



基督教宣道會宣基中學

Christian & Missionary Alliance Sun Kei Secondary School

School Report 2024-2025

2004

Inviting School Award

「啟發潛能學校大獎」

2008

Inviting School Fidelity Award

「啟發潛能學校成就大獎」

2010

Accreditation under the Quality Assessment Management Accreditation Scheme

「優質評核管理認證計劃」認證

2023, 2022, 2021, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2009, 2008, 2007, 2006

The Best School Team Award in Sai Kung Outstanding Students Election

西貢區傑出學生選舉「最佳學校團隊獎」

2020-2021, 2019-2020, 2018-2019, 2017-2018, 2016-2017, 2015-2016

Green School Gold Award, Hong Kong Green School Award

香港綠色學校獎之「綠色學校金獎」

2022, 2015, 2014, 2006

Chief Executive Award for Teaching Excellence

行政長官卓越教學獎

2017, 2016

Bronze Medal I-SWEEP

國際可持續發展項目奧林匹克競賽銅獎

2019

1st “Reading Dreams” Reading Education Advancement Award - Outstanding School Award

第一屆《閱讀·夢飛翔》閱讀教育實踐飛躍大獎

2021

The Greater Bay Area STEM Excellence Award 2021 ‘Top Ten Schools’ Award

大灣區 STEM 卓越獎「十佳學校」

2022

The 5th Outstanding Teaching Award for Moral Education

第五屆品德教育傑出教學獎

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1. Our School

School Mission

Our school is a government subsidised secondary school founded by Christian & Missionary Alliance Church Union of Hong Kong and was officially opened in September, 1999. We exalt biblical truth, and act on Christian benevolent spirit. With the responsibility to proclaim Christian truth, and a macro view of international perspective, we gaze at the broad education universe and practise high quality whole person education. We are dedicated to groom students to have a balanced development in “Spiritual, Moral, Intellectual, Social, Physical and Aesthetic” education, so that they can utilise their potential and be equipped with the best of their ability and high standard of morality to pursue excellence and make contribution to society.

School Motto

“Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight.” (Proverbs 3:5-6)

School Vision

- An Arena for Proclaiming Christ
- An Institution to Develop Human Potentials
- A Cradle of Leaders

2024-2027 Major Concerns

- Enhance students’ self-efficacy; Inspire students to pursue excellence in learning
- Cultivate a growth mindset; Strength students’ core competencies to navigate future challenges

Incorporated Management Committee

Supervisor:	Dr. SO Kwok-sang
Sponsoring Body Managers:	Rev. Dr. YUEN Shing-kwok Dr. CHAN Samson Mr. TSANG Fat-kuen Dr. WUN Chi-wa, Ankey Dr. IP Saimond Mr. LAU Suk-tung Mr. LEUNG Chi-kwan (Alternate)
Independent Manager:	Mr. LI Yum-kwok, Francis
Teacher Managers:	Mr. LIU Chi-yung Ms. TSUI Yuk-ching (Alternate)
Parent Managers:	Ms. TANG Sin Hang Ms. CHENG Wai-kwan (Alternate)
Alumni Manager:	Mr. WONG Siu-tung

Honorary Educational Advisory Board (2024-2026)

Prof. CHANG Song-hing	Adjunct Professor of Department of Chinese Language and Literature, CUHK Honorary Research Fellow, ICS, CUHK
Prof. CHENG, Kai-ming, SBS, JP	Emeritus Professor, The University of Hong Kong
Dr. CHUNG Yiu-kwan, Kenneth	Director, Project Development, Serve 2U Associate Consultant, Rehabilitation Department, Kowloon Hospital Honorary Clinical Assistant Professor in Family Medicine, Department of Family Medicine and Primary Care (HKU) Specialist in Geriatric Medicine & Rehabilitation Medicine
Mrs. HO SUNG Yuen-chan, Jeannette	Consultant, Gallant Y.T. Ho & Co. Solicitors & Notaries
Professor LEE Chi-kin, John, JP	President and Chair Professor of Curriculum and Instruction, The Education University of Hong Kong
Ms. LOO Shirley Marie Therese, BBS, MH, JP	General Secretary, The Family Development Foundation
Mr. MAN Cheuk-fei	Publisher & CEO, Master-Insight Media Limited
Rev. SIU Sau-wah, Gordon	Honorary Advisory Pastor, North Point Alliance Church
Professor Allan WALKER	Adjunct Chair Professor of International Educational Leadership Department of Education Policy and Leadership, The Education University of Hong Kong Co-Director, The Joseph Lau Luen Hung Charitable Trust, The Education University of Hong Kong

School Facilities

All the classrooms in the school are millennium multi-media classrooms. Apart from the standard classrooms, special rooms and the Assembly Hall, there is a Grace Hall, a Student Activity Centre, a Lecture Theatre, a School History Gallery, a Library, a Multi-media Learning Centre, a Science and Innovation Centre, a Coding Room, a LEGO Maker Lab, a Careers Education Resource Centre and Self-regulated Learning Centre, a Multi-purpose Function Room, a Campus Television Studio, a Social Worker Counsel Room, an English Room, a Chinese Heritage and Cultural Centre, a Gymnasium, a Parents Resources Centre, a Conference Room, a Meeting Room, an Interview Room, a Rock Climbing Wall and an Eco Fish Pond.

Facing global climate change, starting from 2009, our school was successful in obtaining funding from the Environment and Conservation Fund established by the Environmental Campaign Committee to sponsor “Eco-friendly Energy-saving Classrooms” under the Environmental Education and Community Action Projects Scheme. Besides, being sponsored by the Environment and Conservation Fund, “Green Lunch – School On-site Meal Portioning Project” was launched in September of 2011. A kitchen and meal distribution counter was constructed, and 10 thermo-closets were acquired. In July of 2021, June of 2022 and December of 2023, our school was subsidised and assisted by the Government under Solar Harvest to promote the development of local renewable energy. A solar energy generation system with 84 solar panels were installed for free under the support by Electrical and Mechanical Services Department.

School-based Medium of Instruction Plan for Junior Secondary Levels

The biliterate and trilingual environment provided by the school gives students an advantage of a firm and diverse language basis. The school adopts English as the medium of instruction for all subjects except the Chinese-related subjects, Chinese History, Visual Arts and Religious Education. For S.1 and S.2, Chinese Language lessons are taught in Putonghua. Our English teachers communicate with students in English every day. Tuesdays and Fridays are school-wide English-speaking Days, while Thursdays are Putonghua-speaking Days. We strive to create a language-rich environment to nurture students.

The Language Across the Curriculum (LAC) programme advocates the collaboration between Junior Forms of the English Department and other subject departments in areas ranging from enhancing cross-curriculum design to collaborative teaching and exploration of pedagogy. These measures help align students with learning in senior forms. The school organises the “S.1 Orientation Days”, “S.1 Summer Bridging Courses”, “S.1 English and Mathematics Enrichment Courses” and “S.1 Parents and Students Orientation Assembly” to facilitate students' adaptation to S.1 learning, cultivate their sense of belonging to the school and enhance their English and Mathematics learning abilities.

National Security Education

Our school's National Security Education Committee utilizes a “multiple pathways” approach, integrating both classroom and extracurricular activities to promote national education. We strive to cultivate students’ national and civic identities, instilling pride in their ethnicity while encouraging them to care for their families, serve society, and contribute to the welfare of the country.

The committee not only helps students understand recent developments and strengthen their national identity but also explains key concepts related to national security, including the National Security Law of Hong Kong. All learning objectives from the “Curriculum Framework of National Security Education in Hong Kong” have been incorporated into our teaching schedule, with relevant activities added based on examples from the Education Bureau. Regular reviews of classroom instruction and resources ensure alignment with the curriculum framework, conducted through lesson observations, book inspections, and professional learning community sessions. Additionally, subject departments are required to maintain records for at least two academic years to facilitate management.

Information Technology Education

Through a web-based teaching platform, digital teaching resources database, electronic self-learning system, interactive intranet information platform and wireless (WiFi) network infrastructure, our school aims at cultivating students' information literacy skills and developing a sustainable teaching and learning habitat.

School-based Project Research is offered to S1 & 2 students, which is themed with STEAM and coding elements. Artificial Intelligence is also covered in junior form Information and Communication Technology lessons, in which students can apply their STEAM knowledge as well as their innovative ideas. We widely adopt eLearning strategies in all subjects.

Life Planning Education

Under the whole-school approach, learning activities and guidance are provided to students in accordance with their developmental needs. The Life Planning Education and Career Guidance Team (LCT) has designed various class-teacher period activities, including career assessment tools and further education information, helping students gain a holistic understanding of their aptitudes, abilities, values, and aspirations, enabling them to make informed and responsible career choices. Workplace visits, external internships, and alumni sharing sessions are organised every year to allow students to explore different fields and understand the requirements as well as the prospects of various professions.

Healthy Lifestyle

At Sun Kei, we recognize the importance of fostering an active and healthy school environment that promotes the well-being of our students. Our commitment to this goal is reflected in a range of initiatives designed to encourage physical activity, healthy eating, and overall wellness.

We maintain a strong partnership with the Parent-Teacher Association (PTA), which plays a vital role in supporting our initiatives. Together, we strive to enhance the educational experience of our students through “S.1 ‘A Good Start - A Healthy Life’ Programme”. The Home Economics department offers a comprehensive curriculum that focuses on nutrition, cooking skills, and the principles of a balanced diet. This foundational knowledge empowers students to make informed choices regarding their health. In addition, our Visual Arts, Music, and Physical Education departments contribute to a holistic approach to wellness.

Value and Affective Education and Moral, Civic and National Education

We promote Value and Affective Education alongside Moral, Civic, and National Education through various activities, including Life Education periods, class teacher sessions, and morning assemblies. These initiatives are designed to cultivate students' civic qualities and instill a sense of belonging as national citizens with positive values. Moral education is reinforced through lessons, assemblies, and the Sun Kei Forum, including the ‘My Pledge to Act Day – Grow Your Mind’, which encourages students to adopt a growth mindset and embrace challenges.

To strengthen respect and love for the country, we implement activities focused on National Security, National Education, Ethical Values, and Citizen Responsibility. These efforts aim to deepen values such as law-abidingness, respect, compassion, commitment, and integrity. This year, we will enhance the teaching of positive values and promote mental health to help students navigate the diverse changes in their circumstances.

Spiritual Growth

The truth in the Bible helps students to construct their justifiable values and moral, also enlightens the goals and orientation for their life. Moreover, students gain the motivation to be persistent and experience a blessed life. Our school provides Religious Studies Lessons, Sun Oi Wonderland Assemblies, Spiritual Team, Gospel Week, Prayer Meetings and Community Services to cultivate students’ spiritual growth and put evangelistic mission in action. Besides, our school and the C&MA Sun Oi Church work closely together to nurture students’ spiritual growth and holistic development.

Class Structure and Students' Attendance Rate

Class	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	127	121	125	117	113	108	711
Attendance rate	98.5%	97.5%	97.9%	94.0%	96.8%	93.2%	96.3%

2. Achievements, Reflections and Feedback & Follow up on Major Concerns

Introduction:

At our school, we believe that every Sunkeian is unique and a gift from God. Our commitment is to provide them with a positive and supportive school environment, as well as a platform to shine for Jesus. We are set to implement a new three-year work plan for the period of 2024-2027, which focuses on two major concerns:

1. “Enhance students’ self-efficacy; Inspire students to pursue excellence in learning”
2. “Cultivate a growth mindset; Strengthen students’ core competencies to navigate future challenges”

The following is a summary of our achievements and reflections related to these major concerns.

Major Concern 1: Enhance students’ self-efficacy; Inspire students to pursue excellence in learning

<u>Achievements</u>
1.1 Focus on developing teachers’ efficacy by keeping abreast of educational trends, fostering innovation, and committing to continuous professional development • In the academic year 2024-2025, our primary objective was to introduce and implement the concept of self-efficacy. Through the efforts of the Curriculum and Instructional Leadership Team (CILT), the “Model of Learning on Self-Efficacy” was successfully developed and presented to all teachers during the first staff meeting. A resource package containing research-based teaching strategies was also created for teachers. Panel heads convened meetings in July and August to review and revise their Programme Plans, Annual Reports, and Schemes of Work, aiming for more effective dissemination and integration of self-efficacy principles. Through regular meetings and sharing sessions, teachers enhanced their competence and confidence in designing and implementing activities that foster self-efficacy among students. • Two staff development training sessions were conducted during Friday Staff Development Days (SDD) by CILT. Overall, teachers expressed satisfaction with both sessions, rating them above 4.53 out of 5. During the November session, teachers engaged in a literature review of academic articles focused on enhancing student self-efficacy and shared strategies to be implemented. In the May session, teachers reviewed and shared their adopted strategies. Additionally, several video clips related to classroom teaching and teacher experiences were shared. This session proved to be both inspiring and beneficial, receiving a rating of over 4.64 out of 5. • In this academic year, a total of 21 meetings were organized for core subjects, alongside 7 meetings for elective subjects during our weekly Thursday Professional Learning Community (PLC) sessions. Panel heads facilitated various sharing sessions, and each teacher submitted

a self-reflection form at the end of the school term. Open classroom activities were conducted by Mathematics and Citizenship, Economics, and Society teachers, allowing for lesson observations followed by post-lesson discussions. Teachers across different Key Learning Areas (KLAs) shared their insights. Furthermore, all teachers submitted lesson plans incorporating self-efficacy strategies.

- All teachers completed Key Performance Indicator (KPI) questionnaires for reflection. Panel heads submitted statistical analyses of the 2024 DSE Exam and S6 Pre-Mock Examination to the school in November 2024. This professional dialogue fostered a culture of sharing effective teaching practices.
- Most students actively engage in their learning and exhibit confidence in their abilities. According to the Assessment Program for Affective and Social Outcomes (APASO) and the Stakeholder Survey (SHS), over 92.6% of students reported feeling confident in their learning both inside and outside the classroom. This is corroborated by the SHS conducted by teachers, where over 96.1% reported that students tried their best to overcome learning difficulties. Additionally, a majority of teachers observed that their students are self-assured learners. Notably, over 91.1% of parents indicated that their children are deeply interested in learning and take their assignments seriously.
- The Teacher Stakeholder Survey (SHS) revealed that 100% of teachers agreed that the school has established clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals. They acknowledged the school's efforts in organizing a broad and balanced curriculum that supports holistic student development. Furthermore, all teachers concurred that the school has formulated clear targets and specific implementation strategies aligned with our development priorities. Teachers affirmed that the performance assessment methods utilized by subject panels and committees accurately assess student performance, and that these panels employ data on learning, teaching, and assessment to evaluate curriculum effectiveness and inform future planning
- A Teaching and Learning (T&L) Survey was conducted across all forms from January to June 2025. A significant majority of students (scoring 3.97 out of 5 in 2025, compared to 3.86 in 2023 and 3.82 in 2019) agreed that they regularly review their learning based on assessment results and teacher feedback. They demonstrated knowledge of effective learning methods, such as preparatory exercises, concept maps, and various resources (scoring 3.81 out of 5 in 2025, compared to 3.71 in 2023 and 3.63 in 2019). Students also reported consistently reading extracurricular materials, such as books and magazines (scoring 3.50 out of 5 in 2025, compared to 3.36 in 2023 and 3.37 in 2019) and indicated that they know how to set personal learning targets (scoring 3.76 out of 5 in 2025, compared to 3.65 in 2023 and 3.66 in 2019). These encouraging results motivate our teachers to continue their effective practices.
- The CILT continuously reviews the curriculum for junior forms to ensure students master essential learning skills for senior forms. We emphasize improving the curriculum to provide a solid foundation for learning. Additionally, assembly activities and class teacher periods are

conducted to enhance student understanding of self-efficacy principles in September and October 2024.

1.2 Encourage goal setting, build efficacy beliefs through active task engagement and cultivate a culture of constructive feedback

(a) Establish goal setting habits

- On Student Support Day, students learned to set specific, measurable, achievable, relevant, and time-bound (SMART) goals related to their academic and personal development. This initiative empowered students to take ownership of their learning and fostered a sense of accomplishment as they achieved their goals. The Life Planning Education and Career Guidance Team (LCT) provided templates for class teachers to allocate individual counseling time slots for each student. By guiding students to formulate measurable and achievable individual plans, teachers observed a notable improvement in students' self-awareness and motivation. This process helped students break down their aspirations into tangible steps, reinforcing their commitment to learning and progress.
- According to the Student Stakeholder Survey (SHS), 90.7% of students agreed that they know how to set their own learning goals and often complete their learning tasks, including homework, seriously. Additionally, 90.8% of students recognized their ability to apply effective learning strategies, such as pre-lesson preparation, using concept maps, and accessing online resources.
- To establish effective goal-setting habits, various subject departments demonstrated good practices to students. Highlights of departmental initiatives include:
 - Chemistry Department: S3-5 students participated in a goal-setting activity following the First Term Examination. A goal-setting worksheet was developed to assist students in establishing their study goals for the second term. All S4 students attended a sharing session, where they found the insights from S6 students, particularly regarding study techniques and answering strategies, to be beneficial. Additionally, written reflections from 2025 DSE graduates will be shared with S5 and S6 students.
 - Geography Department: To assist S4-6 students in identifying their strengths and weaknesses and setting achievable goals for the DSE, the subject teacher conducted personal consultations and engaged in regular in-depth discussions with students. The teacher dedicated extra time to analyze strengths and weaknesses after each assessment, either individually or in groups. This approach enabled students to effectively reflect on their areas for improvement. Some students demonstrated improvements in their academic results and learning attitudes. The teacher noted that while this process was time-consuming, it significantly enhanced students' understanding of their learning skills, facilitating gradual improvement.
 - Religious Studies Department: A structured approach to goal setting has been implemented to assist students as they embark on a new school year. To facilitate this process, a goal setting

and reflection sheet has been created for all students. This sheet is included in the assignment folder to ensure accessibility. Students are required to establish targeted marks for worksheets and dictations. Additionally, they are to assess their commitment to reciting biblical verses, practicing biblical truths, and deepening their understanding of the Christian faith during Religious Studies lessons. This initiative has proven effective in promoting goal setting and self-reflection among students, encouraging them to take ownership of their learning journey.

- To assist the students in setting goals in the new start of the school year, teacher created goal setting and reflection sheet for all forms of students. This sheet is put inside the assignment folder. The students had to set the targeted marks on worksheet and dictation and rate their seriousness on reciting bible words, practicing the biblical truths and gain a deeper understanding of Christian faith in RS lessons. This way proved a way of goal setting and self-reflection.

(b) Offer a variety of subject specific learning experiences to facilitate task engagement

- Project-Based Learning (PBL) is a well-established pedagogical approach at our school, providing students with rich opportunities for deep learning and task engagement. PBL initiatives allowed students to tackle real-world problems, leading to unique learning experiences that included teamwork, problem-solving, information gathering, time management, information synthesis, utilization of IT tools, and presentation skills. By collaborating on projects, students were able to apply their knowledge, develop critical thinking skills, and experience a sense of achievement upon completion.
- Students actively participated in the STEAM exhibition, showcasing their projects and fostering interdisciplinary learning. Highlights of the activities held during the 2024-2025 school year include:
- STEAM Week: Held from November 13 to 18, 2024, this year's STEAM Week featured a diverse array of activities, including the "FameLab Science Communication Competition," a forensic toxicology workshop, student scientific research displays, and academic talks on "Medicinal Chemistry" and "Generative AI." These activities broadened students' scientific horizons and increased their interest in science.
- Sai Kung and Tseung Kwan O STEAM Education Fair: Organized by the Sai Kung & Tseung Kwan O Secondary School Heads Association, this fair took place on May 3, 2025. Our teachers and students showcased the learning outcomes of our school-based STEAM curriculum. Through STEAM-related games and experiential activities, participants explained STEAM concepts, enhancing public understanding of STEAM education.
- Hong Kong InnoHealth Cup Project Showcase Expo: On April 12, 2025, three of our S5 students participated in this expo, organized by the HKU LKS Faculty of Medicine and the Hong Kong Subsidized Secondary Schools Council. Their research project, "Falling Stars – Lighting the Way Back from Space Oil", analyzed the potential hazards of "space oil" for

teenagers, utilizing epidemiological data to develop an application aimed at preventing teenage engagement with this issue.

- WRO2025 Hong Kong Inter-School Sumo Robot Tournament: Four teams from our school participated in this tournament, organized by the World Robot Olympiad, on January 24 and 25, 2025.
- International Genetically Engineered Machine Competition (iGEM): Six of our Biology students traveled to Paris, France, from October 23 to 28, 2024, to participate in the iGEM competition, where they achieved a Silver Medal. Our team, "HK-United," collaborated with Pui Ching Middle School, Wah Yan College, Kowloon, Pope Paul VI College, and Tsung Tsin Christian Academy on the research topic "Synthesis of Human Ginseng Peptide TP-1 and Lupine Peptide P5 Fusion Proteins with Potential Value in the Treatment of Cardiovascular Diseases." This research aimed to reduce the production costs of newly discovered potential medications.
- 64% of students registered in the Bring Your Own Device (BYOD) scheme, promoting technology integration in the classroom. Notably, a higher percentage of senior form students (72%) registered compared to junior form students (56%). This discrepancy may be related to the more frequent use of iPads in senior form learning activities, as indicated by the Teaching and Learning (T&L) survey. Students regularly utilized eLearning platforms, enhancing their digital learning experience and fostering self-efficacy and independent learning skills. Panel heads may consider incorporating more iPad-based activities for junior forms to stimulate interest in technology as a learning tool.
- Our school has created a multi-dimensional and diversified reading atmosphere, as we believe that developing students' reading habits is essential for enhancing self-efficacy. According to the APASO and SHS surveys, approximately 84.3% of students regularly read materials such as leisure reading and newspapers outside of class. These findings align with the SHS conducted by teachers, where over 96.2% reported that students like reading. Additionally, about 82.5% of parents observed that their children have a fondness for reading.
- The library collaborated with the Chinese Language and English Language Departments to organize four Lunchtime Book Clubs and one online book club this academic year. However, the implementation of the eReading Scheme did not generate significant interest among students. Approximately 400 students participated in the five reading sessions, achieving highly satisfactory results. We will continue to organize diverse reading activities to further stimulate students' interest in reading.

(c) Promote self-reflection and feedback

- According to the Student Stakeholder Survey (SHS), 93.8% of students agreed that they often reflect on their performance in class, test and examination results, as well as teachers' suggestions, including comments on assignments. This practice aids students in reflecting on and improving their learning.
- Subject departments were tasked with preparing teaching activities and materials that incorporated self-efficacy strategies related to feedback, in alignment with the year's work plan. Below are some fruitful outcomes achieved by various subject departments during this academic year:
- Mathematics Department: In addition to providing marks for homework assignments, teachers were required to assess students' performance in four additional areas: accuracy, problem-solving skills, understanding of content, and presentation. This approach enabled more detailed feedback for students. According to the Teaching and Learning (T&L) survey, students appreciated the seriousness with which teachers approached their teaching (S1-S6: 4.43) and the clarity of comments provided on their assignments (S1-S6: 4.39).
- English Language Department: Peer feedback was successfully integrated into the writing curriculum, with students completing peer evaluation forms for their classmates' work. This initiative allowed students to identify areas for improvement in their peers' writing, thereby enhancing their critical thinking and reflective skills. Classroom observations revealed that students actively engaged in discussions during peer evaluation activities, demonstrating increased awareness of quality writing practices. Teachers provided clear instructions and examples on delivering effective feedback, ensuring that students understood the evaluation criteria.
- BAFS Department: To cultivate self-motivated learners, subject teachers encouraged students to view mistakes as opportunities for learning and to seek constructive feedback from others. Feedback was focused on the process and effort rather than solely on outcomes. This approach made students more comfortable with acknowledging mistakes and demonstrated increased resilience when tackling challenging tasks. While some students initially hesitated to engage in deep reflection, most showed improvement with ongoing encouragement and modeling. Both students and teachers reported that the feedback culture fostered a more positive classroom atmosphere and enhanced engagement in deeper learning.
- Through the collective efforts of all teachers in promoting self-reflection and feedback, students became more aware of their strengths and areas for improvement, which enhanced their motivation and ownership of their learning. Additionally, providing opportunities for students to both give and receive feedback helped build communication skills, empathy, and a collaborative classroom culture.

Reflections

1. In summary, the year-long plan for Major Concern 1, aimed at enhancing students' self-efficacy and inspiring them to pursue excellence in learning, was successfully implemented. This success can be attributed to our students' intrinsic motivation to learn and the concerted efforts of our dedicated staff members.
2. Through professional sharing among teachers, lesson observations, and assignment inspections, it was noted that our teachers actively incorporate and reinforce various skills within their teaching activities. This includes the use of concept maps, effective utilization of Google Classroom and iPads, and the promotion of deep learning skills, all of which contribute to enhancing students' self-efficacy.
3. It is encouraging to observe an increase in the quality of assignments during homework inspections. More students prepared their own revision notes this year, as noted through lesson observations. The T&L survey provided further evidence of this progress. Additionally, dialogues among teachers have significantly enhanced professional development.
4. Starting from the 2024-2025 academic year, academic reports will only display the top 50 students in each form, the top 10 in each class, and the top 10 and top 20 in elective subjects, respectively. This approach aims to highlight outstanding achievements, motivate all students to strive for excellence, and foster a healthy competitive environment that encourages collaborative learning. Such recognition is a key strategy for enhancing students' self-efficacy.
5. In evaluating our approach to feedback, it is crucial to ensure that students are guided appropriately in making their reflections meaningful, thus avoiding superficial or routine feedback. Meaningful feedback goes beyond simply marking assignments; it involves engaging students in a reflective process that fosters deeper understanding and promotes self-efficacy.
6. Developing a wide variety of award opportunities has allowed us to recognize and celebrate student achievements in a meaningful and motivating way. The mortarboard sticker award, organized by the Gifted Education and Learning Enhancement Team (GLET), serves as a visible and tangible incentive that effectively encourages students to strive for academic excellence. The award ceremonies provide a formal and festive platform to acknowledge diverse talents and foster a positive school culture. Feedback from students, parents, and staff has indicated that the award scheme is well-received, with many students feeling motivated to improve their academic performance. However, some feedback suggested diversifying the awards further to include non-academic achievements, such as leadership, creativity, and community service, to acknowledge a broader range of student strengths.

Feedback & Follow up

1. The Teaching and Learning Committee has made steady progress in promoting self-efficacy among both teachers and students. There is noticeable interest in the concept of self-efficacy among teachers; however, more practical examples, such as the use of AI, are needed to deepen their understanding. While professional sharing sessions have proven beneficial, engagement levels have varied significantly. It is essential for panel heads to encourage stronger participation to maximize the impact of these sessions. Additionally, the resource bank is taking longer to develop than expected. To expedite its completion, we need to assign a dedicated team to focus on this task. Overall, the committee's initiatives are moving in the right direction, with follow-up actions aimed at providing practical support, improving communication, and developing structured resources to enhance teaching and learning outcomes.
2. Parents play a crucial role in supporting student learning. To foster a more collaborative approach, it is imperative to introduce the model of self-efficacy learning to parents in the upcoming academic year. This initiative will empower parents to understand and reinforce the principles of self-efficacy at home, creating a supportive environment for their children's academic growth.
3. Feedback from teachers indicates that many students have embraced the practice of setting individual goals and are demonstrating growing confidence in tracking their progress. The use of clear, measurable criteria has made these goals more meaningful and achievable. However, some students still struggle to maintain focus or revise their goals as needed, highlighting the necessity for ongoing guidance. Providing regular check-ins and mentorship can help these students stay on track and adjust their goals appropriately.
4. The eReading Scheme is being phased out in favor of alternative reading engagement activities that better align with student interests and learning styles. These new initiatives aim to cultivate a vibrant reading culture within the school. By allowing students to explore literature in diverse and enjoyable ways, we empower them to take ownership of their reading journeys, which enhances their self-efficacy. Engaging with texts that resonate with them and setting personal reading goals will boost their confidence and foster a love for reading, ultimately supporting their growth as independent learners.
5. Teachers have established clear frameworks and prompts to guide students in their self-reflection and feedback discussions, ensuring both depth and relevance in their responses. Teachers can model reflective practices and provide exemplars to clarify expectations. Regular check-ins with students to discuss their reflections and the feedback they receive will facilitate the personalization of learning goals and interventions. Additionally, gathering student input on the timing and format of these reflective activities will help tailor the process to better suit their preferences, ultimately maximizing engagement and effectiveness.

Major Concern 2: Cultivate a growth mindset; Strengthen students' core competencies to navigate future challenges

Achievements

2.1 Cultivate a growth mindset in stakeholders

- Themed “Grow Your Mind”, the “Moral Education Day 2024” was successfully held on 25th September, with the kickoff ceremony hosted by Ms. Jasmine CHOI. As the founder of “Make Positive”, Ms. Jasmine CHOI has studied and promoted the application of positive psychology for many years. In the kickoff ceremony, Ms. Jasmine CHOI shared her valuable insights on nurturing a “growth mindset” in simple terms, encouraging students to believe that they can improve themselves through learning and diligence. Student representatives from all forms also responded positively to the theme through promising to act according to the pledge and encouraging each other. By participating in collective commitment actions, students are willing to establish a growth mindset, dare to try, and grow from challenging difficulties, believing that they can achieve success. Closely following the kickoff ceremony was the Chill Room Opening Ceremony. After the opening ceremony, the Chill Room was officially opened for use, providing a quiet and comfortable environment for teachers and students to rest and relax.
- Through the sharing of teachers and student leaders in the assemblies and, class teacher period activities, and the leadership of class teachers, students understood the difference between the Growth Mindset and the Fixed Mindset. Students were aware of the importance of growth mindset in life. Students were willing to establish a growth mindset, dare to try, and grow from challenging difficulties, believing that they can achieve success.
- Through the activities designed by the leaders, the growth mindset is introduced by the leaders so that the students can understand it more easily.
- Promote positive values and well-being of students through value and affective education programs and personal growth activities, students have positive values, and their sense of worth is enhanced. Students' mental health is taken care of and their ability to cope with difficult situations is enhanced.
- Enhance teachers training so that they understood the concept of growth mindset. The 2024 Student Support Day was held on 22nd November, in which students engaged in individual consultations with their class teachers. Through the half-hour conversations, class teachers acquired a greater understanding of their students regarding their studies, interpersonal relationships, career planning and more. Students also learnt growth mindset through teacher guidance and direction.
- The first Parents' Talk cum S.2 Parents' Night was successfully held on 29th November, 2024. Our school specially invited Mr. LEE Kai-lung, an experienced social worker from St. James' Settlement, to deliver a talk regarding the topic of “How to enhance children's mental health”.

2.2 Develop a growth mindset in school

- Organised by the Lions Club of Hong Kong Citizens, the “Citizen Charity Concert” Choir Performance was held on 17th September at the Hong Kong Cultural Centre. Our school’s Choir achieved excellent performance, performing in collaboration with other participating organisations and learning from each other.
- The S.1 Parents’ Night was successfully held on 27th September with a total of 174 parents attending. Activities included Principal Mr. HO Chun-yan’s sharing on cultivating students’ beliefs, sharing by Ms. Kinlas WONG Chi-ying (Board Director of the Evangelical Lutheran Church Social Service – Hong Kong) on means to help S.1 students adapt to a new environment, S.1 students’ sharing on campus life, and the ‘Meet the Form Teachers’ session.
- Themed “Creating happiness through self-caring”, the 2024 Mental Health Day was organised on 22nd November. On that day, the school organised a variety of booth games, including the “Let’s encourage others” phototaking area, mood relaxing mini games, writing heartfelt flow cards and making shrink plastic pendants. In support of and reminding students to relax and care for themselves on a regular basis, the event encouraged students to overcome stress and difficulties in a positive manner, creating a loving and caring campus culture.
- The Staff Development Day was held on 2 December. In the morning, our school was honoured to invite Mr. Peter KUNG, National Committee Member of the Chinese People’s Political Consultative Conference and Chief Executive’s Policy Unit Expert Group Member of the Hong Kong Special Administrative Region, to be our guest speaker on the topic “Mainland Development Opportunities for Hong Kong Youths”. Mr. KUNG’s sharing not only enlightened teachers about the newest developments in our country, but also enhanced their understanding of the advantages Hong Kong youths enjoy under the leadership of the government.
- In the ‘Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass’ which was held on 10th February, our school choir performed with excellence and achieved the Gold Award. Under the guidance of experts and judges, choir members learnt to appreciate and perform music through various perspectives, acquiring on-stage experience.
- The Secondary 6 Cheer Up Station, which was organised by the Parent-Teacher Association, was held in the morning assembly session on 5th March. Mr. CHAN King-ho, Chairperson of the Parent-Teacher Association, first wished all the S.6 students success in rising to the challenge and achieving excellent results in the HKDSE Examination. Following his speech, all parent committee members presented handmade keychains personally designed by parents to the student representatives of each S.6 class. The key chains symbolise students receiving excellent results with stars in the HKDSE Examination. In addition, parent committee members also designed keychains for teachers of S.6 classes in expression of their gratitude for their dedication to nurturing the students.

- Different experiential activities were held to foster students' positive value and affective characteristics in different growth stages. For S1, 21-day challenge program were conducted. Students wrote a letter for themselves for 5 years later. It encouraged students to set targets for themselves with the value of “begin with the end in mind” is implied.
- All S2 students reached out to join a WWF program on Life-side Learning Day. Students' awareness in protecting the environment was enhanced. Students learnt to develop a growth mindset by gaining a better understanding of the environment through participation in activities organised by external professional organizations.
- S4 adventure day camp was organised, and the atmosphere of unity and cooperation were promoted in S4. Students learnt to face challenges and grow together with their classmates through grade-level activities

2.3 Strengthen students' core competencies to navigate future challenges

- Students visited the Independent Commission Against Corruption (ICAC) Building on 14th October, 2024. In the activity, staff members at the ICAC introduced anti-corruption laws to students, severe corruption cases in history, division of labour of various departments and entry requirements of related job positions. The experience provided students with the valuable opportunity to understand the anti-corruption role of the ICAC and reflect on their civic responsibility.
- Zootopia animal corner had been set up in the Science Lab starting from this academic year. One ball python, one argentine black and white tegu and two Chinese box turtles are currently kept in Zootopia. Students understood the concepts of birth, ageing, illness and death, thus learning to treasure and respect life. Students who were passionate about taking care of animals had been recruited as “Reptile Keeping Student Ambassadors”. The students were in charge of taking care of the animals, which aims to cultivate their meticulousness, patience and sense of responsibility.
- A group of our students visited the Court of Final Appeal on 6th November. They participated in a great variety of experiential learning activities, which not only enhanced their knowledge of the history and architectural features of the Court of Final Appeal, but also their understanding of the history and operations of the judiciary.
- CHOI Pui-lam and YIP Ching from 5S, who were selected as the National winners of the 2024 International Research Competition of the Global Travel & Tourism Partnership (GTTP), to Madrid, Spain from 10th to 13th November, 2024 to participate in the 2024 GTTP Student Travel Research Conference Madrid as Hong Kong representatives. Through the conference theme “Young Voices”, CHOI Pui-lam and YIP Ching presented their research findings in the conference to all international delegates coming from different countries on the topic “Create a Social Media Campaign, Based on Research, to Attract Talent to Travel & Tourism”. They acquired valuable networking experience with other GTTP students and teachers from around the world.

- The Yuncai Education and Cultural Exchange Authority led around 20 students to visit Sun Kei on 21 January. Through events including school tours, student sharing sessions and comprehensive discussions, both parties enhanced their understanding of the educational characteristics of Hong Kong and Yunnan.
- The “Hong Kong Japanese School Cultural Exchange Visit” was successfully held on 22nd January. 40 Secondary Two Sun Kei students visited the Hong Kong Japanese School and engaged in cultural exchange activities in groups with students from the Secondary Section of the Hong Kong Japanese School. Through sharing the special features of their own cultures, both parties acquired a deepened understanding of each other, further strengthening the friendship between the two schools.
- Our school’s Entrepreneurship Club operated the Po Hong Park Lunar New Year Fair booth “Snakeoff” for six days from 24th to 29th January, selling cultural and creative products designed by club members. Through the Lunar New Year Fair experience, students learnt and practised an array of marketing and communication skills, which enriched their insights.
- 53 teachers and students from our Indonesian sister school, Santa Laurensia High School, visited Sun Kei from 17th to 19th February, 2025. During their three-day visit, Santa Laurensia students and their Sun Kei Buddies attended lessons and participated in an array of extracurricular activities together, forming friendships, fostering cultural exchange and expanding horizons.
- The 2025 Shenzhen Career Exploration Tour was successfully organised from 28th to 29th March, with 33 of our S5 students visiting Shenzhen. The series of in-person observational and experiential activities, including visiting the Shenzhen Industrial Exhibition Hall, Nanshan Energy Eco-Park, Shenzhen Jewellery Museum and numerous technological enterprises, enhanced students’ understanding of the newest developments across different sectors in the Greater Bay Area, equipping them with adequate preparation for future studies and career advancements.
- The Guangzhou Sister School Exchange cum Cultural and Historical Study Tour was successfully organised from 27th to 29th March, 2025, with 135 Sun Kei teachers and students visiting our sister school, Guangzhou Guangyuan Middle School. They participated in numerous exchange activities with local students, including a joint-school talent show, arts carnival and ball games, which strengthened the friendship between teachers and students of both cities. In addition, the series of experiential activities, including nighttime boat tours on the Pearl River, visiting the South China Agricultural University, Guangzhou City Planning Exhibition Centre and the Sun Yat-sen Memorial Hall, have all enhanced students’ understanding of our nation regarding various fields, including its history, culture, economy and education, which enabled them to acquire valuable insights along the way.
- Our S2 students visited the PLA Hong Kong Garrison Exhibition Centre on 15 April. Through visiting the various themed exhibition halls in the centre and appreciating historic artifacts, photographs and PLA equipment models, students’ understanding towards our nation and Chinese culture was significantly enhanced.

- S.4 Tourism and Hospitality students visited to the Hong Kong Institute of Vocational Education on 9 May. Through interactive activities and visiting a simulated cabin, students experienced the working environments of the aviation industry, equipping them with preparation for future career planning.
- Organised by the Chinese Language Department and co-organised by the Chinese Society, the sinology knowledge competition ‘Chinese Cultural Zhuang Yuan Hong’ was successfully held in the weekly assembly on 21 May. Throughout the competition, the hosts enthusiastically asked a series of questions, while all teachers and students were fully engaged with the ongoing interaction between the stage and the audience. In addition, student representatives from the Chinese Society acted as the hosts of Sun Kei News and emcees of the Academy Awards Ceremony, who announced the list of winning students in the inter-form competition. The atmosphere was lively with all participants immersed in Chinese culture.
- In support of the National Security Education Day on 15 April, our school’s Moral and National Education Team participated in the ‘2025 “Chinese Civilisation” Online Challenge’ with the Chinese Language Department. The challenge was held during Chinese Language lessons with S.1 to S.5 students engaging enthusiastically. The challenge enhanced their understanding of our nation’s history and culture through a relaxing and interesting means.
- Our school achieved outstanding performance in the challenge and was awarded both the ‘Active Participating School Award’ (total points ranking within the top 30 schools) and ‘Eighteen Districts Active Participating School Award’ (acquiring the highest points in the school’s located district). The achievements highlighted our teachers and students’ undivided attention and dedication towards national education.
- Led by 12 teachers, our Form 5 students visited Yingde, Guangdong, on 3rd July 2025, for an inspection of the Mainland’s rural vitalization. They visited the Shangmingxuan, Longhua Village, Yingde Museum, Cultural Museum, and the Baojinggong Cave. They learned about the history of Yingde as well as the Mainland’s innovative rural economy. In the process, they came to understand the importance of cultural heritage and the conservation of natural resources, as they experienced firsthand the Mainland’s developments in culture, economy, and other aspects.
- Organised by Link Asset Management Limited, the “Link 20th Anniversary Outstanding Students Scholarship – Interview Day and Awards Ceremony” was held on 5 July 2025. To win the Scholarship, participants needed to pass stages of selection and interviews and demonstrate their outstanding performance in academic achievements, engagement in school, and volunteer activities. With “Active Ageing” as the theme, the panel of judges interviewed the Top 30 shortlisted students and evaluated their proposed solutions. At last, 4M FAN Ho- yiu from our school was merited for her excellent performance, becoming one of the Top 5 Outstanding Students.

- The 2025 2nd Hong Kong Primary and Secondary School Students Chinese Writing Competition, themed “Why I Love This Book”, was organised by My Book One Club and Wholesome Books Club. They received around 15,000 submissions by students from more than 300 schools across Hong Kong. With their good writing skills, our participants expressed the joy and inspiration they gained from reading. At last, selected by a professional panel of judges, four SKSS students stood out and won excellent results.
- From 13th to 19th July, four of our students participated in the “9th High-Level Forum on Chinese Traditional Culture Heritage for Secondary School Students” organised by the Second High School Attached to Beijing Normal University. About 200 students and teachers participated in lectures by experts, site visits, themed debates, viewing of drama performances, and other activities revolving around the theme of “Striving Continuously for Self-improvement”. They shared and discussed their views on topics of Chinese traditional cultures.
- From 13th to 20th August, members of our Chinese Orchestra travelled to Australia for an exchange program. At the Performing Arts Centre of Ivanhoe Girls’ Grammar School, musicians from SKSS, King’s College, and Canossa College participated in the 43rd Anniversary Concert of Melbourne’s Chao Feng Chinese Orchestra. Our student broadened their horizons and enriched their learning experience as they exchanged their passion for Chinese traditional music with fellow musicians.
- Movie appreciation activities were organised for students. Based on the survey’s feedback, students appreciated the positivity message in the movie, and they promised to work out positive lifestyle.

Reflections

1. This is the first year of our school’s three-year school development plan. The theme of the three-year plan is growth mindset. In the first year, we introduced growth mindset to help students, teachers, parents, and other stakeholders understand the difference between growth and fixed mindsets. We also experimented with implementing growth mindset in our daily lives. Throughout the year, we saw teachers and students share their experience in introducing a growth mindset, and we believe both teachers and students have a solid grasp of this mindset.
2. This year, we partnered with St. James’ Settlement to participate in the “Jockey Club Embrace Life Series 2.0 -School Support Scheme”. This scheme funded our growth-oriented student activities, teacher training, and parent talks. These activities, led by professionals, effectively introduced the theme of growth mindset.

3. The establishment of a mental health room and the creation of mental health ambassadors have further enhanced the awareness of mental health among students and teachers.
4. The Education Bureau's Quality Assurance Unit conducted a focused inspection of our school's National Education work. Members of the unit provided positive feedback to our school, commending our students for their excellent performance and commitment to learning. They also praised our teachers for their teamwork and their collaborative efforts.
5. With the increasing demands of society, parents have higher expectations for their children and students are under increasing pressure. In addition to academic requirements, we must pay more attention to students' mental health.

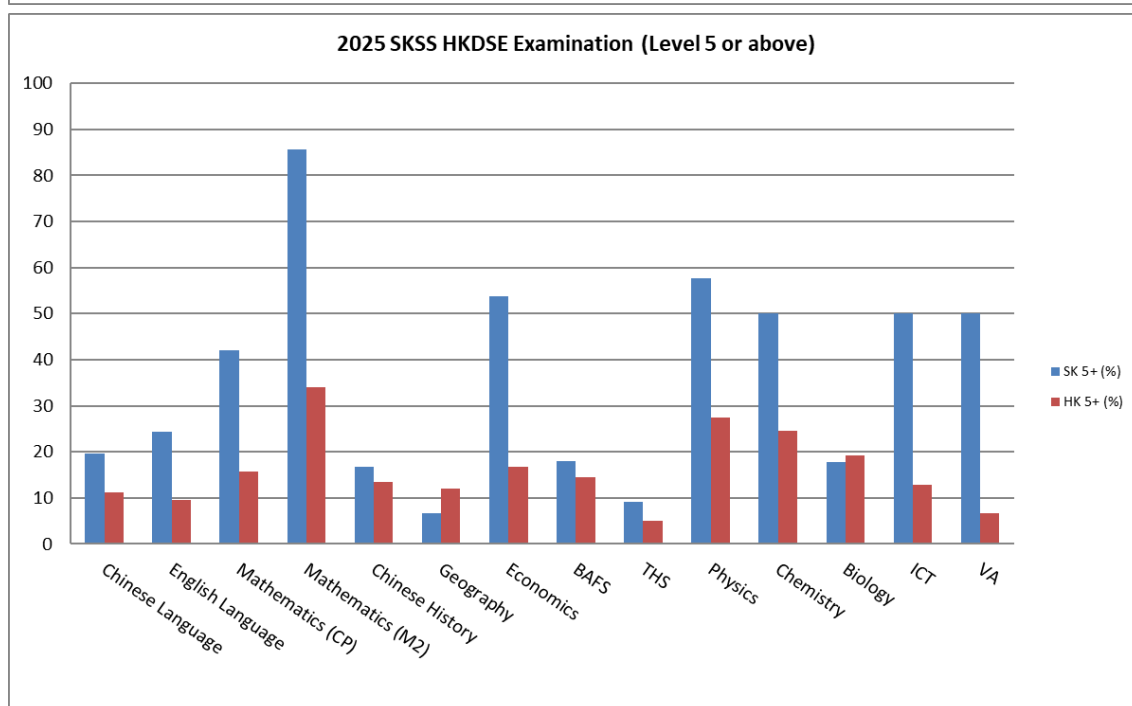
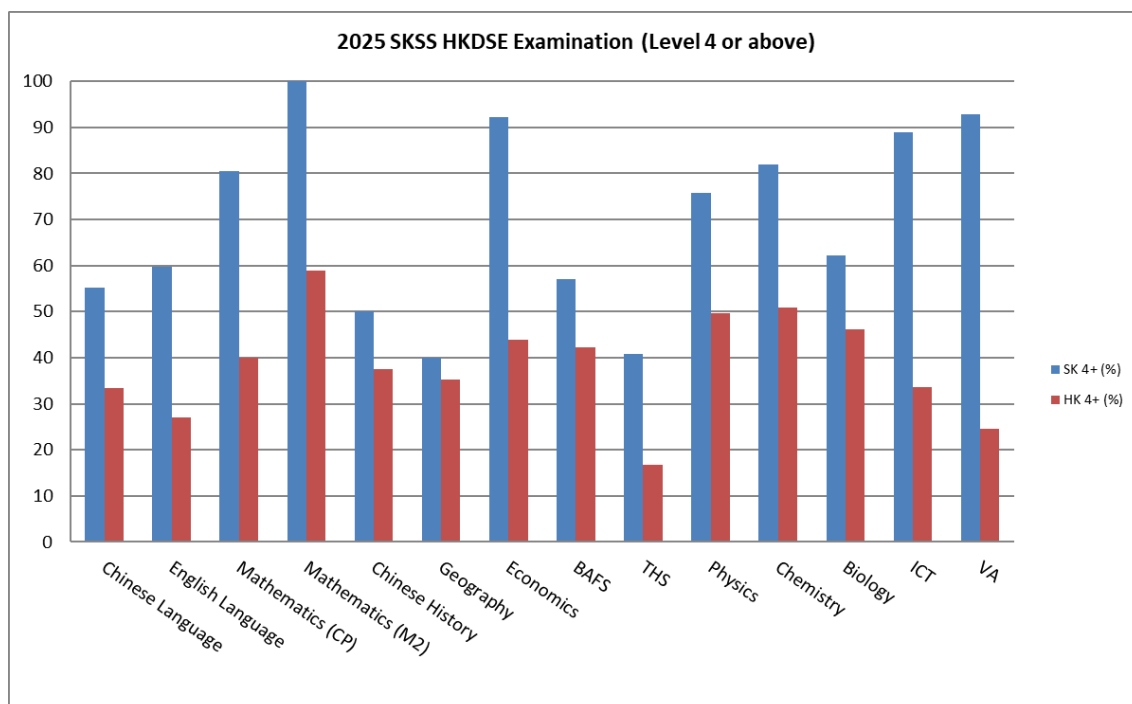
Feedback & Follow up

1. Last year, we introduced the growth mindset concept, educating students, teachers, parents, and other stakeholders about how growth and fixed mindsets impact us. Next year, we should guide students in practicing a growth mindset, teaching them how to face failure, learn from successful individuals, adjust their strategies, and move forward. Students should apply a growth mindset in their daily lives, strengthen their ability to manage stress, and enhance their mental health.
2. The collaboration with St. James' Settlement will end in March 2026. In addition, the government will cut funding in the coming academic year. To secure more resources for organizing activities, we will apply to the Education Bureau for the Quality Education Fund this academic year to prepare for next year's activity expenses. We hope to have sufficient resources to continue organizing high-quality activities.
3. During an inspection, Education Bureau's Quality Assurance Unit provided valuable feedback, suggesting that, in addition to organizing diverse activities, the school should emphasize key learning objectives within each activity, allowing students to reflect on these key learning objectives and their learning outcomes. Next year, the school will include specific learning objectives and outcomes within various activities to enhance reflection and review efforts.

3. Student Performance

HKDSE Examination

Candidates of SKSS meeting the 332A-22 entrance requirement of universities for degree programmes in 2025 DSE Examination stand at 93, accounting for 87.0% of all Sun Kei's participants in the examination. Students meeting the minimum entrance requirement for sub-degree programmes, i.e. level 2 in five subjects (including Chinese Language and English Language), amount to 106, being 99.0% of the Sun Kei candidates sitting for the examination.



Achievements and Awards

Our school actively encourages students to step outside the campus to participate in all kinds of inter-school competitions. In 2024 – 2025, 87.40% of junior form students and 61.83% of senior form students have respectively participated in inter-school competitions. In the process, students have received various awards and honours making a total of 392 items this year including 46 championships, 20 second places, 29 third places, 7 first class awards, 16 second class awards, 33 third class awards, 22 gold awards, 36 silver awards, 45 bronze awards and 54 merit awards. Details of the awards are shown in appendix XVII.

Overseas Study Tours

Over the years, visits have been made to overseas destinations in Britain, Japan, Singapore, India, the Indonesia, and Australia as well as to cities in Mainland such as Beijing, Shanghai, Hangzhou, Shenzhen, Zhongshan and Qingyuan. At the same time, our school is active in developing an education network through pluralistic academic exchanges. In the context of global academic exchange development and related strategic alliance, we have established connections with the following schools.

Sister schools in the USA	• Scott County High School • Scott County Ninth Grade School • Scott County Middle School • Royal Spring Middle School • Georgetown Middle School
Sister school in the Indonesia	• Santa Laurensia High School
Sister schools in the PRC	• Beijing Yuying School • Guangzhou Guangyuan Middle School • Shanghai Datong High School • Shanghai Minhang Tianyuan High School Affiliated to Beijing Foreign Studies University • Shenzhen Luohu Foreign Languages School • The Second High School Attached to Beijing Normal University • Minxin Hong Kong School (Guangzhou Nansha)
Sister school in the Netherlands	• Het Stedelijk Lyceum Kottenpark, Enschede

Eight academic & cultural exchange programmes were successfully completed this year. Details are shown in the table below.

No.	Date	Name of the Study Tour	Venue	No. of Students	No. of Teachers	Total No. of Participants
1	9-14/11/2024	Spain GTTP Student Travel Research International Conference	Madrid	2	1	3
2	23-28/11/2024	International Genetically Engineered Machine Competition (iGEM)	Paris	6	1	7
3	22-23/3/2025	Shenzhen Career Exploration Tour	Shenzhen	33	4	37
4	21-23/3/2025	Guangzhou Sister School Exchange Programme	Guangzhou	124	13	137
5	3-4/7/2025	Citizenship and Social Development Subject's Mainland Study Tour	Shenzhen	111	12	133
6	13-25/7/2025	English Study Tour (UK)	UK	20	2	22
7	14-18/7/2025	The 9th Chinese Culture and Tradition Heritage Forum for Secondary School Students	Beijing, PRC	4	1	5
8	13-20/8/2025	Australia Music Exchange Tour	Melbourne	10	1	11
Total				310	35	355

4. Financial Summary Report

Christian & Missionary Alliance Sun Kei Secondary School		
Financial Summary for SY2024/25		
	INCOME	EXPENDITURE
I Government Funds		
(1) Grant Accounts in EOEBG		
(a) School Specific Grants		
Administration Grant	4,490,688.00	4,885,575.38
Air-conditioning Grant	597,594.00	93,880.00
Capacity Enhancement Grant	676,944.00	576,234.99
Composite Information Technology Grant	520,386.00	450,845.10
School-based Management Top-up Grant	53,385.00	1,866.00
SB Speech Therapy Adm Recurrent	8,541.00	706.00
(b) Non-School Specific Grant (Baseline Reference)	2,313,778.50	2,074,363.91
Sub-total	8,661,316.50	8,083,471.38
(2) Grant Accounts Outside EOEBG		
Diversity Learning Grant - Applied Learning Courses	88,350.00	88,350.00
Diversity Learning Grant - Other Languages	40,850.00	40,850.00
Diversity Learning Grant - Other Programmes	84,000.00	65,175.00
Grant for Citizenship and Social Development Subject	-	272,529.99
Grant for Mental Health at School	-	50,380.95
Grant for Mental Health of Parents and Students Summ	-	20,000.00
Grant for Prom. of Self-directed Lang. Learn. (English)	200,000.00	-
Grant for Prom. of Self-directed Lang. Learn. (Putonghua)	200,000.00	-
Grant for The Sister School Scheme	165,439.00	179,850.00
Grant on Parent Education	-	9,474.40
Grant on Prom of Chi Culture Immersion Activities	-	88,745.20
Grant on Prom of Sports Ambience & MVPA60	-	94,615.33
Home-School Co-operation Grants	46,044.00	46,044.00
Hong Kong School Drama Festival	3,950.00	7,862.50
Information Technology Staffing Support Grant	338,819.00	338,819.00
Learning Support Grant Secondary School	288,288.00	307,678.29
Life-Wide Learning Grant	1,236,410.00	1,125,932.74
Moral and National Education Support Grant	-	11,115.42
Pilot Scheme on Other Languages for Junior Secondary Students	250,000.00	-
Promotion of Reading Grant	66,176.00	36,056.53
Quality Education Fund e-Learning Funding Programme	88,704.00	88,704.00
School Executive Officer Grant	590,760.00	624,871.16
School-based After-school Learning and Support Programmes	49,800.00	63,913.60
Student Activities Support Grant	47,450.00	47,450.00
Teacher Relief Grant	4,588,118.40	4,606,624.25
Sub-total	8,373,158.40	8,215,042.36
II School Funds		
(1) Subscriptions/Tong Fai account	1,972,777.92	1,830,323.98
(2) Donations	580,000.00	503,996.23
(3) Grants received	431,658.43	404,882.45
(4) Approved Collection for Specific Purpose	317,250.00	280,030.40
Sub-total	3,301,686.35	3,019,233.06
Total	20,336,161.25	19,317,746.80
Surplus for the school year	1,018,414.45	

Financial Statement of Composite Information Technology GrantIncome

Grant received for the year	\$520,386.00
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Expenditure

Purchase of IT-related peripheral items and consumables	\$51,792.45
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Purchase of digital resource materials for learning and teaching	\$72,102.37
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Internet connection and Internet security services	\$128,955.00
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Arrangement of maintenance services for school's	\$41,872.00
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IT facilities procured by government	
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Upgrade and replacement of school's IT facilities	\$175,640.00
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QEF e-Learning Funding Programme	\$8,442.00
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<u>Surplus for the year</u>	<u>\$41,582.18</u>
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Financial Statement of Teacher Relief GrantIncome

Surplus from previous year	\$5,972,889.70
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Grant received for the year (Annual recurrent cash grant)	\$245,655.00
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Grant received for the year (Optional cash grant)	\$4,335,047.40
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TSA oral examiners remuneration	\$7,416.00
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Expenditure

Salaries and MPF for 7 teachers	\$2,854,615.67
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Salaries and MPF for 4 associate teachers, 1 school librarian, 1 graphic designer, 1 Program Assistant	\$1,552,446.58
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Employment of supply teacher	\$107,532.00
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Procurement of education-related services	
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• Employment of Remedial/Enhancement class tutors	\$67,640.00
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• Procurement of S6 Maths mock exam service	\$19,440.00
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Staff professional development	\$4,950.00
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<u>Surplus for the year</u>	<u>\$5,954,383.85</u>
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School Executive Officer Grant

Income

Surplus from previous year	\$34,111.16
Grant received for the year	\$590,760.00

Expenditure

Salaries and MPF for School Executive Officer	\$582,120.00
Amount refundable to Education Bureau	\$42,751.16

<u>Surplus for the year</u>	<u>\$0.00</u>
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Financial Statement of the Moral and National Education Support Grant

Income

Surplus from previous year	\$93,615.73
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Expenditure

Speaker fee and material for the Moral Education Day	\$4,167.61
National security education activities (Transportation and material)	\$6,947.81

<u>Surplus for the year</u>	<u>\$82,500.31</u>
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Financial Statement of Grant for the Sister School Scheme

Income

Balance b/f from previous year	\$133,998.00
Grant received for the year	\$165,439.00

Expenditure

‘Study tour to sister school in Guangzhou’ 21.03.25-23.03.25	\$179,850.00
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<u>Surplus for the year</u>	<u>\$119,587.00</u>
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Financial Statement of Learning Support Grant for Secondary Schools

Income

Surplus from previous year	\$46,990.50
Grant received for the year	\$288,288.00

Expenditure

Salaries for 1 teaching assistant	\$159,416.32
Service from ELCHK, Sheung Tak Integrated Youth Service Centre	
- Clinical Psychology	\$47,600.00
- Adventure and Social Skills Training	\$43,500.00
- Mental Health Day	\$4,999.00
Service from Hea-art Art Therapy Centre Limited	\$14,640.00
(Attention Training)	
Service from The Academy of Play & Psychotherapy	\$9,600.00
(Social Skills Training)	
Service from The Education Unviersity of Hong Kong	\$8,000.00
(Class Dynamic Workshop)	
Service from Hong Kong Association of Professional Organizing	\$4,000.00
(Organizing Workshop)	
Subsidy SEN students to join homework guidance program	\$10,450.00
Inclusive Mental Health Programs and Materials	\$4,231.97
Freshmen Orientation Activities inclusive program	\$1,241.00

<u>Surplus for the year</u>	<u>\$27,600.21</u>
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Report on Use of Capacity Enhancement Grant in 2024-2025 School Year

Appendix II

Name of School: Christian and Missionary Alliance Sun Kei Secondary school

Number of operating classes: 24

Means by which teachers have been consulted: Staff meeting (19 Aug 2025)

Total income: \$676,944.00

Task Area	Major Concern	Strategies/Tasks	Time Scale	Resources required	Expenditure	Evaluation	People in charge
Curriculum Development	To support teachers in their daily work	Employing 1AT, 2 IT technicians to support teachers in lesson preparation, administrative work and IT usage	Sept 2024-Aug 2025	Salaries for employing 3 supporting staff (including 5% MPF contribution): \$676,944.00	\$576,234.99	90% of the teachers agree that the support provided can support their teaching and help them to apply IT	Principal Ho, Vice-principal Ng
*Balance					\$100,709.01		
Total					\$676,944.00		

*Remark: Balance will be transferred to EOEBG

School-based After-school Learning and Support Programmes 2024/25 s.y.

School-based Grant - Programme Report

Appendix III

Name of School: Christian & Missionary Alliance Sun Kei Secondary School

Project Coordinator: Mr. Liu Chi Yung

Contact Telephone No.: 2191-6022

A. The number of students (count by heads) benefitted under the Grant is 31.

(including A. 3 CSSA recipients, B. 17 SFAS full-grant recipients and C. 12 under school's discretionary quota)

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Tutorial service and languages training	1	8	7	100 %	09/2024 – 08/2025	18,435.60	Attendance record		
Visits and art /culture activities	2	6	3	100 %	09/2024 – 08/2025	15,300	Attendance record		
Sports	4	15	4	100 %	09/2024 – 08/2025	29580	Attendance record		
Communication skills and leadership training courses	0	1	1	100 %	09/2024 – 08/2025	598	Attendance record		
Total no. of activities: 4									
@No. of man-times	7	30	15		Total Expenses	63,913.60			
**Total no. of man-times	52								

Note:

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Christian & Missionary Alliance Sun Kei Secondary School
Education Bureau Diversity Learning Grant
Funded Other Programme (Gifted Education)
2024 – 2025 Evaluation Report

Appendix IV

Subject / Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Chinese	Debate training course	To enhance students' high order thinking, debating skills and public speaking skills	• 16 S1 to S5 students • Nominated by Chinese Department with specific criteria	Courses from Sep 2024 to May 2025	Students learn from the regular course and take part in debate competitions	-Students learned to analyze different perspectives and construct logical arguments. -This academic year, students participated in debate competitions organized by Sing Tao Daily and Chinese Medicine For All. -In the future, we plan to utilize the Diversity Learning Grant to cover the entire tuition fee.	\$5,760
English	Debate training course	To enhance students' high order thinking, debating skills and public speaking skills	• S4 to S5 students • Nominated by English Department with specific criteria	15 lessons from Oct 2024 to May 2025	Students learn from the regular course and take part in debating competitions	The debate training course supports resources, expert coaching, and practice sessions for senior form students. This funding enhances their critical thinking, public speaking, and argumentation skills, directly aiding their preparation for the HKDSE. Investment in these areas fosters confidence and academic success.	\$8,800
English	English-related courses offered by a local/ overseas tertiary institute	To deepen students' learning, broaden their horizons, enhance their English proficiency as well as to boost their higher order thinking skills	• 2-4 S4 to S5 students • Nominated by English Department with specific criteria	Courses from Sep 2024 to Aug 2025	Students complete the courses and fulfill the course requirements	Nominated 3 S4 students to the CUHK Program for the Gifted and Talented, one has been offered to take the course on Decoding Advertisements. This course fosters student's critical thinking and allows the talented student to thrive in the environment that simulate intellectual curiosity in the CUHK. Sponsoring senior form students for an Oxford study tour offers valuable exposure to world-class education. It allows students to experience life abroad, explore academic culture at Oxford, and broaden their global perspective. This opportunity can inspire future study goals and better prepare them for tertiary education pathways.	\$22,640

Physics	Tutorial for the Physics Olympiad team	To enrich students' knowledge in Physics To equip students with advanced skills to solve problems in Physics	10 S4 students - Nominated by Physics teachers with specific criteria	At least 24 hours of training from Oct 2024 to May 2025	- Students finish a set of assessment for each lesson - Students are nominated to take part in Physics Olympiad competitions	17 lessons were arranged with 98.9% attendance - Students learnt advanced physics knowledge and participated in 2 Physics Olympiad competitions 1 student got Merit in Sing Yin Physics Olympiad 1 student got Second Class Honours in HKPhyO 2025	Tutor fee \$6,375
Science KLA	Science-related courses offered by a local tertiary institute	To broaden students' horizons, enhance their science learning as well as to boost their higher order thinking skills	3-5 S4 to S5 students - Nominated by Physics, Chemistry or Biology Department with specific criteria	Intensive courses from Nov 2024 to Aug 2025	Students complete the courses and fulfill the course requirements	No students applied for this grant to attend the course. The Life-wide Learning Grant was allocated to subsidize student participation in the course instead.	\$0
ICT	AI IoT robot programming course	To boost students' coding skills, knowledge in AI, IoT and robotics.	6-8 S4 to S5 students - Nominated by ICT teachers based on the problem-solving skills and enthusiasm towards AI and IoT solution design	2-3 lessons from Nov 2024 to Aug 2025	Students complete the course and develop a computer program to control the robot using AI and IoT services	2 lessons were arranged with 100% attendance - Students learnt how to control the robotic arm and develop a computer program to transport the blocks from one location to another. - Students also learnt how to train the robotic arm to recognize the colour of the blocks correctly.	\$11,200
Gifted Education	Enrichment Programme for Gifted and Talented Learners	To provide alternative learning opportunities for gifted and talented learners	3-5 S4-5 students - Nominated by subject related teachers with specific criteria	Courses from Sep 2024 to Aug 2025	Students complete the courses and fulfill the course requirements	Nominated 4 S4 to S6 students to the HKUST DUAL program which provide an alternative pathway for students who are gifted in science / mathematics and passionate to explore more in these knowledge domains. 100% students complete the courses and fulfill the course requirements.	\$10,400
Total:							\$65,175

Christian & Missionary Alliance Sun Kei Secondary School
Report on Use of Citizenship and Social Development Grant (2024/2025 School Year)

Appendix V

Teacher-in-charge: Mr. Lau Kam-fai

Income:

Surplus from previous year: \$272,529.99

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Developing or procuring relevant learning and teaching resources e.g. Purchasing online learning and teaching resources from publishers / Audio and visual resources as teaching materials / Teachers' reference books	\$200,000	\$205,877.17	The procurement of VR glasses and related AV resources has been successful. It is expected that these materials can enhance students' learning experience in understanding Mainland China's architecture and special cultural spots.
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$30,000	\$17,194.21	Students make good use of the funding when visiting the academic forum in Beijing, expanding their horizons.
iii.	Joining competitions related to CSD	\$40,000	\$0.00	Students participate in local tram visits to understand the history of Hong Kong. School-based learning activities are held in the academic days with internal competition to facilitate students' understanding of Chinese culture and cross-cultural differences.
iv.	Local visits or other outdoor learning activities / experiences related to CSD	\$2,529.99	\$49,307.27	
	Total:	\$272,529.99	\$272,378.65	

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the Promotion of Reading Grant (2024/2025 School Year)

Appendix VI

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:
 - Library collection enhancement can broaden the reading horizons of students.
 - Diversified reading activities can arouse the interest of students to participate. It can help to uplift self-directed learning ability.
 - Providing various reading incentives can successfully encourage students to participate in various activities.
2. Evaluation of strategies:
 - More variety of e-reading materials have been acquired. It is useful to draw the attention of students to read.
 - More creative reading activities in Book Fair have been launched. This strategy is so effective to attract students to participate.

Part 2: Financial Report

Domain	Targets (No./level/selection)	Actual expenses
Library Books for Students	• All students	\$25,232.05
Reading Activities	• All students	\$4,627.50
Prizes for Reading Scheme and Programme	• All students	\$1,451.98
Newspaper & Magazines	• All students	\$4,745.00
Total:		\$36,056.53
Unspent Balance:		\$59,950.71

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the One-off Grant for Mental Health at School (2024/2025 School Year)

Teacher-in-charge: Ms. TSUI Yuk-ching

Surplus from previous year: \$50,380.95

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	\$2,000.00	\$694.85	The setup of the Mental Health Room (called Chill Room) was completed in mid-September and the Chill Room was officially open on September 25. Regular activities promoting mental health were held in the room, benefiting all students and staff in the school.
ii.	Providing support services related to enhancing the mental health of students and teachers	\$0	\$0	
iii.	Designing and producing school-based learning and teaching resources related to mental health	\$0	\$0	
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$48,380.95	\$49,655.35	
	Total:	\$50,380.95	\$50,350.20	

Christian & Missionary Alliance Sun Kei Secondary School
Report on Use of One-off Grant for Mental Health of Parents and Students (2024/2025 School Year)

Teacher-in-charge: Ms. CHAN Chor-yan

Surplus from previous year: \$20,000

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	\$10,000	\$13,554	Through the observation and parents' feedback, parents are able to enhance the awareness to concern the mental health of both students and parents by participating the parent-child or parent activities.
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	\$3,000	\$6,446	
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	\$7,000	\$0	
	Total:	\$20,000	\$20,000	

Christian & Missionary Alliance Sun Kei Secondary School
Report on Use of One-off Grant on Parent Education (Secondary) (2024/2025 School Year)

Teacher-in-charge: Ms. CHAN Chor-yan

Surplus from previous year: \$200,000

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Organising structured or thematic parent education programme	\$30,000	\$4,800.0	Home-School Co-operation Grants is used to organise the parent education programme instead of the One-off Grant on Parent Education (Secondary). More school-based activities will be held next year. On the other hand, through observation and parents' feedback, parents agree that the activities meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at the stage of teenagers.
ii.	Organising school-based parent education promotional activities	\$20,000	\$4,674.4	
iii.	Developing school-based parent education resources	\$10,000	\$0	
	Total:	\$60,000	\$9,474.4	

Christian & Missionary Alliance Sun Kei Secondary School

Report on Use of One-off Grant for Promotion of Sports Ambience and “MVPA60” in Schools (2024/2025 School Year)

Teacher-in-charge: Mr. Liu Chi Yung

Income:

Surplus from previous year: \$150,000

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Developing or procuring PE-/sports-related information technology (IT) services, mobile applications and related software, as well as PE-/sports related activity kits and supporting tools	\$5,000.00	\$4,300.00	Using Polar Go fit apps allows students to track their physical activities, set fitness goals, and monitor progress in the lessons.
ii.	Organising diversified PE-/sports-related learning activities/competitions, or subsidising students to participate in such activities	\$18,000.00	\$30,722.07	Encouraging students to regularly participate in physical activities and competitions helps them stay active and improve their physical fitness.
iii.	Developing/enhancing the policy on the development of an active and healthy school campus/MVPA60	\$5,000.00	\$3,563.47	
iv.	Purchasing or upgrading PE/sports equipment in schools	\$30,000.00	\$56,029.79	New equipment can introduce a broader range of sports and activities, keeping students interested and motivated.
	Total:	\$58,000.00	\$94,615.33	

基督教宣道會宣基中學
「推廣中華文化體驗活動一筆過津貼」運用報告 (2024/2025 學年)

負責老師：沈東昊老師

上學年餘額：\$300,000

	範疇	內容	學年預計支出	學年支出	評估
1.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	中華文化講座、虛擬實境體驗活動	\$49,500	\$49,500	本校素來重視弘揚中華文化，常年透過學術日、學術周會、讀書會、考察參訪等多元活動，潛移默化，涵養學生文化素養。2024-2025 學年已按計劃運用全方位學習津貼及其他資源順利推行相關項目。來年將更善用此項一筆過撥款，深化文化體驗，豐富學習內涵。
2.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	聯校文化散步活動、文化讀書會等	\$6,000	\$5,092	
3.	舉辦或資助學生參加本地文化考察或參觀活動	參觀博物館、粵劇欣賞、戲曲欣賞、話劇欣賞等	\$10,000	\$12,640	
4.	發展有關中華文化的課程	--	\$0	\$0	
5.	採購及發展中華文化學與教資源	添購書籍、多媒體及電子教學資源等	\$15,000	\$6,753.2	
6.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	中學生中華傳統文化傳承高端論壇	\$20,000	\$14,760	
7.	其他（請註明）：		\$0	\$0	
	<u>總額</u>		\$100,500	\$88,745.2	

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)
(2024/2025 School Year)

Teacher-in-charge: Ms. MAN Hai-ting Haity

Income: \$200,000

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2024-2025	Expenditure in school year 2024-2025	Evaluation
i.	Procuring supplies and equipment for organizing English activities	\$0	\$0	The 'Life-wide Learning Grant' was used to procure supplies and equipment for organizing English activities instead of the 'One-off Grant for Promotion of Self-directed Language Learning (English Language)'. The Grant will be deployed in 2025/26 and 2026/27.
ii.	Organizing English activities to enrich the language learning environment	\$0	\$0	
	Total:	\$0	\$0	

基督教宣道會宣基中學

「推廣自主語文學習（普通話）一筆過津貼」運用報告 (2024/2025 學年)

負責老師：沈東昊老師
津貼金額：\$200,000

	範疇	2024-2024 學年預計支出	2024-2025 學年支出	評估
1.	採購和/或訂閱學習資源	\$0	\$0	本校一向致力透過多元化活動推廣自主語文學習（普通話）及營造良好語言氛圍。於 2024-2025 學年，學校按原定規劃使用其他資源舉辦相關活動。來年將善用這項一筆過津貼，進一步推廣自主語文學習（普通話）活動。
2.	聘請不屬編制內的業通話導師或非教學支援人員	\$0	\$0	
3.	購買學與教相關的服務	\$0	\$0	
4.	其他（請註明）：	\$0	\$0	
	總開支金額		\$0	

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the Student Activities Support Grant
(2024/2025 School Year)

Appendix XVI

I. Financial Overview

A	Allocation in the Current School Year:	\$47,450.00
B	Expenditure in the Current School Year:	\$47,450.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$3,850.00
Full-grant under the School Textbook Assistance Scheme	15	\$31,900.00
Meeting the school-based financially needy criteria	8	\$11,700.00 (capped at 25% of the total allocation for the school year)
Total	25	\$47,450.00

(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	Musical Instrument Class	Arts (Music)	22	\$31,850.00	✓		✓		
2	Sports Team	Physical Education	3	\$5,400.00	✓		✓		
3	Robotics Team	Cross-Disciplinary (STEM)	2	\$3,750.00		✓			✓
4	Coding Team	Cross-Disciplinary (STEM)	2	\$3,000.00	✓	✓			✓
5	Calligraphy Club	Chinese Language	1	\$1,500.00		✓			
6	Photographic Club	Arts (Others)	1	\$1,600.00					✓
7	PTA Field Trip	Values Education	1	\$350.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			32	\$47,450.00					

2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			32	\$47,450.00					

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):	Vice Principal, Mr. Liu Chi Yung
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Report on Sister School Exchanges (2024/2025 School Year)

Appendix XV

School : Christian & Missionary Alliance Sun Kei Secondary School

Name(s) of the Mainland Sister School (1): Shanghai Minhang Tianyuan High School Affiliated to

Beijing Foreign Studies University

(2): Shenzhen Luohu Foreign Language School

(3): Shanghai Datong High School

(4): Beijing Yuying School

(5): Guangzhou Guangyuan Middle School

(6): The Second High School Attached to Beijing Normal University

(7): Minxin Hong Kong School (Guangzhou Nansha)

Date of Forming Sister School: 6/2005

Date of Forming Sister School: 12/11/2005

Date of Forming Sister School: 13/4/2006

Date of Forming Sister School: 14/6/2007

Date of Forming Sister School: 9/11/2007

Date of Forming Sister School: 19/10/2018

Date of Forming Sister School: 1/9/2022

Part 1 : Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	The Guangzhou Sister School Exchange Cum Cultural and Historical Study Tour, -Date : 21/3/2025-23/3/2025 (Thu. to Sat.) -Participants : 124 Students and 13 Teacher Leader, Total : 137 participants - Areas / Activities of Exchange : Cultural Activities, Humanities, Chinese History. -Others include campus tour, talent show, arts carnival and ball games in the sister school, Guangzhou Guangyuan Middle School, visited the South China Agricultural University, Guangzhou City Planning Exhibition Centre the South China Agricultural University, Guangzhou City Planning Exhibition Centre and the Memorial Museum of Generalissimo Sun Yat-sen's Mansion.	- To facilitate cultural and academic exchange between students of Sui Kei and the sister school - To facilitate cultural interflows and friendship between students of Sui Kei and sister school(s) in the Mainland - To broaden students' horizons and to help them to have a better understanding of the Mainland	- All of them have shown positive responses to Guangzhou Sister School Exchange Cum Cultural and Historical Study Tour. They also agreed the intended objectives of the Exchange Activities have been achieved. - The study tour have been included in the staff meeting report of the Global Education and Exchange	- The areas and activities of the exchange were successfully arranged. - It is expected that similar exchange programs could be arranged in the Mainland in 2025/2026.

			Committee.	
2	The 9th Chinese Culture and Tradition Heritage Forum for Secondary School Students Date : 13/7/2025-18/7/2025 (Sun. to Thu.) - Participants : 4 Students and 1 Teacher Leader, Total : 5 participants - Areas / Activities of Exchange : Cultural Activities, Campus tour in the Second High School Attached to Beijing Normal University, visited the Confucius Temple and the Palace Museum		- Students have submitted their reflections and photos taken. All of them have shown positive responses to the Study Tour	- The areas and activities of the exchange were successfully arranged. - It is expected that similar exchange programs could be arranged in 2025/2026.

Part 2 : Financial Report

Item No.	Name of the Exchange / Item	Expenditure Item	Amount	Remarks
1.	- Balance b/f from 2023/2024	-	HK\$133,998.00	-
2.	- Grant for the Sister School Scheme received 2024/2025	-	HK\$165,439.00	-
3.	-	- Study tour 2024/2025	HK\$179,850.00	-
4.	- Balance c/f to 2025/2026		HK\$119,587.00	
		Total :	HK\$299,437.00	-

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the Life-wide Learning Grant
2024 – 2025 School Year

Appendix XVI

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	<u>Enrichment Programme for Gifted and Talented Learners</u> To provide alternative learning opportunities for gifted and talented learners.	Oct 2024 to Aug 2025	S1-S5	20	\$4,000.00	\$200.00	E6	Gifted Education	All students finished the Course and attained Grade B or above, making them eligible to take part in the subsequent Level 2 course in the same aspect.	✓				
2	<u>Life Wide Learning Day</u> To provide students learning opportunities in real contexts and authentic settings.	Mar 2025	S1-S5	603	\$35,060.00	\$58.14	E2, E6	Cross-Disciplinary (Others)	S.1 to S.5 students were arranged to participate in different themed activities and visits. Through experiential learning, they were able to achieve holistic development and cultivate lifelong learning skills.	✓			✓	
3	<u>Academic Days and Activities</u> To widen students' exposure in knowledge of different subjects in a fun way and to expand students' talents.	Oct 2024 to Jun 2025	S1-S6	711	\$2,009.80	\$2.83	E7	Cross-Disciplinary (Others)	7 subject related academic days or weeks were organized. By these activities, we could widen students' exposure in knowledge of different subjects in a fun way & to challenge and expand students' talents. The students were engaged in the activities such as inter class competitions and lunch time activities.	✓				
4	<u>Career and Life Planning Activities</u> To organise activities, such as workshops and workplace visits, enabling students to explore and enhance a career and life planning development.	Oct 2024 to Aug 2025	S1-S6	711	\$2,562.00	\$3.60	E2, E7	Cross-Disciplinary (Others)	Students stated the experience has enabled them to gain more insights about the culture of workplace, and reminded to get prepared to swift from school to workplace, especially from the sharing of the practitioners from different field; more updated card-game tools are prepared to arouse students awareness to the change in local job markets, and students are more eager to express their thoughts	✓				✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
5	<u>Various STEAM Activities and Competitions</u> To support student participants for engaging in various, external STEAM activities / competitions.	Oct 2024 to Aug 2025	S1-S6	711	\$10,320.00	\$14.51	E1	Cross-Disciplinary (STEM)	Students participated in various STEAM activities and competitions, and thus their learning experiences are enhanced.	✓			✓	
6	<u>Student Leaders training workshops</u> To nurture students' leadership and communication skills. To subsidise the fees of training and transportation.	Sep 2024 to Jul 2025	S2-S5	84	\$2,970.00	\$35.36	E1	Leadership Training	Students leaders were well prepared in the HK200 activities.	✓	✓			
7	<u>Student Leaders' Team-Building Camp</u> To build up the teamwork of student leaders. To broaden their horizons and bring their talents into full play. To subsidise the fees of accommodation, training and transportation.	Sep 2024 to Jul 2025	ARL	84	\$34,143.00	\$406.46	E1,E2	Leadership Training	Students participated in the 2-day camp for leadership training	✓	✓			
8	<u>4C Youth Volunteer Leadership Project</u> To broaden students' horizons and to nurture positive values and attitudes.	Oct 2024 to Jul 2025	S3-S5	30	\$8,799.80	\$293.33	E6	Moral, Civic and National Education	4C members organized 2 volunteer service and joined 2 volunteer service. Students learned how to organize volunteer service and were committed to volunteer work.		✓		✓	✓
9	<u>ECA Subsidisation for Financial-needed Students</u> To provide financial support to students taking part in life-wide learning / extra-curricular activities and achieve whole-person development. Students who have received grants from the CSSA Scheme, TA grant from the SFO (full grant or half grant) or their family with any special financial difficulties are eligible to apply.	Oct 2024 to Jul 2025	S1-S5	30	\$60,300.00	\$2,010.00	E1, E3, E7	Extra-curricular activities	35 students applied for the subsidization by LWLG. Students will not be affected by their financial difficulties, they can still participate in various activities as usual.	✓		✓	✓	✓
10	<u>Local Inter-school Competitions and Events (PE)</u> To encourage students to take part in various kind of competitions or events, to subsidy for competition fees, application fees, transportation fees, venue booking fees, etc. To broaden students' horizon, enhance their technical skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S6	711	\$33,190.00	\$46.68	E1, E3	Physical Training Activities	Students participated in various competitions and thus enriching their learning experience, broaden students' horizon, enhance their technical skills and develop their sense of belonging.	✓	✓	✓	✓	✓
11	<u>Local Inter-school Competitions and Events (Music, Aesthetic and other ECA)</u> To encourage students to take part in various kind of competitions or events, to subsidy for competition fees, application fees, transportation fees, venue booking fees, etc. To broaden students' horizon, enhance their technical skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S6	711	\$49,084.20	\$69.04	E1, E2	Aesthetic Training Activities	Students participated in various competitions and thus enriching their learning experience.	✓	✓	✓	✓	✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses [#]	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
12	<u>Other Extra-curricular Activities and Other Learning Experiences (Music, PE, Aesthetic and other ECA)</u> To enrich students' learning experiences by defraying the activity and travelling expenses for different students or society/club/interest groups during post-exam period or picnic day. To provide opportunities for all students to join different kind of activities to enhance their skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S6	711	\$99,471.61	\$139.90	E1, E2, E5, E6, E7	Extra-curricular Activities, OLE	Students were explored in different learning areas. It help to widen students' horizons, and to develop their life-long interests.	✓	✓	✓	✓	✓
13	<u>Conservation Exploration</u> To explore the conservation work in Hong Kong, to encourage students in environmental protection, and to cultivate a caring and respect culture in school campus.	Jan to Jul 2025	S2	121	\$5,236.00	\$43.27	E1, E2	Values Education, Mental Health	Most of the students understood more about the wetland habits and the balance among different species in the wetland. They would like to do more voluntary work to support conservation.		✓			
14	<u>Humanitarian Exploration Programme</u> To instill a sense of humanitarian care and take humanity into action.	Jan to Jul 2025	S3	125	\$9,970.00	\$79.76	E2,E6	Moral, Civic and National Education, Patriotic education	36 students visited the Independent Commission Against Corruption (ICAC) Building, 28 students visited the Court of Final Appeal and 120 students visited the PLA Hong Kong Garrison Exhibition Centre. Students joined at least one civic and national education activity during the school year. Their sense of humanitarian care was instilled.		✓			
15	<u>Adventure Day Camp Programme</u> To promote life education and guide students to think about the meaning of life, and to strengthen students' sense of belonging to the school.	Mar 2025	S4	117	\$19,856.00	\$169.71	E1	Cross-Disciplinary (Others)	Students demonstrated heightened reflection on the meaning of life through the adventure day camp program, which also significantly strengthened their sense of belonging and connection to the school. The positive outcomes were evident in post-camp discussions, showcasing increased engagement among participants.		✓			
16	<u>Positive Education Movie Appreciation</u> To promote positive growth mindset and to facilitate students excellent life.	Sep 2024 to Jul 2025	S1-S6	100	\$9,420.00	\$94.20	E1	Values Education, Patriotic education, Mental Health	Two movie appreciation sessions were held to strengthen students' positive value and affective (e.g. respect for others, empathy, filial piety)		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
17	<u>Values Education Activities</u> To promote thanksgiving and caring character, and to nurture students' positive values and attitudes.	Oct 2024 to Jul 2025	S1-S	80	\$1,798.74	\$22.48	E7, E8	Values Education, Patriotic education, Mental Health	Whole school assembly, sl school history office visit, mindfulness planting workshop and ocean park seahorse rangers activities were held to nurture students' positive values and attitudes.		✓			
18	<u>Personal Growth Programme for targeted group: ToughSKian</u> To nurture students' perseverance, positive attitude and social skills.	Oct 2024 to Jul 2025	S2-S4	40	\$2,430.00	\$60.75	E1, E2	Cross-Disciplinary (Others)	Students gained more confidence, resilience and sense of satisfaction after joining the activity.		✓	✓	✓	
19	<u>Personal Growth Training Camp for S2, S3 Students</u> To train up S2 & 3 students with life skills and communication skills.	Feb to Apr 2025	S3	30	\$12,055.00	\$401.83	E1	Cross-Disciplinary (Others)	24 S3 students participated in the activity. They enjoyed the adventures and the experiences at the training camp.		✓			✓
20	<u>School Team Training for STEAM activities</u> To organise school teams training and training camp, including coach fees, cost of friendly matches and accessories for training. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S5	50	\$47,898.80	\$957.98	E1, E5	Cross-Disciplinary (STEM)	3 STEM training courses were organized. Total 12 students participate in the courses.	✓	✓	✓	✓	✓
21	<u>School Team Training for Coding Team</u> To organise school teams training, including coach fees, competition fees and accessories for training. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	Sep 2024 to Jun 2025	S1-S5	50	\$14,100.00	\$282.00	E1, E5	Cross-Disciplinary (STEM)	2 AI related training courses were organized. Total 20 students participated in the courses.	✓				✓
22	<u>School Team Training for Musical activities</u> To organise school teams training and training camp, including coach fees, cost of friendly matches and accessories for training. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S5	400	\$170,773.30	\$426.93	E1, E5	Arts (Music)	Students' technical skills in Music Teams were enhanced through different trainings before competitions, local and global interschool exchange.	✓	✓	✓	✓	✓
23	<u>School Team Training for Physical education activities</u> To organise school teams training and training camp, including coach fees, cost of friendly matches and accessories for training. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	Oct 2024 to Jul 2025	S1-S5	400	\$9,730.00	\$24.33	E1,E5, E7	Physical Education	Students broadened their horizons, enhanced their technical skills, and fostered a stronger sense of belonging.	✓	✓	✓	✓	✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
24	<u>Higher Order Thinking Skills Training Programme</u> To provide students with opportunities to enhance higher order thinking skills through writing and presentation activities.	Oct 2024 to Aug 2025	S1-S5	30	\$5,285.00	\$176.17	E1	Chinese Language	Students' analytical and creative thinking skills were enhanced. Notable improvement were observed in the complexity of written arguments. Presentations demonstrated greater critical depth and structured reasoning.	✓				
25	<u>English Learning Activities -- Activities such as English Week, competitions, workshops, training programmes</u> To provide students with opportunities to learn English through a series of out-of-class-activities and use the language in authentic situations.	Sep 2024 to Aug 2025	S1-S5	640	\$11,956.66	\$18.68	E1, E5	English Language	Students were subsidized to join competitions such as English public speaking contests and English debate competitions. In this school year, there were more than 600 entries in various external competitions. These competition experience allowed students to challenge themselves externally and learn from competitors outside school.	✓		✓		✓
26	<u>Drama Appreciation -- Watching drama plays, with pre- or post show workshop and learning activities</u> To widen students' exposure to drama performance and enhance their understanding of how a play is developed from script to performance; to develop students' literary appreciation and analysis skills, as well as their ability to respond critically to an original play	Feb to Aug 2025	S1-S5	640	\$1,486.99	\$2.32	E1	English Language	S3-S4 student participants appreciated the effort that their classmates made during the drama production. As observed from their actual stage performance in 24-25 drama competition, every performing class made good use of the budget to create relevant props to facilitate the show. Students' creativity was shown in their use of stage props and costumes.	✓		✓		
27	<u>Reading and Speaking Activities -- Attending workshops related to public speaking and producing audio books or videos</u> To provide students with opportunities to learn fundamental skills and technique in public speaking; practise spoken English by exploring a plethora of life-related topics; acquire and practise the skills required for effective communication, e.g., technique to engage and interact with audience, active and deep learning.	Sep 2024 to Aug 2025	S1-S5	300	\$2,854.30	\$9.51	E1, E7	English Language	External hard disks were purchased to allow students to store their presentations in video format, providing them with a reliable way to preserve their work and enhancing their learning experience. Additionally, these resources supported debate and toastmasters public speaking events, further enriching students' engagement in club activities.	✓		✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses ⁺	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
28	<u>S1-S5 Mathematics Olympiad Class</u> To provide systematic training for mathematics competitions. To select members to represent the school to participate in different inter-school mathematics competitions.	Sept 2024 to April 2025	S1-S5	24	\$44,820.00	\$1,867.50	E6	Mathematics	The tutors prepared well and the students, especially the F1 and F2 students, actively participated in the lessons. This year the materials were similar to those in the last year, mainly the questions from the target competitions, the level was suitable. The students got satisfactory results in the competitions.	✓				
29	<u>Animal Corner in Integrated Science Laboratory</u> To allow students to get the first-hand experience of taking care animals, observing their growth, and developing a sense of respecting lives.	Sep 2024 to Aug 2025	S1-6	711	\$61,606.70	\$86.65	E1, E6, E7	Science	About 20 students received professional training in animal care and regularly attended caring sessions throughout the school year. They documented the animals' growth in log sheets, using them as real-life examples to teach S1 students about "observing organisms." The animals were also displayed to the whole school to promote respect for all living beings as part of life education.	✓	✓			
30	<u>Biology Field Studies Camp and Other Learning Activities/ Programs</u> To enhance the knowledge and skill of fieldwork study and to enrich students' out-of-classroom experiential learning experience. To stimulate students' active interest in Biology and to widen their exposure in cutting-edge biological knowledge and innovation.	Sep 2024 to Aug 2025	S5	60	\$9,879.40	\$164.66	E1, E2, E6, E7	Science	Students conducted various scientific investigations in field trip, they were actively engaged and gained hands-on experience on fieldwork. They found the other learning activities were effective in stimulating their interest in Biology and widened their exposure in cutting edge biological knowledge and innovation.	✓	✓	✓		
31	<u>BAFS Money Management Experiential Program</u> To equip students with personal finance management skills through the role play experiential program.	July 2025	S3	125	\$3,000.00	\$24.00	E1	BAFS	All S3 students were actively involved in the experiential workshop, greatly enhancing their personal finance management skills.	✓	✓			✓
32	<u>Geographical Skill Training Camp & Field Trips</u> To nurture students for natural appreciation, to enhance the sense of conservation and to facilitate the build up of geographical knowledge. To enhance the exposure in field trip study and to nurture students' caring for environment.	Sep 2024 to Jul 2025	S4 - S6	80	\$9,980.00	\$124.75	E1, E2	Geography	Students were actively involved in the tour. Students knowledge about environmental problems were consolidated.	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KILAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
33	<u>THS Workplace Visits and Related Learning and Training Programmes</u> To broaden students' exposure, to raise students' learning interest and to enhance learning effectiveness through real-life experience in relevant contents.	Nov 2024 to Aug 2025	S3-S5	60	\$2,250.00	\$37.50	E2	THS	Student were actively involved and their knowledge are enhanced.	✓				✓
34	<u>Visual Arts Exhibitions, Workshops and Enhancement Courses</u> To broaden students' exposure and to raise students' learning interest. To provide opportunities for students to explore and experience different art forms.	Oct 2024 to Aug 2025	S1-6	80	\$0.00	\$0.00		Arts (Visual Arts)	Students participated in free exhibitions and events.			✓		
Sub-total of Item 1.1				9,380	798,297.30									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	<u>Overseas English Learning Tour</u> To enhance students' English languages and social skills, and broaden their horizon.	Jul to Aug 2025	S2-S5	30	\$64,705.69	\$2,156.86	E3,E4,E5	Cross-Disciplinary (Others)	The Oxford Study Tour was organised, 20 Sun Kei students immersed in cultural and educational experiences, students attended English lessons at Ruskin College Oxford with other international students and visited Oxford University, gaining insights into the prestigious academic environment. Staying with local host families allowed students to fully experience British life and customs.	✓	✓			✓
2	<u>Overseas Cultural Exchange Tours</u> To broaden students' horizon, experience in cultural differences and enhance social skills.	Jul to Aug 2025	S1-S5	30	\$47,726.00	\$1,590.87	E3,E4,E5	Cross-Disciplinary (Others)	10 students and teachers participated in the Australia Music Exchange Tour, our students also connected with Australia Chinese Orchestra for in-depth exchanges of wind performances, during which they expanded their horizons and enriched their musical experiences through the mingling of music and culture.	✓	✓			✓
3	<u>Non-local Competitions (if any)</u> To subsidy students to take part in international competitions, so as to broaden students' horizon, experience in cultural differences and enhance social skills, and to share knowledge in international competitions.	Nov 2024 to Aug 2025	S1-S5	15	\$123,446.31	\$8,229.75	E3,E4,E5	Cross-Disciplinary (Others)	6 students participate in the 2024 International Genetically Engineered Machine Competition (iGEM) in Paris. Good experiences for teachers and students to explore and widen their horizons.	✓	✓			✓
Sub-total of Item 1.2				30	\$235,878.00									
Total for Category 1				9,410	\$1,034,175.30									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Adobe creative cloud for enterprise - all Apps - 48 months licensing subscription (for 12 months)	Enable teacher to teach digital drawing and digital design, as to enhance students' Art learning experience.	\$23,450.00
2	Teaching material, equipment, chemical and consumables for STEAM-related activities (including maintenance fee)	Purchase and keep regular maintenance to facilitate students' learning in STEAM-related activities.	\$27,000.00
3	Stage equipment, music software, musical instruments and maintenance	Purchase and do regular maintenance for musical instruments and different performing related equipment, so as to enhance students' music learning experience.	\$31,530.86
4	ECA equipment and maintenance	Purchase essential equipment for each school team (including: shoe bags, folders, badges... etc.). Maintain, replace and repair existing equipment for students to use.	\$9,776.58
Estimated Expenses for Category 2			\$91,757.44
Estimated Expenses for Categories 1 & 2			\$1,125,932.74

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	711
Estimated number of student beneficiaries:	711
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms. Ng Wai Chun
Post of Contact Person for LWL:	Vice Principal

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

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

Achievements and Awards

Appendix XVII

Date	Organization	Competition	Event / Group	Award	Student	
2024-09-01	Hong Kong Virtual University, Education Bureau	Chemists Online Self-study Award Scheme	-	Diamond Award	6M	Ho Cheuk Him
					6M	Yip Man Shing
					6M	Yiu Kai Wang
2024-09-08	Changing Young Lives Foundation, Tencent Foundation	"Little Safflower" Community STEM Scholars Award	-	Second Place	5M	Wong Ho Sing
					5M	Xie Yu Hong
					6M	Chan Man Ching
2024-09-27	Global Travel and Tourism Partnership	GTTP Student Travel Research Competition (Hong Kong)	-	Champion	5S	Choi Pui Lam
					5S	Yip Ching
2024-10-13	Thailand Mathematics Society	Thailand International Mathematical Olympiad Heat Round (Hong Kong Region)	-	Gold Award	1R	Chan Ying Hei Hysan
				Silver Award	1M	Cheng Lok Yin
					1M	Wah Lap Yan
					4M	Yuen Lok Hin
					5R	Li Sui Yin
				Bronze Award	4M	Chan Ching
					4M	Chan Hiu Lam Corrine
2024-10-26	iGEM Foundation	iGEM Competition	-	Silver Award	4R	Lai Wing Yin
					4M	Fan Ho Yiu
					4M	Law Ching Kan
					4M	Leung Wai Him
					4M	Man Kai Hei Ian
					4I	Lok Tsz Kiu
					4I	Tam Hoi Ching
					5R	Huang Chi Ting
					5R	Liu Cheuk Ka
					5R	Tsang Yee Ching
					5R	Tung Huen
					5R	Li Tsz Yeung
					5M	Lau Wing Tung
					5M	Liew Jia Xin
					5S	Tsang Tsz Wing
					5S	Wong King Hei Irwin
2024-11-24	Thailand Mathematics Society	Thailand International Mathematical Olympiad Semi-Final (Hong Kong Region)	-	Bronze Award	1R	Chan Ying Hei Hysan
					1M	Cheng Lok Yin
					4M	Yuen Lok Hin
					5R	Li Sui Yin

Date	Organization	Competition	Event / Group	Award	Student	
2024-12-14	City University of Hong Kong	City Literary Awards	Poetry	Second Place	6M	Cheung Abigayle
2024-12-15	Olympiad Champion Education Centre	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region)	-	Second Class Award	4M	Yuen Lok Hin
2024-11-19 to 2024-12-18	Hong Kong Schools Music and Speech Association	Hong Kong Schools Speech Festival - Chinese Speech	Cantonese Solo Prose Speaking	Champion	5S	Li Yuet Yi
				Second Place	1I	Lui Sum Lam
					2S	Lee Cheuk Wing
					4M	Lam Bo Kei
			Cantonese Solo Verse Speaking	Second Place	2I	Leung Sum Yau
				Third Place	2M	Lee Hoi Kiu
					5S	Yip Ching
			Putonghua Solo Verse Speaking	Champion	2S	Ma Xinrui
				Third Place	2M	Chan Chun Kit
2024-11-19 to 2024-12-18	Hong Kong Schools Music and Speech Association	Hong Kong Schools Speech Festival - English Speech	Solo Verse Speaking	Champion	4M	Chan Sum Yau
				Second Place	1I	Lui Sum Lam
2024-12-21	Hong Kong Mathematical Olympiad Association	Global Junior Math Aptitude Test	-	Bronze Award	2M	Fung Yiu Tsun
2024-12-31	International Life Creative Culture	Guangdong-Hong Kong-Macao Chinese and English Speech Competition	-	Bronze Award	1S	Chong Tsz Hei
2025-01-04	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad (Hong Kong) Preliminary Round	-	Second Class Award	1I	Cheung Tsz Yan
					1I	Yeung Hoi Ning
					1I	Cheung Ho Kwan
					1I	Huang Ho Yeung
					1I	Tse Ting Hang
					2I	Li Yuet Tung
				Third Class Award	1R	Chan Ying Hei Hysan
					1M	Liu Ka Po
					1M	Cheng Lok Yin
					1M	Wah Lap Yan
					1I	Tsang Tin Hei
					1S	Siu Chun Ho
					2M	Fung Yiu Tsun
					2I	Tam Shing Yan
					2S	Lau Chung Long

Date	Organization	Competition	Event / Group	Award	Student	
2025-01-24	World Robot Olympiad Hong Kong Organizing Committee	WRO Hong Kong Inter-School Sumo Robot Tournament	-	Silver Award	1M	Cheng Siu Chun
					1M	Lam Yiu Yeung
					1M	Li Chun San
					1S	Wong Yuk Yu
2025-01-25	World Robot Olympiad Hong Kong Organizing Committee	WRO Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Open	Gold Award	2R	Chau Tsun Hei
					2M	Chan Chun Kit
					2I	To Tsz Long
				Silver Award	1R	Chan Sze Yu
					1R	Chiu Chun Yin Riley
					1R	Lo Yik Hei
					2R	Fung Cheuk Yin
					2M	Lee Hoi Kiu
					2S	Sin Pak Ching
2025-02-08	Po Leung Kuk, Hong Kong Association for Science and Mathematics Education	Hong Kong Mathematical High Achievers Selection Contest	-	Third Class Award	3R	Ng Yu Ning
					3M	Wong Cheuk Ying
2025-02-20	World Robot Olympiad Hong Kong Organizing Committee	WRO Hong Kong Robot Challenge Winter Season	Speed Challenge	Gold Award	2M	Leung Siu Hei
					2S	Lau Chung Long
					3M	Chan Man Tik Daemen
2025-02-22	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (Preliminary)	-	Silver Award	1R	Chan Ying Hei Hysan
					1M	Cheng Lok Yin
					1I	Cheung Tsz Yan
					1S	Siu Chun Ho
					2M	Fung Yiu Tsun
					5R	Li Sui Yin
				Bronze Award	2I	Hung Tsz Hei
2025-02-23	SUMMIT Inspiration Limited	FIRST Tech Challenge Hong Kong	-	Bronze Award	1R	Chau Jaden
					1I	Hui Cheuk Chun
					1I	Ng Chun Yin
					1I	Tsoi Tsz Long
					2R	Cheung Ka Yu Angeline
					2M	Chan Chun Yu Ashley
					2I	Li Yuet Tung
					2S	Poon Pak Hoi
					3S	Ng Wing Tung
					4M	Lam Bo Kei
					4M	Leung Wai Him
					4M	Tam Yu Hin

Date	Organization	Competition	Event / Group	Award	Student	
2025-03-02	Olympiad Champion Education Centre	Hong Kong International Mathematical Olympiad Heat Round (Hong Kong Region)	-	Gold Award	1I	Tse Ting Hang
					3M	Wong Cheuk Ying
				Silver Award	4M	Chan Hiu Lam Corrine
				Bronze Award	2I	Tam Shing Yan
					4M	Chan Ching
					4M	Yuen Lok Hin
2025-03-04	Education Bureau	Creative Infographic Design Competition on Applications of Mathematics	Junior Secondary	Bronze Award	1M	Lin Tingjian
					1S	Kwok Oi Yi
2025-03-14	Hong Kong Family Welfare Society Financial Education Centre, Hang Seng Bank Limited	"Financial Literacy Across the Community" Online Quiz	All Hong Kong Junior Section	Second Place	3M	Chan Pak Hei
			Junior Section	First Class Award	3M	Yeung Lok Ching
					3M	Chan Pak Hei
					3M	Lo Tsz Chun
					3S	Lau Hong Ki
					3S	Ng Wing Tung
				Second Class Award	3M	Chan Hiu Yau
					3M	Chan Pak Yui
					3M	Fong Cheuk Kuen
					3I	Chau Wing Yiu
					3S	Leung Sze Ying
				Third Class Award	3R	Chan Sheung Hei
					3R	Sze Ping Nok
					3R	Siu Ka Chung Jeffrey
					3R	Wong Tsz Kwai Rexley
					3M	Hung Ling Lung
					3M	Wan Tsz Tung Julisa
					3M	Chan Jun Dou Faith
					3M	Gao Yihong
					3I	Hung Patrick
					3S	Ho Tsz Yiu
					3S	Li Ka Yau
					3S	Cheng Ho Lun
					3S	Law Tsz Hin

Date	Organization	Competition	Event / Group	Award	Student	
2025-03-16	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad (South China) Semi-Final	-	Second Class Award	1I	Cheung Ho Kwan
					1I	Huang Ho Yeung
					1I	Tse Ting Hang
				Third Class Award	1R	Chan Ying Hei Hysan
					1M	Cheng Lok Yin
					1S	Siu Chun Ho
					2M	Fung Yiu Tsun
2025-03-19	My Book One Club, Wholesome Books Club	Hong Kong Primary and Secondary School Students Chinese Writing Competition	Junior Group	Excellence Award	2R	Yang Hei Yee
					3S	Lau Lok Yan
2025-04-11	Education Bureau, Ocean Park Hong Kong	Animal Photopoeetry Creative Challenge	-	Commendable Award	1I	Chan Wing Lam
					1S	Chong Tsz Hei
2025-04-13	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest Semi-Final	-	Silver Award	1R	Chan Ying Hei Hysan
					1S	Siu Chun Ho
				Bronze Award	1M	Cheng Lok Yin
					2M	Fung Yiu Tsun
					2I	Hung Tsz Hei
2025-05-11	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad Final	-	Third Class Award	1R	Chan Ying Hei Hysan
					1M	Cheng Lok Yin
					1I	Cheung Ho Kwan
					1I	Huang Ho Yeung
					1S	Siu Chun Ho
2025-05-17	International Economics Olympiad	Hong Kong Economics Olympiad	-	Silver Award	4M	Lam Bo Kei
					5R	Lo Yin Wing
					5M	On Tony
					5M	Poon Sze Kit
				Bronze Award	4R	Chau Cheuk Ki
					4R	Tse Nga Lam
					4M	Kwan Ching Hei
					4M	Cheung Tsz Tsun
					4M	Law Ching Kan
					4M	Leung Wai Him
					4M	Mak Shing Chun
					5R	Li Sui Yin
					5M	Li Yuet Ching
					5M	Su Sin Tung
					5M	Tsang Tin Long
					5S	Wong King Hei Irwin

Date	Organization	Competition	Event / Group	Award	Student	
2025-06-21	The Hong Kong Polytechnic University	PolyU Fun-Tech Competition - VR Video Creation Competition	Senior Category	Third Place	4S	Choi Cheuk Kei
					4S	Leung Wai Sum
					4S	Chan Man Hin
2025-06-21	The Hong Kong Academy of Gifted Education	Hong Kong Physics Olympiad	-	Second Class Honour	4M	Fan Ho Yiu
2025-06-28	Hong Kong Educational Publishing Company Limited	Our Home Our Life Storytelling Competition	Junior Group	Champion	2M	Au Yeuk Lam
					2M	Chan Ching Yan
					2M	Law Mon In
					2M	Chan Ching Lok
					2M	Lee Hoi Kiu
				Best Performance Award	2I	Chan Yu Ching
					2I	Ng Wing Huen Myra
					2I	Tsang Pui Yin
					2I	Yeung Ka Ying
					2I	Yip Sum Lok Vania
2025-06-30	The Hong Kong Polytechnic University	Short Essay Writing Competition for Secondary School Students	-	Gold Award	4S	Ho Hoi Ching
				Bronze Award	4I	Cheung Wing Yin

2. Sports

Date	Organization	Competition	Event / Group	Award	Student	
2024-09-04	Leisure and Cultural Services Department	Southern District Age Group Tennis Competition	Mixed Doubles	Champion	2M	Fung Sum Hin
2024-10-02	The Schools Sports Federation of Hong Kong, China	Inter-School Swimming Competition	Boys B Grade 100M Freestyle	Third Place	4R	Tsang Chiu Yin
			Boys B Grade 50M Butterfly	Champion	4R	Tsang Chiu Yin
			Boys B Grade 50M Breaststroke	Champion	4S	Lam Yat Long
			Boys B Grade 100M Breaststroke	Champion	4S	Lam Yat Long
			Boys B Grade 50M Backstroke	Third Place	3R	Wong Nok Yin
			Boys B Grade 100M Backstroke	Second Place	3R	Wong Nok Yin
			Boys B Grade 4x50M Medley Relay	Champion	-	-
			Boys B Grade Overall	Champion	-	-
			Girls A Grade 100M Freestyle	Third Place	5I	Chung Hiu Ying
			Girls A Grade 100M Backstroke	Champion	5I	Chung Hiu Ying
			Girls C Grade 50M Breaststroke	Third Place	1R	Lam Ching Shan
			Girls C Grade 100M Breaststroke	Second Place	2I	Tsang Pui Yin
			Girls C Grade 200M Individual Medley	Third Place	2I	Tsang Pui Yin
			Girls C Grade 4x50M Medley Relay	Champion	-	-
			Girls C Grade Overall	Champion	-	-
2024-10-06	Hong Kong Rope Skipping Association, China	All Hong Kong Age Group Rope Skipping Competition	Team Single Rope Pairs Freestyle	Champion	5R	Chan Pan Wing
			Team	Champion	6R	Ting Siu Yan
			4x30s Single Rope Speed Relay	Third Place	6R	Ting Siu Yan
2024-10-19	Leisure and Cultural Services Department	Wan Chai District Age Group Tennis Competition	Doubles	Champion	5R	Tsui Cheuk Fung
2024-10-24	Leisure and Cultural Services Department	Kowloon City District Age Group Tennis Competition	Doubles	Champion	2M	Fung Sum Hin
2024-10-31	The New Territories Regional Sports Association	New Territories Inter-District Rope Skipping Championship and Open	Single Rope Speed Relay	Champion	5R	Chan Pan Wing
			Boys Team Overall	Champion	5R	Chan Pan Wing

Date	Organization	Competition	Event / Group	Award	Student	
2024-11-06	Leisure and Cultural Services Department	Wong Tai Sin District Age Group Tennis Competition	Doubles	Champion	5R	Tsui Cheuk Fung
				Third Place	2M	Fung Sum Hin
2024-11-24	The Karatedo Federation of Hong Kong, China Limited	Hong Kong Karatedo Youth Game	Girl Junior Kata	Champion	1I	Lui Sum Lam
2024-11-28	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys A Grade High Jump	Second Place	5M	Poon Hiu Hong
			Boys B Grade 400M	Third Place	3S	Ho Yat Nam
			Boys B Grade 4x400M Relay	Second Place	-	-
			Girls B Grade 400M	Third Place	3R	Chan Sze Wan
			Girls B Grade 800M	Champion	3R	Chan Sze Wan
			Girls C Grade 100M Hurdles	Second Place	2S	Li Tsz Yan
			Girls B Grade 4x400M Relay	Fourth Place	-	-
2024-12-01	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Girls A Grade	Third Place	-	-
2024-12-05	Leisure and Cultural Services Department	Kwun Tong District Age Group Tennis Competition	Doubles	Champion	2M	Fung Sum Hin
					5R	Tsui Cheuk Fung
2024-12-26	Leisure and Cultural Services Department	Sham Shui Po District Age Group Tennis Competition	Doubles	Champion	2M	Fung Sum Hin
2025-01-01	Leisure and Cultural Services Department	Central and Western District Age Group Tennis Competition	Singles	Champion	2M	Fung Sum Hin
			Doubles	Champion	5R	Tsui Cheuk Fung
2025-01-05	Hong Kong Rope Skipping Association, China	Hong Kong Elite Rope Skipping Championships cum Hong Kong Delegation Team Selection	Single Rope Double Under	Third Place	5R	Chan Pan Wing
			Single Rope Triple Under	Third Place	5R	Chan Pan Wing
			Single Rope Pairs Freestyle	Third Place	5R	Chan Pan Wing
			Single Rope Team Freestyle	Third Place	5R	Chan Pan Wing
2025-01-19	The Karatedo Federation of Hong Kong, China Limited	Hong Kong Karatedo Annual Tournament (Individual and Team)	Children Girl Team Kata	Champion	1I	Lui Sum Lam
2025-01-19	adidas Runners Hong Kong	ADIZERO SUMMIT	Inter-school Boys B	Champion	-	-
			Inter-school Girls B	Second Place	-	-
2025-01-23	Leisure and Cultural Services Department	Eastern District Age Group Tennis Competition	Singles	Champion	2M	Fung Sum Hin
			Mixed Doubles	Champion	2M	Fung Sum Hin

Date	Organization	Competition	Event / Group	Award	Student	
2025-01-25	Education Bureau, Hong Kong Schools Dance Association Limited	Schools Dance Festival Competition	Contemporary Dance	Highly Commended Award	4I	Ng Yee Lam
					5R	Yeung Sin Tung
2025-01-25	Leisure and Cultural Services Department	Tsuen Wan District Age Group Tennis Competition	Doubles	Champion	2M	Fung Sum Hin
2025-02-15	Basketball Association of Hong Kong, China	Outreach Coaching Programme - 3 on 3 Basketball Competition for Secondary School	Boys	Fourth Place	-	-
2025-02-19	The Schools Sports Federation of Hong Kong, China	Inter-School Cross Country Competition	Girls C Grade Individual	Second Place	2I	Ng Hei Tung Chloe
			Girls C Grade	Third Place	-	-
			Boys B Grade Individual	Fourth Place	4S	Lam Yat Long
			Boys A Grade	Fourth Place		
			Boys B Grade	Champion	-	-
			Boys C Grade	Third Place	-	-
			Boys Overall	Champion	-	-
2025-02-23	The Karatedo Federation of Hong Kong, China Limited	Hong Kong Inter-school Karatedo Tournament	C Grade Individual Kata	Third Place	1I	Lui Sum Lam
2025-02-23	The Schools Sports Federation of Hong Kong, China	Inter-School Individual Fencing Competition	Girls A Grade Individual Sabre	Third Place	5M	Su Sin Tung
2025-02-23	Leisure and Cultural Services Department	Yau Tsim Mong District Age Group Tennis Competition	Singles	Champion	2M	Fung Sum Hin
			Doubles	Champion	2M	Fung Sum Hin
2025-02-24	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition	Girls B Grade	Fourth Place	-	-
2025-03-16	Hong Kong Shitoryu Karatedo Ken Kai	Hong Kong Shitoryu Karatedo Ken Kai Karate Tournament	Kata	Champion	1I	Lui Sum Lam
2025-04-17	Hong Kong, China Tennis Association	Nissin Cup Noodles Hong Kong Junior Tennis Series Competition (Comp 1)	Singles	Champion	2M	Fung Sum Hin
2025-04-18	Leisure and Cultural Services Department	Sai Kung District Age Group Tennis Competition	Singles	Champion	2M	Fung Sum Hin
			Doubles	Champion	2M	Fung Sum Hin

Date	Organization	Competition	Event / Group	Award	Student	
2025-04-30	Hong Kong, China Tennis Association	Bank of China Hong Kong National Tennis Championships - Ladies' President Cup	Doubles	Champion	2M	Fung Sum Hin
2025-05-01	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys B Grade	Fourth Place	-	-
			Boys Overall	Fourth Place	-	-
2025-05-04	Hong Kong Shitoryu Karatedo Ken Kai	親善空手道選手權大會	Open Individual Kata	Champion	1I	Lui Sum Lam
			Internal Individual Kumite	Champion	1I	Lui Sum Lam
2025-05-05	The Korea Rope Skipping Association	Korea Open Championship & Invitational	Single Rope Triple Unders	Third Place	5R	Chan Pan Wing
2025-05-09	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition	Boys C Grade	Fourth Place	-	-
2025-05-11	Hong Kong, China Tennis Association	Greater Bay Area Jockey Club Cup Youth Tennis Invitation Tournament	Group	Third Place	2M	Fung Sum Hin
2025-05-14	The Schools Sports Federation of Hong Kong, China	Inter-School Football Competition	Boys C Grade	Second Place	-	-
2025-05-18	Hong Kong Rope Skipping Association, China	All Hong Kong Inter-school Rope Skipping Competition	Single Rope Freestyle	Second Place	5R	Chan Pan Wing
			Double Dutch Speed	Third Place	1S	Ng Kwan Lok
					5R	Chan Pan Wing
					5S	Tam Tsz Long
2025-05-26	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition	Girls Overall	Fourth Place	-	-
2025-05-26	The Schools Sports Federation of Hong Kong, China	Inter-School Football Competition	Boys Overall	Fourth Place	-	-
2025-05-28	A.S. Watson Group	A.S. Watson Group Hong Kong Student Sports Awards	-	Student Sports Awards	5R	So Tsz Ho
2025-06-21	Rope Skipping Sport Academy	Rope Skipping Sport Academy Cup	Team Freestyles Competition	Second Place	-	-
				Most Creative Award	-	-

3. Music

Date	Organization	Competition	Event / Group	Award	Student	
2024-11-25	Leisure and Cultural Services Department, Music Office	Hong Kong Youth Music Interflows	Symphony Orchestra Interflow	Bronze Award	-	-
2024-12-04			Symphonic Band Interflow	Gold Award	-	-
2025-02-10	The Hong Kong Virtuoso Chorus	Hong Kong Inter-School Choral Festival Competition cum Masterclass	-	Gold Award	-	-
2025-03-18	Hong Kong Joint School Music Association	Joint School Music Competition	Symphony Orchestra Competition	Silver Award	-	-
2025-03-21			Symphonic Band Competition	Silver Award	-	-
2025-03-31	Hong Kong Schools Music and Speech Association	Hong Kong Schools Music Festival	String Ensemble	Silver Award	-	-
			Woodwind Ensemble	Silver Award	-	-
			Female Voice Vocal Solo - Foreign Language	Silver Award	3I	Tsang Tsz Kwan
			Grade Three Piano Solo	Silver Award	1S	Lai Shun Hei
					2S	Poon Pak Hoi
				Bronze Award	1S	Kwok Yan Ching Charmaine
			Grade Four Piano Solo	Bronze Award	3M	Lo Tsz Chun
			Grade Five Piano Solo	Silver Award	1M	Ng Hei Lam Jobi
					1M	Cheung Hei Tung
					4R	Lam Nok Yan
					4R	Li Hoi Ching
			Grade Six Piano Solo	Bronze Award	2M	Fung Sum Hin
			Grade Eight Piano Solo	Champion	5M	Tsang Tin Long
				Bronze Award	4I	Lee Wing Kiu
					4I	Ng Tsz Tsun
			Junior Piano Duet	Bronze Award	1R	Shek Wan Kiu
					4M	Kwan Ching Hei
			Piano Solo - Composer of the Year	Third Place	4M	Law Ching Kan
			Grade Four Violin Solo	Silver Award	4R	Tse Nga Lam
			Junior Flute Solo	Silver Award	2R	Yip Cheuk Yin Carrie
			Senior Trumpet Solo	Bronze Award	5M	Wong Ching Him
			Junior Erhu Solo	Silver Award	3M	Chan Ching Leong
				Bronze Award	4R	Au-Yeung Chi Shing
			Senior Zheng Solo	Bronze Award	2I	Cheung Tsz Wing

Date	Organization	Competition	Event / Group	Award	Student	
2025-04-03	Hong Kong Joint School Music Association	Joint School Music Competition	Chinese Ensemble Competition	Silver Award	-	-
2025-04-09			Harmonica Ensemble Competition	Silver Award	-	-
2025-04-10			Woodwind Ensemble Competition	Gold Award	-	-
			Brass Ensemble Competition	Silver Award	-	-
2025-04-17			String Ensemble Competition	Gold Award	-	-
2025-04-24			Junior Choir	Gold Award	-	-
2025-04-30			Orchestral Ensemble Competition	Silver Award	-	-
			Percussion Ensemble Competition	Gold Award	-	-
				Silver Award	-	-
2025-05-04	Hong Kong International Piano Pedagogy Association	International Beaux Arts Music Festival	Piano Class - Grade Eight	First Prize	5M	Tsang Tin Long
2025-05-15	Hong Kong Joint School Music Association	Joint School Music Competition	Chinese Orchestra Competition	Silver Award	-	-
2025-06-22	Hong Kong Youth Performance Art Development Association	(Taiwan) Asia Aegean Sea International Music Competition Hong Kong & Macau Preliminary Round	Piano Sonatina Class	Third Place	2R	So Wing Laam

4. Visual Arts

Date	Organization	Competition	Event / Group	Award	Student	
2024-12-15	Ma On Shan Youth Association	Youth Arts Festival - Drawing Competition	Senior Secondary	Second Place	6S	Tai Ching Hei
2025-01-11	Hong Kong Arts Exchange Association	Asia Youth & Children Arts Festival Art Competition	Ages 11-12 Group	Bronze Award	1I	Lui Sum Lam
2025-03-29	Leisure and Cultural Services Department	Hong Kong Flower Show - Jockey Club Student Drawing Competition	Junior Section	Third Place	3S	Ho Tsz Yiu
2025-05-30	Young Artists Development Foundation	Hong Kong Territory Youth Painting Competition	Senior Section	Merit Award	5I	Chung Kwok Ching
2025-05-30	Kowloon Youths Joint Conference	全國中小學生繪畫書法作品比賽	Junior Section	First Class Award	2I	Lam Jamie
2025-05-30	Culture, Sports and Tourism Bureau	Giant Panda Painting Competition	-	Certificate of Appreciation	3R	Chen Jing Xuan
2025-06-16	Hong Kong Youth and Children Talent Association	Hong Kong Youth and Children Calligraphy Competition	Chinese Calligraphy	Gold Award	2S	Tse Wai Yan

5. Others

Date	Organization	Competition	Event / Group	Award	Student	
2024-09-10	Teenagers and Children Competition Association	The Most Outstanding Student Contest	Student of the Year	Gold Award	4M	Fan Ho Yiu
				Academic Award of the Year	4M	Fan Ho Yiu
				Community Service Award of the Year	4M	Fan Ho Yiu
2024-10-19	Hong Kong Red Cross	Red Cross Youth of the Year (East Kowloon Division)	-	Outstanding Red Cross Youth	6M	Lam Chak Fung
2024-11-30	Hong Kong Red Cross	Red Cross Youth of the Year (Hong Kong)	-	Outstanding Red Cross Youth	6M	Lam Chak Fung
2025-03-05	Hong Kong Art School	Hong Kong School Drama Festival	-	Award for Outstanding Cooperation	-	-
2025-03-08	Hong Kong Red Cross	Hong Kong Red Cross East Kowloon Divisional Nursing Competition	-	Third Place	4M	Cheung Ching
					4I	Lee Cheung Sum Sam
					5S	Hung Wing Ki
					5S	Leung Sui Ching
2025-03-22	Hong Kong Red Cross	Red Cross International Humanitarian Law	-	Champion	4M	Cheung Ching

Date	Organization	Competition	Event / Group	Award	Student	
2025-05-10	Hong Kong Extra-curricular Activities Masters' Association	Hong Kong Extra-curricular Activities Outstanding Student Award	-	Outstanding Student Award	5R	Liu Cheuk Ka
2025-05-24	Lions Clubs International District 303	Hong Kong Short Movie Competition	Secondary Level	Second Place	2I	Ng Hei Tung Chloe
					3M	Chan Hiu Yau
					3M	Wong Cheuk Ying
					3M	Yip Man Ka
					4R	Chen Hei Ching
					5R	Leung Ching Lam
					5R	Leung Ching Sum
					5R	Chan Pan Wing
2025-06-28	Independent Commission Against Corruption	iTeen Leadership Programme for Senior Secondary School Students	-	Gold Award	5M	Li Yuet Ching
					4M	Mak Shing Chun
					4S	Fong Shuk Tsang Karen
					5M	But Chi Lok
2025-06-28	Independent Commission Against Corruption	iTeen Leadership Programme for Senior Secondary School Students	-	Gold Award	5S	Lau Cheuk Ki Elly
					4M	Mak Shing Chun
					4S	Fong Shuk Tsang Karen
					5M	But Chi Lok
2025-07-05	Link Asset Management Limited (LINK)	Link 20th Anniversary Outstanding Student Scholarship	-	Top 5 Students	4M	Fan Ho Yiu
2025-07-06	Agency for Volunteer Service	4C Youth Volunteer Leadership Project	-	4C Outstanding Youth Volunteer Leadership Award	4R	Tse Nga Lam
					5S	Li Yuet Yi
2025-08-24	Sai Kung Cultural Centre, Sai Kung District School Heads Association	Sai Kung District Outstanding Students Award	Junior Form	Outstanding Student Award	3M	Wong Cheuk Ying
					3M	Lo Tsz Chun
				Certificate of Appreciation	3R	Lam Tsz Ching
			Senior Form	Certificate of Appreciation	5M	Liew Jia Xin
					5I	Sun Chi Yan Rachel