemistry

Name of Competition	Award	Name of Award Winner		
International Chemistry Quiz	High Distinction	6J Marco Ho	5L Leo Lam	5L Anson Wong
	Distinction	6J Mennas Ko	6J Kuby Wong	6J Alex Xu
		6L Kyle Lin	6P Kitty Lam	5L Ziv Leung
		5L Marvin Chan	5L Marco Cheung	5L Sean Sun
		5L Bert Tian		
	Credit	6J Alice Ning	6J Jan Yung	5J Milly Cheuk
		5J Zoe Kwan	5L Henry Huang	5L Jenifer Lam
Chemists Online Self-study Award Scheme 2025	Diamond	5J Miley Wu	5J Gabrielle Wong	5J Yuki Guo
		5J Minnie Mak	5J Viann Lo	5J Cindy Wong
		5J Zoe Kwan	5J Sandy Wong	5L Henry Huang
		5L Sean Sun	5L Coco Lee	5L Carmen Tsang
		5L Ziv Leung	5L Jenifer Lam	6J Alex Xu
		6J Marco Ho	6J Kuby Wong	6J Iris Ng
	Gold	5L Marco Cheung	6J Ceci Lui	
	Platinum	5L Bert Tian	6J Fiona Liang	6J Tiffany Choi
	Silver	6J Julian Tam	6L Emmy Leung	

Information & Communication Technology

Name of Competition	Award	Name of Award Winner		
HKU DASE XR Game Jam 2026	Champion	5J Horace Li	5J Ian To	5L Sean Sun
		5L Anson Wong		
HKIEPPC Python Sparks Workshop	2nd Position	4P Wallace Song	5P Charis Chong	5P Dustin Choi

Music

Name of Competition		Award		Name of Award Winner			
HK Joint School Music Competition	Chinese Orchestra: Open	Silver Award		1J Jayden Lai	1J Tina Wong	1J Daisy Xiao	
				2J Lucy Liu	2L Amy Deng	2L Minnie Wu	
				2M Anson Lau	2M Kira Li	2P Hayden Lau	
				2P Haskell Li	3J Olivia Li	3L Jack Chen	
				3L Amy Yang	3L Judy Zhu	4J Yoyo Leung	
				4M Ngozi John	4M Ivan Lui	4M Chris Wong	
				4P Edith Wong	4P Andrea Xie	5P Muse Poon	
	Choir: Open	Gold Award		1J Audrey Hui	1J Chloe Li	1J Boris Liu	
				1J Casey Tang	1J Jayden To	1J Charlie Tsang	
				1J Alvin Wong	1L Charlotte Chan	1L Hannah Choi	
				1L Avis Lam	1L Ethan Lo	1L Yanis Luk	
				1L Tayo Ng	1L Samuel Wong	1M Cheryl Chan	
				1M Tracy Chang	1M Brandon Cheung	1M Anky Lee	
				1M Ali Leung	1P Karina Chan	1P Kyla Chau	
				1P Katrina Choi	1P Hailey Tang	2J Tony Chan	
				2J Eunice Chu	2J Charis Iu	2J Bella Kwok	
				2J Azaria Leung	2J Candy Sit	2J Yannie Tam	
				2J Audrey Tang	2J Bethany Tang	2J Melanie Tse	
				2L Ho Ho Chan	2L Karlene Cheung	2L Christy Hu	
				2L Cherry Leung	2L Cathy Wan	2L Minnie Wu	
				2L Jayden Yuen	2M Charlotte Chan	2M Cherry Huang	
				2M Hailey Li	2M Joy Liu	2M Leanne Shek	
				2P Tammy Cai	2P Hazen Chan	2P Chloe Chung	
				2P Hedy Lai	2P Haskell Li	2P Jessica Li	
				2P Terence Ng	2P Carlie Shih	3P Anya Chan	
				3P Pauline Tang	4J Jeanie Lee	4J Yoyo Leung	
				4J Roy Tang	4L Laura Chan	4L Peppy Cheung	
				4L Donald Lin	4L Yubi Tam		
	Orchestra: Open	Bronze Award		1J Martin Lam	1J Calvin Tang	1J Uni Yim	
				1L Hassan Chan	1L Zoie Chan	1L Sukey Wong	
				1L Samuel Wong	1L Sampson Yau	1M Isaac Cei	
				1M Ian Lam	1M Anky Lee	1M Hailey Xie	
				1P Elvin Ng	1P Donald Tong	2J James Ip	
				2J Melanie Tse	2J Melody Yu	2L Ho Ho Chan	
				2L Christy Hu	2L Cherry Leung	2M Joy Liu	
				2M Julie Ngan	2M Joanna Wut	2P Chloe Chung	
				3J Ivan Chan	3J Harry Lin	3L Hugo Lo	
				3L Lucien Wu	3P Angel Chen	4J Samuel Cei	
				4J Jason Li	4P Eva Poon	5J Zoe Kwan	
				5L Tiffany Lee	5L Sean Sun	5M Sam Wong	
				5P Frank Chen			
HK Schools Music Festival	Graded Piano Solo	Grade 3	Silver Award	1M Ginny Lin			
		Grade 4	Silver Award	1J Benjamin Cheung			
			Bronze Award	1P Emma Law			
		Grade 5	Silver Award	1P Koki Tse			
		Grade 6	Silver Award	2M Yanson Hui			
		Grade 7	Silver Award	2J Melanie Tse	2L Cherry Leung	2L Hazel Pang	
				2P Chloe Chung			
			Bronze Award	2J Kachit Chan			
		Grade 8	Silver Award	2L Hans Feng			
			Bronze Award	1M Michael Poon			
	Piano Duet	Senior	Bronze Award	2P Hazen Chan	5P Hazel Chan		
	Trombone Solo	Junior	Bronze Award	1J Uni Yim			
	Violin Solo	Grade 8	Bronze Award	3J Eva Choo			
	Zheng Solo	Advanced	Silver Award	2L Keris Fung			
		Senior	Silver Award	3J Olivia Li			
	子喉獨唱	高級組	Silver Award	4J Cheryl Lam			
Hong Kong International Acappella Contest: Open		Bronze Award		5J Mani Chu	5J Meko Ko	5J Demi Sze	
				5P Daisy Chan	5P Nicole Tjhin	5P Karlie Xie	
學界音樂大賽		Champion		1J 許樂然	1J 李芷悠	1J 廖朗鈞	1J 鄧昍

學界音樂大賽	Champion	1J 杜瑋峰	1J 曾步朗	1J 黃灝霖	1L 陳妤
		1L 蔡幸言	1L 林暐堯	1L 羅亦竣	1L 陸芯悠
		1L 吳秉星	1L 王美晴	1L 黃星樺	1M 陳楚偲
		1M 鄭梓瑩	1M 張睿哲	1M 林諺男	1M 李安喬
		1M 梁皓澄	1M 潘思誠	1M 宋天淏	1P 陳鍶瑤
		1P 鄒雅澄	1P 蔡紫雅	1P 鄧奕晞	2J 陳廷禮
		2J 朱藹悅	2J 李美善	2J 梁安翹	2J 薛愛琳
		2J 譚淑茵	2J 鄧曉楠	2J 陳善曈	2J 鄧溢馨
		2J 謝康祐	2L 張雅倩	2L 胡天晴	2L 梁菁怡
		2L 溫子淇	2L 胡靖妍	2L 袁正言	2M 陳曉彤
		2M 陳樂瑤	2M 黃熙鈺	2M 李心瑜	2M 劉曈
		2M 石宜穎	2P 蔡泳桐	2P 陳彥臻	2P 鍾皓頤
		2P 黎潔澄	2P 李喆仁	2P 李紫鈺	2P 吳逸峰
		2P 施逸妍	3P 陳紀言	3P 鄧寶玲	4J 李芊虹
		4J 梁學瑤	4J 鄧創宇	4L 陳玥詩	4L 張柏淇
		4L 林星華	4L 譚璟玟		

Physical Education

Name of Competition		Award		Name of Award Winner		
27th Hong Kong Catholic Diocesan Secondary Schools	Girls A Grade	100m Joint Athletics Meet	4th Position	5L Hebe Cheung		
		1500m	2nd Position	6L Berenice Wong		
		3000m	2nd Position	6L Berenice Wong		
	Girls B Grade	Javelin	2nd Position	3L Isabell Leung		
		Overall	7th Position	3J Chloe Wong	3L Hailey Chan	3L Jamie Cheng
				3L Isabell Leung	3L Agnes Lo	3L Judy Zhu
				3P Vanessa Cheng	3P Kayla Pun	4J Yanki Chan
				4J Kaitlyn Wong	4J Kylie Yu	4L Yubi Tam
				4P Chloe Ko	4P Linda Lin	3L Minnie Liu
	Girls C Grade	100mH	1st Position	2L Christy Hu		
		400m	1st Position	1J Tina Wong		
			2nd Position	2J Charis Iu		
		800m	1st Position	1J Tina Wong		
		Overall	3rd Position	1J Abbie Siu	1J Casey Tang	1J Tina Wong
				1J Annette Wong	1L Sukey Wong	1P Ceres Poon
				2J Charis Iu	2L Amy Deng	2L Christy Hu
				2M Hailey Li	2M Leanne Shek	
		Shot Put	3rd Position	2J Charis Iu		
	Girls	Overall	5th Position	1J Abbie Siu	1J Casey Tang	1J Tina Wong
				1J Annette Wong	1L Sukey Wong	1P Ceres Poon
				2J Charis Iu	2L Amy Deng	2L Christy Hu
				2M Hailey Li	2M Leanne Shek	3J Eva Choo
				3J Chloe Wong	3L Hailey Chan	3L Jamie Cheng
				3L Isabell Leung	3L Minnie Liu	3L Agnes Lo
				3L Katie Zhang	3L Judy Zhu	3P Vanessa Cheng
				3P Kayla Pun	4J Yanki Chan	4J Kaitlyn Wong
				4J Kylie Yu	4L Yaty Cheng	4L Yubi Tam
				4L Lucy Zhong	4M Artemis Tang	4P Chloe Ko
				4P Linda Lin	5J Daisy Liu	5J Sandy Tam
				5J Miley Wu	5L Hebe Cheung	5L Sandy Cheung
				5M Kristy Ng	5P Muse Poon	5P Suyi Wong
				6L Maylin Lau	6L Berenice Wong	
HKSSF(NT) Inter-Secondary Schools Fencing Competition (Individual Events)		Boys A Grade Sabre 3rd Position		5L Bert Tian		
HKSSF(YL) Inter-school Athletic Meet	Girls A Grade	Overall	7th Position	5J Daisy Liu	5J Sandy Tam	5J Miley Wu
				5L Hebe Cheung	5L Sandy Cheung	5M Elaine Chan
				5M Kristy Ng	5P Muse Poon	5P Suyi Wong
				6L Maylin Lau	6L Berenice Wong	
		1500m	2nd Position	6L Berenice Wong		
		800m	1st Position	6L Berenice Wong		
		100m	4th Position	5L Hebe Cheung		

HKSSF(YL) Inter-school Athletic Meet	Girls B Grade	100m	4th Position	3P Vanessa Cheng		
		4x100m Relay	3rd Position	3L Hailey Chan	3L Agnes Lo	3P Vanessa Cheng
				4J Kylie Yu	4L Yubi Tam	4P Chloe Ko
		4x400m Relay	3rd Position	3J Eva Choo	3J Chloe Wong	3L Katie Zhang
				3L Judy Zhu	4J Yanki Chan	4J Kaitlyn Wong
				4J Kylie Yu		
		Long Jump	1st Position	4P Chloe Ko		
		Overall	3rd Position	3J Eva Choo	3J Chloe Wong	3L Hailey Chan
				3L Jamie Cheng	3L Isabell Leung	3L Agnes Lo
				3L Katie Zhang	3L Judy Zhu	3P Vanessa Cheng
				3P Kayla Pun	4J Yanki Chan	4J Kaitlyn Wong
				4J Kylie Yu	4L Yubi Tam	4P Chloe Ko
				4P Linda Lin		
HKSSF(YL) Inter-school Athletic Meet	Girls C Grade	100m Hurdle	2nd Position	2L Christy Hu		
		400m	2nd Position	1J Tina Wong		
		4x400m Relay	3rd Position	1J Tina Wong	2J Charis Iu	2J Lucy Liu
				2L Christy Hu	2M Hailey Li	2M Leanne Shek
		800m	1st Position	1J Tina Wong		
		Javelin	2nd Position	2J Charis Iu		
		Overall	3rd Position	1J Abbie Siu	1J Casey Tang	1J Tina Wong
				1J Annette Wong	1L Sukey Wong	1M Zoe Leung
				1P Ceres Poon	2J Charis Iu	2J Lucy Liu
				2L Amy Deng	2L Christy Hu	2M Hailey Li
				2M Leanne Shek		
		Shot Put	2nd Position	2J Charis Iu		
HKSSF(YL) Inter-school Badminton Competition	Boys B Grade	4th Position		3J Issac Ng	3L Leo Chui	3L Eric Wong
				3M Golden Fu	4J Jason Li	4J Kinji Ng
				4J Tigger Ng	4L Dewey Chan	4L Winson Yu
	Boys C Grade	Outstanding Award		1M Alex Qing	1P Ronny Ngai	2L Hans Feng
				2P George Chow	2P Elvis Lai	2P Hayden Lau
	Girls C Grade	Outstanding Award		1J Kylie Ip	1J Daisy Xiao	1L Alice Tang
				1L Sukey Wong	1M Janisa Lam	1M Zoe Leung
				1P Ceci Ngai	2J Charis Iu	2J Yannie Tam
HKSSF(YL) Inter-school Basketball Competition	Girls C Grade	Outstanding Award		1J Abbie Siu	1P Ceres Poon	2J Charis Iu
				2J Sofi Lee	2M Leanne Shek	2P Jessica Li
HKSSF(YL) Inter-school Cross-country Competition (Individual)	Girls A Grade	1st Position		6L Berenice Wong		
	Girls B Grade	9th Position		3L Judy Zhu		
	Girls C Grade	1st Position		1J Tina Wong		
	Girls B Grade	Overall	5th Position	3J Eva Choo	3J Chloe Wong	3L Katie Zhang
				3L Judy Zhu	4J Yanki Chan	4J Kaitlyn Wong
				4J Kylie Yu	4P Chloe Ko	
	Girls C Grade	Overall	7th Position	1J Tina Wong	1J Annette Wong	2J Charis Iu
				2J Lucy Liu	2L Amy Deng	2L Christy Hu
				2M Hailey Li	2M Leanne Shek	
HKSSF(YL) Inter-school Swimming Competition	Boys B Grade	Overall	1st Position	3P Will Wong		
			3rd Position	2P Darwin Chan		
			4th Position	2M Anson Lau	2P Darwin Chan	3J Issac Ng
				3J Morris To	3M Gerald Chan	3P Marcus Tam
				3P Will Wong	4L Lucas Cheung	4L Aiden Zin
	Boys C Grade	100m Backstroke	3rd Position	1P Donald Tong		
		200m Breaststroke	4th Position	1L Avis Lam		
		50m Breaststroke	3rd Position	2L Hans Feng		
		Overall	7th Position	1J Calvin Tang	1L Avis Lam	1M Michael Poon
				1M Andrew Tang	1P Donald Tong	1P Rambo Tu
				2L Hans Feng	2L Jimmie Ho	2L Benson Lam
				2L Casta Lam		
	Girls A Grade	100m Backstroke	4th Position	5J Gabrielle Wong		
		100m Breaststroke	4th Position	5P Suyi Wong		
		Overall	7th Position	5J Milly Cheuk	5J Yuki Guo	5J Gabrielle Wong
				5J Miley Wu	5L Hebe Cheung	5L Jenifer Lam
				5M Elaine Chan	5M Kristy Ng	5P Suyi Wong

HKSSF(YL) Inter-school Swimming Competition	Girls B Grade	100m Freestyle	2nd Position	3J Eva Choo		
		200m Breaststroke	3rd Position	4J Yanki Chan		
		200m Freestyle	1st Position	3L Judy Zhu		
		200m Individual Medley	3rd Position	3L Judy Zhu		
		4x50m Medley	1st Position	3J Eva Choo	3L Judy Zhu	3P Cassidy Wong
				4J Yanki Chan		
		50m Backstroke	3rd Position	3J Chloe Wong		
		50m Breaststroke	2nd Position	4J Yanki Chan		
		50m Butterfly	2nd Position	3J Eva Choo		
		Overall	1st Position	3J Eva Choo	3J Chloe Wong	3L Judy Zhu
				3M Amanda Lui	3P Cassidy Wong	4J Yanki Chan
				4L Priscilla Au	4M Vangie Leung	
	Girls C Grade	200m Freestyle	4th Position	2J Candy Sit		
HKSSF(YL) Inter-school Table-tennis Competition	Boys B Grade	Outstanding Award		2J Augus Chan	2P Sun Wu	3M Golden Fu
				3P Yaalon Ng	3P Bowen Tse	4L Lucas Cheung
				4M Andy Lam		
	Boys C Grade	3rd Position		1P Winson Jong	1P Linus Lo	2L Issac Chung
				2M Karl Man	2P Hayden Lau	
	Girls C Grade	1st Position		1M Ginny Lin	1P Venus Wong	2L Hosanna Cheng
				2L Amy Deng		
HKSSF(YL) Inter-school Volleyball Competition	Girls A Grade	Outstanding Award		4M Artemis Tang	5J Twinkle Choi	5J Daisy Liu
				5J Sandy Tam	5L Hebe Cheung	5P Tian Leung
				5P Suyi Wong	6L Veronica Cheung	6M Kassandra Tang

Putonghua

Name of Competition	Award	Name of Award Winner
全港中小學普通話演講比賽	優良獎狀	4M 廖藍筍

Service Learning and Moral & Civic Education Committee

Name of Competition	Award	Name of Award Winner			
SideBySide-The Mock Trial Justice Education Project-Mock Trial	Best Witness	4J 楊蓁蓁			
	Best Lawyer	4L 黃予凡	5J 卓嘉倩		
	4th Position	2J 朱藹悅	2L 林彥希	3J 羅卓菲	4J 駱晴峰
		4J 蘇康晴	4J 楊蓁蓁	4L 陳玥詩	4L 張海安
		4L 高倩	4L 簡睿盈	4L 羅采雯	4L 李慧婷
		4L 黃予凡	5J 卓嘉倩	5L 林子儀	5M 蔡泳茹
義工服務（53 小時或以上 ）	Gold Certificate	3P 鄧寶玲	4L 陳玥詩	4L 張柏淇	4L 譚璟玟
		5J 梁靜玟	5J 盧凱怡	5J 黃俊傑	5L 林子儀
		5L 歐陽彩薰	5M 陳蕙冰	5P 陳壤然	6P 王奕
義工服務（27 -52 小時）	Silver Certificate	2J 姚凱昕	2J 梁安翹	2L 鄭恩翹	2L 張雅倩
		2L 趙嬿淇	2L 馮君渝	2L 胡天晴	2P 鍾皓頤
		2P 王瀞晰	3J 陳凱桐	3J 陳奕風	3J 韓海晴
		3L 陳永信	3L 陳子曦	3L 何永晴	3L 廖思喬
		3L 羅楚喬	4J 林心喬	4J 李芊虹	4J 梁學瑤
		4J 魏雅雯	4J 曾昭睿	4L 張海安	4L 鍾宛澄
		4L 高倩	4L 丘悅霖	4L 羅采雯	4L 鍾嘉穎
		4M 梁蘊臻	4M 柳多城	4M 謝天行	4M 黃卓詩
		4P 林子凌	4P 羅芷恩	4P 麥誠浚	5J 關詠彤
		5J 廖思晴	5L 張日權	5L 李榣	5L 李泳兒
		5L 譚澤楓	5M 許靜雯	5M 黎佑	5P 黃司愉
義工服務（13 -26 小時）	Bronze Certificate	1L 黃星樺	2J 朱藹悅	2J 李艾詩	2J 鄧曉楠
		2L 曦嵐	2L 林彥希	2L 彭俙童	2L 溫子淇
		2L 黃樂心	2L 胡靖妍	2M 黃熙鈺	2P 陳樂皚
		3J 陳茗佑	3J 劉滙心	3J 莫皓証	3J 潘祉妍
		3J 黃茜渟	3J 楊芷瑜	3L 陳欣彤	3L 陳玥琳
		3L 鄭喜文	3L 朱詩瀅	3L 徐鉦皓	3L 韓永樂
		3L 梁翎楓	3L 薛佩琪	3L 黃汶澄	3L 黃文軒

義工服務（13 -26 小時）	Bronze Certificate	3L 黃韋瀧	3L 胡允弦	3L 張嘉雯	3L 朱緣媛
		3M 李珈珈	3M 曾俞霖	3P 陳以藍	4J 陳嘉晴
		4J 陳欣琪	4J 傅琳恩	4J 羅俙曈	4J 駱晴峰
		4J 鄧創宇	4J 唐凱澄	4J 黃清妍	4J 黃心悠
		4J 楊蓁蓁	4J 余忻澄	4L 陳孝泓	4L 陳逸丰
		4L 鄭泇睿	4L 張樂珉	4L 程姵儒	4L 何翠瑩
		4L 簡睿盈	4L 劉心怡	4L 李慧婷	4L 林星華
		4L 廖文珊	4L 廖尉程	4L 文俊皓	4L 黃予凡
		4L 游梓維	4L 余鎵昇	4M 陳樂希	4M 莊佩淇
		4M 陳晨	4M 林建恒	4M 林一信	4M 廖藍筍
		4M 雷可馨	4M 杜臻	4M 杜汶朗	4M 謝樂怡
		4M 謝鑫婷	4M 胡浩堯	4M 葉巧汶	4P 甘瑞一
		4P 梁子隆	4P 黃卓瑜	4P 肖凱之	4P 楊詩涵
		5J 郭詠殷	5J 林迪	5J 劉鎧柔	5J 黃睿婷
		5L 張凱晴	5L 張兆豐	5L 李彩琳	5L 李子霖
		5L 梁弘樂	5L 孫正荃	5L 謝康祈	5L 黃展珀
		5L 王皓心	5L 黃梓軒	5L 余梓誠	5L 莊澤盈
		5M 葉卓盈	5M 黃靖升	5P 陳雋珈	5P 張雅穎
		5P 黃天虹	5P 謝巧妍		
義工服務（5 -12 小時）	Certificate of Merit	1J 文穎琳	1L 陳顥浚	1L 卓子然	1L 何沛喬
		1L 江凱翹	1L 蘇淏	1L 吳秉星	1L 余懿
		1L 袁敖藍	1P 陳鍶瑤	2J 陳哲熙	2J 陳嘉哲
		2J 劉琰彬	2J 李詠嵐	2J 梁師瑜	2J 薛愛琳
		2J 鄧咫弢	2J 鄧溢馨	2L 陳慧心	2L 莊浚晞
		2L 鍾滆鍏	2L 鄧嘉琪	2L 馮子涵	2L 何霑鎂
		2L 林頌恆	2L 林暐洪	2L 劉智瀚	2L 梁菁怡
		2M 陳曉彤	2M 陳樂瑤	2M 許詠捷	2M 劉恩廷
		2M 劉羽維	2M 梁貝嘉	2M 李心瑜	2M 劉曈
		2M 馬沛琳	2M 馬鑫樈	2M 文顥焌	2M 顏曉桐
		2M 西本心	2M 石宜穎	2M 蘇柏筱	2M 屈姿欣
		2M 余博文	2P 陳曉彤	2P 龔子洋	2P 黎紫雅
		2P 劉桐熙	2P 吳逸峰	2P 施逸妍	2P 冼晉呈
		2P 王洛兒	2P 吳可	3J 陳瀚勛	3J 鄭晞雅
		3J 程子珊	3J 朱燁兒	3J 周凱晴	3J 朱家澄
		3J 鍾穎斯	3J 甘荃宇璐	3J 黃梓源	3J 簡永義
		3J 賴晉林	3J 李品豫	3J 李慕兒	3J 林泓毅
		3J 羅卓菲	3J 盧熙霖	3J 吳嘉軒	3J 杜嘉晉
		3J 黃芊軼	3J 黃莉娜	3J 楊詩瀅	3J 張子晗
		3L 陳楚昕	3L 鄭在晴	3L 張嘉曦	3L 黃琯丰
		3L 鄺渲凱	3L 林子健	3L 劉晉廷	3L 李柏霆
		3L 李翰	3L 羅皓光	3L 盧湘焉	3L 吳幸兒
		3L 楊若曦	3M 歐芷鈴	3M 陳楚晴	3M 陳佑而
		3M 鄭景熙	3M 張沛汶	3M 張悅	3M 莊駿希
		3M 霍梃熙	3M 傅遜	3M 高嘉鎂	3M 劉汶靈
		3M 劉樹燊	3M 李毅麟	3M 梁銘恩	3M 梁詠昕
		3M 呂昭宜	3M 岑泳霖	3M 孫臻毅	3M 杜鎧恩
		3M 陶柏言	3M 徐康洋	3P 陳紀言	3P 鄭以朗
		3P 鄭朗蕎	3P 顧香	3P 郭傲懿	3P 郭映嵐
		3P 劉灝楓	3P 李財晟	3P 李坤昊	3P 梁銘澤
		3P 盧政霖	3P 盧芷穎	3P 駱梓晴	3P 吳卡迪
		3P 蕭肇亨	3P 戴穎晞	3P 譚喆	3P 謝俊炎
		3P 黃玥臻	3P 黃城熙	3P 胡凱彥	4J 歐浩偉
		4J 佘承熹	4J 陳浩謙	4J 成子興	4J 劉昊言
		4J 羅心怡	4J 梁沚亦	4J 李承澤	4J 李以晨
		4J 盧思穎	4J 吳嘉健	4J 吳柏呈	4J 施順然
		4J 蘇康晴	4J 譚康堤	4J 鄧嘉昇	4J 童韻縈

義工服務（5 -12 小時）	Certificate of Merit	4L 區悅怡	4L 鄭海晴	4L 張翠桓	4L 張偉誠
		4L 何朗穎	4L 黎諾澄	4L 林政	4L 冼栩匡
		4M 周詠恩	4M 鄧民彥	4M GURUNG AKRIS	
		4M 黎曉澄	4M 林靖桐	4M 劉淑心	4M 雷唯琛
		4M 鄧紫月	4M 鄭智宸	4P 陳健行	4P 陳祉丞
		4P 張浩新	4P 朱晉鋒	4P 何卓恒	4P 何子聰
		4P 葉子朗	4P 高懿	4P 林日言	4P 羅建平
		4P 梁穎恩	4P 林子怡	4P 盧嘉藍	4P 柯曉妍
		4P 潘樂怡	4P 宋思銳	4P 黃思	4P 黃仁慧
		4P 謝美薇	5J 卓嘉倩	5J 蔡康蕎	5J 方宇晴
		5J 高葦婷	5J 李樂軒	5J 盧泳欣	5J 施在心
		5J 鄧樂滔	5J 韋紹謙	5J 鄔棹楠	5J 鄔幸林
		5L 張詠心	5L 蔡穎琳	5L 林灝	5L 曾雅文
		5L 黃文瑜	5L 葉穎恩	5M 陳楚淇	5M 張加藍
		5M 莊宗翰	5M 鍾在恩	5M 馮活正	5M 吳嘉蕎
		5M 蔡泳茹	5M 黃海喬	5M 容立勤	5P 區潤添
		5P 陳姵蓁	5P 張苡淳	5P 林詩婷	5P 李家茗
		5P 潘玥呈	6M 張明慧	6M 麥子璇	

Visual Arts

Name of Competition	Award	Name of Award Winner
The 9th Grantham Visual Arts Awards 2025/26	Champion	4J Celia Chan
The Hong Kong Secondary School Flower Drawing Competition	Merit Award	4J Celia Chan

STEM

Name of Competition	Award	Name of Award Winner			
AI-Generated Chinese New Year Greeting Card Competition	2nd Position	3L 楊若曦			
全港學界無人機大賽	三級認證	4J 佘承熹	4J 鄧創宇	4L 陳逸丰	4L 陳玥詩

Scholarships and Awards

Name of Competition	Award	Name of Award Winner		
Yuen Long District Arts Committee Arts Star Award	Award Winner	5P Nicole Tjhin		
Yuen Long District Outstanding Students Selection	Top 10 Outstanding Students	4L Yubi Tam	5L Chantel Ou-Yang	
	Outstanding Student	4L Yubi Tam	5L Chantel Ou-Yang	
	Outstanding Cooperation	5L Chantel Ou-Yang		
Harvard Book Prize	Award	5J Zoe Kwan	5L Cathy Chan	5L Natalie Tse

Others

Name of Competition	Award	Name of Award Winner		
International Day of Zero Waste Online Quiz	Outstanding Student Award	2J Melanie Tse	3L Leo Chui	
Student Smartphone Photo Contest 2026	3rd Runner Up	4L Peppy Cheung		
	Merit	3L Jaden Lau		
Hong Kong School Drama Festival	Outstanding Cooperation	1J Boris Liu	1J Abbie Siu	1L Roy Chow
		1L Liam Li	1L Tayo Ng	1L Kyle Yu
		1M Candace Lam	1M Jeffrey Tsoi	1P Ceci Ngai
		1P Titi Tang	2J Kachit Chan	2J Bryan Ku
		2J Macy Lee	2J Deacon Ng	2J Candy Sit
		2J Torres Tang	2J Bethany Tang	2L Benson Lam
		2L Hazel Pang	2L Rayson Tam	2P George Chow
		2P Emily Lam	3J Mini Hon	3J Nicholas Lau
		3J Lina Wong	3J Jasmine Yeung	3M Kylie Tsang
		3P Marcus Tam	4J Edward Cheng	4L Peppy Cheung
		4L Katrina Chung	4L Jophy Yau	4M Henry Tse
		4P Kelvin Chan	4P Allen Ho	4P Quintus Law
	Commendable Award	1J Boris Liu	1J Abbie Siu	1L Roy Chow
		1L Liam Li	1L Tayo Ng	1L Kyle Yu
		1M Candace Lam	1M Jeffrey Tsoi	1P Ceci Ngai
		1P Titi Tang	2J Kachit Chan	2J Bryan Ku

Hong Kong School Drama Festival	Commendable Award	2J Macy Lee	2J Deacon Ng	2J Candy Sit	
		2J Torres Tang	2J Bethany Tang	2L Benson Lam	
		2L Hazel Pang	2L Rayson Tam	2P George Chow	
		2P Emily Lam	3J Mini Hon	3J Nicholas Lau	
		3J Lina Wong	3J Jasmine Yeung	3M Kylie Tsang	
		3P Marcus Tam	4J Edward Cheng	4L Peppy Cheung	
		4L Katrina Chung	4L Jophy Yau	4M Henry Tse	
		4P Kelvin Chan	4P Allen Ho	4P Quintus Law	
	Outstanding Performer	1L Tayo Ng	3J Lina Wong		
	Outstanding Stage Effect	4J Edward Cheng	4L Peppy Cheung	4L Katrina Chung	
		4L Jophy Yau	4M Henry Tse	4P Kelvin Chan	
		4P Allen Ho	4P Quintus Law		
2025 Talented Youth and Children Photography Competition	Super Champion	3P Keiffier Lau			
2026 Asia Pacific Children and Youth Photography Competition	Gold Award	3P Keiffier Lau			
Rotary Club of Hong Kong Island East – Student Award Smartphone Photo Contest (2025-2026)	3rd Runner-up	4L Peppy Cheung			
	Merit Award	3L Jaden Lau			
Hong Kong Scout Association New Territories Region Flag Raising Competition	1st runner up	4P Alwyn Ho	6P Angus Ho	6P Andrew Wong	
		4P Elaine Lo	5M Cheryl Ip		
Hong Kong Scout Association New Territories Region Foot-drill Competition	Champion	2M Kdy Shao	3P Kensi Kwok	5J Philip Wong	
		5M Edith Hui	5M Wing Tsoi	5M Ava Yuen	
		6J Tiffany Choi	6J Fiona Liang	6L Bobo Fong	
		6L Yonnie Yeung	6P Angus Ho		
2026 全港童軍步操比賽	冠軍	5M 許靜雯	5M 梁晞彤	5M 蔡泳茹	3P 郭映嵐
	季軍	1J 鄧宇軒	1L 陳欣蕾	1M 鄧逴姿	1P 莊竣深
		2L 陳慧心	2M 邵雨寧	2P 鄧泓謙	3L 鄺渲凱
		3L 林子健	3P 郭映嵐	4L 張偉誠	4P 羅芷恩
	最佳制服獎	1J 鄧宇軒	1L 陳欣蕾	1M 鄧逴姿	1P 莊竣深
		2L 陳慧心	2M 邵雨寧	2P 鄧泓謙	3L 鄺渲凱
		3L 林子健	4L 張偉誠	4P 羅芷恩	
Hong Kong Scout Association Flag Raising Competition	2nd Runner-up	4P Elaine Lo	5M Cheryl Ip	5M Ava Yuen	
Hong Kong St. John Youth Inter-Divisional Competition – First Aid Competition	1st Runner-up	3L Isabell Leung	3L Justin Hon	4L Jason Liu	
		6M Yisa Tam			
	2nd Runner-up	3L Eric Wong	3M Ellie Sam		
Hong Kong St. John Youth Inter-Divisional Competition – Uniform Inspection Competition	2nd Runner-up	2J Yannie Tam	2L Jimmie Ho	2L Wies Chung	
		2M Sarve Ma	2P Jayden Kung	3L Eric Wong	
		3L Isabell Leung	3L Justin Hon	3M Ellie Sam	
		3M Raymond Song	3M Ronnie Au	4L Jason Liu	
		4M Vangie Leung	6M Yisa Tam		

3. Financial Summary

Balance B/F (Government Funds and School Funds)	**Income ($)**	**Expenditure ($)**
I. Government Funds		
(1) EOEBG Grant		
(a) Baseline	$2,209,479.07	
1. Composite Furniture and Equipment Grant		$254,468.20
2. Lift Maintenance		$84,864.00
3. Training & Development Grant		$20,870.00
4. Programme Fund for Whole-School Approach to Guidance & Discipline		$460.00
5. General Expenses		$1,468,658.32
Sub-total	$2,209,479.07	$1,829,320.52
(b) School Specific Grants		
1. Capacity Enhancement Grant	$609,252.00	$242,172.00
2. Admin Grant / Revised Admin Grant	$4,181,394.28	$4,007,048.28
3. Composite Information Technology Grant	$468,347.00	$364,868.19
4. Air-conditioning Grants	$537,166.00	$537,166.00
5. SB Speech Therapy Admin Grant	$7,687.00	$2,820.00
6. School-Management Top-Up Grant	$48,047.00	$53,000.00
Sub-total	$5,851,893.28	$5,207,074.47
(2) Outside EOEBG	$53,051,908.56	$52,985,984.27
Sub-total	$53,051,908.56	$53,000,984.27
Total Government Funds surplus for school year		**$1,075,901.65**
II. School Funds (General Funds)		
1. Tong Fai	$227,333.08	$154,674.04
2. Donations	$202,553.43	$235,051.25
3. Collection of fees for specific purposes	$3,044,309.31	$2,993,686.87
Sub-total	$3,474,195.82	$3,383,412.16
Total School Funds surplus for school year		$90,783.66
Accumulated surplus as at the end of school year		**$1,166,685.31**

4. Appendices

Appendix 1

推廣中華文化體驗活動一筆過津貼報告

本學年舉辦中華文化日，讓學生認識、傳承中華文化，提升學生對學習中華傳統文化的興趣，加強國身份認同。

教育局撥款	$300,000.00	
上年度結餘	$231,149.33	
開　　支	QSIP Project Develop Chinese Culture Curriculum	$96,421.88
	中華文化日(一)：民族融和	$7,893.89
	中華文化日(二)：駿馬奔騰迎新歲	$7,032.98
	中華文化日(三)：數學暨中文中華文化日	$14,669.61
	初中文化活動-校本價值教育主題封面設計比賽	$215.00
	總 開 支	**$126,233.36**
	結　　餘	**$104,915.97**

Appendix 2

Report on the Promotion of Sports Ambience and MVP60 in Schools

Focus Area and Activities

Our school has clearly understood the principle of using the one-off grant for promotion of sports ambience and MVPA60 and have used the subsidy to promote the following areas.

First, the MVPA60 grant was also used as the tutor fee for our Athletics Team and Cross-country team. S1-S6 students in the athletics team were trained by our coaches. Around 50-60 students benefited from the training.

Next, we have used this fund to establish a new football team for girls and coaches are hired to provide regular training. Around 30 students from S1-S5 are participating in the Girls Football interest class and school team training since 2024. Last, the funds were used to purchase or upgrade sports equipment in the school (e.g. Shuttlecock).

Items	**Expenditure**
Athletics Team/Cross-country Team Training	$37,500.00
To purchase or upgrade sports equipment in the school	$4,999.00
Girls' Football Interest Class and School Team Training	$3,200.00
Total Expenses	**$45,699.00**

Appendix 3

Report on the Use of the Promotion of Reading Grant

1. Evaluation of the objective:
   Reading Culture: The school's reading environment is growing stronger, supported by a wider selection of books acquired across different departments.
   Student Attitude: Student engagement is rising, marked by higher library attendance for borrowing books and independent study.
   Reading Habits: Morning reading sessions offer structured practice, helping students build consistent daily reading routines.
   Event Engagement: Interactive activities like author talks and book-crossing events have successfully encouraged students to explore new genres.

2. Evaluation of strategies:
   Cross-Department Collaboration: Partner with different committees and departments to curate well-rounded reading lists for students.

E-Book Promotion: Increase the visibility and use of digital resources so students can access books conveniently anytime.
Author Talk: Host guest writers to share their publishing journeys and inspire students' passion for reading.
Ongoing Activities: Maintain a diverse calendar of literary events to keep student enthusiasm high throughout the year.

Item	Actual expenses ($)
Purchase of Books and Magazines, Renting of e-Books ☑ Printed books ☑ Rent e-Books (English) ☑ Magazines	 $8,433.00 $ 30,100.00 $ 5,958.00
Reading Activities ☑ Prize for Thematic Reading, Reading to Learn Scheme and Bookmark Design Competition, conduct talks	$ 3,327.00
Others (Library maintenance)	$1,460.00
Total	**$49,278.00**
Unspent Balance	**$66,152.95**

Appendix 4

Report on the Use of One-off Grant on Parent Education
（家長教育一筆過津貼）

Opening balance	Grant Income 2025/26 ($183,550.00)
Expenditure	(see the table below)
Closing balance	$97,750.00

內容／目的	活動	日期	對象	負責人	財政預算
Organising structured or thematic parent education programmes	Parent Education Video making	2025 年 7 月	全校家長	Mr CW Wong	$49,000.00
	Parent Education Talks and Workshops（做個非「煩」家長、愛與管教的平衡）	18/10, 5/11, 12/11, 19/11 及 26/11/2025	全校家長	Mr CW Wong	$15,950.00
	永生花工作坊	24/1/2026	全校家長	Mr CW Wong	$6,600.00
	親子陶碟移印工作坊	25/4/2026	全校家長	Ms KY Wong	$4,500.00
	紅綾酥家長工作坊	11/5/2026	全校家長	Mr CW Wong	$8,250.00
Others (Transport)	紅綾酥家長工作坊車費	11/5/2026	全校家長	Mr CW Wong	$1,500.00
				Total:	**$85,800.00**

Annual School Report on the Use of the NET Grant

Our school was provided with the NET Grant by the Education Bureau at the amount of $1,000,000 in the 2025/26 school year. With reference to the school-based circumstances, we employed at least one full-time NET, engaged native-speaking English Teaching Assistants (NTAs) and/or English learning support services by using remaining funds, if any. Details are as follows:

(1) With reference to the learning needs of student(s), our school deployed the NET Grant in the following ways to enhance students' English language learning (one or more options can be selected):

Deployment of the NET Grant	Actual Expenses
☑ Employing 1 NET(s) by school direct, **or** □ Engaging service provider to provide _____ NET(s) [name of service provider:]	$648,600.00
□ Employing _____ NTA (s) by school direct, **or** □ Engaging service provider to provide _____ NTA(s) [name of service provider:]	-
☑ Engaging service provider to provide other English learning services • ImpactHK – Whole-school sharing and Kindness Walks. • HK Arts Festival Society Ltd – English drama workshop for all S2 students. • MADimpact – English drama programme run throughout the year. • ICE (Inter Cultural Education) – A Global Exposure Day for the whole school. • Inspire2Aspire – Ran the S2 English Gifted Programme. • English for Asia – Ran the S1 English Gifted Programme. • Coach fees for taking students to participate in NET-led English competitions.	$139,210.00
Total Expenses	**$787,810.00**
Unspent Balance	**$212,190.00**

(2) As at 31st August 2026, the Grant
□ has an unspent balance of 30% or less of the 12 months' provision.
☑ has an unspent balance in excess of 30% of the 12 months' provision, which will be returned to EDB.

(3) Qualifications of NET(s):

Name of NET: Connor Nightingale	
Contract period: From 1/9/2025 to 31/8/2026	
(i)	A Bachelor's degree in Politics (subject), from a Hong Kong university or equivalent
(ii)	□ A Post-graduate Diploma in Education (PGDE), **or** ☑ A Teaching English as a Foreign / Second Language (TEFL / TESL) qualification at least at certificate level or equivalent
(iii)	☑ Valid IELTS results (overall band score of 7.5 or above, with "Speaking" band score of 7.5 or above)

(4) The NETs/NTAs performed the following duties (one or more duties can be selected):

NETs:

No. of classes taught: 18 (per ~~week/c~~ycle*) Duration of a lesson: 30 to 40 minutes

English class(es): ☑ English □ Literature ☑ Listening ☑ Speaking ☑ Reading ☑ Writing □ Others (please specify): _____

English learning activity(ies): □ Debate ☑ Drama □ Phonics □ Choral speaking ☑ Assembly □ Preparation of English learning materials □ Others (please specify): _____

NTAs:

English class(es): □ English □ Literature □ Listening
□ Speaking □ Reading □ Writing
□ Others (please specify): _____

English learning activity(ies): □ Debate □ Drama □ Phonics
□ Choral speaking □ Assembly
□ Preparation of English learning materials
□ Others (please specify):
_____

(5) Details of the English learning support services provided by service providers:
A range of service providers were engaged to conduct a wide variety of activities for students across the entire school. Details are as follows:

- ImpactHK – Honorarium for guest speaker from our student-selected beneficiary presenting on the works of ImpactHK for the whole school in the leadup to Operation Santa Claus. Two groups of students joined Kindness Walks hosted by ImpactHK to learn about poverty in Hong Kong.
- HK Arts Festival Society Ltd – English drama workshop for all S2 students.
- MADimpact – English drama programme run throughout the year.
- ICE (Inter Cultural Education) – A Global Exposure Day was conducted where international guests visited the school to conduct events and activities throughout the day for the whole school.
- Inspire2Aspire – Ran the S2 English Gifted Programme.
- English for Asia – Ran the S1 English Gifted Programme.

(6) In utilising the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment, our school has rated the effectiveness as follows (1 – very ineffective; 5 – very effective):

[5] Students have been motivated to learn English
[5] The English learning environment has been enriched to facilitate students' learning
[5] English learning has been promoted through co-curricular activities and students have been provided with diversified English learning experience
[5] Overall, the NET Grant has been effective in support students' learning of English

Other comments:
_____
_____

Appendix 6

Report on use of Capacity Enhancement Grant

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following is the evaluation on the use of the CEG.

Opening balance:	Sum from the EDB	$609,252.00
Expenditure:	See below for details	$242,172.00

Item	Time Frame & Details	Evaluation	Budget Expenditure	Parties Responsible
To relieve teachers' workload so that teachers can concentrate on coping with learning needs of students	Salary + MPF of Math AT • To employ one Math AT to prepare learning materials, conduct remedial classes, and teach or co-teach some math lessons.	Teachers were satisfied with the work of AT.	$242,172.00	Math Department
TOTAL EXPENDITURE: $242,172.00				

Report on use of IT Innovation Lab in Secondary School Projects

Activity	Learning Outcome	Hardware + Software	Period
IoT System Design for Smart Agriculture	This course enables students to apply abstract programming and circuit knowledge to solve real-world problems. From hardware assembly to data visualization on a webpage, students will experience a complete product development cycle, which significantly enhances their hands-on skills, problem-solving abilities, and innovative thinking.	IoT System Design for Smart Agriculture	Post Exam 25-26
Computer Vision System for Plant Disease Detection	Through hands-on training of a model designed to solve practical problems, students will gain a profound understanding of the importance of data quality, as well as the potential and limitations of AI. Furthermore, they will develop critical thinking regarding AI ethics, such as data bias. This experience aims to inspire them to pursue future studies or careers in data science and AI-related fields.	Mac Mini	Post Exam 25-26
AI Agriculture Assistant: Intelligent Agent System Construction	This course elevates students' thinking from 'developing a single tool' to 'designing an intelligent system capable of coordinating multiple tools.' Students are required to plan complex logical workflows from a macro perspective. This advanced, system-level thinking is a core competency for future innovators and technology professionals. Upon completing this course, students will be equipped with the fundamental skills necessary for AI application and system design.	AI Agent Module	Post Exam 25-26

Expenditure Items	Description	Actual Amount
Professional services for supporting the organisation of activities	IT LAB Course	$162,000.00
Accounting Services	Audit Fee	$5,000.00
Hardware (Others)	IOT AI Farm	$30,900.00
Hardware (Peripherals)	Apple Mac Mini	$14,499.00
	Expenditure	**$212,399.00**

Report on use of School-based After-school Learning and Support Programmes
(School-based Grant (SBG))

Name of school: Shung Tak Catholic English College
Staff-in-charge: Mr. Lau Shiu Bong Contact telephone no.: 2476 4263

A. The total actual number of eligible students is 87
[including A. 13 students receiving the Comprehensive Social Security Assistance (CSSA), B. 68 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 6 students covered by discretionary quota[1]]

B. Activities subsidised by SBG for eligible students' participation

Name / Type of activity[2]	Period / Date	Actual person-times3 of eligible students of different categories			Average attendance rate	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of institute / service provider (if applicable)	Remarks, if any (e.g. students' learning outcomes in academic and affective domains)
		A	B	C					
Chinese language training	Throughout the year	2	20	3	100%	$4,365.00	Assessments results		
Culture and Art	Throughout the year	9	61	8	100%	$44,515.00	Teachers' observations		
Sports activities	Throughout the year	4	35	4	100%	$27,440.00	Teachers' observations and Assessments results		
Study skills training	Throughout the year	2	12	3	100%	$3,380.00	Assessments results		
Visits/Outdoor Activities	Throughout the year	23	123	15	100%	$10,475.00	Teachers' observations		
Total number of activities: 65	**Sub-total:**	40	251	33	**Total expenses ($)**	$ 90,175.00			
	Total:	324							

Note:
1. Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
2. Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
3. The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.

Report on use of One-off Grant for Promotion of Self-directed Language Learning
(English Language)

Purpose: Promote self-directed language learning and enrich the language learning environment in the school.
Budget: $200,000.00
Duration: 2024-2027
Use:
- Procure and/or subscribe to resources for promoting self-directed language learning and/or enrich the language learning environment, thereby enhancing students' English learning experiences;
- Hire English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment in support of students' language learning and/or organising English activities which enrich the language learning environment, and promote self-directed language learning; and
- Purchase services related to learning and teaching from individuals/professional organisations with relevant expertise in developing school-based resources to support self-directed English learning, and/or organising English activities to enrich the language learning environment.

Item	Objective	Participants	Budget	Actual Expenses
S4 Term 1 English Gifted Programme	Provide students access to an online program that focuses on self-directed English writing.	15	$7,920.00	$7,920.00
AI Writing Platform	Give students access to AI marked writing tasks to enhance SDL and access to immediate English language feedback.	S4-S6	$49,950.00	$49,950.00
Purchasing books to enhance English atmosphere and Language Across Curriculum	Boost the English atmosphere at the school through providing students access to a range of interesting English books, with topics incorporating other fields and areas.	Whole school	$10,000.00	$7,376.40
Purchasing materials to enhance English atmosphere	Boost the English atmosphere at the school through purchasing materials to enhance the English language atmosphere.	Whole school	$5,000.00	$1,652.42
Rewarding students for completing self-directed English learning tasks through the school-based MMA programme	Encourage students to allocate their own time to complete English learning tasks through the MMA programme in school.	S4-S6	$9,000.00	$1,500.00
			Total Expenditure	$68,398.82
			Unspent Balance	$131,601.18

推廣自主語文學習一筆過津貼報告

（普通話）

目的： 豐富普通話語言環境和學習機會，促進學生的語文學習，提升普通話能力。

預算： $200,000

使用期限： 2024-2027

津貼使用：
- 採購和／或訂閱推動自主語文學習和／或豐富語言學習環境的相關資源，以提升學生的普通話學習體驗；
- 聘請不屬編制內的英語和普通話導師或非教學支援人員，支援學生的語文學習和／或舉辦普通話活動，豐富語言學習環境，促進學生自主語文學習；和
- 向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源，支援普通話自主學習，和／或舉辦普通話活動，豐富語言學習環境。

項目	目標	時間	參與人數	成效	實際支出
普通話朗誦及演講培訓班	提升同學普通話的表達能力、表演技巧、自信心和培養自主學習能力。	2025 年 10 月至 11 月	12	學員對老師的評價正面，其中一位同學獲於朗誦比賽中獲得亞軍	$20,000.00
川劇變臉表演	邀請變臉大師韋瑞群大師到校表演變臉，同學透過介紹及參與互動環節，練習普通話，了解中華文化。	2026 年 7 月	360	學生表現積極、投入	$7,000.00
畫臉譜班	透過普通話文化工作坊讓同學寓學習於活動	2026 年 7 月	120	學生表現積極、投入	$4,800.00
青花瓷班	透過普通話文化工作坊讓同學寓學習於活動	2026 年 7 月	120	學生表現積極、投入	$11,760.00
普通話節日慶典	透過普通話攤位遊戲、定向活動、現場樂隊表演等，創設普通話學習氛圍，豐富學習體驗	2026 年 7 月	360	學生表現積極、投入	$34,405.00
				Total	**$77,965.00**

Report on use of Learning Support Grant

上學年可保留的累積盈餘:	$52,405.12	**(a)**
本學年第一期撥款：	$325,125.00	**(b)**
本學年第二期撥款：	$203,403.00	**(c)**
本學年總撥款:	$528,528.00	**(d) =(b)+(c)**
本學年可用金額(總收入)	$580,933.12	**(e)=(a)+(d)**
本學年總支出:	$482,440.00	**(f)**
本學年年終末累積津貼餘款:	$98,493.12	**(g)= (e)-(f)**
餘款佔本年度撥款的百分比(%):	18.64%	**(h)= (g)/ [(b)+(c)]x100%**

項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
聘請學生支援統籌助理 (2025-2026整個學年)	支援有特殊教育需要學生與家長及處理相關行政工作、籌辦,協助 AIM PROJECT 之培訓活動及推行輔導組相關活動。	不適用	由 2025 年 9 月 1 日起至 2026 年 8 月 31 日,為期 12 個月	特殊教育需要學生人數及類別：28 名自閉症、注意力不足/過度活躍症、視力、聽力、言語、讀寫障礙及精神病的學生 教師：51 名, 家長：28 名 年級：S1 – S6	(不適用)	(不適用)	費用總數：$235,368 (薪金：$224,160 強積金供款：$11,208)
中四級學業提升小組 (中文科) (2025 年 10 月中旬至 12 月中旬)	為了提升學生的學術成績,發掘及肯定個人能力,並提升自信心。	本校畢業生	節數/次數：6 節, 每節時數：1.5 小時 總時數：9 小時	特殊教育需要學生人數及類別：1 名精神病的學生和一名自閉症的學生 家長：2 名, 年級：S4 總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,150
言語治療訓練課程 (2025 年 10 月至 2026 年 5 月)	提升學生的語言表達能力及社交技巧。	START Centre 啓言堂言語治療及復康訓練中心有限公司	節數/次數：16 次, 每節時數：4 小時, 總時數：64 小時	特殊教育需要學生人數及類別：6 名自閉症、1 名注意力不足/過度活躍症及 8 名言語障礙的學生 家長人數：15 名 年級：S1 – S6, 總人數：15 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部同學均滿意言語治療過程，他們從中建立自信；提升他們的語言、社交及溝通能力，有助語言發展及與他人之溝通技巧。	平均每小時費用：$860 費用總數：$55,040
中六級學業提升小組 (經濟科) (2025 年 10 月中旬至 12 月中旬)	為了提升學生的學術成績,發掘及肯定個人能力,並提升自信心。	本校畢業生	節數/次數：8 節, 每節時數：1.5 小時, 總時數：12 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長：1 名, 年級：S6 總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$4,200
中二級學業提升小組 (數學科) (2025 年 10 月中旬至年 12 月中旬)	為了提升學生的學術成績,發掘及肯定個人能力,並提升自信心。	本校畢業生	節數/次數：7 節, 每節時數：1.5 小時, 總時數：10.5 小時	特殊教育需要學生人數及類別：1 名注意力不足、1 名言語障礙的學生 家長人數：2 名, 年級：S2 總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,675

項目名稱	服務目的 （例如：分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等）	外購服務機構名稱 （如適用）	推行時間 （包括活動/上課總時數或每小時所需的平均費用）	服務對象 （例如有特殊教育需要學生人數及其類別、家長人數）	表現指標評估方法 （如適用）	成效檢討 （如適用）	實際支出
中三級學業提升小組 （英文科） （2025 年 10 月中旬至 2025 年 12 月中旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：8 節，每節時數：1.5 小時，總時數：12 小時	特殊教育需要學生人數及類別：1 名注意力不足、2 名自閉症和 1 名精神病的學生 家長人數：4 名，年級：S3 總人數：4 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$4,200
中二級學業提升小組 （英文科） （2025 年 11 月上旬至 2025 年 12 月中旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：7 節，每節時數：1.5 小時，總時數：10.5 小時	特殊教育需要學生人數及類別：1 名注意力不足的學生 家長人數：1 名 年級：S2，總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,675
輔導組情緒管理與表達訓練工作坊 （2025 年 11 月中旬至 2026 年 1 月上旬）	為協助同學解決生活上的疑難，培養正確的規律，支援學生身心發展及適應校園生活，讓同學愉快地學習和留下健康學習成長的經驗。	Healing Angel the Sewing Garden	節數/次數：4 節，每節時數：1 小時，總時數：4 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長人數：1 名 年級：S1，總人數：1 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	學生和家長均認爲活動能夠協助其身心發展及適應校園生活。	平均每小時費用： $1,000 費用總數：$4,000
Life Education Movie Appreciation 生命教育電影欣賞和講座 （2026 年 1 月 9 日）	透過講座和電影欣賞，讓同學反思歷史和生命的意義，令學生懂得珍惜生命和活出生命價值。	FAIT-HEATRE	節數/次數：1 次，每節時數：1.5 小時，總時數：1.5 小時	特殊教育需要學生人數及類別：2 名自閉症、2 名注意力不足/過度活躍症及 2 名精神病的學生 年級：S3，總人數：127 名	活動當席老師的意見/學生活動檢討問卷	95%學生認爲活動能有助他們了解不同人生故事，引人思考對未來的喜好及想法，從而建立重要價值觀。	平均每小時費用：$1000 費用總數：$1,500
低年級學業提升小組 （上學期） （2026 年 1 月）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：25 節，每節時數：1.5 小時-2 小時，總時數：38 小時	特殊教育需要學生人數及類別：3 名自閉症、5 名注意力不足/過度活躍症、1 名言語障礙、1 名聽力障礙的學生及 1 名精神病的學生 家長人數：11 名 年級：S1-S3，總人數：11 名	老師的意見/學生支援組的評估/學生活動檢討問卷	92%學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$13,300
試後午間共融攤位 （2026 年 1 月 27 日）	透過試後午間共融攤位，製作珍珠奶茶、睡眠健康活動，讓學生放鬆身心，加強校園共融氣氛。	香港遊樂場協會	節數/次數：1 次，每節時數：1 小時，總時數：1 小時	特殊教育需要學生人數及類別：3 名自閉症、6 名注意力不足/過度活躍症、4 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S6，總人數：21 名	老師的意見/ 學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用： $3,500 費用總數：$3,500

項目名稱	服務目的 （例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等）	外購服務機構名稱 （如適用）	推行時間 （包括活動/上課總時數或每小時所需的平均費用）	服務對象 （例如有特殊教育需要學生人數及其類別、家長人數）	表現指標評估方法 （如適用）	成效檢討 （如適用）	實際支出
試後精神健康攤位 （2026 年 1 月 27 日）	透過試後午間夾糖活動，推動關注精神健康活動，讓學生放鬆身心，加強校園共融氣氛。	Kisdi Art Catering	節數/次數：1次, 每節時數：1小時, 總時數：1小時	特殊教育需要學生人數及類別：3 名自閉症、6 名注意力不足/過度活躍症、4 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S6, 總人數：21 名	老師的意見/學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用：$3,000 費用總數：$3,000
中華文化共融活動 （2026 年 1 月 27 日）	透過冰糖葫蘆攤位活動，讓學生參與充滿中華傳統文化氣息的美食體驗。透過與製作團隊的交流，我們旨在營造一個無障礙且具包容性的校園氛圍。	共創成長教育及文化公司	節數/次數：1次 每節時數：1 小時 總時數：1 小時	特殊教育需要學生人數及類別：3 名自閉症、6 名注意力不足/過度活躍症、4 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S6, 總人數：21 名	老師的意見/ 學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用：$2,180 費用總數：$2,180
Life Education Movie Appreciation 生命教育電影欣賞和講座 （2026 年 1 月 30 日）	透過講座和電影欣賞，讓同學反思生命的意義，令學生懂得珍惜生命和活出生命價值。	FAIT-HEATRE	節數/次數：1次, 每節時數：1.5 小時, 總時數：1.5 小時	特殊教育需要學生人數及類別：3 名自閉症、5 名注意力不足/過度活躍症、1 名言語障礙及 1 名聽力障礙的學生 年級：S1-S2, 總人數：240 名	活動當席老師的意見/學生活動檢討問卷	90%學生認爲活動發人深省，引人反思生命價值。	平均每小時費用：$1000 費用總數：$1,500
沙畫體驗班 （2026 年 2 月 10 日）	讓學生透過沙畫藝術體驗繪畫的樂趣及放鬆心情。	FLOW SAND ART ACADEMY LIMITED	節數/次數：1次, 每節時數：1.5 小時, 總時數：1.5 小時	特殊教育需要學生人數及類別：3 名自閉症、5 名注意力不足/過度活躍症、1 名言語障礙及 1 名聽力障礙的學生 年級：S1-S2, 總人數：240 名	活動當席老師的意見/學生活動檢討問卷	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用：$3,000 費用總數：$4,500
中三級學業提升小組 （英文科） （2026 年 3 月中旬至 2026 年 6 月上旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：8節, 每節時數：1.5 小時, 總時數：12 小時	特殊教育需要學生人數及類別：1 名自閉症的學生和 1 名精神病的學生 家長人數：2 名 年級：S3, 總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$4,200
中二級學業提升小組 （數學科） （2026 年 3 月中旬至 2026 年 5 月中旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：7節, 每節時數：1.5 小時, 總時數：10.5 小時	特殊教育需要學生人數及類別：1 名注意力不足/過度活躍症和 1 名言語障礙的學生 家長人數：2 名 年級：S2, 總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,675

項目名稱	服務目的 （例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等）	外購服務機構名稱 （如適用）	推行時間 （包括活動/上課總時數或每小時所需的平均費用）	服務對象 （例如有特殊教育需要學生人數及其類別、家長人數）	表現指標評估方法 （如適用）	成效檢討 （如適用）	實際支出
中六級學業提升小組 （物理科） （2026 年 3 月）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：3 節，每節時數：1.5 小時，總時數：4.5 小時	特殊教育需要學生人數及類別：1 名自閉症的學生和 1 名精神病的學生 家長人數：2 名 年級：S6, 總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$1,575
中二級學業提升小組 （英文科） （2026 年 3 月上旬至 2026 年 6 月上旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：7 節，每節時數：1.5 小時，總時數：10.5 小時	特殊教育需要學生人數及類別：2 名注意力不足/過度活躍症的學生 家長人數：2 名 年級：S2，總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,675
中四級學業提升小組 （生物科） （2026 年 3 月中旬至 2026 年 6 月上旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：8 節，每節時數：1.5 小時，總時數：12 小時	特殊教育需要學生人數及類別：1 名聽障和 2 名精神病的學生 家長人數：3 名 年級：S4，總人數：3 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$4,200
中六級考試技巧提升小組 （經濟科） （2026 年 3 月中旬至 2026 年 4 月中旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：4 節，每節時數：1.5 小時，總時數：6 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長人數：1 名 年級：S6，總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$2,100
中四級學業提升小組 （中文科） （2026 年 3 月中旬至 2026 年 5 月下旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：8 節，每節時數：1.5 小時，總時數：12 小時	特殊教育需要學生人數及類別：2 名自閉症的學生 家長人數：2 名 年級：S4，總人數：2 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$4,200
中四級學業提升小組 （英文科） （2026 年 4 月中旬至 2026 年 6 月上旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：6 節，每節時數：1.5 小時，總時數：9 小時	特殊教育需要學生人數及類別：1 名精神病的學生 家長人數：1 名 年級：S4 總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,150
中三級學業提升小組 （英文和生物科） （2026 年 4 月中旬至 2026 年 6 月上旬）	為了提升學生的學術成績，發掘及肯定個人能力，並提升自信心。	本校畢業生	節數/次數：7 節，每節時數：1.5 小時，總時數：10.5 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長人數：1 名 年級：S3，總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$3,675

項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
「輔導組執行功能訓練」課程 (2026 年 5 月)	為協助同學解決生活上的疑難，培養正確的規律，支援學生身心發展及適應校園生活，讓同學愉快地學習和留下健康學習成長的經驗。	Healing Angel the Sewing Garden	節數/次數：4 節, 節時數：1 小時, 總時數：4 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長人數：1 名 年級：S1, 總人數：1 名	老師及家長的意見/學生支援組的評估/學生活動檢討問卷	學生和家長均認爲活動能夠提升同學解決日常生活的疑難，建立社交信心。	平均每小時費用： $1,125 費用總數：$4,500
中一共融課 (2026 年 4 月 10 日)	共融課的內容包括: 1. 彼此認識及尊重個人差異 2. 了解升中轉變及適應，提昇時間管理能力 3. 提昇自我管理能力及執行技巧 4. 建立共融合作的學習氣氛	童創文化	節數/次數：1 次, 每節時數：1 小時, 總時數：1 小時	特殊教育需要學生人數及類別：1 名自閉症、3 名注意力不足/過度活躍症及 2 名言語障礙的學生 年級：S1, 總人數：132 名	活動當席老師的意見/學生活動檢討問卷	90%學生認爲活動能有助他們適應中學生活，也令他們加深同學之間的認識和對學校的歸屬感。	平均每小時費用： $4,960 費用總數：$4,960
手寫小巴牌工作坊 (2026 年 4 月 29 日)	透過工作坊讓每個人都能依照自己的節奏，在紅白藍的色彩世界裡,找到屬於自己的情感寄託與表達方式。活動亦讓學生認識本土文化、放鬆身心，並藉此營造共融的校園氣氛。	傳者	節數/次數：1 節, 每節時數：2 小時, 總時數：2 小時	特殊教育需要學生人數及類別：2 名自閉症、2 名注意力不足/過度活躍症、1 名言語障礙和 2 名精神病的學生 年級：S1-S5, 總人數：18 名	活動當席老師的意見/學生活動檢討問卷	全部同學均滿意活動安排和導師指導，他們認為活動有趣。此外，92%學生表示此活動令他們對本土文化有更深認識。	平均每小時費用： $3,990 費用總數：$7,980
動物治療工作坊 (2026 年 5 月 27 日)	透個動物治療體驗,提升學生的同理心和建立他們的社交信心。	香港動物輔助治療協會	節數/次數：1 節, 每節時數：1 小時, 總時數：1 小時	特殊教育需要學生人數及類別：1 名注意力不足/過度活躍症的學生、1 名言語障礙及 2 名自閉症 家長人數：4 名 年級：S1-S4, 總人數：10 名	活動當席老師的意見/學生活動檢討問卷	全部同學均滿意活動安排和導師講解，此活動令他們加深對動物治療的認識。	平均每小時費用： $3,950 費用總數：$3,950
低年級學業提升小組下學期 (2025 年 6 月)	為了提升學生的學術成績,發掘及肯定個人能力,並提升自信心。	本校畢業生	節數/次數：33 節, 每節時數： 1.5 小時-2 小時, 總時數： 34.5 小時	特殊教育需要學生人數及類別：4 名自閉症、3 名注意力不足/過度活躍症、1 名言語障礙、1 名聽力障礙的學生及 1 名精神病的學生 家長人數：10 名 年級：S1-S3, 總人數：10 名	老師的意見/ 學生支援組的評估/ 學生活動檢討問卷	全部學生認爲活動能夠提升學習效能，應用溫習技巧，並有助鞏固課堂知識。	平均每小時費用：$350 費用總數：$12,075
試後午間共融攤位 (2026 年 6 月 26 日)	透過試後午間共融攤位,製作棉花糖，讓學生放鬆身心，加強校園共融氣氛。	K&H	節數/次數：1 節, 每節時數：1 小時, 總時數：1 小時	特殊教育需要學生人數及類別：6 名自閉症、5 名注意力不足/過度活躍症、3 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S5, 總人數：21 名	老師的意見/ 學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用： $4,800 費用總數：$4,800

項目名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、家長人數)	表現指標評估方法 (如適用)	成效檢討 (如適用)	實際支出
試後精神健康攤位 (2026 年 6 月 26 日)	透過試後即影即有相片和同行鼓勵刮刮卡，推動關注精神健康活動，讓學生在輕鬆自在的氛圍中建立人與人之間的聯繫，互相分享經驗與感受，增強學生的表達動機。	童 SEN 同戲	節數/次數：1 節,每節時數：1 小時,總時數：1 小時	特殊教育需要學生人數及類別：6 名自閉症、5 名注意力不足/過度活躍症、3 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S5, 總人數：21 名	老師的意見/學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用：$4,900 費用總數：$4,900
中華文化共融活動 (2026 年 6 月 26 日)	透過龍鬚糖攤位活動，讓學生參與充滿中華傳統文化氣息的美食體驗。透過與製作團隊的交流，我們旨在營造一個無障礙且具包容性的校園氛圍。	Candy Bear HK	節數/次數：1 節,每節時數：1 小時,總時數：1 小時	特殊教育需要學生人數及類別：6 名自閉症、5 名注意力不足/過度活躍症、3 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S5, 總人數：21 名	老師的意見/學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛和了解龍鬚糖的製作方法。	平均每小時費用：$3,942 費用總數：$3,942
試後減壓共融站 (2026 年 6 月 26 日)	透過試後午間共融攤位，製作手搖飲品，讓學生放鬆身心。此外，本校 Guide Light 成員於共融站向同學介紹飲品，加強校園共融氣氛。	芝在雲間	節數/次數：1 節,每節時數：1 小時,總時數：1 小時	特殊教育需要學生人數及類別：6 名自閉症、5 名注意力不足/過度活躍症、3 名言語障礙、2 名聽力障礙的學生及 5 名精神病的學生 家長人數：21 名 年級：S1-S5,總人數：21 名	老師的意見/學生支援組的評估	全部學生認爲活動能夠讓他們放鬆身心，也同意活動建立和諧校園氣氛。	平均每小時費用：$4,995 費用總數：$4,995
香港特色奶茶工作坊 (2026 年 7 月 6 日)	透過香港特色奶茶工作坊，親手沖製地道港式奶茶，讓參與者放鬆身心。此外，導師向同學介紹港式茶餐廳的飲食文化與沖茶技藝，加強社區文化交流的氣氛。	大發餐廳	節數/次數：1 節,每節時數：1 小時,總時數：1 小時	特殊教育需要學生人數及類別：2 名自閉症、2 名注意力不足/過度活躍症、1 名言語障礙的學生 年級：S1-S5, 總人數：20 名	活動當席老師的意見/學生活動檢討問卷	93%參加者認爲活動能夠讓了解香港的奶茶文化，亦認為講者的講解生動有趣。	平均每小時費用：$1500 費用總數：$2,700
繪本烘焙工作坊 (2026 年 7 月 10 日)	透過創作繪本和蛋糕，讓學生放鬆身心和反思人生的價值。	Tiffany's Community Bakery Limited	節數/次數：1 節,每節時數：3 小時,總時數：3 小時	特殊教育需要學生人數及類別：1 名自閉症、2 名注意力不足/過度活躍症、1 名言語障礙和 1 名精神病的學生 年級：S1-S5,總人數：10 名	活動當席老師的意見/學生活動檢討問卷	全部學生認爲活動能夠讓他們放鬆身心，也同意活動有助建立共融氣氛。	平均每小時費用：$1,600 費用總數：$4,800
輔導組情緒及社交能力訓練工作坊 (2026 年 7 月)	為協助同學解決生活上的疑難，培養正面的態度，支援學生情緒需要及適應校園生活，讓同學愉快地學習和留下健康學習成長的經驗。	Healing Angel the Sewing Garden	節數/次數：3 節,每節時數：1.5 小時,總時數：4.5 小時	特殊教育需要學生人數及類別：1 名自閉症的學生 家長人數：1 名 年級：S1,總人數：1 名	老師的意見/學生支援組的評估/學生活動檢討問卷	學生和家長均認爲活動能夠提升同學情緒和社交能力以應付日常生活情況。	平均每小時費用：$1,000 費用總數：$4,500

項目名稱	服務目的 （例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等）	外購服務機構名稱 （如適用）	推行時間 （包括活動/上課總時數或每小時所需的平均費用）	服務對象 （例如有特殊教育需要學生人數及其類別、家長人數）	表現指標評估方法 （如適用）	成效檢討 （如適用）	實際支出
「無限可能小組」訓練營 （2026 年 7 月 10 至 11 日）	活動旨在全面提升學生的自我管理與自控能力，陪伴他們在成長路上建立清晰的個人目標與節奏。同時，活動亦專注於拓展學生的人際溝通技巧，引導他們學會包容與合作，在互動中建立深厚的同儕互信，從而解鎖內在的無限潛能，活出精彩自信的人生。	基督教香港信義會天水圍青少年外展社會工作隊	節數/次數：1 節，每節時數：12 小時，總時數：12 小時	特殊教育需要學生人數及類別：4 名注意力不足/過度活躍症的學生 年級：S1-S2，總人數：8 名	老師的意見/學生支援組的評估/學生活動檢討問卷	全部參加者認爲活動能夠讓他們學會更多與人相處的溝通技巧、也增強他們應付日常生活困難的信心。	平均每小時費用：$408..3 費用總數：$4,900
輔導周 (Guidance Week) （2026 年 7 月 7 至 10 日）	活動旨在培養學生的成長型思維，鼓勵他們勇於面對挑戰，從失敗中學習，並不斷成長，從而譜出正向人生。	童創文化	節數/次數：4 節，每節時數：3 小時，總時數：12 小時	特殊教育需要學生人數及類別：2 名自閉症、4 名注意力 不足/過度活躍症學生、3 名言語障礙的學生 年級：S1-S3，總人數：16 名	活動當席老師的意見/學生活動檢討問卷	全部參加者認爲活動內容有幫助，亦對導師的講解感滿意。	平均每小時費用：$3,350 費用總數：$40,200

Report on Healthy School Programme
(Anti-drug Activities)

Activities	Type	Aim	Actual Schedule	Proposed Schedule	Target participants	No. of sessions			No. of participants			Outcome	
	Sec.	Sec.				Actual	Proposed	% of output achieved	Actual	Proposed	% of output achieved	Actual	Expected
參觀香港賽馬會禁毒資訊天地 Visit to Hong Kong Jockey Club Drug InfoCentre (MCED)	6	5	start date 2026/07/02 end date 2026/07/02	start date 2025/11/01 end date 2025/11/01	3	2	1	200.0%	70	50	140.0%	2 classes visited the InfoCentre with their class teachers on 2 July, with a guided tour provided.	Students agree that the activities help them understand the types of drugs and their harmful effects.
禁毒動畫、短片及微電影分享 Showing anti-drug cartoons, video clips or short films (Discipline)	3	6	start date 2026/05/04 end date 2026/06/11	start date 2025/12/01 end date 2025/12/01	3	6	6	100.0%	600	30	2000.0 %	6 anti-drug videos were broadcast to all students before morning prayer through campus TV.	Students agree that the activities help them understand the types of drugs and their harmful effects.
健康校園資訊學生講座	1	1	start date 2025/08/23 end date 2025/08/23	start date 2025/08/23 end date 2025/08/23	1	1	1	100.0%	130	130	100.0%	A talk was held for S1 students and their parents during the orientation day. The benefits and importance of the programme introduced to all participants.	Students agree that the activities help them understand the types of drugs and their harmful effects.
Social Service Scheme (S1-S5) (MCED)	6	1	start date 2025/10/24 end date 2026/07/13	start date 2025/10/01 end date 2026/07/10	3	4	6	66.67%	259	390	66.41%	Four sessions of volunteer training and service have been completed for all S1 and S3 students. Additionally, two sessions of volunteer training have been arranged for S5 students, and two sessions have been scheduled for S2 to S5 student leaders during the post-exam period.	Students report that their resilience, self-confidence, or teamwork skills improved through participation.
Healthy School Campus OLE Talks (e.g. Anti-drug Talk) (Social Worker / Guidance)	1	1	start date 2025/09/12 end date 2026/07/02	start date 2026/02/13 end date 2026/02/13	1	3	2	150.0%	384	390	98.46%	To strengthen students' awareness of drug prevention and promote a healthy school culture, a series of anti-drug talks were organised for students at different key stages during the school year. An Anti-drug Talk for S4–S6 students was conducted on 12 September 2025. Another Anti-drug Talk targeting S1–S3 students was held on 13 February 2026. In addition, an Anti-drug Talk for S4–S5 students was organised on 2 July 2026 to raise their anti-drug awareness.	Students agree that the activities increased their understanding of healthy living and strengthened their positive attitudes. The talks help them understand the types of drugs and their harmful effects
Prefect Training Scheme (Discipline)	6	3	start date 2026/07/02 end date 2026/07/03	start date 2026/07/02 end date 2026/07/03	3	3	1	300.0%	48	60	80.0%	Through the activities run by the Fun Peak Adventure Limited, we held the prefect camp in PLK Pak Tam Chung Holiday Camp in Sai Kung. Prefects selected in S2, current S3 and S4 prefects joined it. The idea of promoting their sense of responsibility, resilience and leadership skills in the training helped them to be a law-abiding citizen and to beat drugs always.	Students agree that the activities enhanced their leadership abilities, strengthened their resilience and their sense of responsibility and perseverance, and improved school discipline

Activities	Type	Aim	Actual Schedule	Proposed Schedule		No. of sessions			No. of participants			Outcome	
	Sec.	Sec.			Target participants	Actual	Proposed	% of output achieved	Actual	Proposed	% of output achieved	Actual	Expected
Joyful@STC & STC Carnival (Social Worker / Guidance)	5	5	start date 2025/10/01 end date 2026/06/30	start date 2025/10/01 end date 2026/06/30	1	7	8	87.5%	17	15	113.33 %	The Joyful@STC Programme was conducted during the school year to enhance students' emotional well-being and foster a positive school culture. Programme sessions were held on 7 November 2025, 21 November 2025, 9 January 2026, 30 January 2026, 13 February 2026, and 5 June 2026. In addition, a Joyful@STC Outing was organised on 17 April 2026 to provide students with experiential learning opportunities beyond the classroom with anti-drug theme. Students' reflections indicated that the programme effectively enhanced their anti-drug awareness and contributed to a more positive and supportive learning environment.	Students agree that the activities increased their resilience, improved their discipline and responsibility, and enhanced their teamwork and school integration. The game booths help them understand the types of drugs and their harmful effects.

Report on the Use of Life-wide Learning and Sister School Grant

Category of the Activity:	**A1** Values Education **A2** Intellectual Development **A3** Community Service **A4** Physical and Aesthetic Development **A5** Career-related Experiences **A6** Patriotic Education **A7** Digital Education, Artificial Intelligence and STEAM Education **A8** Student Mental Health **A9** Others (Please specify in column L)
Evaluation Method:	**B1** Questionnaire **B2** School Meeting and Discussion **B3** Professional Sharing in School **B4** Interview **B5** Observation **B6** Written report and record **B7** Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)													
1	EFAD Activities：Organising English fun games for all students to enhance the interest in learning English	09 Jul 2026	To enrich students' interest on English	S1-S6 students		0		$1,349.34		A2 Intellectual Development		B5 Observation		Fully achieved
2	English Excursions	Sep 2025-Jun 2026	To provide students with the opportunity to visit different places in Hong Kong while using English to learn and share about these places.	S2, S4, S6 347 students	11	0		$7,246.00		A4 Physical and Aesthetic Development		B1 Questionnaire		Fully achieved
3	Choir: singing together to join the competitions and performances	Sep 2025-Jul 2026	To promote interest in singing	S1-S5 90 students	1	0		$966.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved
5	Scouts Camping (Summer) : Wildcamp and cooking training for scouts members to develop life skills and discipline	July- August 2026	To provide transportation and camp fee	S1-S5 60 students		0		$5,329.80		A1 Values Education		B5 Observation		Fully achieved
6	Hydroponic system	Oct2025-Apr2026	Enhance farming and collaborative skills	S4-S5 30 students	1	0		$4,458.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation		Fully achieved
7	STEM talks	01 Nov 2025	Enhance STEM knowledge about photosynthesis and hydroponics	S2 130 students	1	0		$3,700.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation		Fully achieved
8	Instrumental Classes	whole year	To equip students with the skills in playing music instrument	34 students	0	0		$9,000.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved
9	Videography course	whole year	To equip students with the knowledge and skills required to shoot and produce videos while utilising the related tools and equipment available to them	S1-S3 20 students		0		$19,991.00		A2 Intellectual Development		B5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)														
							Total actual expenses of item 1.1	**$52,040.14**						
1.2	**Non-local Activities**													
1	SICHUAN SISTER SCHOOL VISIT	2026/6/16 -19	To ensure a successful upcoming student exchange	0	4	0	0	$21,153.90	Sichuan Xiangshan High School	A6 Patriotic Education		B5 Observation		Fully achieved
2														
3														
4														
5														
(Please insert rows above if the space provided is insufficient.)														
							Total actual expenses of item 1.2	**$21,153.90**						
							Total actual expenses (sum of items 1.1 and 1.2)	**$73,194.04**						

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evalua-tion & Reflec-tion	Students need diversified life-wide learning opportunities to enhance their English proficiency, creativity, practical skills, teamwork, STEM knowledge and positive values. Activities should also cater for different interests, abilities and developmental needs.	To use the Grant to provide meaningful learning experiences beyond the classroom, including English, arts, scouting, STEM, digital-media and sister-school activities, so as to support students' whole-person development and the seven learning goals.	The Grant was used effectively to implement a variety of activities, and the planned objectives were generally fully achieved. Students showed active participation and benefited from authentic learning experiences. The school will continue to collect student feedback, strengthen cross-curricular links and refine activities to meet learner diversity and enhance cost-effectiveness.

	Name and Description of the		Objective(s) of the	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)	Actual	Name(s) of Mainland sister school(s)	Category of the Activity^	Evaluation Method^	Evaluation Results (Select the

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	The reciprocal visits with our Beijing sister school—featuring classroom integration, English excursions, and a published student essay booklet—deeply enriched learning. Concurrently, professional staff visits to our new Sichuan partner successfully establish
2	**Time arrangement of the activity**	Hosting Beijing in December 2025 and visiting them during Easter 2026 provided excellent pacing that minimized academic disruption. Furthermore, the April contract signing in Chengdu, followed by our teachers' preparatory Sichuan trip in June, establishe
3	**Organisation and arrangements of the activity**	Coordination supported large delegations, including Beijing's 40-member visit and our 35-member Easter trip. Staff pre-visits to Sichuan effectively mitigated logistic risks, while the structured publication of student reflective essays systematically consolidat
4	**Others (Please specify)**	The successful establishment of the Sichuan alliance, coupled with deepened ties in Beijing, creates a powerful multi-school network expected to yield lasting developmental benefits for both school.

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG** (Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.)	$0.00
2	**Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland** (Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.)	$0.00
3	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".)	$1,572.87
4	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).)	$0.00
5	**For sister school exchange activities which involve only teachers/school management** (Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.)	$19,581.03

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Lau Shiu Bong	Position:	SGM
Name of Teacher Responsible for the Sister School Scheme:	Yim Tak Leung	Position:	SGM

Report on the Use of the Student Activities Support Grant

I. Financial Overview

A	Allocation in the Current School Year:	$62,680.00
B	Expenditure in the Current School Year:	$62,688.00
C	Unspent Amount to be Returned to the EDB (A – B):	-$8.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	13	$1,680.00
Full-grant under the School Textbook Assistance Scheme	68	$48,830.00
Meeting the school-based financially needy criteria	6	$12,178.00 (capped at 25% of the total allocation for the school year)
Total	**87**	**$62,688.00**

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	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	崇德人自我發展計劃——BATTLEACE 機械人操作及設計課程		1	$ 800.00		✓			✓
2	社區共享計劃2025		3	$ 60.00	✓			✓	
3	周年聖誕舞會		17	$ 1,190.00			✓		
4	崇德人自我發展計劃——多媒體製作課程		1	$ 600.00		✓			✓
5	崇德人自我發展計劃——排球興趣班（本年度新成員）		1	$ 1,000.00			✓		
6	崇德人自我發展計劃——羽毛球興趣班		6	$ 1,800.00			✓		
7	足球精英訓練班（新隊員）		1	$ 500.00			✓		
8	學生會活動——在校宿營活動		6	$ 120.00	✓				
9	中二級崇德領袖培訓計劃		3	$ 1,650.00	✓		✓	✓	
10	中二級崇德領袖培訓計劃：小導師計劃		5	$ 2,750.00	✓		✓	✓	
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**44**	**$10,470.00**					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	廣州白雲服務學習義工團		4	$ 200.00	✓			✓	
2	北京姊妹學校到訪交流活動（取錄通知）		7	$ 1,050.00	✓	✓			
3	北京姊妹學校交流團		2	$ 1,600.00	✓	✓			
4	Study Tour to New Zealand 2026		2	$ 19,530.00	✓	✓			
5	波蘭文化及宗教之旅2026		3	$ 23,850.00	✓	✓			
6	一帶一路（中越）研學之旅2026		1	$ 2,100.00	✓	✓			
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 2		**19**	**$48,330.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	釘鞋			$3,888.00			✓		
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 3		**0**	**$3,888.00**					
	Total		**63**	**$62,688.00**					

1: 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.

Contact Person for Student Activities Support Grant (Name & Post):	Mr. Lau Shui Bong , SGM

加強支援非華語學生的中文學與教額外撥款

致： 教育局常任秘書長
經辦： 教育局非華語學生支援及教育統籌委員會事務組（第 2 組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組（FITS - SMM）」採用**可攜式文件檔（.pdf）格式**呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第 2 組）：

香港島及新界東區學校：3509 8569
九龍區學校：3509 8572
新界西學校：3509 8568

（學校請於 **2026 年 11 月 30 日或之前**提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生[1]的普通中學[2]

加強支援非華語學生的中文學與教
額外撥款
2025/26 學年學校報告（普通中學適用）

學校註冊編號：230057 （6 位數 SCRN）
學校名稱：[redacted]
學校電話號碼：24764263
學校傳真號碼：24734437
總統籌人員姓名：[redacted]
總統籌人員職位：☐ 副校長 ☑ 中文科主任 ☐ 中文科任教師
☐ 其他（請說明）：

按教育局通告第 8/2020 號，本校在 2025/26 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

[1] 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。
[2] 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。
☐ 請在適當的方格內加上「√」號

（一） 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2025/26 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)
☐ 已採用教育局為學校提供的《評估工具》。
☑ 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）：
☑ 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。
☐ 本校已採用校本評估方法，評估非華語學生的中文學習表現。
☐ 其他（請說明）：

(b)
☐ 已實施教育局為學校提供的「學習架構」。
☑ 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）：
☑ 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。
☐ 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。
☐ 其他（請說明）：

(2) 安排非華語學生考取合適的中國語文資歷

於 2025/26 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試			
(b)	香港中學文憑考試應用學習中文（非華語學生適用）			
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試			

☐ 請在適當的方格內加上「√」號

（二） 運用額外撥款提供校本支援措施

(3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2025/26 學年獲提供的額外撥款 A ☑159,041 元／☐331,453 元，以及 2024/25 學年額外撥款累積餘額[3]（如適用） B 94,293.85 元 **（請注意：此項資料必須與(i)本額外撥款 2024/25 學年學校報告和(ii)學校經審核的周年帳目的金額一致）**，按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施			運用額外撥款	整合其他資源[4]
(a)	☑	聘請額外員工[5]（請於第(4)(a)項提供補充資料）		
		☑ 教學助理 （ 0.9 ）名	$ 182,819.70	☑
		☐ 不同種族的助理 （ ）名	$	
		☐ 教師 （ ）名	$	
		（請以小數表示（如適用））		
		備註（如適用）：		
(b)	☐	購買促進非華語學生學習中文的教學資源（請於第(4)(b)項提供補充資料）	$	
(c)	☑	僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）		
		☐ 翻譯／傳譯服務	$	
		☑ 校外導師／機構舉辦課後中文學習班	$ 12,000.00	☐
(d)	☐	舉辦推廣共融校園活動／提高多元文化及宗教敏感度的活動及／或提供相關服務（請於第(4)(c)項提供補充資料）	$	
(e)	☐	其他（請說明）：_____	$	
		運用額外撥款總支出 C [(a) + (b) + (c) + (d) + (e)]	$ 194,819.70	自動計算
（請注意：運用額外撥款總支出 C 應小於或等於 A 及 B 的總和）				

[3] 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

[4] 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

[5] 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

☐ 請在適當的方格內加上「√」號

(f) 只供資助學校、直資學校及按位津貼學校填寫 非官立學校請按此

2025/26 學年完結時，本校的額外撥款累積結餘為 D 58,515.15 元 [A + B - C]，累積結餘佔 2025/26 學年額外撥款的百分比為 36.8 % [D ÷ A × 100%]。 自動計算

只供官立學校填寫 官立學校請按此

2024/25 財政年度完結時，因超出累積餘款上限而予以取消的餘款為 E _____ 元（如適用）。因此，2025/26 學年完結時，本校的額外撥款累積結餘為 F _____ 元 [A + B - C - E]，累積結餘佔 2025/26 學年額外撥款的百分比為 _____ % [F ÷ A × 100%]。 自動計算

只供額外撥款的餘額[D ／F]累積至高水平（70%或以上）的學校填寫

2025/26 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因：

(ii) 改善建議／下學年運用額外撥款餘款的計劃：

(4) 本校於 2025/26 學年的校本支援措施詳情如下：

(a)	☑	提供中文科的**課堂**支援：（可選多於一項） ☐ 抽離學習 （年級：_____） ☑ 分組／小組學習（年級：中四） ☐ 協作／支援教學（年級：_____） ☐ 發展／採用校本中國語文課程及／或調適學與教材料（年級：_____） ☐ 其他（請說明：_____）（年級：_____）
	☑	提供其他學習中文的支援：（可選多於一項） ☐ 中文學習小組（年級：_____） ☐ 暑期銜接課程（年級：_____） ☑ 中文銜接課程（年級：中四） ☐ 伴讀計劃 （年級：_____） ☐ 朋輩合作學習（年級：_____） ☐ 導讀學習 （年級：_____） ☑ 其他（請說明：教學助理支援學習） （年級：中四）

☐ 請在適當的方格內加上「√」號

(b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：
（請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等）

教學資源

(i) _____

(ii) _____

(c) 本校已舉辦共融校園／多元文化活動及／或提供相關服務，詳情如下：

（請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／提高多元文化活動及宗教敏感度的活動及／或提供相關服務）

(i) 舉辦推廣共融校園／多元文化活動的例子

1. 活動內容：中華文化日

2. 活動內容：[illegible]

(ii) 加強與非華語學生家長的溝通和家校合作（可選多於一項）

- ☑ 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- ☑ 與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調學好中文的重要性
- ☐ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- ☐ 其他（請說明：_____）

（三）評鑑、問責及支援

(5) 在 2025/26 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2025/26 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- ☐ 提升教學人員教授非華語學生中文專業能力
- ☑ 促進非華語學生的中文學習進度　頗有成效
- ☑ 提升非華語學生學習中文的信心和態度　頗有成效
- ☐ 其他（請說明）：_____

(ii) 建構共融校園（可選多於一項）

- ☐ 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- ☑ 推廣共融校園的成效　頗有成效
- ☑ 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解　頗有成效
- ☐ 其他（請說明）：_____

(6) **本校已完成以下事項：**

- ☑ 本校已**在 2026 年 11 月 30 日或之前**，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2025/26 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要（網址：http//www.stc.edu.hk）。**現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。**
- ☑ 本校 2025/26 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

校監簽署 : _____

校監姓名 : 鄺芍敏

日期 : 16/09/2026

簽署前請按此檢查　簽署前請按此轉換文件為唯讀(Read-only) 模式

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)

Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Progress Report (2025/26 school year)

To: Council and Secondary Section 1
Curriculum Development Institute, Education Bureau
Rm 1301, 13/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

*Schools should complete and return this **Progress Report (2025/26 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) **on or before 30 September 2026**. For enquiries, please contact Ms Pauline PANG at 2892 6448 or Mr Sam LO at 2892 5905.*

Part A: School Information

School number: 2 3 0 0 5 7

School name: (Chinese) 天主教崇德英文書院
(English) Shung Tak Catholic English College

Contact person: (Chinese) 何婉靜 (English) Ho Yuen Ching
Post: Head of Student Activities
Email: hyc@stc.edu.hk Tel: 24764263

Part B: Implementation details of the other languages (OL) course(s) offered in the 2025/26 school year

1. Details of OL course(s)

Language	Number of junior secondary students at each level						Please enter A, B or C (You may enter more than one option.) Class schedule A. Within timetable B. After school C. Weekend	Delivery mode A. Online B. On school campus C. Off school campus	Per student: Number of learning hours (hour)	Per student: Average course fee ($)
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2		S3					
(iii) German	S1		S2		S3					
(iv) Japanese	S1	8	S2	7	S3	5	B	B	25.50	$ 1,275.00
(v) Korean	S1	1	S2	12	S3	2	B	B	27.00	$ 768.00
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1		S2		S3					
(viii) Urdu	S1		S2		S3					
Total number of students	35						**(I) Total amount of course fee ($)**			$ 37,020.00

2. *Other expenditures on purchasing learning and teaching materials

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme MUST NOT equal to or exceed the total amount spent on hiring external services to conduct OL course(s).

Item	Quantity	Amount ($)
(i) Textbook		
(ii) Workbook		
(II) Total amount of other expenditures ($)		$ 0.00

3. Total amount of expenditures ($)	$ 37,020.00
	(I) + (II)
4. Unspent balance as at 31 August 2026 ($)	$ 212,980.00

5. #Information of service provider(s) for providing OL course(s)

#The information provided is for internal reference only.

	Language	Service provider
(i)	Japanese	ASOBO Limited
(ii)	Korean	Stardian Education Limited
(iii)		

Part C: Students' Learning Benefits

1. In the 2025/26 school year, our school has provided various opportunities for students to showcase their learning outcomes of OL by:

- ☑ organsing school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day)
- ☐ joining the activities organised by the EDB
- ☐ Others (please specify): _____

2. After participating in the Pilot Scheme, the performance of our junior secondary students shows:

- ☑ increased interest in learning OL
- ☐ enhanced multilingual capabilities
- ☑ better understanding of different languages and their cultures
- ☐ higher willingness to study OL at the senior secondary level
- ☐ Others (please specify) : _____

☐ *Please ✓ all the boxes that apply.*

Part D: Declaration
By returning this form to the EDB, it is certified that:

- our school has observed the principles and ambit set out in EDBCM No. 21/2025, as well as the requirements of relevant guidelines, circulars and letters issued by the EDB and the Quality Education Fund (QEF) from time to time when using the relevant funding. All expenditures are incurred in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "Pilot Scheme on Other Languages for Junior Secondary Students". All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by the EDB;
- our school will submit the annual audited accounts (if applicable) to the EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify the EDB as soon as possible for follow-up actions;
- the information provided in this report is true and accurate. We understand that the EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "Pilot Scheme on Other Languages for Junior Secondary Students" to QEF via the EDB;
- our school will submit this report to the School Management Committee (SMC) / Incorporated Management Committee (IMC) for endorsement; and
- the key elements of this report, such as the total expenditure and the number of student beneficiaries, will be incorporated into the School Report for SMC/IMC endorsement and uploaded to our school's website by 30 September 2026.

School website: _____

[Schools should fill in the following information if this report is submitted to the EDB by post.]

School Chop

Signature of Supervisor/Principal^: _____

Name of Supervisor/Principal*: _____

Date: _____

^Please delete as appropriate.

ENDS

Diversity Learning Grant Report - Other Programmes

Opening balance:	Grant Income 2025/26 ($84,000.00)	$156,615.32
Expenditure:	(see the table below)	$73,495
Closing balance:		$83,120.32

Programme	Strategies and benefits anticipated	Target students	Date	Students Assignment	Evaluation of Student Learning	Expenditure
R & D Mr. SB Lau	**Subsidy for Gifted Programme:** This year, our students participated in a range of gifted and talented programmes organized by The University of Hong Kong, The Chinese University of Hong Kong, and The Hong Kong University of Science and Technology. The courses covered diverse disciplines including law, medicine, business management, mathematics, and science. Through these programmes, students were able to broaden their academic horizons, develop critical thinking and analytical skills, and gain early exposure to university-level learning. Such experiences not only nurture personal growth and intellectual curiosity, but also provide valuable insights into potential future studies and career pathways.	Around 20 S4-S6 students	Throughout the year	Complete the course assignment / project / exam	Certificate of completion from the organisation	$21,180
ENG Ms. HC Kwan	**YES-DISNEY'S Hospitality in practice for school ambassadors (Leaders) training:** This year, 15 school ambassador leaders were selected to join the Hospitality in Practice organized by Hong Kong Disneyland. In this program, students were given opportunities to explore the hospitality service provided in the Hong Kong Disneyland hotel, discover the unique services provided by Disney, learn about the role of Cast Members at Disney Kingdom Club, and discover the "Disney Difference" in the Resort. This experience can benefit our ambassadors to be observant to minor details so that more unique assistance can be provided to our visitors.	15 S4-S5 students	3 July 2026	Design some tasks for the new School Ambassadors training	Certificate of completion from the organisation	$7,275
SA Ms. YC Ho	**Advanced Leadership training fee 香港 200** Through 40+ hours of intensive leadership training and practical experience, participants will fully master professional skills in policy research, design thinking, and project management, translating innovative ideas into concrete community services. By mastering skills in interviewing, storytelling, and presentation, participants will also independently plan and interview top industry leaders. In addition, the program will lead participants from local communities into the broader landscape of national development. While exploring the context of urban development, participants will formulate a socially impactful "Project for Hong Kong" development blueprint tailored to the Northern Metropolis.	3 students	Jul-Aug 2026	Group Project	Certificate from the organisation	$3,960

Programme	Strategies and benefits anticipated	Target students	Date	Students Assignment	Evaluation of Student Learning	Expenditure
SA Ms. YC Ho	**SU and House Captains Training** It aims to enhance 14 members' proactiveness, problem-solving, and team-building skills. The half-day program features five key components. It begins with Warm-up Activities to foster engagement, followed by Low-structured Adventure Activities that build mutual understanding and communication. Students then learn practical planning and leadership techniques in the Activity Skills session. They apply these concepts immediately during the All-round Activity Contact through group-led demonstrations and peer feedback. Finally, the Sharing and Conclusion session encourages reflection and application of these new skills within the school.	14 students	7 July 2026	Group Task	Presentation	$4,980
SA Ms. YC Ho	**Leadership Training for Little Tutors** Through the service learning and training camps. Students further enhance their leadership skills and generic skills.	8 students	Jan-July, 2026	Service-learning project	Implementation of service-learning projects and evaluation form.	$15,100
CHIN Ms. CY HUI	**S5 Chinese Writing Enrichment Class** To enhance students' Chinese writing skills, the Chinese Language Department organized an Chinese Writing Enhancement Programme. Experienced external instructors were invited to provide professional guidance on writing techniques and strategies.	32 students	May-June 2026	Complete the course assignment	Teaching and Learning Evaluation Survey	$12,000
MATH Mr. WC Wu	**S5 Mathematics Gifted Programme organzied by universities :** The Mathematics Gifted Education Course organized by the Department of Applied Mathematics of the Hong Kong Polytechnic University and the International Education Research Center Professional Examination and Assessment Committee in the coming July to enrich students' Math knowledge and thinking skills. Eight S5 students have been selected to sit for the qualifying examination. Finally 6 students were enrolled in the programme.	S5	Jul - Aug 2026		Certificate of completion from universities	$9,000
					Total :	**$73,495**